

Center for Puppetry Arts® Study Guide



Stellaluna

By Tears of Joy Theatre of Portland, OR
Based on the book by Janell Cannon

May 25 - June 6, 2010

Performances Tuesday - Sunday

Call 404.873.3391 to book your group



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A note from our Education Director

Dear Educator,

Welcome to the Center for Puppetry Arts and Tears of Joy Theatre's production of *Stellaluna* based on the book by Janell Cannon. Founded in 1978, the Center is a cherished cultural and educational resource in Atlanta. We value your patronage and are delighted that you have chosen us as a teaching resource. Your students are in for a big treat!

This study guide was designed to enhance student learning before and after your visit to the Center for Puppetry Arts. *Stellaluna* is a beautiful fable about finding your true self brought to life through the magic of puppetry. This cleverly adapted show is the perfect accompaniment to a thematic unit on bats, mammals, nocturnal animals, or contemporary children's literature.

All three areas of programming at the Center for Puppetry Arts (performance, puppet-making workshops and Museum) meet Georgia Performance Standards (GPS) and Georgia Bright From the Start Pre-K Program Standards. To access the GA Performance Standards that have been correlated to each programming area according to grade level, click the links below:

[Stellaluna, P-K & K](#)
[Stellaluna, Grade 1](#)
[Stellaluna, Grade 2](#)
[Stellaluna, Grade 3](#)
[Stellaluna, Grade 4](#)
[Stellaluna, Grade 5](#)

To access a complete list of GA Performance Standards for all grades and subjects, please visit <http://www.georgiastandards.org/>.

Thank you for choosing the Center for Puppetry Arts for your study trip. We hope that your students' experience here will live on in their memories for many years to come.

Sincerely,

Alan Louis
Director of Museum and Education Programs

About the Author

Artist and writer Janell Cannon was born November 3, 1957. She always loved animals, especially creatures that tend to make people uncomfortable. Ms. Cannon noticed that certain animals like bats, spiders and snakes are often feared and therefore misunderstood or neglected. While conducting research about bats, she found only two books on the subject, both out of print. She decided it was time to make her own story about these wonderful creatures. Janell created *Stellaluna* in hopes that she would transform young people's fear of bats into informed affection. "Fruit bats don't drink blood and won't get caught in your hair. I hope to show them in a positive light so that they might be given more respect," she says. The artist and writer also wanted to touch readers with a story about a friendship shared by two different kinds of creatures, a bat and three baby birds. Ms. Cannon works from her home/studio in southern California, which she shares with a cat and a parrot.



Photo by Cathy Cannon

Janell Cannon, author of *Stellaluna*

Synopsis

Stellaluna, the enchanting story of a baby fruit bat who falls into a bird's nest, is adapted from the beloved book by Janell Cannon. Poor Stellaluna tries to adapt to her new home but finds herself the odd one out, hanging by her feet and disgusted by those bugs Mother Bird brings home for dinner. What a relief to discover she is a bat! This story can be seen as a parable about children struggling to adapt to unfamiliar situations.

Style of Puppetry

Stellaluna is performed by 2 skilled puppeteers who manipulate all of the puppets in the show and perform all of the characters' voices live. Each puppeteer wears a cordless microphone to amplify her voice. Dressed in black from head to toe, the puppeteers move freely about the stage often in full view of the audience.

Appropriate puppet manipulation is essential to a successful puppet show. Puppet builders often study the way real animals move in order to capture the essence of that movement on the puppet stage. For the bat puppets in *Stellaluna*, the puppet builders created kite-like puppets that soar and dive like real bats. The puppeteers also use soft sculpted rod puppets that have small sticks called control rods that are attached to different parts of a puppet's body. By gripping a control rod and turning it, the puppeteer can make a puppet turn its head to focus its attention in any direction, flap its wings, fly and hang upside down.

About the Company

Founded in 1971, Tears of Joy Theatre of Portland, Oregon, is recognized as one of the nation's outstanding puppet companies, with three of the theatre's productions having received UNIMA-USA's Citation of Excellence in the Art of Puppetry, American puppetry's highest honor. The company has also received a Washington State Governor's Arts Award and a Young Audiences Sunburst Award for exemplary commitment to arts in education. Tears of Joy tours to schools and theaters throughout the U.S., performing for over 200,000 people each year. The theatre is also a resident company at the Portland Center for the Performing Arts.

