



The Musical Tale of  
**Peter Rabbit**

presented by Bits 'N Pieces Puppet Theatre

# RESOURCE GUIDE and EDUCATIONAL ACTIVITIES

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## See All of Bits ‘N Pieces Puppet Theatre’s 11 Original Musicals Starring Giant Puppets

- Gaspar the Florida Pirate
- Thumbelina
- Phantom of the Opera
- Rip Van Winkle
- Puss in Boots, The Magical Cat
- The Ugly Duckling starring Pinky Flamingo
- Cinderella and the Chinese Slipper
- Aesop’s Dinosaur & Ant
- Three Billy Goats Gruff
- The Musical Tale of Peter Rabbit
- Alice in Wonderland

This study guide is intended to accompany the Bits ‘N Pieces Puppet Theatre original production of *The Musical Tale of Peter Rabbit*.

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Dover, Florida 33527  
Phone 813-659-0659 • Email [Jerry@PuppetWorld.com](mailto:Jerry@PuppetWorld.com)

**Teachers:** Complete and return the evaluation form at the end of this guide and receive a special bonus. You may download additional copies of classroom guide, video and more at [www.PuppetWorld.com](http://www.PuppetWorld.com)



This program is sponsored in part by the Florida State Division of Cultural Affairs, Florida Arts Council, Arts Council of Hillsborough County, Hillsborough County Board of County Commissioners, Hillsborough County District Schools, National Endowment for the Arts, presenters across the United States, and You!

Play Synopsis:

# The Musical Tale of Peter Rabbit

## as told by Bits 'N Pieces

### Executive Director Jerry Bickel

Peter Rabbit, who lives in a comfortable burrow with siblings Flopsy, Mopsy and Cottontail, is a mischievous, independent adventurer. Sporting a new coat and shoes, he slips away from the drudgery of blackberry-picking chores. Peter, who believes he's smarter than everyone else, doesn't hesitate to scamper off against his mother's advice and explore the forbidden garden of Farmer McGregor.

Mama Rabbit called him home, told him to help his sisters, to stay away from Mr. McGregor's garden and to be an angel. But Peter Rabbit wasn't an angel, and he sang out with glee: "I'm a mischief maker, a double trouble faker, I'm hopping to McGregor's gate."

Off he hopped to Mr. McGregor's garden as quick as his bunny legs would take him. It took only a second for Peter to slip under the garden gate. He quickly gorged himself on tasty, fresh veggies. With an aching stomach, Peter began to cry from gluttony and realized there's nothing worse than giving in to greedy cravings. "Oh, my belly, I ate more than I need. I should learn the lesson there is nothing worse than greed."

Mr. McGregor heard Peter Rabbit howling and went to find him in the garden. He chased him all through the vegetable patch. Once, he caught hold of Peter by his new shoes, but Peter jumped out of them. Then, he trapped Peter in a sticker bush, but a bird told Peter to jump out of his coat and hop away. Finally, Mr. McGregor trapped Peter in the tool shed, but Peter escaped again.

Though he cleverly got away from Mr. McGregor, Peter Rabbit was lost in the garden. Not even the mouse would help him. Danger seemed all around him. He even saw a dogfish catch a cat. Suddenly Peter saw the garden gate – the way back home to safety! "Oh," said Peter Rabbit, "Now I can hop home to safety. I may have lost my coat and shoes again, but even if mama's mad I know she'll always love me!"

Peter hopped home sick from his adventure. Mama, who was so very glad to see Peter, gave him a dose of medicine to ease his stomach ache. Peter learned a very important lesson this day: "It's better to be good than bad!" Thereby ends the tale of Peter Rabbit.





# About Author and Illustrator Helen Beatrix Potter

## At A Glance

**Born:** July 28, 1866, London, England

**Died:** December 22, 1943, Sawrey, Lancashire, England

**Education:** At home by governess (as was customary at that time)

Beatrix Potter wrote her first children's tale in 1902. It was *The Tale of Peter Rabbit*. She wrote the story about four little rabbits as part of a letter to the five year old son of one of her childhood governesses. No publishing companies were interested in it, so she published it herself. In all, Beatrix Potter wrote and illustrated more than 30 children's books. Now considered classics, Potter's stories are still popular and have been translated into several languages.

## Fun Facts

- Her first love was mycology — the scientific study of fungus. After becoming frustrated because no one appreciated the work of a female scientist, she began writing and illustrating children's books.
- As an older child, Beatrix spent much of her time at the South Kensington Museum, which had a large natural history section. There she studied the sciences. Her main interest was mycology as well as entomology, botany and geology.
- Beatrix has a younger brother, Bertram, who attended a boarding school away from home. Consequently she spent most of her time alone. To entertain herself she invented a secret code and wrote a journal using it.

## Books About Beatrix Potter

Aldis, Dorothy. *Nothing is Impossible, The Story of Beatrix Potter*. New York: Atheneum, 1969

Lane, Margaret. *The Magic Years of Beatrix Potter*. London: Fredrick Warne & Co, 1978.

Lane, Margaret. *The Tale of Beatrix Potter*. London: Fredrick Warne & Co, 1946.

Linder, Leslie. *The Journal of Beatrix Potter from 1881 - 1897*. London: Fredrick Warne & Co, 1966.

## Other Tales from Beatrix Potter

1. The Tale of Peter Rabbit
2. The Tailor of Gloucester
3. The Tale of Squirrel Nutkin
4. The Tale of Benjamin Bunny
5. The Tale of Two Bad Mice
6. The Tale of Mrs. Tiggy-Winkle
7. The Pie and the Patty-pan
8. The Tale of Mr. Jeremy Fisher
9. The Story of a Fierce Bad Rabbit
10. The Story of Miss Moppet
11. The Tale of Tom Kitten
12. The Tale of Jemima Puddle-Duck
13. The Roly-Poly Pudding (The Tale of Samuel Whiskers)
14. The Tale of the Flopsy Bunnies
15. Ginger and Pickles
16. The Tale of Mrs. Tittlemouse
17. Peter Rabbit's Painting Book
18. The Tale of Timmy Tiptoes
19. The Tale of Mr. Tod
20. The Tale of Pigling Bland
21. Tom Kitten's Painting Book
22. Appley Dapply's Nursery Rhymes
23. The Tale of Johnny Town-Mouse
24. Cecily Parsley's Nursery Rhymes
25. Jemima Puddle-Duck's Painting Book
26. Peter Rabbit's Almanac for 1929
27. The Fairy Caravan
28. The Tale of Little Pig Robinson
29. Sister Anne
30. Wag-by-Wall
31. The Tale of the Faithful Dove
32. The Sly Old Cat
33. The Tale of Tuppenny

# About Our Giant Puppet Productions

Bits 'N Pieces 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.

Utilizing the talented resources of multidisciplinary professionals in theatre arts and education, each musical production is adapted and specifically developed to complement elementary school curriculums. Our education guides are a valuable classroom resource.

