

# StoryBook Theater

## EDUCATOR'S CURRICULUM GUIDE

# Pinocchio

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*StoryBook Theater Focus:*  
**TELLING THE TRUTH**

## HELLO, TEACHERS!

Thank you for choosing to bring your class to StoryBook Theater's production of *Pinocchio*! We're confident that you'll find our show entertaining. We have created this packet for you to help make seeing our play an even richer learning experience for your students. We have included some pre-show preparatory reading materials and a few post-show activities and games. All of our exercises were carefully developed to meet the Washington State EALR's in Arts, Communication, Reading, Writing, and Math. Not all activities may be practical for your particular grade level, so feel free to pick and choose, as well as modify, from the activities below to best meet your classroom's learning needs. They're not meant to be followed to the letter, but to be used as ideas for your own classroom's creative dynamic. Have fun, and enjoy the play!

## Story Synopsis

The lonely toymaker Geppetto has never had a son. One day, he carves a puppet out of wood and names him Pinocchio. A magical blue fairy visits Geppetto that night and brings the puppet to life, although he is still made of wood and not yet a real boy. The Blue Fairy explains to Pinocchio that in order to become a real boy, he must learn to listen to his father and always tell the truth. Geppetto is so excited to have a new son, that he goes out into the village to sell his own coat so that he can buy Pinocchio a schoolbook.

Pinocchio sets off for school the next day, but is distracted when he sees a puppet show in the village. He exchanges his new schoolbook for a ticket to the show. While Pinocchio is dancing to the music, he is noticed by the Fox and Cat, who are up to no good. They think that a live wooden puppet can be their ticket to getting rich! They convince Pinocchio to go up on stage with the other dancing puppets so that the Puppet Master will see him, but instead, the Puppet Master is angry that Pinocchio interrupted his show. He begins to carry Pinocchio away to use him as firewood to cook his dinner, but Pinocchio pleads with him and sings a song that makes the Puppet Master so sad that he lets Pinocchio go. He also gives Pinocchio five gold pieces to buy a new schoolbook and a new coat for his father.

The Cat and Fox then convince Pinocchio that if he plants his gold pieces in the Field of Miracles, they will grow a tree with five thousand gold pieces. So Pinocchio does as he is told and falls asleep in the field. The next day Pinocchio realizes that the Cat and Fox have stolen his gold while he was asleep.

The Blue Fairy visits Pinocchio to tell him that Geppetto is lost at sea looking for him. When she asks him questions about why he didn't go to school, Pinocchio lies and his nose grows.

Pinocchio rushes to the sea to rescue his father. He is swallowed up by a giant shark, but he finds Geppetto in the shark's belly! He tells his father the truth about what happened and that he is very sorry for what he did. Together they come up with a plan to tickle the shark to make him cough, and when he does, they surf back to freedom.

At home, Pinocchio does not wake up and Geppetto thinks he has lost Pinocchio. The Blue Fairy's magic brings him back to life and she explains to Pinocchio that because he has learned his lesson and was a very good and brave wooden puppet, he has finally become a real boy.

