

Fantasy Theatre Factory

Presents



Bananas Books and Pancakes!

Teacher Guidelines

These Teacher Guidelines have been prepared in conjunction with Florida Sunshine State Standards.

*BANANAS, BOOKS AND PANCAKES was created by Fantasy Theatre Factory to encourage listening skills, and develop a greater interest in reading. Each program consists of a wide selection of award winning authors and is geared for specific age groups. Each program combines classics, contemporary literature and poetry. Some stories are humorous while others deal with emotions and childhood experiences. Music, mime, acting, comedy, and costumes are added to enhance stories, yet emphasis remains on **Storytelling**.*



Why Tell Stories to children?

Developing Aural Comprehension:

Storytelling and reading out loud make it easier for children to understand and enjoy certain types of literature which they might never read themselves. Why is this? As educators, we know that children, good readers or poor, need to have their reading interests expanded. Children, like many adults, will continue to read the same kind of stories that they are currently accustomed to (i.e. horse stories or fairy tales etc.) Through storytelling and reading out loud to children we can introduce them to a wider variety of literature.

Storytelling can also help reduce the lag between the child's reading ability and their capacity to understand literature. For many children there is at least a three year difference between what they can comprehend when listening and what they are capable of reading.

Thirdly, it makes reading seem easy and fun. Watching an adult read effortlessly or recite a story with amusement helps to make reading an enviable skill.



BEFORE THE SHOW!



The most beneficial pre-show activity is to have the children read or listen to the stories used in each program. It will benefit the program IF children are familiar with each story. This strongly reinforces the concept of reading for meaning, for pleasure, for information and for expression.

Books Featured in "BANANAS, BOOKS & PANCAKES":

ROSIE & MICHAEL, by Judith Viorst

TODAY WAS A TERRIBLE DAY, by Patricia Reilly Giff

THE TENTH GOOD THING ABOUT BARNEY by Judith Viorst

FOR LAUGHING OUT LOUD, by Jack Prelutsky

A LIGHT IN THE ATTIC, by Shel Silverstein

THE DAY THE TEACHER WENT BANANAS, by James Howe



Class Discussion

1. *What do the terms “Play” and “Live Theater” mean?*
2. *Are there different kinds or styles of theater? How can we tell the difference?*
3. *How is live theater different from TV or the movies?*
(Answers may vary)
 - Live theater cannot be stopped to re-shoot a scene or fix mistakes.
 - Live theater involves the audience.
 - The actors on stage can hear the audience!
4. *What is an audience?*
 - What is the audiences job?
 - How should an audience behave?
5. *What is an Actor? Can you name any actors?*
 - An actor is someone who makes what is not real seem real.



Activity: “The Changing Play”

- Have the class sit as though they were a grown up audience watching a play.
- Have them change their reactions as the imaginary play changes from comedy, drama, Horror, Musical etc.
- Ask the class to pretend to be a bad audience that is distracting and impolite. Then ask them to behave correctly.
- Discuss the difference and create a plan together for appropriate theater behavior.

TH.D.1.1.3 (PreK-2) The student understands appropriate audience responses to dramatic presentations.



Activity: Complete Nutrition For Growing Imaginations!

“A growing child needs a variety of foods to be strong and healthy. Introduce students to a varied reading diet to stimulate lifelong reading. Students can design their own eight-course reading menus with at least one serving of...”

- **Fruits & Vegetables* - Poetry
- * *Dairy* - Current Events
- * *Fish* - Science/Nature
- * *Protein* - Biography/History
- * *Dessert* - Fiction
- * *Carbohydrates* - Sports/Hobbies
- * *Snack* – Comics

LA.E.1.2.1 (3 -5) Student identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction.



"Count on Reading" by Joanie Welch

Share this poem, with your students, their parents, and others!

What can you count on your whole life long?
A key that opens a door so strong.
Behind that door is a store of knowledge.
We've got it now, needn't wait for college.
What is the answer, what is the key?
It's R-E-A-D-I-N-G!

