

**BITS 'N PIECES  
PUPPET  
THEATRE  
PRESENTS**



**AESOP'S  
DINOSAUR FABLE**

# Aesop's Dinosaur Fable

Presented by Bits 'N Pieces Puppet Theatre  
Based on Aesop's Fable **The Ant and the Grasshopper**  
Music by Pegg Callahan  
Lyrics and Script by Jerry Bickel  
Puppets by Holli Rubin

Founded in 1976 by Executive Director Jerry Bickel, Bits 'N Pieces Puppet Theatre is dedicated to influencing the world of tomorrow by enchanting the children of today. Through the theatrical retelling of classic children's stories, each with its own unique life lesson and moral, Bits 'N Pieces brings to life the magical wonderment of children's fantasy and reinforces the core values long told and emphasized by our great storytellers. From script and design to actual building and choreography, it takes two years to produce each complete giant puppet production. **Aesop's Dinosaur Fable** received the 1995 Atlanta Cultural Olympiad's Award for Excellence and Innovation in the Arts as well as the Arts Council of Hillsborough County's Award for Excellence in Arts Education.

The lessons of Aesop's fables, such as "*Prepare today for tomorrow*" from **The Ant and the Grasshopper**, will eternally be true.

Six giant puppets plus an actress as wee TryANTasaurus are in this prehistoric cast of characters. The musical was inspired by Bits 'N Pieces Theatre's cultural exchange project in the Caribbean. A carnival atmosphere prevails in the show. Cool classic Greek and hot island motifs mix in the music, dance and design of the play. The transformed classic becomes a musical fable for our modern times.

## CREDITS

Composer .....Pegg Callahan  
Lyricist & Script  
Writer .....Jerry Bickel  
Giant Puppet Sculptor.....Holli Rubin  
Choreographer.....Reginald Yates  
Stage Director..... Jerrod Bogard  
Costumer ..... Patty Gray  
Costumer .....Sandra Tucker  
Music Arranger ..... Bill DeLoach  
Stage Set .....Jerry Bickel  
Puppet Mechanisms ..... Bob Anthony, Sharon Reed  
Communications Director .....Terri Simons  
Executive Director.....Jerry Bickel  
Vocalists.....Jerry Bickel, Holli Rubin, Scott Hilley, Dan Wehr

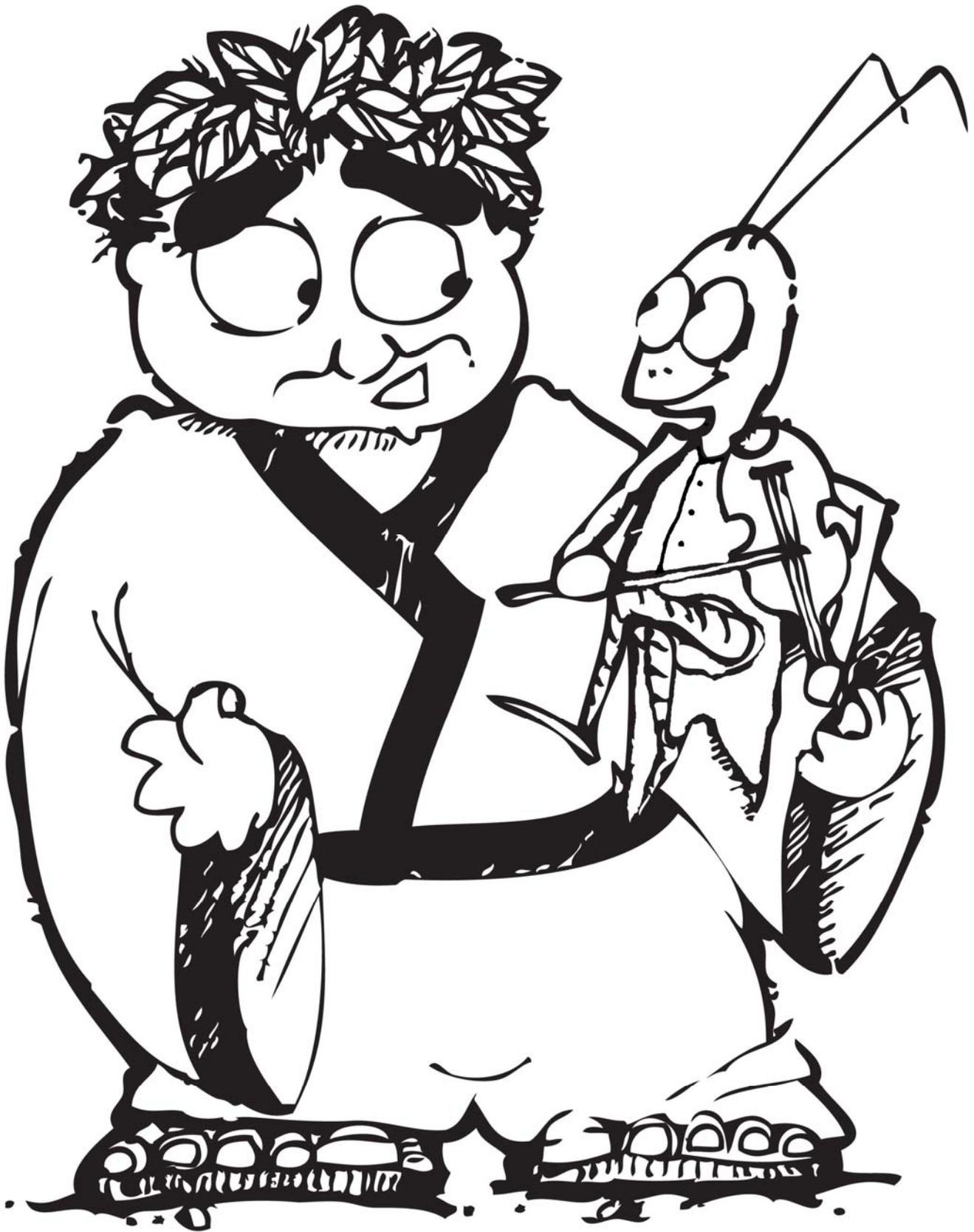
This production guide includes classroom activities and children's activity pages keyed to the Florida Dept. of Education Sunshine State Standards (included).