The company was founded in 1973 in Tampa, Florida studio by Executive Director **Jerry Bickel**. He was joined by Artistic Director **Holli Rubin** in 1976. In the beginning they used traditional forms of puppetry, combining as many as ten types of puppets in one production. It was while performing

in large theatres that the concept of nine-foot-tall puppets was inspired.

The experiment with these towering, fanciful creations was so successful that the giant body puppet became the company's larger-than-life hallmark. Now the giants perform in each of the company's original musical adaptations of classic children's literature.

From script and design to actual building and choreography, it takes nearly two years to produce each complete giant puppet production. Today, these unique musical productions may be seen in a variety of venues.

The company tours extensively throughout the United States and makes international appearances under the sponsorships of cultural exchange programs in Hong Kong, Japan, Singapore, Taiwan and the Czech Republic.

## How Do You Make A Giant Puppet Show?

So you say you would like to make a giant puppet show? You're going to need at least 18 months to do it. It takes a year and a half to create the puppets, script, lyrics, music, choreography and sets for one giant puppet musical.

There are 11 giant puppet shows in the Bits 'N Pieces repertoire. Since we don't reuse old puppets for new, each puppet production is built as an original work of art. It's taken sixteen and half years to build all of our shows.

### Where to start?

The words come first. The story is the beginning of each new show. It can be a classic or contemporary piece of literature, a saying or an interesting event. From this first glimmer of an idea, Director Jerry Bickel writes the script and lyrics. He collaborates with a composer to create the musical score.

### A little clay, a little papier-mache, and a lot of hot glue

Once the story is firm, Designer and Master Puppeteer Holli Rubin begins to build the puppets. From a giant block of clay, she sculpts the heads and casts them in plastic papier-mache. The moving facial parts are installed before Holli costumes each character. Each puppet represents weeks of creation, thousands of stitches and many hot-glue burns.

### How the puppets come to life

The musical's dances are created by a choreographer. Actors first rehearse the show without the giant puppets. Once they

learn their choreography, they wear the puppets and adapt their puppet's movements for the stage. Special rehearsals with video cameras help the puppeteers learn where improvements can be made in their performance.

While one production is on tour across the country, a new show can be created between engagements in the Tampa, Florida studios. Three months are devoted to writing the show. Twelve months to design and build the puppets. Finally, three more months are used to rehearse, record, add special effects and edit. A year and a half total, and the new show can open for its first public performance. Refinement continues throughout the tour until the production reaches its final form: a new giant puppet musical in the Bits 'N Pieces Puppet Theatre repertoire.



# Understanding the Broadway Musical Art Form

Bits 'N Pieces productions are adaptations of beloved children's stories performed in the Broadway musical style. With their original lyrics, music and choreography, the giant puppet musicals are similar to the Broadway stage musical in that they are derived from other forms of theatre such as traditional plays and opera. It is a uniquely American form of theatre that generally reflects stories and beliefs of life in the United States. An American musical tells its story directly to the audience. It asks the audience to feel the music and learn what's happening by listening to the words in the songs.

## Songs Tell the Story

In a musical, songs are used to tell the story. The lyrics help the audience follow what is happening on stage. Songs in musicals use emotion to take action, telling us who the characters are, what they want and what they'll do to get it.



Most of the songs follow one of three forms.

1. The first form is the "I AM..." song (or "He was..." or even "Could it be...?"). This type of song reveals character.
2. 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.
3. A third special form in the Broadway musical is the novelty song or "TIME TELESCOPING" song. It can speed up time on the stage to "fast forward" the story or "freeze it" so the audience can feel and appreciate a special moment, even the happy ending!

**ACTIVITY:** Explore the types of musicals and the use of rhyme in songs. See *Musical Charades student sheet*.

## Many Hands Make a Musical

Our giant puppet musicals are the products of the collaboration of artists from all the arts disciplines.

**ACTIVITY:** Using our cast and company information from the *Can You Tell Who Does What* student sheet, ask students to match the different artists with their arts. (*Literature/story telling* - author of original work, script writer; *Music* - composer, lyricist, vocalists, music arranger; *Acting* - performers, puppeteers; *Dance* - performers, choreographer; *Visual Arts* - giant puppet sculptor, costume, scene, and lighting designers, and set builder.)

See *Can You Tell Who Does What* student sheet.

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



**FAST FACT:** Bits 'N Pieces Theatre's giant body puppets perform in original puppet musicals with singing, dancing and lively dialogue. There are 11 giant productions in the Bits 'N Pieces touring repertoire. Each season a different show tours theatres throughout the United States. Since 1987, the giant puppets have traveled abroad for 17 international appearances.

# Classroom Ideas, Bibliography

## Creative Dramatics with Puppets

Using the simplest of stick puppets, you can present an exciting creative dramatics lesson in your classroom. Divide the class into small groups of two or three children to act out different scenes.

- Follow the puppet-making activity sheets to make the characters and sets.
- Create a scene-by-scene guide for a complete puppet play with the *Put the Play in Order* student sheet.
- Completing *Who? What? Where? How?* student activity helps students develop their dialog.
- Use the *Musical Charades* student sheet to help students practice movement ideas.

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

## Creative Writing Exercises

**Eye Witness:** Write an “I was there” story about witnessing an event in the play. For example, Peter decides not to pick blackberries and, instead, disobeys his mama by going to Farmer McGregor’s garden. 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 *Bunny Burrow Evening News* class exercise.

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

## The Bunny Burrow Evening News

Divide the class into groups of 4-6 children. Have each group choose a different scene or event to report on the *Bunny Burrow 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

## Plot Development: Make a 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 *Put the Play in Order!* activity.)

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

## Other Resources

### Puppetry, Creative Dramatics,

### Musicals

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

Frankel, Aaron. *Writing the Broadway Musical*. New York, NY: Drama Book Specialists (Publishers), 1977

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.)

### Books About Beatrix Potter

Aldis, Dorothy. *Nothing is Impossible, The Story of Beatrix Potter*. New York: Atheneum, 1969

Lane, Margaret. *The Magic Years of Beatrix Potter*. London: Fredrick Warne & Co, 1978.

Lane, Margaret. *The Tale of Beatrix Potter*. London: Fredrick Warne & Co, 1946.

Linder, Leslie. *The Journal of Beatrix Potter from 1881 - 1897*. London: Fredrick Warne & Co, 1966.

# Vocabulary, Similes, & Rhyme

## Vocabulary

Discuss the meaning of any unfamiliar vocabulary before the show. Suggestions:

rabbit shed shovel soil hare  
 disobey gooseberry storeroom farmer  
 picnic garden chamomile

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. (PreK-2: LA.A.1.1.4; Gr 3-5: LA.A.1.2.4)

**Characters:** Peter Rabbit; Farmer McGregor; Mama Rabbit; Flopsy; Mopsy; Cottontail; Cat; Fish

## Figures of Speech

Explain personification, similes, and metaphors. In folktales 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 students to choose a character, event, or theme and to list rhyming words which match it. Ask the children to make a sentence using those words. Point out that rhyming words do not always have similar spellings. (PreK-2: L.A.E.2.1.2; Gr 3-5: L.A.E.2.2.2) Examples:

*greed:* need, indeed -- Peter Rabbit was filled with greed/ He ate more carrots than he did need/ And got a very bad belly ache indeed.

