

starswithinReach

LESSONS to TEACH

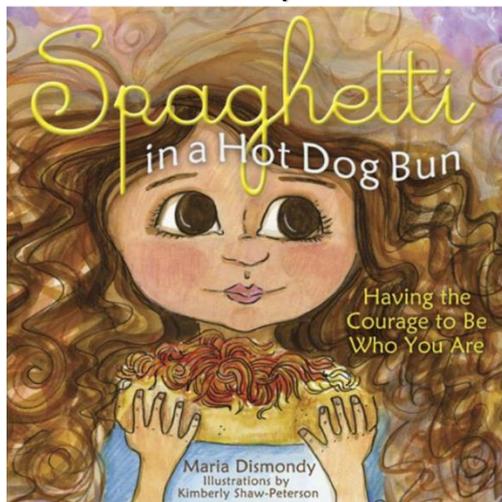


Having the Courage to Be Who You Are

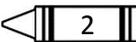
A one act musical

based on the book by Maria Dismondy

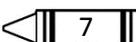
=

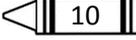


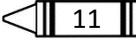
What's INSIDE...

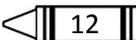
Reading Discussion  2

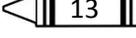
Theatre Discussion  4

Magic Glasses  7

Kindness Counts!  10

Self Portrait  11

Sing-A-Long  12

Write To Us!  13

TAKE A LOOK!

Stars Within Reach Productions, Inc.
48-20 44th Street
Suite 1A
Woodside, NY 11377
718-606-2554

Based on the book
Spaghetti in a Hot Dog Bun
By Maria Dismondy
Published in 2008
Making Spirits Bright:
One Book At A Time

Presented under an agreement with Maria Dismondy, Inc. Book cover used under an agreement with Kimberly Shaw. All rights reserved.

Script by Brandon Wood.
Music by Brandon Wood and Oliver Blatt
Lyrics by Brandon Wood
Orchestrations by Oliver Blatt

Set Illustrations by Kerry Lord Graphic Design and Illustration



Reading DISCUSSION Guide

Reading Comprehension

Making inferences is just like predicting. The reader uses clues from the text and illustrations to infer what the character is feeling or what might happen next in the book. Inferring helps a reader improve their reading comprehension. This strategy helps them get more involved in reading and thinking about the story. The important skill to model to your students is that inferring is important, but making the “right” guess is not. Before reading, take a picture walk with your child/class through Spaghetti in a Hot Dog Bun and infer what the story might be about based on the picture clues.

Reader’s Guide Questions

Before

Describe a time when someone treated you unfairly.

Explain what you know about solving problems with friends at school.

Do you think you should help someone who has not been nice to you?

On your second reading of the book with your child/class, use different colored sticky notes to tag the imagery in the book. For example, a pink sticky note for every time the book describes the smell of something.

During

Describe the characters in the book.

Who is the most important character and why?

Discuss clues that make you think Lucy is going to help Ralph.

What clues do you find that tell you Ralph will no longer tease Lucy?

How would you feel if you were Lucy in the beginning and middle of this story?

Who would you turn to if you needed help in a situation like Lucy’s?

What can you do if someone treats you the way Ralph treats Lucy?

Predict what happens after Tony tells Lucy that Ralph is in trouble and needs help.



What types of food do you eat that are different from other meals your friends eat?

Why do you think Lucy lives with her Papa Gino? What clues in the text can you use to help you answer this question?

Explain why you think Ralph teases Lucy. Do you think what he is doing is right or wrong?

Define the problem in the story. What is a possible solution?

Use your five senses to describe Lucy's lunch with as many details as possible.

After

Which illustration is your favorite and why?

Who was the narrator of the story?

Find examples of courage in the story.

Compare Lucy and Ralph in a Venn Diagram. List what makes them the same and what makes them different. For younger students, make a T-chart and simply describe their differences.

Create a new ending for the story!

Give examples of where Lucy makes a decision in the story. Does it happen more than once?

How would the story be different if written through the eyes of Ralph?

Lucy shows courage in the story. Can you explain why?

Why do you think children are mean to others?

Explain what you think Papa Gino meant when he said, "You decided to treat others as you would like to be treated." Give an example of this from your own life.

If Ralph were to write a letter to Lucy at the end of the story, what do you think it would say?



THEATRE DISCUSSION GUIDE

What is a musical?

A **musical** is a story told through spoken words and songs by live actors on a stage. The spoken words are called **lines**. The words that are sung are called **lyrics**. The music that was composed just for this show has been recorded and is called the show's **soundtrack**.

The musical *Spaghetti In A Hot Dog Bun: Having the Courage to be Who You Are* is presented onstage with four actors who play some of the characters found in the book. The actors wear **costumes** and perform in front of their **set**.

Because reading a book is different than seeing a live performance on stage, the **playwright**, or person who writes the lines that the actors speak, must change parts of the story or bring new qualities to the characters that are not always found in the book. In other words, the playwright **adapts** the book into a musical play, or changes parts of it to turn the words on the page into a live performance.

Lines, Lyrics, and Music

Because *Spaghetti in A Hot Dog Bun* is a musical, the story is told through spoken lines and lyrics that are sung. The lines tell the audience about the characters and the story. The lyrics often tell the audience what the characters are thinking to themselves. Actors work with the director on how to deliver their lines and lyrics with expression.

Actors' Lines

The words spoken by the actors are written by the playwright. Each actor must learn the script or "lines" for his or her own character. They must also be familiar with the lines of other characters.



Lyrics

Lyrics are the words to the songs. They were written by the playwright. What do these lyrics that Lucy sings tell you about her character?



LUCY SINGS: OH WHEN MY BELLY IS FEELING EMPTY
I NEED SPAGHETTI IN A HOT DOG BUN
WHEN THE LUNCH BELL RINGS HOW MY HEART WILL SING
FOR SPAGHETTI IN A HOT DOG BUN!

Now look at the following lyrics. How do the two verses change? What do you think changes inside of Lucy?



VERSE 1

EVERYONE'S WATCHING...
AND NOW THEY'RE POINTING...
AND SOME ARE LAUGHING –
WHY WOULD THEY LAUGH AT ME?
I KNOW THEY THINK IT'S STRANGE
BUT IF WE'RE ALL THE SAME
WHAT A BORING PLACE THIS WORLD WOULD BE!
I DON'T CARE WHAT THEY SAY.
THEY CAN THINK IT'S STRANGE.
AND I WOULDN'T WANT IT ANY OTHER WAY



VERSE 2

EVERYONE'S WATCHING...
AND NOW I'M CRYING...
AND RALPH'S STILL LAUGHING –
WHY MUST HE BE SOME MEAN?
I KNOW WHAT PAPA'D SAY
BUT IF WE'RE ALL THE SAME
WHAT A NICER PLACE THIS WORLD MAY BE
IF BEING ME IS STRANGE
AND BEING DIFFERENT'S NOT OKAY
I MIGHT AS WELL JUST THROW AWAY...
MY SPAGHETTI IN A HOT DOG BUN.

Music

The playwright works with the composer to create the original music for the musical. Then they need to decide how they want it all to sound using different instruments, speeding up or slowing down parts, or making the music louder or softer. During the performance, the actors sing live while the music has been recorded on a computer and plays into the speakers from off stage.



Script

The Script is where all of the lines, lyrics, music, and any special notes to the actors is kept. It is the whole musical written out on paper. Why don't you try to have students pair up and act out the following scene. Then discuss how the scene was different from person to person. This is because we all have a different way of looking at and expressing things. Having a different actor play a part can make a big difference since we are all unique! Ask your students how it felt being in the different roles of a bully, someone being picked on, and the friend who steps in to help. You can also challenge your students to come up with their own ending to this scenario and add it to the end of their scene! Perhaps they can show how they think they would have handled it, or how they would like to see it play out.

The following is a scene from the script of *Spaghetti In A Hot Dog Bun: The Musical!*

RALPH: Miss Marcia! This isn't fair. I can't see over Lucy's hair—

LUCY: Shh.

