

# StoryBook Theater

## EDUCATOR'S CURRICULUM GUIDE

# The Princess & the Pea

*StoryBook Theater Focus:*  
**FOLLOW YOUR HEART**

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### HELLO TEACHERS!

Thank you for choosing to bring your class to StoryBook Theater's production of **Princess & the Pea**! We are confident that you will 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 materials and classroom activities and a few post-show discussion, writing and drawing prompts. All of our exercises were carefully developed to meet the Washington State EALR's in the Arts, Communication, Reading, and Writing. Not all activities may be practical for your particular grade level, so feel free to pick and choose from, as well as modify, the activities below to best meet your classroom's learning needs. They are not meant to be followed to the letter, but to be used as ideas for your own classroom's creative dynamic. Have fun, and we hope you enjoy the play!



### Theater Terms

*The activities that follow will incorporate these important terms and concepts:*

- **Character** – the “who” in a play, scene, or story, which can be a person, creature, or thing
- **Setting** – the “where” of a play, scene, or story, including the time and place in which the action occurs
- **Action** – the “what” of a play, scene, or story; incidents and events within the story (beginning-middle-end) that move the plot along
- **Prop** – any object used by an actor in a scene
- **Set** – the scenery or background for a play
- **Costume** – what the actors wear during a performance
- **Improvisation** – drama created on the spur of the moment without any advance preparation; making it up as you go
- **Movement** – a tool used by actors to communicate meaning
- **Dialogue** – the words actors say to express their character

### STORY SYNOPSIS

**Princess & the Pea** is a story that proves the old adage that “beauty is more than skin deep.”

The law of the land requires that the royal prince, Derek, must marry a princess by his thirtieth birthday.

The King and Queen have invited all the eligible princesses of the country to their castle—they want him to marry a princess who is kind, smart, generous, sensitive, loving and fair. The King and Queen also hope that their son, Derek, will fall in love with one of the princesses and live happily ever after.

Derek meets several of the princesses, but he doesn't like any of them—they're vain, or self-centered, or horribly shy—and they all seem to only want to become the future queen.

Then there is a knock at the castle door. A young woman enters. She is drenched from the storm outside—she is exhausted, disheveled, and a real mess. Before she can introduce herself as Princess Rover, a wandering princess who has come home from her travels, she faints from exhaustion.

Derek assumes she is a servant, but still he seats her by the fire and tries to help her to recover. He takes off his crown and his royal robe -- underneath he looks like a regular guy. When Rover wakes up, she assumes Derek is one of the servants of this castle. They both pretend to be servants as they get acquainted and become friends and, as always happens in fairytales, they fall in love.

Derek tells his father, the King, that he has found the woman of his dreams, but that there is a problem—she's a servant. The King reminds him that he must marry a princess, but Derek replies that he must find a way to marry this girl, even if she isn't a princess.

The Queen, meanwhile, gives a test to one of the other princesses, while Rover pretends to be a servant. The other princess fails her test, but the Queen realizes that Rover is not really a servant. She discovers that Rover is a real princess and is in love with her son.

However, when Rover finds out that Derek is the prince, she decides that she must flee the castle before Derek assumes that she was trying to trick him. The Queen convinces Rover to spend the night. The wise Queen sends Rover to bed, in a special guest room with a very tall bed with lots of mattresses on it.

The next morning, Rover hasn't slept at all. The Queen explains that Rover has passed the sensitivity test—a tiny pea was under the mattresses, because only a true princess could feel a tiny pea under lots of mattresses.

So, with the help of his loving and wise parents, Derek finds the princess of his dreams, Rover, who possesses all of the qualities that a future queen should have—she's kind, smart, generous, sensitive, loving and fair—and the Prince loves her dearly.



### Character List

for the play 'Princess & the Pea'

- Princess Pretty
- Princess Ever-So-Shy
- Princess Picture Perfect
- Princess Big Brain
- Princess Gorgeous
- King
- Queen
- Prince Derek
- Princess Rover

### Settings — for the play 'Princess & the Pea'

- Grand Entry of the Castle
- Great Hall of the Castle
- Guest Bedroom of the Castle

