

# Musubi Man

*Written by Lee Cataluna*

*Based on the book by Sandi Takayama, illustrated by Pat Hall*



**Performance Guide and Classroom Activities**

# Aloha!

*From Artistic Director, Eric Johnson*



Aloha and welcome to the work of **Honolulu Theatre for Youth!** We are delighted to share these resources with you and look forward to any questions or feedback you may have about the show, our company or these materials

This silly little show adapted by Lee Cataluna is unquestionably the most requested pre-school play we have ever produced and with good reason. Who could not be tempted by a lot of really fun local characters running about, a surfing adventure, and eating musubi? We hope your students will enjoy the story, the book and the play and have created this guide to provide you with some helpful resources to use in the classroom before the show or as a follow up. Thank you so much for making us a part of your classroom. If you would like more

information on the company or our work, please look us up at [htyweb.org](http://htyweb.org). We hope you enjoy this year's telling of **Musubi Man!**

## How To Use This Performance Guide

### Before Seeing the Show:

- Read **The Musubi Man** book or Watch Video of Book Reading... p. 4
- Try the activity in *The Classics: An Opening Activity* ...p. 4
- Books: Other Gingerbread Versions ...p. 5
- The Gingerbread Man ...p. 5
- Prepare to see the play by Reading and Playing ...p.5

### After Seeing the Show:

- Guide students in a Dramatic Interpretation of the **Musubi Man** story ...p. 6
- Make a Local Version of a Picture Book ...p. 6
- Let the students draw a Picture for the Actors ...p. 7

## Connecting to The Standards

*Activities in this guide can help address HCPS III and Common Core. Here's a list we feel apply to this play.*

### Common Core-English

Reading: Key Ideas/Craft and Structure  
Writing: Text Types/Production  
Speaking/Listening

### Language Arts

Reading: Comprehension  
Writing: Conventions and Skills  
Oral Communication: Conventions & Skills

### Fine Arts

Drama/Theatre  
Visual Arts

### Physical Education

Movement Forms

### Health

Interpersonal Communication

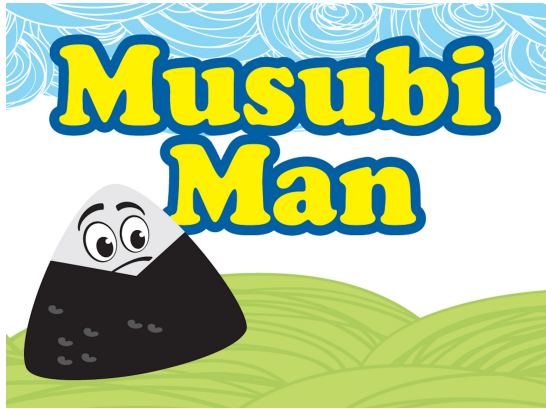
# About the Show

## Show Synopsis

“Run, run, as fast as you can! You no can catch me, I’m one musubi man!” The pidgin-speaking Musubi Man, like the gingerbread man in the classic tale, is determined not to be eaten and he sets out on a wild journey that takes him all the way to the sea. Designed to foster young children’s pre-literacy development, the story gives plenty of opportunity for kids to interact and help with the storytelling.

Recommended for Grades Preschool - K

## Production Credits



**Written by** Lee Cataluna

*Based on the book “The Musubi Man” by Sandi Takayama,*

*Illustrated by Pat Hall, Published by Bess Press*

**Directed by** Reiko Ho

**HTY Ensemble**

Serina Dunham

Hermenigildo Tesoro, Jr.

### Design Team

**Set and Prop Design by** David Gerke

**Puppet Design by** Morgan Lane-Tanner

**Lighting Design by** Chesley Cannon

**Additional Sound and Music by** Matthew Mazzella

**Additional Set and Prop Design by** Eric West

**Additional Costume Design by** Iris Kim

**Original Study Guide by** Daniel A. Kelin, II

### Digital Production Team

Reiko Ho

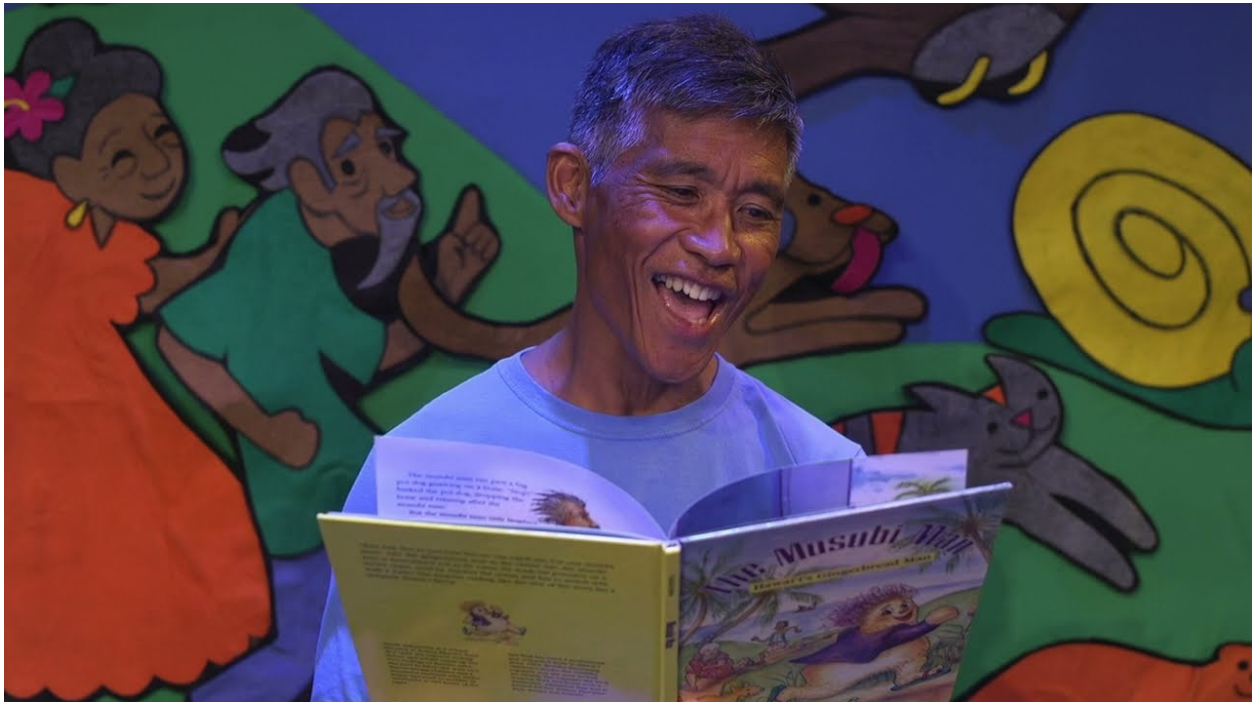
Serina Dunham

Hermenigildo Tesoro, Jr.

Eric West



***The Musubi Man* by Sandi Takayama**  
**read by cast member Junior Tesoro**



Click the image to watch!

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**THE CLASSICS: An Opening Activity**

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**STORY BEGINNINGS, or Once Upon a Time...**

**Procedure:** Ask your students, ‘How do stories start?’ More than likely many will say, ‘Once upon a time.’ But what are others? After students suggest other possibilities, share the following, noting that many cultures and places have their own unique ways of starting stories:

*Long ago and far away*

*In the beginning*

*Once upon a time, a couple of days ago*

*A story, a story, let it come, let it go*

*A great while ago, when the world was full of wonders*

*In a certain kingdom there lived*

*Back in the days when animals could talk*

*Far beyond the edge of the world there lived*

*Long, long ago in a place*

Finally, ask students to work individually or in groups to create new ideas for story beginning. How might you start the story of your own life?

## BOOKS: Other Gingerbread Versions

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*The Bun: A Tale from Russia*, Marcia Brown

*The Runaway Tortilla*, Eric A. Kimmel

*The Stinky Cheeseman and Other Fairly Stupid Tales*, Jon Scieszka

*Nursery Tales Around the World retold*, Judy Sierra

(Runaway food tales from Russia, Norway, and the U.S.A.)

*The Gingerbread Rabbit*, Randall Jarrell

*Cajun Gingerbread Boy*, Berthe Amoss

## Reading and Playing

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Here is a poem version of the Gingerbread Man story. Read it aloud with your students and discuss the various characters that appear in the poem. Afterwards, let the students draw or color pictures of the various characters. When you next read it aloud, have your students hold up their pictures whenever their character is mentioned. As desired or appropriate for your students, discuss the differences between the poem version and Sandi Takayama's local version of the story.

Once there was a gingerbread man,  
Baking in a gingerbread pan.  
Raisin eyes and a cherry nose,  
Trimmed right down to his fingers and toes.  
A gingerbread man in a gingerbread pan!

Here's the old woman who made him so sweet,  
A treat for her and her husband to eat,  
She made him with flour and sugar and eggs,  
She gave him a face and two arms and two legs.  
A gingerbread man in a gingerbread pan!

Now open the oven to see if he's done,  
This gingerbread man, he knows how to run.  
Out of the oven and onto the floor,  
Now running away out the kitchen door.  
The gingerbread man, he's out of the pan!

Now chase him old woman, now chase him old man  
Chase him, yes chase him as fast as you can!  
Through the garden and out the gate,  
Catch him right now, before it's too late.  
The gingerbread man, he's out of the pan!

Along came a cow who wanted a treat  
And the gingerbread man, he looked good to eat  
**Run, run, as fast as you can**  
You can't catch me, I'm the gingerbread man  
I'm the gingerbread man and I'm out of the pan!

Along came a horse who wanted a snack  
But the gingerbread man, he never looked back  
**Run, run, as fast as you can**  
You can't catch me, I'm the gingerbread man  
I'm the gingerbread man and I'm out of the pan!

Along came a farmer who wanted a treat  
And the gingerbread man, he looked good to eat

**Run, run, as fast as you can**  
You can't catch me, I'm the gingerbread man  
I'm the gingerbread man and I'm out of the pan!

Along came a dog who wanted a snack  
But the gingerbread man, he never looked back  
**Run, run, as fast as you can**  
You can't catch me, I'm the gingerbread man  
I'm the gingerbread man and I'm out of the pan!

Along came a hog who wanted a treat  
And the gingerbread man, he looked good to eat  
**Run, run, as fast as you can**  
You can't catch me, I'm the gingerbread man  
I'm the gingerbread man and I'm out of the pan!

Along came a fox who wanted a treat,  
And this gingerbread man, he looked good to eat.  
Jump on my back, my gingerbread pet,  
And we'll cross the river, so you won't get wet  
Mr. Gingerbread man, who's out of the pan!

There was no place to go, there was no place to run  
And a ride on the river could be lots of fun!  
So off with the fox did Gingerbread go  
And what happened next, you already know  
To the gingerbread man, who's out of the pan

That sly old fox had a de-lic-ious treat  
And the old man and woman had nothing to eat  
Not a bite was left for the cow or the dog,  
The horse or the farmer or hungry old hog  
There's no gingerbread man in or out of the pan!

So let us go home and get out the pan  
And we'll make ourselves a new gingerbread man!  
And when he is eaten, we'll make us some more  
But this time we'll be certain to lock the back door!  
A new gingerbread man, in a gingerbread pan!

## DRAMATIC INTERPRETATION

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Read Sandi Takayama's wonderful book to lead your students through some very simple movement/drama activities as you share it. When introducing the book to your students, tell them you want their help. Warm them to the idea by trying a few types of movement you will use during the story. While staying in their own place (either standing or sitting), ask the students to show what it looks like to be: digging, stirring, mixing, patting, eating, laughing, running, hopping, surfing, swimming, jumping. As you practice running in place, chant the phrase of the musubi man, "Run, run, fast as you can! You no can catch me, I'm one musubi man!"

Now read the story. As you read, pause at the following places for the children to add the movement below (or other suggestions of your own.)

"They worked hard tending to their taro."	DIG
"The little old woman made nourishing meals,"	STIRRING, MIXING, PATTING
"He hopped off the table"	HOPPING
"Run, run as fast as you..."	RUNNING
"Poi dog gnawing a bone"	EATING
"Hop onto my back"	HOPPING, JUMPIING
"The surfer paddled out"	SWIMMING
"Surf, surf as fast as you can"	SURFING

## MAKE A LOCAL VERSION OF A PICTURE BOOK

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Just as Sandi Takayama did with "The Gingerbread Man," you and your class can create your own version of a picture book or fairy tale. The following is an example.

The story of *Chicken Little* is a fun tale with a variety of animals. Find a picture book version (such as the one by Steven Kellogg). Read the story, share the pictures and then have students discuss the tale. Who are the animals? Why is the little chicken the scared character and the fox the sly one?

Brainstorm your own version of the *Chicken Little* story. What animals might you use?

### Suggested Procedure

- Make a list of local animals.
- Choose local animals that seem appropriate for each of the characters in *Chicken Little*.
- Make up rhyming names for them (for a goose, maybe Nene Benny)
- Recreate the *Chicken Little* story with your chosen animals and names.
  - Create it together aloud as a class.
  - Have students write their own version.
  - Have students draw pictures that illustrates their version.

# Picture for the Actors

Dear \_\_\_\_\_,

I really liked this part of the play.

