



Planet Earth, Inc.

This teacher guide is designed to provide both teachers and students with a more comprehensive understanding of theater and live performance.

Show Synopsis

Curriculum Connections

Program Objectives

Vocabulary Words

Internet Resources

Reading Recommendations

Grade Level Ideas &
Activities

Live Performance
Etiquette

Styles of Puppetry



Teacher Guide



Performance Specifics

Show Length: 45 minute show, includes behind the scenes demonstration

Audience: Pre-K thru 5th grade and families for audiences of up to 300

Technical Support: Lighting and sound support provided by the puppeteer

Staging Requirements: Requires indoor space at least 15ft square and close proximity to an electrical outlet.

Show Synopsis

PLANET EARTH, INC. is an inventive one-man show that combines hand puppets, magic tricks and **live** original songs for an innovative introduction to environmental concerns such as recycling, water waste, air pollution and rain-forest preservation.

Along the way, you'll meet a recovering water-hog named Homer D. Pig who warbles a country/western tune about the hazards of wasting water. Listen to a clever hip-hop/recycle rap song from a trashcan who's "fed-up" with folks not recycling. Then, there's a lively calypso tune called, "*The Pollution Solution*" as performed by an extraordinary talking houseplant named, Phil O'Dendron. Finally, the audience comes face-to-face with a displaced "wild" animal, an adorable ring-tailed lemur named Lenny.

So get ready for a rollicking good time and keep tapping your feet to the musical beat in this fun and fact-filled ecological revue.

Curriculum

Connections

Planet Earth Inc. includes content from these Common Core and Georgia Performance Learning Standards.

(click to view):

* [Language Arts](#)

* [Theatre](#)

* [Music](#)

* [Science](#)

PROGRAM OBJECTIVES

* Students will gain an understanding of live performance and puppetry arts.

* Students will learn about moving-mouth puppets and glove puppets

* Students will learn about the environmental concerns of recycling, air pollution, water waste, and rainforest preservation, by discovering everyday things we can all do to help save our natural resources.

Vocabulary Words

carbon dioxide- a heavy colorless odorless atmospheric gas.

landfill - a site where waste material has been buried

lemur-a primate with a long snout, large ears, and a long tail.

Rain forest - a thick evergreen tropical forest found in areas of heavy rainfall

& containing trees with broad leaves that form a continuous canopy

preservation -the guarding of something from danger, harm, or injury

conservation - the preservation, management, and care of natural and cultural resources

pollution- the act of polluting something, especially the natural environment

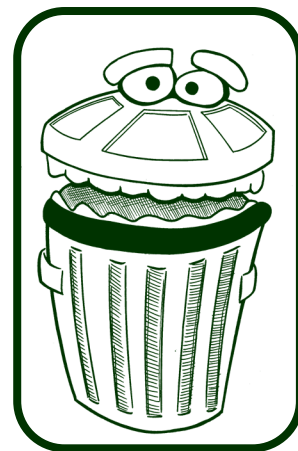
environment - all the external factors influencing the life and activities of people, plants, and animals

compost - a mixture of decayed plants and other organic matter used by gardeners for enriching soil

consumption - the use of natural resources or fuels, or the amount of resources or fuels used

oxygen- a colorless odorless gas that is the most abundant element and is essential for plant and animal respiration

salvage- to save used, damaged, or rejected goods for recycling or further use



Internet

Resources

<http://www.puppetguy.com>

Visit this site for more information about “That Puppet Guy” Lee Bryan and his many performances. Also, be sure to check out the “Glue & You” Puppet kits!

<http://plants.usda.gov/>

Have a question about plants? Find the answer at the U.S. Department of Agriculture Plants Database.

www.earthday.net

Ideas and information about Earth Day

<http://www.astc.org/exhibitions/rotten/rthome.htm>

A great site that explores how garbage affects our planet and how we can affect garbage.

www.planetark.com

A well constructed site dedicated to environmental news and education.

www.rainforesteducation.com

A comprehensive website with a multitude of resources for teaching and learning about Earth’s rainforests.



Fancy Nancy

Every Day is Earth Day

By Jane O’Connor

Nancy Drew and the Clue Crew #18

Earth Day Escapades

By Carolyn Keene

Why Should I Recycle?

By Mike Gordon

The Lorax

By Dr Seuss

Save our Planet—750 Ways You Can Help Clean Up The Earth

By Diane MacEachern

Michael Recycle

by Ellie Bethel & Alexandra Colombo

I Can Save the Earth! : One Little Monster Learns to Reduce, Reuse , and Recycle (Little Green Books)

by Alison Inches and Viviana Garofoli

The Adventures of a Plastic Bottle:

A Story About Recycling

By Alison Inches & Pete Whitehead

What’s It Like, Living Green?

