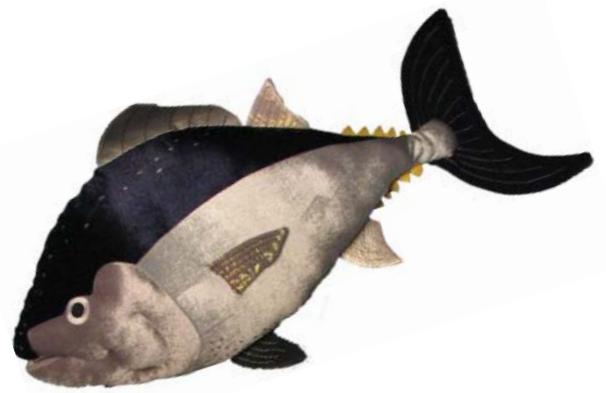




The Magic Fish

**Presented by
Bits 'N Pieces Puppet Theatre**

This program is sponsored in part by the Hillsborough County Public Schools, Arts Council of Hillsborough County, Hillsborough County Board of County Commissioners, Florida State Division of Cultural Affairs, Florida Arts Council, National Endowment for the Arts, presenters across the United States, and You! Call 813-659-0659 for more information.



The Magic Fish

In the Sea of Japan, a fisherman catches a magic fish. In return for letting the fish go free, the fisherman is granted three magic wishes. The fisherman and his wife think they will always be happy once their wishes come true, but sometimes what we wish for is not what we need. When greed gets in the way, "Once upon a time" might not lead to "happy ever after!"

Traditional Japanese Mask Puppets perform in this popular fairytale told around the world. See the show and make a traditional Japanese fish toy to take home.

Reading the Show Poster

1.) What is the name of the show?

2.) Who will present the show?

3.) On what days can you see the show?

4.) Who wrote the story?

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

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



Who? What? Where?

Read each question about the story. Write the answer.

1. Who are the characters in *The Magic Fish*?

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?

