



Fantasy Theatre Factory
6103 NW 7th Avenue, Miami, FL 33127
(305) 284-8800



Fantasy Theatre Factory

Presents



“Little Monster tales”



Teacher Guidelines

All Fantasy Theatre Factory Guidelines incorporate and support Florida's Sunshine State Standards.



WHY tell SCARY STORIES?

Humans love to be a little afraid. We spend time and energy seeking new ways to be scared to death. Why? Well, for one thing... It's fun. It's fascinating, it's... ask your class to come up with reasons why humans like to be scared. You'll be opening a Pandora's box of responses. Every human being in this world has been frightened at least once in their lifetime. Each of us has specific ideas on WHY and WHAT we are afraid of.

Volumes of literature have been written on the subject. Today, Fantasy Theatre Factory will present a sampling of this literature. This program may be used as motivation or as follow-up to discussions on any of the following ideas (depending on grade level): GHOSTS, MONSTERS, FEARS, DREAMS, ASKING FOR HELP, REVENGE, PSYCHOLOGY, ETC.

In addition, both pre-performance and post-performance activities are included that promote COMMUNICATION SKILLS. The Reading, listening, speaking and writing activities included are adaptable to all grade levels. Fantasy Theatre also offers additional workshops for individual classroom attention on these skills.





The Story Teller's License
From
ALL I REALLY NEEDED TO KNOW I LEARNED IN KINDERGARTEN
by Robert Fulghum

This license gives me permission to use my imagination in rearranging my experiences to improve a story so long as it serves some notion of the truth. I believe that imagination is stronger than knowledge. That myth is more potent than history. That dreams are more powerful than facts. That hope always triumphs over experience. That laughter is the only cure for grief. I believe that love is stronger than death.



Before the play

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 differences and create a plan together for appropriate theater behavior.

Sunshine State Standards Addressed:

Kindergarten:

TH.K.S.1.In.a Imitate an audience response to a theatrical production.

1st Grade:

TH.1.S.1.In.a Identify audience behavior required to attend a theatrical performance.

TH.1.H.1.In.b Demonstrate how people respond to a variety of events.

Activity: "Spooky Storytelling"

- Use the Bibliography to find an age appropriate scary story to read to the class.
 - Ask students to identify what elements combine to make it a scary story.
 - A spooky setting, horrible characters, monsters, ghosts etc.
- In pairs, ask students to tell the story of a time when they were frightened. Encourage them to recall as many details as they can remember—what they heard, smelled, tasted, saw, or touched. After each partner tells, the pair should discuss what made the story scary and



what could have made it even scarier.

- Identify the elements that the scary story from the book and the personal story had in common.
- Now have individuals volunteer to tell their personal story to the whole class, using the elements from the first story and the classmate feedback to make the story even scarier.
- During the play students can look for more scary settings and characters to add frightening details to their own stories.

Sunshine State Standards Addressed:

Kindergarten:

LA.K.1.6.In.b Listen to and talk about stories

LA.K.1.7.In.a Make predictions about a story using text features

1st Grade:

LA.1.2.1.In.c Respond to read-aloud stories by contributing to a group discussion and identifying characters, actions, objects, settings or events and connecting to life experiences.

LA.1.5.2.In.b Answer literal questions about information heard.

Follow-Up Activity: “The Mysteries of Harris Burdick”

Show the class illustrations from “The Mysteries of Harris Burdick” by Chris Van Allsburg. Each illustration has a creepy or mysterious caption like “Two weeks passed and it happened again.” Have students consider, either in groups or individually, one image, its title and caption, and create a story that explains what happened before or after the corresponding image. The have students act out the explanation in a scene.

Sunshine State Standards Addressed:

Kindergarten:

LA.K.3.2.In.b Dictate words or phrases that tell a story or describe the picture.

LA.K.6.1.In.a Identify information in pictures and symbols.

LA.K.6.2.In.b Use information from pictures and symbols to answer questions.



After the play

Activity: Who? What? Where? When? How?

Talk or write, draw or act the stories that were performed on stage. Then answer the following questions...

- Who were the characters in the story?
- What was the problem?



- Where did the story take place?
- When in history or in the character's life did the story take place?
- How did the characters resolve the problem?

- Now, write the answers to each question on separate slips of paper placing them together in a hat (or cauldron). Draw the sentences one at a time and have fun guessing the story it describes.

Sunshine State Standards Addressed:

1st Grade:

TH.1.C.2.In.a Express an opinion about selected theatre performances.

TH.1.O.1.In.a Identify the beginning, middle, and end of a story.

TH.1.O.2.In.a Describe, in words or a picture, a major event in a story.

