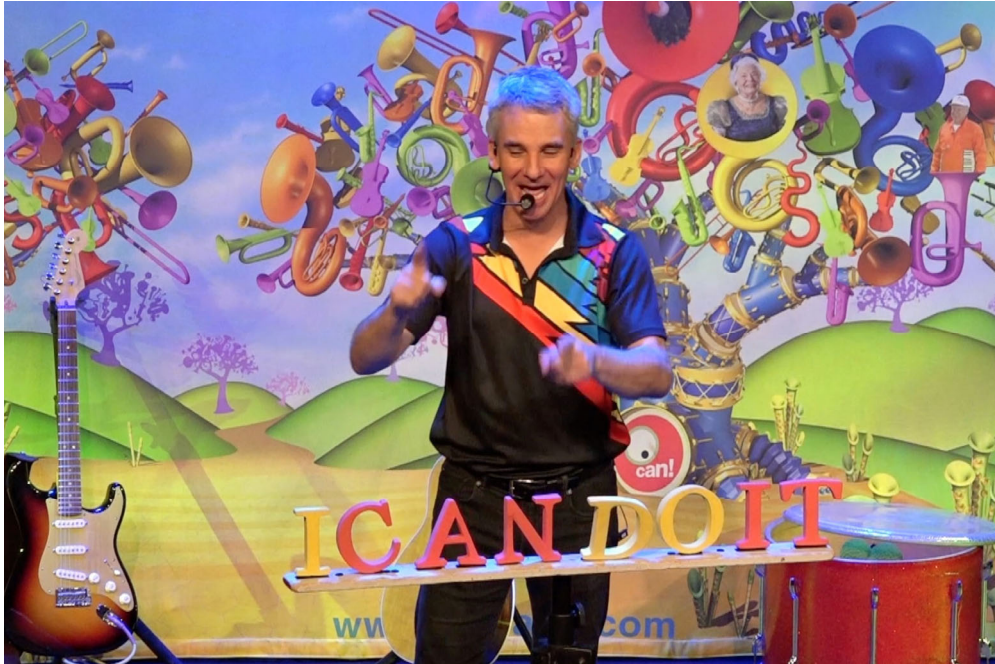


# Study Guide

## Zak Morgan Trio



**Did you know?** This performance is a public service of the Sampson CenterStage Performing Arts Series and the County of Sampson and is funded and underwritten through the financial contributions of many businesses, corporations, civic organizations, and individuals from across Sampson County and is provided **FREE** to students from across Sampson County.

*On the day of the performance a complete list of Class Acts Sponsors will be distributed to each teacher.*

**How you can help!** Please take a moment to have **YOUR** students write a note of appreciation to our sponsors! Our sponsors love receiving notes from students.

*Many thanks to each Class Acts-Sampson CenterStage for Students Sponsor!*

This study guide was prepared and provided as a courtesy of the *Class Acts-Sampson CenterStage for Students* series and is designed to aid in preparing students for an exciting performance...We encourage you to make use of this valuable resource designed to not only enhance each student's theatergoing experience; but to also complement their total educational experience.

# GOING TO THE THEATRE (101)



Watching a live performance is very different than watching television or going to the movies. When you see a live performance you play a part too! Your role is an audience member. As an audience member you should obey the following instructions:

When you arrive, follow an usher to your seat. Your group may be assigned to specific areas or seats in the theatre. Please stay in the seat that you are given until the show is over.

Most theaters do not allow cameras, cellular telephones or recording devices. Please leave these at home or in your classroom.

Food, drink, candy and chewing gum are not allowed in the theatre.

Book bags and/or oversized handbags are not allowed in the theatre.

When the theater lights dim, it means the show is about to begin...Please be quiet.

Listen and watch carefully. Talking and making noise disturbs the performers on stage and your fellow audience members. Please hold your comments until after the performance. Of course when something is funny you may laugh. You may even cry when something is sad.

Show your appreciation by clapping when the performance is over and when the performers take a bow.

Stay seated after the show and an usher or your teacher will lead you out of the theater.

## **SPECIAL NOTE**

This show will have a question and answer period following the performance. Please stay seated after the curtain call. If you have a question, raise your hand. Speak loudly and clearly when you are called upon.

# Theatre Collaborators



When we see a show, we often think of only the performers on stage. However, many people come together to make a performance happen. Read the list of theatre collaborators and answer the discussion questions with a partner.

**Performer** - a person who entertains an audience; includes actors, singers, musicians.

**Producer** - someone who finds financing for and supervises the making and presentation of a show.

**Musical Arranger** - a musician who adapts a composition for particular voices or instruments or for another style of performance

**Director** - someone who supervises the actors and directs the action in the production of a show; the “visionary” for the show. The director also collaborates with designers to create the entire picture you see on stage.

**Costume Designer** - the person who creates costumes for actors to help define and express the character; works with the director and creates renderings of what costumes should look like.

**Lighting Designer** - imagines and creates the lights of a performance to enhance the mood and the setting.

**Sound Designer** - imagines and creates the music and other sound effects which help tell the story of a play

**Set Designer** - makes a map of each set and its changes

**Props** - items held or used by the actors on stage that help tell the story

**Gels** - pieces of plastic that are used in stage lights to change their color

## THINK ABOUT IT!



Why is changing the color of lights or the use of props important for the mood in a scene?

If you were a character in a play, what color gel would you choose for your spotlight? Why?

## DISCUSSION QUESTIONS...



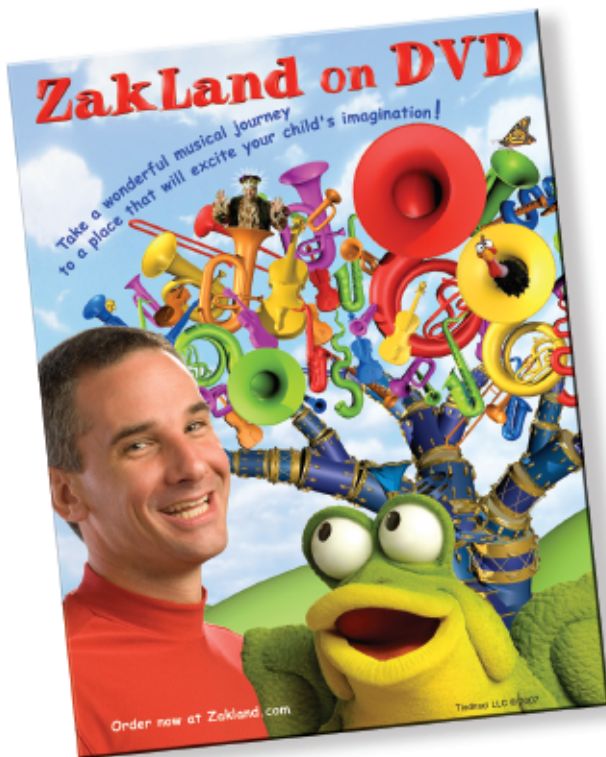
1. If you were to work in the theater business, which theater collaborator would you rather be?
2. Which job seems most challenging? Why?

# Zak Morgan's Study Guide

**Welcome to ZakLand!** ZakLand is a world filled with music and imagination where anything is possible if you try hard and believe in yourself.

ZakLand is lively and interactive. Students will be encouraged to participate both verbally and physically. The show is very fast-paced and entertaining, and misbehavior is rarely an issue.

This performance is designed to have a lasting impact. The students will benefit much more both during and after the performance if the teachers are attentive.



# Zak Morgan's Pre-Program Guide

▶ The themes of the show are **Reading, Imagining, and I CAN DO IT.**

Each of my songs is a story filled with wordplay and positive messages. Many of the stories are about my own childhood. Rather than preach to the children, I encourage them to teach me the lessons. For instance, in *The Cribbling*, a song about the jealousy and sadness I felt when my little brother was born and hogged up all of the attention, the children teach me, "Your mother still loves you!"

Children should be encouraged to consider the following things before they see the performance:

## **The basic elements in a good story:**

Characters, plot, conflict, rising action, climax, resolution

## **Questions to consider:**

What stories have excited your imagination?

What is your favorite book or story?

What do you like about it? Is it exciting? Funny? Happy? Sad?

Students should look for the following literary devices during the performance:

- **Alliteration:** The repetition of the leading vowel or consonant sound in a phrase.
- **Double Entendre:** A spoken phrase that can be understood in either of two ways.
- **Simile:** A comparison of two unlike things.
- **Imagery:** A series of words that create a picture in your head.
- **Figure of speech:** A way of saying something other than the literal meaning of the words.
- **Rhyme:** A rhyme is a repetition of identical or similar sounds in two or more different words.

