



*JOHN TARTAGLIA'S*

# ***IMAGINOCEAN***

*Applause Series* CURRICULUM GUIDE  
CIVIC CENTER OF GREATER DES MOINES

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January 13, 2012

# John Tartaglia's **IMAGINOCEAN™**

## Dear Teachers,

Thank you for joining us for the Applause Series presentation of *John Tartaglia's ImagenOcean*. This very special production is jam-packed with toe-tapping musical numbers and features vibrant black light puppetry that gives the beautiful illusion of an undersea world. In addition to magnificent puppetry, the creator John Tartaglia has created an original story that is sure to capture your students' hearts and imaginations. As you will discover, there is a little bit of Tank, Bubbles, and Dorsel in each of us. As we follow them on their glow-in-the-dark adventure, we are reminded to search out our own strength, courage, and imagination and to celebrate the amazing treasure of friendship.



We thank you for sharing this very special experience with your students and hope that this study guide helps you connect the performance to your in-classroom curriculum in ways that you find valuable. In the following pages, you will find contextual information about the performance and related subjects, as well as a variety of discussion questions and assessment activities.

Some pages are appropriate to reproduce for your students; others are designed more specifically with you, their teacher, in mind. As such, we hope that you are able to “pick and choose” material and ideas from the study guide to meet your class's unique needs.

See you at the theater,

Civic Center Education Team

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This study guide was compiled and written by Karoline Myers; edited by Michelle McDonald and Eric Olmscheid. Partially adapted from *John Tartaglia's ImagenOcean Thru the Stage Door* study guide materials.

# ABOUT THE CIVIC CENTER



The Civic Center of Greater Des Moines is a cultural landmark of central Iowa and is committed to engaging the Midwest in world-class entertainment, education, and cultural activities. The Civic Center has achieved a national reputation for excellence as a performing arts center and belongs to several national organizations, including The Broadway League, the Independent Presenters Network, International Performing Arts for Youth, and Theater for Young Audiences/USA.

Five performing arts series currently comprise the season— the Willis Broadway Series, Prairie Meadows Temple Theater Series, Wellmark Blue Cross and Blue Shield Family Series, the Dance Series, and the Applause Series. The Civic Center is also the performance home for the Des Moines Symphony and Stage West.

The Civic Center is a private, nonprofit organization and is an important part of central Iowa's cultural community. Through its education programs, the Civic Center strives to engage patrons in arts experiences that extend beyond the stage. Master classes bring professional and local artists together to share their art form and craft, while pre-performance lectures and post-performance Q&A sessions with company members offer ticket holders the opportunity to explore each show as a living, evolving piece of art.

Through the Applause Series— curriculum-connected performances for school audiences— students are encouraged to discover the rich, diverse world of performing arts. During the 2011-2012 season, the Civic Center will welcome more than 40,000 students and educators to 13 professional productions for young audiences.

**Want an inside look? Request a tour.**

Group tours can be arranged for performance and non-performance dates for groups grades 3 and above.

Call 515-246-2355 or visit [CivicCenter.org/education](http://CivicCenter.org/education) to check on availability or book your visit.

## DID YOU KNOW?

More than 250,000 patrons visit the Civic Center each year.

The Civic Center opened in 1979.

The Civic Center has three theater spaces:

- *Main Hall, 2744 seats*
- *Stoner Studio, 200 seats*
- *Temple Theater, 299 seats (located in the Temple for the Performing Arts)*

No seat is more than 155 feet from center stage in the Main Hall.

Nollen Plaza, situated just west of the Civic Center, is a park and amphitheater that is also part of the Civic Center complex. The space features the Brenton Waterfall and Reflection Pool and the Crusoe Umbrella sculpture.

The Applause Series started in 1996. You are joining us for our 16th season of school performances.

# GOING TO THE THEATER . . .



## YOUR ROLE AS AN AUDIENCE MEMBER

Attending a live performance is a unique and exciting opportunity. Unlike the passive experience of watching a movie, audience members play an important role in every live performance. As they act, sing, dance, or play instruments, the performers on stage are very aware of the audience's mood and level of engagement. Each performance calls for a different response from audience members. Lively bands, musicians, and dancers may desire the audience to focus silently on the stage and applaud only during natural breaks in the performance. Audience members can often take cues from performers on how to respond to the performance appropriately. For example, performers will often pause or bow for applause at a specific time.

As you experience the performance, consider the following questions:

- \* What kind of live performance is this (a play, a dance, a concert, etc.)?
- \* What is the mood of the performance? Is the subject matter serious or lighthearted?
- \* What is the mood of the performers? Are they happy and smiling or somber and reserved?
- \* Are the performers encouraging the audience to clap to the music or move to the beat?
- \* Are there natural breaks in the performance where applause seems appropriate?

### A SPECIAL EXPERIENCE

Seeing a live performance is a very special experience. Although it is not required, many people enjoy dressing up when they attend the theater.

## THEATER ETIQUETTE

Here is a checklist of general guidelines to follow when you visit the Civic Center:

- \* Leave all food, drinks, and chewing gum at school or on the bus.
- \* Cameras, recording devices, and personal listening devices are not permitted in the theater.
- \* Turn off and put away all cell phones, pagers, and other electronic devices before the performance begins.
- \* Do not text during the performance.
- \* Respect the theater. Remember to keep your feet off of the seats and avoid bouncing up and down.
- \* When the house lights dim, the performance is about to begin. Please stop talking at this time.
- \* **Talk before and after the performance only.** Remember, the theater is designed to amplify sound, so the other audience members and the performers on stage can hear your voice!
- \* Use the restroom before the performance or wait until the end. If you must leave the theater during the show, make sure the first set of doors closes before you open the second — this will keep unwanted light from spilling into the theater.
- \* Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage — they will let you know what is appropriate.
- \* Open your eyes, ears, mind, and heart to the entire experience. Enjoy yourself!

