

**An educators guide to...**

# Bananimagination

**A musical theatre show presented by**

**Shana Banana**

This program is presented as part of the Arts in Education Program, which is funded and jointly sponsored by the Hillsborough County School District and the Arts Council of Hillsborough County.

## **About the show!**

"Bananimagination" is the term Shana uses to describe the whimsical and wonderful world of creating good stories. Using well placed original songs; she introduces the elements of plot, excitement, mystery, silliness and-adventure. Children are entertained, kept moving and singing and are allowed to participate in the storyline and songs while gaining an awareness of the craft of storytelling and the importance of reading.

## **About the Artist!**

Shana "Banana" Smith integrates a unique combination of academic, musical, and early childhood education experiences to create the music, subject materials, and spirit of "Shana Banana". Shana graduated from Eckerd College with high honors in 1988, with a Bachelor's degree in Marine Science and minors in Literature and Japanese. In 1992, she obtained both her Masters degree and Ph.D. candidacy in Marine Science, but in 1993 decided to explore her creative callings in singing and songwriting. By 1995, on the grounds of her mother's preschool, she discovered the incredible joy of writing songs for children. She used the preschool and her mother's early childhood expertise to develop into a full-time children's entertainer who now performs in great demand across the country. Above all, Shana's ability to perform with energy and exuberance seems to attract children the most, such that they have fun while learning. She has appeared at many performing arts centers, folk festivals, schools, bookstores, libraries, and universities nationwide. Her first CD, "Music and Fun for Kids," won Parents' Choice and NAPPA Awards, and she was recently nominated Children's and Family Entertainer of the Year by the National Association of Campus Activities

## **The Role of the Audience:**

- The audience is an important part of the performance. You help the performers by imagining and participating with them.
- A live performance is not like watching TV at home or a movie in a movie theater. The performer is in the same room as you so they can see & hear the audience and interact with you! Laugh when you think something is funny. Answer if they ask you a question. Sing a long if you know the song! Clap at the end of the show!
- There are no commercials, no eating, no lying down or running around.
- When you enter the theater or performance area, enter quietly & listen for instructions.
- Should you talk to your friends and neighbors during the show? NO! You don't want to disturb other members of the audience & the performer needs you to watch & listen quietly.
- At the end of the show always remain seated and listen for instructions on how to leave the theater.

### Standards for Theatre Etiquette

TH.K.S.1.1-Demonstrate appropriate audience behavior at a live performance.

TH.1.S.1.1-Exhibit appropriate audience etiquette and response.

TH.2.S.1.1-Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.S.1.1-Demonstrate effective audience etiquette and constructive criticism for a live performance.

## **Activities before the Show:**

- Teach Story Elements- show children how to recognize the elements that make a good story: plot, excitement, interest, mystery, silliness, adventure by reading the story of "Black Beetle."
  1. Ask the children to identify the basic plot of the story and where the above elements occur in the story.
  2. Discuss the story with the children and ask what they liked or didn't like about the story and what elements made them feel that way.
  3. Ask the children to create a continuation of the story. For example: What happened to Boris? Did he escape from the crow and learn his lesson, or become part of the food chain? Did Black Beetle and Brenda go looking for Boris because they were worried about him? Was Black Beetle's mom worried? Etc.
- Create a story by forming a circle and letting each student take their turn to add to the story. The teacher may start or choose a student to begin the story.
- Find an interesting photo and have students create stories based on the photo.
- Have students create an \*aunt or uncle\* and using their imaginations tell the story of what this \*imaginary relative\* did for a living. Was he or she a pirate?
- Using their imaginations have students create a fantastic adventure about their favorite animal.

Standards:

LAFS.K.RI.1.1 – With prompting and support, ask and answer questions about key details in a text.

LAFS.K.RI.1.2 – With prompting and support, identify the main topic and retell key details of a text.

LAFS.1.RI.1.1- Ask and answer questions about key details in a text.

LAFS.1.RI.1.2- Identify the main topic and retell key details of a text.

LAFS.1.RL.1.3- Describe characters, settings, and major events in a story, using key details.

LAFS.1.SL.1.1- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LAFS.1.W.1.1- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

LAFS.1.W.1.2- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

LAFS.2.RI.1.1- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.2.SL.1.1- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LAFS.2.W.1.1- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LAFS.3.RI.1.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RI.1.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.

LAFS.3.RI.2.6- Distinguish their own point of view from that of the author of a text.

LAFS.3.SL.1.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.3.W.1.1- Write opinion pieces on topics or texts, supporting a point of view with reasons.

LAFS.3.W.1.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

# BLACK BEETLE

by Shana Banana Smith

c. 1999



This is a story about a little black beetle that lived in a tree with his mom. But Black Beetle was a very sad beetle, because there was a big bully beetle named Boris who used to tease him all the time. You *see*, Boris had colors and polka dots and stripes all over, but Black Beetle was a plain beetle without colors or polka dots or stripes. Black Beetle's mom wanted to make him feel better, so she sang him a very special song:

"Black Beetle, Black Beetle  
Whatcha doing feeling so blue  
Black Beetle, Black Beetle  
I wouldn't be sad if I were you  
Because it doesn't matter if you're black or brown  
Or if you have colors all around  
What matters is that you're beautiful just the way that you are."

Black Beetle said: "I appreciate that mom, but YOU don't have Boris the bully beetle teasing YOU all the time because you're just a plain old beetle and don't have colors or polka-dots or stripes! Thanks anyway. About that time, Black Beetle's best friend Brenda came over and said: "C'mon, Black Beetle, let's go out and play!" Black Beetle said: "I don't feel like going out there, because Boris is going to tease me." Brenda looked at Black Beetle's mom, and then they both started singing that very same special song.

(Sing the special song)

Black Beetle thought about it, and finally decided to go out and play. He had a great time too, since Brenda and his other buddies were there, until...can you guess who showed up? BORIS! He started teasing Black Beetle, saying, "Look at that ugly old Black Beetle. He doesn't have beautiful colors and stripes and polka-dots like me. Everybody look at me! But don't pay any attention to that ugly old Black Beetle." All of a sudden, a big crow came swooping down! He saw all of Boris's bright colors and picked him right up and carried him away! You know, that crow didn't even *see* Black Beetle because of the very thing that Boris was teasing him about. He was CAMOUFLAGED. That's when all of the other beetles realized that you should never tease anybody because of what they look like, right? Right!

(Sing the special song)



# THE THEATRE ETIQUETTE SONG

By Shana Banana

c.2004

Welcome . . .it's good to see you  
and remember. I CAN see you!  
I am not a movie or a DVD  
I can see and hear you, like you can see and hear me. . .so please . . .

Don't talk out loud don't shout or cry  
Don't fall asleep or let out a sigh  
Don't fidget or talk on the phone  
And please . . .don't pick your nose . . .your nose . . . . your NOOOOOOS E!

Because we're at the theatre, the thee-aa-teeer  
We hope you enjoy the show!

The curtain's about to open up  
We want you to have lots of fun  
The light's will go down; don't make a sound  
Let's be the best audience we can be . . . .so please . . .

Don't chew gum or play GameBoy  
Don't tear apart a small stuffed toy  
Don't stand up and strike a pose  
And please . . .don't pick your toes . . .your nose . . .your TOOEEEESS !

Because we're at the theatre, the thee-aa---teeer  
We hope you enjoy the show!  
Welcome . . .enjoy the shooooow!  
It's show time!!!

## Activities after the show:

- **Careful listening:** By paying close attention to the show, students may discover the answers to these questions.
  1. What animal was the "King of the world in a time before"? *Dinosaur*
  2. Let's go bananas, underneath the what? *Sun*
  3. Let's all go where so we can read some books? *The library*
  4. Where were Hal and Henson walking? *Down the road*
  5. The Turkey Shot Out of the what? *Oven*
  6. Hal and Henson were two dogs having what? *Some Fun*
  7. It's an Ooga Booga night, when what come out to play? *The ghosts*
  8. The Indian song was about what big animal? *Alligator*
  9. Where does little kernel of popcorn sit? *On the stove*
  10. In what four directions did Pirate Scooterdo go? *North, South, East, West*
  11. Why did Pirate Scooterdo sail in the four directions? *To find books to read*
  12. You can say goodbye like what in a tree? *Monkey*

### Standards:

LAFS.K.SL.1.2 – Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LAFS.1.SL.1.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LAFS.2.SL.1.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.3.SL.1.3- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- **Memory game:** The words to several songs are included. Can you remember the tune of the song?