By Jill Ammon Vanderwood

The Green Alphabet

A First Look at Ecology

By Donald Hurst & Allison Taylor

Where does Garbage Go?

By Paul Showers

The Dumpster Diver

By Janet Wong

The Three R’s

Reuse, Reduce, Recycle

By Nuria Roca

Reading

Recommendations



Preschool

- ◆ Click [here](#) to be directed to That Puppet Guy's website with learning extensions for this age group.

Kindergarten & First Grade

- ◆ Participate in *The Earth Day Groceries Project*. Go to <http://www.earthdaybags.org> for complete instructions on how students "borrow" bags from local grocery stores, decorate them with environmental themes and then return them to the store to be used on Earth Day.
- ◆ Create environment collages. Identify the difference between Earth friendly and unfriendly items. Have students cut pictures from magazines and then arrange and glue the "friendly" things on green paper and the "unfriendly" on gray paper. Display these collages in the classroom or school hallway.
- ◆ [Earth Friendly Equations - Less Than or Greater Than Practice](#) (page 8)

Second & Third Grade

- ◆ Build "Reuse-Recycle Robots". Provide students with an assortment of items that can be repurposed, such as paper towel tubes, soda or water bottles, packing peanuts, etc. Also provide glue, markers, tape and paint. Challenge the students to use as many of the items as they can to build a robot. When the robots are completed, display them around the school or at local businesses around town, so they can be used as a reminder of how important it is to reuse and recycle!
- ◆ Visit your local plant nursery and ask if they would provide a few cuttings from a hearty houseplant. As a class, talk about the importance of plants in our environment. Place the cuttings in a glass jar for 2-3 weeks. Check them every few days and discuss the progress as they sprout roots. After the cuttings have developed a thick ball of roots, set aside some class time to pot them.
- ◆ [Compost Collection Count - Pictograph](#) (page 9)

Fourth & Fifth Grade

- ◆ Have each of your students bring an item from home that would have been thrown away. Specify not to bring food or any other unwanted items. Collect items in a trash bag as the students enter the classroom the next morning. Weigh the trash bag with all of the "trash" in it. Record the weight. Empty the bag item by item and let the class decide whether the item could be recycled, reused, or placed in a landfill.
- ◆ Divide students into small discussion groups. Invite each group to brainstorm a list of three ways that a cardboard box, plastic milk carton, glass jar, wooden board, plastic bag and newspaper can be reused, instead of being thrown away. Share ideas as a whole class.
- ◆ As a class, decide which natural resources your school has a direct impact upon. Divide class into small groups, have each group develop a plan to help reduce the impact your school has on one of the identified resources. Instruct the groups that the plan must be simple to understand, easy to implement and include at least four different strategies to reduce.

LIVE PERFORMANCE

ETIQUETTE

Going to see a live performance is not like watching television or seeing a movie. The artists on stage can see and hear everything that the audience is doing. These performers have worked very hard to provide an enjoyable, entertaining show. Let them know through your actions that you appreciate this. Also, your behavior affects the experience of everyone around you. So respect the other audience members by following the few simple guidelines listed below.

Did you Know?

Stage performers tell each other to "break a leg" before a performance because superstition says that it is bad luck to wish a performer "good luck" before a show!



Thumbs Up !

- Arrive early
- Turn off phones, watch alarms & anything else that would disrupt the show
- Use the restroom before the show
- Applaud where appropriate, after a well-performed song or dance, and at the end of an Act or scene, Also at a curtain call when the performers are taking a bow
- Laugh or giggle politely where appropriate
- Watch closely and listen carefully

Thumbs Down!

- No photos or video
- Do not whisper, talk, sing or hum during the performance
- Do not eat or drink during the performance
- Do not put your feet on the seat in front of you
- Do not boo, heckle or shout during the performance
- Do not leave the theater until the actors have left the stage



STYLES OF PUPPETRY

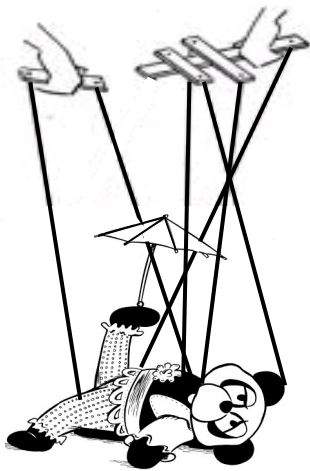
Body Puppets Body puppets are exactly what they sound like. They are larger-than-life and the puppeteer, or sometimes two, are actually inside the puppet. Body puppets can be very simple, like a large costume, or very sophisticated, employing video cameras and robotics. Sesame Street's Big Bird is probably the most recognized body puppet!