## Vocabulary

**Abandon** – to give up or leave alone

**Adieu** – one way to say goodbye in French

**Agent** – a person or business authorized to act on another's behalf

**Alert** – to warn or notify

**Analytical** – taking something complicated and making it simple

**Associate** – a person who joins others in some activity

**Consider** – to think about carefully

**Declaw** – to remove the claws from, like those of a cat

**Deserve** – to earn or be worthy of something

**Dew** – water that sometimes collects on the ground (i.e. grass) early in the morning

**Dim-witted** – not very smart

**Disguise** – clothes or masks that are used to make someone look different

**Exchange** – the act of trading one thing for another

**Expectation** – to want or hope that something will happen in the future

**Extravaganza** – a spectacular show

**Fate** – something that will happen in the future no matter what action you take

**Furious** – very angry

**Generosity** – the trait of being very giving

**Gesundheit** – a German word that is said after someone sneezes

**Glum** – sad

**Ignorant** – uneducated or lacking knowledge

**Laden** – filled with a lot of something

**Lame** – crippled

**Marionette** – a puppet

**Mature** – to be full-grown

**Microscopic** – so tiny it cannot be seen

**Miracle** – an amazing and perhaps impossible event

**Opus** – a musical work

**Patron** – a regular customer

**Portray** – to look or act like something

**Presence** – to exist in a particular place

**Rascal** – someone who is up to no good

**Remark** – a personal opinion

**Resemble** – to appear like something else

**Scholar** – someone who has a lot of knowledge

**Selflessness** – thinking about others before yourself

**Shame** – a feeling of guilt for doing something wrong

**Sympathy** – to share someone else's feelings

**Waterlogged** – completely filled with water



### Theatre Terms

- **Character** – the people in the play
- **Setting** – where the action takes place
- **Plot** – the sequence of actions, from beginning to end
- **Improvisation** – in acting, making up the lines as you go without planning it
- **Pantomime** – to act without words, only moving your body
- **Prop** – any object used by a character in a play
- **Set** – on the stage, this is what shows the different settings, like the background or furniture

### Character List

- Blue Fairy
- Geppetto
- Pinocchio
- Fox
- Cat
- Puppet Master

### Settings

- Geppetto's Toyshop
- The village
- A large field
- The belly of a giant shark

### ACTIVITY #1 – 'GOING TO THE THEATER'

(Grades PreK - 4)

**Learning Targets:** Students will practice and define appropriate behaviors when seeing a live performance.

**Materials:** Board or paper and marker to make list of student ideas.

**Room Arrangement:** Seated circle to start, with room to walk around.

**What the TEACHER does:**

1. Initiate a discussion with questions such as "how do we behave at school?" "how do we behave at home?" "on the playground?" "at the library?" etc.
2. Introduce the question "how do we behave at the theater?" and encourage students to share ideas.
3. Designate areas of your classroom to be various locations. Have students move around the room, and encourage students to act out the appropriate behavior when they are in each space.
4. Once they have established the appropriate behaviors, write a list of ground rules that will apply when going to the theater.

Adapted from: <http://www.usq.edu.au/artsworx/schoolresources/piedpiperofhamelin/preparingyourstudents>

*K-12 Learning Standards for Theatre: TH:Cn11.1K*

### ACTIVITY #2 – 'PROUDLY PRESENTING'

(Grades PreK - 4)

**Learning Targets:** Students will take turns sharing information about themselves with a partner and "presenting" them to the class. They will demonstrate understanding of "performance space" and the different roles of audience and performer.

**Materials:** none

**Room Arrangement:** open space clearly divided into "performance space" and audience area

**What the TEACHER does:**

1. Make sure each student has a partner.
2. Explain that partners will have 5 minutes to take turns telling each other things about themselves (favorite foods, how many pets, favorite sport, hobbies...etc)
3. After partners have shared, have them sit in audience area with their partner.
4. Show them the "performance space" and explain that each student will have a chance to "perform" today by presenting their partner to the class.
5. Model for them by presenting a puppet or stuffed animal. "I am proud to present an amazing animal today who likes to swing on branches and make funny faces...please welcome Milton Monkey! (Milton appears and takes a bow.)
6. Discuss what the audience's role is. (Active listening, quiet, applause after performances.)
7. Choose a student to come up to the performance space to present their partner. Partner waits until their name is presented to enter performance space and take a bow. Switch roles. Continue with all partners.
8. Encourage strong speaking voices and good posture.
9. Gather feedback after the activity. How many students enjoyed presenting their partners the best? How many liked being presented? How did you feel when you were in the "performance space"?

*K-12 Learning Standards for Theatre: TH:Pr6.1.K*

*Common Core Speaking and Listening Standards K-5*



### ACTIVITY #3 – 'MAD LIB'

(Grades 1 - 4)

**Instructions:** Ask students for specific words that fit the descriptions of #1-10 below. Then plug their words into the short summary of Pinocchio below.

1. Name (Proper Noun)
2. Thing (Noun)
3. Place
4. Number
5. Action (Verb)
6. Thing (Noun)
7. Body Part
8. Place
9. Animal
10. Thing (Noun)

A nice old man by the name of   1   made a puppet out of   2   and named him Pinocchio. One day Pinocchio was supposed to go to   3   but went to a show instead. There he met two rascals named Fox and Cat. They got Pinocchio in trouble and almost cooked. Instead, Pinocchio was given   4   gold coins. Fox and Cat told Pinocchio to   5   his gold in the ground and wait until it grew into a huge   6  . Instead, they stole his gift and Pinocchio was left with nothing. When the Blue Fairy visited Pinocchio, he lied and his   7   grew. He had to go find his father, who was lost in the   8  . Pinocchio found him in the belly of a giant   9  . He saved both of them by tickling the giant creature until it coughed them out. Pinocchio proved himself worthy to be a real   10  .

Read the story aloud to the class substituting the words they provided. They will laugh, but invite them to correct you while they are having fun, and see how much information from the story they can recall.

**Variation:** Have students write their words down, then give them a worksheet with the story and have them substitute their own words and share stories with a classmate. Allow them to discuss the differences between their stories and the true version.

*K-12 Learning Standards for Theatre: TH: Re7*

*Common Core Language Arts K-5*

*Common Core Reading Standards for Informational Text K-5*

*Common Core Reading Standards: Foundational Skills K-5*

*Common Core Writing Standards K-5*



### ACTIVITY #4 – SOUND OFF

(Grades PreK-3)

**Instructions:** Everybody sits in a big circle. Remind students about participating during the performance when they helped make sound effects of the sea. One player starts the game by making a gesture and a sound (they don't have to make sense) to his right neighbor. The neighbor immediately imitates the gesture and sound, then turns to his right neighbor and makes a totally different gesture and sound. Tell players not to preconceive, ask them to throw themselves into this exercise.

**Variations:** Instead of passing the sound/gesture to your neighbor, players can pass it to any player in the circle. Or try the game without imitating the sound/gesture received; just have players turn around and throw a new gesture/sound to their neighbors as fast as possible.

*K-12 Learning Standards for Theatre: TH:Pr4, TH:Pr5, TH:Pr6*

*Common Core Speaking and Listening Standards K-5*

### ACTIVITY #5 – FAIRYTALE SNAPSHOTS

(Grades 1 - 4)

**Instructions:** Break into groups as evenly as possible – maybe about 5 or 6 in each. Each group is to meet in a separate area of the classroom so they can plan secretly. They are to:

1. Choose a popular fairytale story that everyone knows;
2. Select characters among the group (if there are more group members than characters, they can select to be inanimate objects that are vital to the story);
3. Develop three "snapshots" that portray the beginning, middle, and end of the fairytale story by posing as their characters or objects.

All players must be involved in each snapshot. They should also remain consistently the same characters throughout to avoid confusion.

Gather all the groups together after an allotted amount of time to watch each other's presentations. When a group is ready to present at the front of the class, the audience must close their eyes while the snapshots are arranged, and open them when the snapshots are ready to be viewed. The audience's job is to guess the fairytale after each presentation. The easier it is for the audience to guess the fairytale is a good indication of the success of the group.

**Extension:** Audience etiquette. Discuss what the audience's role is (active watching, quiet, applause after each performance, etc.)

*K-12 Learning Standards for Theatre: TH:Cr1, TH:Cr2, TH:Pr4, TH:Pr5, TH:Pr6, TH:Re7, TH:Re8, TH:Cn10,*

*Common Core Speaking and Listening Standards K-5*

## AFTER THE SHOW:

### DISCUSSION, VISUAL ART AND WRITING PROMPTS

1. Pinocchio thought it would be okay to skip school for one day and do something fun. Do you think that was a good idea? Why or why not? What makes you go to school every day? Do you like school? Why or why not?
2. Would you believe anything that a stranger said to you? What is the best way to deal with strangers approaching you? Who is the best person to listen to and trust?
3. What would you have done with a tree filled with five thousand gold coins? What would you buy, for whom and why?
4. Do you always tell the truth? Why do people lie sometimes? Is it sometimes a good thing to lie, or is it better to always tell the truth? Why or why not?

*K-12 Learning Standards for Theatre: TH:Re7, TH:Re8, TH:Re9, TH:Re10, TH:Re11*



Up Next...

## Rapunzel



Neither long locks of hair nor large locks on towers are enough to keep a rainbow-haired maiden from trying to follow her dreams. Can our hair-oine escape from her tiny room-with-a-view, or will she be trapped in her tower forever?

### Tickets:

[www.storybooktheater.org](http://www.storybooktheater.org)  
425.820.1800