

Study Guide

For *The Amazing Adventures of Peter Rabbit*
A New Musical by Patty Carver

Pre Performance Activities

About the show...

The Amazing Adventures of Peter Rabbit is an original musical loosely based on “The Tale of Peter Rabbit” by Beatrix Potter. The story follows the famous bunny’s journey into Farmer McGregor’s garden. Peter ignores his mother’s warning and spends a fun filled springtime day in McGregor’s garden eating all his favorite veggies. Peter’s fun day is suddenly turned into a run for his life when Farmer McGregor discovers him snacking on the veggies in his garden. The chase is on and Peter escapes, but not before learning a valuable lesson about listening to his mom and staying safe.

Narrated by Flopsy, Mopsy and Cotton-Tail, *The Amazing Adventures of Peter Rabbit* is filled with sing-a-longs, dance-a-longs, lots of audience participation and includes a surprise ending that will make everyone cheer!

Class Discussion

Talk with your class about going to a theatre and seeing a show. How should they behave? What are some differences between watching TV and going to a live show? Why is it important to be aware and considerate of those seated around you?

Vocabulary Words

Choose the appropriate Vocabulary Words for your class.

Rabbit	Radishes	Onions	Hole	Thank
Fir	Celery	Care	Got	You
Tree	Parsley	That	Big	Manners
Field	End	Not	His	Polite
Pie	Run	Dose	Eye	Bread
Currant	Over	Bed	In	Put
Bunnies	Four	Bloom	Shut	Out
Lane	Blue	Spring	Door	Away
Blackberries	Flower	Milk	She	Ran
Garden	Pot	Stew	He	Under
Gate	Safe	Meal	We	Look
Beans	Beware	Supper	May	But

Songs

Included are the music and lyrics for *Hey Mister Sun*, *Little Peter Rabbit* and *Looby Loo* so your class can be ready to sing-a-long!

Post Performance Activities

Discussion Questions

1. What were the names of the Rabbits?
2. Where did their Mom tell them never to go?
3. What did Peter decide to do instead of going to pick Blackberries?
4. Name some of the Veggies that Peter ate in McGregor's garden.
5. After he ate his fill, what did Peter do?
6. What was the name of the Rabbit's favorite radio station?
7. How did Peter get away?
8. What was the simple thing Peter should have done to get the Veggies in the first place?
9. Why was Farmer McGregor so mean at the beginning of the show?
10. What made Farmer McGregor so nice at the end of the show?

Classroom Activities

1. Discuss the show. What did the children like about it? Who was their favorite character? Why?
2. Discuss the different elements that go into a live show. Did the students take notice of the lights, sets, costumes, make-up and sound?
3. Reenact a scene from the show. For instance, the scene when Farmer McGregor first discovers Peter Rabbit in his garden.
4. Talk about the importance of using manners.
5. Here is a list of the vegetables that Peter Rabbit finds in Farmer McGregor's Garden.

TURNIP	ZUCHINNI	CARROT	LIMA BEAN	BRUSSLE SPROUTS
LETTUCE	EGGPLANT	CABBAGE	KALE	BROCCOLLI
PUMPKINS	PEPPERS	PEAS	DELICIOUS	TOMATOES
ASPARAGUS	RADDISHES	BEATS	POTATOES	LENTILS
COLLARDS	RUTABEGA	CELLERY	FENNEL	CALLIFLOWER
ARTICHOKES	SOY BEANS	MUSHROOMS	PARSNIPS	WATERCRESS
OKRA	GARLIC	ONIONS	LEEKS	AVOCADO
CORN	PARSLEY			

Ask the students which vegetables they may have eaten from the list. Pick up a few of these vegetables at a supermarket and bring them to class so the students can see just what unusual vegetables like rutabaga, watercress, kale and artichokes look like. Look up these vegetables on the Internet or in an encyclopedia. Find out why vegetables are so nutritious and good for you. Do some vegetable research!