**See more puppets and activities at [www.puppetworld.com](http://www.puppetworld.com)**

This program is made possible with the support of the Florida Department of State, Division of Cultural Affairs, the Florida Arts Council, the Arts Council of Hillsborough County, the Hillsborough County Board of County Commissioners, Hillsborough District Schools, presenters across the United States, and You!

© 2011 Bits 'N Pieces Theatre. All rights reserved.

Color Me



# AESOP'S DINOSAUR FABLE

**As told by Jerry Bickel, Bits 'N Pieces Puppet Theatre**

Aesop the storyteller watched a grasshopper tease ants to prevent their getting work done. But try as he might, they wouldn't stop working. "Listen to me, Grasshopper," old Aesop said, "and I will explain to you why ants work so hard. I will tell you my oldest story of the Dinosaur and the Ant.

It was springtime in ancient Prehistoria, a good time to work and prepare for the cold, cold winter. The ants were busy building rooms to store the food they were collecting. They know it took work to get the job done. Little TryANTasaurus was the hardest working ant in the primeval forest. His Great Grand Auntie was so proud of him because he liked to do the work of ten.

In the same primeval forest lived a dinosaur named Greenthing. The dinosaur had an easy life. He was king of the forest. He would eat all day and sleep all night. He played around the tar pit and swam the blue ocean. He thought life would never change. Then the Farmer Ant's Almanac predicted snow; and try as he might, Little TryANTasaurus couldn't make Greenthing see the value of preparing today for the needs of tomorrow.

Greenthing thought that there was one chance in a million that anything bad could happen to him. But it happened. One chance in a million -- it started to snow and snow and snow. It was icy and cold. The green plants died and there was no food. Aesop's Dinosaur Fable had played through the spring and summer too, and now would die without warmth and food.

Where could he turn for help to keep him from his fate? Who could feed him and keep him warm? There was only one friend, Little TryANTasaurus, he could turn to for help. Aesop's Dinosaur Fable had turned blue with cold when he finally trudged up to the ant hill and knocked at the door of Great Grand Auntie's ant hill shanty.

Great Grand Auntie and TryANTasaurus found Aesop's Dinosaur Fable shivering at their doorstep. They took him into their giant storeroom. They had worked all through the spring and summer, so now in the winter they hadn't a trouble. They gave him food and shelter and hoped he would finally learn why one should "Prepare today for tomorrow".

One fine summer's day, a Grasshopper was chirping and singing as if he had not a care in the world. An Ant passed by, struggling with a kernel of corn which he was carrying to his nest.

The Grasshopper called to the busy Ant, "Come and visit with me for a while. It is far too nice a day to be working."

The Ant looked at the Grasshopper. "I observe you do nothing but sing all day," he said. "I do not have time to sing and play. I am storing up food for the long winter days ahead, and I suggest you do the same."

The Grasshopper laughed and said, "Why worry about winter? I have enough food for the present."

Months passed. The snow lay on the fields. The Ant was content. In his house there was food to last all winter. But the Grasshopper had nothing to eat. "Ah," he said sadly, "I am dying of hunger. If only I had realized that it is best to prepare today for the needs of tomorrow.

## **ABOUT AESOP**

Aesop, so his story goes, was an ancient Greek storyteller who lived more than 2,500 years ago. His stories were fables of animals who were more human than beast. The fables revealed truths about human nature.

Aesop began life as a Greek slave. His intelligence won his freedom. He created stories about animals that explained why people act as they do. Eventually Aesop became a teacher in the king's court.

King Croesus appointed Aesop ambassador to Delphi and sent him to distribute money due to the citizens there. Aesop told the people that he thought they did not deserve it, and in a violent disagreement, the crowd of people threw him off a cliff!

It was 300 years after Aesop's death before any of his stories were written down. The stories were still so popular more than 200 were remembered. In the year 1300, Aesop's Fables were translated from Greek to Latin and their popularity continues to this day.

## **AESOP'S FABLE**

The Ant and the Grasshopper has been told as a story, sung as a folk song, even animated in a 1930's cartoon. The fable's moral "Prepare today for the needs of tomorrow" is as valid today as yesterday, and will help ensure our future.

## **ABOUT DINOSAURS**

There is one important thing you should know our giant puppet dinosaur. He is a character from our imaginations. He's not a brontosaurus, a stegosaurus or a terror-raising tyrannosaurus rex. You might call him a giant puppet-saurus. He's a wonderful, pretend fellow. To create our puppet Greenthing we had to learn about real dinosaurs.

Fifty million years before human beings, dinosaurs were the rulers of the world. They had as many life-styles as people do today. Some dinosaurs lay in the sun, ran on the land, flew in the air or swam in the sea. Some dinosaurs ate meat; others were vegetarians. Big and small, fast and slow, some dinosaurs were as small as chickens and others were 80 ton monsters. Some even took care of their babies in nests, much as birds do today.