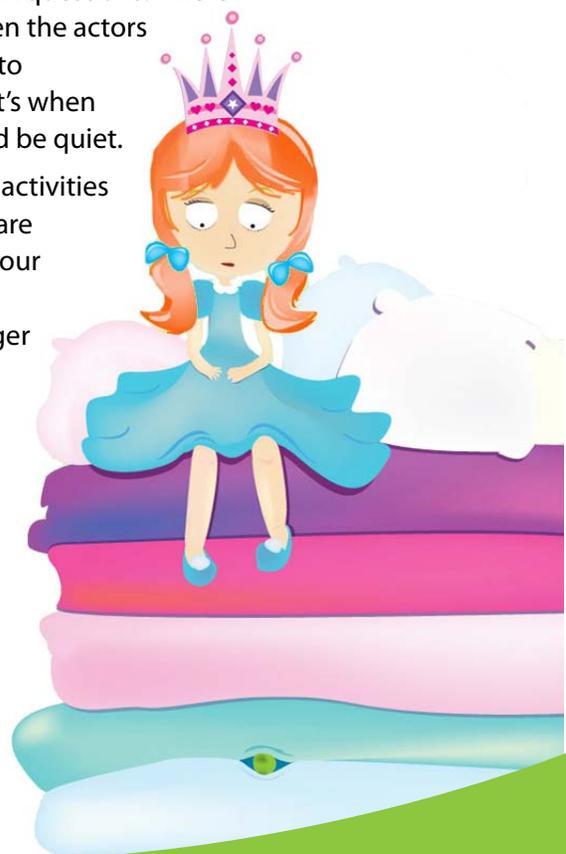
### Vocabulary — taken from the script of 'Princess & the Pea'

- |                 |                    |
|-----------------|--------------------|
| • Handsome      | • Responsibilities |
| • Tongue-tied   | • Opportunities    |
| • Embarrassed   | • Indecisive       |
| • Destiny       | • Arrogance        |
| • Peasant       | • Nickname         |
| • Royalty       | • Nervous          |
| • Glamorous     | • Relax            |
| • Vain          | • Imagination      |
| • Self-centered | • Octopi           |
| • Sensitivity   | • Personality      |
| • Compliment    | • Attitude         |
| • Rude          | • Pretend          |
| • Manners       | • Confused         |

### BEFORE THE SHOW:

Here are some ways you can prepare your class to see the play.

- It's a good idea to eat a snack before the trip and use the restroom before the show starts, so students are not distracted during the play.
- Get your students excited about the show by sharing your knowledge and excitement! Reading a story book version of the play is often helpful so students can identify the characters in the play and also generate more discussion after seeing the production.
- Make sure students understand that what they will see on stage is make-believe, and that the actors in the costumes are safe people. This is especially important with potentially scary characters.
- Encourage your students to be active audience members. All StoryBook Theater performances include some audience participation, such as singing, laughing and clapping. There may be times when the characters on stage speak directly to the audience and ask questions. There are some times when the actors will be talking only to each other, and that's when the audience should be quiet.
- Try out a few of the activities in this guide! They are designed to make your StoryBook Theater experience last longer than the 55-minute show.





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

(grades PreK - 4)

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

**Materials:** none

**Room Arrangement:** Seated circle at first, 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.

**LEARNING STANDARDS– Theater: Cn11.1**

**Common Core Language Arts: SL.1, SL.2, SL.3**

Adapted from:

[www.usq.edu.au/artsworx/schoolresources/piedpiperofhamelin/preparingyourstudents](http://www.usq.edu.au/artsworx/schoolresources/piedpiperofhamelin/preparingyourstudents)

### ACTIVITY #2 – 'PROUDLY PRESENTING'

(grades pre-K - 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. After partners have shared, have them sit in audience area with their partner.

3. Show them the "performance space" and explain that each student will have a chance to "perform" today by presenting their partner to the class.
4. 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.) Discuss what the audience's role is. (Active listening, quiet, applause after performances.)
5. 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. Encourage strong speaking voices and good posture.
6. 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?"

**LEARNING STANDARDS– Theater: PR5.1**

**Common Core Language Arts: SL.1, SL.2, SL.3, SL.4, SL.6**

### ACTIVITY #3 – 'THE MORAL OF THE STORY'

(grades 1 - 4)

**Learning Targets:** Students will work in small groups to demonstrate story comprehension and understanding of the moral through tableaux. Guided by the teacher, the class will create a new story using the same moral that "Princess and the Pea" teaches.

**Materials:** "Real" storybook version of the play the class is going to go see, a beanbag or any small object, and pen and paper or other writing materials for the teacher or assistant.

**Room Arrangement:** Chairs and desk pushed off to the side to create a large, open performance space.

**What the TEACHER does:**

1. Go around the room and have each student explain in their own words what "the moral of the story" means. When a student has the beanbag or other object, it is his/her turn to speak.
2. Read the "real" version of the play the class is seeing and have a brief discussion about what the moral is. Again, the beanbag can be used to acknowledge speaking turns.
3. Have the students get up and physically act out the moral of the story in small groups or individually by creating frozen pictures of actions and consequences, both positive and negative.

(continued...)



4. Ask a few students to share their pictures.
5. Using the specific moral the class has been working with, they are now going to create their own story about the moral.
6. The teacher becomes the narrator and makes up a story as the class acts it out. The teacher or a class assistant writes it down for review at a later time.
7. At different points along the way, ask the students to raise their hands and suggest what could come next in the story.
8. The story can last as long as the teacher feels it is productive. To finish the story, have the students stand in a line and take a bow for a job well done!