### Standards:

MU.K.S.2.1-Sing or play songs from memory.

MU.1. S.2.1- Sing or play songs, which may include changes in verses or repeats, from memory.

MU.2. S.2.1- Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.

- **Courtesy Letters:** Ask your students to write letters to Shana. What did they like about the show? What was their favorite song? Why?

### Standards:

LAFS.K12. W.1.2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- **Creativity:**

1. Using the song "Big, Small, Short, Tall" – cut out pictures of different size objects, animals or people and glue them on one page. Discuss the contrast of sizes.
2. Using small paper bags and crayons have the children create and decorate their own "dog" hand puppet.
3. To make her story more interesting Shana added excitement, mystery and silliness. Have children share stories of one exciting adventure, one silly thing and one mysterious happening. Expand the stories into pictures.
4. Color the pirate ship included. Read books about famous Pirates.
5. Create stories with rhyming words using the attached work sheet.
6. Create your very own storybook character using the attached worksheet.

Standards:

VA.K.S.3.1-Develop skills and techniques to create with two and/or three dimensional media.

VA.1.H.2.2- Identify objects of art that are used every day for utilitarian purposes.

VA.1. F.1.1- Use various art media and real or imaginary choices to create artwork.

VA.1. S.2.1- Practice correct use of tools with various art media, techniques, and processes.

VA.1. S.3.1- Practice skills and techniques to create with two- and/or three-dimensional media.

VA.3. S.3.1- Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.

LAFS.K.SL.1.1- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LAFS.1.SL.1.1- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LAFS.2.SL.1.1- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LAFS.3.SL.1.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.2.RL.2.4- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

LAFS.3. W.1.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



## LET'S GO BANANAS!

by Shana Banana Smith

c. 2000

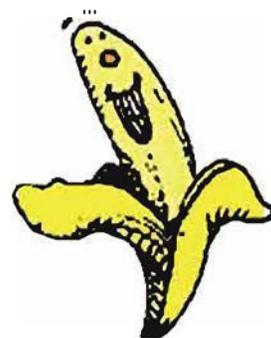
Let's go bananas, underneath the sun  
Let's go bananas, we'll have bunches of fun  
Now when you go bananas, you can sit or stand or kneel  
Either way, you know today is gonna have great a-PEEL!

Let's go bananas, underneath the sun  
Let's go bananas, we'll have bunches of fun  
Now things might get kind of slippery  
and you might even feel like going ape  
but if you all can act like monkeys

Everything will turn out great!

OOH OOH AAH AAH OOH OOH AAH AAH

Let's go bananas, underneath the sun  
Let's go bananas, we'll have bunches of fun  
Yea we'll have bunches and bunches, I have a few hunches  
It's better than school lunches, gotta do some stomach crunches  
Let's go bananas, we'll have bunches of fun!



## THE POPCORN SONG

By Shana Banana Smith and Deborah Townsend

c. 1998

Well I'm a little kernel of popcorn  
And I'm sitting here on the stove  
Yes I'm a little kernel of popcorn  
And I'm starting to feel warm  
Yes I'm a little kernel of popcorn  
And I'm starting to feel hot

I'm a kernel of popcorn and I'm ready now to POP!  
POP POP



# HAL AND HENSON

by Shana Banana Smith

c.2000

*Hal* and Henson were walking down the road  
Walking down the road, walking down the road  
*Hal* and Henson were walking down the road  
Two dogs having some fun

*Hal* said: ARF ARF ARF! Henson, whattaya want to do?  
Henson said: ARF ARF ARF! I dunno *Hal*, how 'bout you?  
*Hal* said: ARF ARF ARF! Let's go find a bone!  
Henson said: ARF ARF ARF! Well, okey dokey do!

So *Hal* and Henson went out to find a bone,  
Out to find a bone, out to find a bone  
*Hal* and Henson went out to find a bone  
Two dogs having some fun

*Hal* said: ARF ARF ARF! Here's a nice big bone!  
Henson said: ARF ARF ARF! Yea, that's a good one!  
*Hal* said: ARF ARF ARF! Let's go bury the bone!  
Henson said: ARF ARF ARF! Well, okey dokey do!