When we were tiny, big books we would hold.
We couldn't read them, but they were gold.
Our parents read to us, and that gave us pleasure.
Those words on the page were such a treasure.
They taught us some words, they gave the first key.
To R-E-A-D-I-N-G!

Then off to school we went with expectation.
We learned that reading is the key to education.
We read for fun, and we read to explore.
Our teachers urged us to read even more.
They taught us to research and write what we see
From R-E-A-D-I-N-G!

When we're older, we'll still read every day.
For people who matter have shown us the way.

Our parents, our teachers all love to read.
They've encouraged us and planted a seed.
That seed will grow and will form a tree
Of R-E-A-D-I-N-G!

So, if you're a teacher, pass along the joy
Of unlocking reading for a young girl or boy.
When those letters form words that a child can
read,
That spells success, and it fills a need.
It opens doors that you may never see
To R-E-A-D-I-N-G!

What can we count on, once we have the key?
An open door where the mind soars free.
Books to read are a child's greatest treasure.
They're a gift of love beyond all measure.
So pass along the gift and all children will be
R-E-A-D-I-N-G!



Activity: Snuggle Packs!

Encourage family involvement and promote reading at home with these classroom made kits!

1. Sew your own or find 5 to 10 cloth bags big enough to hold 3-5 books.
(A source for donated bags could be a nearby grocery store, or your local public radio or TV station that uses them as membership premiums.)
2. Make a card for each bag which lists the books contained in the bag.
3. Ask children to donate a small, clean stuffed animal for each bag.
4. Clearly number the outside of each bag.
5. Collect some special books and put a few books in each bag, maybe one subject per bag - humor, poetry, tall tales, seasonal, etc... The books should be a good length for a reading in one or two sittings.
6. Inside each bag place a paper which asks the student to identify her or his favorite book in that bag and tell a little about the subject, characters, setting and so forth.
7. Use a clipboard to hold a paper for checking the bags out. These are called "SNUGGLE PACKS" and they are only checked out on weekends with the intent of encouraging families to "snuggle-up and read some good books together". When the children bring their pack back on Monday, they can receive extra credit for turning in the "Favorite Book" form. **The stuffed animal has proven to be a most important component!**

***For details on this and more reading activities and lesson plans check out these web sites!
www. Teachnet.com, www. Nea.org, www.kidsreads.com**



AFTER THE SHOW!



Activity: "Today Was a Terrible Day"

Ronald Morgan was not having a good day. He got a new nickname that he did not like. His day continued to get worse. Ronald not only felt unlucky, but dumb. As a second grader, he is afraid he will not make it to third grade. Ronald's mistakes were really making him feel small. His teacher, Miss Tyler, understood his fears. Her note to him cheered him up. Ronald discovered that he could read.

-Student Wellness

Discuss the unfortunate events in Ronald's day. As you record them on the board, decide which were results of poor choices and which were just accidents.

-Writing

Write an expository paragraph entitled "My Worse Day Ever!"

-Food

Some children have never eaten deli food such as salami. Make sandwiches. Cut into fours while discussing fractions. Serve to the children.

-Art

Have each child choose a nickname of their liking. On construction paper cut-outs, have them write their nicknames. String them on yarn and wear them. Allow them to use these nicknames all day.

LA.E.2.1.1-2 (PreK-2) Student uses perspective in responding to a work of literature, such as relating characters and simple events in a story of biography to people or events in his or her own life.

LA.A.1.1.4 – (PreK-2) Student increases comprehension by rereading, retelling and discussion.

LA.B.1.1.1 –(PreK-2) Makes a plan for writing that includes a central idea and related ideas.

LA.B.2.1.1 –(PreK-2) Student writes questions and observations about familiar topics, stories, or new experiences.

LA.C.2.1.1 – (PreK-2) Student determines the main idea in a non print communication.