After living on earth for 140 million years, their environment underwent drastic change, and the dinosaurs were no more. They had been rulers of the world twice as long as people have existed. The last dinosaur lived 65 million years ago. They are gone, but did not vanish. Ancient dinosaur bones remain for us to look at with wonder and learn about long ago. Let's learn from the dinosaurs and not follow in their footsteps.

PREK-2 SC.G.1.1.1; SC.G.2.1.1

## **ABOUT ANTS**

Ants have been living on Earth for 100 millions years and can be found almost anywhere on the planet. There is estimated to be about 20,000 different species of ants. For this reason ants have

been called Earth's most successful species. Mankind is not alone in living communities and working cooperatively and efficiently. Ants and humans share these endeavors as well: livestock farming, cultivation, childcare, education, climate control, career specialization, civic duties, armed forces, security, earth movers, social planning, engineering, communications and limited free will.

Some amazing facts about ants: their total combined weight is greater than the combined weight of all humans, ants are the most numerous type of animal; strong in relation to their size, ants can carry 10 to 20 times their body weight; they work in teams to move extremely heavy things; ant brains are largest amongst insects; mushroom shaped rain appendages have function similar to the gray-matter of human brains; it has been estimated that an ant's brain may have the same processing power as a Macintosh II computer.

Aesop was not alone noticing Ants. Webster's Dictionary states that ancient King Solomon wrote: "Go to the ant, consider its ways and be wise".

PREK-2 SC.G.1.1.1; SC.G.2.1.1

## ABOUT DANCE STYLES IN THIS PRODUCTION

You'll see the following types of Caribbean dance during the performance of **Aesop's Dinosaur Fable: Merengue**, a fast rhythmic dance that is the national dance of the Dominican Republic. Included in the dance are interludes called **mambos** during which the singer dances energetically and syncopated rhythms are played by the musicians. **Calypso**, the national dance of Trinidad and Tobago can also be seen. **Calypso** dance also uses lots of syncopated rhythms played by a guitar or steel drums.

**Tango** originated in Buenos Aires. Europeans found the dance a bit too "exotic" until it became popular along the French Riviera. **Tango** is characterized by snappy movements and moments of stillness. The body moves smoothly while the legs do the work.

**Tap dancing** is another dance style you'll see. **Tap dancing** is a purely American art form, often seen in the Broadway Musical, influenced by European Clogging, Reel Steps and African Rhythms. Rhythms are beaten out with brushing and shuffling movement of the feet with metal taps attached to the shoes.

PREK-2 MU.C.1.1.1; MU.C.1.1.2; MU.C.1.1.3; DA.C.1.1.1; MU.D.1.1.4; MU.E.1.1.1

## MAKING PUPPETS GLOW IN THE DARK

Our puppets "glow" in the dark because they are "luminescent." Luminescent things seem to "glow" in the dark, but they are really being lit up by ultraviolet light, sometimes called black light. This type of light, which is invisible to the human eye, is next to the violet color band of a rainbow.

To make puppets glow in the dark, we paint them with luminescent paint and light them with invisible ultraviolet light. Luminescent paint can be used on clothing, shoes, plastics, almost anything, so the object will glow in the dark when lit by black light.

In addition to making things glow in the dark, ultraviolet light causes tanning and sun burn, kills food bacteria, and sterilizes medical equipment.

Prepare your students to make the most of their field trip experience. Read Aesop's fable of The Ant and the Grasshopper to your class. Then read the synopsis of our production of **Aesop's Dinosaur Fable** (p.2) to them. Explain that our play is a musical theater adaptation of a fable (a form of literature) and that what they will see at the theater will not be just like the story. Discuss the following topics so they have an understanding of fables and musical theater.

## WHAT'S SO SPECIAL ABOUT A FABLE?

Classic fables are as old as myths and legends. For thousands of years people around the world from different cultures have told stories called fables. In an Aesop Fable, animals talk and walk and act like people.

By understanding a fable we are also learning about why people act and think the way they do. In addition to entertaining us, the story's conclusion always has a deeper meaning for us to learn. This is called the "moral". From Aesop's original telling in the 6th century B.C., through the first century A.D., until very recently in 1722, the reader had to guess the fable's lesson. The British publisher Samuel Croxall added a written moral to the end of each story, like our story's moral "Prepare today for tomorrow". The moral was immediately accepted as part of the story, and Croxall's written morals are now a standard in current versions of Aesop's Fables.

**Activities:** Explain to the class that a fable is a short, to-the-point narration, especially one in which animals speak and act like people, intended to teach a lesson. 1) Read 3-4 other fables to the children, without revealing the moral. Ask the class what lesson they think each is teaching. 2) List 3-4 morals from other Aesop's Fables on the chalkboard. Have the children choose one of these and make up their own fables, using pets or animals they know as the characters. Sunshine State Standards (see attached list):

PreK-2: LA.A.2.1.1; LA.B.2.1.2; LA.E.1.1.1; LA.E.2.1.1

Gr 3-5: LA.A.2.2.2; LA.B.2.2.5; LA.C.1.2.1; LA.E.2.2.4

## BROADWAY MUSICALS! AN ALL-ENCOMPASSING ARTFORM

Our production of **Aesop's Dinosaur Fable** is a Broadway musical style adaptation of Aesop's famous story of The Ant and the Grasshopper. A musical theater production differs from other art forms in that it encompasses all of them. And we add our unique giant puppets.

The Broadway musical is a uniquely American form of theater that generally reflects stories and beliefs of life in the United States. It is derived from other forms of theater from plays to opera. It asks the audience to feel the music and learn what's happening by listening to the words in the songs. The songs tell who the characters are, what they want and what they'll do to get it. There are also special songs, novelty songs, songs that speed up time on stage and bring the excitement to a fast rushing conclusion or freeze time so you can feel the happy ending.

