



Fantasy Theatre Factory
 7069 SW 47th St. Miami, FL. 33155
 (305) 284-8800



"LITTLE MONSTER TALES"
 PRESENTED BY
 FANTASY THEATRE FACTORY

ALL FANTASY THEATRE FACTORY GUIDELINES INCORPORATE AND SUPPORT FLORIDA'S SUNSHINE STATE STANDARDS.



WHY TELL SCARY STORIES?

Humans love to be a little afraid. We spend time and energy seeking new ways to be scared to death. Why? Well, for one thing... It's fun. It's fascinating, it's...

Discussion: Ask your class to come up with reasons why humans like to be scared. You'll be opening a Pandora's box of responses. Every human being in this world has been frightened at least once in their lifetime. Each of us has specific ideas on WHY and WHAT scares us most.

Volumes of literature have been written on the subject of fear. Today, Fantasy Theatre Factory will present a sampling of this literature. This program may be used as motivation or as follow-up to discussions on any often following ideas (depending on grade level): GHOSTS, MONSTERS, FEARS DREAMS, ASKING FOR HELP, REVENGE, PSYCHOLOGY, ETC.

In addition, both pre-performance and post-performance activities are included that promote COMMUNICATION SKILLS. The reading, listening, speaking and writing activities included are adaptable to all grade levels. Fantasy Theatre also offers additional workshops for individual classroom attention on these skills.

THE STORY TELLER'S LICENSE

FROM

ALL I REALLY NEEDED TO KNOW I LEARNED IN KINDERGARTEN

by Robert Fulghum

This license gives me permission to use my imagination in rearranging my experiences to improve a story so long as it serves some notion of the truth. I believe that imagination is stronger than knowledge. That myth is more potent than history. That dreams are more powerful than facts. That hope always triumphs over experience. That laughter is the only cure for grief. I believe that love is stronger than death.



BEFORE THE PLAY

Activity: “Audience Etiquette”

- Have the class sit as though they were a grown up audience watching a play.
 - Have them change their reactions as the imaginary play changes from comedy, drama, horror, musical etc.
 - Ask the class to pretend to be a bad audience that is distracting and impolite. Then ask them to behave correctly.
 - Discuss the difference and create a plan together for appropriate theater behavior.

TH.D.1.1.3 (PreK-2) The student understands appropriate audience responses to dramatic presentations.

Activity: “Spooky Storytelling”

- Use the Bibliography to find an age appropriate scary story to read to the class.
 - Ask students to identify what elements combine to make it a scary story.
 - A spooky setting, horrible characters, monsters, ghosts, suspense.

In pairs, ask students to tell the story of a time when they were frightened. Encourage them to recall as many sensory details as they can remember: what they heard, smelled, tasted, saw, or touched. After each partner tells, the pair should discuss what made the story scary and what could have been made it even scarier.

Identify the elements that the scary story from a book and the personal story had in common.

Now have individuals volunteer to tell their personal story to the whole class, using the elements from the first story and the classmate feedback to make the story even scarier.

During the play students can look for more scary settings and characters to frightening details to their own stories.

Follow-Up Activity: “The Mysteries of Harris Burdick”

Show the class illustrations from *The Mysteries of Harris Burdick* by Chris Van Allsburg. Each illustration has a creepy or mysterious caption like “Two weeks passed and it happened again.” Have students consider, either in groups or individually, one image, its title and caption, and create a story that explains what happened before or after the corresponding image. Then have students act out the explanation in a scene.



LA.E.2.1.1 - (PreK-2) The student uses personal perspective in responding to a work of literature as relating characters and simple events in a story or biography to people or events in his or her own life.

LA.E.2.2.3 - (3-5) The student responds to a work of literature by explaining how the motives of characters or the causes of events compare with those in his or her own life.



Enjoy the show!



AFTER THE PLAY

Activity: “Who? What? Where? When? How?”

Talk or write, draw or act the stories that were performed on stage. Then answer the following questions...

- Who were the characters in the story?
- What was the problem?
- Where did the story take place?
- When in history or in the character life did the story take place?
- How did the characters resolve the problem?

- Now, write the answers to each question on separate slips of paper placing them together in a hat (or caldron). Draw the sentences one at a time and have fun guessing the story it describes.

LA.E.1.1.2 - (PreK-2) The student understands the common features of a variety of literary forms. Identifies the story elements of setting plot character problem and solution /resolution

LA.B.2.2.1 - (3-5) Writes comments and observations that reflect comprehension of content and experiences from a variety of media.

LA.C.2.2 & 3 - (3-5) The student uses viewing strategies effectively and determines main concept and supporting details in a non print media message.

Follow-Up Activity: Once the elements have been clearly identified discover how the story changes when who what where and when are changed.

