



presents

# The Secret of the Puppet's Book



performance  
education  
museum of masks and puppets  
community

*The Fun of Books and Reading!*

*A Study Guide  
for pre-K through 3rd Grade*

Visit the castle on North Salina Street  
Telephone: 315 476-0466 Fax: 315 472-2578  
Mail: 518 Prospect Avenue, Syracuse, NY 13208

On the Web: [www.OpenHandTheater.org](http://www.OpenHandTheater.org)  
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## The Secret of the Puppet's Book

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*Open Hand Theater's "The Secret of the Puppet's Book is an original play by Geoffrey Navias, developed in consultation with Early Childhood Educators in Onondaga County and Syracuse, New York.*



*Prepared for Fall 2008*

Dear Teacher,

Welcome to **Open Hand Theater**'s production: **The Secret of the Puppet's Book**. With this performance we hope to open the book of curiosity and imagination for all children, no matter what experiences or resources they bring to the process of learning to read. Lewis, our lovable puppet with a bit of an attitude, gets a glimpse of the wonderful things that can be found in books. In the end he just can't resist trying to sound out his words, and then the learning begins!

We appreciate your partnership in preparing your students and helping them to view our plays in relation to their classroom experience. We welcome your comments and encourage you to evaluate this program using the form on page 22 of this guide.

Sincerely,

Leslie Archer  
Producer and Coordinator of Arts Programs  
Open Hand Theater

Dear Educator:

As an educator for the past 25 years, I have come to appreciate the value, the absolute necessity of Arts Education that touches on all subject material. **Open Hand Theater** provides a rich collection of delightful performances and artistic concepts to enhance the learning environment.

Our study guide is designed to help you prepare your students for attendance while meeting your curriculum needs. The study guide contains pre-performance activities and after-performance activities designed for young learners. These educational materials follow guidelines set for New York State curriculum standards.

Sincerely,

Barbara Curley  
Arts in Education Consultant  
Former teacher of English Literature  
Cicero North Syracuse High School



Book in Open Hand Theater  
for more exciting performances and programs

The Chocolate War      *about bullying and conflict*

The Stonecutter      *a folktale from Japan*

Grandfather Frost's Stories of Russia  
*fun with Russian folktales*

The Secret of the Puppet's Book  
*fun with books and reading*

Masks of Life      *about masks in time and culture*

Einstein's Amazin' Equation  
*about Scientific Innovation*  
*a new production for 2011-2012*

Complementary Workshops

The Traveling Mask and Puppet Museum  
*a school residency program that brings traditional masks and puppets to the classroom and reveals their cultural stories*

Commedia Dell' Arte  
*a mask improvisation workshop based on the traditions of early Italian street theater*

Monkey Business  
*a traveling puppet stage where young readers can explore the action and sounds from the story: "Caps for Sale"*



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## Open Hand Theater's Education Objectives

- ❖ Bring the arts to schools and offer an effective medium for cultivating student appreciation of creative expression and artistic discipline.
- ❖ Promote the use of arts for discovery of human commonalities, as well as celebrating and respecting cultural differences.
- ❖ Create ideas and methods to promote the interdisciplinary use of the arts.

**The open hands are an age-old symbol of welcome, willingness, and commitment as we work to make a better world.**

**Open Hand Theater** is an ensemble of performing and teaching artists committed to involving children in creativity and the arts. It was formed in 1981 by a group of community artists and Artistic Director Geoffrey Navias.

The theater's mission is to connect the ancient art and ritual of mask and puppetry with contemporary life. We strive to explore the concerns of our technologically advanced culture through the wisdom of myth and bring to life the magical wonder of children's fantasy.

Open Hand Theater uses traditional and improvisational acting blended with puppetry, masks, original music and dance. The company creates unique original theater pieces that draw from historical and modern traditions, reinforcing the core values emphasized by the world's great storytellers.