*bunny:* sunny, money -- Pretty little Peter was a dapper bunny/ He went to McGregor's while it was sunny/ Eating veggies there doesn't cost any money.

*fun:* done, run, sun -- Peter Rabbit wanted to have fun / and run in the sun / before his chores were done.



# Write a Letter to a Character

## Before the Show

Teach or review a lesson on how to write a letter including date, salutation, body text and closing signature.

## After the Show

There are many possibilities for letter writing. Students may write directly to a character or write a letter from one character to another character.

- They might write a letter from Peter to Mama Rabbit telling her he is sorry for misbehaving.
- Send one to Peter telling him to listen to his mama and stay away from the farmer's garden.
- Write a letter to Farmer McGregor about his garden.

## Characters

Peter Rabbit	Farmer McGregor	Mama Rabbit
Flopsy	Mopsy	Cottontail
The Bird	The Dogfish	The Mouse

## After the Lesson

Mail students' letters to: Peter Rabbit, Bits 'N Pieces Puppet Theatre, 12904 Tom Gallagher Road, Dover, FL 33527



# How Does Your Garden Grow?

## DESCRIPTION

Students will learn about gardens and the responsibilities of a farmer. Students will plant bean seeds and monitor the growth of their plants for six weeks.

**GOAL:** Students will be able to discuss what is needed for crops to grow and the responsibilities of a farmer.

## OBJECTIVES

1. The students will discuss the garden-grown foods they like most and why.
2. Each student will plant a bean seed and monitor its growth for six weeks.
3. Students will identify vegetables and fruits grown on farms that may be found at the grocery store.

## VOCABULARY

1. farmer - Someone who raises animals and plants crops.
2. garden - A piece of ground used for growing vegetables, flowers or fruits.
3. soil – Ground, earth or dirt. Plants need soil to grow.

## MATERIALS

Potting soil, bean seed, styrofoam cups, paper, pencils

## STEPS

1. Ask students to describe a farmer's job. Explain that farmers do more than take care of animals. They also plant food. Discuss types of vegetables and fruit.
2. Explain to students they will get a chance to be "farmers" by planting bean seeds.
  - a. Give each student a Styrofoam cup and a bean seed to plant.
  - b. Over the next six weeks, students will keep a daily journal to record information about their plants (how much light the plant received, how often they watered the plant, how high the plant has grown, illustrations of plant growth, etc.)
  - c. Students take turns watering and measuring plants.
  - d. At six weeks, students take the plants home.

# Fun With Carrots



## OBJECTIVES

- Students recognize how a food helps to make a part of the body healthy.
- Identify carrots as a good source of vitamin A.

## MATERIALS

- Canned, frozen, and raw carrots (with green tops)
- Package of carrot seeds and styrofoam cups
- Carrot coloring sheet for each student
- Carrot sticks and low-fat ranch dressing

## LESSON: GOOD FOOD CHOICES

1. Compare the carrot seeds with fully grown carrots with green tops. Notice how tiny the seeds are.
2. Where do you think the orange part is? (root) Look at the picture and identify the part of the carrot that sticks out of the ground before it is harvested.
3. Discuss the importance of eating fruits and vegetables each day. Carrots are a great source of vitamin A. Why is vitamin A important? (helps keep eyes and skin healthy) Why did Peter Rabbit want to eat carrots? (to improve his night vision)

## CLASSROOM ACTIVITY CENTERS

Students rotate between each activity centers:

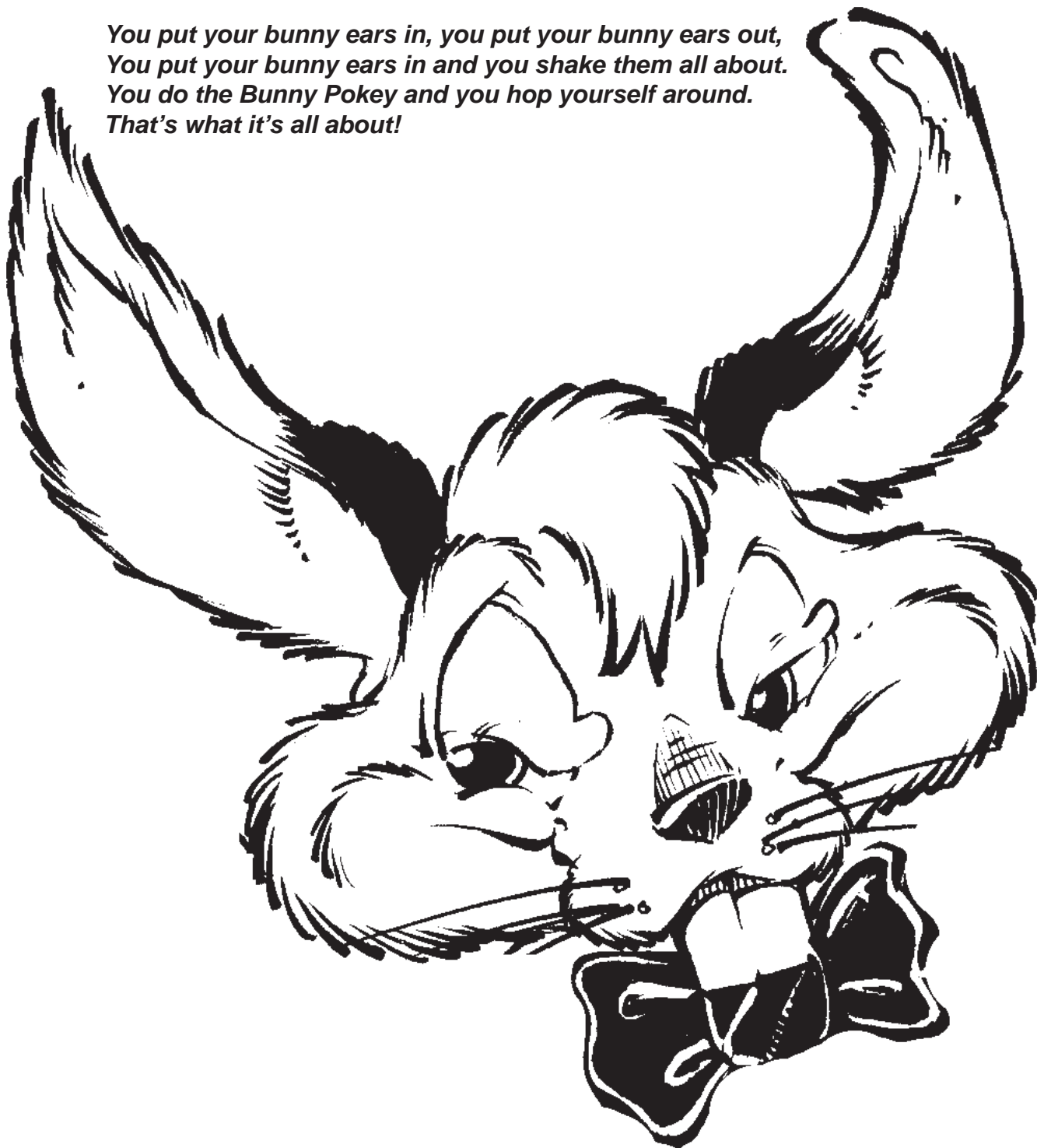
1. Compare canned, frozen, and raw carrots. Let students taste each type. Discuss the differences between the carrots. Which do they like best?
2. Carrot coloring sheet – Give a sheet and crayons to each child.
3. Sprout carrot top – Remove leaves, cut off all but 2 inches of the top. Put in a shallow dish of water. Watch for new leaves.
4. Plant carrot seeds in styrofoam cups. Let students measure and record the height of plant as it grows.
5. Fresh carrots with dressing dip OR sweetened, chilled carrot sticks (Place carrot sticks in a large bowl. Pour pineapple juice over carrots until they are covered. Refrigerate 1-2 hours. Serve chilled.)