# Zak Morgan's Post-Program Guide

## ▶ Reading

**Reading Skills** enable students to comprehend all types of reading materials.

Zak Morgan's award winning songs are filled with wordplay and sophisticated literary devices. They are very useful tools when practicing the following reading skills:

- 1) Use word recognition strategies such as **context clues** to determine pronunciations and meanings of words in passages.

### Examples:

From *When Bullfrogs Croak* (lyrics on page 7):

"An **amphibious** leaper with **insidious peepers**..."

"He's a patient **tongue-slinger** who shoots from the lip..."

From *Hungry Things* (lyrics on page 9):

"The leopard's **pernicious** and you look delicious."

- 2) Know that some words have multiple meanings and identify the correct meaning as the word is used.

### Examples:

*When Bullfrogs Croak* (lyrics on page 7):

"When bullfrogs **croak**, the sound will travel..."

"When bullfrogs **croak**, the smell will travel..."

- 3) Identify literary devices such as **simile, alliteration, imagery, figures of speech, rhyme, and double entendres** in Zak's songs.

### Examples:

- a) Find the **simile, alliteration, imagery, and rhyme** in the following passage from the song *When Bullfrogs Croak*: (lyrics on page 7):

*A bullfrog's tongue is wound like a whip*

*With a big hot dab of sticky glue on the tip...*

(Reading continues...)

(Reading continued)

- b) Find the **simile**, **alliteration**, **imagery**, and **rhyme** in the following passages from the song *Connptions* (lyrics on page 12):

*Deep in the darkness, a soul is dripping globs of ghastly goo.*

*It lurks inside the wizard who we call "You Know Who."*

*His fishy flesh is festered, his fangs have gotten yellow*

*But the freakiest of features on this reaky, rotten fellow*

*Are the nostrils on that wizard, they're slitted like a lizard*

*Blood runs cold inside his veins, he turns our knees to Jell-O.*

- c) Find the **alliteration** and **rhyme** in the following passages from the song *When Bullfrogs Croak* (lyrics on page 7):

*Once upon a time there was a tiny tadpole*

*Who slithered to the surface of a tiny mud hole...*

- d) Find the **alliteration** and **rhyme** in the following passages from the song *The Butterfly* (lyrics on page 8):

*Then he saw a butterfly*

*Flutter by a flower bed.*

*While he was having quite a cry*

*This is what the monarch said...*

*On the bright side birdies favor*

*Bug filets with better flavor...*

- e) Find the **alliteration** and **rhyme** in the following passages from the song *Lester's Dementia* (lyrics on page 13):

*Just toss him a ball and he'll fetch without fail.*

*Feathers go flying when he wags his tail.*

*When he gets excited he says, "Gobble-Bark!"*

*Lester's a loony who's life is a lark.*

(Reading continues...)

(Reading continued)

- f) Examine the following passages in the song *When Bullfrogs Croak* (lyrics on page 7):

**Imagery:**

*A full-grown bullfrog's a marvelous sight  
When he's sitting by a pond on a warm summer night.  
He croaks without stopping and frogettes come hopping  
From lily pad to lily pad beneath the moonlight.*

**Figure of speech (with a twist):**

He's a patient *tongue-slinger* who *shoots from the lip*.

- g) Look up these figures of speech (in italics) from the song *TIODNACI* (lyrics on page 11):

There are times we *take it on the chin*,  
But when we're down we never *pack it in*.

## Writing

- Write sentences using various literary devices mentioned above.
- Describe characters, plot, setting, and conflict/solution in *The Cribling* (lyrics on page 10).
- Write your own story using all of these elements.



# ▶ Arts and Humanities

## **Respond, Create, and Perform**

- Formulate preferences/critical thinking
  - > What was your favorite song from the show and why?
- Reenact movements from the show while you listen to the songs.
  - > The Jokey Dance.
  - > Croak like a frog using arms as imaginary tongue.
  - > Practice the hand motions from *The Unicorn*.
  - > Act out the words to *The Hungry Things* (lyrics on page 9) with movement and sounds.
- Perform a song using hand movement, body percussion, and/or percussion instruments.
- Tell your classmates why you liked the performance.
- Listen to a song and show how you feel through movement.
- Draw your favorite part of the show.
- Write a letter to Zak Morgan.
- As a group, make your own TIODNACI prop for your classroom.
  - > Tell your classmates what TIODNACI means to you.
  - > If you see a classmate who is having trouble, encourage him.