Fun Pages

1. Coloring Pages... Have fun!
2. Dinosaur Dot to Dot Pages... Have more fun!
3. What's in a Word? This page challenges the students to discover how many smaller words (at least 3 letter-words) are hidden in the word INSTRUMENTAL. Second Graders should try to find at least 75! There are as many as 170! Here they are:
Aim, air, alter, alum, ant, are, arm, art, aster, car, carl, earn, east, eat, emu, era, inmate, inn, inner, insure, inter, irate, ire, isle, lain, lair, lame, lament, lane, lantern, laser, last, late, latent, lean, learn, least, lemur, lint, lunar, lure, lust, luster, lute, male, malt, man, mane, manse, mantel, mare, marlin, mart, mast, master, mat, mate, mature, mcal, mean, melt, men, mental, mile, mine, minstrel, mint, mist, miter, mule, muse, must, muster, nail, name, neat, nest, net, nine, nurse, rail, rain, raise, ram ran, rat, ream, rein, rent, rental, rest, rile, rise, rite, ruin, rule, run, rune, runt, ruse, rust, sale, same, sanc, sat, sate, sea, seal, seam, sear, scat, sin, sir, sire, sit, site, slain, slam, slant, slim, slum, smear, smile, snail, snare, stain, stair, stale, stamen, star, stare, start, steal, stein, stern, sternum, stir, strain, stream, strum, strut, sure, tail tale, talent, tame, tan, tar, tart, tea, team, tear, ten, tent, term, test, tile, time, tin, tine, tire, trail, trial, trim, truc, tune, unlit, until, urn, use

LOOBY LOO

Chorus D

Here we go loo-by loo, — Here we go loo-by light, —

Verse D

Here we go loo-by loo, — All on a Sat-ur-day night:—

Verse D

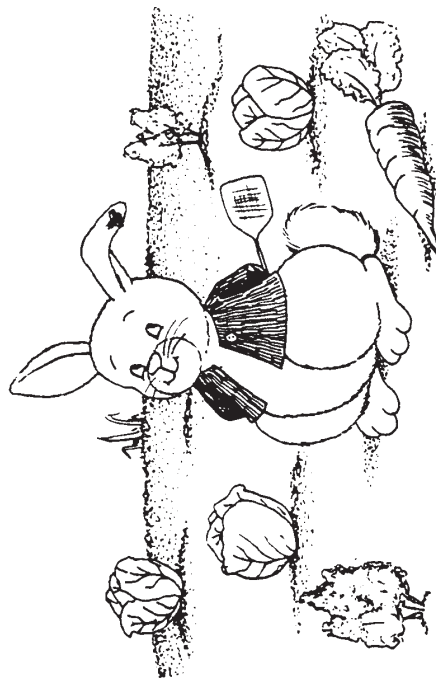
1. You put your right hand in, — You put your right hand

out, — You give your right hand a shake, shake,

shake, and turn your-self a -bout. Oh,

2. left hand
(After each verse, join hands and circle around on chorus.)
3. right foot
4. left foot
5. head
6. whole self

Actions:
 a) join hands, circle to left b) stop circling, do as words indicate throughout verse



LITTLE PETER RABBIT

(Tune: Battle Hymn)

1. Lit-tle Pe-ter Rab-bit had a fly up-on his ear,

2. Lit-tle Pe-ter Rab-bit had a fly up-on his ear,

3. Lit-tle Pe-ter Rab-bit had a fly up-on his ear,

And he flicked it 'til it flew a - way.

2. Do not sing "Rabbit" but do motion.
3. Do not sing "Rabbit" and "fly," but do motions.
4. Do not sing "Rabbit," "fly" and "ear," but do motions.

Actions:
 a) hands make rabbit ears b) fingers fly away c) point to ear d) flick ear

Oh Mister Sun

Traditional

Brightly

The musical score is written on six staves in G major (one sharp) and 4/4 time. The melody is in the treble clef. Chord symbols are placed above the notes. The lyrics are written below the notes. The score ends with a double bar line.