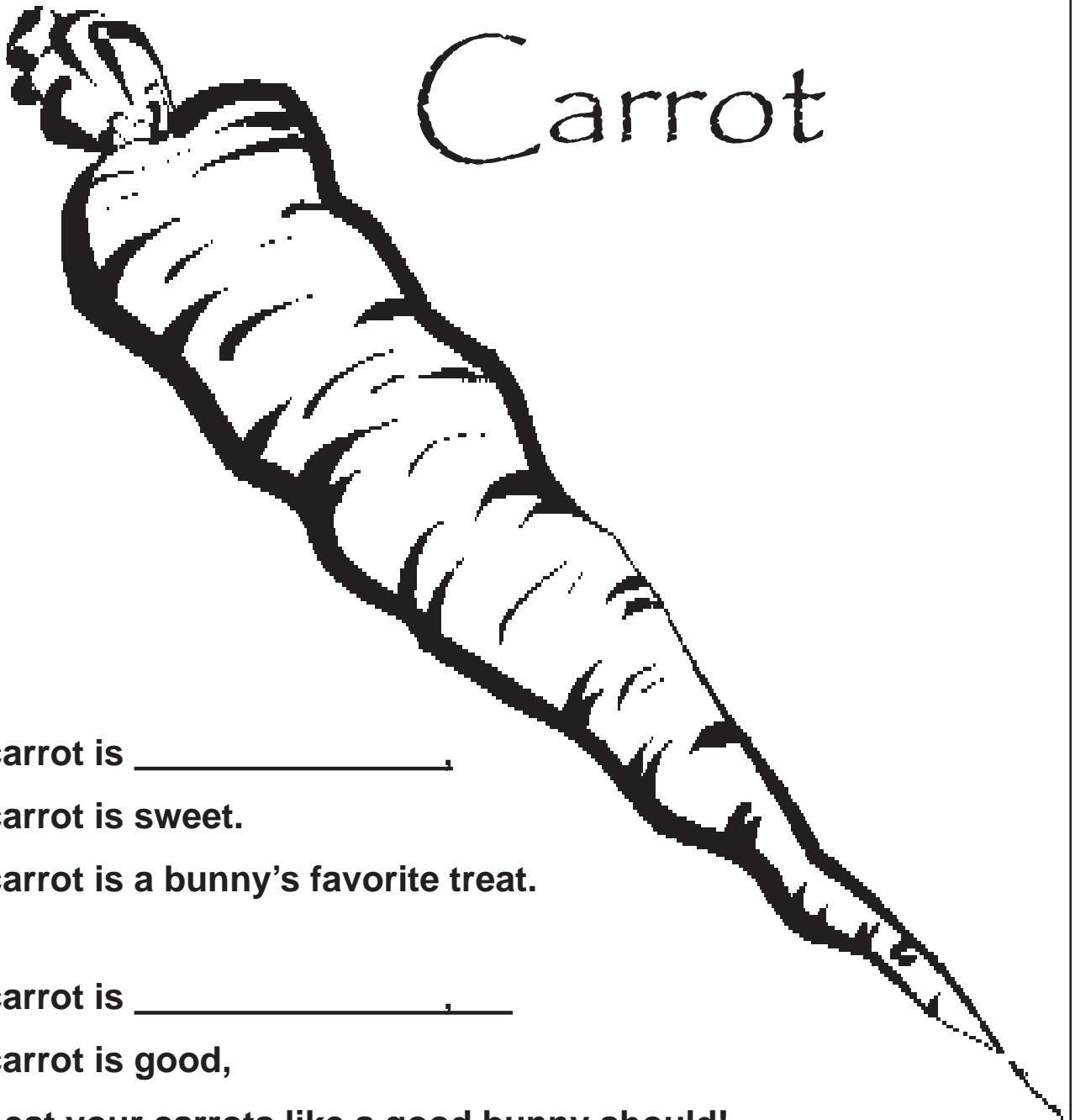
# “The Bunny Pokey” with Masks

**MASK ACTIVITY:** Use the illustration below to create a bunny mask. Enlarge on a copy machine and reproduce one for each student. Ask students to color the face, then cut out head and eyes. Alternate: Tape straw to bottom back of mask to make a stick puppet.

Sing the following to the tune of “Hokey Pokey” and continue additional verses with bunny whiskers, bunny nose, bunny paws, bunny teeth, and best of course, bunny tail!

*You put your bunny ears in, you put your bunny ears out,  
You put your bunny ears in and you shake them all about.  
You do the Bunny Pokey and you hop yourself around.  
That's what it's all about!*





A carrot is \_\_\_\_\_.

A carrot is sweet.

A carrot is a bunny's favorite treat.

A carrot is \_\_\_\_\_.

A carrot is good,

So eat your carrots like a good bunny should!

### Discovering Adjectives: Make a Poetic Carrot Poster

What words can be used to describe carrots? Fill in the blanks of the poem. Examples:

- yummy
- delicious
- orange
- hard
- healthy
- tasty
- terrific
- crunchy

# Reading A Show Poster

1.) What is the name of the show?

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2.) Who will present the show?

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

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4.) Who wrote the story?

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

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

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**Bits 'N Pieces  
Puppet Theatre**  
presents *The Musical  
Tale of  
Peter  
Rabbit*



A Musical Based on  
Beatrix Potter's beloved story,  
*The Tale of Peter Rabbit*  
Shows are Weekdays & Saturdays

# Who? What? Where? How?

1. Who are the characters in *The Musical Tale of Peter Rabbit*?

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2. Where does the story take place?

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3. What is the problem?

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

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5. How was the problem solved?