Bibliography

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Internet Resources

<http://kids.nationalgeographic.com/Stories/AnimalsNature/Bat-cave>

Check out National Geographic's *Amazing Bats of Bracken Cave* to learn about the famous Mexican Free-tailed Bats of Austin, Texas.

<http://www.bellingen.com/flyingfoxes/index.htm>

Learn about Flying Foxes on Bellingin Island, Australia.

<http://www.batcon.org/>

Visit Bat Conservation International online for a wealth of information about bats.

www.batworld.org

Explore a wealth of information about bats at Bat World!

<http://www.eparks.org/pdf/batbox.pdf>

Learn how to build a bat box courtesy of Mammoth National Cave.

http://ngm.nationalgeographic.com/ngm/0204/feature7/online_extra.html

Experts are debunking myths about bats in this enlightening online article.

<http://www.bats4kids.org/>

There are bats, bats everywhere at Bats4Kids.org.

<http://www.homeschoolshare.com/stellaluna.php>

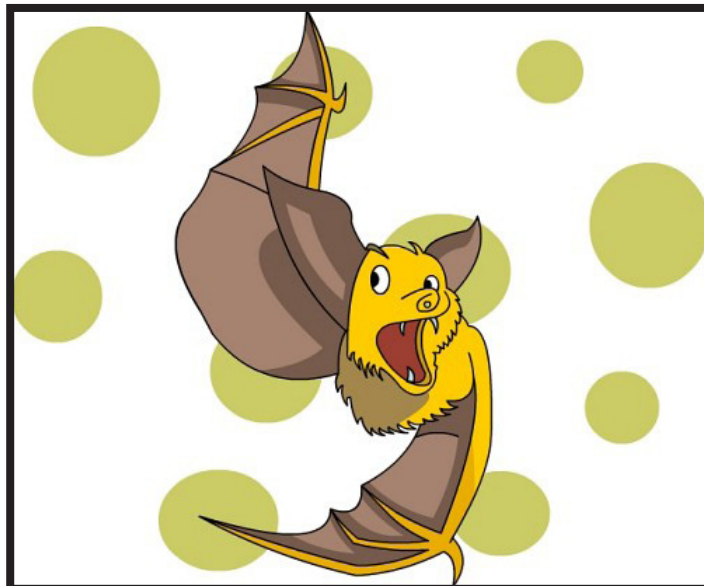
Check out Home School Share.com for *Stellaluna* learning activity ideas.

<http://www.batconservation.org/content/BatZone.html>

Explore the Bat Zone at Cranbrook Institute of Science, Bloomfield Hills, MI.

<http://www.enchantedlearning.com/subjects/mammals/bat/label/external/>

Label the external parts of a bat on this printable diagram.



Learning Activities

P-K & K: Comparing Bats and Birds

Georgia Bright from the Start Pre-K Content Standards covered: Language and Literacy Development, LD 3 a (increases vocabulary through everyday communication); Scientific Development, SD 2 a (observes, explores and describes a wide variety of plants and animals). **Georgia Performance Standards covered:** Kindergarten, ELAKLSVI e,f ; SKL1 b; SKL2 a.