GOING TO THE THEATER information is adapted from the Ordway Center for the Performing Arts study guide materials.

# CIVIC CENTER FIELD TRIP INFORMATION FOR TEACHERS



**Thank you for choosing the Applause Series at the Civic Center of Greater Des Moines. Below are tips for organizing a safe and successful field trip to the Civic Center.**

## ORGANIZING YOUR FIELD TRIP

- \* Please include all students, teachers, and chaperones in your ticket request.
- \* After you submit your ticket request, you will receive a confirmation e-mail within five business days. Your **invoice will be attached to the confirmation e-mail.**
- \* Payment policies and options are located at the top of the invoice. **Payment (or a purchase order) for your reservation is due four weeks** prior to the date of the performance.
- \* The Civic Center reserves the right to cancel unpaid reservations after the payment due date.
- \* Tickets are not printed for Applause Series shows. Your invoice will serve as the reservation confirmation for your group order.
- \* Schedule buses to arrive in downtown Des Moines at least 30 minutes prior to the start of the performance. This will allow time to park, walk to the Civic Center, and be seated in the theater.
- \* Performances are approximately 60 minutes unless otherwise noted on the website and printed materials.
- \* All school groups with reservations to the show will receive an e-mail notification when the study guide is posted. Please note that study guides are only printed and mailed upon request.

## DIRECTIONS AND PARKING

- \* Directions: From I-235, take Exit 8A (Downtown Exits) and the ramp toward 3<sup>rd</sup> Street and 2<sup>nd</sup> Avenue. Turn onto 3<sup>rd</sup> Street and head south.
- \* Police officers are stationed at the corner of 3<sup>rd</sup> and Locust Streets and will direct buses to parking areas with hooded meters near the Civic Center. Groups traveling in personal vehicles are responsible for locating their own parking in ramps or metered (non-hooded) spots downtown.
- \* Buses will remain parked for the duration of the show. At the conclusion, bus drivers must be available to move their bus if necessary, even if their students are staying at the Civic Center to eat lunch or take a tour.
- \* Buses are not generally permitted to drop off or pick up students near the Civic Center. If a bus must return to school during the performance, prior arrangements must be made with the Civic Center Education staff.

## ARRIVAL TO THE CIVIC CENTER

- \* When arriving at the Civic Center, please have an **adult lead your group** for identification and check-in purposes. You may enter the building through the East or West lobbies; a Civic Center staff member may be stationed outside the building to direct you.
- \* Civic Center staff will usher groups into the building as quickly as possible. Once inside, you will be directed to the check-in area.
- \* Applause seating is not ticketed. Ushers will escort groups to their seats; various seating factors including group size, grade levels, arrival time, and special needs seating requests may be used to assign a group's specific location in the hall.
- \* We request that an **adult lead the group into the theater and other adults position themselves throughout the group**; we request this arrangement for supervision purposes, especially in the event that a group must be seated in multiple rows.
- \* Please allow ushers to seat your entire group before rearranging seat locations and taking groups to the restroom.
- \* As a reminder, children under the age of three are not permitted in the theater for Applause performances.

## IN THE THEATER

- \* In case of a medical emergency, please notify the nearest usher. A medical assistant is on duty for all Main Hall performances.
- \* We ask that adults handle any disruptive behavior in their groups. If the behavior persists, an usher may request your group to exit the theater.
- \* Following the performance groups may exit the theater and proceed to their bus(es).
- \* If an item is lost at the Civic Center, please see an usher or contact us after the performance at 515.246.2355.

### QUESTIONS?

Please contact the Education department at 515.246.2355 or [education@civiccenter.org](mailto:education@civiccenter.org). Thank you!

# ABOUT THE PERFORMANCE



*John Tartaglia's ImaginOcean* is an original story that celebrates strength, imagination, courage, and friendship. Told through vibrant black-light puppetry, young audience members will be treated to a musical undersea adventure. Toe-tapping songs include a variety of musical styles, ranging from R & B to Big Band.

**Run Time:** Approximately 1 hour

## SYNOPSIS

Three best friends – who just happen to be fish – are playing a game of bubble ball when the ball floats away and bumps into some coral. A treasure map is revealed! The trio of friends decide to set off to find the treasure and to collect three medals along the way. As they search the ocean for clues, they meet new friends including jellyfish, a seahorse, and an octopus – not to mention everyone in the audience! In the end, Tank, Bubbles, and Dorsel discover that the greatest treasure of all is the gift of friendship.

## CHARACTERS



**Dorsel**  
Dorsel is scared of germs, and worms, and jellyfish, and – well- Dorsel's scared of almost everything! He likes sanitizer and all things safe

and clean! Though all of our friends go off on quite an adventure, Dorsel has the biggest journey of all.



**Bubbles**  
Bubbles is a fish with a big heart and imagination. She dreams about ponies, clouds, and magic. When it looks like all hope is lost in

retrieving the blue medal on the journey for the treasure, Bubbles uses her vivid imagination to save the day.



**Tank**  
What Tank may lack in eloquence, he makes up for in strength and with his huge heart. Helping a baby jellyfish? Not a problem for Tank. Riding the biggest and craziest ocean currents? Bring it on! No adventure's too big for him.



**Ripple**  
Ripple the seahorse is the protector of Seaweed Scuttle, a stop along the fish friends' journey. For the friends to find the treasure, Ripple asks them to prove that they have "wonderful and amazing" imaginations.