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## Make A Story Map

Beginning (Who, Where, When):

Middle (Problem, Goal):

Ending (Solution):

# Let's Play Musical Charades!

Can you guess the scene for the play? Bits 'N Pieces Puppet Theatre uses choreography (dance movement) and gestures set to music to tell the story in their plays. Ask students to write scenes from this play on slips of paper. One student selects a paper slip and acts out the scene without speaking (pantomime). The student must use movement and gestures set to music to explain the scene to the class. Try Ragtime or 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:*

Rabbits meet and  
pick blackberries.

**Other pantomime scene suggestions:** Farmer McGregor hunts for Peter Rabbit in the garden shed; Peter Rabbit munches on fresh vegetables found in the garden; Peter tries to hide and run away from Farmer McGregor. Discuss with students how movement can show action and emotions.

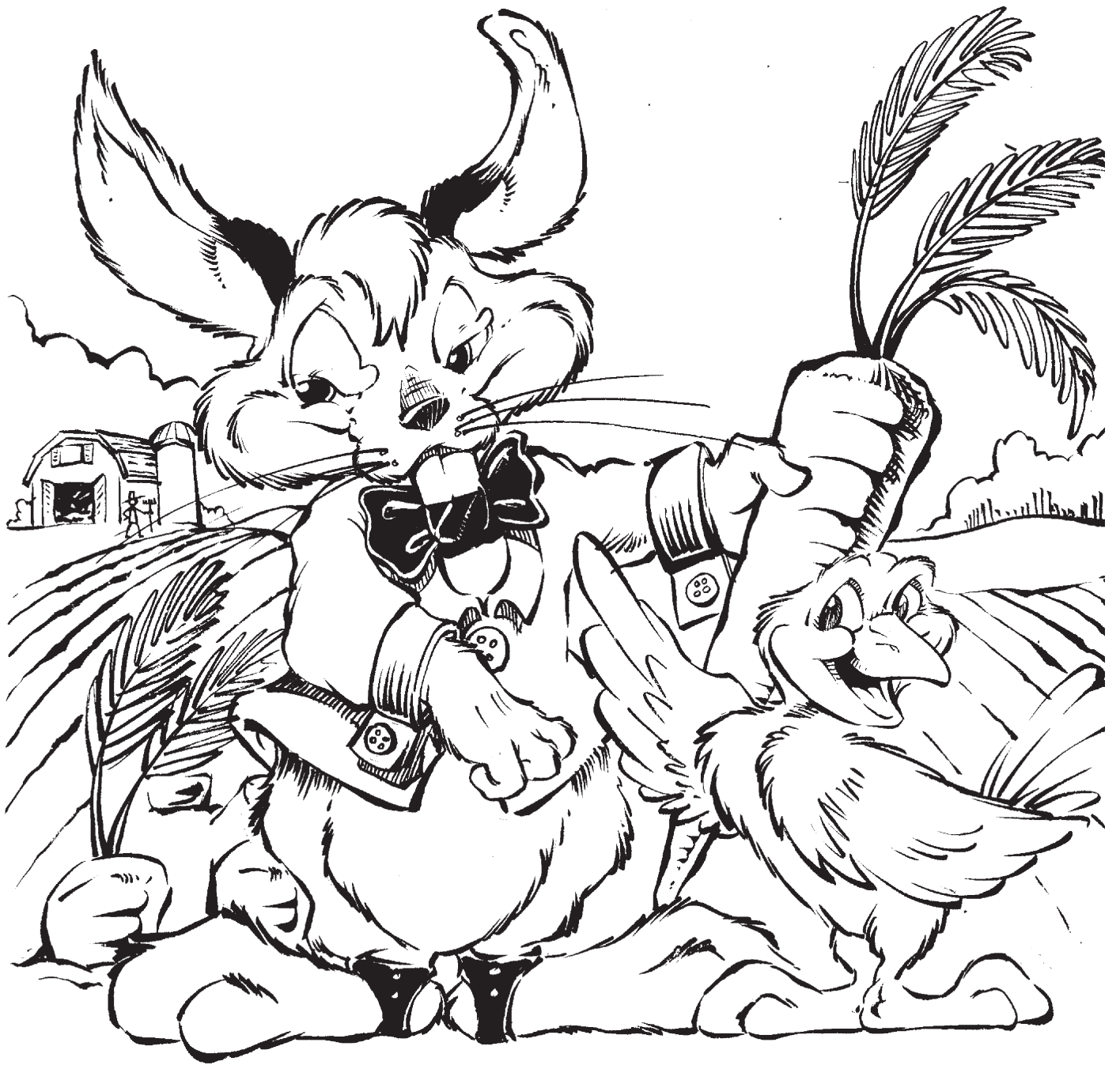
# Put the Play in Order!

Each of the following sentences describes a scene from Bits 'N Pieces' *Musical Tale of Peter Rabbit*. Can you tell which scene came first? Write a number in each corresponding box to put the scenes in proper order.



- Peter Rabbit howls with pain from a belly ache caused from eating too many carrots and hot radishes.
- Mama Rabbit tells Peter Rabbit to help his sisters pick blackberries and stay away from Farmer McGregor's Garden.
- Farmer McGregor tries again to capture Peter Rabbit, but he jumps out of a watering can and escapes.
- Escaping from McGregor, Peter finds a cat at a fish pond and the way home.
- Peter Rabbit disobeys and hops down the trail to McGregor's Garden.
- Safe at home, Peter tells his Mother he's learned it's better to be good than bad because it hurts less when you're good.
- Farmer McGregor tries to capture Peter but he hops out of his shoes and escapes.