(See Activity Sheet #6.)

**Activity:** Our giant puppet musicals are the products of the collaboration of artists from all the arts disciplines. Using our "*Credits*" (p.1), have the children match the different artists with their arts. (Literature/story telling - author of original work, script writer; Music - composer, lyricist, vocalists,

music arranger; Dance - performers, choreographer; Visual Arts giant puppet sculptor, costume, scene, and lighting designers, and set builder.)  
(See also Student Activity Sheet #2.)

PreK-2: MU.E.2.1.4; VA.E.1.1.2

Gr 3-5: TH.E.1.2.2; VA.D.1.2.3; VA.E.1.2.2

## **AFTER THE SHOW**

After the performance review the characters and events of our production. Review the vocabulary words Have the students identify the characters or scenes to which the words refer. Have them write or recite a sentence using all the words in the vocabulary list.

Characters: Grasshopper; Aesop; TryANTasaurus; Aesop's Dinosaur Fable; Great Grand Auntie; Dino Bones Skeleton

PreK-2: LA.A.1.1.4;

Gr 3-5: LA.A.1.2.4

## **VOCABULARY**

Discuss the meaning of unfamiliar vocabulary winter dance picnic storyteller survive dinosaur ant auntie food warmth shelter storeroom ant hill work play prepare snow extinct

Discuss the meaning of any unfamiliar vocabulary,

Ant hill	Picnic	Storeroom
Auntie	Shelter	Prepare
Extinct	Food	Snow
Dinosaur	Warmth	Work
Dance	Survive	Play

## **PERSONIFICATION, SIMILES, METAPHORS**

Explain personification, similes, and metaphors. In fables animals act as people. The animals are personified. They act as people do and have their good and bad traits. In comparison, similes and metaphors are often used to describe people as animals. We often describe people as being strong as an ox, sly as a fox, and quiet as a mouse. Draw pictures that give animals human attributes and draw pictures of animals dressed as humans.

PreK-2: LA.D.2.1.3; VA.A.1.1.1; VA.B.1.1.4

Gr 3-5: la.d.2.2.2; VA.B.1.2.1; VA.B.1.2.4

## RHYME

Ask the children to choose a specific character, event, or theme and to list rhyming words which match it. Ask the children to make a sentence using those words. Examples: prepare: despair, there -- Aesop's Dinosaur Fable felt despair / because he did not prepare / for when winter came and no food was there. work: jerk, lurk -- TryANTasaurus did so much work, / he thought Greenthing was a jerk / for not understanding starvation did lurk / in the coming winter. fun: done, run, sun, begun -- Greenthing so loved to have fun / and run in the sun / before his work was done / that he had no shelter when winter storms had begun. Point out that rhyming words do not always have similar spellings. (See also Student Activity Sheet 6) Finished Example: TryANTasaurus thought the Dinosaur was a jerk because he would rather play than work, and didn't understand that starvation would lurk in the coming winter storms. PreK-2: L.A.E.2.1.2; Gr 3-5: LA.E.2.2.2





Color Me

# Make a MASK!

Enlarge a character's face from one of the coloring page on a copy machine. Make copies on heavy-weight paper. Cut out head and eyes. Children can color and make the mask their own!

# Make a Puppet!

Using the simplest of stick puppets, you can present an exciting creative dramatics lesson in your classroom. Copy the black and white illustrations onto heavy paper and cut out. Use drinking straws for puppet sticks. Draw scenery of heavy paper and fold like a book to stand up.

Divide the class into small groups of 2-3 children to act out different scenes. Use the following puppet-making activity sheets to make the characters and sets. You can use the *Put the Play in Order* activity as your scene-by-scene guide for a complete puppet play. Make sure your students use the *Who? What? Where?* activity page to develop their dialog. You might get good puppet movement ideas from the *Musical Charades* activity page. Rehearse, perform, evaluate, repeat. Each separate performance should be limited to two minutes.

PreK-2: TH.B.1.1.1; VA.B.1.1.4 Gr 3-5: TH.A. 1.2.1

Ask children to pretend to be a favorite character and explain some of the important things they did in the play. Ask why they chose that character.

PreK-2: LA.C.3.1.1; LA.C.3.1.4; TH.A.1.1.1 Gr 3-5: LA.C.3.2.1; LA.C.3.2.4; TH.A.1.2.1

## PLOT DEVELOPMENT IN A CLASSROOM MURAL

Ask children to choose a favorite scene and draw three pictures which show the beginning situation in a scene, what happens during the scene, and how the situation has changed by the end of the scene. Display the pictures so they make a storytelling mural from beginning to end. (See Student Activity Sheet # 3; correct sequence: 3, 6, 4, 1, 5, 2, 7)

PreK-2: LA.E.1.1.2 ; VA.A.1.1.1; VA.B.1.1.4

Gr 3-5: LA.E.1.2.2 ; VA.B.1.2.1 ; VA.B.1.2.4

## CREATIVE WRITING

**Eye Witness:** Write an "I was there" story about witnessing an event in the play such as: the Grasshopper fiddling to try to tempt the ants dance instead of work until he was exhausted and couldn't fiddle anymore; or Greenthing's meeting with the dinosaur skeleton at the tar pit. Begin your story with the phrase "I was there when..."

**Point of View:** Ask the children to pretend to be a favorite character. Write a letter to a friend about the play's events from that character's point of view. Use these writings as a script for the Prehistoria Evening News. (See "Class Project").