# Science

## **Life Cycles of Organisms**

Plants and animals have life cycles that include the beginning of life, growth and development, reproduction, and death. The details of a life cycle are different for different organisms.

**Metamorphosis:** The process of transformation from an immature form to an adult form in two or more distinct, stages. A frog's metamorphosis is when a tadpole loses its tail and gills, grows legs and lungs and becomes a big bullfrog!

### **Applicable songs:**

*When Bullfrogs Croak* (lyrics on page 7)

*The Butterfly* (lyrics on page 8)

**Exercises:** Draw the stages of metamorphosis from a tadpole to a frog.  
Draw the stages of metamorphosis from a caterpillar to a butterfly.

**Zak Fact:** Some frogs can jump 50 times the length of their own body. That would be like a person jumping from one end of the swimming pool all the way to the other without even getting wet!

## **Organisms and Their Environments**

Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants.

### **Applicable songs:**

*When Bullfrogs Croak* (lyrics on page 7)

*The Hungry Things* (lyrics on page 9)

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## **Books referenced in the show:**

*A Light in the Attic*, by Shel Silverstein

*Where the Sidewalk Ends*, by Shel Silverstein

*Harry Potter and the Sorcerer's Stone*, by J.K. Rowling

*Where the Wild Things Are*, Maurice Sendak

*Super Fudge*, by Judy Blum

# When Bullfrogs Croak

(©2003 by Zak Morgan)

Once upon a time there was tiny tadpole  
Who slithered to the surface of a tiny mud hole.  
Legless and armless, defenseless and harmless,  
Swimmin' with the fishes, he was vulnerable.

But then he sprouted webbed limbs and a couple of lungs,  
'Til there was nothin' but a bottom where his tail had once hung.  
An amphibious leaper with insidious peepers  
Bulgin' at a target for a very fast tongue.

A bullfrog's tongue is wound like a whip  
With a big hot dab of sticky glue on the tip.  
If you're an insect who's flyin', watch out who's spyin',  
He's a patient tongue slinger who shoots from the lip.

A bullfrog croaks with the coming of spring,  
But it isn't like a birdie when you hear a frog sing.  
Though it sounds like he's retching, frogettes find it fetching,  
They can't resist the pull of his mysterious ring.

## **CHORUS**

When bullfrogs croak, the sound will travel.  
When bullfrogs croak, all the frogettes have to see.  
When bullfrogs croak with guttural gravel,  
It's Mother Nature's way, I'm sure you'll agree.

A full grown bullfrog's a marvelous sight  
When he's sittin' by a pond on a warm summer night.  
He croaks without stopping and frogettes come hopping  
From lily pad to lily pad beneath the moonlight!

## **CHORUS**

At the end of the gig, when he's far up the creek,  
There's a smile on his face and a fly in his cheek.  
He lived 'til he was old, but when his body's cold,  
He's gonna hitch a ride to heaven in an old buzzard's beak.

## **CHORUS**

When bullfrogs croak, the smell will travel.  
When bullfrogs croak, it finishes the circle, you see.  
When bullfrogs croak, with guts in the gravel,  
It's Mother Nature's way, I'm sure you'll agree.

# The Butterfly

© 1999 by Zak Morgan

Once there was a little guy, ten years old and three feet high.  
He wasn't like the other folks, he was the butt of lots of jokes.  
They had clever names for him, like "Shorty," "Shrimp," and "Runt,"  
Shoring up a shame in him with bully-coward stunts.

Walking home and feeling glum, he could feel the teardrops come.  
Sniffing and kicking stones, feeling small and all alone...  
Then he saw a butterfly flutter by a flower bed.  
While he was having quite a cry, this is what the monarch said:

## **CHORUS**

"It's an amazing world we're livin' in,  
But it's hard to see it through the tears your cryin'.  
When pain comes by stop givin' in,  
Underneath the pain I see an angel flyin'.

For instance, when you look at me, I wasn't always what you see.  
First I was a tiny egg, then I was fat with sixteen legs,  
And there were other awkward stages as my body changed.  
Life is always turning pages, some of them are strange.

But when I slept in my cocoon, my awkward little body bloomed.  
I blossomed at the break of dawn, just like the rose I'm resting on.  
And now I am a butterfly who flutters by a flower bed.  
With my wings, I paint the sky. I have loved the life I've led.

## **CHORUS**

## **BRIDGE**

And I have had some ups and downs in between the clouds and ground.  
All alone at two miles high is quite a lonesome path to fly.

Had I traveled toward depression, I'd have gone the wrong direction.  
On the bright side, birdies favor bug fillets with better flavor.  
Next time when you're feeling blue, think about the butterfly  
And ask yourself what he would do...

## **CHORUS**

Lift your head and spread your blazing wings;  
You will see and do amazing things."

# The Hungry Things

©1999 by Zak Morgan

The hungry things live in the Animal Kingdom.  
The jungle brings plenty of places to spring from.  
Still as a statue, waiting to catch you,  
The hungry things live in the Animal Kingdom.

The leopard leapt on the geezer gazelle, and was lunching.  
I heard a roar and the sound of bones crunching.  
Can you imagine this scene? Je sens une jungle cuisine.  
The hunter attacking, the leopard lips smacking,  
I'm glad I'm not who he is munching!

## **CHORUS**

The hungry things live in the Animal Kingdom.  
The jungle brings plenty of places to spring from.  
The leopard's pernicious and you look delicious  
To the hungry things who live in the Animal Kingdom.

The snake's a sneak as she slithers along, unsuspected.  
She takes a peak and then flicks her forked tongue, undetected.  
Then, at high noon, she grabs a baboon.  
First she'll constrict him, then swallow her victim,  
I'm glad I'm not who she selected!

## **CHORUS**

The hungry things live in the Animal Kingdom.  
The jungle brings plenty of places to spring from.  
The boa's the victor, a baboon constrictor,  
A hungry thing who lives in the Animal Kingdom.

The sun's going down, and high up from the ground  
Millions of monkeys can chatter and play.  
On this nightly roundup, not one monkey wound up  
On a predator's platter today.

## **CHORUS**

The hungry things live in the Animal Kingdom.  
The monkeys cling to branches with vines they can swing from.  
They hope to remain atop the the food chain  
And the hungry things who live in the Animal Kingdom.

# The Cribling

©2002 by Zak Morgan

Before my parents' new invention,  
Life was as it should be, I got all of the attention.  
And there was never any quibbling  
Before the bomb from Dad and Mom, a stingy little sibling.

If he's "ga-ga-ing" and "goo-goo-ing,"  
Don't be fooled, he's probably got something stinky stewing.  
He'll be a screaming little cribling.  
Woe is me, I'm bound to be the long forgotten sibling.

## **CHORUS**

My mother hugs him more than me.  
*Your mother still loves you.*  
It's my brother they love and adore, can't you see?  
*Both of them love you, too.*

Now I'm falling forlornly.  
Why in the world didn't somebody warn me?  
They love him, but me, they're forsaking.  
I'm sure I can feel my heart breaking!

## **CHORUS**

That was many years ago.  
Now he is friend to me, but how was I to know,  
When he was still a little bibling  
In his high chair with peas in hair, I'd come to love my sibling?

## **CHORUS**

The moral of the story is it's hard to have a brother  
Or a sister who is hogging the attention of your mother  
And your father. It's annoying, and sometimes it's hard to do,  
But you love your little siblings, and your parents love you.

## **CHORUS**

# TIODNACI

© 2006 by Zak Morgan

## **CHORUS**

Tio...dnaci...

Tio...dnaci...

When we're afraid we can't,

That is when we chant,

"Ti - o - dnaci!"

There are times we take it on the chin,

But when we're down we never pack it in.

We get up off the ground

And we turn that word around,

And then it's time to sing it out again:

## **CHORUS #2**

I can – do it

I can – do it

I can, I can, I can, I can,

I can, I can, I can

And you...can...too

# Connptions

©2003 by Zak Morgan

Deep in the darkness, a soul is dripping globs of ghastly goo.  
It lurks inside the wizard who we call “You Know Who.”  
I won’t say his name – it gives my friends connptions –  
But I don’t see what harm could come from this benign description:

His eyes are sunken in and colored bloody red.  
His skin’s so white and pasty that he looks already dead.  
But far from dead he is, he is the wickedest of wizards...  
Voldemort’s the wizard with the name that we all dread.

You never say his name! That foul, repulsive rotter!  
And no one knows for certain who he’s sizing up to slaughter!  
But if the lightning scar upon your forehead’s getting hotter...  
He’s got his eyes on you, the one and only Harry Potter!

His fishy flesh has festered, his fangs have gotten yellow,  
But the freakiest of features on this reeky, rotten fellow  
Are the nostrils on that wizard—they’re slitted like a lizard...  
Blood runs cold inside his veins, he turns our knees to Jell-o!

His moves, they’re quick and sneaky, the one we never name.  
He oozes where he’s leaky, and it would be a shame  
If you became the target of the one with moldy warts...  
That fermentifying fungus who we don’t call Voldemort!

You never say his name! That foul, repulsive rotter!  
And no one knows for certain who he’s sizing up to slaughter!  
But if the lightning scar upon your forehead’s getting hotter...  
He’s got his eyes on you, the one and only Harry Potter!

When you were but a baby, he tried to fulgurate you,  
But when you failed to fizzle, he truly came to hate you.  
In defeat he disappeared for eleven lovely years,  
But something tells me Voldemort still wants to fulminate you!

You never say his name! That foul, repulsive rotter!  
And no one knows for certain who he’s sizing up to slaughter!  
But if the lightning scar upon your forehead’s getting hotter...  
He’s got his eyes on you, the one and only Harry Potter!



## Lester's Dementia

© 2007 by Zak Morgan

### **CHORUS**

Lester! You bird brain is dented.  
You look so delicious, but you act so demented.  
Lester! Your head's in a fog.  
You're just a turkey, but you think you're a dog.

Just toss him a ball and he'll fetch without fail.  
Feathers go flying when he wags his tail.  
When he gets excited, he says, "Gobble-bark!"  
Lester's a loony whose life is a lark!

### **CHORUS**

He's the talk of the town and the subject of jokes.  
When his mother hatched him, she left out the yoke.  
The farmers won't hack him; they haven't the heart...  
Say, wait a minute...maybe Lester's actually...smart!

### **CHORUS**

# Zakland Vocabulary

## Definitions

**Amphibious:** Able to live on both land and water.

**Apparatus:** A complicated machine designed for a particular purpose.

**Benign:** Not dangerous to one's health.

**Bibling:** *Zakism.* A small, sloppy creature that wears a bib to catch all of the food that dribbles out of its mouth while it eats.

**Bloom:** To thrive in growth.

**Blossomed:** Developed; opened.

**Buzzard:** 1. Hawk. 2. Vulture, or scavenger. Vultures eat dead and decaying animal flesh, which helps prevent disease.

**Cocoon:** A silky envelope spun by the larvae of many insects. During its metamorphosis, the monarch butterfly actually transforms from a caterpillar to a butterfly in a chrysalis, which is similar to a cocoon, but has a harder surface. Unfortunately, "chrysalis" doesn't rhyme with "bloomed." (see metamorphosis)

**Conniptions:** An hysterical fit in which you raise up your hands, stick out your tongue, and shake your head around like you're loony.

**Constrictor:** A snake that kills its prey by squeezing and suffocating.

**Cribling:** *Zakism.* A creature who isn't potty trained and who sleeps in a bed that looks like a cage.

**Croak:** 1. To utter a low, hoarse cry, like a frog. 2. *Slang.* To die.

**Cuckoo:** 1. A bird whose call sounds like its name. 2. A cuckoo clock has a little toy bird that pops out and cuckoos once or twice an hour.

**Derogatory:** Disrespectful.

**Diminutive:** Tiny.

**Distinct:** Recognizably different.

**Entomologist:** A person who studies insects.

**Fermenting:** 1. The chemical breakdown of a substance by bacteria, yeasts, or other microorganisms. 2. A state of uneasiness and usually resentment brewing to an eventual explosion.

**Fermentifying:** *Zakism.* This is a word I invented based on the word *fermenting*. Sometimes, if you need an extra syllable in a poem or song, you can just slip in one or two of your own. In this case, I think adding "ify" to "fermenting" actually improves the sound of the word.

