



Sleeping Beauty and the Prince of the Canary Islands

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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 *Sleeping Beauty and the Prince of the Canary Islands* is designed for Texas students in Kindergarten and Grade 1. It offers activities to help you integrate a performance of *Sleeping Beauty* into English language arts (ELA), 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 ELA 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

Sleeping Beauty and the Prince of the Canary Islands 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 the folktale *Sleeping Beauty*.

- Have you read a version of *Sleeping Beauty* 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 a version of *Sleeping Beauty* 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 *Sleeping Beauty*, how would your production be different from the play you saw by Magik?

2: 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 Sleeping Beauty exists in many cultures. 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, Sleeping Beauty is Tale Type 410 (Sleeping Beauty). Tales of this type include:

- The Sleeping Beauty in the Wood, by Charles Perrault
- The Ninth Captain’s Tale, from *1,001 Nights*
- Sun, Moon, and Talia, by Giambattista Basile
- Little Briar-Rose, by Jacob and Wilhelm Grimm

Read at least two of the above tales and compare them to *Sleeping Beauty and the Prince of the Canary Islands*.

- How were the stories similar?
- How were they different?
- How does each story reflect the culture that created it?

There are also many books that retell Sleeping Beauty in different ways. These include:

- *Waking Beauty*, by Leah Wilcox
- *Sleeping Bobby*, by Mary Pope Osborne
- *Snoring Beauty*, by Bruce Hale

Read at least two of the above books and compare them to *Sleeping Beauty and the Prince of the Canary Islands*.

- How were the stories similar?
 - What elements appear in all of them?
- How were the stories different?
- Did the differences make certain parts of the story unpredictable?
- Were you surprised by any of the choices the author made to tell the story?
- If you were going to parody Sleeping Beauty, what elements of the story would you play with?

As a class or on your own, write a story that retells Sleeping Beauty. Change at least one element of the original tale. Share your story with your class.

- How was your story different from your classmates’ stories?
- Who wrote the funniest story?
- Was anyone’s story scary?
- Which story would you most want to turn into a play? Why?

3: Write and Illustrate Your Own Story

In *Sleeping Beauty and the Prince of the Canary Islands*, a young man becomes enchanted by a mysterious, sleeping princess. As a class, write a story about a character who meets someone mysterious.

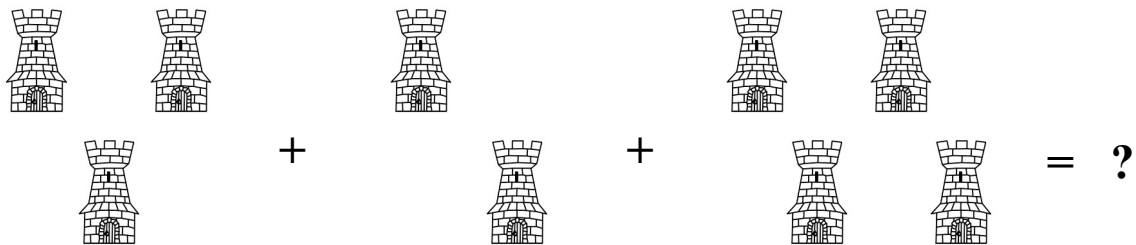
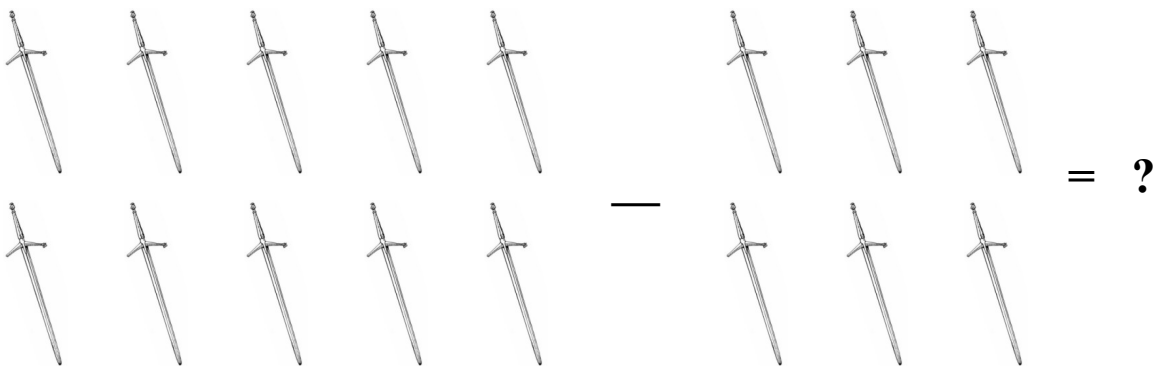
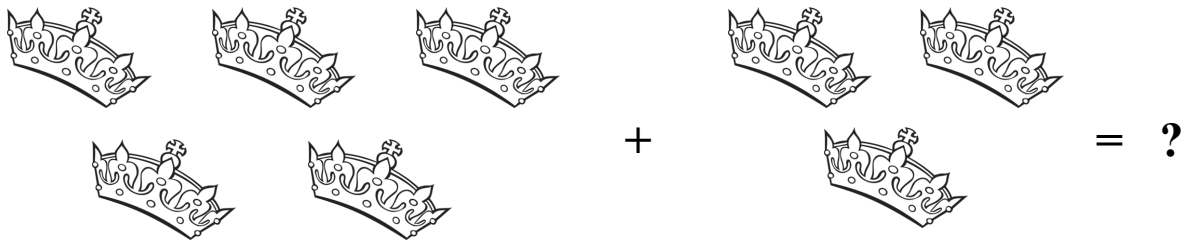
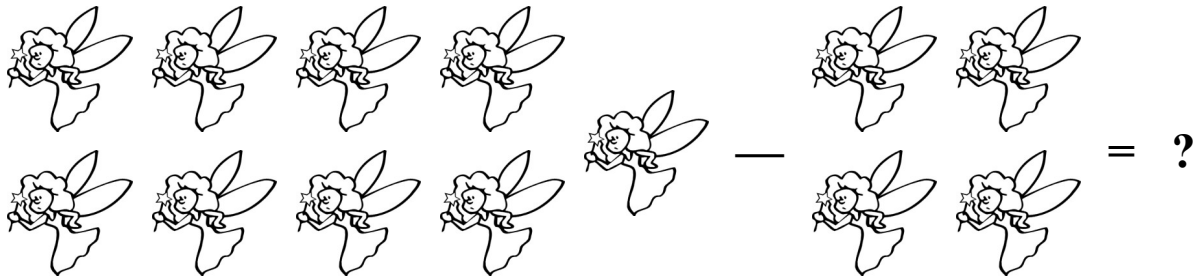
Answer these questions as you write your story:

- 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: Sleep Journal

People — and all other animals — need sleep. Your body does a lot of work while you're awake. After several hours, your body needs to rest and get ready for the next period of work. In general, babies and children need more sleep than adults.

But even though your body rests while you sleep, your brain is still very active. It stays awake to make sure your organs, like your heart and lungs, keep working. Your brain also thinks about what you experienced while you were awake, and it imagines things. This thinking and imagining becomes your dreams.

No matter what tale of *Sleeping Beauty* you read or watch, Sleeping Beauty falls into a long, deep sleep caused by magic. Most of us fall asleep naturally. But sometimes you may have trouble falling asleep. Scientists suggest these actions to help you get the best sleep:

- Go to sleep at the same time every night
- Wake up at the same time every morning
- Get plenty of exercise during the day, but...
- Do something relaxing before bedtime, like reading a book or listening to music
- Make your sleeping space as dark and quiet as possible

Are you getting good sleep? One way to find out is to keep a sleep journal like the one below. Every day for one week, write down when you go to bed and when you wake up (don't forget naps). At the end of one week, look at your journal to see how you did. Compare your sleep journal to your classmates' journals. How are they alike? How are they different?

MY SLEEP JOURNAL

A	B	C	D	E	F	G	H	
Day	Began Nap	Ended Nap	Nap Total (C - B)	Went to Bed	Woke Up	Night Total (F - E)	Total Sleep (D + G)	How Did You Sleep?
1								
2								
3								
4								
5								
6								
7								

For more information about sleep, visit the National Sleep Foundation (sleepfoundation.org).

6: Map the Story

In *Sleeping Beauty and the Prince of the Canary Islands*, the Prince travels from the Canary Islands to Mexico, on his way to colonial San Antonio. While in Mexico, the Prince discovers a castle on a pyramid.

On the map below, label the Canary Islands and modern-day San Antonio, Texas. Next, research the locations of pyramids in Mexico. Choose and label a location you think the Prince could have traveled through on his way to San Antonio.

Next, draw a line representing the Prince’s journey, choosing the shortest possible route.

- Would the Prince have spent most of his journey on land or water?
- What would the Prince have seen during his journey?
- In what compass direction(s) did the Prince travel on his way to San Antonio?
- How might the Prince’s journey be different if he made it today instead of hundreds of years ago?

On a globe, trace a route for the Prince that goes the opposite direction around the world.

- How much longer is that route? How is the geography different?
- What factors might cause the Prince to choose a shorter route?
- Why might someone choose the longer route? Which would you choose? Why?



7: Draw What You Saw!

Choose your favorite moment from *Sleeping Beauty and the Prince of the Canary Islands*. 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 *Sleeping Beauty* is centuries old. Versions of the tale appear in cultures around the world. In the late 19th Century, composer Pyotr Tchaikovsky wrote music to accompany a ballet of *The Sleeping Beauty*, based on the story as written by Charles Perrault. The ballet was first performed in 1890 in St. Petersburg, Russia.

As an exploration exercise, play samples of Tchaikovsky's *The Sleeping Beauty* for your students. Since the music was originally written as a ballet, 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.

Next, play samples of traditional music of Mexico and Spain, two of the cultures represented in Magik's *Sleeping Beauty and the Prince of the Canary Islands*. Again, encourage your students to respond to the music with movement. Questions for students:

- How is the music similar to Tchaikovsky's ballet?
- How is it different?
- Which would you rather dance to?

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 that tells a folktale
 - What folktale did you choose?
 - How did you use sounds to represent different characters?
 - Does your composition include movement, like *The Sleeping Beauty* ballet does?
 - Would a new listener be able to follow the story in your composition?

* 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	ELA 110.11.b.6, 8
3	ELA 110.11.b.13-14
4	Math 111.12.b.1, 3-4
5	Science 112.11.b.2-4, 9
6	Soc Studies 113.11.b.4, 15
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	ELA 110.12.b.7, 9
3	ELA 110.12.b.17-18
4	Math 111.13.b.1-3
5	Science 112.12.b.2-4, 9
6	Soc Studies 113.12.b.5, 18
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>
2	ELA RL.K.1-3, 9
3	ELA W.K.3
4	Math K.OA.1-2

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
2	ELA RL.1.1-3, 5, 9
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8