PreK-2: LA.B.1.1.2 ; LA.B.1.1.3 Gr 3-5: LA.B.1.2.2; LA.B.1.2.3

## CLASS PROJECT: THE PREHISTORIA EVENING NEWS

Divide the class into groups of 4-6 children. Have each group choose a different scene or event to report on the Prehistoria Evening News. In each group there should be at least one anchor person, one reporter, and 2-3 interview or "sound byte" characters. The reporters should address the Who, What, When, Where, and How of the event in their news stories. Videotape the reports and "broadcast" them to the entire grade or school.

PreK-2: LA.D.2.1.4; LA.E.1.1.2; TH.E.1.1.3 Gr 3-5: LA.B.2.2.3; TH.E.1.2.4

## Resources

Aesop's Fables. Retold by Ann McGovern. New York: Scholastic Inc., 1963.

Engler, Larry & Fijan, Carol. Making Puppets Come Alive: A Method of Learning and Teaching Hand Puppetry. New York: Taplinger Publishing Co., Inc., 1973.

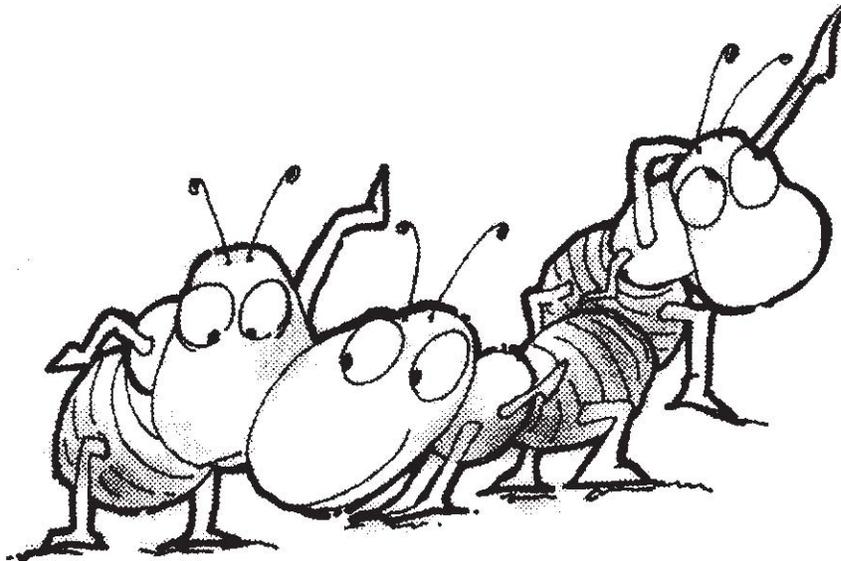
Siks, Geraldine Brain. Creative Dramatics: An Art for Children. New York: Harper & Row, 1958.

Tichenor, Tom. Tom Tichenor's Puppets. Nashville, TN: Abington Press, 1971.

\_\_\_\_\_. The Art of FCAT. Tampa, Florida: The Arts Council of Hillsborough County, 2001.

Bits 'N Pieces Puppet Theatre. [WWW.puppetworld.com](http://WWW.puppetworld.com). (Download 6 one-minute movies, print a poster, and tour our virtual gallery.)

Tierny, Laura. Art Off the Wall. Tampa, Florida. The Education Channel, 1998. (Award-winning series about Hillsborough County artists and their creative processes.)



Name \_\_\_\_\_

Activity #1

# The Poster



Color Me

1.) What is the name of the show?

\_\_\_\_\_

2.) Who will present the show?

\_\_\_\_\_

A Musical Based on the Fable  
by Aesop  
Presented by  
Bits 'N Pieces Puppet Theatre  
Shows are Weekdays  
& Saturdays

3.) On what days will the show be presented?

\_\_\_\_\_

4.) Who wrote the story?

\_\_\_\_\_

5.) What do you think the play will be about?

\_\_\_\_\_

6.) Do you already know the story? How?

\_\_\_\_\_

Name \_\_\_\_\_

Activity #2

## Who and What? Reading the Program.

\_\_\_\_\_ means a person who operates puppets.

\_\_\_\_\_ means women or girls who perform in plays, movies, or TV stories.

\_\_\_\_\_ means the person who builds the puppets.

\_\_\_\_\_ means people or company make a show, movie or play ready to be seen.

\_\_\_\_\_ means the person who writes the music.

\_\_\_\_\_ means the person who writes the words for songs which tell the story.

\_\_\_\_\_ means the person who tells the actors what to do in a movie or play.

\_\_\_\_\_ means the person who creates dances that tell stories about the characters.



**Aesop's  
Dinosaur  
& Ant**

Producer, Bits 'N Pieces Theatre  
Lyricist/Director, Jerry Bickel  
Music Composer, Pegg Callahan  
Puppet Builder, Holli Rubin  
Choreographer, Reginald Yates  
Costumer, Sandy Tucker  
*Touring Company*  
Holli Rubin, Actress  
Jerrod Bogard, Puppeteer  
Jerry Bickel, Puppeteer  
John Lott, Technician

**Notice!** Student pages may be reproduced by the classroom teacher for classroom use only.

Activity Sheets for Aesop's Dinosaur Fable.

Copyright 2011 All rights reserved by Bits 'N Pieces Puppet Theatre, Inc. [www.puppetworld.com](http://www.puppetworld.com)

Name \_\_\_\_\_

Activity #3

## Put the Play in Order!

Number each step to tell the order of what happened in Bits 'N Pieces' Aesop's Dinosaur Fable.