RALPH: Geez Lucy, your hair's so big it's even getting in the way of *my* view.

LUCY: I mean it, Ralph.

RALPH: Woof!

LUCY: What?

RALPH: I said...Woof!

LUCY: I *know* what you said, but why would-

RALPH: Miss Marcia! I can't see with this poodle in front of me.

LUCY: Ralph! That's not funny—

RALPH: Woof!

LUCY: Stop It!

RALPH: Woof! Woof! Woof!

HARRIET: That's enough! You think that's funny, Ralph? Picking on someone? Teasing them because of their hair? That isn't funny.



Magic GLASSES

Objective:

Students will look at situations from the perspective of someone other than themselves. They will participate in role playing problem solving in a number of scenarios presented by their teacher.

Materials:

Book, *Spaghetti In A Hot Dog Bun*, 4 x 8 strips of construction paper pre-cut in a variety of colors, scissors, crayons, glue sticks, pencils, and colored cellophane (paper used in wrapping gift baskets, etc.) Pre-cut the colored cellophane paper in 3 x 3 squares. You will need two squares per child. Finally, you will want to make tracers ahead of time of the glasses template provided here or have them copied onto colored construction paper.

Opening:

In a group setting, review what happened in the book and in the musical *Spaghetti In a Hot Dog Bun* by encouraging your children to retell the story. Tell the class that you will be reviewing what happened in the story and play and that together, they will act out similar situations such as those Ralph and Lucy were involved in.

Presentation:

Have you ever been teased? What happened? What did you do? Who did you tell? **Take a few responses from children in the class.**

How did Ralph tease Lucy? What did Lucy do? Who did Lucy tell? What did Lucy do that finally “diffused” Ralph’s teasing?

Exploration:

After the discussion, you will have opened the children’s minds to what has happened to them or to their friends in the past when teasing was present.

Tell the children that today, they will make a pair of “Magic Glasses.” These magic glasses will be used to teach them how to see the world through someone else’s eyes. They will be able to look at how others are feeling in certain situations. After role playing today with these glasses, children will not need them when they

Are out on the playground, or in the lunchroom, etc. because they are magic and the glasses will always be with them!



Materials for glasses:

Two 3 x 3 squares of cellophane
One piece of 4 x 8 construction paper
Magic Glasses tracer
Glue Stick
Scissors

Directions:

1. Trace the magic glasses template onto the construction paper.
2. Cut out the magic glasses.
3. Fold over the lens section and cut a slit. Use your scissors to cut out the entire lens. Repeat this with the other glass lens.
4. Glue the cellophane square over the opening of the glasses lens. Glue to the inside of the glasses. Repeat with the other lens.
5. Decorate your magic glasses your own unique way!

Evaluate:

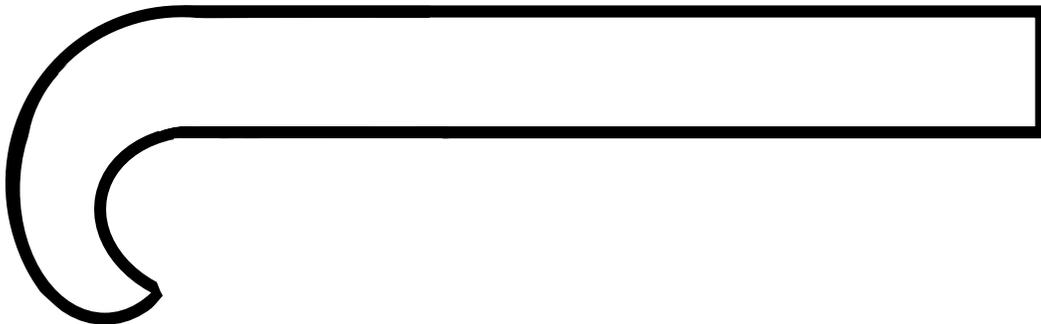
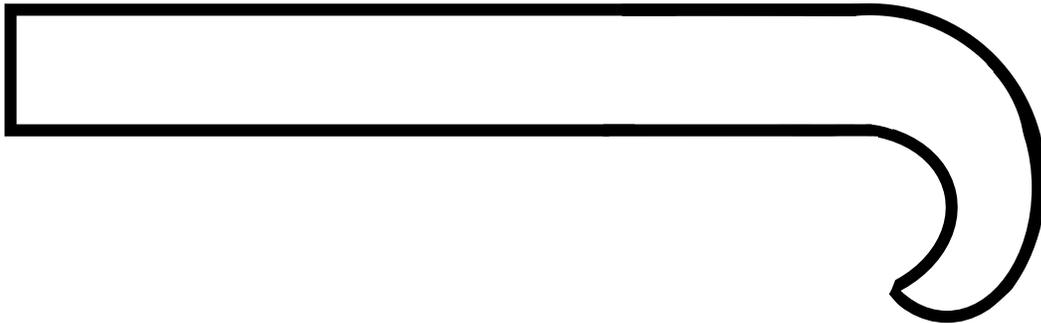
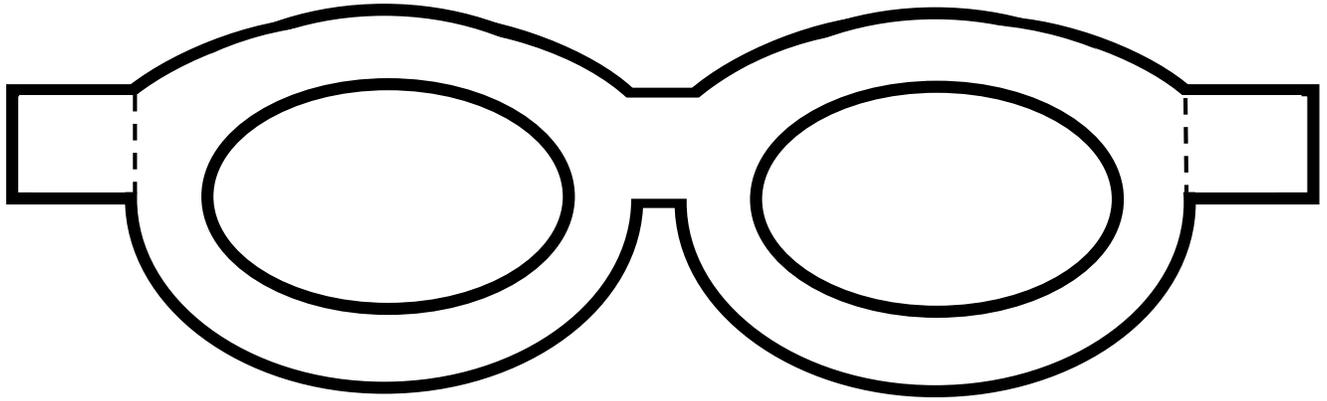
Now that your students each have a pair of magic glasses, present several of the following situations to the class, one at a time. The focus question to ask after you present each of the situations is: **“Using your magic glasses, look at the situation as if you were the person doing the teasing. How are you feeling?”**

1. You are in the lunchroom and someone calls you a mean name.
2. You are on the playground and you ask a classmate to play. They say no, they don’t like you.
3. You are in the classroom and someone tells you if you don’t help them, they won’t be your friend anymore.

If this question doesn’t help you, use your magic glasses to see what advice your family members or teacher might give you to help you in this situation. They might say: ignore it, walk away, make a plan, start a statement with “I Feel” and fill in the blank. Here you will want to use the same language you have used to teach your class about problem solving. If it is early in the year and you haven’t taught these skills, you will want to spend plenty of time each day modeling and coaching problem-solving strategies to your students.

Connection:

Throughout your life, you will be in situations and adults may or may not be around to help you. Remember that we each walk around with a magic pair of glasses. We can use them to think about how others might be feeling. We can use them to think about what advice our family members or teachers might give us to help us solve this problem.





KINDNESS COUNTS!

This lesson plan teaches kids that kindness does matter, and shows them different ways to express and share kindness.