Oh Mis - ter Sun Sun Mis - ter Gold - en Sun

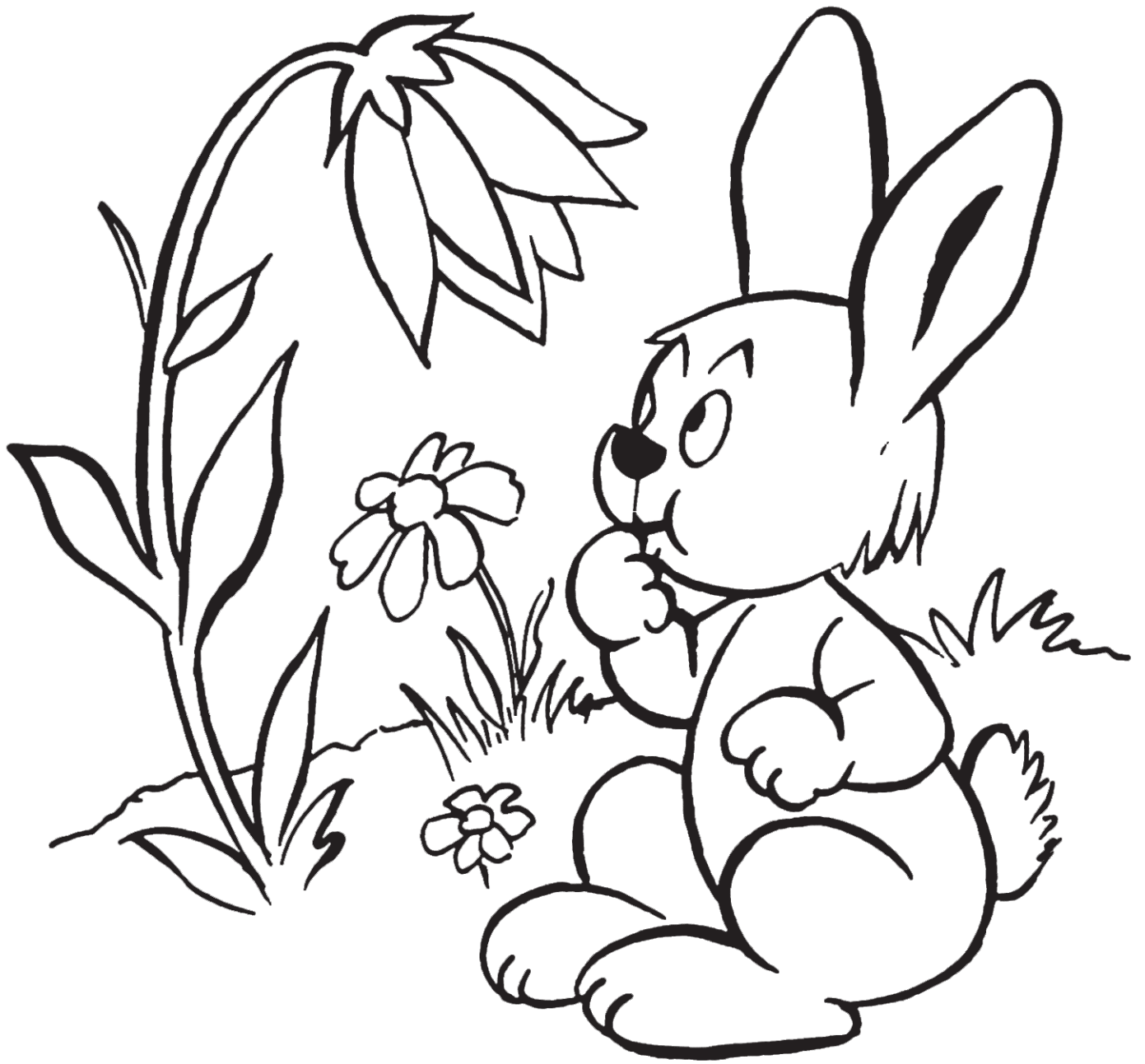
Please shine down on me — Oh Mis - ter Sun Sun

Mis - ter Gold - en Sun Hid - ing be - hind a tree

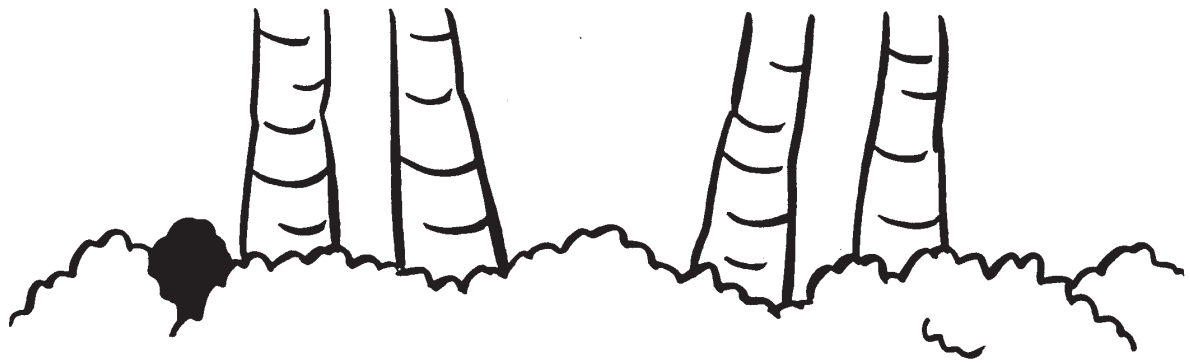
These lit - tle child - ren are — ask - ing you to please come out so they can