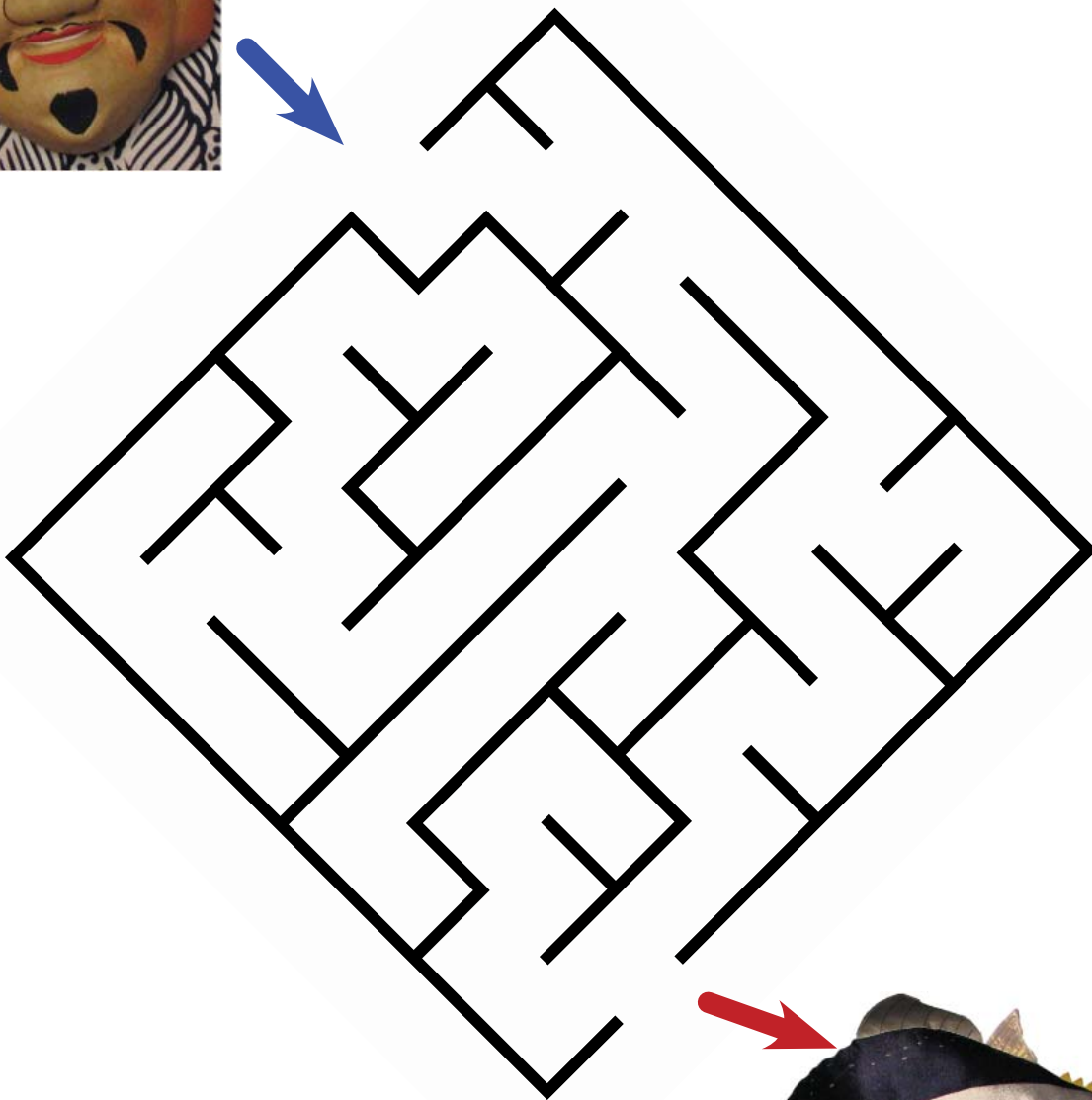
Story Map

Beginning (Who, Where, When):

Middle (Problem, Goal):

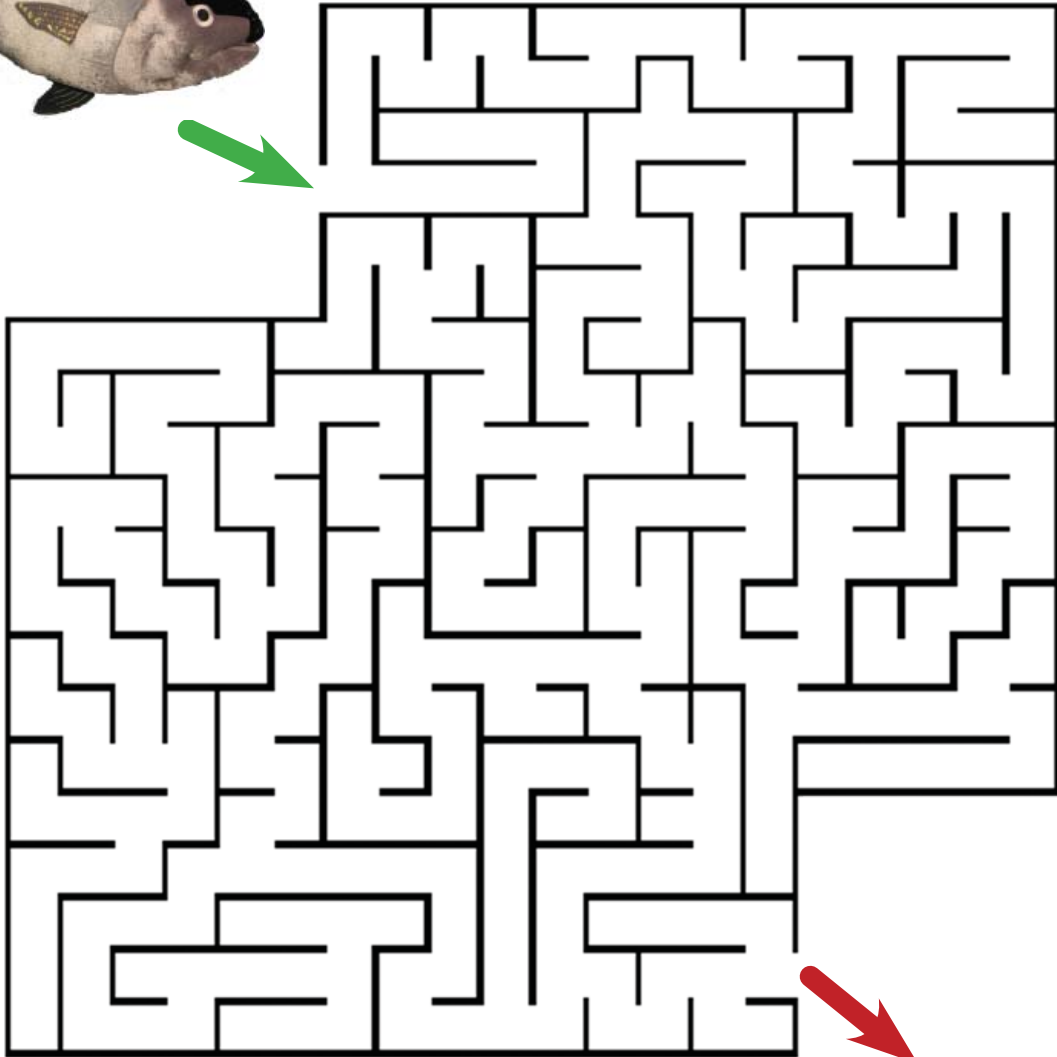
Ending (Solution):