Objective:

Students will be able to demonstrate an understanding of an act of kindness in a variety of settings.

Materials Used:

Different colored index cards
Five poster boards
Heart shaped pillow (or similar object)
Heart shaped candy (optional)

Procedure:

The teacher will define the word “kindness” and ask the students how they like to show kindness. Then have the students talk about times in the play or book when someone showed kindness.

Then use three (or more) examples of positive messages to demonstrate kindness.

“I like helping, caring, giving and sharing!”

“I show friends I care by being there.”

“Kindness is contagious; Pass It On!”

Ask the students to recite these and discuss the meanings together.

Pass around a heart-shaped pillow. Start off by having the teacher give one kind compliment about someone else in the room and then pass the heart to a student. The students are encouraged to pass the heart around until everyone receives a compliment.

In separate parts of the class, put up five poster signs: Home, Bus, Lunchroom, Store, Classroom. On the colored index cards, write one of the five places on them and pass them out to students. The students should go to the part of the classroom that matches their card (i.e. if you draw a “store” card, you go to the “store” area).

Ask each group to brainstorm three ways that they can show kindness at each different place and write down the ideas on a piece of paper. Then have the class come back together and share their ideas. Give each student a heart shaped candy to represent kindness and a challenge to pass kindness on!



SELF PORTRAIT

Objective: Students will use art materials to create a portrait of themselves. They will share their portrait with others, celebrating their similarities and unique differences.

Materials: One piece of white paper for each student, a variety of tempera paints, paint brushes, one mirror per table or several to pass around, pencils, newspapers.

Opening: Today we will celebrate what makes each of us special and unique!

Presentation: In a group setting, ask children, “In what ways are we similar and in what ways are we different?” Ask your class to examine Lucy in the book. What made Lucy unique? List some of her characteristics on chart paper on the board under the title, “Characteristics of People”. Your chart may have the following listed: curly hair, straight hair, tall, short, blue eyes, green eyes, etc. Do the same for some of the other characters in the story. Explain to the class that today they are going to study themselves very carefully then create a self-portrait.

Exploration: Before children begin sketching their faces, give them time to make observations in the mirror(s) that you have provided. Ask them to pay attention to all of the details they notice as they look into the mirror.

After sketching with pencil, allow children to begin painting their portrait. Again, encourage them to make these portraits real to life. If they have a purple shirt on today, have them paint a purple shirt!

Allow plenty of time for the paint to dry before moving onto the next part of the lesson.

Evaluate: When the portraits are finished and dry, allow each child a moment to get up in front of the class to share their portrait. Depending on how much time you have, self-portraits can be shared in small groups. Have the children share their favorite part of their portraits with their group.

To close the lesson, ask children what can be added to their chart? Did they discover any characteristics while painting that they had not thought of before? Add these to your chart.

Put the self-portraits on display with a title saying “Being different makes you one of a kind!”



SING ALONG!

BEING DIFFERENT MEANS YOU'RE ONE OF A KIND
LOOK INSIDE YOURSELF AND SOON YOU WILL FIND
THE COURAGE TO BE WHO YOU A-A-ARE
THE COURAGE TO BE WHO YOU ARE

IT'S OUR DIFFERENCES THAT MAKE US WHO WE ARE
YOUNG
OLD
SHY
BOLD
BIG
SMALL
SHORT
TALL
SOFT
LOUD
MEEK
PROUD
EVERYONE'S A STAR

BECAUSE IF NOTHING EVER CHANGED
EVERYTHING WOULD BE THE SAME

IF NO ONE DRESSED SO LOUD THERE'D BE NO CLOWN TO CLOWN AROUND

IF NOBODY WAS DIFFERENT
THEN WE'D ALL JUST BE ALIKE

AND WHAT A BORING PLACE THIS WORLD WOULD BE

BEING DIFFERENT MEANS YOU'RE ONE OF A KIND
LOOK INSIDE YOURSELF AND SOON YOU WILL FIND
THE COURAGE TO BE WHO YOU A-A-ARE
THE COURAGE TO BE WHO YOU ARE