



Disney's Aladdin **(Dual Language Edition)**

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Based on the Folktale

Classroom Guide Kindergarten - Grade 1

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How to Use This Guide

This classroom guide for *Disney's Aladdin (Dual Language Edition)* is designed for Texas students in Kindergarten and Grade 1. It offers activities to help you integrate a performance of *Aladdin* into language arts, mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide's English language arts and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Disney's Aladdin is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a movie, *Aladdin*, which was based on a folktale.

- Have you read a version of *Aladdin* as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *Aladdin* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Aladdin*, how would your production be different from the play you saw by Magik?

2: Vocabulary

In the Dual Language Edition of Disney’s *Aladdin*, Agrabah is a city divided by language: members of the royal family speak only Spanish, while the common people speak only English. But we are allowed to learn both of these languages. Using the word bank at the bottom of the page, write the English and Spanish words for each picture below.



English: _____
 Español: _____



English: _____
 Español: _____



English: _____
 Español: _____



English: _____
 Español: _____



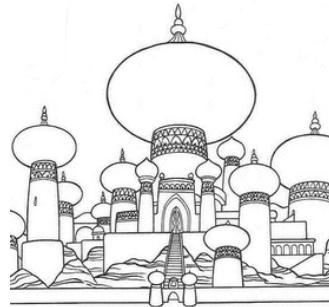
English: _____
 Español: _____



English: _____
 Español: _____



English: _____
 Español: _____



English: _____
 Español: _____



English: _____
 Español: _____

WORD BANK

- | | | | |
|-----------------|--------------|-----------------------|-------------------|
| a flying carpet | un tigre | a princess | a palace |
| un genio | un mono | a young man | una princesa |
| a sultan | a magic lamp | una alfombra voladora | na lámpara mágica |
| un hombre joven | un sultán | a tiger | a monkey |
| | un palacio | a genie | |

3: Write and Illustrate Your Own Story

In *Aladdin*, a poor street urchin works with a wealthy princess to make the world a better place to live in. As a class, write a story about a character who must work with someone very different from him or her to reach a common goal.