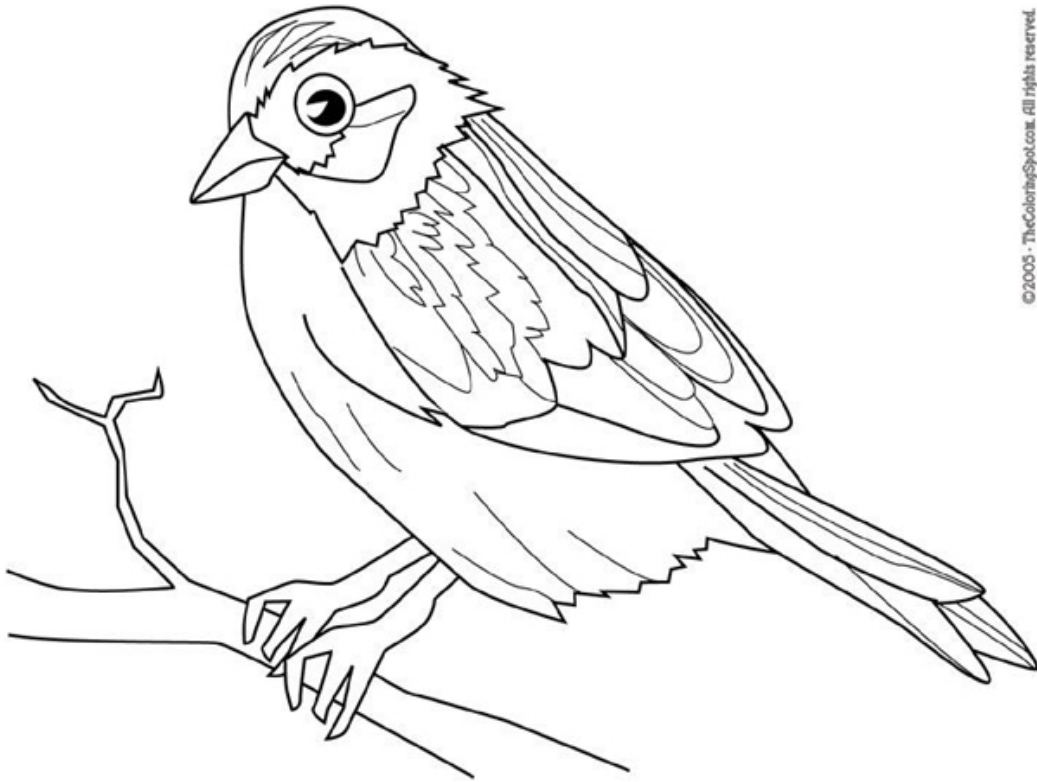
Objective: Students will compare and contrast a bat and bird (using pictures set side by side), giving examples of how they are alike and different. Students will then color their pictures.

Materials: Bat and bird coloring sheets from this study guide (courtesy of www.thecoloringspot.com), crayons, chart paper, markers.

Procedure:

1. After attending a performance of *Stellaluna* at the Center for Puppetry Arts, reproduce the bat and bird coloring sheets so that every student has one.
2. Distribute bat and bird coloring sheets to the class. Ask students to compare them.
3. On the board or on a piece of chart paper, draw two overlapping circles (a Venn diagram). Label one circle “bats” and the other circle “birds.” Label the part where the circles overlap “both.”
4. First ask students to give as many examples as they can of how they are different (one is a mammal, one lays eggs, one hangs upside down, one has feathers, one has fur, one is nocturnal). List each animal’s unique qualities under their names on the diagram.
5. Then ask students to give as many examples as they can of how they are alike (both have wings, both have eyes, both can fly, both eat insects). List the similarities that the birds share in the space where the circles overlap labeled “both.”
6. When they are done comparing the two animals, ask students to color their sheets.

Assessment: Monitor student responses for accuracy. After a few weeks have passed, ask students to recall the similarities and differences between bats and birds. Repeat this activity with different animals so that students become accustomed to comparing and contrasting.



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Learning Activities

1st & 2nd Grade: Bat Math: Comparing Values

Georgia Performance Standards covered: Grade 1, Mathematics, Number and Operations, MINI c; Grade 2, Mathematics, Number and Operations, M2N5 a.

Objective: Students will compare two sets and determine if the value of the first set is less than, greater than, or equal to the value of the second set.

Materials: Student handouts from this study guide, pencils.

Procedure:

1. Review the signs for less than $<$, greater than $>$ and equal to $=$, with your students.
2. Have students create sets that are equal and unequal using math manipulatives.
3. Distribute student handouts. Ask students to compare the sets of bats to determine if the first set is less than, greater than, or equal to the second set. Ask students to write the correct sign in the blank for each set.

Assessment: Check students' work for accuracy.



