

StoryBook Theater

EDUCATOR'S CURRICULUM GUIDE

The Little Engine That Could

Presented by AAA Washington

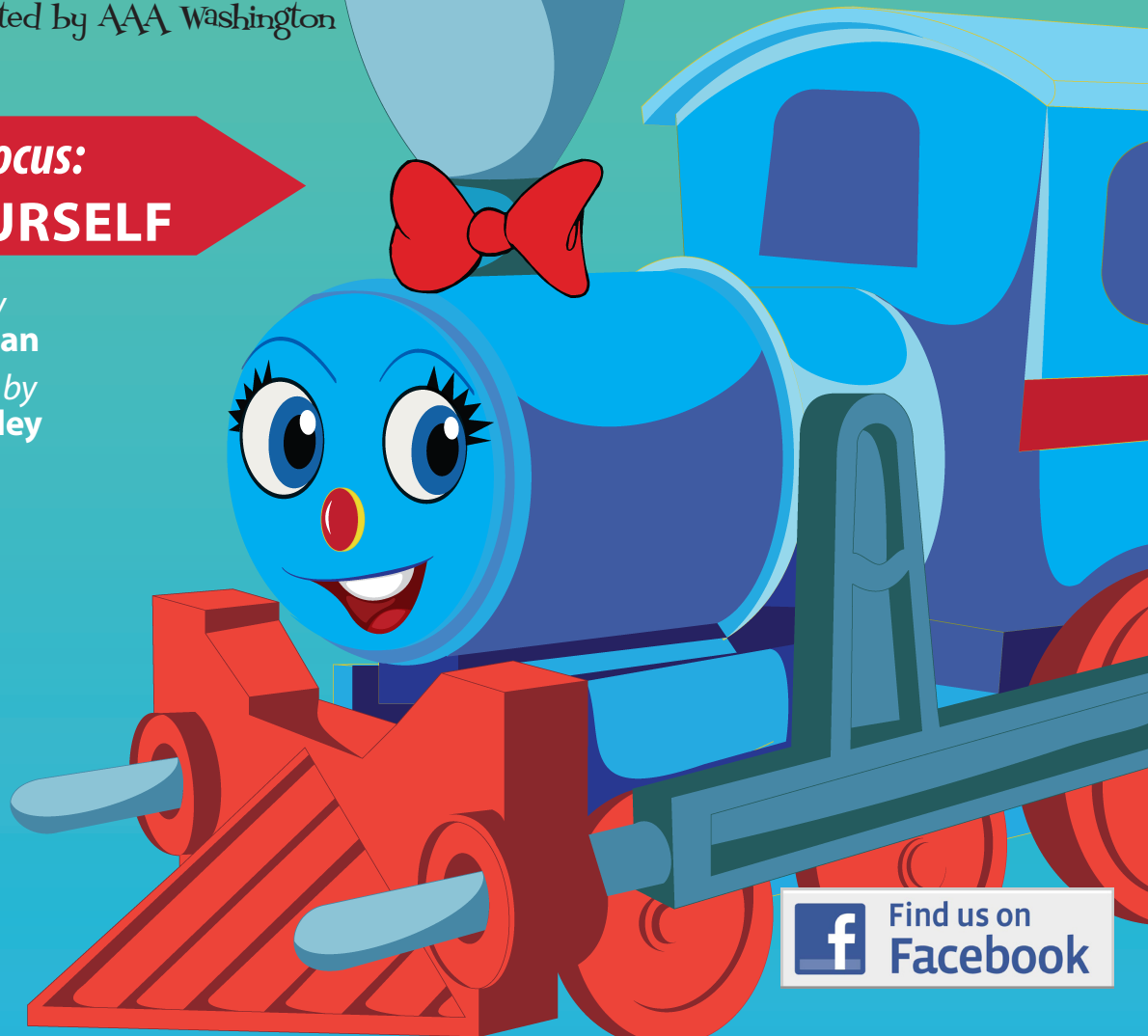
StoryBook Theater Focus:
BELIEVE IN YOURSELF



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HELLO, TEACHERS!

