



Roald Dahl's

Fantastic Mr Fox



Education and Participation
Resource Pack

By Sarah Schofield

This pack has been produced for use in schools or at home.

The information, text and pictures in this pack can be shared and adapted for children of all ages.

All pages in this pack can be photocopied for use within the classroom.

This pack is designed to enhance the experience of seeing The Little Angel Theatre's production of Roald Dahl's *Fantastic Mr Fox* by offering information and activities relevant to the show which are also linked to the KS1 & KS2 curriculum

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Credits

Production

Set/Puppet designer and maker
Peter O'Rourke
Story Adapted by
Sarah Woods
Music & Lyrics
Ben Glasstone
From the novel
Fantastic Mr Fox by Roald Dahl

Education Resource Pack

Written and produced by
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Puppet making template
Glen Alexander



Project Background

Mr Fox has three very nasty enemies, *Boggis*, *Bunce* and *Bean*. These greedy farmers hate Mr. Fox so much they will stop at nothing to get rid of him. They try to shoot, starve and dig him out of his hole, however Mr. Fox is much cleverer than they are and has a cunning plan of his own.

Roald Dahl's classic tale of wit and determination is brought to life with ingenious puppets and enchanting music. Mr. Fox's incredible story is told by the makers of previous hit shows *Jabberwocky* (A wonderful show - *The Guardian*) and *The Mouse Queen* (Pick of the Year 2004 - *Time Out*). Discover the thrill of the chase and join Mr. Fox and his family underground as they battle to save themselves and the rest of the countryside from disaster.

A firm favourite amongst all at The Little Angel Theatre, we were delighted when permission was granted to bring this Roald Dahl classic to life through puppetry.

The designer, Peter O'Rourke was excited at the idea of portraying the underground world, and the different levels, tunnels and settings described in the book, planning to design the set a bit like a game of snakes and ladders.

Not wanting to lose the magic of the original Roald Dahl tale, the Little Angel version sticks firmly to the same plot and characterisation, with the addition of the toe-tapping tunes of Ben Glasstone.





"I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."
 ~Roald Dahl

Roald Dahl wrote most of his stories in a small hut at the bottom of his garden, and always used a yellow pencil to write - he did not have a computer.

He was married twice, and had five children altogether. He died on November 23rd 1990, aged 74.

Roald Dahl

Roald Dahl was born in Llandaff Wales, on 13th September 1916, to Norwegian parents. His father and elder sister, Astri, died when he was just three, and his mum had to raise two stepchildren and her own four children alone. He started writing from a very early age - he kept a diary from the age of eight! However, unlike his books, he never let anyone read his diary!

He went to Llandaff Cathedral School and had an unhappy time there. He attended different schools but was never happy at any of them - and his unhappiness at school was a great influence in his writing. He looked forward to trips to the sweet shop after school, and his favourite sweets were Sherbert Suckers.

Rather than going to university, he went on expeditions exploring Newfoundland. He then became a salesman for Shell Oil in Dar Es Salaam. At 23, when war broke out, he signed up with the RAF in Nairobi, and flew fighter planes mainly in Iraq. He was badly injured, and had to have his nose bashed in and reshaped. After recovering, he was sent to Washington in 1942, where he met a writer called C.S. Forester who inspired him to write a newspaper article about the war. This led Roald Dahl to become a writer, and his first published book was called *The Gremlins* in 1943. Dahl was 25 at the time.

For the first fifteen years of his writing career, Roald Dahl concentrated on writing for adults. He once admitted to being quite a slow writer, and often took six months to write a single story.

He began writing for children when he started making up bedtime stories for his daughters Olivia and Tessa. His first children's book was published in 1961 - this was "James and the Giant Peach". This was followed by the very famous "Charlie and the Chocolate Factory" in 1964. Other famous masterpieces include: "The BFG", "Danny The Champion of the World", "The Twits", "The Witches", "Matilda". and of course "Fantastic Mr Fox."

Find out more information about Roald Dahl at www.roalddahl.com





Roald Dahl Quiz and Word-search

Use the information sheet in this pack, the Roald Dahl official website (www.roalddahl.com), or any books you have, to research the answers to these questions. Once you know the answers find them in the word-search! Good Luck! (Teachers and parents – the answers can be found on page 19 of this pack!)