**Leonard**  
Leonard is the most lovable octopus under the sea. He's goofy and

kind-hearted and excited to make his very first friend in Dorsel when they both end up getting lost.

# ABOUT THE CREATOR, JOHN TARTAGLIA



*ImaginOcean* is the creation of professional puppeteer and actor John Tartaglia. Learn more about how John followed his childhood dream and his many accomplishments on stage and television.

## A CHILDHOOD DREAM

John Tartaglia has been puppeteering since age seven and has no plans to stop anytime soon! An avid Muppet-fan, John dreamed of someday working for the Jim Henson Company. His dream came true when at age sixteen, John was hired as one of the youngest "Muppeteers" in history. John puppeteered on *Sesame Street* for 12 seasons.

## LIFE AFTER SESAME STREET

John left *Sesame Street* to make his Broadway debut as Princeton and Rod in the Broadway show *Avenue Q*. For his performance, he earned a TONY nomination for Best Actor in a Musical.

John then had the great honor of creating and starring in Disney's *Johnny and the Sprites* for which he was nominated for an EMMY as Outstanding Performer in a Children's Show. Other notable television appearances include Tingo on *Sesame English*- an ESL series airing worldwide, *Bear in the Big Blue House*, DJ2 on Discovery Channel's *Animal Jam*, *The Wubbulous World of Dr. Seuss*, *Dog City*, *Play With Me Sesame*, *Blue's Room*, and several *Sesame Street* and Muppet home videos and commercials.

John recently performed the role of Pinocchio, the live real-time motion capture Magic Mirror, and the larger than life Dragon puppet in *Shrek the Musical* on Broadway. His newest project, *ImaginOcean*, played Off-Broadway in New York City and on several Royal Caribbean cruise ships before beginning its National Tour this fall.

ABOVE: *ImaginOcean* creator John Tartaglia with the Dorsel, Bubbles, and Tank puppets. Can you spot the rod on the green fish puppet used to move its fins?

## PASSING IT ON

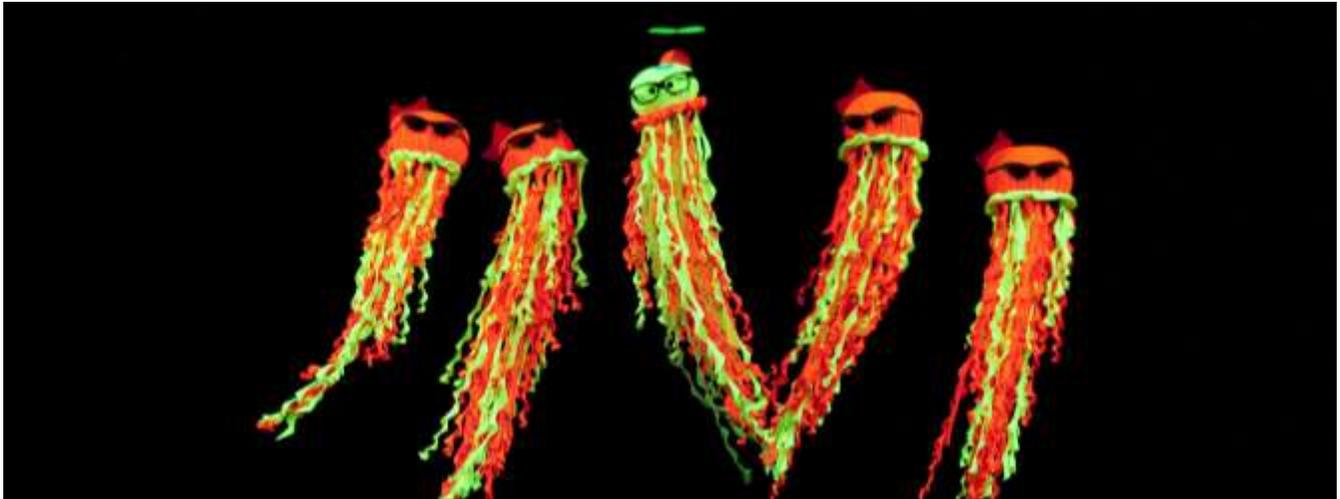
John also teaches puppet workshops and Master Classes and feels honored to have a part in continuing the art form that changed his life for the better.

## AS YOU WATCH...

Professional puppeteers, like John Tartaglia, bring the magic of *ImaginOcean* to life. However, because the puppeteers are dressed all in black, it is almost impossible to see them during the show. As you watch, try to...

- \* Guess how many puppeteers are working behind the scenes.
- \* Think about what it would be like to perform in the dark.

# VOCABULARY



## PUPPETRY AND PERFORMANCE TERMS

**black light:** invisible ultraviolet light or lamp that radiates black light. Switch one on and



Special black-light bulbs.

white clothes, teeth, and other brightly colored things glow in the dark, while the bulb itself only emits faint purple light. Items or clothing that are black will remain invisible under black light.



Puppeteer John Tartaglia with the Dorsel puppet from *ImaginOcean*.

**puppetry:** an art form in which objects, often with human or animal characteristics, are brought to life by puppeteers.

**puppeteer:** a person or performer who manipulates puppets. Because *ImaginOcean* uses black light, the audience will not be able to see the puppeteers when they are wearing black.

## OCEAN TERMS

**coral reef:** an ocean habitat that is home to thousands of species of animals and plants. Coral reefs



Example of a coral reef made up of polyps. Image courtesy of sciencedaily.com.

are usually found in warm tropical water and are composed of the stony skeletons of coral polyps.



An ocean wave. Image courtesy of oceanleadership.org.