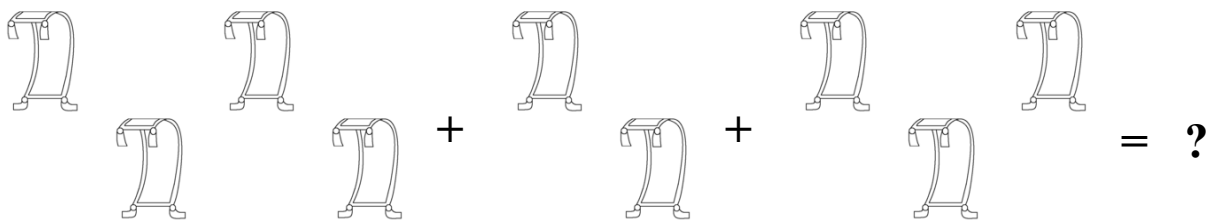
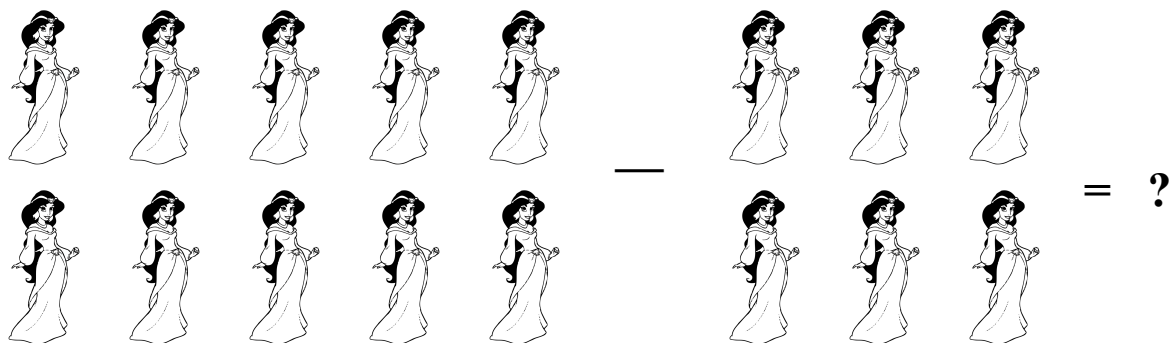
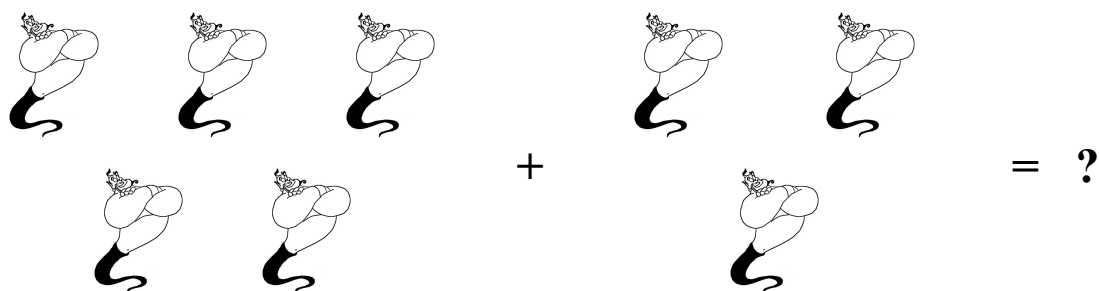
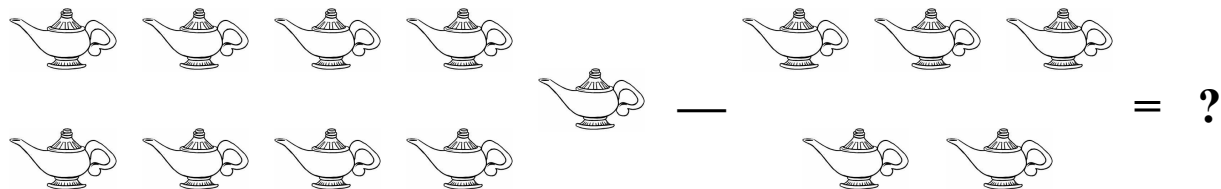
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.



4: Picture Problems



5: Living or Nonliving?

Living things have basic needs to survive. Most animals need air, water, food, and shelter. Most plants need air, water, nutrients, sunlight, and space to grow. Nonliving things don't need these things to survive.

Each of these things is part of the story of *Aladdin*. For each, decide whether it is living or nonliving. Explain your answers.

- Aladdin
- a monkey
- a market
- a Sultan
- Jazmín
- a palace
- sand
- a market
- Jafar
- a parrot
- a cave
- treasure
- a lamp
- a flying carpet
- a genie
- a wish

Now look around your classroom.

- List the living things you see
- List the nonliving things you see

How would your lists be different if you were...

- ...outside your school?
- ...inside your home?
- ...in a park?
- ...at the grocery store?
- ...at a zoo?

6: Three Wishes - Exploring Folktales

A folktale is a story that is passed down through time from person to person. Many folktales are told to teach a lesson (a “moral”). Some have been told simply to entertain listeners. All folktales reflect the culture where they started, but they can change to reflect changes in the culture of the storyteller.

The story of *Aladdin* features a genie, a magical creature that can grant wishes. Tales of wish granters exist in many cultures. The wish granter may be a magical creature (like a genie, a fairy, a leprechaun, a god or goddess, a witch or wizard, or an elf) or object (like an enchanted ring or tree). In the 1600s, French writer Charles Perrault wrote two tales involving the granting of wishes: *Cinderella* and *The Ridiculous Wishes*.

In 1910, a folklore scholar named Antti Aarne developed a system to classify folktales into types, because he came across so many stories that were similar across cultures. Another folklorist named Stith Thompson expanded Aarne’s work. In the Aarne-Thompson system, *Aladdin* has its own Tale Type (#561) and is part of a larger range of tales about magic items, like the genie’s lamp. *Cinderella* is Type 510A (Persecuted Heroine), and *The Ridiculous Wishes* is Type 750A (Foolish Wishes).