Answer Key: 3, 1, 5, 6, 2, 7, 4



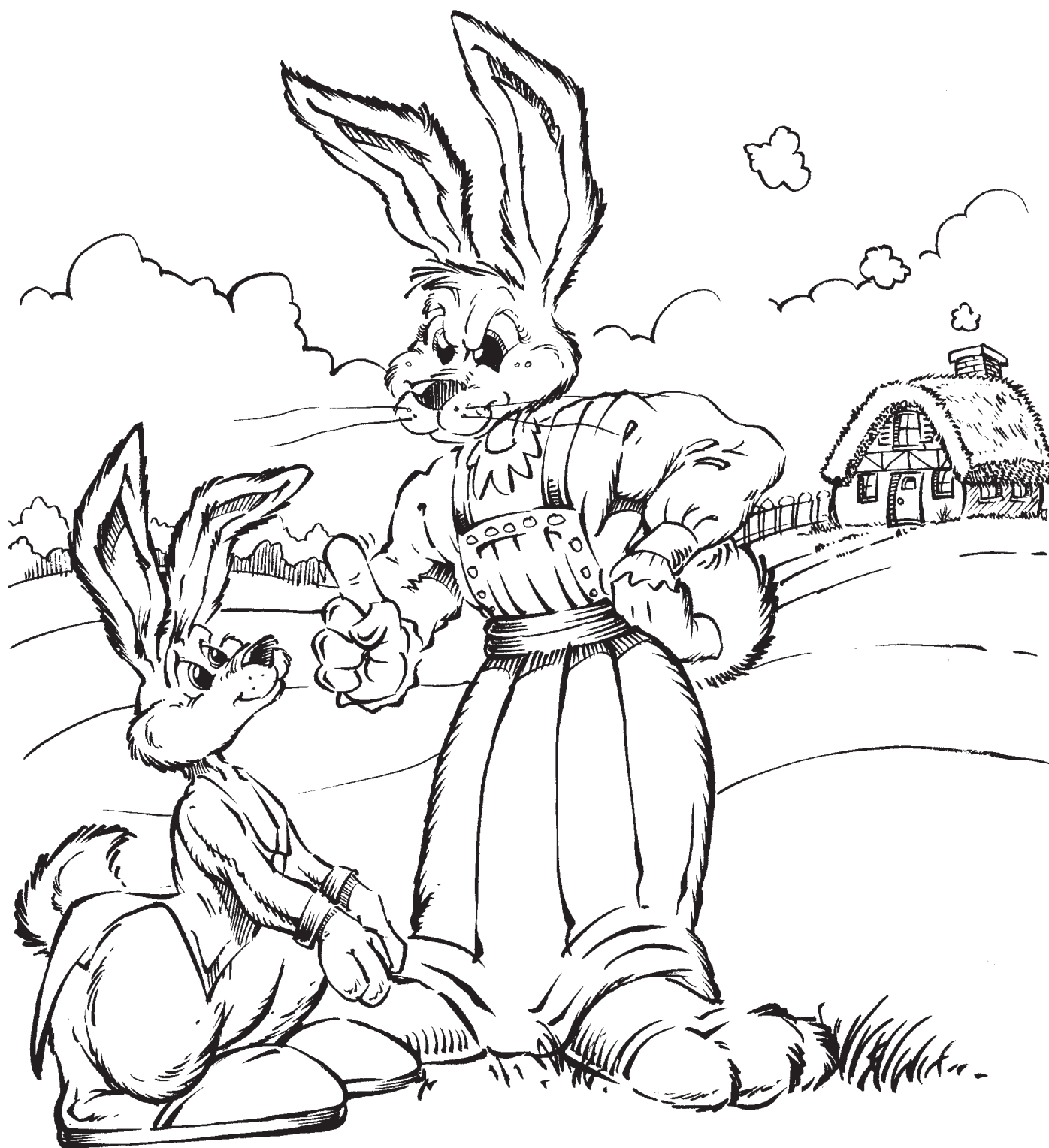
# The Musical Tale of Peter Rabbit

*Illustrations by Chuck Majewski*





Flopsy, Mopsy and Cottontail share a spot of tea.  
Where's Peter Rabbit?



Mama warns Peter Rabbit not to hop into Farmer  
McGregor's garden or he will land in a pie.



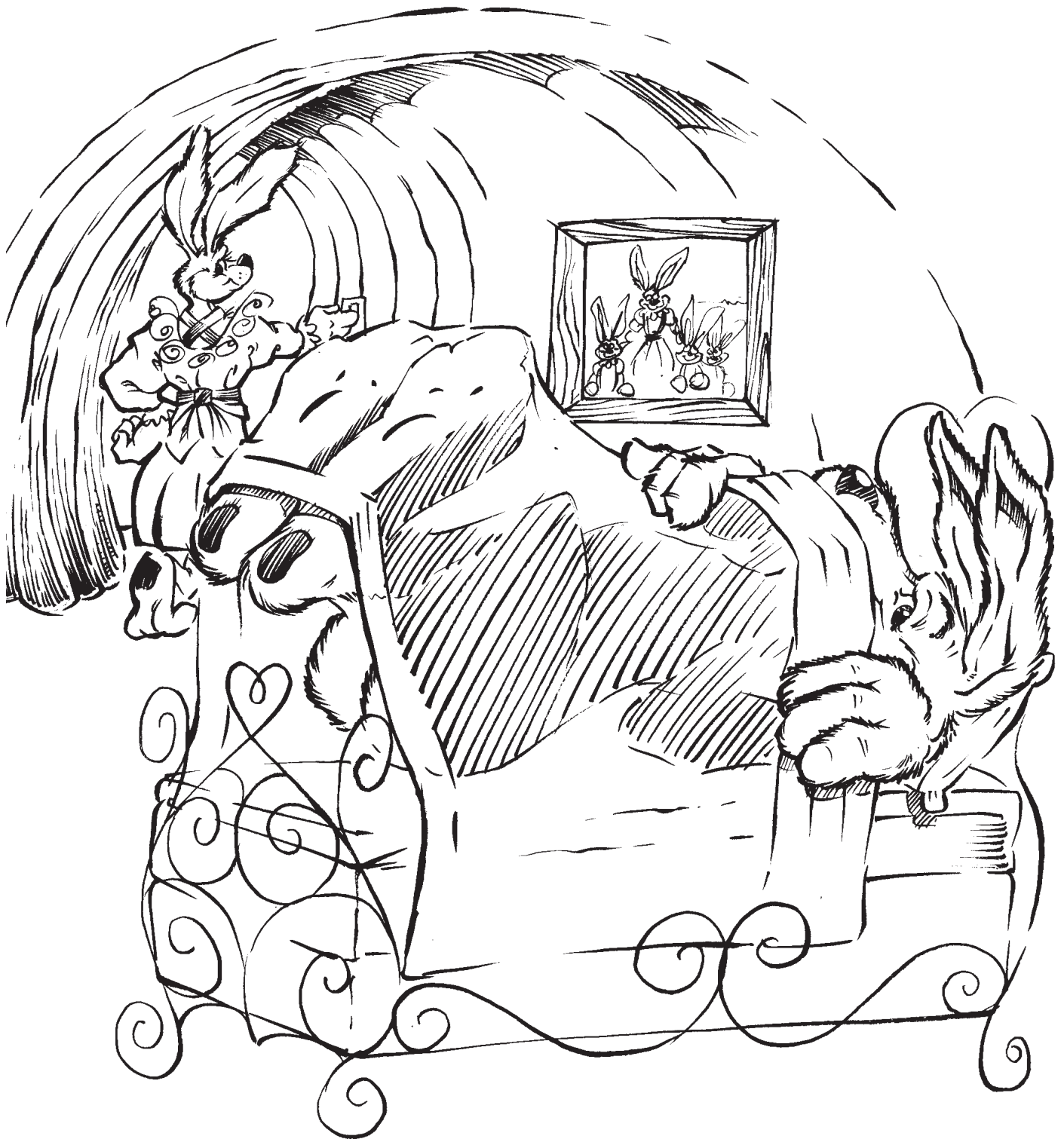
Farmer McGregor catches Peter Rabbit  
in his vegetable garden.



A bird tells Peter to leave his coat  
caught in the gooseberry net and escape.