**Festered:** Full of pus.

**Fetching:** Charming; enchanting.

**Fillet:** A boneless cut or slice of meat. I don't think I'd like *any* kind of bug fillet, thank you very much!

**Fizzle:** Hiss, sputter, and die out weakly.

**Food chain:** The smallest animal gets eaten by a larger one, which gets eaten by an even larger one, and so on.

**Forlornly:** Hopelessly. Despairingly. Miserably.

**Forsaking:** Deserting or abandoning.

**Frogettes:** Female frogs.

**Fulgarate:** To destroy by electricity.

**Fulminate:** Explode with a loud noise.

**Fungus:** A spongy, abnormal growth.

**Gazelle:** A small antelope noted for graceful movements and big, beautiful eyes.

**Geezer:** Slang for old and weak.

**Ghastly:** Shocking and horrible.

**Gig:** 1. A professional engagement. In *When Bullfrogs Croak*, gig is a metaphor for life. 2. A spear with a long, thick handle used for catching frogs.

**Globs:** Lumps of moldable substance.

**Goo:** *Informal.* A thick or sticky substance.

**Gravel:** 1. Harsh and grating. 2. A mixture of small stones, pebbles, and sand.

**Guttural:** Harsh; throaty.

**Insidious:** Intended to entrap or ambush.

**Lurks:** Slinks in concealment (in a hiding place).

**Metamorphosis:** The process in which and insect or an amphibian transforms from an immature form to an adult form in two or more distinct stages. (see transforms and distinct)

**Moldy:** Covered with mold, or a fungi fur coat. Fungi fur coats are much more humane than mink and skunk fur coats.

**Monarch:** A large, reddish-brown butterfly that has black and white markings.

**Nocturnal:** Awake and active at night. Nocturnal animals sleep during the day.

**Platter:** A large, shallow dish used for serving food.

**Peepers:** 1. *Slang.* Eyes. 2. Any of several frogs having a peeping call, such as the leopard frog and the spring peeper.

**Pernicious:** Causing injury; hurtful.

**Predator:** An animal that hunts and eats other animals.

**Quibbling:** Arguments about silly or petty things, such as whether or not you should be nice to your little sibling.

**Reeky:** Stinky.

**Repulsive:** Extremely unpleasant to the senses.

**Retching:** Vomiting, regurgitating, barfing, puking, hurling, upchucking, ralphing. But you knew that.

**Rotter:** *British slang.* A thoroughly bad, worthless person.

**Runt:** 1. *Figurative derogatory.* A small person. 2. The smallest or weakest of a litter, especially of pigs or puppies. (see derogatory)

**Scabs:** The incrustations that form over sores or wounds while they are healing. If the scab is ready for flicking, you are as good as new.

**Shrimp:** A diminutive person. (see diminutive)

**Siblings:** Brothers and sisters.

**Slaughter:** To kill savagely.

**Smothered:** 1. Completely defeated. 2. Suffocated.

**Stewing:** Cooking slowly.

**Stocks:** Wooden frameworks with holes for the ankles and/or wrists. In the olden days, they used to lock naughty people in stocks in the town square. The naughty person had to sit there while people walked by and jeered. The one good thing about stocks is that they prevent you from scratching the chicken pox or poison ivy.

**Stunt:** 1. An act performed to attract attention. 2. To stop or slow down the growth or development of.

**Stricken:** Seriously affected by an undesirable feeling or an unpleasant condition.

**Transforms:** Changes. This is where the name of Transformer toys comes from.

**Undetected:** Not caught, not discovered.

**Unsuspected:** Without arousing suspicion.

**Victor:** A winner in any struggle or contest.

**Woe:** An exclamation of grief or distress.

## Phrases:

**Break of dawn:** The first appearance of daylight in the morning.

**Bug fillets with better flavor:** Monarch butterflies taste terrible because they eat leaves from milkweed plants. This stops birds from eating them. Gazelles, baboons, moths, flies, and grasshoppers aren't so lucky.

**Je sens une jungle cuisine:** French for "I smell a jungle meal."

**Dot-of-polka:** *Zakism*. 1. Polka dot or scattered dots.

**Fat with sixteen legs:** Reference to when the butterfly was a caterpillar.

**Mother Nature:** Nature personified as the mother of all things except those made by man.

**Shoots from the lip:** A play on the term "*shoots from the hip*," which is what gunslingers, or gunfighters, do.

**Shoring up:** Reinforcing.

**The circle:** A reference to the circle of life, which encompasses birth, reproduction, and death.

**Tongue slinger:** A play on the term *Gunslinger*, which is slang for gunfighter.

**Up the creek:** *Slang*. In an unpleasant and dangerous situation.

**Webbed limbs:** Having fingers or toes connected by membrane, or thin tissue.