Photo by Nancy Aldrich

Puppets from Stلالuna

Comparing Values

Directions: Compare each set of bats. Are the sets equal or unequal? Fill in each blank with a $<$, $>$ or $=$ sign.

1.





2.





3.





Learning Activities

3rd & 4th Grade: Research Your Favorite Type of Bat

Georgia Performance Standards covered: Grade 3, English/Language Arts (ELA), Writing, ELA3W1. Grade 4, Language Arts, Written Communication (Reading): 13, 16, 17, 21; (Writing): 39, 40, 41. Social Studies, Core Social Studies Skills (Information Processing): 24, 25, 26, 36. **Georgia Performance Standards covered: Grade 4**, English/Language Arts (ELA), Writing, ELA4W2.

Objective: Students will select a type of bat to research and then write a report on their findings.

Materials: Paper, pencils, computers with Internet access, access to school media center and/or public library.

Procedure:

1. Prewriting. Teacher should guide students through a brainstorming session to list different types of bats such as Mexican Long-tongued Bat, Spotted Bat, California Leaf-nosed Bat, Red Bat, Yuma Bat, Cave Bat, Big-Eared Bat, Brown Bat, Fruit Bat, etc.
2. Research. Ask each student to select a type of bat that they would like to learn more about. Once they have chosen a bat to research, they should locate books, encyclopedias, digital media and websites on the Internet to gather information about their species. They may also conduct an interview with a chiroptologist in person, email or by telephone.
3. Drafting. Students should use research finding to complete the first draft. Ask students to address the following points:
 - How did your bat get its name?
 - Describe your bat's appearance.
 - How much does your bat weigh?
 - What is the width of your bat's wingspan?
 - How long is your bat's body?
 - In what part of the world is your bat found?
 - In what sort of habitat does your bat live?
 - What foods make up your bat's diet?
 - Is your bat on the endangered species list?
4. Revising and editing. Have students prepare a first draft of their report for editing.
5. Publishing. Final drafts should be presented before the class.

Assessment: Check student work for completeness. Quiz students on questions from the reading after a few weeks have passed to see if they have retained the information given in the informational paragraph.

Learning Activities

5th & 6th Grade: Anatomy of a Bat

Georgia Performance Standards covered: Grade 5, Science, Life Science S5LI a; Grade 6, Science, Habits of the Mind S6CS5 b.

Objective: Students will identify and label the external parts of a bat on a diagram.

Materials: Student handouts from this study guide, and pencils or pens. Students may use a reference book or the internet if necessary.

