



# *Rumpelstiltskin*

Adapted for the stage by Shannon Morgan  
Based on the German Folktale

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## Classroom Guide Grade 2— Grade 3

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## How to Use This Guide

This classroom guide for *Rumpelstiltskin* is designed for Texas students in Grades 2 and 3. It offers activities to help you integrate a performance of *Rumpelstiltskin* 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***

*Rumpelstiltskin* 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 *Rumpelstiltskin*.

- Have you read the book *Rumpelstiltskin*? 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 *Rumpelstiltskin* 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 *Rumpelstiltskin* how would your production be different than the play you saw by Magik?

## **2: Magik Must-Reads**

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Rumpelstiltskin* is keeping promises

The Magik Must-Reads (Grade 2 — Grade 3) are:

***Good Grief Third Grade*** by Colleen O'Shaughnessy McKenna, Richard Williams

***Junie B. Jones and Her Big Fat Mouth*** by Barbara Park

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

### **Theme**

How did the theme of keeping promises show in each book? Explain.

### **Setting**

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of keeping promises? Explain.

### **Characters**

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

### **Plot**

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

**3: Write and Illustrate Your Own Story**

In *Rumpelstiltskin*, a miller lies about his daughter's ability to spin straw into gold. The royal family receives word about this talent and orders the miller's daughter to spin gold or else pay a consequence. The upset daughter has no idea what to do until a magical man appears and offers to help. The miller's daughter makes a deal promising her loved possessions and must learn the importance of keeping her promises. Write a story character who makes a promise and may have some trouble keeping it, but in the process learns the value of keeping it.

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?

TITLE: _____

**4: Word Problems**

- 1) Gabby had 50 stacks of straw to spin into gold. Rumpelstiltskin spun 26 stacks after one hour. How many stack of straw are left?
  
- 2) The king asked Gabby to spin 15 feet of gold thread. A moment later, the king changed his mind and added an extra 64 feet of gold thread to his order. How many total feet of gold thread must Gabby spin?
  
- 3) The baker made 50 loaves of bread. By the end of the day he had 20 loaves left. How many loaves of bread did he sell?
  
- 4) Rumpelstiltskin spun 154 spools of gold thread the first night and 240 spools on the second night. How many total spools of thread did he spin?
  
- 5) Gabby realized that for every stack of straw, Rumpelstiltskin could spin 3 spools of gold thread. If there are 4 stacks of straw, how many spools of gold thread will be spun?
  
- 6) Rumpelstiltskin arrived in Gabby's room at 7:00 PM. He worked six hours and forty-three minutes spinning gold thread. What time was it when he finished?
  
- 7) The Miller milled 26 bags of grain on Monday, 16 bags on Tuesday, and 74 bags on Wednesday. How many total bags of grain were made?
  
- 8) Gabby sent the guard into the kingdom to search for names. Every 10 cities, the Guard stopped to take a small rest. If he rested a total of 5 times, how many cities did he visit in one outing?

### 5: Make a Crystal Grow

There are three types of groups we can put everything into. They are *Animals*, *Plants*, and *Minerals*. **Minerals** are solid materials that are made naturally and are not alive. **Minerals** can come in many forms, but they are commonly recognized in rock-like shapes. Gold is one of the most precious minerals and has many uses that include: making jewelry, conduct electricity, and even as money. No wonder the king and queen wanted it so badly! Discover minerals in crystal forms and compare and contrast them using the activity below.

#### Materials

- Ten or more shallow bowls (such as petri dishes)
- Five small, clean rocks
- Four small miscellaneous objects (such as nails, aluminum foil, shells, or marbles.)
- Pan for heating, heat source
- Spoon and measuring cup
- Four cups Epsom salts (not table salt, but crystals of hydrated magnesium sulfate available at most pharmacies)
- Two cups water
- Magnifying glass or microscope
- Flashlight
- Observation sheets

#### Procedure

1. Separate the bowls into five pairs. Place small rocks in one of each pair. Let the students choose several small, miscellaneous objects to put into four of the other bowls. Leave one bowl empty. Number each bowl.
2. Heat two cups of water in the pan, slowly adding the four cups of Epsom salts. Continually stir the mixture so that the salts dissolve, but don't allow it to boil!
3. Divide the mixture among the ten bowls. Don't worry about dividing it exactly, but make sure that the mixture completely covers the objects in the bowls.
4. Put two drops of food coloring in the center of several of the bowls.
5. Put five of the bowls in a cool part of the room and five in a warm part, where they will not be touched or disturbed.

*This activity is continued on the following page.*

## 5: Make a Crystal Grow

### Observation

1. Prepare an observation sheet for the students. Make sure that it has enough space for observations and sketches of each bowl. See sample observation chart

2. Students should observe the bowls at the start (immediately after the water is poured into the bowl) and write down what they see. At this point the liquid should be clear and not have any solid particles in it.

3. Have students observe the bowls again after a few hours if possible and write down any changes they see. At this stage the crystals should begin forming, but there will also be a lot of liquid left.

