



Rumpelstiltskin

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

Classroom Guide Kindergarten - Grade 1

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How to Use This Guide

This classroom guide for *Rumpelstiltskin* is designed for Texas students in Kindergarten and Grade 1. 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 (Kindergarten - Grade 1) are:

The Lion and the Mouse adapted by Bernadette Watts

Oh No, George! by Chris Haughton

A Promise is a Promise by Robert Munsch

Pinkalicious: Pinkie Promise by Victoria Kann

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. As a class, make a picture book about a character who makes a promise and may have some trouble keeping it. Have everyone draw one picture from the story you create. When you are done, put the pictures together to make your very own book.

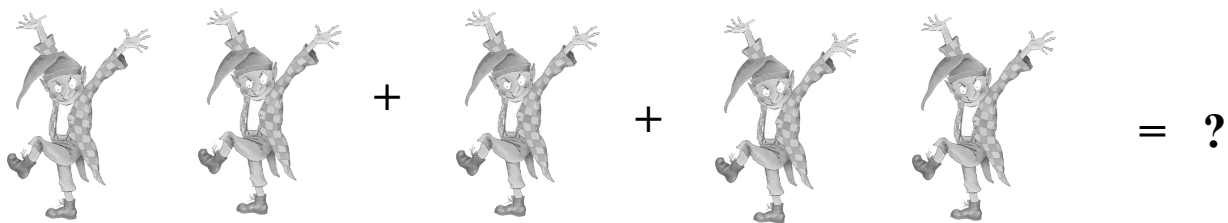
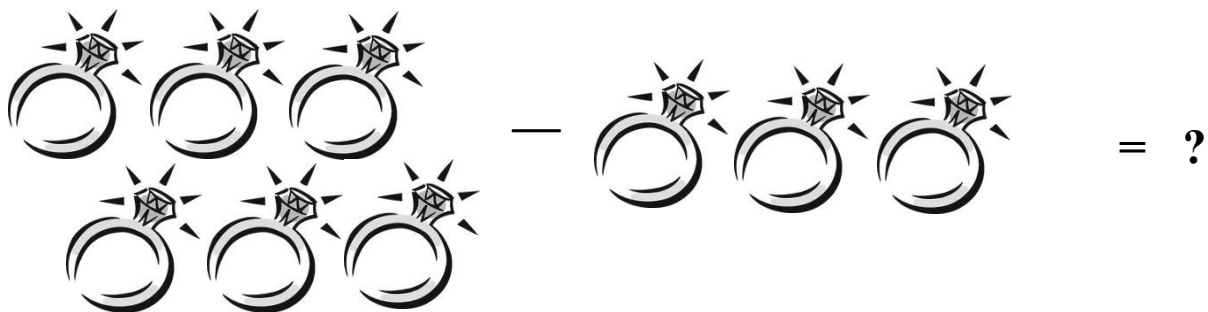
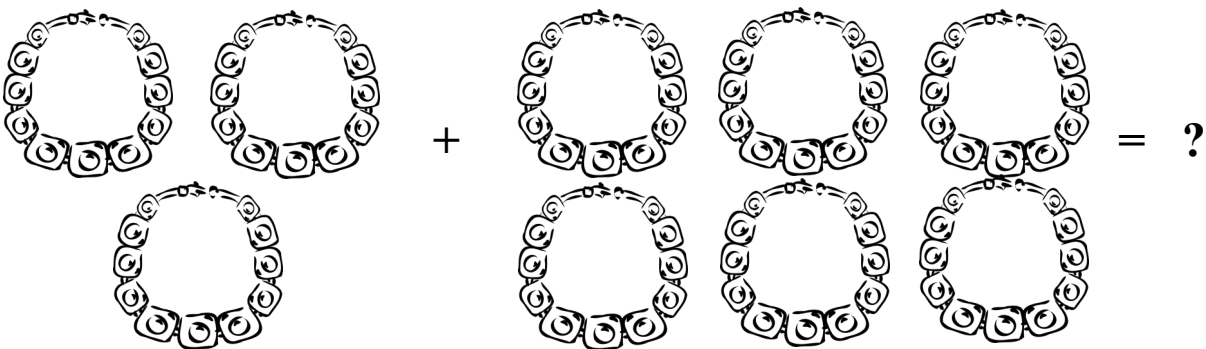
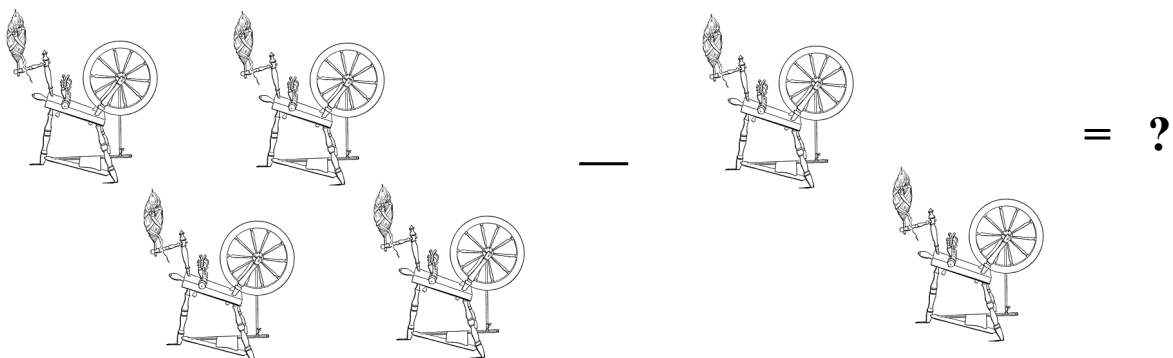
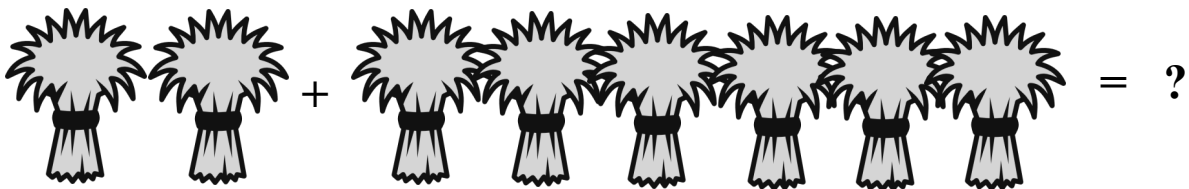
Answer these questions as you write your story:

- 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: Rock Out With Minerals

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 rock forms and compare and contrast them using the activity below.

Materials:

- Rocks (5)
- Paper Clips
- Scale
- Worksheets (following page)

Rock it out!

Begin by collecting a variety of 5 rocks. If it is possible, go for a rock hunt around your school or home. Later in the lesson, you will measure your rocks with paper clip chains, so you may want to include at least one rock in your collection that is big enough to measure in this way.

Spread your rocks out and look at the different types you have found.

- * Are all your rocks the same size?
- * Do you see different colors in your rocks?
- * Look at the different shapes of your rocks. What kinds of shapes do you see?
- * If you pick your rocks up one at a time, do they all feel like they weigh the same?
- * When you touch your rocks, what do you notice?

This activity continues on the following page.

5: Rock Out With Minerals

Round rock'n!

Compare where your rocks came from and how that affected their size. For example, a rock from a gravel parking lot, may not be as big as a rock found in a park. Try finding magazines and books with photographs of rocks to invite this kind of discussion.

Next, use a box of paper clips and link them together to make a paper clip chain. Make a several chains long enough to fix around each rock.

- * What do you think people learn when they measure something?
- * How do you think measuring something might be helpful?
- * What did you learn about your rock when you measured it with paper clips?
- * Did you each use the same number of paper clips for each rock?
- * When you look at one of these paper clip chains, what does it tell you about the rock it measured?
- * When you look at these paper clip chains, what do you know about the rocks you measured?

Rock on!

Weigh your rocks and record their weight. Now find rocks from your collection that are lighter than this rock, then rocks that are heavier than this rock.

- * What is similar about your group of light rocks? Heavy rocks?
- * Is there anything different among these light rocks? Heavy rocks?
- * Are small rocks always light?
- * Are the heavy rocks all the same color?
- * Do the rocks with the same shape weigh the same?

Discussion Questions

- * What did you learn about your rocks?
- * What did you learn about the rocks in your collection?
- * How did you find out how big around your rocks are?
- * How did you find out about your rocks' weight?
- * What words can you use to describe your rocks?

This activity continues on the following page.

5: Rock Out With Minerals

1. Draw a picture of your rocks. Try to make your drawing the same shape as your rock. Color your picture the same color as your rock.

Rock #	Picture
1	
2	
3	
4	
5	

This activity continues on the following page.

5: Rock Out With Minerals

2. How many paper clips fit around your rock? Draw your paper clip chain. You should draw the same number of paper clips that fit around your rock.

Rock #	Paper clip chain
1	
2	
3	
4	
5	

3. Now that you have weighed your rocks, compare your rock to the other rocks you collected. Are the other rocks lighter or heavier than your rock?