### **Open Hand Theater**

is located at the Castle on North Salina Street in Syracuse, NY

The theater engages in four program areas:

- Performance
- Education
- Museum of Masks and Puppets
- Community

For more information visit our website at [www.OpenHandTheater.org](http://www.OpenHandTheater.org)



### The Secret of the Puppet's Book

*...an original performance developed in consultation with the Onondaga County Child Care Council and the Family Literacy Alliance of Syracuse, and Early Childhood educators from BOCES, the Salvation Army and the Consortium for Children's Services.*

Open Hand Theater's puppetry production, *The Secret of the Puppet's Book* was developed in hopes of promoting literacy and love of reading for children in early elementary grades.

**Grades:** pre-K through grade 3  
**Audience Size Limit:** up to 300 students  
**Venue:** large classroom, library or auditorium

**Performance Time:** 30 minutes; can be followed by a puppet demonstration and interactive question and answer session  
**Setup and strike:** 20 minutes each.; 15 minutes between shows

**Program Requirements:** The performance requires a minimum area 15' wide x 12' deep with 10' ceiling clearance. Power is required for a sound system. Stage lighting is recommended for large audiences.

### Introducing the Artists

**Vladimir Vasyagin** *International Artist in Residence  
 puppet and set construction  
 ...performing the role of **Lewis***

**Andrea Martin** *Puppeteer and Costume Designer  
 ...performing the role of **Me***

---

**Geoffrey Navias** *Playwright and Artistic Director*

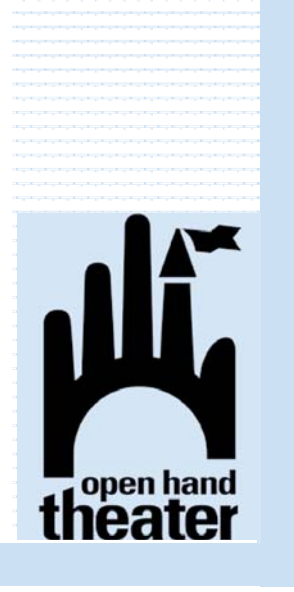
**Leslie Archer** *Set Designer*

**Kathy Ferro** *Administrative Assistant  
 booking arrangements*





# The Story



## The Story

Lewis discovered a very large, old book. Inside he found many interesting adventures and some magical puppets. They were funny, loud, and even scary. When Lewis read the books, the puppets could sing and dance with him.

This is “Me”.







Lewis loved the wonderful things he had found in books. But all of the excitement made Lewis very, very tired. It even said so in the book he was reading! And so, off he went to sleep, with magical dreams all around him.

### The Story

## The Arts

### Standard 3:

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

## Watching and Listening

### What is the job of the performer?

We are here to tell you a story. The story unfolds and comes to life before you. Try and take in every sight and sound, so that you can be a part of the story.

### What is the job of the audience?

The audience is here to watch, listen and imagine. Use all your senses: the eyes to see, the ears to hear, and the hands in your lap, except to applaud at the end! An audience might laugh, cry, be amazed or be excited by what they see and hear. Giving attention to other people or things happening in the audience is *distracting*.

### Who is learning to read?

Talk about pictures, sounds and words, and how each can tell a story.

### What are your favorite books and stories?

Talk about the characters and events in these stories. Talk about which are real and which are imaginary.

Before the  
Performance

for all grades

Watching  
And  
Listening



## ELA

**Standard 1:** Students will listen for information and understanding...  
Students will collect data, facts and ideas and discover relationships, concepts and generalizations.

**Standard 3:** Students will listen for critical analysis and understanding.

## Things to Consider

### Real or Not Real?

Talk about the story of Lewis on pages 7-9 of this guide.

- Lewis loves books. This is real. How can Lewis “live” in a book?
- Lewis loves to dance. Do you love to dance? Can puppets dance?
- Lewis gets very, very tired. We all get tired sometimes.
- In the picture, Lewis dreams about a flying boat. Do you have dreams? Dreams are not real.

Show the class a mask or puppet face; see how it moves and looks alive. Explain that it is not real. This may help some children overcome fears.