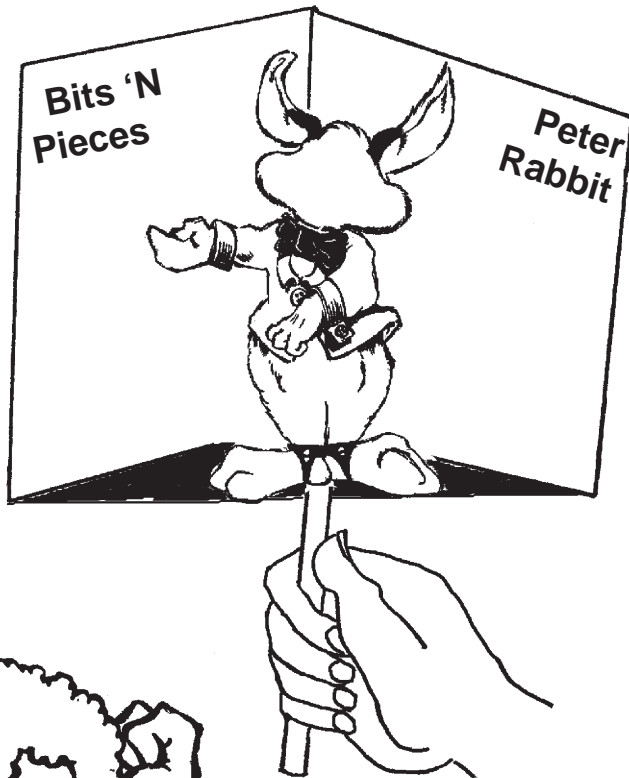


Farmer McGregor catches Peter in his watering  
can and chases him out of the garden.

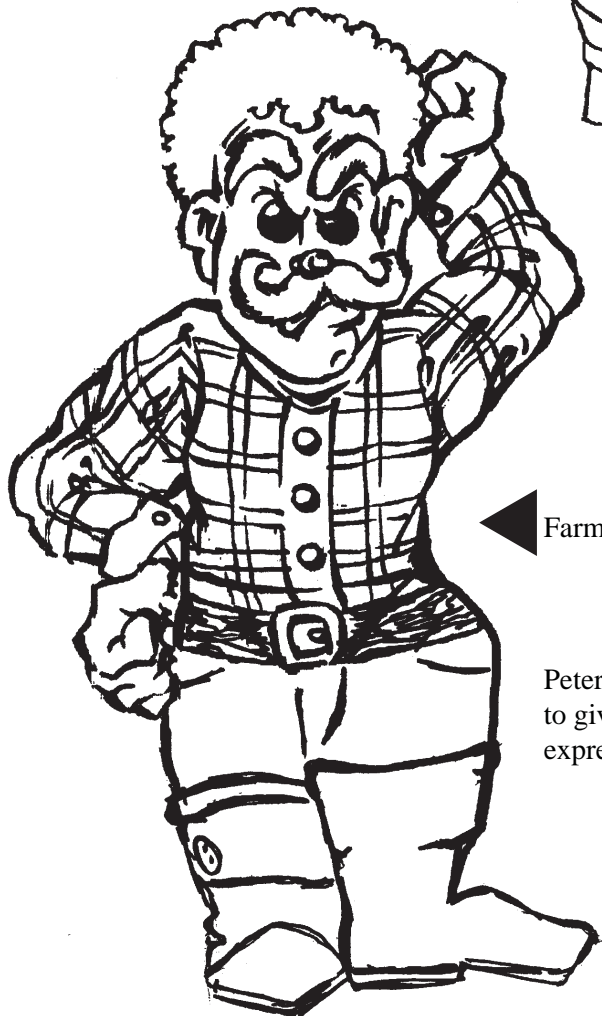


Safe at home, Peter's learned it's better to be good than bad. Mama wishes him "Good Night."

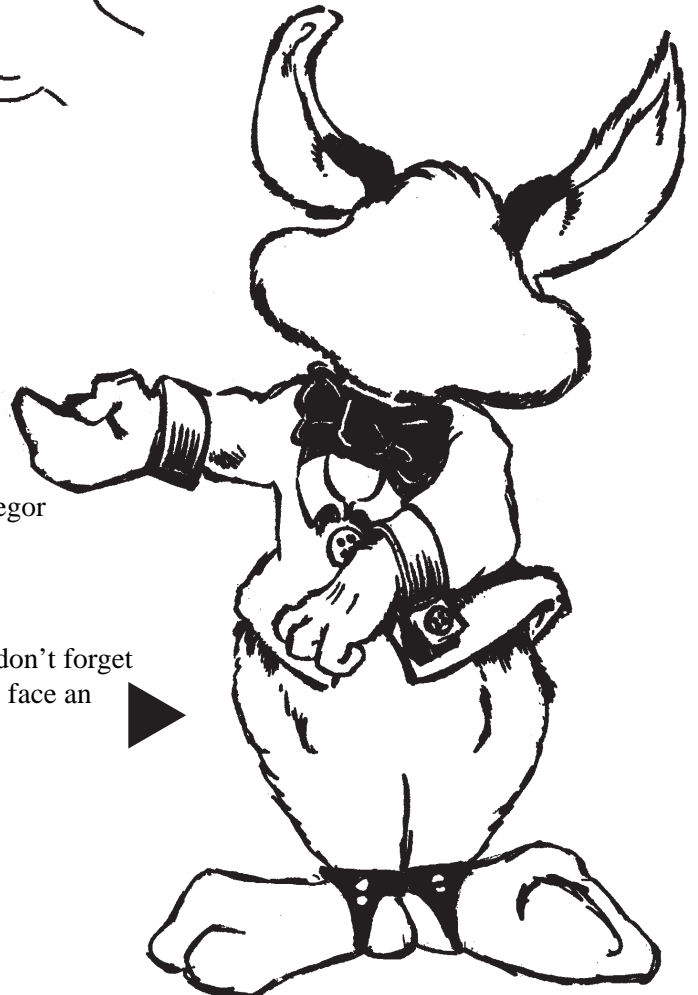
# Peter Rabbit Stick Puppets and Theatre



Photocopy Peter Rabbit, Farmer McGregor and theatre set (next page) onto heavy weight paper or glue these pages onto thin weight poster board. Color and cut out the puppets. Attach drinking straws to back for control rods. Perform the show working the puppets in front of the theatre backdrop found on the next page.



Farmer McGregor



Peter Rabbit (don't forget to give Peter's face an expression)



Bits 'N Pieces Puppet Theatre  
813-659-0659 www.puppetworld.com

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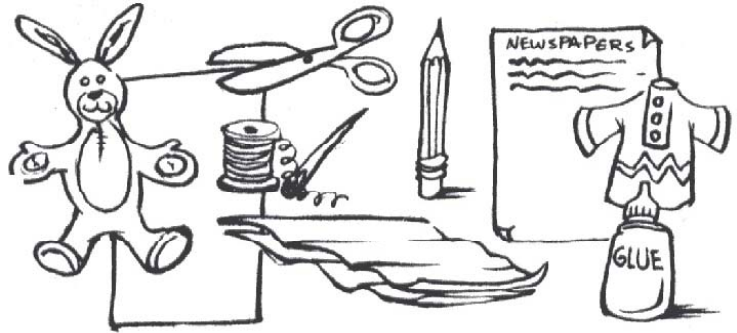


# Make A Teacher's Puppet

Allow six hours over a weekend to make a good quality puppet that will last many years. Start with one and slowly build a collection of characters matched to your specific curriculum.

