



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 Lugin and Jose Cruz Gonzalez
Based on the 1992 Disney film *Aladdin*

Classroom Guide

Grades K - 1

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How to Use This Guide

This classroom guide for *Aladdin* is designed for Texas students in Grades K and 1. 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 K - Grade 1) are:

Bad Apple: A Tale of Friendship by Edward Hemingway

Same, Same But Different by Jenny Sue Kostecki-Shaw

My Travelin' Eye by Jenny Sue Kostecki-Shaw

Abigale the Happy Whale by Peter Farrelly

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?

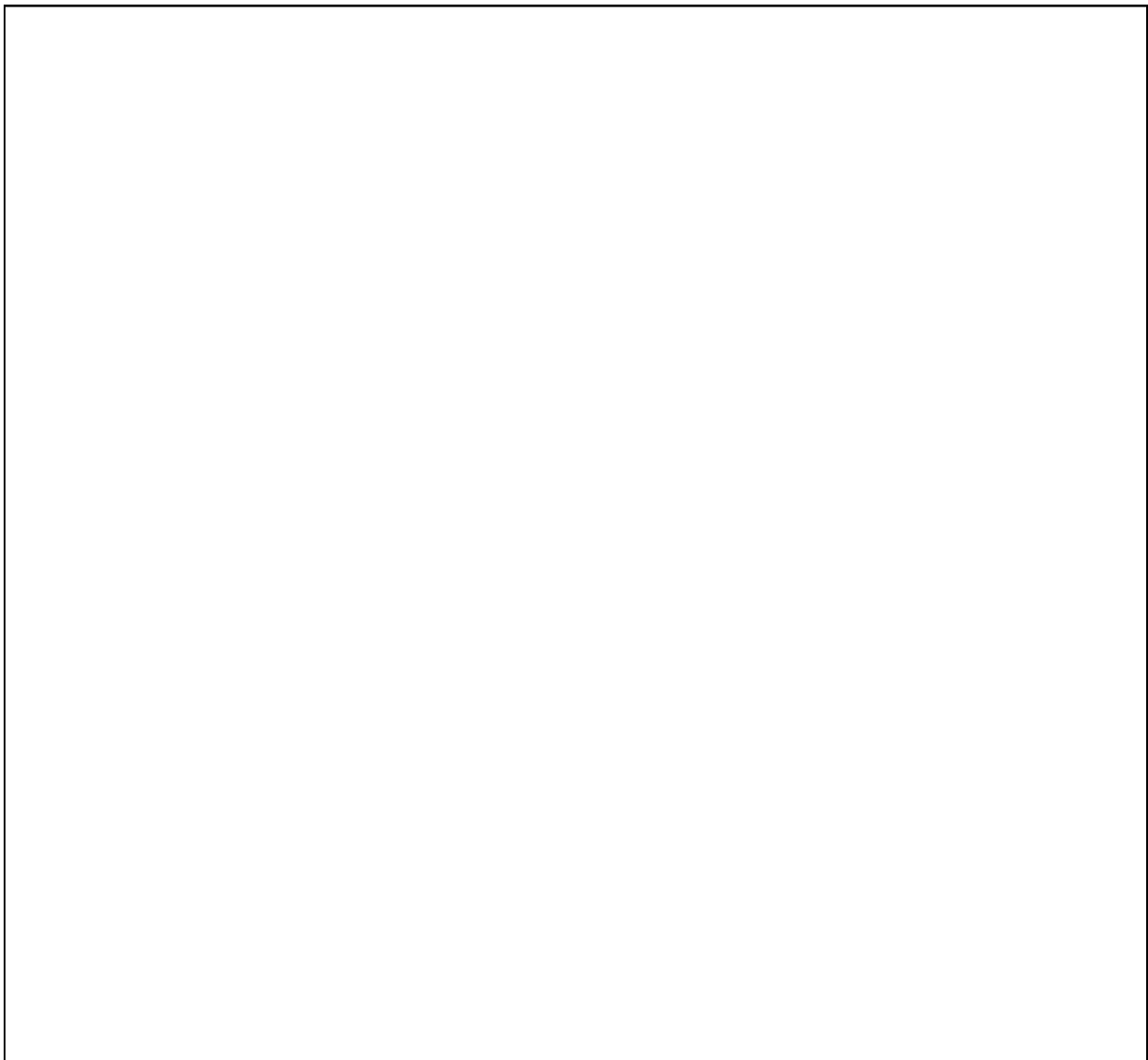
3: Write and Illustrate Your Own Story

In *Aladdin*, almost all characters start off the play by having difficulty communicating with each other. As a class, write out a story about a character who befriends someone who doesn't speak the same language as them. Have everyone draw one picture from the story you create. When you are done, put the pictures together to make your very own book.