### Imagination

**What is Imagination?** When you listen to a story or read a book, your imagination shows you pictures inside your mind. You can use your imagination to think of stories of your own.

### Imagining Activity:

Give children a blank sheet of paper and provide cutout shapes of different colors. Have children arrange the shapes on their paper to make:

- 1) **A Face:** Talk about how different arrangements can make the face happy or sad, mad, old or young.
- 2) **A Scene:** Talk about how different colors can make the picture look like different seasons or different times of the day.

### Masks and Puppets

#### What is a puppet? What is a mask?

Show students the pictures on pages 7-9

**Lewis**, the character in *The Secret of the Puppet’s Book*, is a puppet.  
The **Grumpy Old Man** is a mask inside a book!  
**Me** is a puppet, too, but her face is real.

Before the  
Performance

for all grades

Things to  
Consider



## Introduction to the Five Lessons and Activities

Theater is an experience that invites students to learn about their world and themselves. The performance can serve as a basis for discussion of books and reading, characters, emotions and ideas.

### Student Objectives:

- Reflect on and experience the play's connection to their own lives through examining its themes and lessons
- Enhance the message of the play through hands on activities

Through attendance and/or participation in theater performances, students recognize how different art forms can enhance their learning. These art forms include:

a) written and spoken text; b) music and song; c) plot, time, place, and setting; d) characters and relationship among characters; e) creating and constructing puppets and scenes.

The activities on the following pages can be used for all primary grade levels after seeing the play. On each page, the activities are arranged in order of appropriateness from the youngest to the oldest students.

**page 13:** The Story Activities give young students a chance to recreate the elements of stories by drawing, collaging, and acting them out, using characters and ideas from the play: *The Secret of the Puppet's Book* and the well known story: *Caps for Sale*.

**page 14:** The Song Activities give children a chance to experiment with their favorite songs as stories, feelings, rhythm and movement.

**page 15:** Making Books is a lesson that helps children with sequence and linear thinking, with a little book of their own to bind.

**page 17:** Making Puppets contains instructions for three puppet types, to create characters that can be made to talk, move in a scene, or express an individual personality. Be sure you make time to try them out!

**page 19:** The lesson About Characters helps children think of how different people and animals act and express their emotions.

After the  
Performance

for all grades

Introduction  
to the Five  
Lessons



## How to Make a Newspaper Hat

1. Fold one sheet of newsprint from top to bottom, bringing ends together, creasing the folded end.
2. Fold the paper from side to side, creasing the folded end.
3. Unfold so you can see the middle crease.
4. With the first fold toward you, fold the top left and right tips into the middle crease, forming triangles with two diagonal ends.
5. Fold one side of bottom flap up over the two triangles.
6. Flip and fold the other side of bottom flaps up. Open to show the inside of the hat. Tuck in the flaps and decorate.

## Let's Tell A Story

1. **Read aloud the story of Lewis in *The Secret of the Puppet's Book* on pages 7-9 of this guide.**

After each page, ask children to talk about other parts of the story that they remember: In the beginning; In the middle; In the end .

Have children draw their favorite character. Talk about what the character feels at different points in the story. How do the characters show how they feel?

2. **Read aloud the story *Caps for Sale* by Esphyr Slobodkina .**

Have children draw a picture of the story.

Have children make a hat for themselves as their favorite character.

3. **A Story Game:**

Talk about the parts of a story: beginning, middle and end. Talk about what makes a story : fun characters (real or imaginary), action (things that happen) and interesting descriptions (adjectives).

Have the class stand in a circle. Explain that you are going to build a story together. Begin the story with “Once Upon a Time, a long time ago, ...” At first, pass the story line from one person to the next around the circle.

When the class gets proficient at this, try “conducting” the story by pointing to other children in the circle to continue the story line. Always bring the story to an end before it winds down on its own.

After the  
Performance

Activities  
for all grades

Let's Tell  
A Story

## The Arts

**Standard 1:** Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater and visual arts) and participate in various roles in the arts.