- A little Ant is hard at work collecting food and building shelter for the upcoming winter.
- Frozen blue and hungry, the dinosaur must ask the ants to help him survive the winter.
- The dinosaur won't work. He says the chance for anything bad to happen is one million to one.
- Aesop tells a Grasshopper his oldest story about a Dinosaur and an Ant.
- An ice storm freezes the earth. A prehistoric skeleton appears and chases our dinosaur around and around.
- Aesop's Dinosaur Fable is a lazy fellow who would rather play than work.
- The ants invite the dinosaur in and hope he'll learn to "Prepare Today for Tomorrow".

Name \_\_\_\_\_

Activity #4

# Who? What? Where?

Read each question about the story. Write the answer.

1. Who are the characters in **Aesop's Dinosaur Fable**?

\_\_\_\_\_

2. Where does the story take place?

\_\_\_\_\_

3. What is the problem?

\_\_\_\_\_

4. What are three main things that tell what happened in the story?

\_\_\_\_\_

5. How was the problem solved?

\_\_\_\_\_

Story Map Beginning (Who, Where, When):

\_\_\_\_\_

Middle (Problem, Goal):

\_\_\_\_\_

Ending (Solution):

\_\_\_\_\_

Name \_\_\_\_\_

Activity #5

## **Musical Charades. What did I say?**

Lets play Charades! Our performance uses choreography to tell the story. Choreography is dance movement and gesture to music. Students write scenes from the play on slips of paper. One student picks a slip and acts out the scene using movement and gesture to music. Try Caribbean or Ragtime other music with a strong rhythmic beat. The classmate who names the scene, wins! The winner draws the next slip and performs the scene. A scene example:

Ants appear on stage and build  
an ant hill with shovels and tools.

A few other suggestions of pantomime scenes: a hopping grasshopper plays a fiddle, a dinosaur slowly freezes, a rooster crows, an ant gets up out of bed and goes to work . What else can movement show?

Name \_\_\_\_\_

Activity #6

## Let's write a song!

BROADWAY MUSICALS are an American form of music. In the Broadway musical characters sing their story to the audience. Most songs follow two forms. The first form is the "I AM..." Song (or "He was..." or even "Could it be...?"). This song reveals character. The second form is the "I WANT..." Song (or "It needs..." or "What's missing is..."). This song reveals a character's motivation or desire. A third special form in the Broadway musical is the "TIME TELESCOPING" Song. It can move the story "fast forward" or can "freeze it" so you can feel and appreciate a special moment, even the happy ending!

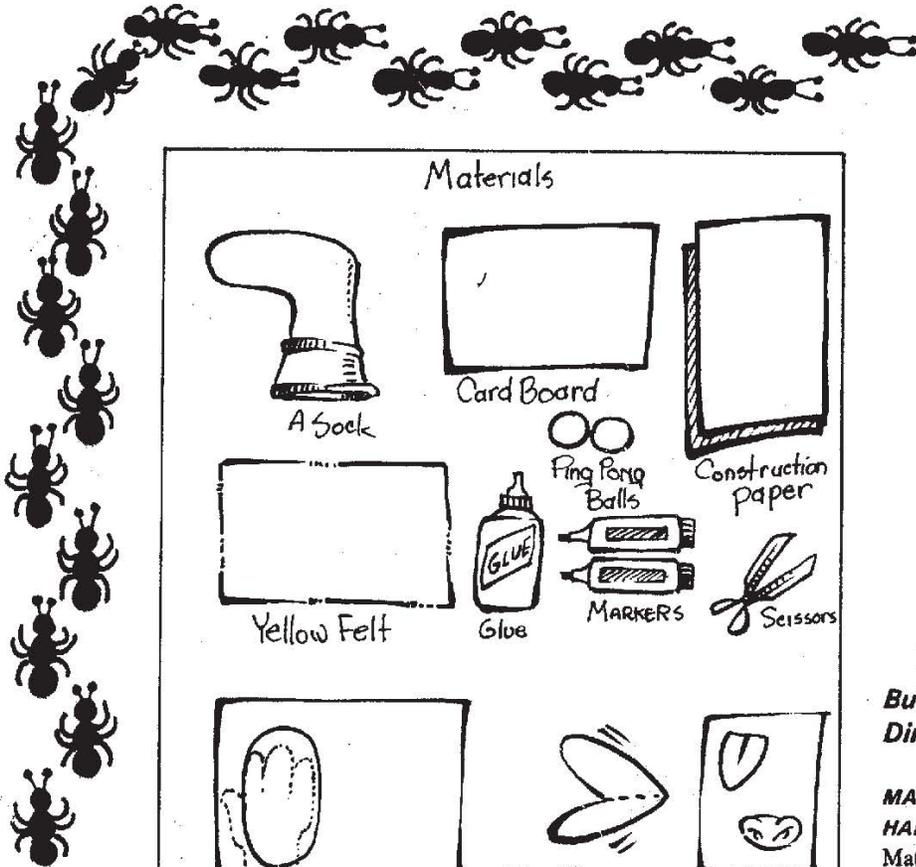
Write the lyrics of a song. Complete the first line. Then write the next line. Complete the third sentence so it rhymes with the second and write the fourth line so it rhymes with the first. This rhyme scheme is ABAB. For example:

*Long before the Fall of Rome  
The Dinosaur was King.  
Now he is just Dino Bones  
He's vanished, quite extinct.*

I am....

I need....

Draw a picture of your song being sung on stage.



# Make a Sock Puppet

**Materials**



A Sock



Card Board



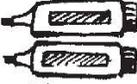
Construction paper



Yellow Felt



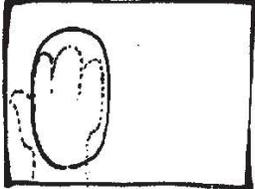
Glue



MARKERS



Scissors



On Card Board, Draw an oval, no wider than your hand. Then Cut-it-out



Then Fold your Oval in Half



Draw and Cut-out the Tongue for the Mouth, and Cut-out the nose-use paper or Felt.