Thank you for joining us for StoryBook Theater's streaming production of *The Little Engine That Could* presented by AAA Washington. We're confident that you'll find our show entertaining and educational. 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 and post-show activities and games. All of our exercises were carefully developed to meet the Washington State Learning Standards in Arts, Communication, Reading, Writing, and Math. Not all activities may be practical for your student's particular grade level, so feel free to pick and choose from the activities below or modify them to best meet your student's learning needs. Activities are not meant to be followed to the letter, but to be used as ideas for further engagement.

We would like to thank AAA Washington for their generous support of this production. To help other classrooms receive this streaming performance, we encourage you to complete Activity #2 - BE A GOOD PASSENGER (Parts A & B) with your students. Have fun and enjoy the play!

~ The StoryBook Staff

SYNOPSIS

Dolly, Clown, and Bear are trying to get over the mountain to their new families when the train that they're riding breaks down! The Engineer of the Broken Engine apologizes for the trouble and suggests that the Toys wait for another train to come to take them over the mountain. The first train to arrive is talking on her phone. Phone Train is happy to offer the Toys a ride, but they decide that it would not be safe because she was too distracted by talking on her phone. While the Toys and the Engineer of the Broken Engine wait, they play the Train Alphabet Game to pass the time. They think and think and think of a different train word for each letter of the alphabet. The second train to arrive loves a good party, but is also very distracted while driving. The Toys say "Thank you, But No Thank You" and wait for another train to come along and help them. They continue playing their game until a third train arrives. This train is not paying very close attention to their driving, and almost hits the Toys! Although the Inattentive Train is happy to offer the Toys a ride too, they again say "thank you, but no thank you" and return to their waiting game. After what felt like a very long time, a fourth train arrives. This Little Engine is happy to help, but is afraid it might not have the power to get them all up the mountain. With some encouragement from the Engineer of the Broken Engine and the Toys, the Little Engine agrees to give it a try and promises the Toys that she will drive safely to the top. Although it was a hard journey, the Little Engine makes it to the top of the mountain with a little encouragement from her new Toy friends, and she gets them safely to their new families.



BEFORE THE SHOW:

Teachers and parents: here are some ways you can prepare your students to watch the play.

- Get your students excited by sharing your knowledge and enthusiasm! Reading a storybook 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 in the play 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 in the play speak directly to the audience and ask questions, and there are some times when the actors will be talking only to each other.
- 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.

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-ending) 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

Character List

- Clown
- Dolly
- Bear
- Engineer of Broken Engine
- Phone Train
- Party Train
- Inattentive Train
- Little Engine

Settings

- Train Station
- Mountain
- Forest



Vocabulary

- **Caboose** - the train car at the very back of the train
- **California Zephyr** - a passenger train that ran between Chicago, Illinois and Oakland, California
- **Distracted** - unable to concentrate
- **Engineer** - a person who designs, builds, and/or operates an engine, like on a train
- **Enthusiastic** - showing a lot of enjoyment or excitement
- **Gratifying** - giving pleasure or satisfaction
- **Hibernate** - to remain inactive for an extended period of time
- **Locomotive** - the engine of a train
- **Passenger** - a person who is travelling in a vehicle, but not driving

ACTIVITY #1 - MANY VOICES

(Grades PreK - 2)

Learning Targets: Explore the use of voice to express different feelings and characters

What the TEACHER/PARENT 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. Instruct students to echo your voice.
4. Using your regular speaking voice, say the phrase "This is my talking voice." (students will echo)
5. Substitute different words for "talking" and change your voice to match each time. Examples: "This is my whisper voice" (echo)
6. Ask students for different voices to try and initiate. (Loud, soft, robot, alien, high, low, sleepy, excited, sad.) Echo each time.
7. 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.
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



ACTIVITY #2 - BE A GOOD PASSENGER

(Grades PreK - 4) Sponsored by AAA

In the play, the three engines who offered to help pull the Toys over the mountain were not always paying attention to what they were doing. They were distracted.