2nd Grade:

TH.2.C.1.In.a Identify an important character in the story

3rd Grade:

TH.3.C.1.In.b Identify story characters or features by their sounds and movements

Additional Activity: Once the elements have been clearly identified discover how the story changes when who, what, where, and when are changed.

For Example:

- How would the story Dr. Jekyll and Mr. Hyde change if it took place in outer space?
- Would the Taylor's reaction change if the grave yard monster was a cute teddy bear?

****Have fun changing scary stories into funny stories or happy fairy tales into freaky fables.***

Sunshine State Standards Addressed:

Kindergarten:

LA.K.1.6.In.b Listen to and talk about stories.

LA.K.1.7.In.d Identify the author's purpose in read-aloud stories by answering literal yes/no questions.



Activity: "Doctor Jekyll's Brew"

Review the story of Dr. Jekyll and Mr. Hyde (*See Bibliography*) and get ready to become mad scientists!

Step 1. Recycle clean milk cartons, plastic bottles or cups and have fun decorating them with paint, markers or whatever is handy.

- Everyone now has their very own magic potion bottle containing a powerful concoction!

Step 2. Decide individually what each imaginary potion does to those who drink it.

- Does It transform the subject into a mouse? Infuse the muscles with super strength? Shrink the drinker?

Step 3: Enjoy taking turns on stage demonstrating clearly what each potion does.

(Remember no real poison because we would never drink that-yuck!)



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Sunshine State Standards Addressed:

Kindergarten:

TH.K.S.1.In.b Participate in play-acting

TH.K.S.2.In.a Imitate movements and expressions of familiar story characters

TH.K.F.3.In.a Demonstrate cooperative dramatic play behaviors.

Activity: “Things are not what they seem!”

Motivation: In a circle, pass around an everyday object such as a scarf. Let each student let the object “become” something else, demonstrating what it is by how the student uses it. The other students guess what it is and then the object is passed to the next person.

Activity: Using five everyday objects, create a short play or scene that includes all five things.

Sunshine State Standards Addressed:

Kindergarten:

TH.K.S.1.In.b Participate in play-acting

TH.K.F.3.In.a Demonstrate cooperative dramatic play behaviors.

Advanced Activity:

Give each student a found object (something really accessible like a comb or shoe).

Tell them they are a sales person and they must sell this item to the class. It does not have to be what it appears (*For example a shoe could be a “neat spaghetti bowl”*)

Sunshine State Standards Addressed:

Kindergarten:

TH.K.S.1.In.b Participate in play-acting

TH.K.S.2.In.a Imitate movements and expressions of familiar story characters

TH.K.F.3.In.a Demonstrate cooperative dramatic play behaviors.



Theater Vocabulary



Play	<i>A story written for the stage and the performance of that story.</i>
Set	<i>The scenery constructed for a theatrical performance.</i>
Actors	<i>The people who perform the play.</i>
Script	<i>The written story that is performed by the actors.</i>
Cast	<i>A collective term for the actors who perform the play.</i>
Rehearsal	<i>Practice of the play.</i>
Prop	<i>Any object an actor holds in their hand.</i>
Performance	<i>Acting out the script for an audience.</i>
Audience	<i>People who listen and watch the play.</i>
Stage	<i>Where the play is performed.</i>
Off Stage	<i>Any area that is not in view of the audience.</i>
On Stage	<i>Any area that is in view of the audience.</i>
Upstage	<i>On Stage direction indicating moving away from the audience.</i>
Downstage	<i>Moving towards the audience.</i>
Stage Right/Left	<i>The actor's right or left when facing the audience.</i>
Performance	<i>Acting out the play for the audience.</i>
Applause	<i>Audience clapping that says "thank you for a job well done."</i>
Bow	<i>Bending at the waist, an actor's thank you for applause.</i>
Horror	<i>A type of story intended to cause intense fear.</i>
Story	<i>An account of event or series of events. A Tale.</i>



Bibliography



DR. JEKYLL AND MR. HYDE Robert Lewis Stevenson

The story is adapted for stage from both the classic original literature and the movie classic. Dr. Henry Jekyll frustrated by his inability to be both a good doctor and still have time for the fun in life, creates a split in his personality through the misuse of medicine and drugs. He creates Edward Hyde. A demon who terrorizes London.

This particular story was chosen for its drug related theme. Jekyll resorts to drugs to solve his problems. Teachers may choose to discuss this story in their DRUG PREVENTION classes.

THE GHOST EYED TREE Bill Martin

A child remembers his fear of the night and the horrid oak tree that he calls, the "Ghost Eyed Tree". What helps him through his fears is his relationship with his older sister, and an old hat.

