

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.

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 Read 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.

The Role of the Audience:

Copy this & pass out to students to read & discuss prior to the performance.

- ◆ 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.

TH.D.1.1.3 The student understands appropriate audience responses to dramatic presentations.

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 NOOOOOOSE!

Because we're at the theatre, the thee-aa-teer
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 TOOOEEESS!

Because we're at the theatre, the three-aa---teer
We hope you enjoy the show!
Welcome...enjoy the shoooooow!
It's showtime!!!

THE.1.2.3 The student understands theater as a social function and theater etiquette as the responsibility of the audience.

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 Scooterdoo go? *North, South, East, West*
 11. Why did Pirate Scooterdoo sail in the four directions? *To find books to read*
 12. You can say goodbye like what in a tree? *Monkey*
- ◆ **Memory game:** The words to several songs are included. Can you remember the tune of the song?
- ◆ **Courtesy Letters:** Ask your students to write letters to Shana. What did they like about the show? What was their favorite song? Why?
- ◆ **Creativity:**
 1. Draw dinosaurs - Maybe a T. Rex, Deinonychus or a big Triceratops.
 2. 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.
 3. Draw your very own Ooga Booga ghost. Discuss what things make you scared.
 4. Using small paper bags and crayons have the children create and decorate their own “dog” hand puppet.
 5. Discuss how Shana’s music communicated ideas suggesting events (pirate at sea), feelings (scared), moods (silly), or images (swamp with big alligator).
 6. 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.
 7. Color the pirate ship included. Read books about famous Pirates.
 8. Create stories with rhyming words using the attached work sheet.
 9. Create your very own storybook character using the attached worksheet.



LET'S GO BANANAS!

by Shana Banana Smith

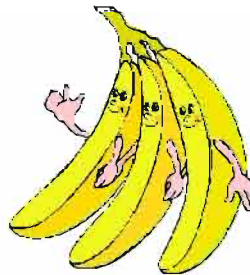
c. 2000

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 POP POP POP POP POP POP 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



Color Pirate Ship!



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



SING

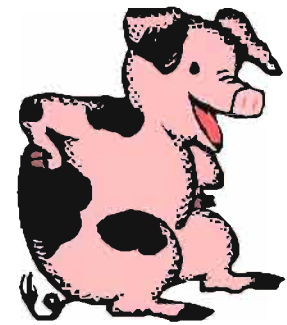
2.



DOG



FROG



HOG

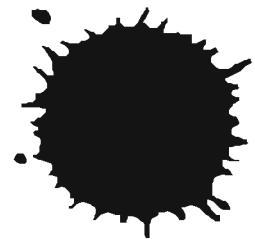
3.



CAT



BAT

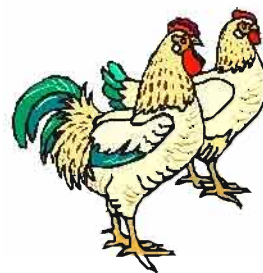


SPLAT

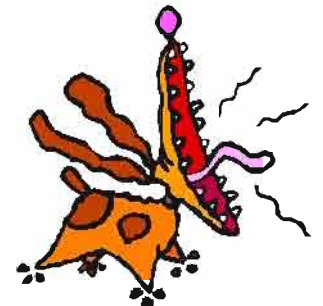
4.



