

StoryBook Theater

EDUCATOR'S CURRICULUM GUIDE

Chicken Little

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

STORYBOOK THEATER is produced by
STUDIO EAST

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HELLO, TEACHERS!

Thank you for choosing to bring your class to StoryBook Theater's virtual production of *Chicken Little*. We are confident that you will find this streamed show fun and entertaining and maybe even a nice break! Due to COVID-19, we were unable to film a new production of *Chicken Little*, so this is our production from 2013. 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. All of our activities and exercises were carefully chosen to meet the Washington State EALR's in the Arts—as well as in Communication, Writing, and Reading. Have fun and we hope you enjoy the play!

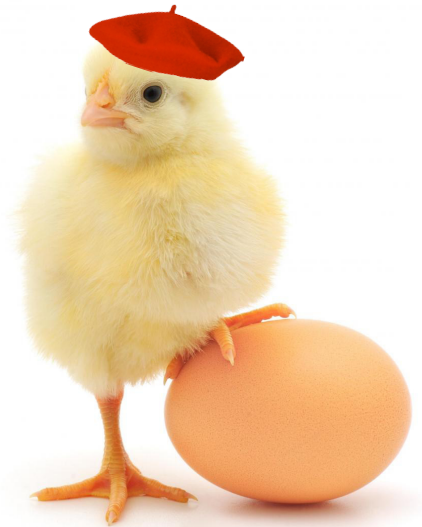
Story Synopsis

Chicken Little and her three bird friends were playing together before school one day, but Chicken Little did not feel included. Henny Penny, Goosey Loosey and Ducky Lucky didn't seem to enjoy her riddles or jokes, and they didn't pick her in their games. Her teacher Cocky Locky didn't seem to care for her stories, either. When the others left Chicken Little alone in the barnyard, an acorn fell from a tree right on her head! Chicken Little got an idea to make her friends notice her; she began telling a story that the sky was falling. Henny Penny got very excited and convinced Chicken Little to go tell the King the story and save the whole kingdom. Her friends quickly joined her, and the four went off into the forest to find the path to the castle. Chicken Little began to see that her story was getting out of hand as her friends kept adding bigger and scarier ideas to her tale. She was afraid to tell the truth now that the other birds seemed to like her and pay attention to her. On their way to the castle the birds met Foxy Loxy, a hungry actor looking for dinner and a performing company.

After her friends exaggerated her story even more, Chicken Little decided to come clean about her lie. She was ready to let Foxy Loxy eat her as punishment, but Henny Penny came up with a plan to save them all! They created an acting company and wrote and acted out a musical about Chicken Little's story, which they finally showed to the King.

Vocabulary

- Fowl
- Foul
- Passé
- Exaggerate
- Imagination
- Free-range (chicken)
- Insomnia
- Suspense
- Decision
- Research
- Carbohydrates
- Moat
- Vicious
- Pesky
- Common goal
- Honor
- Leadership
- Fate
- Liege
- Genius
- Pauper
- Magnificent
- Species
- Predict
- Plump
- Foresee
- Crave
- Versatile
- Ensemble
- Repertory
- Melodramas
- Classics
- Diction
- Morsel
- Foraging
- Drake
- Caliber
- Conflict
- Production (theatrical)
- Damsel in distress
- Accuracy
- Prologue
- Theme
- Gravity (of the situation)
- Minor (musical key)



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

- **Characters** – 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

ACTIVITY #1 – ‘THE MORAL OF THE STORY’

(Grades K - 3: In School OR Virtual)

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.

Classroom Set-up: Chairs and desks pushed off to the side to create a large, open performance space.

Bridge In:

~ 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.

~ 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.

Warm-up:

~ 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.

~ Ask a few students to share their pictures.

Main Event:

~ Using the specific moral the class has been working with, they are now going to create their own story about the moral.

~ 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.

~ At different points along the way, ask the students to raise their hands and suggest what could come next in the story.

~ 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!

EALRs:

Theater: Cr1, Cr2, Cr3, Pr4, Pr5, Pr6, Re7, Re8, Re9, Cn10, Cn11

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

Character List

- **Chicken Little**
- **Henny Penny**
- **Goosey Loosey**
- **Ducky Lucky**
- **Cocky Locky**
- **Foxy Loxy**

List of Settings

- **The Barnyard**
- **The Forest**
- **The Stage at the Castle**

ACTIVITY #2 – ‘BOOK ABOUT THE PLAY’

(Grades K - 3: In School OR Virtual)

Materials: Plain paper and pencils for students and teacher, colored construction paper for front and back cover of book, string to hold book together, stapler or hole puncher if desired, glue, markers or crayons and anything else wanted to decorate with.

Classroom Set-up: No special set-up required.

Before seeing play

~ Divide class into groups of 3 or 4.

~ Have each group think of and/or write down one or two questions they would like to ask an actor or technician.

~ Have each group think of and/or write down one or two questions they think will be answered by watching the play.

~ Have each individual think of and/or write down one or two expectations they have of the play.

~ Compile all of the questions into one list for students to take to the performance or look at or return to after the play.

After the play

~ Ask students to share what questions they had that were answered by seeing the play.

~ Ask students to share their expectations and whether or not their expectations were met.

~ Make enough copies of questions and answers from the play to give to each student for his/her book.

~ Give each student the materials needed to make/decorate a book.

~ Have students create drawings about the play to include in their books.

EALRs:

Theater: Re7, Re8

Common Core Language Arts: W.1, W.5, W.7, SL.1, SL.2, SL.3, SL.4, SL.5, SL.6

ACTIVITY #3 – 'YES AND...'

(Warm-Up: Grades K - 3: In School OR Virtual)

Learning Targets: Students will develop skills in listening, dialogue, cooperation and ensemble.

Materials: none

Room Arrangement: standing circle

What the TEACHER does:

1. Gather students and have them stand in a circle.
2. Have one student make eye contact with the person next to them and say a statement such as, "The dog is brown."
3. The second student then makes eye contact with the next person in the circle and says, "Yes," then repeats the statement, "The dog is brown," and then says "AND."
4. The student then adds his own statement such as, "The house is beautiful."
5. The person he made eye contact with then turns to the next person and says, "Yes, the house is beautiful, AND the car is red." That is, each player repeats the last phrase the player passes to her and then adds her own phrase.
6. At some point, say, "FREEZE". Did the students make clear eye contact before they spoke? Did they repeat the phrase they heard exactly as it was given? How did the students maintain their focus? Did they listen and wait their turn? Did any of the statements connect with the previous statements? What could we do better? How could we make this game more challenging?

Extensions:

1. Try this game without pausing. See how well students listen and support their fellow classmates.
2. Try to create a coherent story using this method.
3. Try using this method in short scenes with only three or four students at a time.

EALRs: Theater: Cr1, Cr2, Cr3

ACTIVITY #4 – 'CHARACTER GESTURE'

(Grades 1 - 3: In School OR Virtual)

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

Materials: (optional) 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.
3. Have students walk around the room in "neutral"—no specific emotion/character.

ACTIVITY #4 (continued)

4. Stop means they stop walking and listen for a character or read the card.
5. Go means they begin walking as the character and demonstrating the specific feeling or character.
6. Freeze means they make a character statue.
7. Start the game with voices off. As they progress, let them add character voices and converse with other characters.
8. Periodically, choose a few students to accompany you through the "character museum" (with other students in their "freeze" positions) to admire the statues and notice the actors' choices.

Extensions:

1. Have the students come up with a list of characters/traits to use.
2. Explore the characters in the story through this game.
3. Discuss which characters/traits were the most fun...most difficult?
4. Encourage students who "toured" the character museum to share what they saw. What were the strong choices?

EALRs: Theater: Cr1, Cr3, Pr4, Pr5, Re8

ACTIVITY #5 – 'MAGIC BOX'

(Grades K - 3: In School OR Virtual)

Learning Targets: Students will improvise with an imaginary prop.

Materials: 1 med. sized empty box decorated with wrapping paper

Room Arrangement: Seated circle or rows

What the TEACHER does:

1. Tell the students that you have something very special to share with them in your magic box.
2. Invite them to watch you as you lift "it" out of the box and hold "it"/use "it". (basketball, kitten, yo-yo...)
3. Encourage students to raise their hand if they think they know what "it" is.
4. Put "it" back in the magic box and call on students for guesses.
5. When someone guesses correctly, ask how they knew...what were the clues?
6. Invite a student to take something else out of the box to share with the class. Continue this process until all have had a turn.

Extension: Ask each student to think of something they would like to put in the magic box. What would they choose? Share ideas with the class.

After you have lifted "it" out of the box, ask if any students would like to hold "it." Hand "it" to them and encourage them to improvise. Explain that "it" changes quickly. Create an "it" and pass it to students. Students will accept it the same way that it is given, but then they will transform the magic "it" into something else, establish in carefully through specific gesture and motion, and then pass it on.

EALRs: Theater: Cr1, Cr2, Cr3, Pr4, Pr5, Pr6

AFTER THE SHOW:

DISCUSSION, VISUAL ART AND WRITING PROMPTS

1. Why did Chicken Little feel ignored? Have you ever felt that way?
2. How did Chicken Little's story get changed by her friends?
3. Why did Chicken Little feel bad about telling the story about the sky falling?
4. What is the difference between a story and a lie?
5. What do you think Chicken Little should do the next time she feels ignored by her friends?

SCRAMBLED SENTENCES

Put these sentences in the right order as they occurred:

- Chicken Little told the truth to her friends.
- Cocky Locky taught a lesson about eating good foods.
- Chicken Little, Henny Penny, Ducky Lucky and Loosey Goosey went into the forest to find the path to the castle.
- Chicken Little made up a story that the sky was falling.
- Henny Penny asked Foxy Loxy to join her and her friends in their acting company and create a play for the King.

EALRs:

Theater: Re7, Re8, Re9, Cn10, Cn11

Language Arts: W.1, W.2, W.3

Visual Arts: Cr1, Cr2, Cr3

UP NEXT AT STORYBOOK THEATER



Sleeping Beauty

Princess Beauty wants to travel the world and say hello in every language there is! She wants to slay dragons and find her own adventure. Will Beauty get to be her very own hero, or will she be interrupted by a 100-year nap? And will the Prince save her – or will she save him?

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