play with you Oh Mis - ter Sun Sun Mis - ter Gold - en Sun

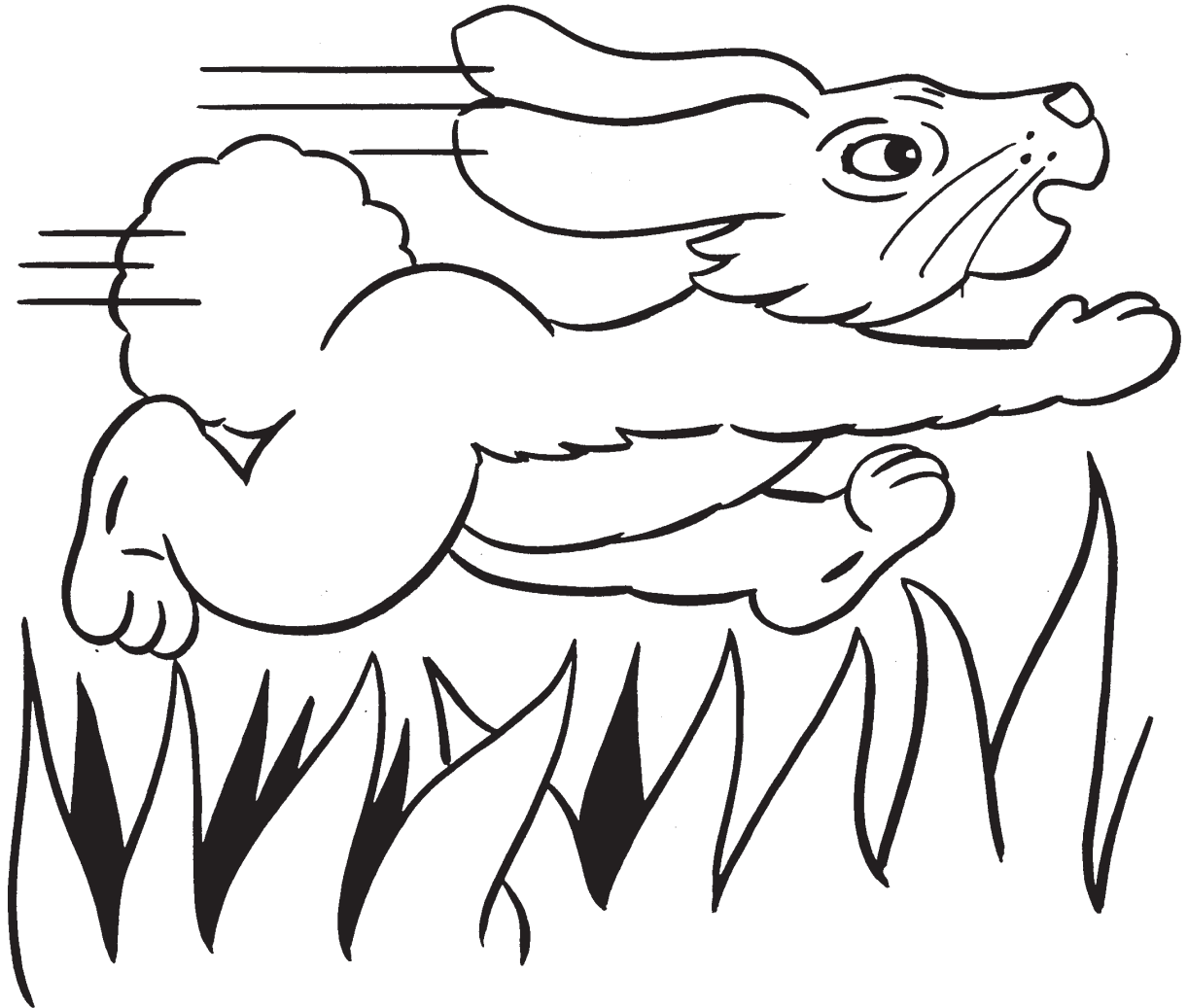
Please shine down on, please shine down on, please shine down on me.



