



Frankenshop

Brave Little Company

Performance
Grades K-5

ABOUT THE PERFORMANCE:

Frustrated by a summer away from friends, a Lonely Only Child wants a sister to play with, more than anything in the world! Using a pile of objects found around the house – buckets, brushes, and brooms – and a treasure trove of simile, metaphor, and puns – “my heart is like a singing bird,” “my mind was racing,” “eye of potato and ear of corn” – the Lonely Only Child imagines the ideal little sister to take care of and to go on adventures with. With the help of the audience, she comes to life! But little sisters, and other works of art, are known to have minds of their own. In this highly interactive show, the audience explores similarities between the creative processes of writing and building.

TEKS (Texas Essential Knowledge and Skills):

Gr	Science	Theatre	Lang. Arts	The Students Will:
K	K.2, K.8	K.1, K.2, K.5	K.14	<ul style="list-style-type: none"> * Use the elements of drama and the conventions of theatre to develop concepts about self, human relationships, and the environment. * Interpret characters using the voice and body expressively and create dramatizations. * Respond to and evaluate theatre and theatrical performances. * Write literary texts, stories and poems that express their ideas and feelings about real or imagined people, events, and ideas. * Understand and evaluate the impact of figurative language. * Know that there are recognizable patterns in the natural world and among Sun, Earth, and Moon systems. * Make informed choices. Identify and demonstrate how to use, conserve, and dispose of natural resources such as conserving water and reusing or recycling paper, aluminum, glass, and plastic.
1	1.1, 1.8	1.1, 1.2, 1.5	1.18	
2	2.1, 2.8	2.1, 2.2, 2.5	2.18	
3	3.1, 3.8	3.1, 3.2, 3.5	3.18	
4	4.1, 4.8	4.1, 4.2, 4.5	4.16	
5	5.1, 5.8	5.1, 5.2, 5.5	5.16	

STAAR (State of Texas Assessments of Academic Readiness):

Writing	Grade 4	Reporting Category 1	The Students Will: <ul style="list-style-type: none"> * Demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions. * Use critical thinking and scientific problem solving to make informed decisions.
Science	Grade 5	Scientific Investigation and Reasoning Skills	

Academic Vocabulary:

Imagination	The powerful ability to form a picture, story or idea in your mind of something that you have not seen or experienced with your senses. Something that only exists or happens in your mind.
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Figure of Speech	A way of saying one thing but meaning something else.
Simile	A figure of speech that compares two unlike things using the words as , like , or than to compare the two things. <i>"My pillow was a like a cloud when I laid my head down."</i>
Metaphor	A figure of speech that compares two unlike things NOT using the words <i>like</i> , <i>as</i> , or <i>than</i> . It compares two things by saying one thing is the other thing. <i>"The paintbrush was a magic wand in his hand."</i>
Personification	A figure of speech that gives human characteristics to an animal or to a thing. <i>"The pigs laughed in delight."</i>
Onomatopoeia	Words that sound like the object they name or the sounds those objects make. <i>"Chug, chug, chug. Puff, puff, puff. Ding-dong, ding-dong, ding-dong. The little train rumbled over the tracks."</i>
Scientific Method	A method of research that goes through the following steps: Problem, Research, Hypothesis, Experiment, Data Analysis, Conclusion.
Recycling	Changing waste into a new and usable product. Recycling is when we separate our recyclable materials, such as paper, metal, glass, and plastic, from other trash and helping to turn them into new products instead of just throwing them away. Recycling means do not throw recyclable material in the garbage but use the old or useless things to make new and useful things.
Reduce	Lowering the amount of waste produced by a person or by a whole society. This means you reduce the amount of things you use so that you will have less to throw away, thus less to reuse and less to recycle. For example, if you use both sides of a paper you are reducing the number of pages you need.
Reuse	Using a product more than once; to use things again and again. This means you use the materials over again, either for the same purpose, or for something else. For example, a coffee can could be reused as a container for nails. We can reuse waste by finding other uses for items we normally throw away.