### Let's Sing A Song

Sing a favorite song with the class. Talk about the following questions:

- How does the song make you feel?
- What are the characters in the song?
- What is the story that the song tells?

Have children draw a picture of the song.

Play the song on different instruments. Have children listen and describe how different sounds give the song different feelings.

### Monkey Rhyme Games:

#### 1. Monkey Hats, a Game of Color Recognition

Monkey, Monkey in the tree  
Throw that RED cap down to me     (*change color each time*)

Gather children in a circle. Use hats the children have made, or pieces of colored cloth or construction paper. Each time a child's 'hat' color is called they bring it to the center. They become the next group to decide on the next color, and so on.

#### 2. Disappearing Monkeys, a Counting Game

Five little Monkeys sitting on a tree.  
Teasing Mr. Crocodile as mean as could be  
Along came Mr. Crocodile quiet as a mouse  
Then SNAP     (*count down as each Monkey is SNAPPED*)

### Theme Songs

Have children choose different characters from the story *Caps for Sale*. Ask them each to think of a song or a tune that character would sing. Act out the story, with characters singing their parts when they enter.

### After the Performance

Activities  
for all grades

### Let's Sing A Song





## Let's Make a Book

Bookmaking is a process that helps children with linear thinking.

Every story has a beginning (Once upon a time), a middle (something happened) and an end (The End) Have children draw or provide them with a series of pictures to cut out and have them arrange them in a sequence. Have each child dictate or write a simple story to describe their pictures.

### Directions for Binding Children's books:

Copy the little book template on the next page (*p 18*) for each student. Have children cut the page in half with scissors, following the dashed 'cut' line. Then have them fold each page on the dotted 'fold' line. Write the title and author on the front page. Draw or glue pictures for the story in sequence, adding as many more pages as they need. Unfold and stack pages with insides towards the table, then prepare to bind the books along the center fold line using one of the following methods:

1. **Staple binding:** Using a tabletop stapler long enough to reach, insert one side of the book and staple three to four times along the middle fold.
2. **Binding with brads:** Use a hole punch to make holes where indicated. Close the books with the binding to the left, and insert a brad in each hole. Spread prongs along the fold line and tape down on the back page.
3. **Stitched Binding:** Use a hole punch to make holes where indicated. Close the books with the binding to the left. Knot or tape the end of yarn, string or ribbon or thread it into a large plastic needle. Stitch between holes, then tie ends together on the outside of the book.
4. **Inset binding:** (*for older children*) Use a hole punch to make holes where indicated. With the stack of pages open and flat, lay a plastic straw, a coffee stirrer, or a long wooden toothpick skewer along the center fold line of the book. Thread yarn, string or ribbon pieces through each hole from the outside in, around the stick, and back from the inside out. Tie each piece in a knot or bow on the outside of the book.
5. **Cloth Binding:** (*for older children*) After completing any of the above binding methods, the bound edge of the book may be covered with cloth tape, or with a strip of decorative cloth glued along the fold. After glue is dry, trim the top and bottom edges for a finished look.

When the books are completed, each child can present their story, or exchange and read each others books to the rest of the class.

After the  
Performance

Activity  
for all grades

Let's Make  
A Book



 *THE END*

*A little book by...*

---

 *Once upon a time*

### Materials for puppet making:

paper lunch bags  
Tag board or file folders  
Masking tape and glue  
Pencils  
Markers  
Scissors  
Hole punch  
Brads  
Wooden craft sticks or dowels (4" - 12")

### Materials for decorating puppets

Yarn  
Rafia  
colored tissue paper  
construction paper or cloth pieces  
Pipe cleaners

## How to Make Simple Puppets

### 1. A paper bag Hand Puppet

A paper bag puppet is used by placing the hand inside the bag and grasping the folded portion to form a working mouth.

Lay the paper bag flat on the table with the fold up. Draw or glue the top of the mouth onto the fold, and add the bottom lip beneath it. Fill in between with black marker or construction paper. Draw or glue on puppet's eyes, eyebrow and nose. Decorate the rest of the bag to make the body of the puppet, and glue yarn, rafia or cut paper to the top of the head for hair.