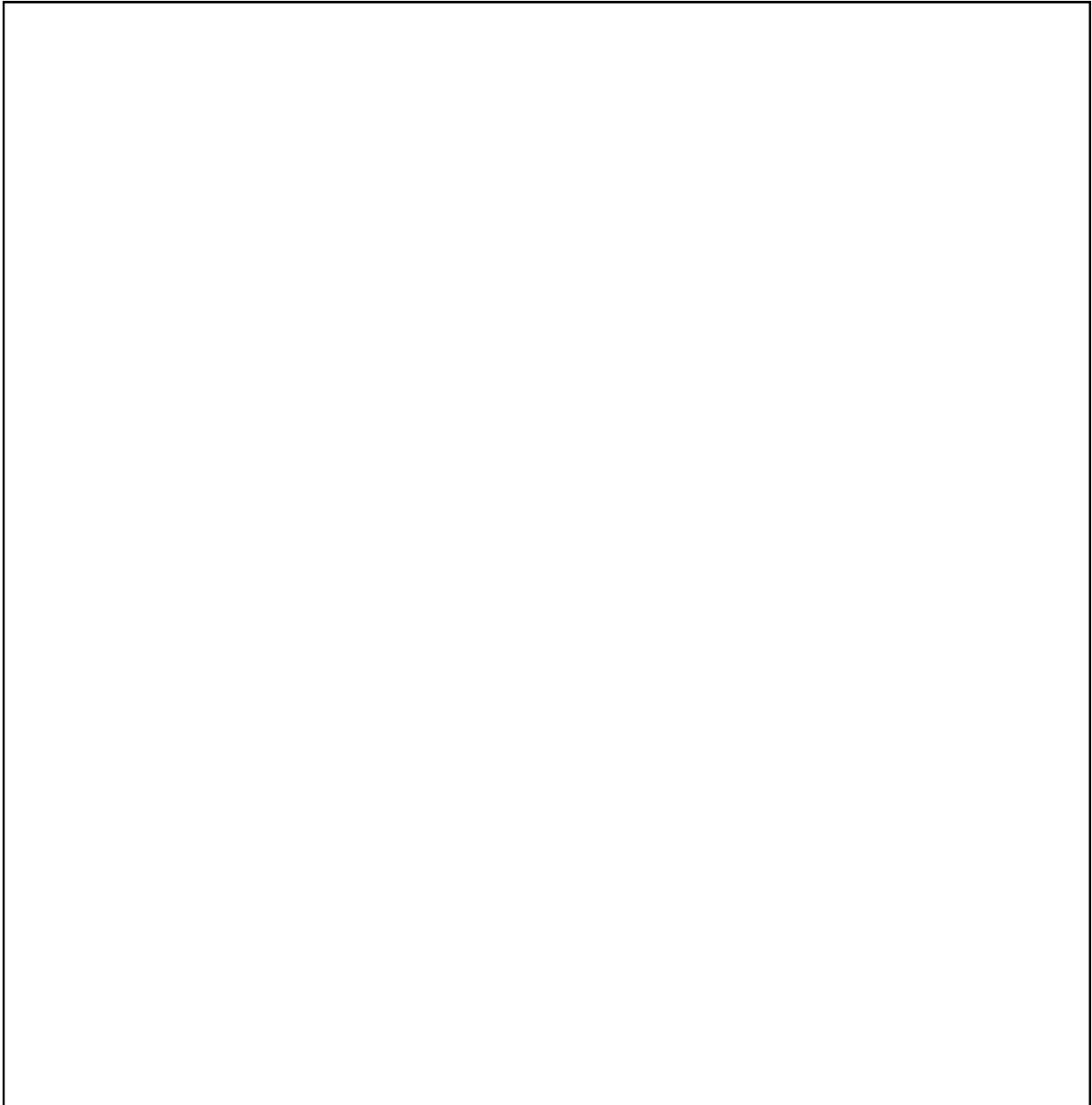
4. How many are lighter?

5. How many are heavier?

6: Royal Traveler

Help the guard find his way around the kingdom. Use your skills to draw a simple map of the Royal Kingdom. Be sure to include the following:

- King's Castle
- The Miller's House
- The Baker's House
- Rumpelstiltskin's Hut
- A Forest
- Hay Fields
- A Compass Rose
- Map Key



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

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.4.b.5
2	ELA 110.11.b.5
3	ELA 110.11.b.13-14
4	Math 111.12.b.1, 3-4
5	Science 112.11.a.4.A-B; 112.11.b.2.B-E;
6	Soc Studies 113.11.b.6.A-C; 113.11.b.14.A-B; 113.11.b.15.A-B
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.6
3	ELA 110.12.b.17-18
4	Math 111.13.b.1-3
5	Science 112.12.a.4.A-B; 112.12.b.1.A-B; 112.12.b.2.A-E;
6	Soc Studies 113.12.b.17.A-C; 113.12.b.18.A-B; 113.12.b.19.A-B
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 L.K.1
3	ELA W.K.3
4	Math K.OA.1-2

Grade 1

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