**ocean:** the vast body of salt water that cover almost three fourths of the earth's surface.

**pollution:** harmful substances, such as garbage and chemicals. Pollution



Volunteers clean up trash on the beach to help protect the ocean. Image courtesy of 561sold.com.

damages the ocean and makes it difficult for ocean animals and plants to survive.

## KEY WORDS FROM THE SHOW

**courage:** the power to face difficulty, danger, or pain with little or no fear. Bravery.

**imagination:** the power to use your mind to be creative and come up with ideas and stories.

**map:** a drawing or graphic that shows different locations and how to get from one to another. To find the treasure, the fish follow a map.



Treasure map.



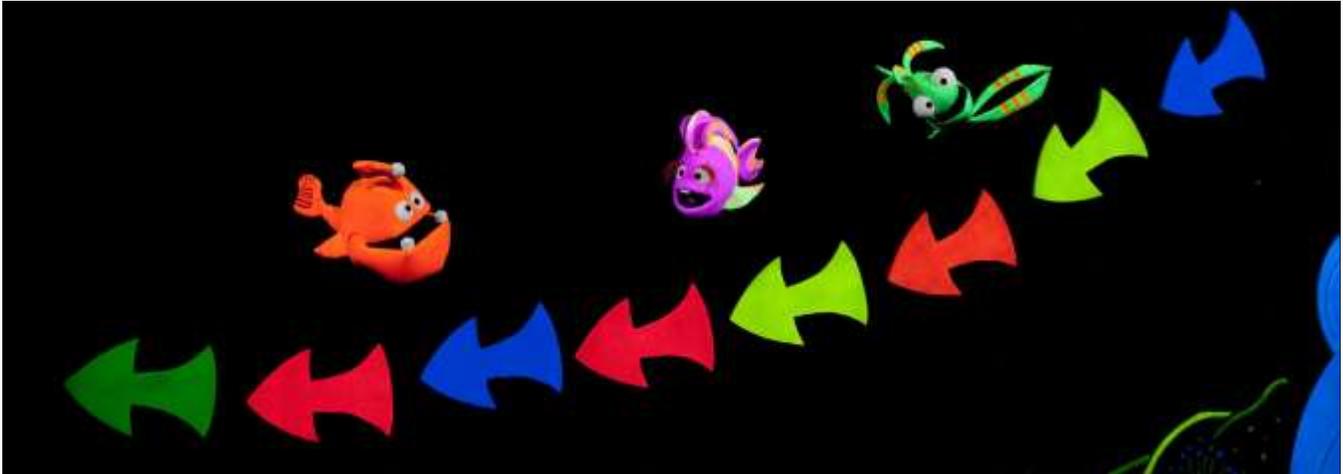
Gold medal.

**medal:** a flat piece of metal, often inscribed with words or a design, that is given to celebrate a person, event, or accomplishment.

**strength:** the state of being strong. You can have strength in your body and in your mind.

**treasure:** something that is extremely valuable.

# WHAT IS BLACK LIGHT?



*John Tartaglia's ImaginOcean* is performed using a special art form called black light puppetry. This technique uses black light (or ultraviolet light) to cause the puppets, props and nearby surfaces to glow. The black light, therefore, controls what the audience can and cannot see. The puppets, props, and nearby surfaces are all coated with colors which are very bright or fluorescent. Black light allows the puppeteers, all of whom are dressed in black, to remain unseen while their glowing fluorescent puppets are fully visible to the human eye.

Read on to explore other uses for black light.

## MONEY

The government uses black light to detect counterfeit money. (Counterfeit money is money not printed by the U.S. government.) Each denomination of new money



Image courtesy of blacklightworld.com.

printed by the government contains a fluorescent strip that glows under ultraviolet light.

## GERMS

Inspectors often use black light to see how clean public bathrooms and restaurant kitchens really are.



Image courtesy of carolina.com.

Black lights can also be used to see if someone has thoroughly washed their hands.

Under black light, invisible stains in areas missed by a cleaning crew glow, allowing them to be seen by the naked eye.

## FINGER PRINTS

Do your parents watch any of the CSI television shows? Then they've seen how the investigators use black light to analyze



Image courtesy of dreamstime.com.

crime scenes. By dusting a surface with special fluorescent powder, fingerprints stand out from other dirt under black light. This can provide important clues to help solve the crime!

ABOVE: The fish and arrow puppets are coated with bright colors, causing them to glow under the black light. The puppeteers, dressed in black, remain invisible.

## ANTIQUES

An appraiser is someone who confirms that an object or piece of furniture really is old and not just a modern copy. Appraisers



Image courtesy of ljworld.com

use black light to determine whether something is an antique. Paints made today contain fluorescent chemicals that glow under black light unlike stains or varnishes used in the past. If an object glows, it may not be an antique.

## SPACE EXPLORATION

NASA uses black light to detect possible cracks or leaks in its shuttles and telescopes.



Image courtesy of boston.com.

# THE OCEAN AND CORAL REEFS



Image courtesy of ucla.edu

Dorsel, Tank, and Bubbles live in the ocean on a coral reef. Learn more about their habitat and why it is important to protect the ocean environment.

## THE OCEAN

There is one ocean that covers 70% of the entire planet. Different land masses or continents divide up the ocean into smaller bodies of water. Other bodies of water that are partly closed off by land are called gulfs and seas. Filled with millions of unique and wondrous plants and animals, oceans provide food for much of the earth's population.

## DEPTH

The depth of the ocean depends on where you are. If you are walking along either coast of the United States, the ocean reaches right up to the coastline. You can put your feet into it. But there are also parts of the ocean that are almost 7 miles deep! Animals live in all areas of the ocean, even at its deepest points – many of these animals have never been seen by human eyes.

