

StoryBook Theater



Educator's
Curriculum
Guide

★ Jack & the Beanstalk ★

Adaptation by
Lani Brockman

Music & Lyrics by
Susan Bardsley



CULTURE

*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**
348 Kirkland Avenue • Kirkland, WA 98033
425.820.1800 • www.StoryBookTheater.org

FIND US ON
FACEBOOK!



HELLO TEACHERS!

Thank you for choosing to bring your class to StoryBook Theater's production of "Jack & the Beanstalk."

We created this Guide for you, to make 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. Please use your expertise and your class's individual learning needs and objectives to choose from, as well as modify, the activities below. They are meant purely as ideas to inspire your own classroom's creative dynamic. Have fun and enjoy the play!

— *The StoryBook Staff*

STORY SYNOPSIS

Jack is an adventurous boy with lots of dreams. We meet him as he shares his latest adventure with Spot, a dancing cow. Meanwhile, Jack's mother has been looking for Jack to help her with the chores. She is worried about making ends meet and has decided to send Jack "to market" to sell Spot. She instructs him to accept no less than five gold pieces in exchange for Spot.

On the way to market, Jack meets The Peculiar Little Man, who convinces Jack to take five "magic" beans for Spot. He promises that Jack's greatest adventure ever awaits him.

Jack returns home, whereupon his mother becomes terribly upset to learn of Jack's decision regarding the "magic" beans. She tosses the beans in a pile of dirt, as Jack wonders and worries whether he made a big mistake.

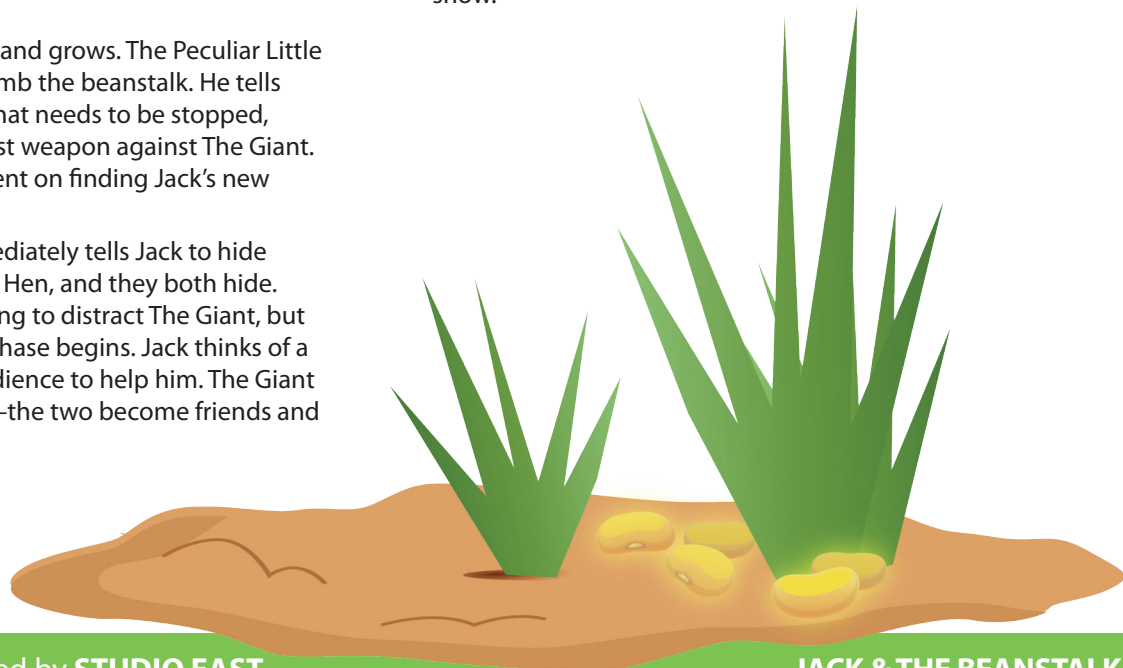
During the night, the beanstalk grows and grows. The Peculiar Little Man appears and convinces Jack to climb the beanstalk. He tells Jack about a mean and greedy Giant that needs to be stopped, and how Jack's brain will be his greatest weapon against The Giant. He leads Jack to The Giant's house, intent on finding Jack's new adventure.