Using online and print resources, explore tales in which a character is granted wishes. Compare those tales to *Aladdin*.

- How are the stories similar?
- How are they different?
- How does each story reflect the culture that created it?
- Are there rules that the wisher must obey?
- Do the tales have moral lessons?
 - If so, what are those lessons?
- Can you think of other stories in which a character is allowed to wish for something?
- Why do you think there are so many stories about people making wishes? Consider:
 - books
 - plays
 - movies
 - games
 - songs

Often in folktales like these, there are rules governing the wishes. Imagine that a magical creature or object has granted you three wishes. You may wish for anything except more wishes.

- What would you wish for? Why?
- How do your wishes compare to your classmates’ wishes?
 - Are there certain things that many of you would wish for?

Now imagine that you have the power to grant someone else one or more wishes.

- How would you choose who gets wishes?
- Would you limit the number of wishes?
- What other rules might you give the wisher? Why?

7: Draw What You Saw!

Choose your favorite moment from *Aladdin*. Use the space below to draw a picture of that moment. Use your own colors and style to show that scene however you want to. When you finish, share your picture with your class. Be ready to answer questions about your picture, such as:

- Who does your picture show?
- What is happening in your picture?
- Why did you choose the colors you used?
- How did you show emotions (feelings) in your picture?
- What happened just before the moment you drew? What will happen just afterward?
- Did anyone else draw the same moment you drew?
 - How is their picture similar?
 - How is it different?



8: Exploring Music

The story of *Aladdin* takes place in an imaginary Arabic city. We can imagine that, whether Aladdin is in the marketplace or at the Sultan's palace, he would hear the music of his culture.

Traditional Arabic music usually features instruments similar to Western instruments you may be familiar with, including the *ney* (similar to a recorder), *oud* (lute), *rebab* (violin or cello), *qanun* (zither, harp, or piano), *riq* (tambourine), and *doumbek* (drum).

As an exploration exercise, play samples of several traditional or classical Arabic musical pieces for your students. Use video as well as audio so that students can see the instruments used*. Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc. As a class, discuss the similarities and differences between traditional/classical music of your culture versus Arabic music.

Using a variety of musical instruments** or everyday objects***, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
 - loud vs. soft sounds
 - high-pitched notes vs. low-pitched notes
 - fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
 - sort single-pitch instruments from low-pitched to high-pitched
 - sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
 - ask students to repeat it
 - ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
 - ask students to repeat it
 - ask students to create and play their own simple melodies
- As a class, create a composition inspired by traditional or classical Arabic music.

* Video clips may be found online at sites such as *ClassicalArabicMusic.com* and *YouTube.com*. Note that the former is a commercial site as well as an information resource.

** If you live in a city or town with music resources like a university music department, professional orchestra, or high school band program, consider asking local musicians to demonstrate their instruments for your students.

***Including: cardboard oatmeal can (with lid), rubber band, chopsticks, metal spoons, plastic bucket, plastic storage bin, pots and pans, pot/pan lids, wooden spoon, plastic cup with lid, filled ¼ full with dry beans or rice, cardboard tubes, glasses with different levels of water

TEXAS

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.4.b.5
2	LOTE 114.22.a.2, c.1, 4; ESOL 128.31.b.1
3	ELA 110.11.b.13-14
4	Math 111.12.b.1, 3-4
5	Science 112.11.b.9
6	Soc Studies 113.11.b.11-12
7	Fine Arts 117.2.b.1-2, 4
8	Fine Arts 117.3.b.1-2, 4

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.7.b.5
2	LOTE 114.22.a.2, c.1, 4; ESOL 128.31.b.1
3	ELA 110.12.b.17-18
4	Math 111.13.b.1-3
5	Science 112.12.b.9
6	Soc Studies 113.12.b.15
7	Fine Arts 117.5.b.1-2, 4
8	Fine Arts 117.6.b.1-2, 4

COMMON CORE

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
3	ELA W.K.3
4	Math K.OA.1-2

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8