## CORAL REEFS

One place that fish live together is a coral reef. Reefs are kind of like underwater cities!

Coral reefs are warm, clear, shallow ocean habitats that are filled with sea life. A reef is formed from coral polyps – tiny animals that live in colonies. When coral polyps die, they leave behind hard, stony skeletons made of limestone. Over time, these skeletons join together to form the reef.

The coral reef provides shelter for many animals, including sponges, fish, jellyfish, anemones, starfish, crabs, shrimp, lobsters, turtles, sea snakes, snails, octopuses, and clams.

Coral reefs are often damaged by hurricanes and typhoons, but humans also share the blame. Pollution has caused water temperatures to rise, which keeps reefs from expanding. Destructive fishing practices also have an effect. When too many fish that eat plants are caught, coral reefs become overgrown with seaweed and smother themselves.

ABOVE: A school of fish swims in the ocean.

## PROTECTING THE OCEAN

While we can't see all of the creatures that live in the ocean, it's important to remember that each creature in the ocean family exists for a reason and needs to be protected. People often forget about their responsibility to maintain nature's balance. Carelessly dumping garbage and other pollutants into the ocean kills fish and other undersea creatures, as well as the food that these animals eat. It's up to each one of us to make an effort to cut down on pollution and waste that could possibly end up in the ocean.



Image courtesy of time.com.

Purple Anthias and Orange Anthias fish on a reef near Fiji. Can you find a world map that shows the location of coral reefs?

# SEA CREATURE FACT CARDS, pg. 1 of 2



## FISH

Fish have existed for more than 450 million years, long before dinosaurs roamed the Earth.

There are over 25,000 identified species of fish on the earth.

It is estimated that there may still be over 15,000 fish species that have not yet been identified.

There are more species of fish than all the species of amphibians, reptiles, birds and mammals combined.

40% of all fish species inhabit fresh water, yet less than .01% of the earth's water is fresh water. (Tank, Bubbles, and Dorsel live in the ocean, which means they are saltwater fish.)

Some fish, like sharks, don't possess an air bladder to help keep them afloat and must either swim continually or rest on the bottom.

Fish have a specialized sense organ called the lateral line which works much like radar and helps them navigate in dark or murky water.

The largest fish is the great whale shark which can reach fifty feet in length. (Pictured above.)

The smallest fish is the Philippine goby that is less than 1/3 of an inch when fully grown.

Tropical fish are one of the most popular pets in the U.S.



## OCTOPUSES

The octopus is a soft-bodied animal or invertebrate.

There are more than 300 species of octopus.

Octopuses are very intelligent. They have excellent eyesight and a good sense of touch. They are, however, completely deaf.

The Octopus has eight long arms. Its name comes from the Greek word *oktapous*, meaning eight-footed.

Octopuses have two eyes, one on each side of their head, and a parrot-shaped beak. The beak is the only hard part of their body.

The smallest octopus is just ½ inch long; the largest species measures 14 feet.

Octopuses crawl and swim. To crawl, they walk on their arms. To swim, they squirt a stream of water.

Most octopus species live in rocky ocean environments, such as coral reefs and stony coasts.

Octopuses eat crabs and other shellfish. They capture their food with their long arms and pierce their prey's shell with their powerful beak. They then inject their prey with poison and suck out their flesh.

All species of octopus are venomous but only the blue-ridged octopus is deadly to humans.

## SEA CREATURE FACT CARDS, pg. 2 of 2



Image courtesy of jezzbean.wordpress.com

### JELLYFISH

The word jellyfish describes animals that are made of 'jelly-like' material.

Some jellyfish are bigger than a human and others are as small as a pinhead.

Jellyfish have been on Earth for millions of years, even before dinosaurs.

Jellyfish have no brain but some kinds have eyes.

Jellyfish are mainly made up of water and protein.

A group of jellyfish is called a smack.

Most jellyfish live less than one year, and some of the smallest may live only a few days.

Some jellyfish have millions of very small stinging cells in their tentacle. These cells are used to capture food by injecting toxin into the prey.

Jellyfish eat different types of things, such as small plants, fish eggs and other small fish called larvae.

Jellyfish are eaten by a number of marine animals such as large fish and turtles.

Jellyfish sometimes protect small fish from being eaten by predators with their stinging cells, and young crabs may even hitchhike on the top of jellyfish so they don't have to swim.



Image courtesy of beautifuldeeocean.blogspot.com.

### SEAHORSES

A seahorse may not look like it, but it is actually a type of fish. It does not have scales, but it does have a skeleton.

Seahorses range in size from 0.6 inches (smaller than a thumbnail) to a little over one foot (14 inches).

Seahorses can rotate their eyes 360° -- each independently of the other.

Seahorses do not have teeth; they also do not have a stomach.

Seahorses are the only animal in the entire animal kingdom in which the male bears the young. After growing inside their father's pouch, seahorse babies are released fully formed.

Seahorses are big eaters, eating an average of 3,000 plankton, brine shrimp, and other microscopic marine life each day. By the time a seahorse is two weeks old, it has an "adult" appetite.

Seahorses use camouflage to blend in with their environment.

Because of their upright position, seahorses are not very good swimmers. They spend most of their time staying still by anchoring themselves to underwater plants.

# STRENGTH, COURAGE, AND IMAGINATION



*ImaginOcean* celebrates many important character traits, including courage, strength, and imagination. Read about their place in the story and examples of individuals who exhibit the same character traits in real life.