### 2. A simple jointed Rod Puppet *Pattern on next page (p 21)*

Rod puppets are worked by rods attached below the puppet. These monkeys have a moving part and can be used to act out the story: *Caps for Sale*

Copy the pattern on page 21 onto tag board, or cut out templates for children to trace. Have them cut out the body and arm of the monkey puppet, then color and decorate them. Trace hats onto colored construction paper or cloth and cut them out. Glue or tape them to the hand.

Use a hole punch to punch holes where indicated on the body and arm. With a brad, attach the arm to the body through these holes. Tape a dowel or long stick on the back of the body, along the length of one leg and up to the head. Attach another craft stick to the back of the puppet's hand. By moving the arm, children can make the puppet put on and take off his hat.

### 3. ME! A Profile Puppet

Children can practice conversational dialogue with puppet heads that are profiles of themselves.

Have children work in pairs. On a flat surface, direct children to trace out each others' profiles onto heavy tag board.. Each child can then cut out his or her puppet head. Explain that since this is only 1/2 of the face, the nose, mouth, and one eye will be on the edge of the profile.

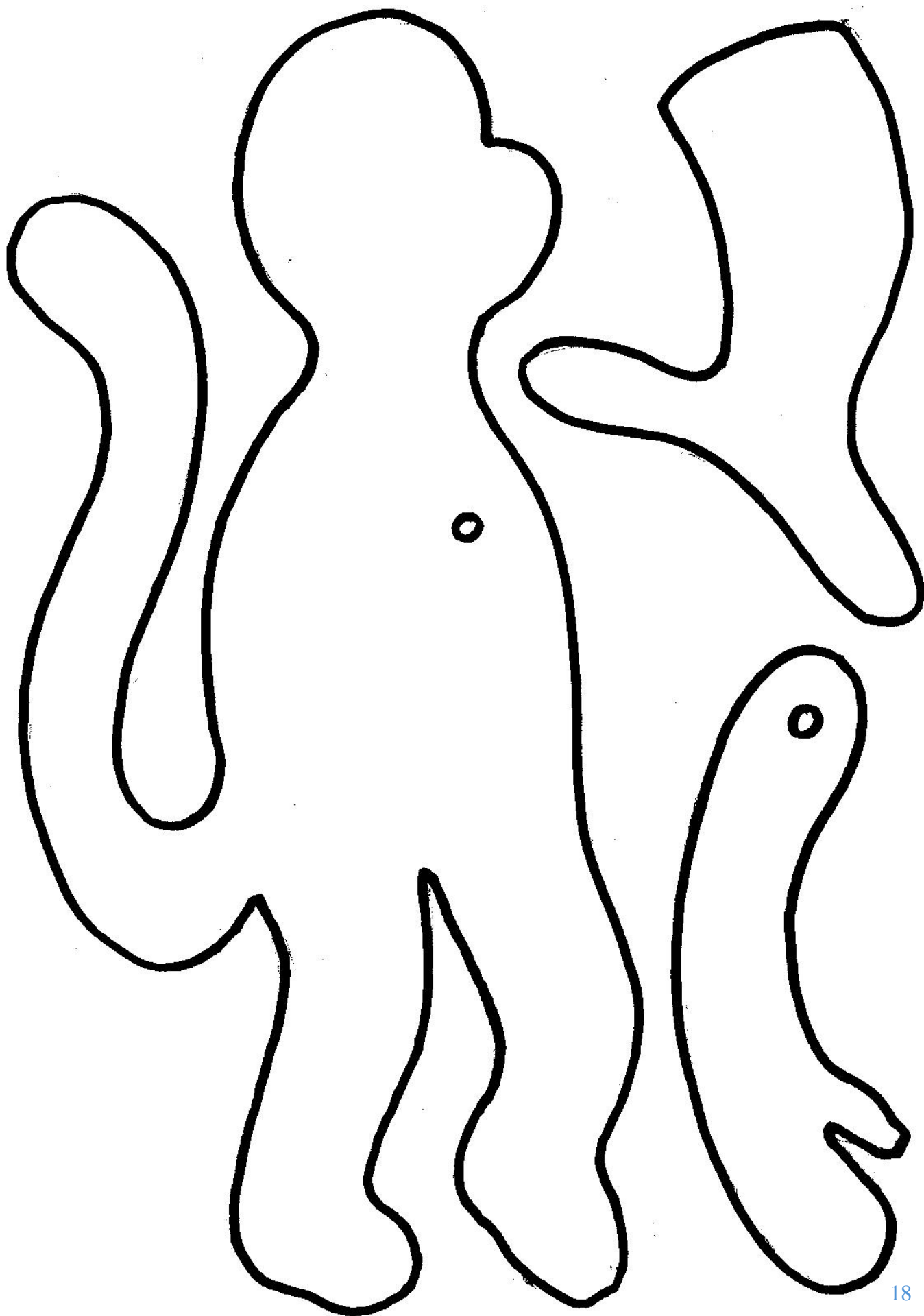
Draw and color the faces. Add hair, eyebrows, eyelashes with yarn, pipe cleaners or rafia. Masking tape a craft stick or dowel to the back for a handle.