4. Continue the observation for several days until crystal formation has stopped. As the crystals form, remove a few for observation under a magnifying glass or microscope. Ask students to draw a series of pictures of the crystals as they grow, encouraging them to focus on the shape and growth patterns.

5. Use these questions to shape an in-class discussion:

- Do the crystals have any similarities in terms of shape and symmetry when observed under the microscope or with a magnifying glass?
- How many sides (faces) does each of the crystals have?
- Does shining a flashlight on the surface of the crystals affect their appearance?
- When did the crystals stop growing? Did some stop growing before others?
- Did temperature affect the rate of crystal growth or the size of the crystals? Were warm or cold temperatures more favorable?
- How did the crystals "use" the food coloring? Did the food coloring affect the rate or size of crystal growth?
- Did crystals grow in all the bowls? If not, what may be some of the reasons why the crystals did not grow?
- Did crystals appear to grow more easily on rocks or metal? On smooth or rough objects?

6. Compare and contrast: Have the students look through a magnifying glass at commonly occurring crystals such as table salt and refined sugar.

- How are these crystals similar to - and different from - those grown in class?



## **6: Did You Know? Fairy Tale Edition**

There are tons of fairy tales, folk tales, and fables passed from generation to generation. What makes fairy tale unique? Where did the art of story telling in these way come from? Story telling has a history too!

As a class, talk about what you already know about fairy tales and folk tales. Then talk about what kinds of sources you will need to use to complete your research. Will you need primary and secondary sources to find information about these places?

Remember: Primary sources are documents that were written during the time the subject lived and were often written by the subject. Primary sources can include newspaper articles, letters, journals, and government records. Secondary sources include documents written after the life of the subject, like books, histories, and biographies.

Next talk about what sources you'll use to write your presentation.

What primary sources can you use? What secondary sources can you find?

Working individually or in small teams, work together to use the facts you found to create a presentation.

What format will your presentation have (what will it look and sound like)?

What features would help your presentations (e.g., illustrations, maps, diagrams)?

### **Group One: Fairy Tales**

What is a fairy tale?

When did fairy tales begin?

What elements make up a fairy tale?

Who are popular fairy tale authors?

What countries do some of the most famous fairy tales come from?

### **Group Two: Folk Tales**

What is a folk tale?

When did folk tales begin?

What elements make up a folk tale?

Who are popular folk tale authors?

What countries do some of the most famous folk tales come from?

### **Group Two: Fables**

What is a fable?

When did fables begin?

What elements make up a fable?

Who are popular fable authors?

What countries do some of the most famous fables come from?

### **Group Presentations:**

Read and discuss your findings.

What did you learn about during your research?

What did you learn about *doing* research?

What did your presentation look and sound like?

Why did you choose that format?

## 7: Fool's Gold

The King in Rumpelstiltskin was very greedy. He wanted all the gold to himself! Create some fool's gold for yourself. You can use it to play pretend and maybe even convince a friend it's real!

### Materials

- Rocks
- Gold Paint
- Gold Glitter
- Glue (optional)
- Paint brushes
- Paper Plates

### Procedure

1. Take a walk around outside and pick up a few rocks that you would like to turn into gold. Make sure they are not too small!
2. Set up your craft area. Use the paper plates to paint on and keep the glitter mess to one area.
3. Place your rock on your paper plate and paint it with the gold paint.
4. While the paint is still wet, carefully sprinkle the gold glitter over the rock.
5. Let it dry.
6. Optional: cover the "gold" with glue to seal the glitter, or use it to apply another layer of glitter.



## 8: Exploring Music

In the play *Rumpelstiltskin*, music is used to set the mood (background music), to tell the story, and during transitions (movement from one scene to another).

As an exploration exercise, play samples of several different musical pieces for your students. 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.

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 with a mood (happy, creepy, sneaky, etc)

*\*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**

**Grade 2**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.10.b.5
2	ELA 110.13.b.5
3	ELA 110.13.b.17-18
4	Math 111.14.b.3-4
5	Science 112.13.a.4.C; 112.13.b. 1-4; 112.13.b.9.A; 112.13.b.10.B
6	Soc Studies 113.13.b.2A-C; 113.13.b.18.A-E; 113.13.b.19 A-B; 113.13.b.20A-B
7	Fine Arts 117.8.b.1-2, 4
8	Fine Arts 117.9.b.1-2, 4

**Grade 3**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.13.b.5
2	ELA 110.14.b.4
3	ELA 110.14.b.17-18
4	Math 111.15.b.3-4
5	Science 112.14.a.4.C; 112.14.b.1-4; 112.14.b.9.A; 112.14.b.10.A-C
6	Soc Studies 113.14.b.5.C-D; 113.14.b.17 A-F; 113.14.b.18. A-C
7	Fine Arts 117.11.b.1-2, 4
8	Fine Arts 117.12.b.1-2, 4

**COMMON CORE**

**Grade 2**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.2.1, 5-6
3	ELA W.2.3
5	Math 2.OA.1

**Grade 3**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.3.1, 5-6
3	ELA W.3.3
5	Math 3.OA.3, 7