Jack meets The Giant's wife, who immediately tells Jack to hide from the hungry Giant. Jack meets the Hen, and they both hide. The Harp helpfully plays a beautiful song to distract The Giant, but soon, The Giant discovers Jack, and a chase begins. Jack thinks of a way to trick The Giant and asks the audience to help him. The Giant is fooled! Jack makes a deal with him—the two become friends and return to Jack's house together.

BEFORE THE SHOW:

Here are some ways to 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 enthusiasm! Reading your own storybook version of the play is often helpful, so students can identify the characters in the play and generate more discussion after seeing the production.
- Make sure students understand that what they will see on stage is make-believe. The actors in the costumes are safe people. This is especially important with potentially scary characters like The Giant.
- StoryBook Theater shows are an excellent opportunity to practice learning situational context clues and the appropriate behaviors that follow from them. Explain that while this isn't the case at every theater, all StoryBook Theater performances include 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, and at these times, whole-hearted participation is encouraged. Emphasize, however, that there will also be times when the actors will be talking only to each other: that's when the audience should be quiet and listen.
- Try out a few of the activities in this guide! They are designed to make your StoryBook Theater visit its optimal learning experience, one that lasts much 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. It can be a person, creature, or even a thing.
- **setting** – the “where” of a play. Setting can include the time and place.
- **plot** – incidents and events within the story that move it along.
- **improvisation** – drama created spontaneously, without any advance preparation; “making it up as you go.”
- **dialogue** – the words actors say in a play.
- **pantomime** – to act without words, only moving your body.
- **prop** – any object used by a performer on a stage.
- **set** – the scenery, furniture, and/or background crafted on the stage to create an environment for imagination.
- **costume** – clothing that is worn during a performance.

Vocabulary

- **adventure** – an exciting or unusual experience.
- **colossal** – gigantic; very, very large
- **magnificent** – excellent, impressive
- **schemes** – a plan of action to be followed
- **invention** – a new, useful process, machine, or improvement
- **unique** – having no like or equal; unparalleled; incomparable
- **peculiar** – strange, odd, unusual
- **destiny** – something that is to happen to a particular person or thing; a fate or fortune
- **encouraging** – reassuring, supportive

Character List

- Jack
- Jack’s Mom
- Spot (the cow)
- The Peculiar Little Man
- The Giant’s Wife
- Hen
- Harp
- The Giant

List of Settings

- Jack’s house
- On the way to market
- In the clouds



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

Classroom Setup: Seated circle to start, 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

Language Arts: Speaking & Listening: 1a-c, 3, 5, 6



ACTIVITY #2 – 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. Explain how actors use their voices to express different characters and different emotions in a play.
2. Gather students in a seated circle.
3. Instruct students to echo your voice by matching volume, tone, etc.
4. Using your regular speaking voice, say the phrase, “This is my talking voice.” (Students echo.)
5. Substitute different words for “talking,” and change your voice to match each time.
Example: “This is my whisper voice.” (Students echo.)
Ideas: loud, robot, alien, high, low, sleepy, excited, sad
6. Tell students they will next try different voices for the group in turn, and the group will echo each speaker.
7. Have fun!

Extensions:

- List the characters from the story “Jack & the Beanstalk.” Describe how you think each character’s voice will sound.
- Add a movement to go along with each different voice in the activity above.

Learning Standards

Theater: Cr1.1, Pr4.1, Pr5.1, Pr6.1, Re7.1, Cn11.2

Language Arts: Speaking & Listening: 1-4, 6

ACTIVITY #3 – CREATE A PLACE FROM A STORY

(Grades K - 4)

Learning Targets: Students will demonstrate and understand that objects (“props”) and sound effects help to create a setting and to establish a feeling in stories, plays, and musicals.