CLASSROOM CONNECTIONS:

Before the performance:

- * Use your imagination to brainstorm creative ideas on how to recycle various objects in your classroom. Record your ideas on the board and discuss.

After the performance:

- * Make a list of what you could imaginatively try to reuse and recycle at home. Share with the class.
- * Create a song, dance, play or piece of visual art to capture the ideas that you learned about in this performance.

Language Arts:

- Use your favorite cartoon characters to create a "Figures of Speech" Anchor Chart. Choose the character you want, draw pictures and write similes, metaphors, personification and onomatopoeia to make a colorful visual display about your character.
- Become a lunar explorer. Write a creative story about launching a rocket to the moon, getting into lunar orbit, linking up with a lander where you will descend to the surface of the moon, and return home in a splashdown landing. Use figures of speech in your story.
- Scrumptious Dessert Similes – Pick your favorite dessert and create similes about it. Decorate a colorful poster and write all of your Dessert Similes on it. Hang your poster in your classroom.
- Write an original script to create a shadow play that illustrates one of the themes below:
 - ✓ Children can use creativity to solve problems in their lives.
 - ✓ Works of art that we create have lives of their own.
 - ✓ Love comes with no strings attached.
- ❖ Act out the shadow play for other students.

- Simile Picnic – Plan a picnic, using similes. What to pack? How about apples as red as a rose, lemon pie with whipped cream like clouds, or a sandwich as big as a hockey stick?
- Work in a small group to write and record a radio or television commercial to teach and promote recycling to your classmates.
- Compile a class list of similes and metaphors and select several of these figures of speech to illustrate. Draw pictures of the metaphors in the color red. Draw pictures of the similes in the color blue. Compare your drawings with other students and discuss.
- Personification Station – Give a voice to the flowers, the lakes, the animals, the moon, and the stars. Personify everything around you. If that desk were a person, what would he or she be like? What about likes and dislikes? How would the desk get along with the other furniture in the class? Create a dialogue between objects in the classroom. Read your personifications aloud.
- Write an essay on the “Value of the Creative Power of Imagination.”

Math:

- Your Next Big Vacation – A Space Tourism Company is selling trips to the Moon for \$750,000,000 each. How much would a round-trip for 2 cost? How much would it cost for your entire family to take the trip? Use this information to create word problems. Exchange your problems with a partner and solve each other’s problems. Show your work.
- The Moon takes an elliptical path around the Earth, so the distance from Earth to the Moon can vary. Use the following facts to create word problems. Include a problem that shows how much the distance to Earth can vary.
 - ✓ At its closest point, the distance to the Moon is 225,622 miles (363,104 km).
 - ✓ At its farthest point, the Moon gets to a distance of 252,088 miles (406,697 km).
 - ✓ The average distance to the Moon is 238,857 miles (384,403 km).

Social Studies:

- Design a Moon City. Brainstorm a list of how the government should be run and about the laws that everyday citizens should live by on the Moon.
- You were appointed to be the Mayor of the new Moon City. Make a TV commercial where you talk about your ideas for this city and where you try to recruit people to move to the Moon. Show your commercial to the class.

Science:

- Tides occur because of the gravitational pull on the Moon. Create a PowerPoint or Prezi presentation on “Tidal Forces.” Include *High Tides, Low Tides, and Spring Tides*. Present your project to the class.
- Work with a partner to construct a creative display of the Moon Cycle. Share your display with the class.

- Use your imagination to take a virtual trip to the Moon and create a presentation about space travel to the Moon. Share your project with the class.
- Work in small groups to create a Venn Diagram to compare and contrast planet Earth to the Moon. Present your diagram to the class.
- Work in groups to use sticks or other items to make the outline of a human skeleton. Aim for accuracy in your work over the number and size of the bones, allowing for the backbones, feet and other parts where there are tiny bones.
- Work with a partner to create a “Scientific Method Song.” Use your voice and body expressively to sing it for the class.
- Make a large foldable with six tabs. On the cover of each tab, write one step of the Scientific Method:
 - ✓ Question/Problem
 - ✓ Research
 - ✓ Hypothesis/Prediction
 - ✓ Experiment to test Hypothesis
 - ✓ Results/Data
 - ✓ Conclusion
- ❖ Conduct an experiment and record the steps of your science experiment under each tab.
- Work in small groups to brainstorm three ways that each of these items can be reused, instead of throwing them away. You can use the whole thing or only part of it.