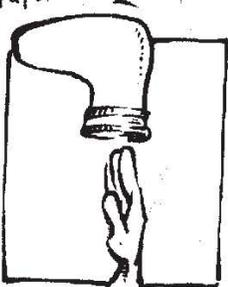
Draw and Cut-out Mohawk out of yellow felt



Out eyelashes out of either Green felt or paper



Tuck Toe of Sock into hand!



Tuck hand Inside of Sock!

## Build a SOCK-A-SAURUS Dinosaur

### MAKE A MOVING MOUTH HAND PUPPET

- Materials:**  
 A Sock  
 Cardboard  
 Colored Felt or Paper  
 2 Ping Pong Balls  
 Glue, Markets & Scissors

The puppet's mouth should fit your hand. Draw a cardboard oval no wider than you hand, cut it out, and fold in half. Put your sock onto your hand. Tuck the sock toe inside, making the mouth area. Glue the cardboard mouth-piece into place and set the sock aside to dry.





Glue Cardboard mouth into sock

Glue on eyelashes, nose, and mohawk

Draw pupils onto ping-pong balls

Now Then, to make an ant buddy for Green-Thing, you will need...

3 Styrofoam Balls

Construction Paper

Felt

GLUE

yarn

Pipe cleaners

A wire coat hanger, straightened out.

Glue 3 balls together and shove the coat hanger through all 3.

Draw and Cut out eyes

Draw & Cut Hands & Feet out of Felt

Glue pipecleaners to hands and feet

Glue eyes to head then arms & legs to body

make a smile using yarn and make antennae out of pipe cleaners

Ta-DAH! an Ant!!!

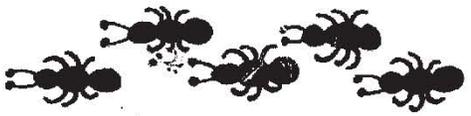
finally, glue ping-pong balls onto eyelashes... Now you have Green-Thing the Dinosaur

WHAT COLOR IS YOUR DINO SAUR?



Draw and cut out of felt or construction paper eyelashes, nose, tongue. Glue the puppet and facial parts together. Glue or fasten the ping pong balls as eyes to the puppet. Add the eyelashes. Draw the eye pupils last. What color is your Sock-a-saurus? Make a rod puppet ant buddy for your dinosaur.

# Make a Little Ant Too!



# Florida Department of Education Sunshine State Standards PreK-2

## **Language Arts LA.A.1.1. Reading: The student uses the reading process effectively.**

4. increases comprehension by rereading, retelling, and discussion.

## **LA.A.2.1. Reading: The student constructs meaning from a wide range of texts.**

predicts what a passage is about based on its title and illustrations.

## **LA.B.1.1. Writing: The student uses writing processes effectively.**

drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.

produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, "I", and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.

## **LA.B.2.1. Writing: The student writes to communicate ideas and information effectively.**

uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.

## **LA.C.3.1. Listening, viewing, and speaking: The student uses speaking strategies effectively.**

speaks clearly and at a volume audible in large- or small-group settings.

uses eye contact and simple gestures to enhance delivery.

## **L.A.D.2.1. Language: The student understands the power of language.**

understands that word choice can shape ideas, feelings, and actions.

identifies and uses repetition, rhyme, and rhythm in oral and written text.

recognizes that use of more than one medium increases the power to influence how one thinks and feels.

knows the various types of mass media (including billboards, newspapers, radio, and television).

## **LA.E.1.1. Literature: The student understands the common features of a variety of literary forms.**

knows the basic characteristics of fables, stories, and legends.

identifies the story elements of setting, plot, character, problem, and solution/resolution.

## **L.A.E.2.1. Literature: The student responds critically to fiction, nonfiction, poetry, and drama.**

recognizes rhymes, rhythm, and patterned structures in children's texts.

## **Physical Education PE.A.1.1. Physical Education Literacy: The Student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.**

combines shapes, levels, directions, pathways, and ranges into simple sequences.

## **The Arts / Dance DA.B.1.1. Creation and Communication. The student understands dance is a way to create meaning.**

understands how gestures and movement communicate meaning.

## **The Arts / Music MU.C.1.1. Cultural and Historical Connections: The student understands music in relation to culture and history.**

knows music from several different genres and cultures (e.g., vocal and instrumental, African and Latin American).

## **MU.D.1.1. Aesthetic and Critical Analysis: The student listens to, analyzes, and describes music.**

understands how music can communicate ideas suggesting events, feelings, moods, or images.

## **The Arts / Theatre TH.A.1.1. Skills and Techniques: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.**

creates imagined characters, relationships, and environments, using basic acting skills (e.g., sensory recall, concentration, pantomime, and vocal improvisation).

creates, individually and in groups, animate and inanimate objects through the movement of the human body, (e. g., pantomimes, living and nonliving objects such as rocks, trees and celestial objects).

## **TH.B.1.1. Creation and Communication: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.**

creates simple scenes that have a setting, dialogue, and plot.

**TH.E.1.1. Applications to Life: The student understands applications of the role of theater, film, television, and electronic media in everyday life.**

cooperates with others to create formal and informal theatrical works and to solve the problems inherent in simple scenes (e.g., listens while others speak, sets goals, shows self-discipline, and meets deadlines).

**The Arts / Visual Arts VA.A.1.1. Skills and Techniques: The student understands and applies media, techniques, and processes.**

uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.