Materials: Small percussion instruments for sound effects; “Jack & the Beanstalk” storybook; scarves (optional)

What the teacher does:

1. Introduce concept of using our imaginations to create a place through body language, objects, and sounds.
2. Ask students to brainstorm different settings, making a list on the board.
Ideas: jungle, forest, ocean, castle...
3. Ask students to tell what they know about each place, focusing on potential sights and sounds experienced.
4. Guide students to form small groups, assigning settings for them to explore with movement and sound.
5. Read “Jack & the Beanstalk” storybook to the students or use our provided synopsis.
6. Brainstorm the settings they might see in this story.
7. Reform their groups and let them explore using movement and sound to create each setting you brainstormed.

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 and discuss what they observed.
- Divide the class into small groups and assign each group a different setting to create. Perform for each other and let the “audience” guess each setting. Introduce the concept of an audience.
- Use adjectives to describe each setting. Draw a picture to match your description.

Learning Standards

Theater: Cr2.1, Pr4.1, Pr 5.1, Pr 6.1, Cn 11.2

Language Arts: Speaking & Listening: 1-6

ACTIVITY #4 – PLENTY OF PROPS

(Grades 2 - 4)

Learning Targets: Students will interact with props appropriately, according to the requirements of a scene or situation. Students will explore the concept of using different tones of voice to communicate effectively in different situations.

Materials: A container of common school and household items (book; spoon; paintbrush; cup; marbles...). We recommend an opaque bag, to reduce time students spend considering their preferred object prior to selection.

What the teacher does:

1. Explain how the term “prop” is used by a cast and crew, and how use of props can communicate information to an audience.
2. Tell students that they’ll choose an item from the container to use as a prop in this activity.
3. Describe the scene:
Your job is to sell your object to a potential buyer. Maybe the buyer wants or needs the object, but maybe they don’t. Tell your customer the many wonderful uses of the item. Communicate why they “just can’t live without it!”
4. Encourage students to experiment using tones and volumes to be the most convincing. Why is it sometimes important to be convincing?
Example: “Would you perhaps want to convince your extra-brave friend to always be as safe as possible?”

Extensions:

- Discuss how the Peculiar Little Man convinced Jack to trade his cow for the “magic” beans.
- Discuss why the “magic” beans are such an important prop in the story of “Jack & the Beanstalk.”
- Write a new version of “Jack & the _____,” substituting a different prop for the “magic” beans. Share ideas among classmates. How would the story change?

Learning Standards

Theater: Cr1.1, Cr2.1, Cr3.1, Pr4.1, Pr5.1, Pr 6.1, Cn11.2

Language Arts: Speaking and Listening: 1-6

Language Arts: Writing: 3, 5, 8

After the Show...

DISCUSSION, VISUAL ART, AND WRITING PROMPTS

Jack was not the only character with big dreams in the play. Which other characters were dreamers? Is being a dreamer a good thing or a bad thing? Why?

Write a letter to your favorite character in the play. What did you admire about them? Do you share something in common? How did their character in the play compare to the character in the original story?

Describe the StoryBook set. How many different settings were there? Describe how the set artist designed them. Draw a picture of your favorite set from the play.

Describe the StoryBook costumes. What materials do you think were used? Which costume was your favorite? Draw a picture of it.

SCRAMBLED SENTENCES

Put these sentences in the right order, from the beginning of the play to the middle, and the end.

- Jack climbs the beanstalk and meets The Giant's wife.
- Jack's mother sends Jack to the market to sell Spot.
- The Giant chases Jack.
- The Peculiar Little Man sells Jack the magic beans.
- Jack defeats The Giant.
- The beanstalk grows taller and taller.

Learning Standards

Theater: : Re 7.1, Re8.1, Cn10.1, Cn11.2

Visual Arts: Cr2.3, Cr 3.1, Re7.1, Re 8.1

Language Arts: Writing: 1, 5, 8

What's Next
at
StoryBook
Theater?
A Little
Mermaid

April - May 2024