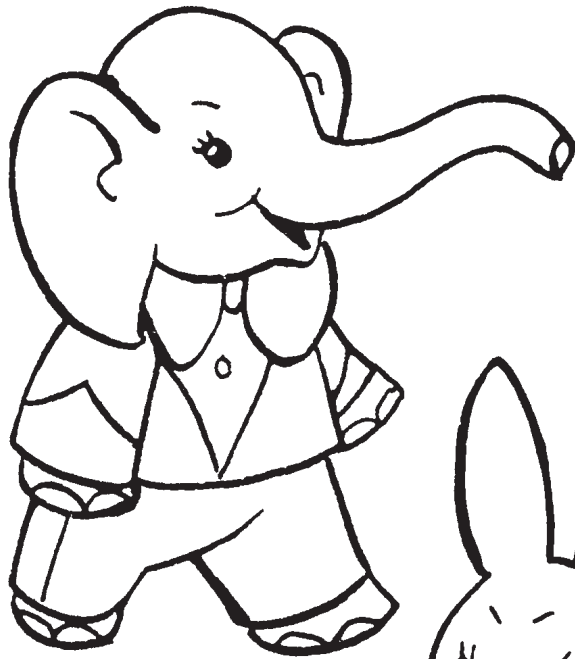




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... and once again, they're off and running.