1. Which country was Roald Dahl born in? _ _ _ _ _
2. What was Roald Dahl's fathers name? _ _ _ _ _
3. His favourite sweets were Sherbert _ ? _ _ _ _ _
4. His first job was with which company? _ _ _ _ _
5. What was the name of the author who first got him to write?
_ _ _ _ _
6. What was the name of the award he won for *The Witches* in 1983?
_ _ _ _ _
7. His family home in England is called _ house? _ _ _ _ _
8. What was the name of his first wife? _ _ _ _ _
9. Where did Roald Dahl write most of his books? _ _ _ _
10. What colour were the pencils he used to use? _ _ _ _ _

A	Y	Y	E	L	H	S	P	S	H
S	S	E	L	S	U	E	A	U	A
U	P	H	L	U	G	L	T	C	R
C	I	U	E	L	S	A	R	H	A
K	G	M	H	K	O	W	I	U	L
E	W	A	S	E	S	W	C	P	D
R	D	A	E	R	B	T	I	H	W
S	K	H	U	T	H	A	A	K	M
F	O	R	E	S	T	E	R	Y	E



Boggis, Bunce and Bean



Mr Fox, Mrs Fox and the Little Foxes



Fantastic Mr Fox

Kids and adults alike enjoy Roald Dahl's deliciously wicked books. Loved for their gleefully evil villains and their often mischievous plots, Dahl's books introduce us to fantastic creatures and bizarre places -- and encourage our imaginations to run wild.

Fantastic Mr Fox is no exception. The gruesome characters, Boggis, Bunce and Bean are typical Dahl villains. Repulsive, evil and disgusting in every way. The hero, Mr Fox is a loveable character, but certainly not a boring goody-two-shoes!

Fantastic Mr Fox was Roald Dahl's sixth full novel, written in 1970. As well as writing many short stories (mostly for adults) Dahl had already penned *Gremlins* (1943), *Sometime Never* (1948), *James and the Giant Peach* (1961), *Charlie and the Chocolate Factory* (1964) and *The Magic Finger* (1966). As you can see from the dates Dahl did not rush his work, and admitted to being a very slow writer!

In the tradition of *The Adventures of Peter Rabbit*, this is a "garden tale" of farmer versus vermin, or vice versa. The farmers in this case are a vaguely criminal team of the three farmers: "*Boggis and Bunce and Bean / One fat, one short, one lean. / These horrible crooks / So different in looks / Were nonetheless equally mean.*" Within the story their sole objective is the extermination of our hero – the noble, the clever, the Fantastic Mr. Fox. We know who to support from the start; after all, how could you cheer for a man named Bunce who eats his doughnuts stuffed with mashed goose livers? As one might expect, the farmers in this story come out of it the losers, and good triumphs over evil!

In the end, Mr. Fox not only survives, but also helps the whole community of burrowing creatures live happily ever after. With his usual skill, Dahl evokes a magical underground animal world, which seems perfectly realistic, and that we all secretly hope really exists!



Lesson Ideas

List characters & objects from the story, e.g. Mr Fox, Bunce, Digger, Carrots, Cider etc. The children must group them into living and non-living.

Use extracts from the story to investigate the importance of diet. Look at each characters (humans & animals) diet. What do they eat? Why? Is it healthy? What are the effects on the animals when they cannot get food and water?

Research native British wild animals that can be found in the local area. Focus on the burrowing animals featured in the story. Use the research to find out about their habitats, diet, reproduction and habits. Compare the life a fox living in a city to a fox living in the countryside to investigate how animals adapt to their environment. Discuss how the destruction of the environment can affect these animals.

Pages 8, 9, 10 & 11 contain information about the animals featured in the story.



Curriculum Links Science

The study of foxes and other native burrowing animals featured in *Fantastic Mr Fox* can be linked to Science (Life processes & living things) topics in many ways.

In **KS1** the following objectives could be linked to the animals & humans featured in the show:

- To relate life processes to animals found in the local environment.
- That humans and other animals need food and water to stay alive
- That taking exercise and eating the right types and amounts of food help humans to keep healthy (Boggis, Bunce & Bean!)
- How to treat animals with care and sensitivity
- Find out about the different animals in the local environment
- Identify similarities and differences between local environments and ways in which these affect animals & plants that are found there

In **KS2** the following objectives could be linked to the animals and humans featured in the show:

- The need for food for activity and growth, and about the importance of an adequate and varied diet for health
- How locally occurring animals and plants can be identified and assigned to groups
- About the ways in which living things and the environment need protection
- How animals in two different habitats are suited to their environment



"Bunce's Giant Storehouse" song lists the many foods stocked inside (lyrics on p17). Use this list to assign the foods to the food groups (you might need to do some research to find out what some of them are!). Decide which foods could be classed as healthy or unhealthy and why? Create a menu for a balanced meal featuring food from this song.



Foxy Fact-sheet

Red Fox: *Vulpes vulpes*

Distribution: found throughout the British Isles including Ireland, but absent from most islands. Also native to the rest of Europe and North America, Asia, North Africa. Introduced to Australia and New Zealand in mid-19th century.

Habitat: almost all habitats - woods, farmland, coasts, mountains, towns and cities

Description: dog-like appearance with pointed muzzle and bushy, white-tipped tail ("brush"). Reddish-brown coat; lower legs and backs of ears are black.

Size: length; Male (dog):- 112 cm. (tail is a third of this). Female (vixen):- 108 cm.

Life-span: 18 months to 2 years in the wild; a few may be lucky and live to around eight years. Up to 14 years in captivity.

Food: earthworms, rabbits, rodents, birds, insects, fruit, carrion (dead animals); coastal foxes eat gulls' eggs. Urban foxes scavenge for leftovers.

Man has persecuted the fox for centuries, but it is still a very common animal. Its success is mainly due to its ability to live almost anywhere. It has even moved into cities in recent years.

Daily Life. Foxes are mostly active at night, their eyes being specially adapted to night-time vision. The fox's hearing is also excellent, helping it to locate prey easily. Throughout the hours of the night a fox will roam its territory, foraging for whatever food is available. A country fox will eat carcasses or kill small mammals, especially voles and rabbits. It will eat beetles and fruits in the autumn.

A town fox visits households that put out food for them and generally scavenge for anything edible. Town foxes are sometimes accused of killing and eating cats but they rarely do. An adult cat is more than a match for a fox who is likely to be the first to back down! A fox may, however, take a pet rabbit or guinea-pig if it is not caged securely. Earthworms are an important part of the diet of all foxes. Any spare food is often buried for later, although another member of the family group may find it first! Although foxes forage alone, members of the group do meet up briefly, perhaps to play or groom each other. During the daytime, foxes usually rest somewhere, perhaps under bushes, in the lower branches of a tree, in a sunny spot on a low roof or under a garden shed.



Foxy Fact-sheet (2)

Breeding. The vixen looks for a suitable den or 'earth' - she may dig one under tree roots, or find a hole in a rock crevice, under a garden shed or even in a pile of rubbish! A litter of four or five cubs is born after about 53 days in March or April. They are blind, have round faces and short ears, and are covered with dark, chocolate brown fur.

The vixen stays with her cubs in the earth until they are two weeks old, relying on the dog fox to bring her food. The cubs grow quickly, their eyes opening when 10-14 days old. At around 4-5 weeks they begin to come out of the earth and their dark fur starts to change to red-brown. As the cubs grow up they play, squabble and fight amongst themselves.

Foxes and Man

The fox has been hunted by man for thousands of years. Its thick red fur has always been in demand; an increase in the popularity of fox fur in the late 1970s caused many more foxes than usual to be killed. Foxes are also hunted for 'sport' with specially bred foxhounds - an issue which causes much debate (see page 12); many people think that foxhunting is a cruel and unnecessary activity.

Farmers have always considered the fox a pest because it will prey on poultry and lambs. Nowadays, most chickens are caged up securely so the fox rarely gets the chance to steal them. Foxes have often been accused of killing lambs but they rarely attack strong, healthy lambs; they may, however, take sickly and dead ones. Even though thousands of foxes are killed in Britain every year by hunting and shooting, the overall population does not seem to be affected and foxes are in no danger of becoming rare.



Habitat

Foxes make their dens almost anywhere. In urban areas they turn up in the most unlikely places, such as underneath portable dwellings or discarded builders' rubble. The traditional fox den is usually a solitary entrance hole that may originally have been made by a badger. A good way to tell if a fox is at home is to smell the air around the entrance hole. The harsh musty smell of a fox is often overpowering. It's not unusual for foxes to share a badger's sett, so don't be surprised if you see both animals coming out!

Badger Business

Badger: *Meles meles*

Habitat: mainly woodland but also farmland, some large urban gardens and coastal cliffs.

Life-span: up to about 15 years

Description: stocky grey body, short tail; distinctive black-and-white striped head with small white tipped ears.

Food: omnivore (both meat and plant eater); earthworms are the main food; also beetles, slugs, wasp grubs, frogs, young rabbits and mice, fruit, bluebell bulbs.

Badgers are one of the most popular and well-known British mammals.

Territory: badgers live in large burrow systems called **setts**. Some setts have been used for over 100 years by generations of badgers and may have more than 40 entrances. At the end of a tunnel is a chamber, used for sleeping. A badger community consists of several adult **boars** (males) and **sows** (females) together with one or two litters of cubs.

Daily life: badgers are **nocturnal** and emerge from their setts soon after dusk, sniffing the air for danger before going about their activities. They are very clean animals and always deposit their droppings in shallow pits some distance from the sett. Bedding material is also changed frequently. Straw, bracken, dry leaves etc. are gathered between the forepaws and the badger shuffles backwards to the sett entrance. Near the sett there is usually a "scratching tree", engraved with sets of parallel claw marks. Sharpening claws keep them in good condition for digging.

Half-grown cubs enjoy playing with each other, chasing, jumping and tumbling - the adults often join them. They like to groom each other too. Badgers in the same group recognise each other by scent.

Winter: During the autumn, badgers eat as much as they can, laying down a lot of fat under the skin. This helps them to survive the winter. They do not hibernate but spend the coldest weather sleeping in their setts, living mainly off their fat.

Breeding: There are usually two or three cubs in a litter and to begin with they are blind and have silky, greyish-white fur. They remain underground until they are 8 weeks old.

Badgers and Man: Man has hunted the badger for many years for a variety of reasons. Although both the badger and its sett are protected by law, this does not prevent the death of 40,000 badgers killed by road traffic every year. Badgers follow the same paths all their lives, so if a road is built across their path they will continue to use it. On some new roads where an established badger path is known to exist, special badger tunnels have been built underneath the road. An increasing threat to badgers these days is the illegal, extremely cruel 'sport' of badger-digging and baiting. People caught injuring badgers or digging them out of their setts and making them fight are arrested, but it is very hard to catch them.



Mole: *Talpa europaea***Habitat:** Lives mostly underground in fields, woodland and gardens.**Life-span:** up to 3 years.**Food:** Mainly earthworms. Also insect larvae and slugs**Description:** Solid, muscular body covered in velvety black fur. Long, pointed nose and short, upright tail. Tiny pin-head sized eyes. Large, shovel-like front feet with 5 strong claws. The mole is not seen very often but it is one of our best known small mammals. The heaps of soil (molehills) which it makes whilst tunnelling gives its presence away.**Territory:** Each mole has its own burrow system, a network of tunnels.**Daily Life:** Moles are active by day and by night, almost continuously digging their tunnels and searching for food. They are active for about four hours at a time and then rest for a similar length of time. A mole will die of starvation if it does not eat every few hours. It finds food by running along its tunnels and eating up any earthworms, beetle larvae, slugs etc, which have fallen from the walls. The long claws on the front feet help it to dig. A mole can run backwards through tunnels and turn right round by doing a somersault! Its velvety fur lies backwards or forwards so that it does not become stuck against the tunnel walls when squeezing through them.

The eyes of the mole are very tiny but sight is not important to an animal that lives in darkness for most of the time. It does not have a good sense of smell or hearing but it is extremely sensitive to touch and can sense vibrations in the soil around it. Sensitive whiskers help it to find its way about and detect food and water. Moles are sometimes seen above ground. Moles emerge mainly at night. Moles have long been regarded as a pest by many gardeners and farmers. Tunnelling near the surface may disturb the roots of garden plants and crops. Molehills are unsightly on lawns and are an inconvenience in fields to farm machinery.

**Rabbit:** *Oryctolagus cuniculus***Habitat:** Moorlands, woodlands and sand dunes.**Description:** greyish-brown fur with orange at nape of neck. Long ears (up to 7cm).**Life-span:** about 9 years. In the wild most rabbits live less than one year.**Food:** mainly grasses, clovers and other green plants; also bark of trees.**Territory;** rabbits are sociable animals and live in colonies in burrow systems known as warrens. The inside is a maze of tunnels, living quarters and nesting chambers.**Daily Life;** rabbits are mainly nocturnal, emerging from their burrows at dawn and dusk, although on warm, sunny days, or in undisturbed places, they may be out during broad daylight. Feeding takes place close to the warren, so the vegetation around it is kept short by grazing. The rabbit, having many enemies, is always on the alert for danger. If a rabbit spots danger, it will warn others by thumping with a hind foot. Rabbits keep themselves clean by washing regularly and grooming, using their teeth, tongue and claws. Man is the rabbit's main enemy since it has been regarded as a major pest for the last 200 years.

Rabbits cause a lot of damage to crops, gardens and the countryside.

**Research**

Can you find out about any other animals that live under the ground in Britain?

Fox Hunting – For or Against?

Just like Boggis, Bunce and Bean, many people see foxes as a pest. For Hundreds of years people have hunted foxes on horseback using dogs to track and kill the fox. Hunting foxes using dogs has recently been made illegal as many people think that it is cruel. In teams debate the issue. Here are some points to get you started. Can you argue these points? Can you think of any more?

Supporting Fox Hunting

- Foxes are a pest, killing valuable farm animals such as chickens and ducks
- There are too many foxes
- Foxes are a danger to people and pets
- Hunting with dogs is a tradition that has been going on for hundreds of years
- Hunting with dogs is a fun sport
- The fox does not suffer as it is killed instantly by the dogs
- People who keep and breed hunting dogs will be out of work without hunting
- Many hunting dogs will have no use and may have to be put to sleep

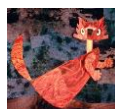
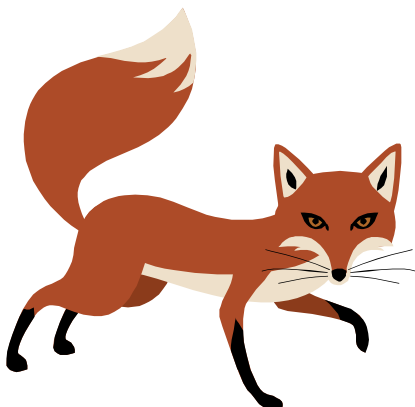
Against Fox Hunting

