



## EDUCATOR'S CURRICULUM GUIDE

*Premera Blue Cross presents*

# Beauty & the Beast

*StoryBook Theater Focus:*  
**INNER BEAUTY**



*These educational resources have been underwritten, in part, by 4Culture, using funds from the King County Lodging Tax.*

**PREMERA** |   
**BLUE CROSS**

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# Beauty & the Beast



WELCOME, EDUCATORS!

## HELLO TEACHERS!

Thank you for choosing to bring your class to StoryBook Theater's production of ***Beauty and the Beast***. 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 preparatory activities for before you see the show and a few reflection experiences for afterwards. The activities and exercises were carefully chosen and meet many of the Washington State Learning Standards in the Arts—as well as in Communication, Writing, and Reading.

Have fun and we hope you enjoy the play! ~ *The StoryBook Staff*



## 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
- **Conflict** – the problems that the characters in the play have to solve
- **Prop** – any object used by an actor in a scene
- **Set** – the scenery or background for a play

## STORY SYNOPSIS

Once upon a time, there was a Queen, and she had a son (the Prince) who was not very princely. He was proud and vain and rude, and he had beastly manners. This Queen, who had magical powers, decided to teach her son a lesson—so she turned him into a Beast, and told him he would stay that way until he learned to be a better person.

Not too far away, there lived a Toymaker and his three daughters. The daughters were all beautiful, but only the youngest one, Beauty, was also sweet and generous and loving. Her older sisters, Persnickety and Fastidious, were self-centered and did nothing to help out around the house.

The Toymaker used special, imported wood to make his toys – wood that came from across the ocean. One day a messenger came and told him that his last shipment of wood had been lost at sea. So the Toymaker set off to go to the harbor, to see if he could find any news of the lost ship.

His trip took him through a dark forest, and the Toymaker got lost. He ended up at the castle of the Beast. In the castle garden he saw the Queen's prized rose bush, and picked one to take back to his daughter, Beauty. The Beast became very angry and threatened to keep the Toymaker prisoner.

The Toymaker pled with him—he must go home and take care of his daughters. The Beast said he could go home, but only if one of his daughters would come willingly to his house to live. The Toymaker went home and told his daughters. Only Beauty would agree to save her father. So she returned to the Beast's castle.

As time passed, Beauty and the Beast became friends. Beauty taught the beast what it meant to be a good and kind and generous person. Over and over the Beast asked Beauty if she loved him, but she always said “no” – she missed her home and her father.

Finally Beauty asked the Beast if she could go home and visit her Father and her sisters. The Beast agreed, but Beauty could only stay a week, and then she must return...or else the Beast would die.

Beauty went home to visit her father. She told him all the good things about the Beast. When the week was up, her sisters didn't want her to go—they wanted her to stay and take care of them. So they made up a story that their father was sick and that Beauty must stay and take care of him.

Beauty didn't know what to do. She loved her Father, but she realized that she also loved the Beast. Then her Father found out what the sisters were up to and told Beauty that there was nothing wrong with him at all.

Beauty rushed back to the Beast's castle and found that he was indeed dying, of a broken heart. Once again, he asked Beauty if she loved him, and this time she said, “yes!” The Queen returned and took the spell off of her son. He became a Prince again – he and Beauty got married – and they all lived happily ever after.



### Character List

for the play 'Beauty & the Beast'

- Queen
- Prince/Beast
- Papa
- Fastidious
- Persnickety
- Beauty
- Messenger
- Servant

### Settings — for the play 'Beauty & the Beast'

- The Castle
- The Cottage of Beauty, her Papa, and her two sisters
- The Forest

### Vocabulary — taken from the script of 'Beauty & the Beast'

- |               |               |
|---------------|---------------|
| • Storyteller | • Gorgeous    |
| • Gratitude   | • Manners     |
| • Friendship  | • Chores      |
| • Gentleness  | • Harbor      |
| • Kindness    | • Practice    |
| • Respect     | • Content     |
| • Bloom       | • Brute       |
| • Rude        | • Fastidious  |
| • Crude       | • Persnickety |

### 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.





# Beauty & the Beast



## EDUCATOR'S GUIDE

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

(grades Pre-K - 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 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 – 'TONGUE TIED' (grades 2-3)

**Learning Targets:** Students will practice speaking clearly and loudly to demonstrate understanding the importance of voice in performing.

**Materials:** A list of tongue twisters (or write your own!) Examples: She sells seashells by the seashore. Rubber baby buggy bumpers. Unique New York. Lots of lazy lions lounging in the local library. The clumsy kitchen clock click-clacked. The purple bird unfurled its wings and whirled over the world.

**Room Arrangement:** Students can do this anywhere!

#### What the TEACHER does:

1. Explain why it is important to speak clearly and correctly in presenting. Make connections for students between this theatre skill and in other school settings as well as in the work world.

2. Say a tongue twister aloud and invite the students to echo you. Repeat it, increasing your speed but still speaking clearly. Students echo. Continue increasing speed gradually, focusing on clarity.
3. Repeat process with a different tongue twister.

**Extensions:** Have students work in pairs to practice a tongue twister until they can say it aloud correctly and with clarity. After a few minutes of practice, each takes a turn speaking in front of the class. Add movements to go along with the words. Invite students to write original tongue twisters. Write them on slips of paper and put them in hat. Have groups draw one out to practice and perform.

*LEARNING STANDARDS– Theater: Cr 3, Pr 4, Pr 5*

### ACTIVITY #3 – 'CREATE A PLACE FROM A STORY' (grades K - 4)

**Learning Targets:** Students will demonstrate and understand that objects and sound effects help create a setting in a story or play.