Cardboard box	Newspaper
Plastic bag	Empty Plastic Water Bottle
Plastic milk jug	Paper Lunch Bag
Wooden board	Empty Peanut Butter Jar

- Learn how light interacts with matter by working on a team to make puppets and to produce a shadow play on a science topic. Put a lamp on the floor or on a table and point it at the wall. Turn on the lamp and turn off other lights.
 - ✓ Hold your puppets between the light and the wall. Can you see a shadow on the wall? Why?
 - ✓ Move the puppet between the light and the wall to make the shadow different sizes. Why does this happen?
 - ✓ Turn the puppet in all directions and watch the shape of the shadow change. What do you observe?
 - ✓ Study how light travels as a wave. When you put your shadow puppet in between the lamp and the wall, the puppet blocks some of the light waves. What conclusions can you reach about light waves by moving your shadow puppet closer to the lamp to make a bigger shadow or by moving the shadow puppet away from the lamp to make a smaller shadow?
- Research Albert Einstein and his statements about *Imagination*. Make a poster of some of his quotations. Discuss in small groups.
- Google “Imagination” and read about how this creative part of your brain works. Make a poster about “Imagination” and present it to your classmates.

Resources:

Related Websites:

<https://www.youtube.com/watch?v=5zQyj-etm2Q>
<http://www.youtube.com/watch?v=G1yBQv1hLRY>
<http://www.ducksters.com/science/scientificmethod.php>
<http://www.universetoday.com/103206/what-is-the-distance-to-the-moon/>
<http://www.space.com/18145-how-far-is-the-moon.html>
http://www.moonconnection.com/moon_cycle.phtml
http://www.moonconnection.com/moon_phases.phtml
http://www.moonconnection.com/moon_phases_calendar.phtml
<http://www.scholastic.com/teachers/unit/recycling-everything-you-need>
<http://www.nasa.gov/audience/forkids/kidsclub/flash/index.html#.VQm9zWTF9Vi>

Related SmartBoard and Interactive Sites:

<http://home.hiwaay.net/~krcool/Astro/moon/moonlif.htm#mlc>
<http://home.hiwaay.net/~krcool/Astro/moon/moonphase/>
<http://www.epa.gov/recyclecity/mainmap.htm>
<http://exchange.smarttech.com/details.html?id=c63d0858-6987-4025-90df-b84b4eef1cd0>
<http://exchange.smarttech.com/details.html?id=e9a54ba2-b744-44fc-9a6c-be6bae95eb58>
<http://support.prometheanplanet.com/server.php?show=ConResource.11433>
<http://www.scholastic.com/browse/collection.jsp?id=250>
<http://kcs-smartboard-lessons.wikispaces.com/file/links/Phases+of+the+Moon.notebook>
<http://www.gynzy.com/en/items/science/moon-phases/18/949>

ABOUT THE ARTIST:

Brave Little Company produces innovative theatre for everyone. They engage the audience by firing up their imaginations! Brave Little Company produces plays that embrace all of Houston's cultures and encourage multiple generations of families and friends to attend plays together. Founding Director Troy Scheid has over fifteen years of theatre education and production experience. Troy has worked with Back Lab Theatre, the Alley Theatre's Houston Young Playwrights Exchange, Classical Theatre Company, Texas Repertory Theatre Company, the Landing Theatre Company, Opera Vista, Prague Shakespeare Festival, The Back Porch players, Theatre Collide, and Main Street Theater, where among many other projects she has directed two world premieres. She is a graduate of Houston's High School for the Performing and Visual Arts and of Rice University, and is director of a Young Audiences of Houston artist group.