OWL



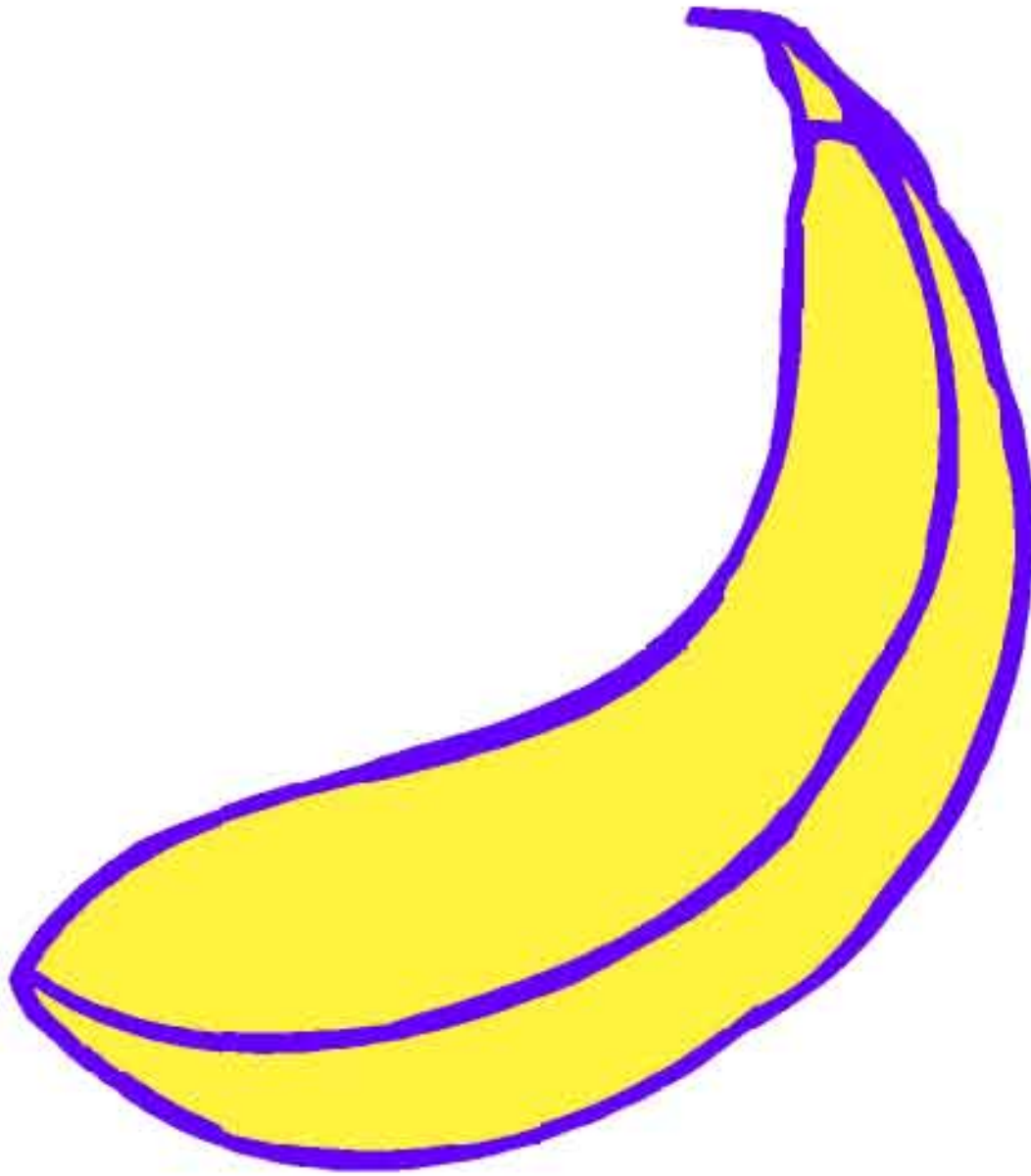
FOWL



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??

Sunshine State Standard Applications:

(LA.E.1.2) Understands the development of plot and how conflicts are resolved in a story.

(LA.E.1.1) Identifies the story elements of setting, plot, character, problem, and solution/resolution.

(LA.D.2.1) Understands that word choice can shape ideas, feelings, and actions.

(MU.D.1.1) Understands how music can communicate ideas suggesting events, feelings, moods, or images.

(MU.E.2.1) Knows appropriate audience behavior in a given music setting (e.g., religious service, symphony, concert, and folk or pop concert).

(TH.E.1.2) Understands theatre as a social function and theatre etiquette as the responsibility of the audience

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
- ♦ [Imaginary 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