PART A: Discussion Questions

1. Do you remember what those trains were doing that was distracting?
2. How do you behave when riding in the car? What kinds of things do you usually do?
3. What do you do to get the driver's attention?
4. Do any of your actions make driving difficult for the adult behind the wheel?
5. What can you do differently to be a good passenger?
6. How do you feel about speaking up to a distracted driver?

PART B: Surveys

Teacher Survey: Within a few days of your class' discussion following the viewing of *The Little Engine That Could* presented by AAA Washington, please help AAA Washington learn more about this experience by completing [this two minute survey](#). Upon completion, AAA Washington will send you a small gift card (while supplies last).

Family Survey: During the first week of December, following the Thanksgiving Day holiday, send [this survey link](#) via email to each parent/guardian/caregiver of every student. Results from this survey will help determine the impact of the streaming performance of *The Little Engine That Could* presented by AAA Washington and its future in Washington schools.

We'll send you a reminder email about this task on December 1, 2020.

ACTIVITY #3 - GIVING AND ACCEPTING

(Grades 1-4)

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

What the TEACHER/PARENT does:

1. Divide students into pairs or partner up with your student. Identify one person as A and the other as B.
2. Explain that person A is going to give person 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 partners reverse roles.
4. Encourage the students to share what they have observed from this activity. Which role did they like best? Why?

Extensions:

1. Try the game again, only this time person A will be the driver and person B the passenger. Have the driver be distracted while the passenger is focused, then flip it so the driver is focused and the passenger is distracting.
2. What did your students observe about distracted driving and being a distracting passenger? Which role did they like best? Why?
3. Try the game again, pretending to be a specific character (Dolly, Bear, Party Train, Little Engine...) giving/receiving gifts. How did your reactions change?
4. What are some of the different reactions you noticed from the gift receivers? What type of gifts might give such responses?

Learning Standards:

Theater: Cr1.1, Cr2.1, Cr5.1, Cr6.1, Pr5.1, Cn10.1

ACTIVITY #4 - MUSIC AND FEELINGS

(Grades K - 4)

Materials: A large piece of drawing paper and markers or crayons, instrumental music recordings

Room Arrangement: Space for each student to move around

Main Event (AFTER watching the play)

1. Talk about how the characters felt when they sang different songs or how the songs made your students feel.
2. Give everyone a piece of paper and some markers or crayons. Have them fold their papers to create four quadrants.
3. Play short samples of instrumental songs (for example: Baby Genius Learning with Vivaldi, African drumming, Native American flutes, Swing music, movie underscoring, etc.)
4. Draw what the music makes you think of in one quadrant of your paper. Repeat to fill either one side or both sides of the paper.
5. When finished, create a gallery walk by displaying everyone's artwork.
6. Ask students to point out any similarities or differences between the drawings, make observations about how the music changed the kind of drawing in each quadrant, and how each person interpreted the music differently.

Learning Standards:

Music: Re8.1, Re9.1, Cn10.0, Cn11.0



ACTIVITY #5 - TRAIN LETTER GAME

(Grades PreK - 4)

This game is played by the characters in the play. Work together to think of a train related word for each letter of the alphabet. Suggestions are listed below.