So *Hal* and Henson they buried the bone,  
Buried the bone, buried the bone  
*Hal* and Henson they buried the bone  
Two dogs having some fun

*Hal* said: ARF ARF ARF! Gee Henson, I'm tired!  
Henson said: ARF ARF ARF! Yea, me too!  
*Hal* said: ARF ARF ARF! Let's go on home!  
Henson said: ARF ARF ARF! Well, okey dokey do!

So *Hal* and Henson, they went back home  
Went back home, went back home  
*Hal* and Henson, they went back home  
Two dogs having some fun ARF ARF ARF!  
Two dogs having some fun ARF ARF ARF!  
Two dogs having some fun ARF ARF ARF!



# PIRATE SCOOTERDOO

by Shana Banana Smith

c. 2000

There once was a pirate brave & strong who sailed the high high seas  
His name was Pirate Scooterdoe and he really loved to read  
He sailed to the east, he sailed to the west  
He sailed to the north, he sailed to the south  
For out there where the boat did sway, he could read his books the whole long day.

Yo-ho, yo-ho Pirate Scooterdoe RRRRR  
Yo-ho, yo-ho Pirate Scooterdoe RRRRR

Now Scooterdoe wasn't ordinary, and he wasn't mean and fierce  
For on the sea his favorite thing was reading lots of books  
He sailed to the east, he sailed to the west  
He sailed to the north, he sailed to the south  
For out there where the boat did sway, he could read his books the whole long day.

Yo-ho, yo-ho Pirate Scooterdoe RRRRR  
Yo-ho, yo-ho Pirate Scooterdoe RRRRR

One day there came a great monsoon which swept him out to sea  
He landed on the steps of a great library  
He looked to the east, he looked to the west  
He looked to the north, he looked to the south  
For out there where the books did lay, he could read his books the whole long day.

Yo-ho, yo-ho Pirate Scooterdoe RRRRR  
Yo-ho, yo-ho Pirate Scooterdoe RRRRR  
Yo-ho, yo-ho Pirate Scooterdoe RRRRR  
Yo-ho, yo-ho Pirate Scooterdoe RRRRR





# Creating Stories with Rhyming Words

Read the words under the pictures in each group aloud. Make up a story using one the following groups of words.

1.

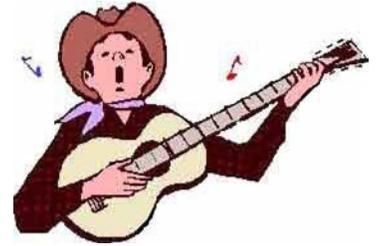


SWING



SPRING

*t*



SING

2.



DOG



FROG



HOG

3.



CAT



BAT

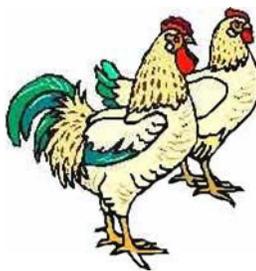


SPLAT

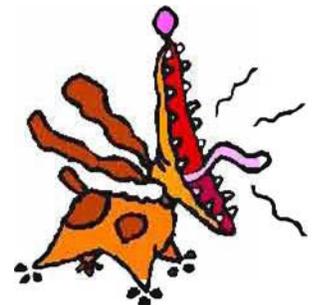
4.