## STRENGTH

In *ImaginOcean*, Tank helps his friends to find the medals by using his strength. There are many kinds of strength. Tank is strong enough to move a rock to free a baby jellyfish; by helping, he shows that he has a strong and giving heart as well.

### STRONG INDIVIDUALS

Athletes use their strength to break records and to become the best in their sport.



Gymnast Shawn Johnson's strength helped her win four medals at the Beijing Olympics, including a gold medal on the balance beam.

## COURAGE

At the beginning of *ImaginOcean*, Dorsel is afraid of everything. The truth is, everyone has something that they are afraid of. It could be something as small as a bug or as big as a dog. During the show, Dorsel learns that in order for he and his friends to complete their adventure, he needs to find the courage to overcome his fears and learn how to be brave.

### COURAGEOUS INDIVIDUALS

We rely on the brave heroes who serve as firefighters and police officers to keep us safe.

Firefighters do all kinds of brave things, including helping to save the lives of people trapped in burning buildings.



Image courtesy of publicsafetyrecruitment.com

Police officers help to keep peace in our towns and keep bad people from doing harm to others.

ABOVE: Dorsel and Leonard face their fears. Will Dorsel be brave enough to go into the cave to help his new friend?

## IMAGINATION

Imagination is a wonderful thing. As Bubbles explains, "I can go anywhere and be everything I can dream of. Anything can happen in my imagination." Everyone has the power to imagine, and using your imagination can bring joy to you and others.

### CREATIVE INDIVIDUALS

Artists of all kinds use their imaginations to create new ideas, worlds, and characters that can be enjoyed by others.

Authors create new stories using their imaginations. J.K. Rowling, for instance, was riding on a train when she daydreamed about a boy named Harry Potter who was a wizard. She has since written seven books in the Harry Potter series, which are some of the most popular books in history.

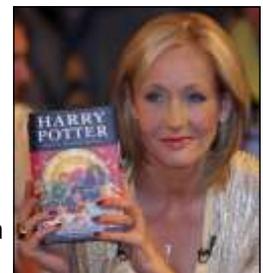


Image courtesy of englishexercises.org.

# POST-SHOW DISCUSSION QUESTIONS



## Comprehension:

1. What were the fish playing at the beginning of the show?
2. What did the friends find?
3. What color of medal did they find first? What did they do to earn the first medal?
4. What color of medal did they find second? What did they do to earn the second medal?
5. What kind of animal was Leonard?
6. How did Dorsel overcome his fears? What happened when he did?
7. What was the treasure? What did the fish get when they discovered that the friendship was treasure?
8. What do you think the creator of the show wanted the audience to know or discover?

## Puppetry:

1. Were you able to see the puppeteers at all during the show? Why or why not?
2. What did the puppets look like? What kind of colors were they?
3. In addition to the fish and other animal puppets, what else did you see in the show? How do you think those puppets were made?

## Music:

1. Can you remember any of the songs in the show? If yes, did they remind you of any other songs you had heard before?
2. Who performed the different songs? What did the puppets do during the different songs?

## Friendship:

1. What does it mean to be a friend?
2. How can we show friendship to someone?
3. Leonard had never had a friend before and was very excited when Dorsel became his friend. Have you ever made a new friend?
4. How does it feel to be in a new place where you don't have any friends yet? How can you make someone feel welcome who is new?

## Courage, Strength & Imagination:

1. Tank, Bubbles, and Dorsel used their courage, strength, and imagination to discover the treasure. Can you think of a time when you were strong? When you were brave? When you used your imagination?
2. The fish shared their talents of courage, strength, and imagination during their adventure. What sort of talents do you have?
3. Can you remember a time that you were scared? What did you do to overcome your fear?

# ASSESSMENT ACTIVITIES, pg. 1



## 1) WRITE A LETTER

**Goal:** To reflect on the performance experience and to practice writing skills.

**When:** After the performance.

**Explanation:** After the show, students will write letters to the *ImaginOcean* performers or to Civic Center donors whose support keeps Applause tickets accessibly priced for school groups.

### Activity:

1. After attending the performance, discuss the experience with your students. Use the following discussion questions to guide the conversation:

- What was the show about?
- What parts of the show were most exciting?
- Which character did you enjoy the most? Why?
- What did the characters find? What did they learn?
- What was special about the puppets?

2. Next, invite students to write a letter to the performers or to Civic Center donors.

### Letter Starter #1:

Dear *ImaginOcean* performers,

My favorite part of the show was...  
While watching your show I felt... because ...  
I have drawn a picture of the scene when...  
If I could be in your show, I would play the part of ... because ...

### Letter Starter #2:

Dear Civic Center Donors,

Thank you for helping my class go to the Civic Center to see *ImaginOcean*.

My favorite part of the show was...

While watching the show I felt... because ...

I have drawn a picture of the scene when...

This experience was special because ...

3. After writing the letter, students can illustrate a scene from the performance.

4. Last, mail the letters to us and we'll make sure they get to the right people.

Civic Center of Greater Des Moines,  
Attn: Education Department,  
221 Walnut Street  
Des Moines, IA 50309.

### Follow-Up Discussion Questions:

1. What did you choose to share in your letter? Why?
2. How does receiving a letter make you feel?
3. How do you think the recipient of your letter will feel when he or she receives your letter? Why?
4. Why do you think the performers choose to make being a puppeteer their career?
5. Why do you think people give money to help students like you attend performances at the Civic Center?

## ASSESSMENT ACTIVITIES, pg. 2



### 2) ACTING OUT A STORY

**Goal:** To use drama and imagination to demonstrate comprehension of a story.

**When:** After the performance

**Explanation:** In this activity, students will use drama and their imaginations to re-tell the story of *Swimmy* by Leo Lionni or *Rainbow Fish* by Marcus Pfister to demonstrate their understanding of characters and key events using tableaux.