## Materials:

Doll (small), 18x24" cloth, 4x5" cardboard, needle and thread, scissors, pencil, one sheet of newspaper, glue

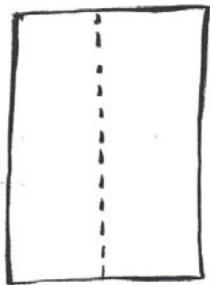


## Step 1: CHOOSE THE RIGHT DOLL FOR A GOOD PUPPET

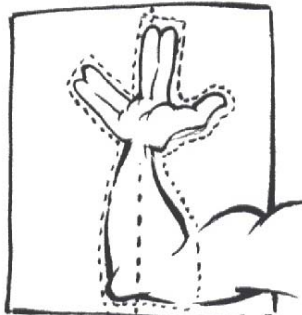
Use a small stuffed animal or person doll with visual character, no bigger than 12-14" in length or height. You may need a second stuffed animal or doll if your puppet needs four feet or your doll has limbs that need replacing.

## Step 2: MAKE THE BODY GLOVE

Fold a sheet of newspaper down the middle. Place your hand in the puppet position and trace around your fingers. Make the puppet body pattern big enough to fit either hand. Trace the pattern onto two pieces of cloth. Make the back cloth piece one inch wider than the front piece. Sew the sides of the puppet body, leaving the top and bottom open.



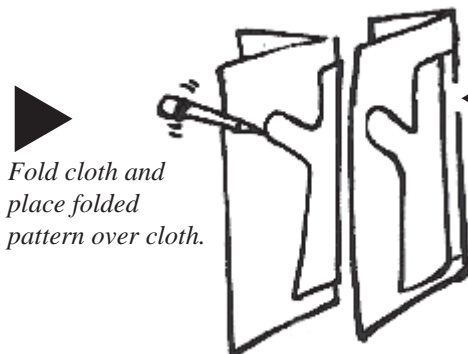
Flatten newspaper and draw a center line.



Place hand on paper as shown and trace.



Cut the pattern from the paper.



Fold cloth and place folded pattern over cloth.

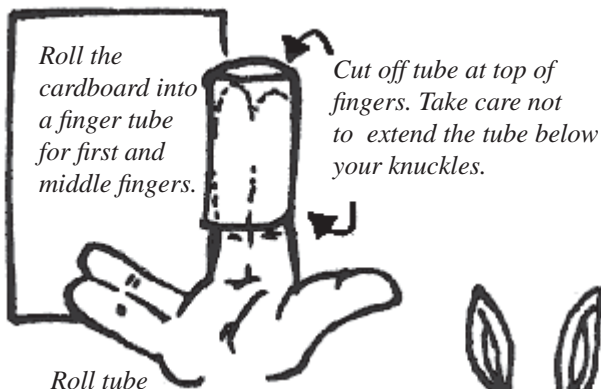
NEXT, place the pattern over cloth with 1/2 inch overlap as shown. Then cut it out.



Sew both pieces together but leave neck and bottom open.



Hem bottom and set aside.



Roll the cardboard into a finger tube for first and middle fingers.

Cut off tube at top of fingers. Take care not to extend the tube below your knuckles.

Roll tube snugly around fingers and glue together.



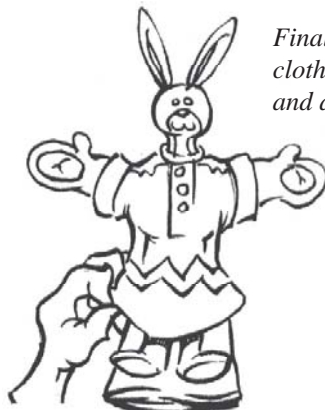
Cut off the head at the neck line and cut hands at the elbow line. Cut legs at the waistline.



Place body glove on hand. Then, place cardboard tube over fingers. Next, glue tube and roll material carefully back over the neck.



Stitch head, hands and feet to the body glove.



Finally, place the doll clothes over the puppet and alter accordingly.

### Step 3: MAKING THE NECK TUBE

Roll a small piece of cardboard around your first and middle fingers so it fits comfortably on top of your lower knuckles. The neck tube should be able to shake “yes” or “no.” Mark the cardboard edge precisely with pencil and glue the tube together. Let dry **thoroughly**.

### Step 4: MAKING PUPPET PARTS FROM THE DOLL

Cut the head from the doll keeping as much neck as possible attached to it. Cut each hand off the doll with as much arm as possible. You may need a second animal or doll’s hands to make good puppet feet. Keep the spare because sometimes you also need a little extra matching fur, clothing, etc.

### Step 5: ATTACHING HEAD, NECK TUBE, AND BODY GLOVE

Put your cardboard neck tube on your fingers. Push the neck tube into the doll’s head so it gazes slightly down. Glue the tube into the head/neck stuffing and stitch together. When dry, put your puppet body glove onto your hand. Put your puppet head onto your fingers. Adjust for a comfortable glove-like fit. Glue and sew the neck and body together.

### Step 6: FINISHING THE PUPPET

Sew your doll hands onto the puppet body. Dress the puppet, adapting the doll clothes for the puppeteer’s hand. The puppet’s hands should be able to be moved very decisively. Loose-action legs are a great addition to some hand puppets.



*Now, it’s time to put on a show!*

# Florida Dept. of Education Sunshine State Standards

## PreK-2 Benchmarks

### Language Arts

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

- 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.

**LA.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.

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

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

### 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.

# Florida Dept. of Education Sunshine State Standards

## Grades 3-5 Benchmarks

### Language Arts

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

1. Uses table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.
4. 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.**

2. 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.
3. 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.

#### **LA.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.

### 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.

# 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



# LET US ENTERTAIN YOU

## Bits 'N Pieces Theatre, America's Giant Puppet Company

Specializing in the art of puppetry, **Bits 'N Pieces Puppet Theatre** has produced 11 original, musical adaptations of classic children's literature. Millions of children in the United States, Asia, and Europe have seen our productions which feature our hallmark nine-foot-tall giant puppets.

Our larger-than-life puppets have entertained audiences in Singapore, Hong Kong, Japan, Taiwan, Trinidad and the Czech Republic. Bits 'N Pieces Puppet Theatre has also hosted artists from those countries as well as the Soviet Union and China.

Museums in Evansville, Indiana and Munich, Germany have honored the artistry and craftsmanship of our giant puppets with 4,000 square foot exhibitions.

Based in Tampa, Florida Bits 'N Pieces tours extensively in the United States and now provides educational workshops, residencies and teaching partnerships as part of its regular offerings.

**Call (813) 659-0659 for more information about:**

- Tours of the Giant Puppets
- Educational Artist Residencies
- Student Workshops
- Museum Exhibitions

**or visit [www.PuppetWorld.com](http://www.PuppetWorld.com)!**