THE MONSTER AND THE TAILOR Paul Galdone, 1982



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A poor tailor agrees to sew pants for a king in a graveyard: he is then chased by a monster.

SCARY POEMS FOR ROTTEN KIDS Sean O'Huigin

Monster poems. Delightful squeamish poems about monsters, children and other squiggly creatures. One story is titled. "The day the Mosquitoes Ate Sarah Jane." The company will also be using "The Munchies" and "The Pocket." Excellent for creative writing and expressive reading skills.

THE GHOST IN THE MIRROR AND OTHER GHOST STORIES

Jim Razzi 1990; A young boy learns a ghostly but goofy lesson about doing his own homework.



Additional scary books for kids

A BOOK OF GHOSTS AND GOBLINS. RUTH MANNING-SANDERS.

Twenty one stories from different lands with a variety of interest levels. Ages 7 - 12

A GHOST NAMED FRED. NATHANIEL BENCHLEY. Grades 2-4

BARN DANCE. BILL MARTING JR.& JOHN ARCHAMBAULT.

Grades K - 3.

GHOSTS AND GOBLINS. WILHELMINA HAPRPER. Ages 7+.

Collection of stories and poems from Japan, Germany, Spain and other countries.

MONSTERS, MONSTERS, MONSTERS. HELEN HOKE. Grade 6+.

Selections from famous stories. Horror tales by H.P. Lovecraft, Arthur Conan Doyle, H.G. Wells, Ray Bradbury, Edgar Allen Poe.

MONSTER TALES, VAMPIRES, WEREWOLVES AND THINGS.

Edited by ROGER ELWOOD. Grades 4-8.

MONSTER, GHOULS AND CREEPY CREATURES.

Selected by LEE BENNETT HOPKINS. Grades 4-8.



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**NIGHTLY NIGHTMARE, BUNNICULA, HOWLIDAY INN, and
THE CELERY STALKS AT MIDNIGHT. JAMES HOWE.**

Four wonderful stories told from the perspective of animals.

SPOOKS AND SPIRITS AND SHADOWY SHAPES. EMMA BROCK.

Grades K-5. A collection of shivery stories for children.

**SCARY STORIES TO TELL IN THE DARK, MORE SCARY STORIES TO TELL IN THE
DARK, IN A DARK, DARK ROOM.**

Grades K-3. Three books of scary stories retold by ALVIN SCHWARTZ.

THE HALLOWEEN TREE. RAY BRADBURY. Ages 12 - Adult.

THE LITTLE OLD LADY WHO WAS NOT AFRAID OF ANYTHING.

LINDA WILLIAMS. Ages 5-8.

THE TEENY TINY WOMAN. BARBARA SEULLING.

An old English ghost tale.

THERE'S A NIGHTMARE IN MY CLOSET. MAERCER MAYER.

Grades K-3.

WITCHES WIT AND WEREWOLF. JEAN HARDENDORFF.

Ages 9-12. Eighteen stories of ghouls, witches and ghosts.



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Little Monster Tales



Teacher Evaluation Sheet

Fantasy Theatre Factory is always evolving and growing, and we count on feedback from you, teachers, administrators, and students to help us move in directions where there is need. We would especially like to know which elements of the program were of value, interest, and significance to you and your students. What do your students remember most about the performance? Are there other books/stories that you would like to see offered through our In-school programs for future years? Please take a moment to fill in this evaluation sheet:

School_____ **Grade Level**_____

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Your Comments:

[illegible]

Thank you for taking the time to fill out this form. We welcome letters, essays, and drawings from your students. Please enclose them also and return to:



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Email: info@ffshows.com Web Site: www.ffshows.com



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About Fantasy Theatre Factory

Fantasy Theatre Factory (FTF) is a professional *touring* theatre created in New York in 1977 by Ed Allen and Mimi Schultz, performing artists and teachers. FTF is currently headed by Producing Artistic Director Larry Fields. FTF presents theatre for diverse family audiences. FTF's 16 touring educational shows appeal to pre-school, elementary, family, adult and senior audiences. FTF shows cover themes of: Children's Literature, Reading, Ecology, Social Service, Black history, Bullying Prevention, Dance, English, and Music. FTF performs in rural and inner-city schools, theatres, parks, hospitals, community centers, and more. In this manner, Fantasy Theatre Factory presents more than 300 Florida programs reaching over 140,000 people each year. Fantasy Theatre Factory's mission is to make more quality theatre programs available to more people.

Learn more by visiting FTF's website @

www.ftfshows.com

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We love fan mail! Let us know your favorite part and how much you enjoyed the show.
You can even draw a picture. We cannot wait to hear from you!

Dear Fantasy Theatre Factory,

Your Friend,

School:
Show:

Teacher:
Date: