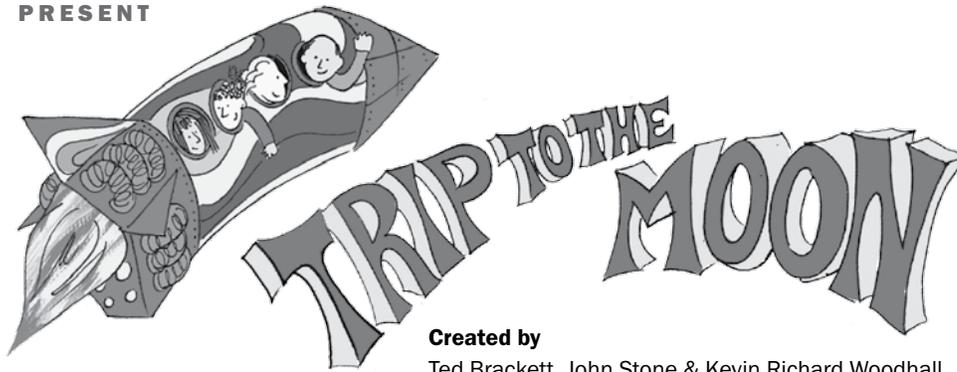


THE PAPER BAG PLAYERS

PRESENT



Created by
Ted Brackett, John Stone & Kevin Richard Woodhall

2016-17 Study Guide

Welcome from Artistic Director, Ted

Hello Teachers,

Welcome to this year's show, **Trip to the Moon**. We can't wait for you to join the fantastic Dr. Phinneas Fizzleby as we blast off to the moon and the talented Charley the Bear in whistling through the streets of Delightful-Town. And that's only the beginning.

This study guide will get your students primed for the theatrical adventure and keep creativity and learning going when they return to the classroom. It is designed to support common core curriculum and arts education by strengthening students' engagement and participation at the show as well as building on their experience through reflection and application. This all-encompassing approach addresses students' emotional and social development as well as language, math, science, and the arts.



You'll discover the music for **Move the Mountain**, a song guaranteed to get children in the mood for a challenge, whether it is math or clean-up time. And of course, learning the song before the show will ensure they join in with The Paper Bag Players from the start. Inspired by the **Trip to the Moon** and **Crazy Face** skits, instructions for creating a rocket ship and crazy face will aid your students in making their own magic with paper and cardboard. They'll laugh their way to discovery in acting out our **Super Solar System Play**. Inspired by **The Girl and the Star** and with the help of **Spectacular Star** facts (download at www.thepaperbagplayers.org/teachers-corner), they'll also reflect on the wonders of space and write their very own constellation myth.

If you're looking for more arts education, consider our workshop, "The Art & Fun of The Paper Bag Players," led by members of our cast. Participants have an opportunity to explore music, movement, storytelling, and improvisation. Our integrated arts program of performance, educational materials and workshops multiplies the benefits of creative expression, collaboration and critical thinking skills. Give us a call if you'd like to find out more. 212-353-2332.

We look forward to seeing you at the show!
Ted Brackett, Artistic Director

Directed by Ted Brackett
& Kevin Richard Woodhall

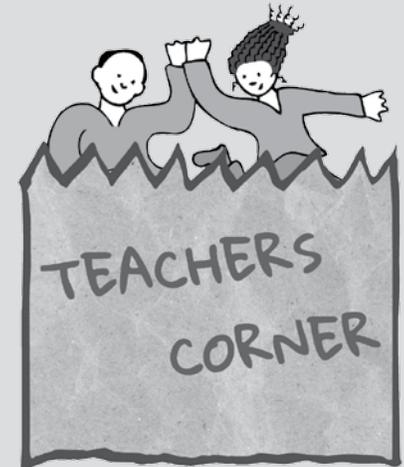
Music by John Stone

Scenic Design by Jon Peck

Performed by The Paper Bag Players

Ted Brackett, Caroline Carden,
Kathy D. Harrison, Kevin Richard Woodall,
with John Stone at the keyboard

Production Supervisor, James Huggans



**CHECK OUT
TEACHERS CORNER
ONLINE**

[www.thepaperbagplayers.org/
teachers-corner](http://www.thepaperbagplayers.org/teachers-corner)

Reserve online! Free Downloads!

- **Music & Lyrics**
Move the Mountain
- **Art Projects**
Build Your Own Rocket Ship
Multiple Mustache Making
- Mustache Stencil
- **Math Activity**
Counting Stars - Star Stencil
- **Science Discussions**
Spectacular Stars
Super Solar System

Like Us!



Ongoing connections!

- Share the love
- Projects & Activities
- Events & Offers

Trip to the Moon

Synopsis: Dr. Phinneas Fizzleby and his assistant Calliope build a rocket ship to the moon. After the show, bring the adventure back to the classroom as your students learn about the solar system with discussion, drama and a chance to build their very own rocket ship out of cardboard.

Science Discussion: Super Solar System

Download at thepaperbagplayers.org/teachers-corner. More fascinating facts about the solar system!

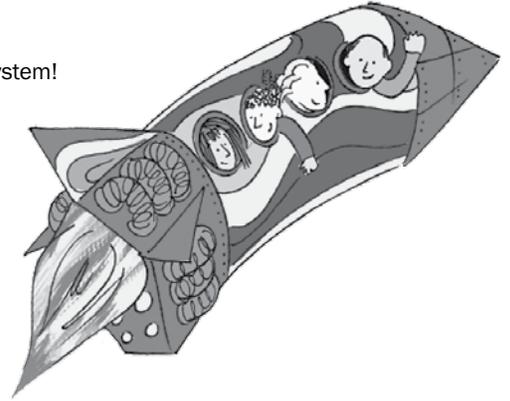
Skills: Earth and Celestial Phenomena-Relationships, Classifying, Comparing and Contrasting

Questions

1. What is a solar system?
2. What is the difference between a sun and a star?
3. What is the difference between a planet, like our planet Earth, and a moon?
4. Which is bigger, the moon or Earth?
5. How many people have walked on the moon?
6. How long does it take to reach the moon by rocket? By plane? By car? By starship?

Answers

1. A solar system is a group of planets and moons that travel around or orbit a sun. Solar means relating to the sun.
2. A star is called a sun if it has planets orbiting around it. Our sun is not the only star with planets in orbit around it. Scientists have found more than 500 solar systems and are discovering new ones every year.
3. Planets orbit suns. Moons orbit planets. Most planets in our solar system have orbiting moons. Jupiter has 19.
4. The earth is 4 times bigger than the moon.
5. Twelve people have walked on the moon.
6. The moon is 220,968 miles away. To reach the moon by rocket would take 3 days. That's moving 3,000 mph. By plane, going 600 mph, it would take 15 days. By car, at 60 mph, it would take 22 weeks or nearly 6 months. Of course, even if you could fly straight to the moon in your car, besides lack of air, getting gas would be a problem, as well as finding a bathroom. A starship, like the ones in Star Wars, moving at light speed, would get you there in 1.2 seconds. Unfortunately, that vehicle is not yet available.



Leveled options:

Grades Pre-K - K: Add questions to stimulate discussion.

1. Would you like to visit the moon some day? What would you have to wear? Let's pretend to put on a space suit. Do you know why a space suit is so important?
2. Why does an astronaut walk differently on the moon than on earth? Let's stand up and walk like an astronaut in a place with no gravity.
3. Let's close our eyes and imagine our classroom is in outer space. What are some things you might see in outer space?

Science Activity: Super Solar System Play

Skills: Earth and Celestial Phenomena-Cycles and Patterns, Gross Motor Skills, Collaboration

Materials: Paper plates, green, silver and yellow crayons

In this play, the students act out the relationship of the sun, moon and earth.

Set-up: As we learned, a solar system has a sun in the center. Planets orbit around the sun. Moons orbit around the planets. In this play, you will act out the relationship of the sun, moon and earth.

Creating the props

Arrange groups of 3 children each. Each child in each group gets one paper plate and either a green, silver or yellow crayon. Children color plates. Now, each group has a green, silver and yellow plate.

Performing the play

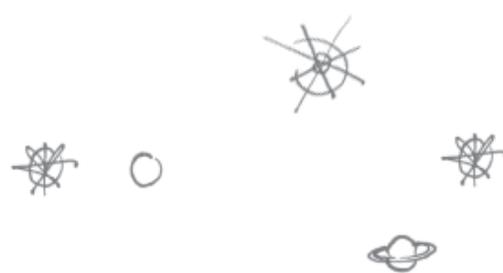
1. In each group, sun child (yellow plate) stands in the center.
Ask: Is the earth a planet or a moon? [Planet, yes] Does it go around the sun or the moon? [Sun, yes]
2. Direct the Earth child (green plate) to circle the sun.
Ask: So, does the moon circle the sun or the earth? [Earth, right.]
3. Direct the Moon child (Silver plate) to circle the Earth child as they both go around the Sun child. Experiment with earth stopping, slowing down, or speeding up to allow moon to jump in.



Options

Add activity: The sun, earth and moon are not just orbiting, but spinning too, we'll add spinning to the Play. Sun, spin in place. Earth, spin as you move around sun. Moon, spin as you move around earth. (It's supposed to be chaotic, fun and memorable)

Add fact: It takes the moon 28 days to orbit the earth. That's one month. It takes the earth 365 days to orbit the sun. That's one year.



Art Project

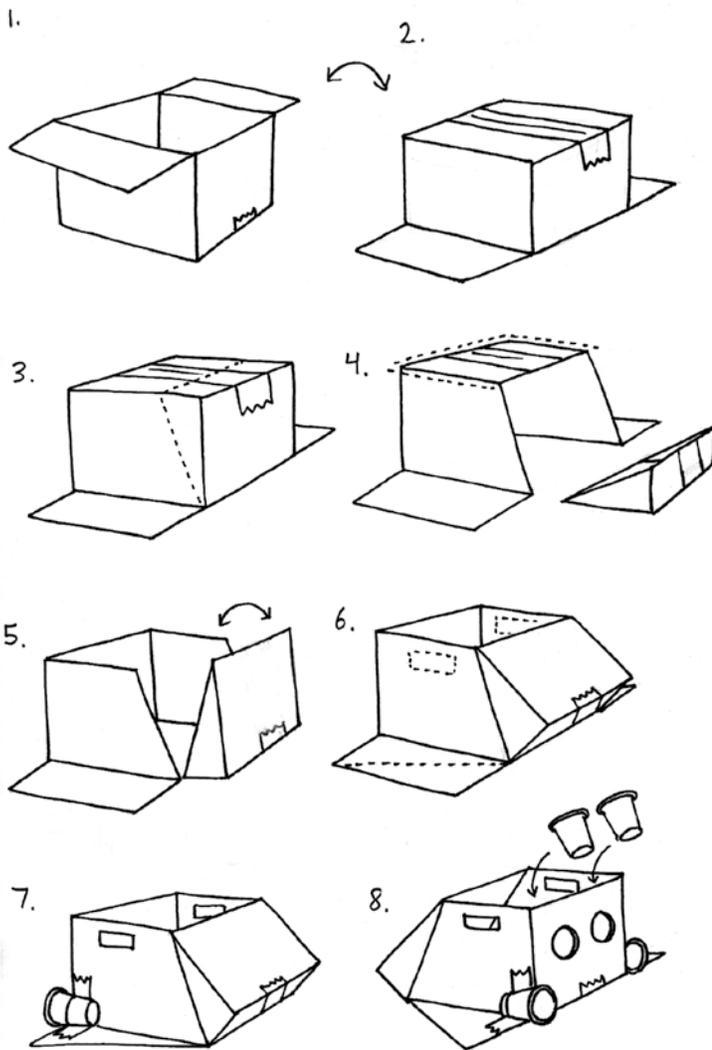
How to Build a Rocket Ship

Skills: Creative Expression, Gross and Fine Motor Skills

Instructions by Scenic Designer, Jon Peck)

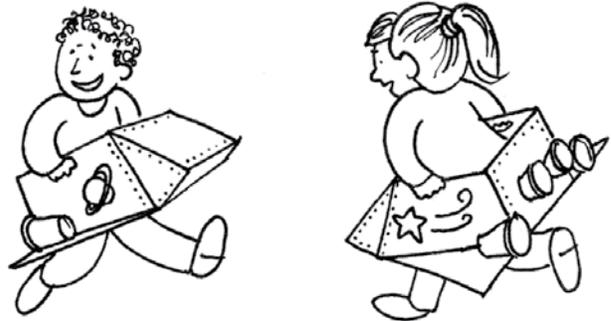
What you'll need

Knife cups Brushes
Tape Paint Box (we used 18" x 18" x 12")



How to make

1. Start with open box
2. Flip over with flaps open
3. with knife cut off front of box at an angle
4. Next use Knife to remove top
5. Stand front up on end and reattach with tape
6. Cut flaps at an angle and remove handle holes
7. Finally attach cups to the wings and walls of the ship
8. And cut holes in the back for rear engines



Have fun painting and decorating your ship!
Blast off with your friends and take a trip to the moon, just like The Paper Bag Players

The Girl and the Star

Synopsis: Abby longs to meet a distant star; imagine her surprise when the star pays her a visit.

Science Discussion: Spectacular Stars

ONLY AVAILABLE ON WEBSITE - Download at www.thepaperbagplayers.org/teachers-corner
Fun, engaging answers to questions like: Are stars born? & Why do they fall?

Skills: Earth and Celestial Phenomena-Relationships, Classifying, Comparing and Contrasting

Constellations: Stories, Myths

The Set-up: A constellation is a group of stars that make an imaginary shape in the night sky. Imagine a big "Connect the dots" game. People would look at the sky and connect the stars to create pictures. There are 88 constellations, most of which were named over 3000 years ago. Constellations were named after animals or people of ancient myths including Apollo, the Great Bear, and Orion the Hunter. Myths are stories around mysteries like how the sun rose and set; the Greek god Apollo was said to make the sun rise by driving his golden chariot across the sky. Other stories were parables with a lesson like the tale of Orion the Hunter who bragged he could conquer any animal. The gods set a tiny scorpion on him that stung and killed him, warning us the dangers of too much pride.

Fun fact: Stars in constellations look near each other and the same distance from earth, but they actually can be extremely far apart in distance.

Language Arts Activity: Create your own constellation

Skills: Critical Thinking, Creative Expression, Fine Motor Skills, Story Development and Writing

Materials: cardboard, glitter, glue stick, crayons or markers

Preparation

Download star stencil at thepaperbagplayers.org/teachers-corner. Teacher cuts out 7 stars per student, approximately 3 x 3 inches. (Older children could draw and cut out stars. They don't need to stay within the lines. They can just draw and cut out square.)

Creating Stars

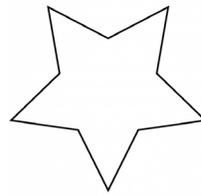
1. Each student gets 7 stars to decorate with crayons, markers, or glitter and glue. Let dry as needed.

Creating Constellations

2. Students have enough room on floor or table so they can toss the stars in front of them and then decide what pictures they see. (They can also rearrange to suit them.)
3. Students come up with a story about the person or animal they see.

Creating stories

4. The story can be told aloud in a circle or written down.



Leveled activities

Grades 1-3: Students draw a picture of their constellation and write the story.

Grades Pre-K - K: Teacher takes a picture (polaroid or digital) of the constellation and writes the students' brief stories down. Post on wall.



Math Activity: Counting Stars

Skills: Comparing, Counting, Grouping, Addition, Subtraction, Multiplication

Materials: cardboard stars, poster board (optional Velcro)

Preparation

All the stars are put in one basket. Teacher cuts out one circle of poster board for each child. It should be large enough to fit 10 stars. (appr. 10 in. diameter) Cut out addition, subtraction and equal signs (3 x 3 in.) one set per 3 children.

Set-up

1. Create groups of 3 students each. Children are assigned different colors: Red Star (cool), Yellow Star (warm), Blue Star (hot).
2. Each group gets three circles and a set of operation signs.
3. Each child gets a circle and lays it down in a row. (Three circles side by side)

Explain directions to students:

First we will practice addition.

I will be calling out a star color and direction. So, if I say, "Red star get 5 stars," everyone who is a red star will take the action. Understand?

1. OK, Red Star, place addition sign after the first circle.
2. Yellow Star, place equal sign after the second circle.
3. Blue Star, pick 4 stars from basket and lay them in first circle.
(Teacher writes the number 4 on the board.)
4. Red Star, pick 2 stars from basket and lay them in second circle.
(Teacher writes the number + 2 on the board, so it reads 4 + 2.)
5. Yellow Star, count the stars in the two first circles and get that amount of stars from the basket to put in the third circle. You can get help from fellow students.
(Teacher writes the number = 6 on the board so, it reads 4 + 2 = 6.)
6. Talk through equation on board.
7. Now, each star, put the stars away from your circle.
8. Practice several addition equations.

Now we will practice subtraction.

This time, we will do the same steps, except we will subtract or take away stars, rather than add stars.

1. OK, Yellow star, change the addition to a subtraction sign.
2. Blue Star, pick 4 stars from the basket and lay them in first circle.
(Teacher writes the number 4 on the board.)
3. Red Star, pick 2 stars from the basket and lay them in second circle.
(Teacher writes the number - 2 on the board, so it reads 4 - 2.)
4. Yellow Star, imagine subtracting or taking away 2 stars from the 4 stars. Come get that number of stars and put them in third circle.
(Teacher writes the number = 2 on the board, so it reads 4 - 2 = 2.)
5. Talk through equation on board.
6. Now, each star, put the stars away from your circle.
7. Practice several subtraction equations.

Astronomy Reference Books/Websites

Astronomy (Usborne Discovery Series) by Rachel Firth (internet linked)
 Outer Space (Fact Finder Series) by Harry Ford & Kay Barnham
 Totally Wacky Facts About Planets and Stars by Emma Carlson Berne
 Galaxies, Galaxies! & Stargazers By Gail Gibbons
 The Magic School Bus Presents Our Solar System by Tom Jackson
 (based on The Magic School Bus series by Joanna Cole & Bruce Degan)
 Constellations by F.S. Kim (A True Book Series)
 Mars One www.mars-one.com/faq/mission-to-mars/why-mars-and-not-another-planet
 Exoplanet Exploration exoplanets.nasa.gov/interactives

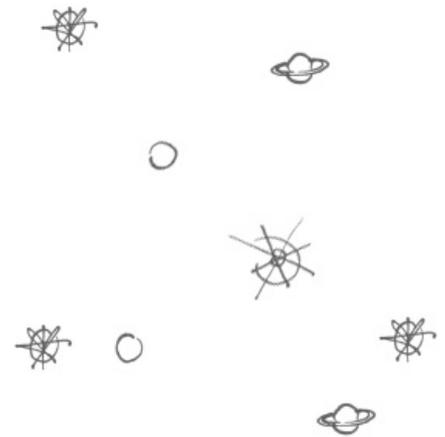
Options

- Add Velcro to back of stars. Get blue poster board with Velcro, and have children work on one equation in front of the room.
- Add different elements to make it more fun, as in hopping, crawling, or sliding to pick up stars.

Leveled options

Pre-K and K: Compare activity: Remove operation signs, and have students put stars out on each plate. Ask: Which plate has the most stars? Which has the fewest? Are any plates equal?

2nd Grade: Add multiplication



Crazy Face

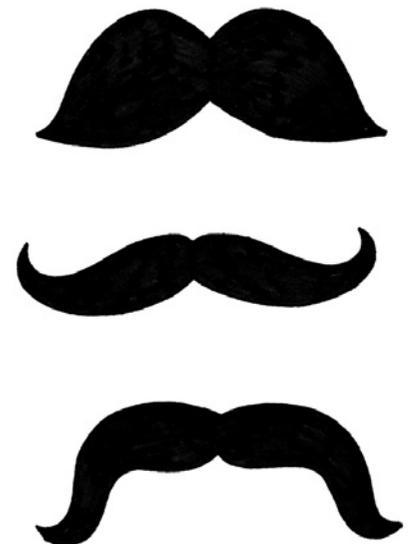
Synopsis: The entire cast assembles a whacky face. Kevin breaks into song in praise of his "super-duperist mustache."

Art Project: Multiple Mustaches

Skills: Creative Expression, Fine Motor Skills.

Materials: Brown or black construction paper, pencils, scissors, optional: mustache stencil – download at thepaperbagplayers.org/teachers-corner

1. Students draw and cut out at least 3 very different mustaches. Stencils can be used or they can create their own designs.
2. Use two-sided tape to attach to faces. (Students can trade mustaches or use their own.)
3. Take a class picture. Send Polaroids home or email digital version.
(We'd love if you send us one too!)



Art Project:
Make your very own "Crazy Face"

AVAILABLE ON WEBSITE ONLY – Download at thepaperbagplayers.org/teachers-corner

Skills: Fine Motor Skills, Creative Expression



The Whistle

Synopsis: Charley the Bear knows how to whistle a happy tune, but not everyone in Delightful Town is happy about it – at least not at first. This story helps us look at how our special gifts and talents can keep us apart but also bring us together.

Language Arts & Social Studies Discussion

Skills: Comprehension, Inference, Sequencing, Creative Expression, Social Skills and Collaboration

1. What is Charley's special instrument?
2. Why is Terrible Ted upset and what does he do about it?
3. What do Ted and Charley discover are their special gifts?
4. Do you have a special talent? Do you have a talent for art, music, sports, math, science or something else?
5. Do you have a friend with a different talent?
6. Are you sometimes jealous of a friend's stuff or talents?
7. What can you do about that?

Music Project: Make a joyful sound

Skills: Creative Expression, Fine Motor Skills, Collaboration

Option 1:

Materials: Regular Instruments: Kazoos, whistles, drums, shakers and any instruments in classroom.

1. Hand out instruments.
2. Direct the students to make a joyful sound together.
3. Direct children to switch instruments.
4. More joyful sound.

Option 2:

Materials: Makeshift Instruments: Paper, pencils, boxes, cups, etc.

1. Hand out materials to create makeshift instruments.
2. Direct the students to discover how to use their item as an instrument, e.g. blowing through it, pounding on it, crumpling it, etc.

3. Direct children to switch instruments or create new makeshift instruments.
4. More joyful sound.

Option 3:

Materials: Mix it up with children switching regular and makeshift instruments.

Squeaky Shoes

Synopsis: A classic cops and robbers comedy with a twist - the thief's squeaky shoes keep squealing on him.

Language Arts Activity: Onomatopoeia

Skills: Vocabulary, Phonetics, Creative Expression

Materials: Drums, feet

Set-up:

In *Squeaky Shoes*, *squeaky* is an adjective that describes the shoes. It sounds like what it means. Can you think of other words that sound like what they mean? Like *buzz*, *bubbly*, *splat*, *puff*, *honk*, *whining*...

Onomatopoeia is a word that resembles the sound of the thing it describes.

Sounding it Out

Onomatopoeia is quite a handful of a word, so we're going to practice it with a beat.

1. First, I'll write on board, sounding it out. On-o-ma-toe-pee-a.
2. Now we'll chant to beat.
3. Beat out six beats and chant till it's comfortable

Movement Activity: Getting Up On Your Feet

Skills: Vocabulary, Gross Motor Skills, Creative Expression

Directions for students

We're going to move across the floor using these descriptive onomatopoeic words. I'll call out a kind of shoes and you will move as if you are wearing them.

- squeaky shoes
- sparkly shoes
- zooming shoes
- bubbly shoes
- thumping shoes



Math Activity: Shoe Tally

Skills: Mathematical Reasoning, Tallies, Graphs, Grouping, Comparing and Contrasting

Materials: paper or cardboard & tape, velcro or sticky tack

1. Teacher explains tally marks and then creates a tally of the different color shoes in the class.
2. Teacher takes a poll on color of children's shoes.
 - How many children are wearing black shoes today?
(Write black and tally number.)
 - How many children are wearing pink shoes today?
(Write pink and tally number.)
 - How many children are wearing red shoes today?
(Write red and tally number.)
 - How many children are wearing blue shoes today?
(Write blue and tally number.)
 - What other colors do we have?
(Write additional colors and tally numbers.)
 - So for today, what is our most popular color?



Option:

Shoe Bar Graph

Use the shoe tally as a guide. Draw bars to reflect the number of students who are wearing that color shoe today.



John Stone

Maximisillius

Synopsis: A wizard named Maximisillius magically moves a mountain with the help of the audience.

Music & Movement Activity: Move the Mountain

Skills: Gross Motor Skills, Creative Expression, Confidence, Social Roles and Responsibilities

Download music at www.thepaperbagplayers.org/teachers-corner Use this song to make any challenge easier. Play the music and teach song during circle time, and then make it a regular part of your day, whether you are encouraging clean-up or a new math challenge.

Maximisillius: "Move the Mountain"

Words and music by
The Paper Bag Players

Move the moun - tain, move the moun - tain, move the moun - tain, make it move!

5 Move the moun - tain, move the moun - tain, move the moun - tain, make it move!

WORKSHOPS:

The Art & Fun of The Paper Bag Players

Our workshop, *The Art and Fun of the Paper Bag Players*, takes children from seeing theater to creating it. Led by the cast, these workshops are tailored to children K - 5th grade. In groups of 25 students, children become a *Paper Bag Player for the Day*, experiencing our unique approach to theater.

- Single workshops are process-oriented, giving children the opportunity to fully explore working with paper in art, movement, music and dramatic play.
- The five-week series allows for more in-depth exploration of music, movement, storytelling, and improvisation, culminating in a class performance for family, friends and community.

This dramatic play exercises children's imagination as well as social, language and motor skills. Our workshops provide an active context for literacy development and the exploration of new and abstract concepts. Children gain confidence as they explore in a safe, encouraging environment. In workshops, as in our performances, children are empowered to participate, connect and create, developing the essential creative, cognitive, and social skills so important to children in the early stage of development.

The program fully engaged our youngest children, expanding their confidence, vocabulary and collaborative skills.
— Director of Summer Programs, Educational Alliance

Getting the children to work together for a common goal is important. It creates friendships and leaders. — Counselor, PS 20

What is remarkable to me is that my child is shy and quiet and suddenly she is singing and dancing on stage and practicing in front of family! Amazing! — Parent, PS 20

I loved moving and acting with my friends. — 1st grade Student

For more details, or to book dates and times, call 212-353-2332 or 800-777-2247. For examples of our work, visit our website: ThePaperBagPlayers.org



Remember, we love your feedback!

We'll make it easy this year with an emailed survey following shows and workshops. Your feedback helps us craft upcoming plays, workshops and study guides, as well as providing feedback for our funders. (Ticket fees cover only 38% of our costs.) So, please let us know what you think!

Keep the students' pictures and notes coming too! Teachers tell us that it helps the children in their communication and comprehension to reflect on and share their experience.

And it brings a BIG SMILE to our faces at The Paper Bag Players. Looking forward to hearing from you.

Ted, Kevin, Kathy, Caroline (Actors)

John (Composer)

Jon (Scenic Artist)

Jim (Stage Manager)

Audrey (Managing Director)

Penelope (Development Director)

The Paper Bag Players

A Non-Profit Theater for Children

185 East Broadway New York, NY 10002 • 212-353-2332 • pbagp@verizon.net • thepaperbagplayers.org