After the  
Performance

Activities  
for all grades

Lets Make  
A Puppet





## Characters

A simple prop, like a hat or a puppet, can help children forget their shyness and begin to act like something else. This also gives them the opportunity and the permission to express their own emotions in different ways.

### 1. Duck, Duck, Animal

This is a variation on the popular game. The “Animal” (presumably a goose the first time) goes around the circle tapping each head (duck, duck), and finally calls another animal name (Elephant, for example). The child who is tapped gets up and, rather than running, walks around the circle acting like the animal named (stomping and holding the arms out like a trunk for example)

### 2. How to wear a Hat *Simple hat making directions are on p 13.*

Talk about how hats can be used as costumes or uniforms. Ask the class to think of different people who wear hats that tell us who they are (costumes) or what they do (uniforms). Each child should try out different ways of “wearing” their hat.

Examples of characters to pose with hats:

baby	old lady	magician	superhero	opera singer
spy	wizard	ghost	dragon	bird
fish	robot	grasshopper	clown	fireman

Work in groups of 5-6 children at a time with the remainder sitting as audience. Change groups after each has tried 3 or 4 characters. Each time you call out a character, give the hat crew a count of 5 or 10 to think about how they will pose with their hat. At the end of the count, each child strikes a pose with their hat.

### 3. Family Portrait

Talk about how facial expressions and movements tell others how we feel. Have children walk around as if they are hot or cold, happy or sad. Have children practice freezing in a motionless pose for a count of 5 or 10.

Examples of family types:

Sleepy family	Goofy family	Sick family
Musical family	Sad Family	Happy family
Lion family	Dancing family	Circus family

Work in groups of 5-6 children at a time with the remainder sitting as audience. Have each child pretend to be a different member of the family. Use hats to identify family members. (don't forget the dog!) Change groups after each has tried 4 or 5 portraits. As the ‘photographer’, tell the group what kind of family to be, and give them a count of 5 or 10 to make their portrait.

After the  
Performance

Class  
Activities

Characters



## Evaluation

## Arts in Education with Open Hand Theater The Secret of the Puppet's Book

Open Hand Theater strives to provide useful arts education tools for your classroom. Please take a moment to fill out this form and mail, email or fax your comments to Open Hand Theater this week.

Date: \_\_\_\_\_

Name \_\_\_\_\_ Grade(s) \_\_\_\_\_

School \_\_\_\_\_ Subject \_\_\_\_\_

What expectations did you and/or your students have before the performance?

What comments do you recall from students after the presentation?

What parts of this study guide were most usable?

What would make the presentation and/or this study guide materials more useful?

Leslie Archer  
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or download this form on our website:

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*Please feel free to add comments on back. Thank you for your time and suggestions.*

## Evaluation