Hand Puppets Hand Puppets are puppets that cover the puppeteer's hand. They can either have a moving mouth or not. Hand puppets, or glove puppets as they are sometimes called, cover the puppeteer's hand so that the head is moved by the index finger and the arms moved by the thumb and middle finger. Hand puppets are part of Chinese puppet tradition.



Rod Puppets are puppets that are controlled entirely by control rods, or sticks. These rods are often attached to both hands with a third rod that is attached inside the head to allow the puppeteer to turn the head or move it up and down. While the puppeteer provides the voice, without a moving mouth much of the puppet's character is expressed through exaggerated movements and actions.



Marionettes (string puppets)

Marionettes are considered the most difficult of all puppets to master. They consist of a full-bodied character whose head, arms and legs are jointed to allow full movement. These are each connected by heavy thread to a cross-shaped controller (called an airplane) that is held in one hand by the puppeteer. By moving the airplane controller and using the free hand to manipulate individual threads, the

puppet can be made to walk, jump, dance, or run. The puppet is always controlled from above. Some stages even have bridges built across them to allow the puppeteer to move back and forth across the scene without ever being seen. A very famous marionette scene was in the movie *The Sound of Music*, in which Julie Andrews sang a song while marionette

Shadow Puppets When most people think of shadow puppets they picture making a simple bird or dog shadow on a wall with their hands. Actually, shadow puppets can be quite complex. Originating in Indonesia, shadow puppets are often made from dried animal skins which are cut out in very ornate patterns and shapes. Because shadow puppet shows are usually performed at night, they are often considered to be "adult" themed and not suitable for children to attend. Audience members may sit in front of the shadow screen to watch the show, or they may sit behind the screen and see the puppets in the bright light and not as shadows at all!



That Puppet Guy uses glove style hand puppets, rod puppets and moving-mouth hand puppets while performing Plant Earth Inc. These clever puppets will have everyone pitching in to save our planet!

Puppets Featured in Planet Earth, Inc.

About The Puppeteer



Celebrating 20 years, Lee Bryan "That Puppet Guy", specializes in exceptional school assemblies and extraordinary library programs. He strives to entertain the imaginations of the young *and* the young-at-heart with innovative puppets, original scripts and zany adaptations of classic tales. Lee's solo performances are often featured at the internationally acclaimed The Center for Puppetry Arts in Atlanta.

He is a two-time grant recipient from the prestigious Jim Henson Foundation, Inc. In 2003 he received a Project Grant which helped produce his original, found-object production of PINOCCHIO.

<http://www.hensonfoundation.org/index.php/grantawards/2000s/2003>

Then, in 2006 Lee received a Seed Grant to further his production of THE SUITCASE CIRCUS a/k/a "Le Cirque du Suitcase."

<http://www.hensonfoundation.org/index.php/grant-awards/2000s/2006>

Professional film credits include work with the Muppets® on the feature film, "[The Adventures of Elmo in Grouchland](#)." Recently, The National Academy of Television Arts and Sciences honored Lee with a Southeastern Regional Daytime Emmy® nomination for his work with Public Broadcasting on the award winning Spanish language series, ¡[SALSA!](#) Current video projects include the role of Hardy Heart for [The OrganWise Guys](#) and most recently the role of Captain Cruller to help celebrate Krispy Kreme's [TALK LIKE A PIRATE](#) promotion.

Professional puppetry affiliations include memberships with [UNIMA-USA](#), [The Puppeteers of America, Inc.](#), and [The Atlanta Puppetry Guild](#).



Curriculum Standards

For

Planet Earth

Language Arts – Common Core Standards

Literacy.RL.K.2 - With prompting and support, retell familiar stories, including key details.

Literacy.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message.

Literacy.RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Literacy.RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Literacy.RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Literacy.RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific detail in the text (e.g., how characters interact).

Theatre - Georgia Performance Learning Standards

TAES.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

TAES.11 - Engaging actively and appropriately as an audience member in theatre or other media experiences

Music - Georgia Performance Learning Standards

MGM.7 - Evaluating music and music performances

a. Evaluate musical performances of themselves and others.

b. Explain personal preferences for specific musical works using appropriate vocabulary.

Science - Georgia Performance Learning Standards

S3L2. - Students will recognize the effects of pollution and humans on the environment.

a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.

b. Identify ways to protect the environment.

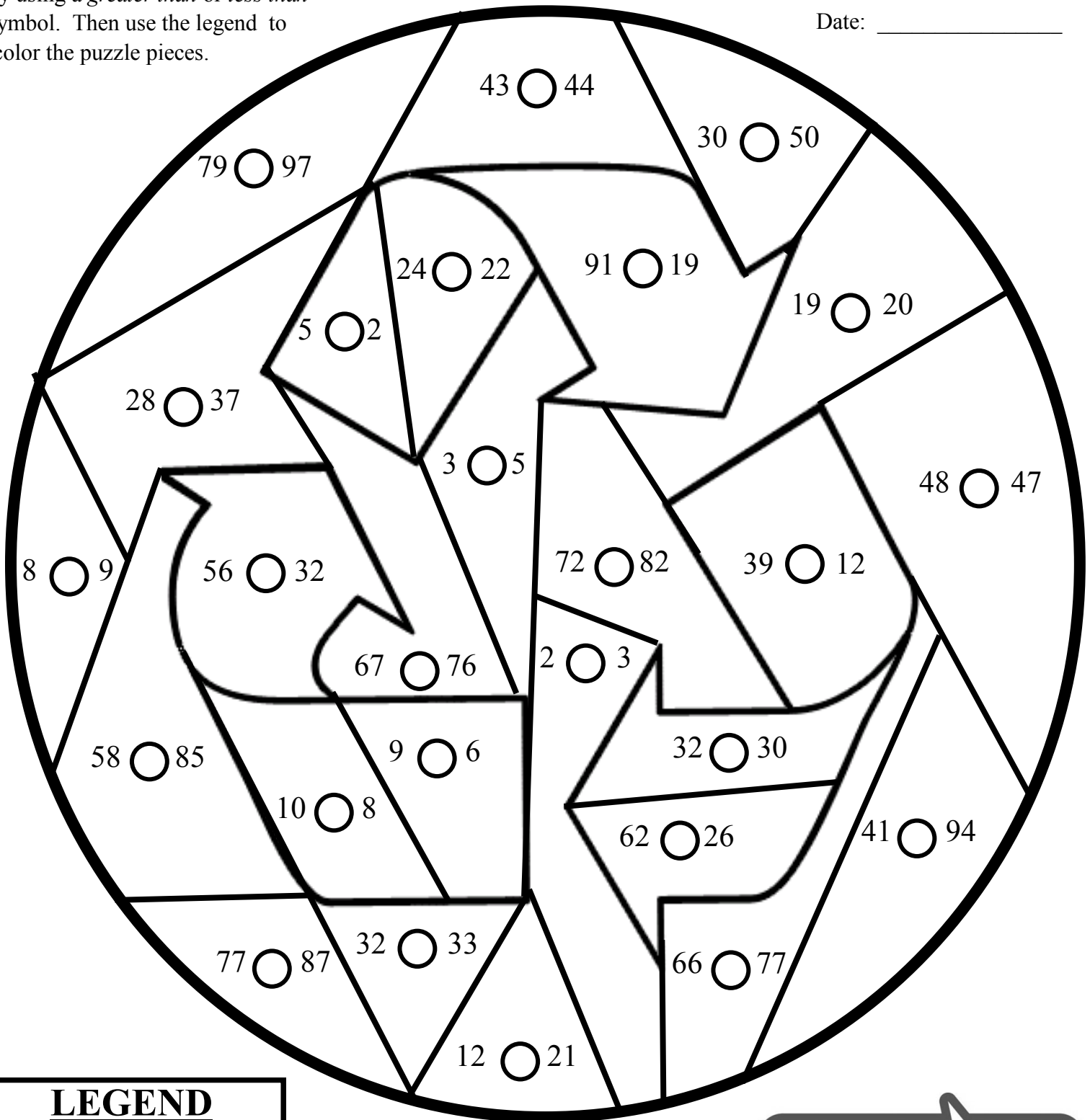
- Conservation of resources
- Recycling of materials

Earth Friendly Equations

Directions: Answer the equations by using a *greater than* or *less than* symbol. Then use the legend to color the puzzle pieces.

Name : _____

Date: _____



LEGEND

> = Green

< = Blue



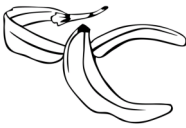
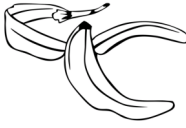
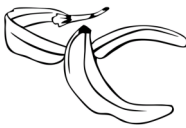














Compost

Name : _____

Date: _____

Collection Count

Using the graph below and the COMPOST KEY at the bottom of the page, answer the questions about the items that were added to the compost pile.

Banana Peels	  
Leaves	    
Egg Shells	    
Apple Cores	   

1. How many banana peels were composted? (Hint: Count by twos.) _____
2. How many egg shells were composted? _____
3. How many leaves were composted? _____
4. How many apple cores were composted? _____
5. How many more leaves were composted than eggs? _____
6. How many more apple cores were composted than banana peels? _____
7. How many different items were composted? _____
8. How many items were composted in all? _____

Compost Key



= 2



= 5



= 3



= 10