OWL



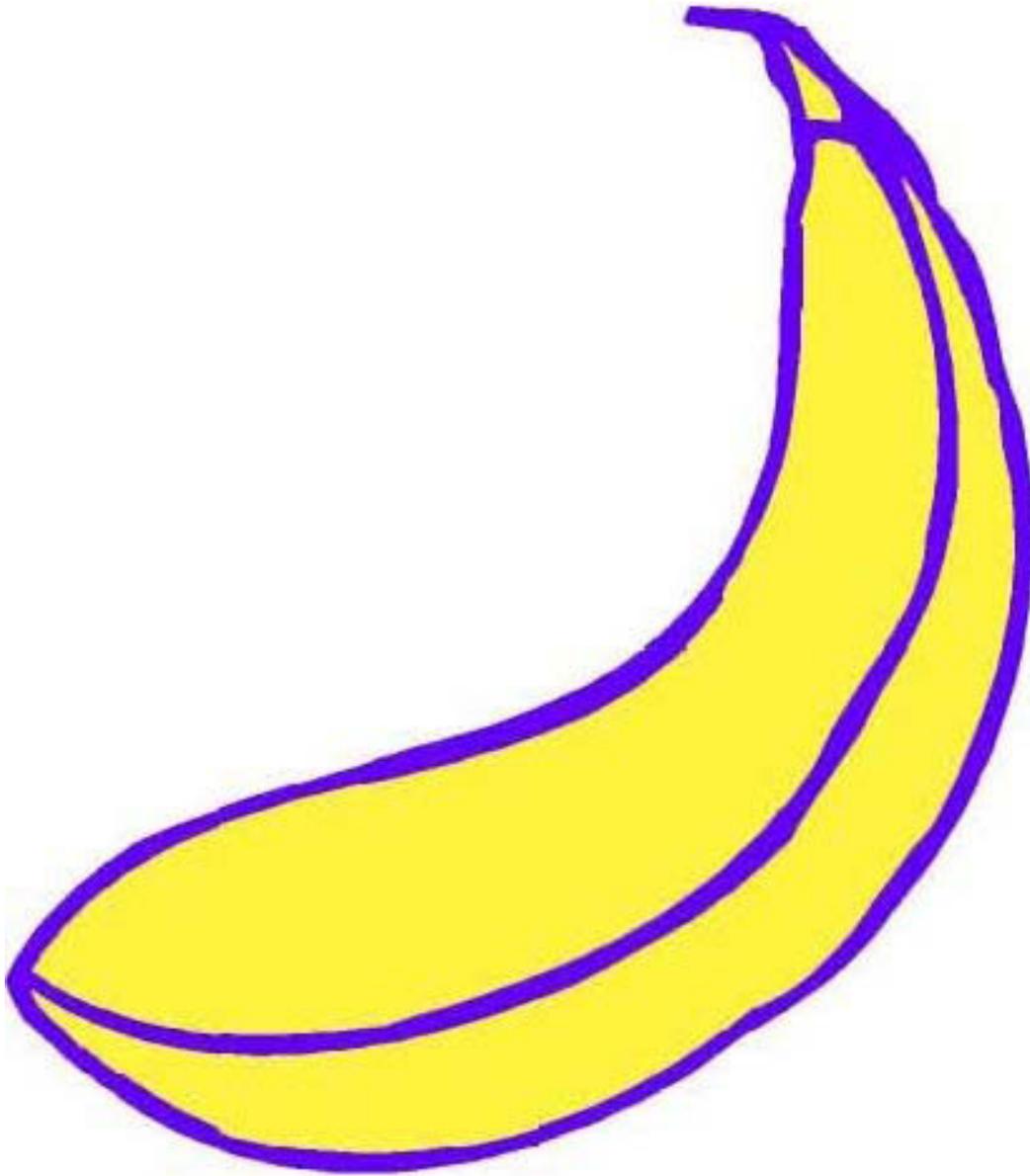
FOWL



HOWL

## Creating a Storybook Character

Use the banana below to create your character. Add eyes, ears, a nose, a mouth and anything else you want to make your character. Don't forget to give him or her a name!



What is your banana character's name?

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## Bibliography:

- <http://www.childrenslit.com/> - What's New at Children's Literature
- [101 Language Games for Children: Fun and Learning With Words, Stories and Poems](#) by Paul Rooyackers
- [The 20th-Century Children's Book Treasury: Picture Books and Stories to Read Aloud](#) by Janet Schulman
- [Art & Creative Development for Young Children](#) by Robert Schirrmacher
- [101 More Drama Games for Children: New Fun and Learning With Acting and Make-Believe](#) by Paul Rooyackers
- [101 Music Games for Children: Fun and Learning With Rhythm and Song](#) by Ger Storms
- [Imaginazy Companions and the Children Who Create Them](#) by Marjorie Taylor
- [101 Drama Games for Children: Fun and Learning With Acting and Make-Believe](#) by Paul Rooyackers
- [Wordplay: Fun games for Building Reading and Writing Skills in Children With Learning Difficulties](#) by Lori Goodman
- [Wild About Books](#) by Judy Sierra
- [The Universe Is My Home: A Children's Adventure Story](#) by Bill Fletcher
- [Adventures of Tom Sawyer \(Children's Classics\)](#) by MARK TWAIN
- [Telling Stories: An Anthology for Writers](#) by Joyce Carol Oates