**Materials:** (optional) Scarves, small percussion instruments for sound effects, *Beauty & the Beast* storybook

#### What the TEACHER does:

1. Introduce concept of using our imaginations to create a place through body shapes, objects, and sounds.
2. Ask students to brainstorm different settings and make a list on the board. (jungle, forest, ocean, castle...)
3. Ask students to tell what they know about each place focusing on sight and sound.
4. Guide students to explore each setting through movement and sound.
5. Read *Beauty & the Beast* to the students.
6. Have them brainstorm the different settings within the story.
7. Guide them to create each setting from the story through movement and sound.

**Extensions:** Divide the class in half. Have one group create a setting as above and let the other group walk through and explore it. Switch roles. Discuss what they observed.

**"Setting Charades"** - Divide the class into small groups (4-5) and assign each group a different setting to create. Perform for each other and guess each setting. Use adjectives to describe each setting. Draw a picture to match your description.

*LEARNING STANDARDS– Theater: Cr 1, Cr 3, Pr 5, Pr 6, Re 7  
Music: Pr 4.3, RE 8.1*



### 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: Cr 1, Cr 2, Cr 3, Pr 4, Pr 5, Pr 6  
Music: Pr 4.3*

### ACTIVITY #5 – 'BEAN BAG STORY' (grades Pre-K - 3)

**Learning Targets:** Students will develop improvisation skills to create an original group story, describing characters, setting, dialogue and action.

**Materials:** Beanbag or soft object to toss

**Room Arrangement:** Seated circle

**What the TEACHER does:**

1. Explain that the group goal is to create an original story one student at a time.
2. Encourage students to listen to what has come before so their thoughts will connect.
3. (Optional) Give students a situation for the story.
4. Give the beanbag to a volunteer student who will start the story. This student starts the story with a thought or phrase and passes the beanbag to another student across the circle who adds his/her ideas...and so on.

5. Encourage students to raise their hand when they have an idea for the story. This will help the story from stalling. Continue until every student has added an idea.
6. Coach students to stay on topic and keep the sentences flowing. Encourage beginning-middle-end for a good plot.
7. Lead discussion afterwards about the strengths of your story and how to improve next time.

**Extensions:** Write a short story using a character from the Bean Bag Story that the class created. Draw or describe a costume for one character from the Bean Bag Story.

*LEARNING STANDARDS – Theater: Cr 1, Cr 2, Cr 3  
Common Core Language Arts: W.4, SL.1, SL.4, SL.6*



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## EDUCATOR'S GUIDE

### AFTER THE SHOW:

#### DISCUSSION AND WRITING PROMPTS

1. Some of the actors in "Beauty and the Beast" played several different characters—the actor who played the Queen also played Fastidious and the Servant. When they were playing each of these characters, what did they do to make each one different? How did they change their voice, their costume, and their movements to make each character different?
2. At the beginning of the play the Queen was unhappy with her son because he was rude and self-centered, and he had very bad manners. Beauty's sisters were not very nice either. What did Beauty's sisters do that wasn't very nice?
3. Beauty was always very kind to her Father and to the Beast. What did she do that was nice for her Father, and how was she kind to the Beast?
4. The Beast lived in a castle in the middle of a big, scary forest. Those were two of the settings for the play. Draw a picture of the Beast's castle, and draw one of the forest around it; or draw the castle and the forest in one drawing.
5. The Beast learned many things from Beauty—things that helped him become a kinder and nicer person. Pretend that you are the Beast and write a thankyou note to Beauty, thanking her for all the things she taught you.
6. In "Beauty and the Beast", Beauty discovers that the Beast is not a beast at all. Rather, he is a kind and caring soul and she eventually falls in love with him. Form groups of 3-4 people. Act out a scene showing people befriending and accepting someone whose looks or behaviors are different from the rest of the group.

#### SCRAMBLED SENTENCES

Put these sentences in the right order as they occurred:

- The Beast gets sick when Beauty doesn't return on time.
- Beauty's Father asks the Beast's permission to go home to his family.
- Beauty returns and saves the Beast, and agrees to marry him.
- Beauty goes to stay with the Beast.
- The Queen turns her son into a Beast.
- Beauty goes home to visit her Father and Sisters.
- Beauty teaches the Beast to be nice and kind.
- Beauty's Father visits the Beast's castle and meets the Beast.

**LEARNING STANDARDS** – Theater: *Re.7, Re.8, Re.9, Cn.10, Cn.11*  
Language Arts: *W.1, W.2, W.3; Visual Arts: Cr1.2, Cr2.1, Cr2.3, Cr3.1*

### COMING SOON to StoryBook Theater

#### Little Red

Jan - Mar 2020

*Focus: Learning to  
Work Together*



What makes a friend? Can Little Red make friends with a starving wolf and an overexcited hunter? And will they want to make friends with her? Granny teaches this needy and very hungry trio to look beyond their immediate needs and discover how to make a friend – and best yet, how to keep one.

#### The Frog Prince

Apr - May 2020

*Focus:  
Keeping Promises*



Things grow big in the wild west – things like cacti, frogs, and promises. Princess Honey must find a miracle in order to save the ranch from the clutches of the awful land-grabber, Duke. Instead, she finds a very large frog who offers to help her – but only in exchange for a promise. Will Princess Honey decide to keep her promise to the big green frog that won't seem to leave her alone, or will she break her promise and throw him back in the trough?

**TICKETS:**  
**storybooktheater.org**