

StoryBook Theater

EDUCATOR'S CURRICULUM GUIDE

Sleeping Beauty



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Sleeping Beauty



WELCOME, EDUCATORS!

HELLO TEACHERS!

Thank you for choosing to bring your class to StoryBook Theater's virtual production of *Sleeping Beauty*! 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, classroom activities, and a few post-show discussion, writing, and drawing prompts. All of our exercises were carefully developed to meet the Washington State Standards in the Arts and the ELA Learning Standards. 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 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 show!



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 begins with the birth of Princess Beauty. Her parents throw a party for their new baby and invite the Good Fairy to be her fairy godmother (FG). Bad Fairy (BF) is upset that her invitation has come late and that she has not been asked to be the baby's fairy godmother.

BF arrives at the party and asks to give the baby a gift. She pronounces that when Princess Beauty is 16 years old she will prick her finger on a spinning wheel and die – and so will the entire kingdom! She exits laughing! FG does not have enough power to override BF's “gift” but she can alter it by changing “die” to “sleep.” FG proclaims that Princess Beauty and the entire kingdom will fall asleep until she is awakened by a kiss from Prince Charming.

Well, as you can probably guess, on Beauty's 16th birthday a gift arrives, which BF helps her assemble. It is not a bicycle, as Beauty thinks, but a spinning wheel on which she pricks her finger. She falls asleep, along with the entire kingdom. BF again exits laughing!

One hundred years later Prince Charming is bored with his princely lessons and yearning for real adventure. His father is running out of patience with the young man and so makes a bargain: if Prince Charming will learn his lessons, the King will find a real adventure for him.

The King calls his old friend, FG, for help and she tells him about the castle in the woods, the thorny rose bushes guarding the castle, and the sleeping princess. The Prince rushes off to be a hero and soon has his adventure!

VOCABULARY

party

festivities

invitation

gift

present (gift)

present (to give)

present (current)

nice

polite

spinning wheel

cloth

fabric

teach

learn

knowledge

language

culture

“hello”

“bonjour” (good day in French)

“buenos dias” (good day in Spanish)

“boker tov” (good morning in Hebrew)

“namaste” (hello in Hindu)

trail

compass

lost

find

rescue

hero



Character List

- Princess Beauty
- The Queen (her mother)
- The King (her father)
- The Fairy Godmother
- The Bad Fairy
- Prince Charming
- King Rupert (his father)

Settings

- The Fairy Godmother's Garden
- The Castle Throne Room
- Outside the Castle
- Beauty's Chamber in the Castle
- The Forest near the Castle—100 Years Later
- Outside the Castle—100 Years Later

BEFORE THE SHOW:

Here are some ways you can prepare your class to see 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, even when watching it on TV! All StoryBook Theater performances include some audience participation, such as singing, laughing and clapping. You can still do that! But there may be times when the characters 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 – ‘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”?

Theater: PR5.1

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

ACTIVITY #2 – ‘SOUNDINGS’

(grades Pre-K - 2)

Learning Targets: An actor’s voice helps create and express the character. Students will explore many variations of sound that are possible with their voices.

Materials: none

Room Arrangement: Open space, players in seated circle.

What the TEACHER does:

1. Discuss how actors use their voices to express different characters and emotions in a play. You may have volunteers name some specific characters with distinct voices. How would they describe the voice? (squeaky, nasal, low, shy...?)
2. Explain that players will take turns saying their first names as quickly/ slowly/unusually as they can, focusing on voice variations. The sound will be passed around the circle. The activity continues until everyone has experimented with and passed their own name.
3. Model for the students by exploring your own name, using a voice variation. Pass it around the circle. Try a different variation.
4. Ask for a volunteer to start the activity and continue until every player has had a turn. Encourage different voice variations—the more variety, the better!
5. Ask for feedback after the activity. What did they notice about exploring their voice? Was it easy/difficult to do?

Extensions:

List the characters from the story *Sleeping Beauty*. Describe how you think each character’s voice will sound. How might the story change if the Good Fairy had a gruff, raspy voice and the Bad Fairy had a high, squeaky voice?

Theater: Cr1, Cr3.2, Pr4.2, Pr5, Re8b





ACTIVITY #3 – ‘VISUAL STORY TELLING’

(grades K - 4)

Materials: A large piece of butcher paper for each group, crayons or markers for each student.

Classroom Setup: Enough space for each group to gather around and draw on their butcher paper, which can then be divided into an audience space and a stage space.

Bridge In:

Have a brief discussion with the class about how scenery is used in plays to describe where the characters are and what they might do there. i.e. Scary Forest, Toy Shop, Castle Ballroom, Ocean, Barnyard, etc. How does the scenery help the audience know where the characters are? How do the characters react to and use the scenery? Why is the scenery important to the action of the story? Create a list of these ideas on a board or sheet of butcher paper students can refer to while they work.

Main Event:

1. Divide the class into groups of 3 or 4 and give each group a piece of butcher paper and materials to draw with.
2. Explain to them that their task is to draw a setting, and then to tell a story about something that would happen in the scene they drew. Have them put in 3 or 4 specific things into their scenery drawing that would give the characters something to do, such as creatures lurking behind trees, signs, or mysterious objects on the ground.
3. Gather everyone together in the audience space and have each group present their scenery drawing and the story that goes with it.

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.

Theater: Cr1, Cr2, Re7, Re8, Re9, Cn10

ACTIVITY #4 – ‘CHARACTER GESTURE’

(grades 1-4)

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)

Room Arrangement: A large, open space

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.
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. Periodically give different character types or traits for the students to experiment with. 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?

Theater: Cr1, Cr3, Pr4, Pr5, Re8



AFTER THE SHOW:

DISCUSSION, VISUAL ART, AND WRITING PROMPTS

- Most of the adult characters in *Sleeping Beauty* believe that it is important that their children (Beauty and Prince Charming) learn many things and acquire new skills before they are grown. Beauty and the Prince prefer to have fun and go on adventures. Why do the parents want their children to learn so much? Why do Beauty and Prince Charming want to spend their time having fun instead of working hard to learn the things they are taught?
- The setting for a scene in a play is the place where things happen. Sometimes the setting for a play is simply suggested—for example, in our play the Fairy Godmother's garden was suggested by a mailbox and a flower-covered fence. But gardens are much more. Draw a picture of the Fairy Godmother's garden, and if you like, draw FG's house in the garden...and possibly even FG herself.
- Princess Beauty and Prince Charming both wanted to go on adventures. Write a paragraph or two about an adventure you would like to have. It is very important to prepare before you go on an adventure. Below the paragraph, make a list of the things you would need to take with you on your adventure.

SCRAMBLED SENTENCES

Put these sentences in the right order as they occurred:

- Beauty pricks her finger on the spinning wheel and falls asleep.
- Prince Charming awakens Sleeping Beauty with a kiss.
- The Good Fairy is invited to the castle for Beauty's naming party.
- Beauty is born—the daughter of the king and queen.
- Prince Charming prunes the rose bush and enters Beauty's castle.
- The Fairy Godmother shows Prince Charming the way to Beauty's castle.

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...



Summer Camps!



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Studio East, producer of StoryBook Theater,
offers multiple performing arts opportunities
for youth ages 4-19. Visit studio-east.org
to learn more about upcoming
Summer Camps (June 21 – August 27).