**Activity:**

1. Read *Swimmy* or *Rainbow Fish* aloud to the class.
2. As a class, brainstorm the characters in the story.
3. As a class, determine the plot or sequence of main events.
4. Break up the story into small segments and assign each segment to a group of 3-4 students.
5. Students then create tableaux (frozen picture that tells a story) of their assigned moment in the story. Together, students may represent the characters, objects, or setting of their assigned moment.
6. All groups then show their tableaux in front of the class in the order of the story.
7. Once a group is “frozen,” tap students on the shoulder one at a time. When a student has been tapped, they should “unfreeze” and briefly describe who they are and what they are doing in the scene.

**Follow-up Questions:**

1. How would you describe the character or object you played? What in the story led you to that conclusion?
3. What happened at the beginning of the story? In the middle? At the end?
4. How did you feel when you were depicting your tableaux for the class?

### 3) RE-TELL THE STORY WITH PUPPETS

**Goal:** To use drama to re-tell the story to demonstrate comprehension.

**When:** After the show

**Explanation:** Using the reproducible puppets on page 18, students will re-tell the story of *ImaginOcean*.

**Activity:**

1. Print copies of the characters on page 18 onto cardstock. Carefully cut out the different characters.
2. Attach a popsicle stick to the back of each figure to turn it into a simple rod puppet.
3. Invite students to manipulate the puppets as they re-tell the story of *ImaginOcean*.
4. After they are done re-telling the story, invite students to make up new adventures for Dorsel, Tank, Bubbles, and Leonard. To extend the activity, have them create backgrounds, props, and additional puppets.

**Follow-up Question:**

1. How does using a puppet help you to use your imagination?

# ASSESSMENT ACTIVITIES, pg. 3



## 4) TREASURED FRIENDSHIPS

**Goal:** To demonstrate understanding of the concept of friendship.

**When:** After the show

**Explanation:** In this activity, students will draw a picture of an example of friendship and caption it.

**Activity:**

1. Ask students to recall what the greatest treasure of all was in *ImaginOcean*.
2. Tell them that they are going to create pictures that show what Tank, Bubbles, and Dorsel discovered — that friendship is the greatest treasure.
3. Brainstorm ideas of things that friends do together, how they show that they care for one another, etc.
4. Invite students to draw a picture that shows one of these examples and to write or dictate a sentence that explains their picture, using the sentence starter “I treasure friendship because...”
5. Display the class’s drawings on a bulletin board, titled “Friendship: The Greatest Treasure.”

**Follow-up Questions:**

1. What does it mean to be a friend?
2. What kind of things do you like to do with your friends?
3. What can you do to help a friend feel better when they are sad or going through a tough time?

**GRAPHIC ORGANIZER TOOL**

Consider using the *ImaginOcean Big Idea Graphic Organizer* on page 19 as an assessment tool after the show on its own. You may also wish to use it to support Assessment Activities 4 & 5.

## 5) COURAGE, STRENGTH AND IMAGINATION

**Goal:** To explore examples of courage, strength, and imagination.

**When:** Before or after the show

**Explanation:** In this activity, students will collect examples of people in the news, their neighborhood, stories that they read, etc. that exemplify courage, strength, and imagination.

**Activity:**

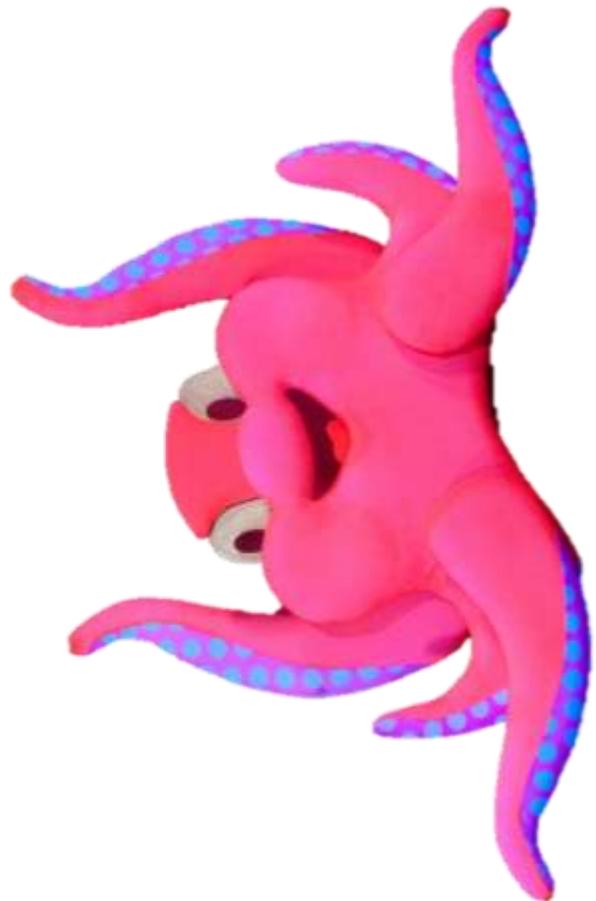
1. Ask students to work together to define the ideas of courage, strength, and imagination.
2. Encourage them to share examples of people or stories that they know that exhibit these traits.
3. Create a display in the classroom that consists of three columns. Head each column with one of the strengths the fish friends discovered.
4. As students come up with examples, write a description of the person or character who exemplified the trait or add a representative picture.
5. Continue to add to the display throughout the school year.

**Follow-Up Questions:**

1. What does it mean to be strong? Are there other ways to be strong other than physically?
2. Who uses their imaginations? What is special about imagination? Do we have to be careful to not let our imaginations get carried away?
3. What is courage? Does courage mean never being afraid of anything? Why or why not?

# PUPPET REPRODUCIBLE (for use with Assessment Activity 3)

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# IMAGINOCEAN BIG IDEAS

Name: \_\_\_\_\_

## STRENGTH

What is it?

Who showed it?

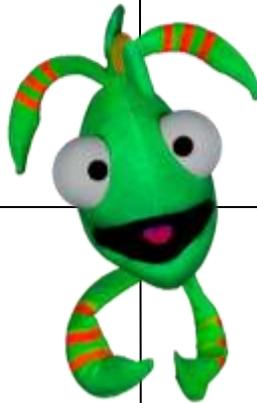
Draw an example from the story.

## IMAGINATION

What is it?

Who showed it?

Draw an example from the story.



## COURAGE

What is it?

Who showed it?

Draw an example from the story.

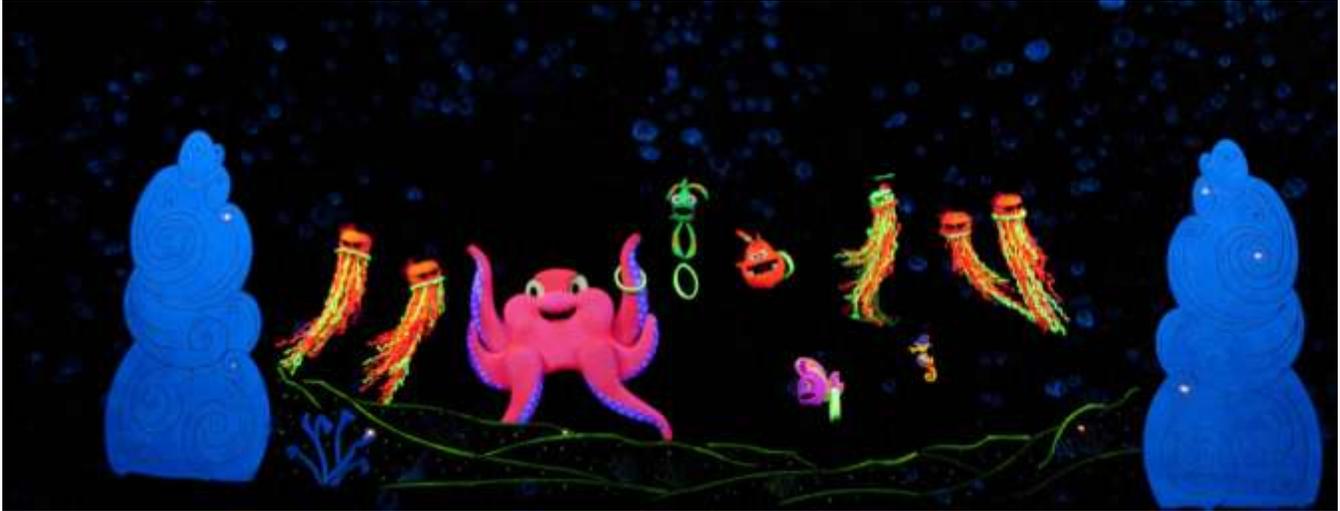
## FRIENDSHIP

What is it?

Who showed it?

Draw an example from the story.

# RESOURCES AND SOURCES



## MORE FISH STORIES

*The Fish Who Cried Wolf* by Julia Donaldson & Axel Scheffler.

*Hello, Fish!!* by Sylvia A. Earle.

*Mister Seahorse* by Eric Carle.

*The Pout-Pout Fish in the Big-Big Dark* by Deborah Diesen.

*The Rainbow Fish* by Marcus Pfister.

*Rainbow Fish and the Big Blue Whale* by Marcus Pfister.

*Rainbow Fish Counting* by Marcus Pfister.

*Rainbow Fish Discovers the Deep Sea* by Marcus Pfister.

*Rainbow Fish Finds His Way* by Marcus Pfister.

*Swimmy* by Leo Lionni.

*Ten Little Fish* by Audrey Wood.

*The Three Little Fish and the Big Bad Shark* by Ken Geist.

*Wish for a Fish* by Bonnie Worth.

## WEB RESOURCES

ImaginOcean Official Website. <http://www.imaginocean.com/>  
Additional information about the show, video clips, and interactive games featuring the characters.

Sea World: Animal Information Database. <http://www.seaworld.org/>  
Find data on different ocean creatures, such as family, size, diet, and other fun facts.

Treasures @ Sea. <http://www.fi.edu/fellows/fellow8/dec98/main.html>  
From the Franklin Institute of Science, a great teacher resource which focuses on integrating ocean studies with literature, art, and writing. Also contains interactive ocean games and puzzles for children.

## STUDY GUIDE SOURCES

"Fifteen Fun Fish Facts for Kids." Andy Camper.  
<http://campfire.andycamper.com/15-fun-fish-facts-for-kids>

"Fun Facts about Jellyfish." JellyWatch. <http://jellywatch.org/blooms/facts>

"Fun Facts about Seahorses." 20-20 Site. <http://www.2020site.org/fun-facts/Fun-Facts-About-Seahorses.html>

"Fun Stuff for Kids: Octopus Facts." Kids Can Travel.  
<http://www.kidscantravel.com/familyattractions/beachesasilah/funstuffkids/index.html>

John Tartaglia Puppetry. <http://www.johntartagliapuppetry.com/>

"John Tartaglia's ImaginOcean Study Guide." Thru the Stage Door.  
Available at <http://www.imaginocean.com/>