Catch the Magic Fish!



A-Mazing Journey

Level 3 Maze



Types of Puppets

Crossword Clues

ACROSS

- 2. These puppets are worked from above and very good for flying. In France, they say "Marionette."
- 5. Mr. Punch is one of these puppets. It attaches to your arm.

DOWN

- 1. You can put five of these puppets on one hand.
- 2. Even with a bright stage light you can't see this puppet, you only see its _____.
- 3. These European and Javanese puppets are worked from underneath with sticks.
- 4. One of Bits 'N Pieces' really big puppets.

Scrambled Answers

- NAHD
- GRENIF
- ATNGI
- ORD
- AHSWDO
- SITNRG

Who? What? Where?

Read each question about the story. Write the answer.

1. Who are the characters in *The Magic Fish*?

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):

Classroom Activities

Vocabulary Words

wish
fish
boat

magic
young
home

fisherman
mask
fairytale

greed
Japan
splash

Rhyme

List the characters for the class. Ask the children to choose a specific character or event and to list rhyming words which match it. Ask the children to make a sentence using those words. For example: *wish: fish, dish*
-- *The man made a wish for a fish in a dish.* Point out that rhyming words do not always have similar spellings.

PreK-2: LA.D.2.1.2

Vocabulary Revisited

Review the characters and events of our production. Review the vocabulary words after the performance.

Have the students identify the characters or scenes to which the words refer. Have them write or recite a sentence about the play using all the words in each word group.

PreK-2: LA.A.1.1.3; LA.A.1.1.4

Show 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

Creative Dramatics

Using the skills they learned and the puppets they made in the workshop, have the children act out the story or particular scenes of their choice. Include sound effects when appropriate.

PreK-2: TH.B.1.1.1

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

Creative Writing Exercises (for groups or individuals)

Write an "I was there" story about witnessing an event in the play such as the Fisherman's first meeting with the Magic Fish. Begin your story with the phrase "I was there when ...". 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.

PreK-2: LA.B.1.1.2 ; LA.B.1.1.3

Before and After the Show Classroom Activities

Questions to ask before the show...

1. What will the characters look like? Have the students draw their ideas.
2. What is music? Can music tell the emotions of the singer? Think of a happy song. Think of a sad song. Without the words is the song still happy or sad?
3. Do you expect the story to be scary or funny? Why?

Questions to ask after the show...

1. What did you like best about the show? What did you like the least?
2. Do you have to listen carefully to the words to understand the story?
3. Which character is your favorite? Why?
4. What was the mood of the show? Happy, scary, sad?



Other PUPPET Ideas for the Classroom

Science

Make simple paper cut out puppets and present the water cycle. Show it rain, fill the lake, sink into the ground, feed the plants, evaporate and begin again.

Literature

Make puppets to act out a scene from a book you are currently reading. Use shadow puppets cut from cardboard and projected with an overhead projector.

Cultures

Investigate the puppets traditionally seen by children of a specific country. Find paintings and pictures of their puppets. Make a show from one of their traditional stories.

History

Make a show based on past history of what's happening in the news today. Make a cardboard box puppet stage that looks like a television screen or an old history book.

Art

Study famous paintings and make puppets of the figures. Tie to March with the World Day of Puppetry or April with America's Day of Puppetry.

Music

Team up with the music teacher to write a show. Compose songs about "Who you are" and "What you want" or "How I'll get in the Way". Video tape for class enjoyment.

PUPPET & Theatre Vocabulary

Art

The use of a variety of means to express ideas, entertain and enlighten.

Blocking

The movement of characters on the stage as planned by the director.

Composer

The artist who creates original music.

Dance

The expressive use of the body to convey a story, emotion and or pleasing visual effect.