*LEARNING STANDARDS– Theater: Cr1.1, Cr2, Cr3, Pr4.1, Pr5.1, Pr6.1, Re7.1, Re8.1, Re9.1, Cn10.1, Cn11.1*

*Common Core Language Arts: RL.1, RL.2, RL.3, SL.1, SL.2, SL.3*

### ACTIVITY #4 – ‘SOUND CHASE’ (grades pre-K - 4)

**Learning Targets:** Students will develop theatre skills for generating ideas and working together.

**Materials:** none

**Room Arrangement:** seated or standing circle

**What the TEACHER does:**

1. Gather students in a circle.
2. Model initiating a sound and movement and instruct students to continue the same sound and motion by passing it around the circle.
3. Coach the students to imitate the sound and movement exactly as it was given, and to keep the sound and movement traveling around the circle without any pauses.
4. Continue until all students have had a turn initiating their own sound and movement.

**Extensions:**

1. Keep working to increase the rate that the sound and movement travel around the circle.
2. Instead of keeping the sound and motion, have students accept and repeat the sound and motion they were given and then change it slowly into something else, which they then pass to the next person.

*LEARNING STANDARDS – Theater: Pr5.1, Pr6.1*

*Common Core Language Arts: SL.1*

### ACTIVITY #5 – ‘MANY VOICES’ (grades K - 1)

**Learning Targets:** Students will explore the use of voice to express different feelings and characters.

**Materials:** none

**Room Arrangement:** seated circle



**What the TEACHER does:**

1. Ask how people use their voices differently to convey different feelings, moods, wants, etc.
2. Explain that actors use their voices to express different characters in a play by changing the sound of their voices.
3. Gather students in a seated circle.
4. Instruct students to echo your voice.
5. Using your regular speaking voice, say the phrase “This is my talking voice.” (Students will echo)
6. Substitute different words for “talking” and change your voice to match each time. Examples: “This is my whisper voice” (echo).
7. Ask students for different voices to try and initiate. (loud, soft, robot, alien, high, low, sleepy, excited, sad.) Echo each time.
8. Encourage students to try different voices that might indicate a different kind of person or animal and have the class echo.

**Extensions:**

1. **Before the play:** List the characters from the story. Describe how you think each character’s voice will sound. Think about how their names (Princess Pretty, Shy, Gorgeous, King, Queen, etc.) might affect the way the character sounds.
2. Add a movement to go along with each different voice in the activity above.
3. Have students tell short stories using different voices, either to express the story better, or just to have fun using a different voice. Ask students to make observations about how the different voice made the story mean a different thing or have a different feeling. (ghost story, joke, mad, happy, sad, etc.)

*LEARNING STANDARDS – Theater: Cr1.1, Cr3.1, Cr4.1, Pr4.1, Pr5.1, Pr6.1*





### AFTER THE SHOW:

#### DISCUSSION AND VISUAL ART

The Queen invented several different tests for the princesses to be sure that they were truly royalty. Can you remember some of those tests? Create your own "Princess Test" and write a paragraph describing what the princesses must do to pass your new test. Share ideas with a partner. Draw a picture of a princess taking your new test.

Some of the actors from StoryBook Theater's "Princess and the Pea" played more than one role. What might make this challenging? What changes did they make to transform into each different character? If you could play two of the characters from the play, which ones would you choose? Why? What changes would be easy to make? What changes would be more difficult?

The costume designer sketches pictures of each character's costume first. Next, he/she takes measurements of the actors to find out how much fabric will be needed. Then, the costume designer chooses the fabric, cuts out a pattern and sews it together. The buttons, trim and final details are added last. Describe your favorite costume from the play. Draw a picture of YOURSELF wearing it. How do you look? Sketch an original costume design for your favorite character from the play.

Make a list of all of the props that you can remember from the play? Were they real or artificial? How were they important to the story?

*LEARNING STANDARDS – Theater: Cr2.3, Cn10.1, Re7.1, Re8.1, Visual Arts: Cr1.2, Cr2.2, Cr3.1, Re7.2, Cn10.1 Common Core Language Arts: W.1, W.3*

#### SCRAMBLED SENTENCES

Put these sentences in the right order as they occurred:

- Princess Rover arrives at the castle out of the storm.
- The King tells Prince Derek what kind of princess he should marry.
- Princess Rover and Prince Derek agree to get married.
- The Queen puts Princess Rover to bed.
- Princess Rover and Prince Derek meet.
- Princess Gorgeous fails her princess test.

*LEARNING STANDARDS – Theater: Cr2, Re8.1, Common Core Language Arts: RL.2, RL.3, W.8, SL.2*

### StoryBook Theater's 2019-20 Season

*Playing in Renton, Kirkland,  
Everett, Shoreline & Fremont*

#### Beauty & the Beast

**Oct - Dec 2019**

*Theme: Manners Matter*



#### Little Red

**Jan - Mar 2020**

*Focus: Safety First*



#### The Frog Prince

**Apr - May 2020**

*Focus:  
Keeping a Promise*



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