Activity: Character Interviews

1. Write the names of the main Characters in Bananas Books and Pancakes on the chalkboard.
2. Talk about how character traits reveal how each character looks, acts and feels.
3. Have students work in pairs. One will portray the role of their chosen character and the other student will play a reporter conducting an interview.
4. Instruct each pair to develop questions for the interview. They need to focus on character traits.
5. Give students time to practice the interview.
6. Using the prepared questions, each reporter will interview the character for the whole class or in groups of 6 to 8 students.

***Variation:** Each student can be a character, then answer questions directed from the class.

LA.B.2.1.1 –(PreK-2) Student writes questions and observations about familiar topics, stories, or new experiences.

LA.E.2.1.1-2 (PreK-2) Student uses perspective in responding to a work of literature, such as relating characters and simple events in a story of biography to people or events in his or her own life.

LA.A.1.1.4 – (PreK-2) Student increases comprehension by rereading, retelling and discussion.

LA.E.2.2.3,4,& 5 (3-5) Student responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.



ABOUT THE AUTHORS

James Howe

James Howe is the author of many novels for young readers, including six books about Bunnacula and his pals, the Sebastian Barth mystery series, the Pinky and Rex series, and such highly acclaimed picture books as *Horace and Morris but Mostly Dolores* and *There's a Monster Under My Bed*.

The Day the Teacher Went Bananas , **The Celery Stalks at Midnight** , **Howliday Inn**,
Bunnacula, **I Wish I Were a Butterfly** , **Pinky and Rex Go to Camp**

Jack Prelutsky

For years, Jack Prelutsky's imaginative poems have been turning children into poetry lovers. His silly poems have tickled the most stubborn funny bones, while his scarier verses have been known to raise the little hairs on the back of the neck!

For Laughing Out Loud, **It's Raining Pigs and Noodles**, **Something Big Has Been Here**, **The New Kid On The Block**, **The Frogs Wore Red Suspenders**

Patricia Reilly Giff

"I want to tell children that all of us have problems in our growing-up years: Lily in *Lily's Crossing* had to face the changes in her life , Beast in *Beast in Ms. Rooney's Room*, his inability to read, Matthew in *Matthew Jackson Meets the Wall*, a new house and a new school. In my new book, *Pictures of Hollis Woods*, Hollis spends her days aching for a family. I want to say that others share the same problems and find the courage they need. I love writing. I love shaping stories. I love to think about children curled up reading my books. I hope I'm the one who is waving at the door: *Have courage, you're not alone.*"

–Patricia Rielly Giff

Lily's Crossing , **Beast in Ms. Rooney's Room** , **Matthew Jackson Meets the Wall** ,
Pictures of Hollis Woods , **Today Was A Terrible Day**

Shel Silverstein

A truly unique and multi-faceted artist, Shel Silverstein was a renowned poet, playwright, illustrator, screenwriter, and songwriter. Best known for his immensely popular children's books including *The Giving Tree*, *Falling Up*, and *A Light in the Attic*, Silverstein has delighted tens of millions of readers around the world, becoming one of the most popular and best-loved children's authors of all time. His poetry books are widely used in schools as a child's first introduction to poetry.

A Giraffe and a Half, **The Missing Piece**, **Who Wants a Cheap Rhinoceros?****The Giving Tree**,
The Missing Piece Meets The Big O, **Falling Up**, **Where The Sidewalk Ends**,

Judith Viorst

Judith Viorst is the author of more than a dozen children's books, including the classic *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. A graduate of the Washington Psychoanalytic Institute, she is the recipient of several awards for her journalism and psychological writings. When she isn't writing, she is hanging out with her family and friends, cooking, seeing as many movies as humanly possible, and volunteering one morning a week at a hospice.

The Alphabet From Z to A (1994), **Alexander, Who Used to be Rich Last Sunday (1978)**,
Alexander, Who's Not (Do Your Hear Me? I Mean It!) Going to Move (1995),
Alexander and the Terrible, Horrible, No Good, Very Bad Day (1972)