For Example:

- How would the story Dr. Jekyll and Mr. Hyde change if it took place in outer space?
- Would the Taylor’s reaction change, if the graveyard monster was a cute teddy bear?

**Have fun changing scary stories into funny stories or happy fairy tales into freaky fables.*

LA.E.1.2.(1,2,3 & 4) - (3-5) The student understands the common features of a variety of literary forms.



Activity: “Doctor Jekyll’s Brew”

Review the story of Dr. Jekyll and Mr. Hyde (*See Bibliography*) and get ready to become mad scientists!

Step 1. Recycle clean milk cartons, plastic bottles or cups and have fun decorating them with paint, markers or whatever is handy.

- Everyone now has their very own magic potion bottle containing a powerful concoction!

Step 2. Decide individually what each imaginary potion does to those who drink it.

- Does It transform the subject into a mouse? Infuse the muscles with super strength? Shrink the drinker?

Step 3: Enjoy taking turns on stage demonstrating clearly what each potion does.

(Remember no poison because we would never drink that--yuck!)

LA.C.3.1. 1 - (PreK-2)The student uses speaking strategies effectively and speaks clearly and at a volume audible in large or small group settings.

LA.C.3.1. 3 & 4 - (PreK-2) The student uses eye contact and simple gestures to enhance delivery.

LA.E.2.1.1 - (PreK-2) The student uses personal perspective in responding to a work of literature as relating characters and simple events in a story or biography to people or events in his or her own life.

TH.D.1.1.1 (PreK-2) The student portrays imaginary sensory experiences through dramatic play.

Activity: “Things are not what they seem!”

Motivation: In a circle, pass around an everyday object such as a scarf. Let each student let the object “become” something else, demonstrating what it is by how the student uses it. The other students guess what it is and then the object is passed to the next person.

Activity: Using five everyday objects, create a short play or scene that includes all five objects as something they are not. For example, a pencil “becomes” a conductor’s baton.

TH.A.1.1.1 - (PreK -2) Creates imagined characters, relationships and environments, using basic acting skills (e.g., sensory recall, concentration, pantomime and vocal improvisations).

TH.B.1.3.1 -(6-8) The student collaborates with actors to refine original scripts and justify writing choices.

TH.B.1.2.1 - (3-5) The student knows how improvised dialogue and scenes are used to tell stories and create characters based on historical, literary, and everyday situations.

Advanced Activity: “Commercials”

Give each student a found object (something really accessible like a comb or shoe).

Tell them they are a sales person and they must sell this item to the class by improvising a short commercial. The object should not be what it appears *For example a shoe could be a “self-cleaning spaghetti bowl.”*

TH.B.1.2.1 - (3-5) The student knows how improvised dialogue and scenes are used to tell stories and create characters based on historical, literary, and everyday situations.



THEATRE VOCABULARY

PLAY	<i>A story written for the stage and the performance of that story.</i>
SET	<i>Where the play is performed.</i>
ACTORS	<i>The people who perform the play.</i>
SCRIPT	<i>The written story that is performed by the actors.</i>
CAST	<i>A collective term for the actors who perform the play.</i>
REHEARSAL	<i>Practice of the play.</i>
PROP	<i>Any object an actor holds in their hand.</i>
PERFORMANCE	<i>Acting out the script for an audience.</i>
AUDIENCE	<i>People who listen and watch the play.</i>
STAGE	<i>Where the play is performed.</i>
OFF STAGE	<i>Any area that is not in view of the audience.</i>
ON STAGE	<i>Any area that is in view of the audience.</i>
UPSTAGE	<i>On Stage direction indicating moving away from the audience.</i>
DOWNSTAGE	<i>Moving towards the audience.</i>
STAGE RIGHT/LEFT	<i>The actor's right or left when facing the audience.</i>
PERFORMANCE	<i>Acting out the play for the audience.</i>
APPLAUSE	<i>Audience clapping that says "thank you for a job well done."</i>
BOW	<i>Bending at the waist, an actor's thank you for applause.</i>
HORROR	<i>A type of story intended to cause intense fear.</i>
STORY	<i>An account of event or series of events. A Tale.</i>

ABOUT FANTASY THEATRE FACTORY

Fantasy Theatre Factory is a professional *touring* theatre created in New York in 1977, by Ed Allen and Mimi Schultz, performing artists and teachers. We present theatre for **family audiences**. Our **14** touring shows appeal to pre-school, elementary, family, adult and senior audiences. Our shows cover themes of: Children's Literature, Reading, Ecology, Social Service, Black history, Dance, English, and Music. We perform in rural and inner city schools, theatre, parks, hospitals, community centers, practically everywhere. In this manner, Fantasy Theatre Factory presents more than 400 Florida programs reaching over 150,000 people each year. Our mission is to make more quality theatre programs available to more people.



