



EDUCATOR'S CURRICULUM GUIDE

The Frog Prince



StoryBook Theater Focus:
KEEPING PROMISES



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The Frog Prince



WELCOME, EDUCATORS!

Hello Teachers!

Thank you for choosing to bring your class to StoryBook Theater's production of **The Frog Prince!** 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, which can be a person, creature, or thing
- **Setting** – the “where” of a play, including the time and place in which the action occurs
- **Action** – the “what” of a play; incidents and events within the story (beginning-middle-end) which move the plot along
- **Prop** – any object used by an actor in a play
- **Set** – the scenery, furniture 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
- **Dialogue** – the words actors say in a play



Story Synopsis

Our story takes place in the old west. Sage, our wise, old storyteller, begins to sing us a song of the Frog Prince legend.

Princess Honey interrupts her song as she has just discovered some enormous frog prints. She collects and raises frogs for jumping contests and these are the biggest prints she has ever seen!

Sage tells Princess Honey to save her news for later as her mother, Queenie, is expecting a visitor from the bank today, Duke from the next county. Princess Honey remembers Duke from her childhood as being very untrustworthy and unkind. She begins to worry about his visit. Sage gives her a new ball to play with and sends her off with some wise advice.

The boastful Duke enters with his sidekick, Tumbleweed, and we smell trouble. Duke is planning to trick Princess Honey into marrying him so that he can take all of her frogs and serve frog legs in his gourmet restaurant!

Meanwhile, Princess Honey loses her ball in a pond and the Frog Prince appears. He explains that he will help the princess only if she promises three things. Princess Honey agrees and the Frog Prince retrieves her ball from the pond.

Sage gets wind of Duke's plan and goes to warn Princess Honey. Princess Honey hurries off to tell her mother and the Frog Prince follows her home.

Duke arrives at the ranch and we soon learn that if Princess Honey does not agree to marry him, he will become the new owner of the ranch and take all of the frogs. The Frog Prince comes up with a plan and convinces the women to trust him. Princess Honey will try to stall Duke for three days while she fulfills her promises to the Frog Prince.

On the third day, Duke becomes impatient and makes his final demands. The Frog Prince chases him away and the women celebrate.

The Frog Prince returns to say good-bye to Princess Honey. She gives him a kiss and something magical happens!

The Frog Prince



WELCOME, EDUCATORS!

Character List

- Frog
- Princess, Honey
- Tumbleweed
- Duke
- Christofer
- Sage
- Queenie

Settings

- The Old West
- Behind the barn
- The hilly pasture

Vocabulary

- | | |
|-------------|------------|
| conclusions | epitome |
| cherish | sublime |
| delicacy | amphibian |
| spectacular | shindig |
| splendor | trust |
| stunning | phenomenal |



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 Pre-K - 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.

Adapted from:

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

EALRs Arts: 1.4



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)
3. After partners have shared, have them sit in the 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”?



EALRs Arts: 1.1, 1.2, 1.4, 2.2, 2.3

Communication: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1



ACTIVITY #3 – ‘GIVING AND ACCEPTING’

(grades 1-4)

Learning Targets: Students will develop improvisation skills by using voice (dialogue) and body (action) to share ideas with an audience.

Materials: none

What the TEACHER does:

1. Divide students into pairs. Identify one student as A and the other as B.
2. Explain to the students that A is going to give B an imaginary gift. B will “open” the gift, decide what it is and exclaim “It is a _____!” B will thank A; and A will accept the thanks.
3. Have the students reverse roles.
4. Continue until all pairs have played both roles.
5. Encourage the students to share what they have observed from this activity. Which role did they like best? Why?

Extensions:

What are some of the different reactions you noticed from the gift receivers? What type of gifts might give such responses?

Try the game again, pretending to be a specific character (duke, grandma, peasant...) giving/receiving gifts. How did your reactions change?

EALRs Arts: 2.1, 3.1

Communication: 1.1, 1.2, 2.3, 2.4, 3.1, 3.2



ACTIVITY #4 – ‘CHARACTER GESTURE’

(grades 2-4)

Learning Targets: Students will demonstrate a character by exploring body movement and vocal sounds

Materials: Cards with character/trait written on them (queen/proud, prince/shy, duke/boastful, frog/lonely... etc)

What the TEACHER does:

1. Explain that actors make specific choices about how to use their bodies and voices to “become” their characters.
2. Explain the four commands in the game: Neutral, Stop, Go, Freeze. Allow them to practice responding to these. Have students walk around the room in “neutral”—no specific emotion/character. Stop means they stop walking and listen for a character or read the card. Go means they begin walking as the character and demonstrating the specific emotion. Freeze means they make a character statue.
3. Start the game with voices off. As they progress, let them add character voices and converse with other characters.
4. Periodically, choose a few students to accompany you through the “character museum” to admire the statues and notice the actors’ choices.

Extensions:

Have the students come up with a list of characters/traits to use. Brainstorm the characters of “The Frog Prince” and explore those through this game. Discuss which characters/traits were the most fun...most difficult? Encourage students who “toured” the character museum to share what they saw.

EALRs Arts:

1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 3.1

Communication:

1.1, 1.2, 2.1, 2.4, 3.1, 3.3

Reading:

1.1, 1.4





ACTIVITY #5 – ‘MANY VOICES’

(grades Pre-K - 2)

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 the sounds the actual animals (ducks, chickens, cats, geese, swans, foxes, wolves, mermaids, etc.) make and how they 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.)

EALRs Arts: 1.1, 1.2, 2.3, 3.1

Communication: 1.2, 2.1, 2.4, 2.5

AFTER THE SHOW:

DISCUSSION IDEAS AND WRITING PROMPTS

Keeping promises is an important lesson from the play. Have you ever made a promise to someone and then broken that promise? Has someone ever broken a promise to you? How did that make you feel? Why is it so important to keep your promises?

Each character in the play had a unique personality. Describe how each actor used their voice and body to play their character. Which character was your favorite? Why?

Pretend YOU are playing that character by using your voice and body in different ways.

Frog Facts: Frogs are 4-legged tailless amphibians. Most frogs have smooth skin that is moist to the touch. Most species get about by hopping or leaping; but treefrogs are walkers and climbers. Frogs are usually found in moist or wet habitats. Most species are vocal, and during the breeding season choruses of males can be heard in the evening calling females to the mating ponds.

SCRAMBLED SENTENCES

Put these sentences in the right order as they occurred:

- The frog finds the ball for Princess Honey.
- The frog chases Duke away.
- The frog follows Princess Honey home.
- Sage begins to tell us about the Frog Prince legend.
- Christofer comes back.
- Princess Honey makes three promises to the frog.