- Foxes will become an endangered species if they are over hunted
- Foxes cannot harm farm animals if they are housed securely
- Foxes are timid creatures who run from humans, dogs and cats
- Hunting with dogs is cruel because the fox is chased for miles causing extreme stress
- Hunting with dogs is cruel because the fox suffers as it is torn apart by the dogs instead of a quick death
- If foxes must be killed there are much kinder and quicker ways of doing it
- The countryside and other animal habitats are destroyed as the horses gallop through fields and hedges

Curriculum Links

Children in KS1 and KS2 should be able to:

- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- Pupils should be taught to understand and use the conventions for discussion and debate.



If possible ask the children to take special notice of the design and materials used in the show **BEFORE** they see it. You will notice that the puppets and set feature lots of enlarged colour photocopies of photographs of materials (rope, plants, bark etc.) Fabric is also used in the set and on the puppets. This is mostly rough Hessian sacking, and even some fabric from household cleaning products!



Mr Fox's coat is made of enlarged photocopies of photographs of red coloured rope and string



Curriculum Link Art & Design

Lesson Ideas

Found Objects

Collect natural objects from around the school grounds / local area. You could then use them in a variety of ways:

- Make collages (which could be used as backdrops for your own puppet shows)
- Do a simple drawing of a natural object and use it as a template for a string, silk or polystyrene print. Printed paper created from this could then be used to dress puppets.
- Draw characters from the show and decorate /dress the pictures with the natural objects

Photographs

Use a digital camera to take close up photographs of plants and other natural objects and features around the school grounds or local area. Print the photographs and if possible have them enlarged to A3 size with a colour photocopier. These can either be displayed as art in themselves, or used to costume / make a backdrop for a puppet show. If digital cameras are not available disposables or polaroids could be used in a similar way.

Rubbings

Make rubbings of natural materials such as bark, leaves etc. Try to use natural colours such as greens, browns, yellows etc. As before, display as art or use as costume / set for a puppet show.

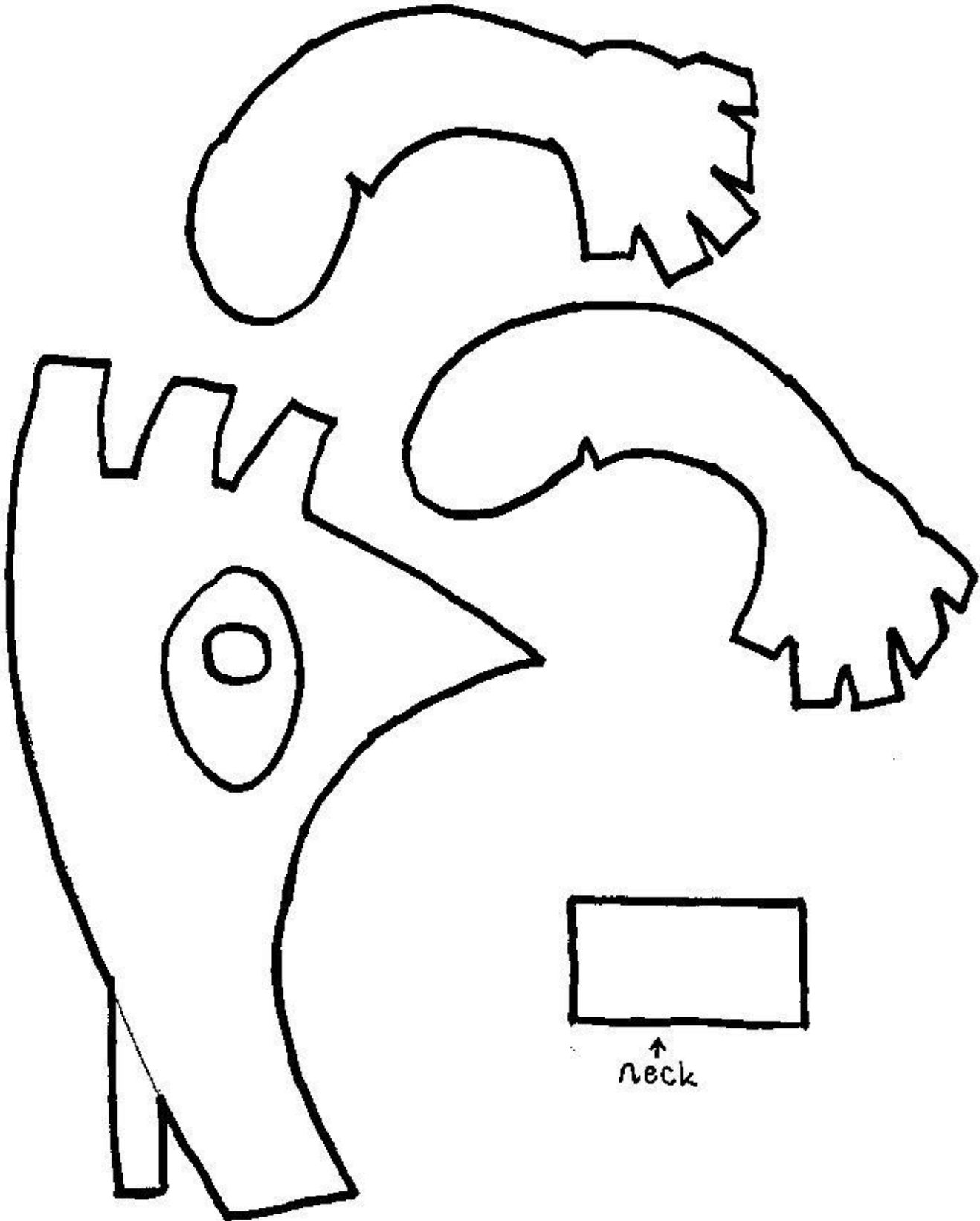
Cross Curricular (Science - Materials)

These art activities and seeing the show can also be linked with a science topic on materials. The starting point would be looking at the materials used / photographed for the design of the show.

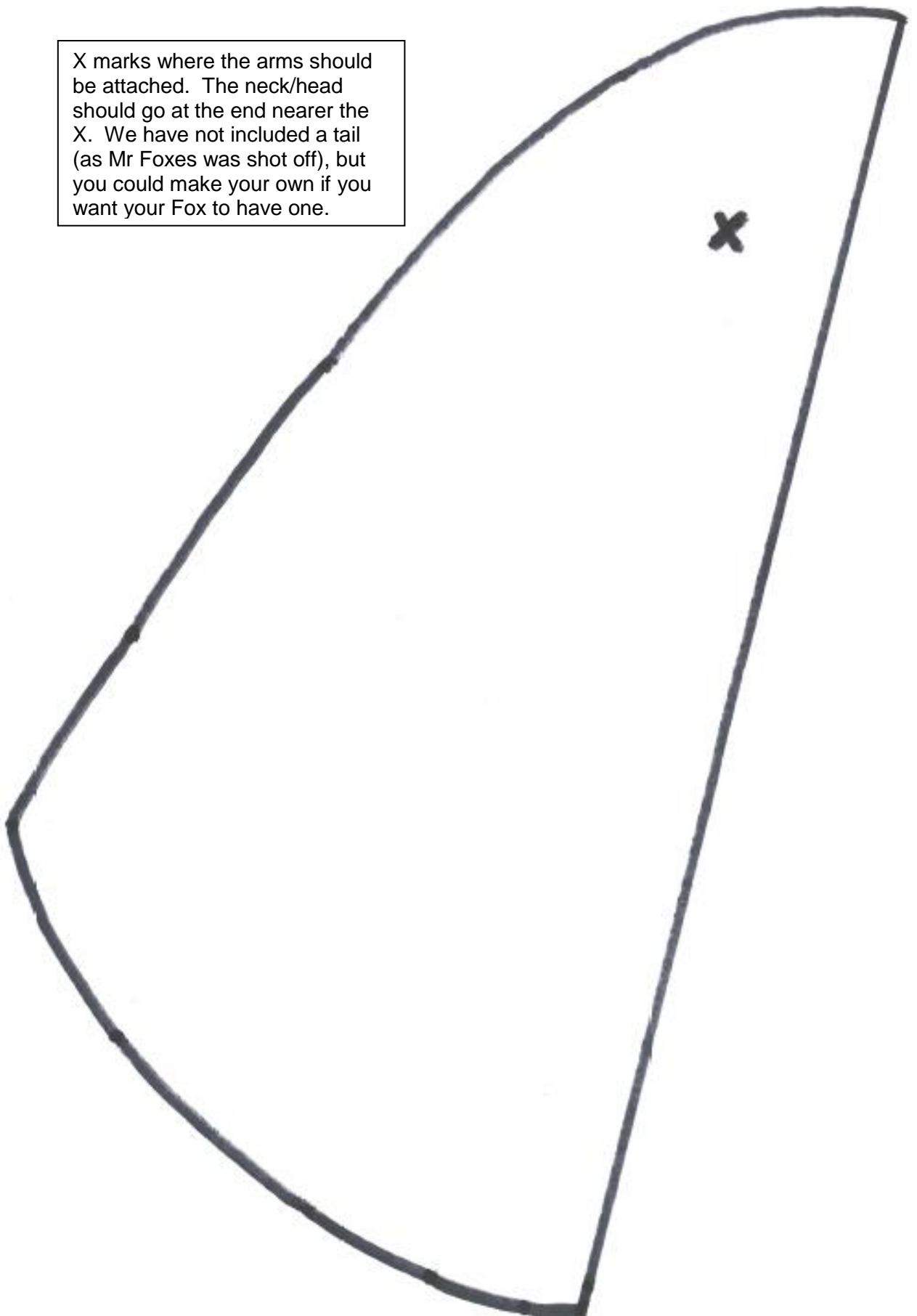
Discussions and written work could be based around the natural and man-made materials used (and identifying which is which), the textures and properties of the materials and why they were chosen for their particular purpose. When collecting / photographing materials for the artwork these items can also be used as part of science lessons for sorting and identifying properties.

Make Your Own Mr Fox Puppet!

Photocopy or stick these pages on to card. Carefully cut the body parts out. Colour, paint or decorate the body parts. Why not try decorating it with your own close up photographs? Stick or use split pins to join the body parts together. Attach 2 rods (garden pea-poles work well) to the head and tale end of the puppet. Your puppet can now be used! It can also be used as a shadow puppet if you work it behind a back-lit sheet. Try designing and making your own puppets for other characters in the show.



X marks where the arms should be attached. The neck/head should go at the end nearer the X. We have not included a tail (as Mr Foxes was shot off), but you could make your own if you want your Fox to have one.



Sing along or use the song-words to inspire poetry and learn more about the story and characters. Lyrics by Ben Glasstone.

Boggis, Bunce and Bean

Farmer Boggis in his hat
Filthy, sweaty, bald and fat
How d'you think he got like that,
The horrid, nasty brute?

Gobbles chickens greedily
Every breakfast lunch and tea
The consequences you can see:
He's vile from head to foot
(- From hat to boot
From crown - to root)

Little Bunce is number two
Shriveled like a little shrew
Wonder what's on his menu
If what you are, you eat

Chorus

Boggis Bunce and Bean
The worst you've ever seen
Filthy as a pack of rats
And twenty times as mean

Boggis, Bean and Bunce
We'll only warn you once:
Don't alarm us wicked farmers
'Less you'd like to hear our guns (Bang!
Bang!)

Here's a man who has a taste
For doughnuts stuffed with liver paste
Bitter-hearted, sour-faced:
Small ain't always sweet

Last we come to Farmer Bean
Long and lanky, thin and mean
His eyes are sharp, his wits are keen
But all his teeth are black

His skin is pale, his breath do stink
What can be the cause d'you think?
Never eats when he can drink
Just watch him knock it back
(He's a dipsomaniac
He loves his scrumpy jack)



Repeat chorus

The Digging Song

We gotta dig dig dig this tunnel
Till we get ourselves away
Dig, dig , dig all through the night
And on into the day.

Now a fox is made for digging
And a-digging's what we'll do
Stones and rocks won't stop a fox:
We just dig on through!
Come on, dig!
Dig (Dig!)
Dig (Dig!)
Dig (Dig!) etc

Dig part 2

We gotta dig , dig , dig together
This could be our only chance.
We gotta dig with so much vigour
We could dig our way to France.

Though our hopes are worn and weary
And our legs are stiff and sore
We can't unwind until we find
The thing we're digging for.

So come along with me
Coz we're a family
And if our hearts are true
We're gonna make it through
Come on:
Dig (Dig!)
Dig (Dig!) etc

We're digging for our families
We're digging for our friends
We've dug a new beginning
And we'll dig until the end.

You don't know where you're digging to
But you'll know when you arrive.
Until that time, just bear in mind
You're digging for your lives!

Now come along with me
Coz we're a family
I know your hearts are true
We're gonna make it through
Come on, dig!
Dig (dig) etc

Bunce's Giant Storehouse

Pork pie !
 Roast chicken !
 Liver sausage!
 Salt beef!
 Shoulder of pork
 Loin of mutton
 Haunch of venison
 Fillet o' fish
 Curried veal
 Jellied eel
 Boeuf bourgignon
 Tarte au poisson
 Duck a l'orange
 Devilled pork with butter dumplings
 Medallions of beef in a white wine sauce on a bed
 of braised lettuce drizzled with roasted truffle oil
 Ragout of liver
 Supreme of chicken
 Neck of turkey
 Eye of newt?!
 Chicken Wings
 Frogs' Legs
 Pigs' trotters
 Ox's tongue
 Duck, goose, turkey, moose
 Chicken breast with lemon juice
 Haddock
 Herring
 Halibut
 Hake
 Guinea Fowl and gammon steak
 Scallops
 Cockles
 Mussels
 Winkles
 Chicken soup with chocolate sprinkles!
 Danish bacon
 French may'nnaise
 New Zealand Lamb
 With Hollandaise
 Flitch of bacon
 Leg of lamb
 Brace of pheasant
 Side of ham
 Yam jam!
 Spam flan!
 Wham bam thankyou mam!
 Yellow pea
 Black pudding
 Orange juice
 Purple sprouting broccoli

 Potted shrimps
 Pickled fish
 Jellied ham
 Boiled peas

Fried chicken
 Jugged hare
 Baked beans
 Smoked cheese
 (*Getting faster*) Pickles and jellies and puddings
 and sauces and strudels and souffles and
 twenty-five courses of fritters and fricasees ,
 fillets and flans in boxes and baskets and
 cartons and cans and now STOOOOOOP!!
 I think we've got enough.

Boggis's Chicken House Number One

Chicken house number one
 Chicken house number one etc

Boggis's Chicken house number one
 Lots of food for everyone
 Our just desserts have just begun
 Just wait and you will see

Boggis's chicken house number 1
 The farmer's out, so have your fun
 Thinks he's got us on the run
 In fact he's set us free

Their dirty tricks may sicken us
 But they've no hope of trickin' us
 For while they dream of lickin' us
 We're busy in Boggis's chicken house no 1

Boggis's chicken house number one
 A finer diner is there none
 Tasty birdies by the tonne
 A sight for starving eyes

Boggis's chicken house number one
 Hooray! For hungry days are gone
 Who'd be a vegetarian
 In such a paradise?!

A fox must keep his promises
 And promise number one is this
 Of all the houses where chickens is
 The biggest is Boggis's Chicken House number
 One!



Cider Inside Her

Home again swiftly I glide
 Back to my beautiful bride.
 She'll not feel so rotten
 As soon as she's gotten
 Some cider inside her inside.

Oh poor Mrs Badger, he cried,
 so hungry she very near died.
 But she'll not feel so hollow
 If only she'll swallow
 Some cider inside her inside.

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**Dig (finale)**

Come all you friends and diggers
 Let us celebrate this day:
 No more fear and hunger
 We have dug our cares away.

We've dug our way to freedom
 And we'll be free for evermore
 Courtesy of Messrs B, B n' B
 And their everlasting store!

Come on and sing with me
 Coz we're a family
 And our hearts are true
 That's why we made it through!

Oh, some dig country music
 Or wearing stripy socks
 But no one quite digs tunnels like
 Fantastic Mr Fox!

Some dig stamp collecting
 Some dig frilly frocks
 But no one quite digs tunnels like
 Fantastic Mr Fox!

Some dig pink carnations
 And some dig hollyhocks
 But no one quite digs tunnels
 Like Fantastic Mr Fox
 Fan -tas - tic Mis - ter Fox!!!



Quiz Answers

Quiz and Word-search page 4

- i. Wales
- ii. Harald
- iii. Suckers
- iv. Shell
- v. Forester
- vi. Whitbread
- vii. Gipsy
- viii. Patricia
- ix. Hut
- x. Yellow

Crossword page 6

Down

1. Badger
2. Feast
3. Tractor
6. Bunce
8. Bean

Across

1. Boggis
4. Gun
5. Rabbit
7. Rat
9. Fox

Useful Resources

www.littleangeltheatre.com

More information about the history of the theatre and future puppet shows and workshops, including our school menu of activities.

Visual stories for children on the autistic spectrum

Visit our '**access needs**' page on the website to find a general Little Angel Theatre visual story to prepare children for a visit to the theatre. This is also a useful resource for very young children who may not have visited a theatre before as it explains what happens when you visit a theatre and what you might see there. There will also be a visual story for the show, which is a useful resource to prepare children on the spectrum as well as a reminder about the content of the show, or as a tool to prepare planning around the show in advance of your visit.

Book a Table Top Puppet Workshop!

Want to make puppets with your class but don't have the confidence or time to plan, resource and deliver it yourself? We can come to your school and make puppets with your class. By the end of the day each child will have a finished puppet and we bring all the materials. All stories and themes considered! £350+VAT per class (in London). Contact education@littleangeltheatre.com for more information.

<http://www.youtube.com/watch?v=jAy3kcT7lgA>

Meet the puppets and cast from our 2010 production of *Fantastic Mr Fox* in this behind the scenes clip.

http://www.youtube.com/results?search_query=little+angel+theatre&sm=3

Visit You Tube to watch trailers, clips and behind the scenes films of our shows past and present and see the puppets in action!

<http://www.bbc.co.uk/learningzone/clips/putting-on-a-puppet-show-pt-1-2/9654.html>

Two short films featuring Little Angel Theatre about the process of putting on one of our shows.

www.facebook.com

Make friends with Little Angel Theatre to keep up to date with the latest news

<https://twitter.com/LittleATheatre>

Follow us on Twitter!

Little Angel Theatre Puppetry Scheme of Work

Including detailed lesson plans and templates for delivering puppetry in the primary classroom with links to literacy £7

Contact: education@littleangeltheatre.com