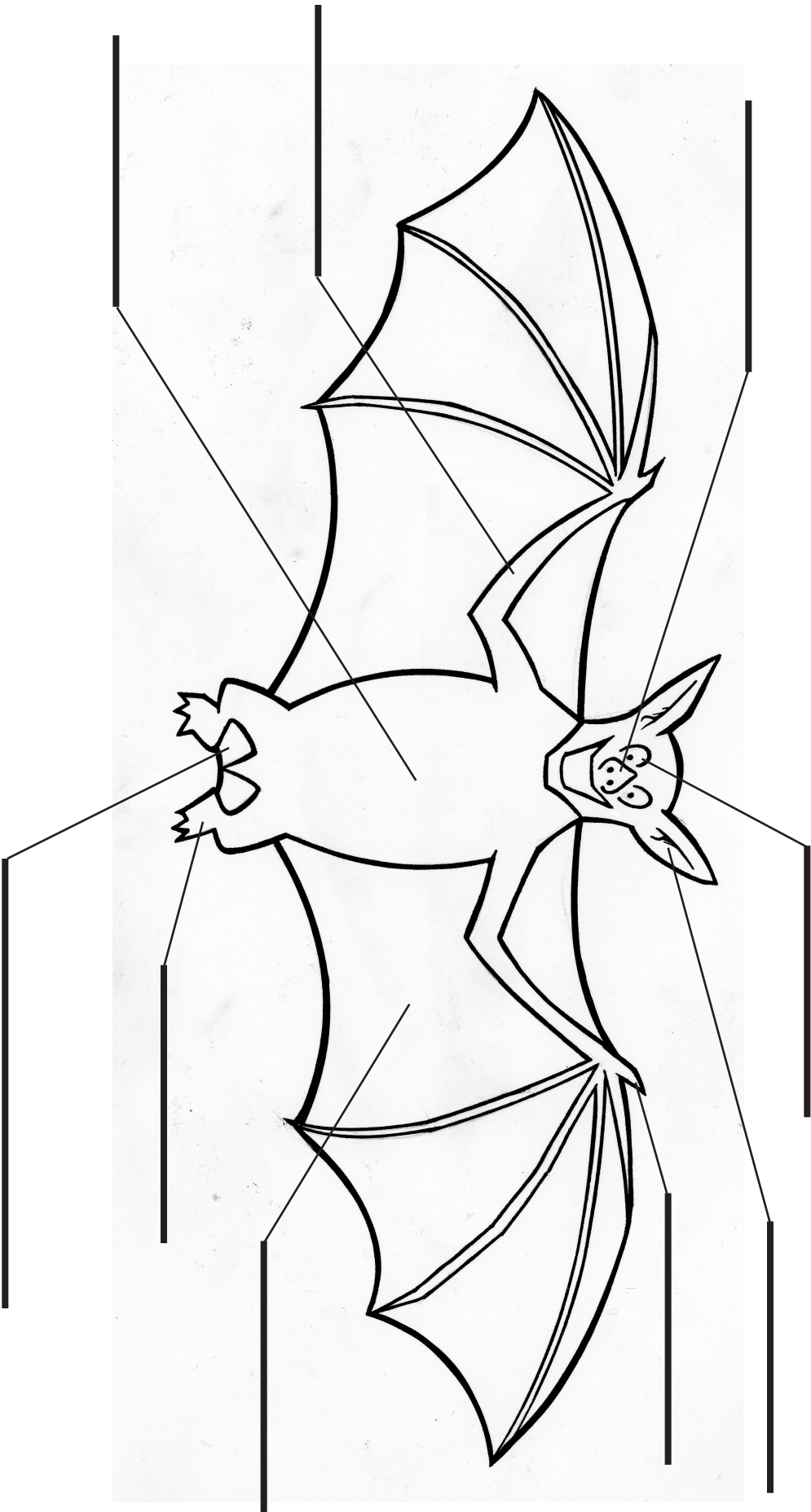
Procedure:

- I. Distribute bat anatomy sheets to students. Ask students to label the following 9 parts of a bat on their sheets:
 - body – a bat’s body is covered with fur.
 - ears – bats have large ears and excellent hearing. Carnivorous bats have larger ears than herbivorous bats. Carnivorous bats have echolocation abilities.
 - arm bones – a bat’s arms consist of an upper arm (humerus) and a forearm (with a radius and reduced ulna) with an elbow between them.
 - eyes – bats have good eyesight. They can see very well in the dark.
 - five-toed feet – bats have two, five-toed feet and short legs with knees. Bats sleep upside down, hanging by the claws on their toes.
 - nose – most bats have a good sense of smell.
 - thumb – a bat’s clawed thumb is very short (unlike the other four fingers which are very long).
 - uropatagium – is the flap of skin between a bat’s hind legs and the tail.
 - wings – bats have large wings supported by their arm and finger bones. The wings are covered with leathery skin called the patagium. A bat’s wings are powered by large muscles in the body. Bats are the only flying mammal.

Assessment: Check student’s work for completion and accuracy.

Name _____

Date _____





Study Guide Feedback Form

The following questions are intended for teachers and group leaders who make use of the Center for Puppetry Arts' study guides.

1. In what grade are your students?
2. Which show did you see? When?
3. Was this your first time at the Center?
4. Was this the first time you used a Center Study Guide?
5. Did you download/use the guide before or after your field trip?
6. Did you find the bibliography useful? If so, how?
7. Did you find the list of online resources useful? If so, how?
8. Did you reproduce the grade-appropriate activity sheet for your class?
9. Additional information and/or comments:

Please **fax** back to the Center for Puppetry Arts at **404.873.9907**.
Your feedback will help us to better meet *your* needs. Thank you for your help!