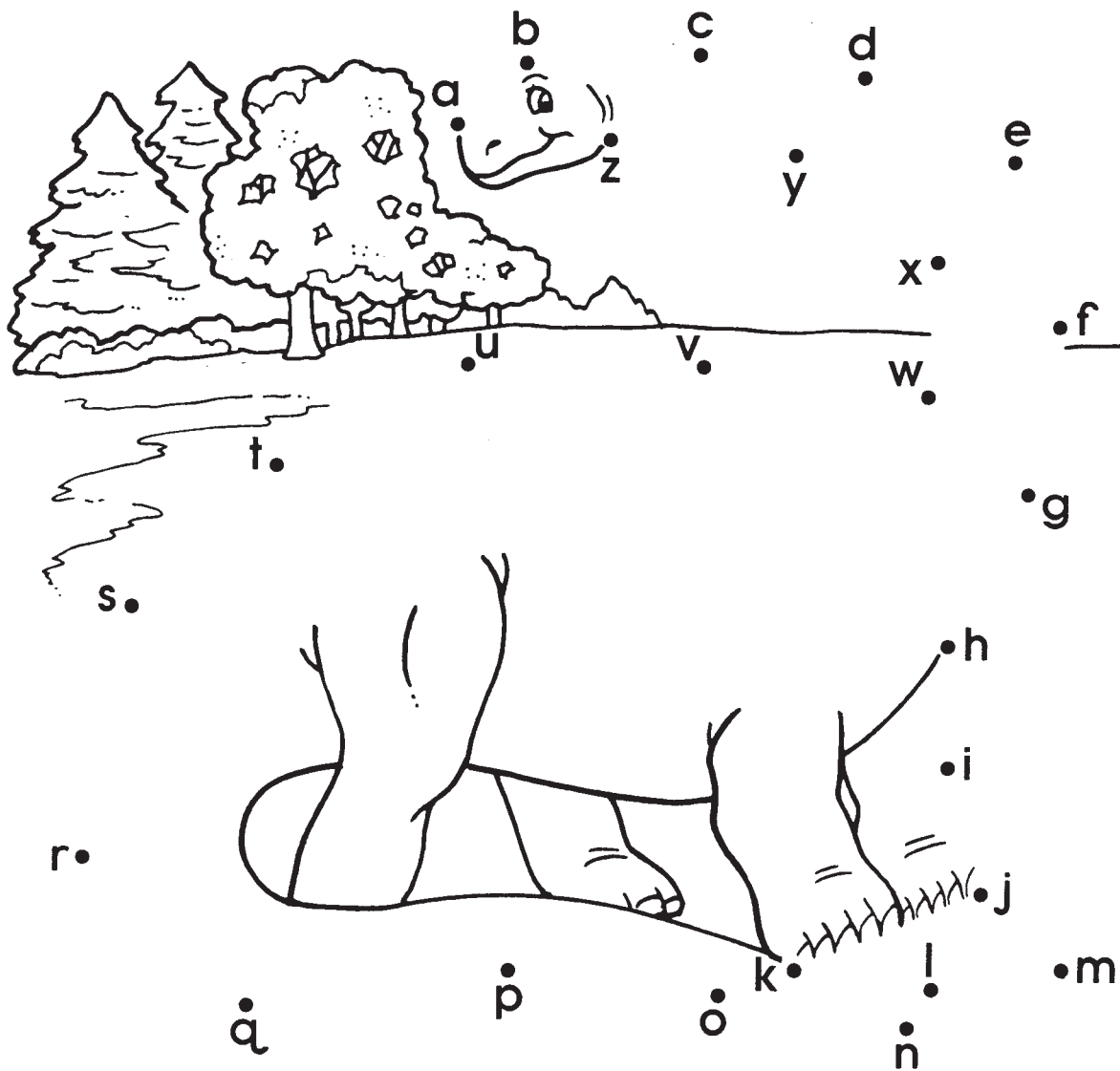




Name \_\_\_\_\_

# Seismosaurus

Connect the dots from a to z. Color.



I might have been the biggest creature ever to walk on earth!

Name \_\_\_\_\_

# Utahraptor

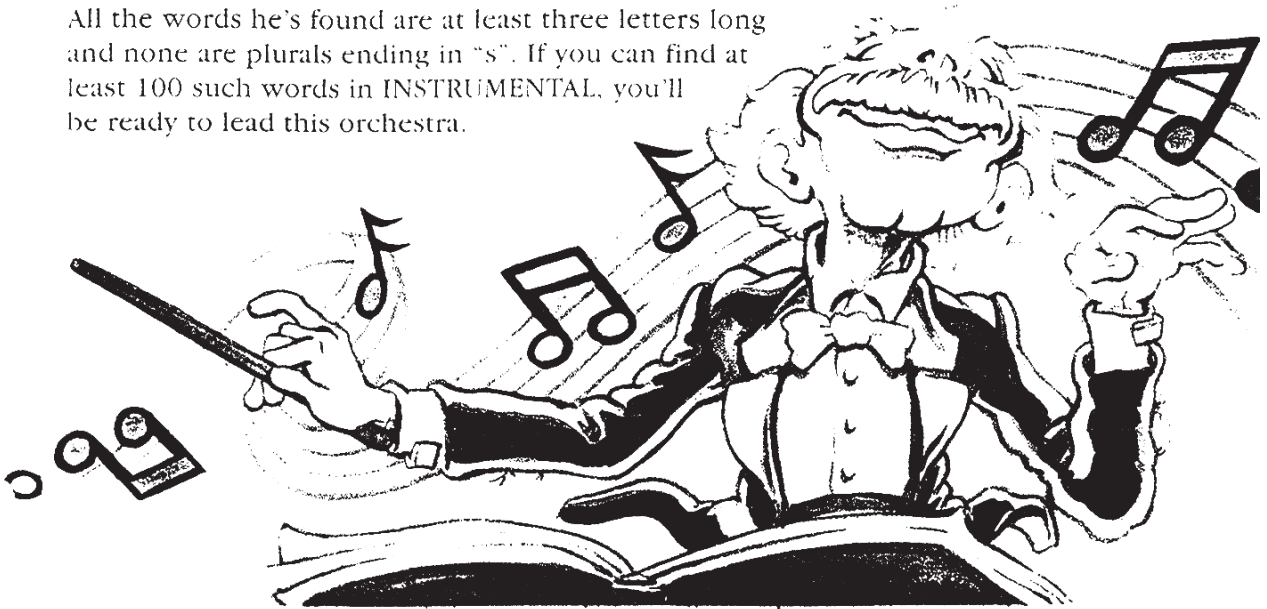
Connect the dots from **A** to **Z**. Color.



I had a fifteen-inch claw on the second toe of each foot.

# WHAT'S IN A WORD?

Our merry maestro has been trying to discover how many smaller words are hidden in the letters of INSTRUMENTAL. All the words he's found are at least three letters long and none are plurals ending in "s". If you can find at least 100 such words in INSTRUMENTAL, you'll be ready to lead this orchestra.



INSTRUMENTAL

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Illustrated by Melvin Conrad