- A** Abandon, Accident, Aid, All aboard!, All-clear, Amtrak, Automation, Axle
- B** Baggage cars, Ballast, Billow, Blocks, Boiler, Bolt, Box car, Brake, Brakeman, Branch line
- C** Cab, Caboose, Call, Cargo, Carry, Cars, Caution, Chug, Circuit, Cities, Class, Clerk, Coaches, Colored-light, Comfort, Communication, Commute, Commuter, Competition, Conductor, Connect, Container, Controls, Costs, Coupler, Crew, Cross-tie, Crossings, Curve
- D** Denim, Derail, Detection, Device, Diesel, Dining car, Direction, Discontinue, Distance, Double-deck, Downhill
- E** Efficient, Electric, Elevated, Engine, Engineer, Equipment, Express, Extend, Extent
- F** Fast, Fast-track, Fishplate, Flange, Flatcar, Freight, Frontier, Fuel, Funicular, Future
- G** Gas-turbine, Gauge, Grade, Green light
- H** Hauling, Heavy, High-speed, Historical, History, Hobby, Hopper car, Hotbox, Hydraulics
- I** Industry, Inefficient, Inspection, Interchange, Intercity, Iron plates
- J** Jam, Job, Journal box, Journey, Junction
- K** Keen, Keep
- L** Labor, Landscape, Line, Linking, Locomotive, Long-distance, Luxurious
- M** Machinery, Mail, Main-line, Maintenance, Major, Merge, Metro-liner, Model, Money, Monorail, Multiple track
- N** Network, Nonstop
- O** Oil-burning, Operation, Order, Overalls, Overheat, Overpass
- P** Passenger, Piggyback service, Power, Private car, Provide, Public, Puff, Pull, Pullman
- Q** Quality, Quantity, Query, Quest, Quit
- R** Rail car, Rail yard, Railroad, Rails, Rapido, Rate, Redirect, Refrigeration, Registration, Regulate, Repair, Roadbed, Rolling stock, Route, Run
- S** Safety, Scenery, Seats, Security, Service, Shipping, Sightsee, Signal, Size, Sleek, Sleeping car, Smoke, Snack bar, Speed, Spike, Station, Steam-power, Steel, Stop, Strength, Strike, Subway, Switch, Swivel, System
- T** Tanker, Technology, Terminal, Third rail, Ticket, Tie, Town, Toy, Tracks, Traffic, Train, Transcontinental, Transportation, Traveler, Trees, Tunnel
- U** Uncouple, Unions, Uphill
- V** Vibration, Vision, Vital
- W** Weather, Weight, Weld, Westward, Wheels, Whistle, Wire, Worker, Worldwide, Worn, Wreck
- X** A railroad crossing sign
- Y** Yard
- Z** Zeal, Zephyr

AFTER THE SHOW:

DISCUSSION, VISUAL ART AND WRITING PROMPTS

1. The Toys refused help from some very distracted Trains. What other ways can people be distracted while they're driving?
2. Have students draw a train and write one thing on it from their 'good passenger' list. Suggest the following: take it home to show their parents, keep it in the car as a reminder, put it somewhere special where they will see it.
3. Write a letter to your favorite character in the play. What did you admire about them? Do you share something in common?
4. Describe the StoryBook set. How many different settings were there? Describe how the artist designed them. Draw a picture of your favorite set from the play.
5. Describe the StoryBook costumes. What were they made out of? Which one was your favorite? Draw a picture of it.

Learning Standards:

Theater: Cr2.3, Cn10.1, Re7.1, Re8.1

Visual Arts: Cr1.2, Cr2.2, Cr3.1, Re7.2, Cn10.1

Language Arts: W.1, W.3

Don't miss the next StoryBook Theater production...



Streaming Online February 2021!

The Little Engine That Could

presented by AAA Washington

FEATURING:

Deonn Ritchie Hunt: Phone Train & Little Engine
Lindsay Merino: Dolly
Andrew Murray: Clown
Sarah Russell: Engineer of Broken Engine & Inattentive Train
Brad Walker: Bear & Party Train
and
Kim Douglass, Piano

WITH THE HELP OF:

Liz Clayton, Stage Manager
Jessica Stansfield, Production Manager
Susan Bardsley, Production Coordinator
Erik Eagleson, Studio East Technical Director
Lani Brockman, Costume Designer
Sheryl Cope, Costume Construction
Lani Brockman, Props
d.ita Olson, Set Design & Painting
Erik Eagleson, Set Construction
Rollin Thomas, Tree Design & Painting
Seattle Scenic Studios, Tree Construction
Chris Merten, KPC Audio Tech
Karen Omahen, Choreographer
Kim Douglass, Music Director
Lani Brockman, Director
ASL Interpreters for the Deaf: Patye Nguyen & Andy Gault

Thanks to Melodic Caring Project for filming and editing.

THE LITTLE ENGINE THAT COULD

presented by AAA Washington
Adaptation by Lani Brockman
Music & Lyrics by Susan Bardsley
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