**VA.B.1.1. Creation and Communication: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.**

uses elements of art and the principles of design to effectively communicate ideas.

**VA.E.1.1. Applications to Life: The student makes connections between the visual arts, other disciplines, and the real world.**

knows various careers that are available to artists.

**Science SC.G.1.1. How Living Things Interact with their Environment**

understands the competitive, interdependent, cyclic nature of living things in the environment.

understands the consequences of using limited natural resources.

**Social Studies SS.A.1.1. Time, Continuity, and Change (History)**

understands historical chronology and the historical perspective

## **Grades 3-5**

**Language Arts LA.A.1.2. Reading: The student uses the reading process effectively.**

uses table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.

clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

**LA.B.1.2. Writing: The student uses writing processes effectively.**

drafts and revises writing in cursive that: focuses on the topic; has a logical organizational pattern, including a beginning middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

produces final documents that have been edited for: correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement verb and noun forms, and sentence structure; and correct formatting according to instructions.

**VA.A.1.1. Visual Arts: The student understands and applies media, techniques, and processes.**

1. The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.

**VA.B.1.1. Visual Arts: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.**

4. The student uses elements of art and the principles of design to effectively communicate ideas.

**VA.E.1.1. Visual Arts: The student makes connections between the visual arts, other disciplines, and the real world.**

**LA.B.2.2. Writing: The student writes to communicate ideas and information effectively.**

3. creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line.

**LA.C.3.2. Listening, viewing, and speaking: The student uses speaking strategies effectively.**

1. speaks clearly at an understandable rate and uses appropriate volume.

4. uses eye contact and gestures that engage the audience.

**L.A.D.2.2. Language: The student understands the power of language.**

1. understands that word choices can shape reactions, perception, and beliefs.

2. identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.

**LA.E.1.2. Literature: The student understands the common features of a variety of literary forms.**

2. understands the development of plot and how conflicts are resolved in a story.

**L.A.E.2.2. Literature: The student responds critically to fiction, nonfiction, poetry, and drama.**

2. recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns, used in children's texts.

**Physical Education PE.B.2.2. Physical Education Literacy: The student demonstrates responsible personal and social behavior in physical activity.**

2. applies and follows rules while playing sports and games.

**The Arts / Theatre TH.A.1.2. Theatre - Skills and Techniques: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.**

1. creates imagined characters, relationships and environments, using basic acting skills (e.g., breath control, diction, concentration, and control of isolated body parts).

**TH.E.1.2. Theatre - Applications to Life: The student understands applications of the role of theater, film, television, and electronic media in everyday life.**

2. understands the artistic characteristics of various media (e.g., theater, dramatic media, dance, music, and visual arts) and the advantages and disadvantages of telling stories through those artistic media.

4. collaborates in the construction of formal and informal productions (e.g., shows respect and uses proper social skills with peers).

**The Arts / Visual Arts VA.B.1.2. Visual Arts - Creation and Communication: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.**

1. understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.

4. uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas.

**VA.E.1.2. Visual Arts - Applications to Life: The student makes connections between the visual arts, other disciplines, and the real world.**

2. knows the types of tasks performed by various artists and some of the required training.

Copyright 2011 All rights reserved. All Rights Reserved by Bits 'N  
Pieces Puppet Theatre

Teachers may copy this guide for classroom use.

Download additional copies of classroom guide, video and more at  
**[www.puppetworld.com](http://www.puppetworld.com)**



Bits N Pieces Puppet Theatre, 12904 Tom Gallagher Rd., Dover, Florida 33527, 813-659-0659,  
jbickel663@aol.com [www.PuppetWorld.com](http://www.PuppetWorld.com)

# Bits 'N Pieces Puppet Theatre Evaluation

**Special Offer for Teachers:** Please help us better serve you by completing this evaluation and mailing to **Bits 'N Pieces Puppet Theatre, 12904 Tom Gallagher Rd., Dover, FL 33527**. In appreciation you will receive this production's video for your school.

Show: \_\_\_\_\_ Performance Date: \_\_\_\_\_ Location: \_\_\_\_\_

Your Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_

## PERFORMANCE (Artistic Merit)

1. The performance was a professional artistic production of high aesthetic merit and technical quality.  **Strongly agree**  **Agree**  **Disagree**
2. What part of the show worked especially well for your group?

## PERFORMANCE (Educational Merit)

3. The performance was a valuable educational tool that enhanced the students' learning experience.  **Strongly agree**  **Agree**  **Disagree**
4. What aspect(s) of the show were most valuable as a teaching tool?
5. How did your students respond to the show?

## EDUCATIONAL GUIDE AND ACTIVITY SHEETS

6. The teachers' guide contained an array of background information useful for pre-show preparation.  **Strongly agree**  **Agree**  **Disagree**
7. Which elements of the educational guide were particularly useful in your pre-show preparation?
8. The activity pages were useful tools in helping children demonstrate evidence of achieving Florida benchmarks.  **Strongly agree**  **Agree**  **Disagree**
9. Which elements of the activity sheets worked particularly well?
10. Do you have any suggestions to improve the resource guide or activity sheets?

## OVERALL EXPERIENCE

11. Please rate the following by circling the number best representing your opinion. If you indicate "needs improvement" for any answer, please specify. (Use additional sheets if needed.)

	Excellent	Good	Fair	Needs
<b>Improvement</b>				
Artistic quality of program	1	2	3	4
Technical quality of program	1	2	3	4
Students' response to program	1	2	3	4
Educational quality of program	1	2	3	4
Quality of educational guide and activity sheets	1	2	3	4