BIBLIOGRAPHY



DR. JEKYLL AND MR. HYDE Robert Lewis Stevenson

The story is adapted for stage from both the classic book and the movie. Dr. Henry Jekyll, frustrated by his inability to be both a good doctor and still have time for the fun in life, creates a split in his personality through the misuse of medicine and drugs. He creates Edward Hyde, a demon who terrorizes London.

This particular story was chosen for its drug-related theme. Jekyll resorts to drugs to solve his problems. Teachers may choose to discuss this story in their DRUG PREVENTION classes.

THE GHOST EYED TREE Bill Martin

A child remembers his fear of the night and the horrid oak tree that he calls, “the Ghost Eyed Tree”. What helps him through his fears is his relationship with his older sister and an old hat.

THE MONSTER AND THE TAYLOR Paul Galdone, 1982

A poor tailor agrees to sew pants for a king in a graveyard and is chased by a monster.

SCARY POEMS FOR ROTTEN KIDS Sean O’Huigin

Delightfully squeamish poems about monsters, children and other squiggly creatures. One story is titled “The Day the Mosquitoes Ate Sarah Jane.” The company will also use “The Munchies” and “The Pocket.” Excellent for creative writing and expressive reading skills.

THE GHOST IN THE MIRROR AND OTHER GHOST STORIES

By Jim Razzi 1990 A young boy learns a ghostly but goofy lesson about doing his own homework.

ADDITIONAL SCARY BOOKS

A BOOK OF GHOSTS AND GOBLINS. RUTH MANNING-SANDERS.

Twenty one stories from different lands with a variety of interest levels. Grades 2-6.

A GHOST NAMED FRED. NATHANIEL BENCHLEY. Grades 2-4

BARN DANCE. BILL MARTING JR.& JOHN ARCHAMBAULT. Grades K - 3.

GHOSTS AND GOBLINS. WILHELMINA HAPRPER. Grades 2 and up.

Collection of stories and poems from Japan, Germany, Spain and other countries.

MONSTERS, MONSTERS, MONSTERS. HELEN HOKE.

Selections from famous stories. Horror tales by H.P. Lovecraft, Arthur Conan Doyle, H.G. Wells, Ray Bradbury, Edgar Allen Poe. Grades 6 and up.

MONSTER TALES, VAMPIRES, WEREWOLVES AND THINGS.

Edited by ROGER ELWOOD. Grades 4-8.

MONSTER, GHOULS AND CREEPY CREATURES.

Selected by LEE BENNETT HOPKINS. Grades 4-8.

NIGHTLY NIGHTMARE. BUNNICULA. HOWLIDAY INN. and

THE CELERY STALKS AT MIDNIGHT. JAMES HOWE.

Four wonderful stories told from the perspective of animals. Grades 3-5.

SPOOKS AND SPIRITS AND SHADOWY SHAPES. EMMA BROCK.

A collection of shivery stories for children. Grades K-5

MORE SCARY STORIES TO TELL IN THE DARK. MORE SCARY STORIES TO TELL IN THE DARK. IN A DARK DARK ROOM.

Three books of scary stories retold by ALVIN SCHWARTZ. Grades K-3

THE HALLOWEEN TREE. RAY BRADBURY. Grades 7 and up.

THE LITTLE OLD LADY WHO WAS NOT AFRAID OF ANYTHING.

LINDA WILLIAMS. Grades K-3.

THE MYSTERIES OF HARRIS BURDICK.

CHRIS VAN ALLSBURG. Grades 2-7.

THE TEENY TINY WOMAN. BARBARA SEULLING.

An old English ghost tale.

THERE’S A NIGHTMARE IN MY CLOSET. MAERCER MAYER.

Grades K-3.

WITCHES WIT AND WEREWOLF. JEAN HARDENDORFF.

Eighteen stories of ghouls, witches and ghosts. Grades 4-7.



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LITTLE MONSTER TALES



teacher evaluation

sheet

Fantasy Theatre Factory is always evolving and growing, and we count on feedback from you, teachers, administrators, and students to help us move in directions where there is need. We would especially like to know which elements of the program were of value, interest, and significance to you and your students. What do your students remember most about the performance? Are there other books/stories that you would like to see offered through our In-school programs for future years? Please take a moment to fill in this evaluation sheet:

School _____ Grade Level _____

Name, Position _____

Your Comments:

Thank you for taking the time to fill out this form. On the following page, we have a letter to copy and hand out after the play. We welcome letters, essays, and drawings from your students. Please enclose them also and return to:



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We love fan mail! Let us know your favorite part and how much you enjoyed the show. You can even draw a picture. We cannot wait to hear from you!

Dear Fantasy Theatre Factory,

Your Friend,

School:

Teacher:

Show:

Date: