



MARCH 6 – APRIL 5, 2020

A NOTE TO TEACHERS AND PARENTS

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*Curriculum connections
before or after the play*

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THE LEGEND OF ROCK, PAPER, SCISSORS

Dear Educators and Parents,

You've played the game. Now read the legend of the three great warriors who started it all...

Long ago there lived three fierce warriors. From the Kingdom of Backyard came Rock, from the Empire of Mom's Home Office came Paper, and from a messy village in the Junk Drawer Realm came Scissors. They were the strongest, smartest, and fastest in all the land. Though they searched far and wide for worthy opponents, no one could beat them...until they met each other and a musical battle royale began to see who would come out on top!

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing THE LEGEND OF ROCK, PAPER, SCISSORS with your students as a teaching tool. Use this guide to best serve your children— pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Enjoy the show!



Julia Magnasco
Education Director
(414) 267-2971
Julia@firststage.org

First Stage Policies

- The use of recording equipment and cameras are not permitted during the performance.
- Food, drink, candy and gum are not permitted during the performance.
- Electronic devices are not permitted in the theater space.
- Should a student become ill, suffer an injury or have another problem, please escort him or her out of the theater space.
- In the unlikely event of a general emergency, the theater lights will go on and the stage manager will come on stage to inform the audience of the problem. Remain in your seats, visually locate the nearest exit and wait for the stage manager to guide your group from the theater.

Seating for people with special needs: If you have special seating needs for any student(s) and did not indicate your need when you ordered your tickets, please call our Assistant Patron Services Manager at (414) 267-2962. Our knowledge of your needs will enable us to serve you better upon your arrival to the theater.



Setting the Stage Synopsis

Rock, Paper, and Scissors are three warriors who each seek a worthy opponent to face them in battle (“Prologue”). In the Kingdom of Backyard, the champion Rock proudly sings about their abilities. (“Rock Star”) Rock defeats Peach by smooshing them in a line dance competition. (“Country Line Dance Call”) They then face off against Clothespin by tying them up in a pair of giant underwear. (“Spinning”) Rock is happy to have won, but sad that they have not yet found an equal match.

Meanwhile in the Empire of Mom’s Home Office, Paper faces off against their mortal enemy, Printer. (“This is My Jam”) After beating Printer, Paper is challenged by all of the members of a Half Eaten Bag of Trail Mix who plan on using their numbers to win. (“Half Eaten Blues”) Paper defeats them all by blotting out the light and leaving them in darkness. Paper feels out of place because they have run out of challengers in their own empire.

In the Kitchen Realm, Scissors sings of their prowess and sharpness. (“No One Like Me”) They face off against Roll of Tape in a Plastic Dispenser in a “tape” dance-off where they emerge victorious. (“Tape Dancing”) Scissors enters the freezer and defeats a horde of Dinosaur Shaped Chicken Nuggets. They then leave the kitchen in search of a new challenger.

Rock and Scissors run into one another in the Cavern of Two Car Garage and begin to fight. Scissors attacks have no effect and Rock defeats her easily by sitting on her. Paper then enters the cavern and demands a fight with Rock. Paper forces Rock to submit by covering them up and blinding them. Scissors then stands and demands to face Paper, who wields a number 2 pencil as a sword. Paper and Scissors battle intensely and Scissors comes out the winner. All three are stunned that they have all met their match. They continue to battle one another as they celebrate their discovery. (“Battle Royale”) The three warriors pledge friendship to one another, recognizing that their three unique strengths help them all be stronger together. (“Epilogue”)



About The Author

Taken directly from: <https://www.drewdaywalt.com/about>

Ever since his childhood in Ohio, author Drew Daywalt has been creating escapist fantasy, horror & comedy. With a BFA in creative writing from Emerson College in Boston in 1992, Drew set off to Hollywood where he wrote for Disney & Universal on Timon & Pumba, Buzz Lightyear, and Woody Woodpecker. He also wrote the Emmy nominated animated series The Wacky World of Tex Avery.

His first trip into live action landed him studio screenwriting and directing work with such Hollywood luminaries as Lawrence Bender, Tony Scott & Jerry Bruckheimer.

In 2013, Daywalt's debut picture book, THE DAY THE CRAYONS QUIT spent a year on the NYT Bestseller List at #1, and remains on the list to this day, over five years later. The sequel book, THE DAY THE CRAYONS CAME HOME also spent a year as a NYT Bestseller, and his third book, THE LEGEND OF ROCK PAPER SCISSORS is a NYT Bestseller as well.

Daywalt has also written a Star Wars book for Lucasfilm Publishing, called BB-8 ON THE RUN.

His books, SLEEPY THE GOODNIGHT BUDDY and THE EPIC ADVENTURES OF HUGGIE AND STICK have both been recently released to rave reviews and two national book tours.

He has received 65 awards for his children's writing, including the coveted E.B. White Read Aloud Award and the Time Magazine Top 100 Best Children's Books of All Time.

Recommended Reading

THE WORKS OF DREW DAYWALT

THE DAY THE CRAYONS QUIT

Philomel — June 2013

THE DAY THE CRAYONS CAME HOME

Philomel — August 2015

THE LEGEND OF ROCK PAPER SCISSORS

HarperCollins — April 2017

STAR WARS: BB-8 on the Run

Lucasfilm Publishing — Sept 2017

SLEEPY, THE GOODNIGHT BUDDY

Disney — Sept 2018

THE EPIC ADVENTURES
OF HUGGIE AND STICK

Philomel — Oct 201

About the Playwright

Taken directly from: <https://www.carthage.edu/live/profiles/282-john-maclay>

John Maclay is a professional actor, director, and playwright who has spent the past 19+ years working professionally in the Midwest, primarily in Milwaukee. Mr. Maclay is an active adaptor of literature for the stage, specializing in Theatre for Young Audiences. His plays and musicals include: Anatole, (with Lee Becker and with music by James Valcq), Nancy Drew and the Biggest Case Ever (with Jeff Frank) Geronimo Stilton: Mouse in Space, Just a little Critter Musical, (Music by Brett Ryback) Goosebumps the Musical; Phantom of the Auditorium (Music and co-lyrics by Danny Abosch), and Robin Hood (with Joe Foust), and is currently working on three new pieces for production in 2018-2020. He also adapted and directed an 80-minute version of Romeo and Juliet, for which First Stage was awarded a National Endowment for the Arts' Shakespeare in American Communities grant.

When not furiously writing away or teaching at Carthage, John still works professionally as an actor, director, voice and text coach, and fight choreographer. He is the former Associate Artistic Director at First Stage, the national leader among professional theatres for young audiences using age appropriate casting, as well as the former Director of Artistic Development.

His work has additionally been seen at Chicago Shakespeare Theater, Utah Shakespeare Festival, Orlando Repertory Theatre, Oregon Children's Theatre, Uprooted/Milwaukee Gay Arts Center, Skylight Opera Theatre, Defiant Theatre, Bunny Gumbo, Bialystock and Bloom, St. Croix Festival Theatre, and John was the founding Artistic Director of the Milwaukee Shakespeare Company. Mr. Maclay is a proud member of Actor's Equity Association, the union of professional actors and stage managers and a member of the Dramatist Guild. John holds a BA in theatre from Lawrence University and an MFA in Acting from the University of Illinois in Urbana-Champaign.

Meet the Composer

Taken directly from: <https://www.octc.org/blog-directory/meet-the-cast-rps>

Eric Nordin is a multiple award-winning playwright, composer, music director and pianist and has made his artistic home here in Portland, Oregon since 2004. Recent original pieces for the theater include The Snowstorm (2015) and John Hughes High: The 1980's Teen Musical (2018). In addition to his writing credits, Eric has also had the enormous pleasure of music directing recent Oregon Children's Theatre productions such as Goosebumps: The Musical and last year's Pete The Cat.

Pre-Show Questions

1. THE LEGEND OF ROCK, PAPER, SCISSORS is based on the popular children's book of the same name. What similarities do you think there will be between the book and the play? What differences might there be?
2. Rock, Paper, and Scissors each have their own strengths and qualities — things that make them special. What are your own strengths? How can you use your special qualities to help others?
3. The play's characters are all items that come to life and act and talk like people. How do you think the actors will portray these characters with their voices and bodies? What do you think their costumes will look like?



It's Showtime!

THEATRE ETIQUETTE ACTIVITY

*Adapted from: <http://www.louisvilleorchestra.org/wp-content/uploads/audience-etiquette-activity.pdf>,
<http://www.musical-theater-kids.com/theater-etiquette.html>*

There are many people involved, both on stage and behind the stage, who are working to put on the best performance possible for you and the rest of the people in the audience. Unlike watching television or a movie, the performers and crew can see and hear the audience members—therefore, it is the audiences' job to watch and listen carefully to the action on stage. The audience helps the performers and crew concentrate on doing their job when we practice the rules of theater etiquette.

- Visit the restroom before the performance begins.
- Don't speak during the performance...whispering is still speaking, so make sure you are only speaking in an emergency.
- Do not eat or drink in the theater.
- Do not put your feet up on the seats or balcony and do not kick the seat in front of you.
- Do not put or throw anything on the stage.
- Do laugh when the performance is funny.
- Do applaud when it is appropriate during the performance.
- Do applaud when the performance is over...this tells the performers and crew that you appreciate their work.

CONTINUED ACTIVITY:

1. Hand out the included worksheet to students.
2. As a class, go through the different event locations listed on the worksheet and discuss each event. What can you do there? What can't you do there? Why?
3. Fill out the worksheet using "Always, Sometimes or Never". Ask students why they think we behave differently at these different places (different atmospheres, expectations, traditions, etc.).
4. Discuss in detail the behavior expectations we have at the theater.

It's Showtime!

THEATRE ETIQUETTE ACTIVITY

Adapted from: <http://www.louisvilleorchestra.org/wp-content/uploads/audience-etiquette-activity.pdf> ,
<http://www.musical-theater-kids.com/theater-etiquette.html>

Look at the different events listed across the first row in the table below.
 For each event, fill in ALWAYS, SOMETIMES or NEVER with the listed behavior expectations.
 Note the different behavior expectations there are for different events we attend.

BEHAVIOR	BASEBALL GAME	CHURCH/ WORSHIP SERVICE	LIVE THEATRE PERFORMANCE	ROCK CONCERT	MOVIE THEATER
CHEER					
CLAP POLITELY					
TALKING TO THOSE AROUND YOU					
EATING					
STANDING UP AND WALKING AROUND					

Create a Hero

CLASSROOM ART ACTIVITY

Give each student a copy of the “Create a Hero” worksheet and the character drawing template that follows. Explain to students that they are about to become costume designers. Explain that in the theatre, a costume designer is responsible for deciding what each actor in the play will wear onstage. It will be the student’s responsibility to think of an everyday object like a rock, paper, or scissors and then show how an actor would look if they played that character onstage by drawing their costume. Everyday object examples could include: An icepack, a key, a tablet, a bouncy ball, slime, etc. Go over the “Create a Hero” worksheet to ensure students understand the expectations and directions. As they work, coach students and answer questions as necessary. Give students about 10 minutes to complete both of these.

Now that students have created their own characters, it is now time to write some interesting adventures for them to go on!

Ask the class for 6 volunteers and then ask them to come to the front of the class. Explain to students that they will be playing a storytelling game called “Once Upon a Time”.

Beginning from Stage Right to Stage Left, cast students as the following parts and give them their respective role cards:

- a. Once upon a time there was a... (Introduces character and possibly the setting)
- b. Everyday.... (Introduces a precedent- or the way things normally go)
- c. Until one day.... (Introduces the conflict or problem)
- d. Because of that... (Introduces the climax of the story)
- e. Until finally.... (Introduces the falling action)
- f. Ever since then.... (Introduces the resolution)

Explain to students that they will be telling a story together as a team with each person of the group being responsible for a different part. Quickly explain the different parts of the story and coach the first story as necessary. This is an activity that makes much more sense when it’s played while being explained and coached during its first round rather than offering a large explanation at the beginning. Highlight things that worked with the story (cohesiveness, logic, strong character arc, etc.) Replay as time permits with all new students or with students switching their parts of the story.

Ask students to return to their seats and then provide them with a “Once Upon a Time” story template. Explain that they will now be writing their own “Once Upon a Time” story starring their created hero. Students will fill in the blanks of the worksheet in order to write a complete journey for their character. Answer questions and coach as necessary.

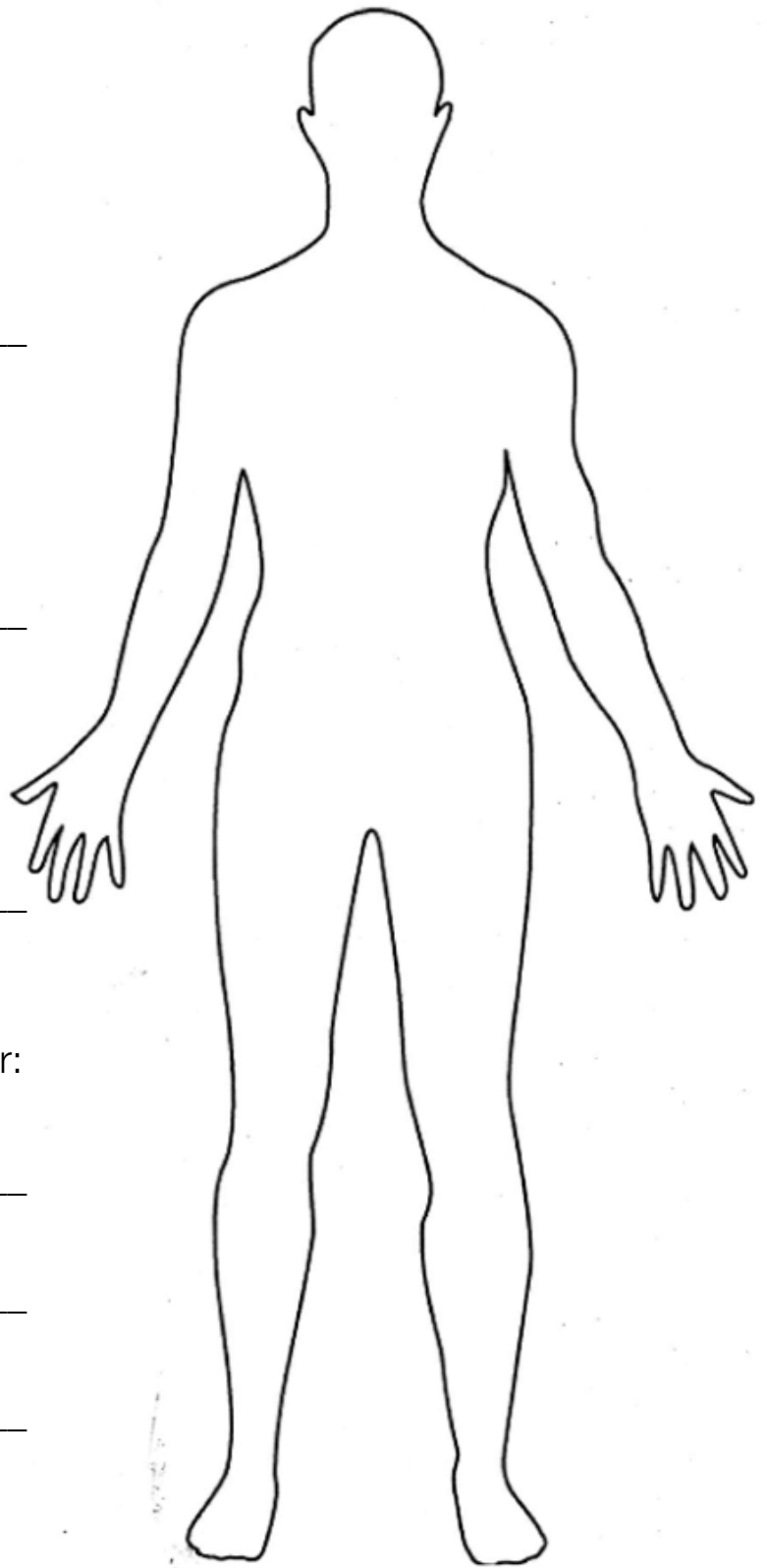
Create a Hero

Hero's Name:

What Object is Your Hero?:

Special Skill or Power:

Three words to describe your character:



Once Upon a Time

1. Once upon a time there was a hero named... (Your hero's name)

2. Every day they... (What does your hero like to do for fun?)

3. Until one day...(What problem happens to your character?)

4. Because of that...(What does your hero have to do to fix the problem?)

5. Until finally... (What happens when your hero tries to fix the problem?)

6. Ever since then...(What does your hero do after the problem is fixed?)

Rock, Paper, Scissors Showdown

CLASSROOM PHYSICAL EDUCATION ACTIVITY



EQUIPMENT:

- Hula Hoops
- Buckets
- Tokens (Milk jug tops or bingo chips)
- Cones
- Set Up

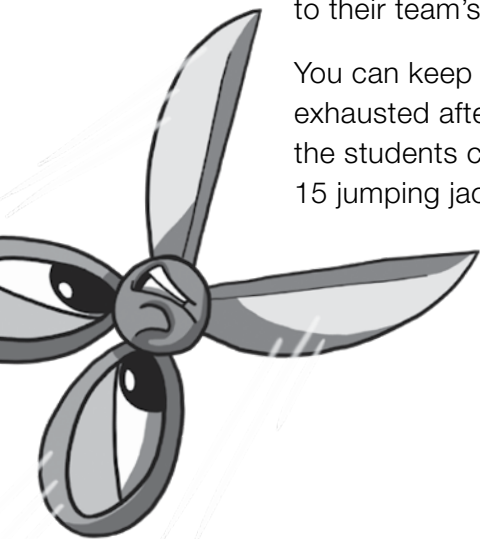
Split up your class so that students are in groups of no larger than 3, possibly 4. I had 24 in a class so I made 6 teams. The smaller the teams the better! The hoops are set-up in a snowflake diagram and one cone is placed at the end of each line. Next to each cone is a bucket containing 20-25 tokens.

Tip: Use hoop clips to connect the hoops together and keep them from moving around. They work with any hoop with a cross sectional diameter of 0.85”.

HOW TO PLAY RPS SHOWDOWN

One student from each team goes at a time. I tell my students 1 person from your team on the playing board at a time. Students must jump into each hoop to move across the board. Their goal is to make it to another teams cone in order to earn one of their tokens to take back to their team's bucket. As the student is jumping, they can come head to head with another student. These 2 students then play Rock, Paper, Scissors (RPS). The winner of RPS gets to keep jumping. The student that loses then steps out of the hoop and runs back to their team. As soon as a student steps out of a hoop (off the playing board) the next person on their team can begin. The same happens if a student makes it to another teams cone; that student steps out of the hoop (which allows their next teammate to begin) they then can get a token and run it back to their team's bucket.

You can keep playing as long as you like. My students loved it and were exhausted after about 20 minutes. If you want to add even more activity, have the students complete an exercise when they return to their cone. For example 15 jumping jacks, squats or push-ups.



Rock, Paper, Scissors — Solve!

CLASSROOM MATH ACTIVITY

Taken directly from: <https://www.scholastic.com/parents/school-success/learning-toolkit-blog/teach-math-themed-twist-rock-paper-scissors.html>



STEP 1:

(This version is for practicing adding numbers to 10.) Two players face each other and “pound” their fists saying “Rock, Paper, Scissors, and Math” (just like in the regular game).

STEP 2:

Each player shows a number (zero through five) shown as:

- 0 – Closed fist
- 1 – Pointed finger
- 2 – Pointer and middle finger
- 3 – Pointer, middle, and ring finger
- 4 – All fingers but thumb
- 5 – Whole hand

STEP 3:

Each player should hold their “number of fingers” out clearly so both players can see the total number of fingers.

STEP 4:

The first player to call out the sum (total number of fingers) wins!

STEP 5:

Repeat game.

LEARNING EXTENSIONS:

- With younger children, take turns calling out the total. The game doesn’t have to be competitive!
- Your child can count on her fingers, if needed, to help find the total.
- To make the game more challenging, play with three people.
- Try adding numbers to 20 by holding out both hands.
- Practice multiplying by using the fingers to find the product. For example, three fingers and five fingers would be $3 \times 5 = 15$.

The Rock Cycle

CLASSROOM GEOLOGY ACTIVITY

Taken directly from: <https://www.k5chalkbox.com/what-is-the-rock-cycle.html>

While this may not be the most "scientific," it certainly makes understanding what happens during the cycle easy to understand. Plan for a few days and collect quite a few crayons before doing this. Depending on the age of your students, you may want to keep it as a demonstration only.

MATERIALS

- 5-10 different colored crayons, shredded (keep the colors separate; a cheese grater works well)
- Aluminum foil
- Hair dryer
- Heavy books
- Metal tongs
- Candle and matches



STEP ONE

The crayon shavings represent sediments. Place them layers, one on top of the other, in the foil and wrap them up like a burrito so nothing will fall out. Press on them with your hand and explain how the layers build up over time and they end up joining together. It will chip easily and this can be demonstrated by showing the students how the crayon shreds can be pulled apart.

Teacher Tip: We find sediments in water, such as rivers. Sedimentary rock is a mixture of minerals, dirt, sand, and organic matter that has settled at the bottom of the water. These layers eventually become so heavy that the sediments (or ingredients) form sedimentary rock. You will be able to easily see bands or layers in most of these types of rocks.

STEP TWO

Turn the hair dryer on and gradually heat up the foil packet (this will actually make for a prettier demonstration if you do this). Then place 4-5 heavy books on top of the foil wrap and explain to the students that the sediments have to be under a lot of pressure and/or heat to turn into another type of rock: metamorphic.

Let the wrap stay under the books at least overnight to demonstrate that it takes a long time to change.

The next day, unwrap the foil and show the students how the sediments have been pressed together, making a special note about seeing the different layers of colors but now it cannot be pulled apart like before.

Teacher Tip: Metamorphic rocks are harder and much smoother than sedimentary rocks. They have crystals and can only form from existing rocks (either sedimentary or igneous).

STEP THREE

You may want to try rolling some of the "metamorphic rock" into a small ball for this, but be sure to wrap it up into some more foil.

Using the metal tongs, hold foil packet(s) over a lit candle. This will heat up the packet quite a bit so you will also need a plate or tray to put it on as it cools. After it has cooled, unwrap it to show how it is now igneous rock.

Teacher Tip: Igneous rocks are made when magma (molten rock under the earth's surface) is pushed into the higher layers of the crust where it cools and solidifies. Slow cooling forms large crystals and fast cooling makes smaller ones.



Music in the Classroom

MUSIC CLASSROOM ACTIVITY

Taken from: Carol Wilmar, <http://www.lessonplanspage.com/MusicRhythmCanonActivityK5.htm>

This activity helps children learn to keep a 4/4 rhythm and is a good introduction to canon and part-singing.

ACTIVITY

1. Have students sit in a circle.
2. Begin a 4/4 rhythm by gently slapping hands on thighs.
3. Once the rhythm has been established, the facilitator should then says: "I WENT to the JUNgle and I HEARD a funny NOISE."
4. Going round the circle, each student should make a jungle noise, one at a time, and keep making it while subsequent children add their own noises.
5. After each new noise is introduced, the facilitator says the phrase again.
 - a. Younger or more self-conscious children can work in pairs or groups.
 - b. Older children can contribute their own ideas to the theme of the activity: "I Went to the Farm and I Heard a Funny Noise."
6. Rhythm instruments can replace the thigh-slapping once the children master the concept.
7. The activity is more challenging than it may seem, because children can get confused or lose the tempo in the cacophony! However, once they get the hang of it, the resulting "songs" can sound very good!



The Sounds of a Story

LANGUAGE ARTS/MUSIC CLASSROOM ACTIVITY

Taken directly from: Hanna Mathey, <http://www.lessonplanspage.com/MusicTellingFolktalesWithMusic23.htm>

ACTIVITY

1. To set up this lesson, have students watch a musical, such as *U: BUG: ME* or Serge Prokofiev's *Peter and the Wolf* (from the 1946 Disney production, *Make Mine Music*).
2. Discuss with students how music can help to tell a story, represent characters, and move the action.
3. Choose a folk tale (such as *The North Wind and the Sun*, *The Tortoise and the Hare*, or *The Three Little Pigs*). Tell the story to the students, then discuss what happened.
4. Using hand drums, rhythm sticks, tambourines, and any other kinds of classroom instruments, have the students discuss ideas on how to represent characters and action with instruments.
 - a. Here's an example of how *The Tortoise and the Hare* was told through music: The Tortoise was represented by playing the hand drums slow and steady. The Hare was represented by rhythm sticks "hopping" quickly. Maracas were used to emulate the Hare snoring (while the hand drums continued as the Tortoise moved on). The triangle woke the Hare from his nap as he saw the Tortoise moving to the finish line, where the crowd—tambourines—cheered him on to victory!
5. A continuation of the activity could be creating a full on production with musicians playing instruments and performers acting out the scene, with masks and/or costumes, and even background sets.

Making Up: Resolving Conflict

SOCIAL – EMOTIONAL LEARNING CLASSROOM ACTIVITY

Taken from: <http://pbskids.org/arthur/parentsteachers/activities/credits.html>



MATERIALS

- Markers
- poster board

ACTIVITY

1. Brainstorm with students ways that friends can "make up" after hurting each other's feelings (e.g., apologizing, inviting someone to join a game, making a card or picture). On poster board, make a list of positive ways to resolve conflicts and show you're sorry. Include sentence starters for expressing feelings, like:
I felt _____ when you _____.
I apologize for _____.
2. Share with students a story that involves a dispute between two friends. (You can use a story from a book, or one that you make up.) Stop the story before there is a resolution.
3. Let students create their own ending to the story. They can write it out, draw pictures, or just tell you out loud. Encourage them to use their list of positive ways to express feelings and resolve conflict.
4. Have students practice acting out this new ending to the story.
5. Share the original ending to the story. Discuss how the characters felt, and why their feelings caused them to act as they did..

What About Fighting?

HUMANITIES CLASSROOM ACTIVITY

Adapted from: <http://www.teachervision.fen.com/safety/lesson-plan/2962.html>, Excerpted from *Elementary Perspectives: Teaching Concepts of Peace and Conflict* by William J. Kreidler. <http://www.goodcharacter.com/BCBC/PreventingConflicts.html>,
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ACTIVITY

1. Start by asking students how they would define violence.
 - a. Why do they think people sometimes use violence to handle conflicts?
2. After the students have offered a few suggestions, ask them to name everything potentially positive they can think of about fighting or using violence to resolve conflicts.
 - a. List their contributions on the board. Continue the brainstorm for five minutes.
3. Next ask students to name all the potential negative consequences of fighting or using violence to deal with conflicts.
 - a. Repeat the brainstorming process.
 - b. If necessary, ask about specific areas of students' lives: What might be the consequences of fighting at home? At school? On the playground? The negative list will probably be significantly longer.
4. As a way to conclude the activity, discuss the following questions with your students:
 - a. Which list is longer? Why? Which of these negative things is a short term consequence? Which is long term? What are some ways you could get the positive effects of fighting without fighting? If there are so many reasons not to fight, why do people fight? Where do we get our ideas about fighting?
5. Finally, have students take part in a role play activity. Take a particular conflict situation, possibly one that was mentioned in the prior discussion, and split students into pairs. One person's objective is to escalate the conflict into a fist fight. The other person's objective is to resolve it peacefully, or at least prevent a fight.
 - a. The pairs can all role play the situation at the same time. Allow students 30-60 seconds to explore this scene.
 - b. Afterwards, allow volunteers to share their scene with the class and have the class analyze what each person did to satisfy his/her objective. What general principles or guidelines can be drawn from this?

Post-Show Questions

1. Rock, Paper, and Scissors competed to be the strongest warrior in the land. Have you ever competed in anything? What did you do to prepare? What were the results?
 2. Rock, Paper, and Scissors each have their own qualities that make them very different from one another. However, in the end of the story, they end up becoming best friends. Do you have friends that are very different than you? What do you like about being friends with them?
 3. Have you ever been in a situation where you saw or were a part of a fight? What was the situation? What caused it? What are some other ways that the situation could have been handled?
-

Who Said It?

1. "I search the world to test my mettle, until I find my match I shall always feel unsettled."
2. "Come, and I will transform you into a photo. Or a poem. Or a recipe of vegetable marsala."
3. "Dude. It's called tap dancing. Those are tap shoes"
4. "I'll cover them up, smother them up. I'm not looking for a treaty. I finally found someone who could beat me."
5. "You, sir, look like a fuzzy little butt."
6. "You there! Little pebble! Have you come to stand and bask in the opulence of my majesty and that of my giant underwear?"
7. "Bow before our child pleasing shapes and flavors, sword master! No one can resist our crunchy awesomeness!"
8. "That is not my problem my wide-ruled friend."
9. "I care not for your words! All scissors are the enemy. I shall defeat you!"
10. "Ahhhh! Foul wizard! What is this dark magic? He has blotted out the sun. Run for your lives!"