Marionette

A string puppet operated from overhead.

Music

The art of making sound tell a story or have a meaning.

PUPPET

An inanimate object made to seem alive by the puppeteer who performs the show.

Script

The written dialogue and stage action description of the play.



From Downtown Tampa
 Take I-4 east to exit #14 (McIntosh Road)
 Go south (right) at exit.
 Take McIntosh Rd. one mile to Tom Gallagher Road
YOU'RE THERE!
 Bits 'N Pieces is on your left at Tom Gallagher Rd.

From Temple Terrace/ USF/New Tampa
 Take I-75 south to I-4 east
 Follow "From Downtown Tampa" directions

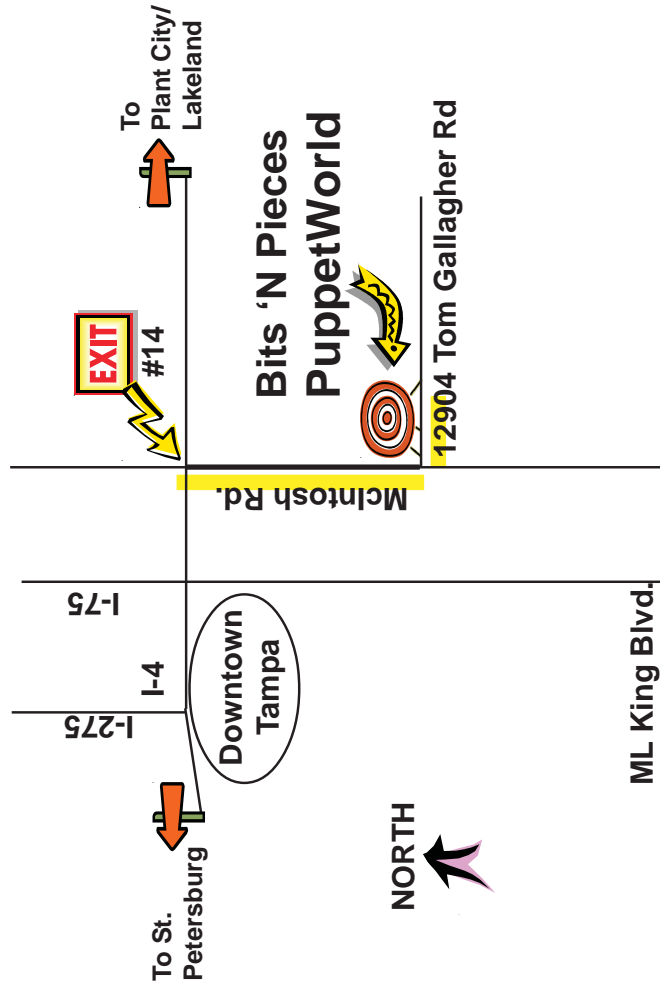
From Pinellas County
 Take I-275 to Tampa
 Follow "From Downtown Tampa" directions

From Crosstown Expressway/Sarasota/Bradenton
 Go north on I-75 to I-4 east
 Follow "From Downtown Tampa" directions

From Brandon
 From Highway 60, go north on Valrico Road to Martin Luther King Blvd.
 Turn east (right) on MLK Blvd
 Go to McIntosh Road
 Turn north (left) onto McIntosh and go 1.5 miles
YOU'RE THERE!
 Bits 'N Pieces is on your left at Tom Gallagher Rd.

From Plant City/ Lakeland
 Go west on I-4 to exit #14 (McIntosh Road)
 Go south (left) at exit.
 Take McIntosh Rd. one mile to Tom Gallagher Road
YOU'RE THERE!
 Bits 'N Pieces is on your left at Tom Gallagher Rd.

See You at the Show!!



Need help? Call Bits 'N Pieces Puppet Theatre at 659-0659.

Need help? Call Bits 'N Pieces at 813-659-0659.

Florida Department of Education

Sunshine State Standards

PreK-2

Language Arts

LA.A.1.1. Reading: The student uses the reading process effectively.

3. uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.

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.

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

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

2. 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.

3. 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.C.3.1. Listening, viewing, and speaking: The student uses speaking strategies effectively.

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

4. uses eye contact and simple gestures to enhance delivery.

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

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

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

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

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

The Arts / Dance

DA.B.1.1. Creation and Communication. The student understands dance is a way to create meaning.

1. understands how gestures and movement communicate meaning.

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.

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

2. 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.

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

The Arts / Visual Arts

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

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