



Disney's

ALADDIN

DUAL-LANGUAGE EDITION

Music by Alan Menken
Lyrics by Howard Ashman and Tim Rice
Spanish Lyrics by Walterio Pezqueira
Music Adapted, Arranged, and Orchestrated by Bryan Louiselle
Book by Jim Lugis and Jose Cruz Gonzalez
Based on the 1992 Disney film *Aladdin*

Classroom Guide

Grade 2 — Grade 3

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How to Use This Guide

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

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 called *Aladdin*

- Have you seen *Aladdin* as a class or by yourself?
 - Based on what you've seen, 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'd seen *Aladdin* beforehand, how was the play similar to the movie?
- 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 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 *Aladdin* is Transcending Barriers.

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

The Nightmare Before Christmas by Tim Burton

Moana by RH Disney

Where the Sidewalk Ends by Shel Silverstein

The Miraculous Journey of Edward Tulane by Kate DiCamillo

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 Transcending Barriers 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 Transcending Barriers? 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?

5: Magical Sand

When all of the prisons are full in *Aladdin*, Aladdin and Abu are locked into a cave in the desert, surrounded by sand. It is in this cave that they find the magic lamp that releases Genie and saves the day! Sand is an important part of desert habitats, and now you get the chance to, like Genie, make a little magic happen.

Materials

- Scotch Guard
- Aluminum pan
- Play sand (or real beach sand)
- Water
- Plastic cups (clear is best)
- Plastic soda bottle
- Pure vegetable oil
- Food coloring (optional)
- Plastic spoons (for mixing)

Steps

- 1) In groups of 3-5, observe how the sand used at the beginning of class is not waterproof. Add a small amount to water.
- 2) Afterwards, spread the rest of the sand out in a foil covered pan.
- 3) With teacher supervision, spray the Scotch Guard onto the sand and allow it to dry for at least one hour. Be sure to shake the sand in the pan several times when you are spraying it.
- 4) Once the sand is ready, add water to a cup until it's about $\frac{3}{4}$ filled.
- 5) Using the foil as a funnel, slowly pour the magic sand into the water in a stream if possible.
- 6) Touch the sand with your finger and feel its texture.
- 7) Stick your hand into the water (through the sand). Your hand should come out dry.
- 8) Write out your observations.

Follow-Up Questions

- 1) What happened when you sprayed the sand?
- 2) What did the sand look like at the beginning of the experiment, compared to what it looked like after? Were there any changes?
- 3) Do you think the experiment would have a different outcome if you used oil instead of water? Why?

6: The Blue Mosque

Sultan Ahmed Mosque in Istanbul is often referred to as The Blue Mosque. Nicknamed for its blue domes, this elaborately decorated mosque was built between 1609 and 1616. It is considered one of the most beautiful structures on Earth and is similar to what the palace in Agrabah would look like. Following the easy instructions below, your class can build their own Blue Mosque by drawing, cutting and assembling paper shapes.

Materials

- Construction paper
- Scissors
- Pencil
- Black marker
- Glue stick
- Photo of the Blue Mosque



Directions

- 1) First, take a look at the Blue Mosque together as a class. Talk about the major shapes that make up the structure. Look up information about the Blue Mosque to get a greater understanding of why it was built. Does the class see half-circles in the domes? How about rectangles in the minarets?
- 2) Draw the shapes you see onto construction paper in corresponding colors.
- 3) Cut them out and carefully assemble them on a sheet of construction paper.
- 4) Once the mosque is arranged, fill in the surrounding scenery to create an environment for the mosque.
- 5) Glue down all of the shapes to recreate your own Blue Mosque.
- 6) Use markers to fill in the details, like windows.

7: Islamic Tile Art

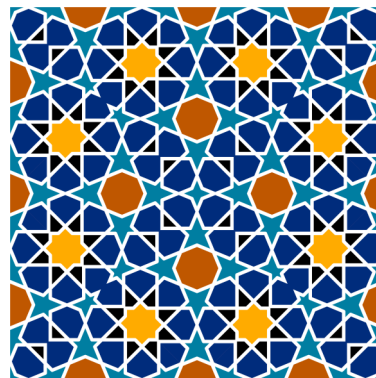
Aladdin is said to take place in a kingdom that mixes aspects of several countries, including Saudi Arabia. In Saudi Arabia, the state religion is Islam. In this activity, you'll explore geometry, patterns, and history by creating decorative Islamic tile art. Tiles featuring complex geometric patterns are a common feature in traditional Islamic art, and you creating some of your own is an easy way to practice several skills at once: math, art, and an appreciation of other cultures. Unlike other forms of art, the repeated shapes and patterns in tile art stress neatness and order.

What You Need

- White tile squares, from hardware store or art shop
- Pencil, eraser
- Compass, coins
- Ruler
- Acrylic or tempera paints, paint brushes, smock
- Permanent marker
- Internet access (optional)

What You Do

1. Geometric patterns are a main type of decoration used in Islamic art. Some geometric shapes often repeated in Islamic art include: circles and interlaced circles, squares, star patterns, squares or triangles inside of circles, and multisided polygons—hexagons and octagons in particular.
2. Look at examples of Islamic tile designs online or in a book. Get inspiration for creating your own geometric patterns.
3. Use a ruler, compass, and pencil to sketch circles and other shapes on your tile. Tracing around coins also creates circles. You may want to start with a large circle, hexagon, or octagon, and then fill that shape with repetitions of stars, squares, diamonds, circles or polygons. An eraser can come in handy for mistakes or if too many lines get added.
4. You may wish to outline some shapes' lines with a permanent marker, in case the paint's thickness makes the lines unclear. When you feel happy with their design, you can paint over the pencil and marker lines with paints. You can also paint white spaces in between shapes so that the whole tile gets painted.
5. Once your tile is complete, feel free to hang or display it!



8: Around the World in One Song

In *Aladdin* there is a language barrier present, but Aladdin and Jazmín are able to communicate anyway. There are so many different languages within the world that can be so difficult to learn/understand, but music can bring people together! Even something as simple as “hello” can be difficult, but made easier through music. As a class, learn to say hello in nine different languages with the song Hello To All The Children Of The World! On YouTube this song can be found at: https://www.youtube.com/watch?v=2nYjGy_ZUG8.

Listen through the song once or twice & then begin to break it down.

The following are the lyrics:

Hello, Bonjour, Buenos Dias,
G'day, Guten tag, Konichiwa,
Ciao, Shalom, Do-brey Dien,
Hello to all the children of the world!

We live in different places from all around the world,

We speak in many different ways -
Though some things might be different,
we're children just the same,
And we all like to sing and play.

Hello, Bonjour, Buenos Dias,
G'day, Guten tag, Konichiwa,
Ciao, Shalom, Do-brey Dien,
Hello to all the children of the world!

There are children in the deserts, and children
in the towns,
And children who live down by the sea.
If we could meet each other, to run and sing
and play,
Then what good friends we all could be.

Hello, Bonjour, Buenos Dias,
G'day, Guten tag, Konichiwa,
Ciao, Shalom, Do-brey Dien,
Hello to all the children of the world!

Hello, Bonjour, Buenos Dias,
G'day, Guten tag, Konichiwa,
Ciao, Shalom, Do-brey Dien,

Follow-Up Questions

- 1) Which languages are being spoken?
- 2) Which countries speak these languages?
- 3) This song, of course, leaves out many languages. What are some other languages you can say hello in? Below are three more examples!
 - Nǐ hǎo (Chinese)
 - Sawadee ka (Thai)
 - Namaste (Hindi)

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-B
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