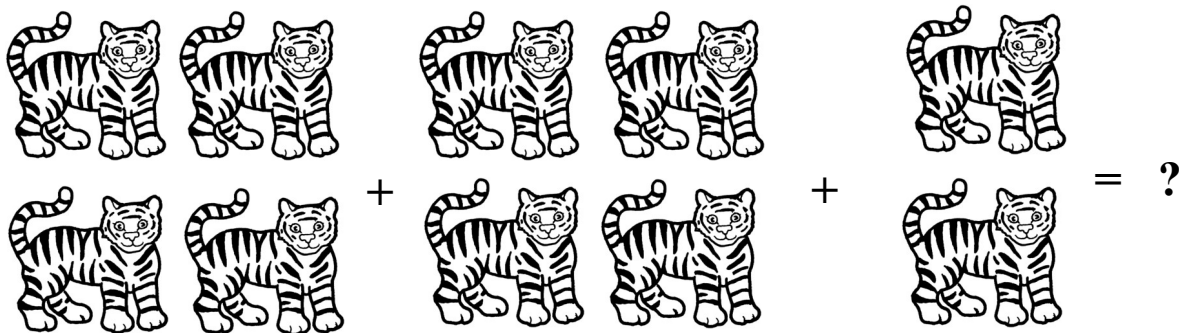
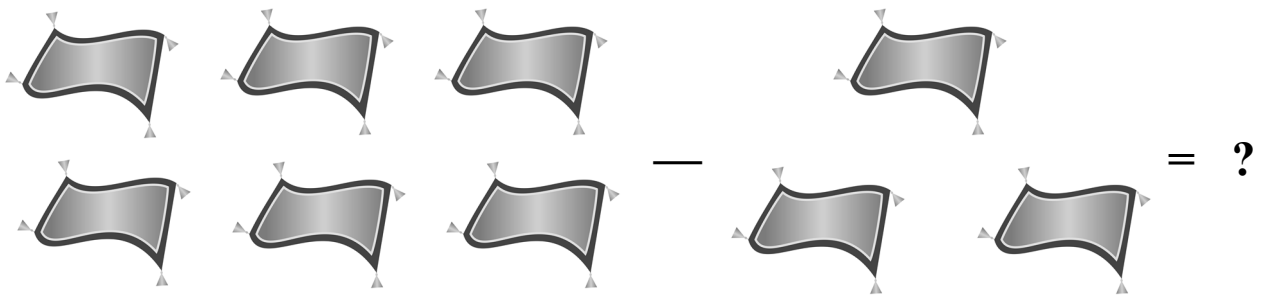
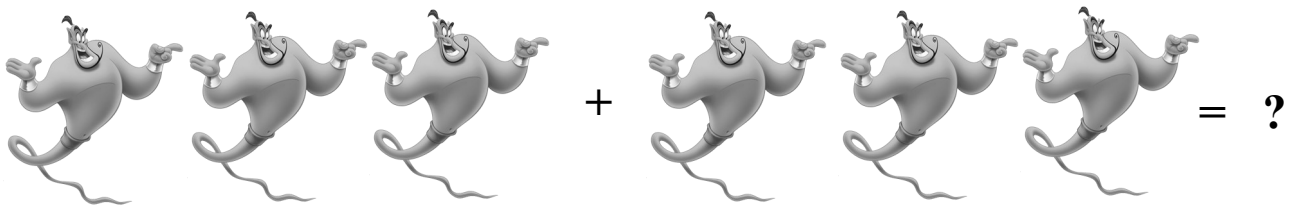
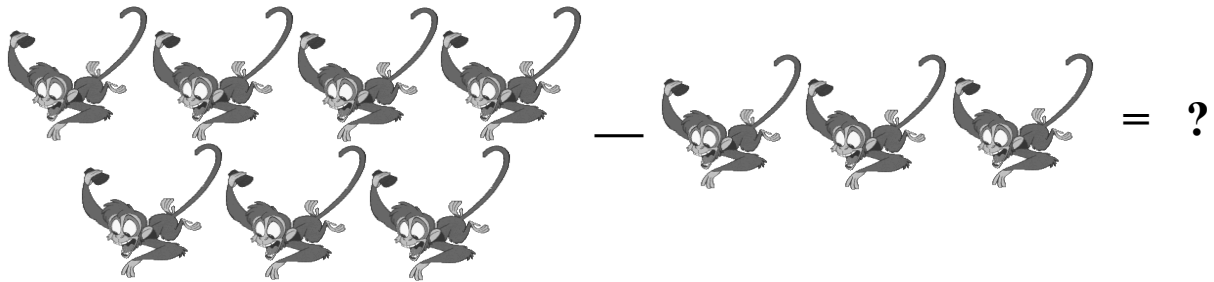
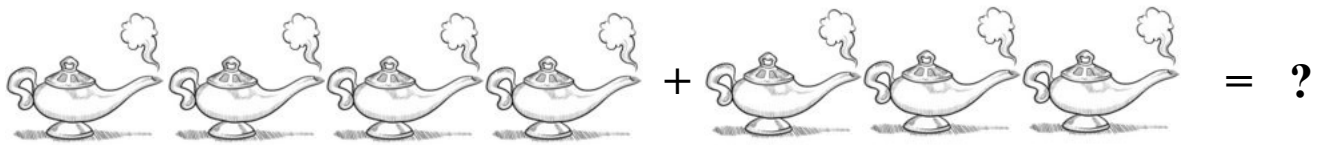
Answer these questions as you write your story:

- 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: Market Sorting

In *Aladdin*, Aladdin meets Princess Jazmín in the market place. In the market there are many things that are for sale, typically grouped together by their similar traits. Objects can be sorted into groups by many attributes, such as size, shape, color, and number. Remember these types of attributes as you begin your activity! The following will help you to further understand sorting.

Before You Begin

As a class, take a look at four pre-selected items. Three should be able to be easily sorted together, with one outlier. As a class, decide which item does not belong with the group. Why is that so? What makes the other three items go together?

Materials

Various items to be sorted

**Note: These items can be items one would find in a typical market, or simply whatever items you have available.*

Procedure

- 1) As a class or in small groups, sort the items into three groups based on their size. One group should be big objects, one group should be medium objects, and one group should be small objects.
- 2) Next sort the objects by color. Do you have blue items? What about red? Yellow? Green? Make as many groups as you need to based on color.
- 3) Lastly, let's sort the objects by their shape. Are they squares? Triangles? Circles? If shape is hard to do with the items you have, instead you can sort the items based on what kind of object it is. Do you have several coins? What about spoons or crayons?

Follow-Up Questions

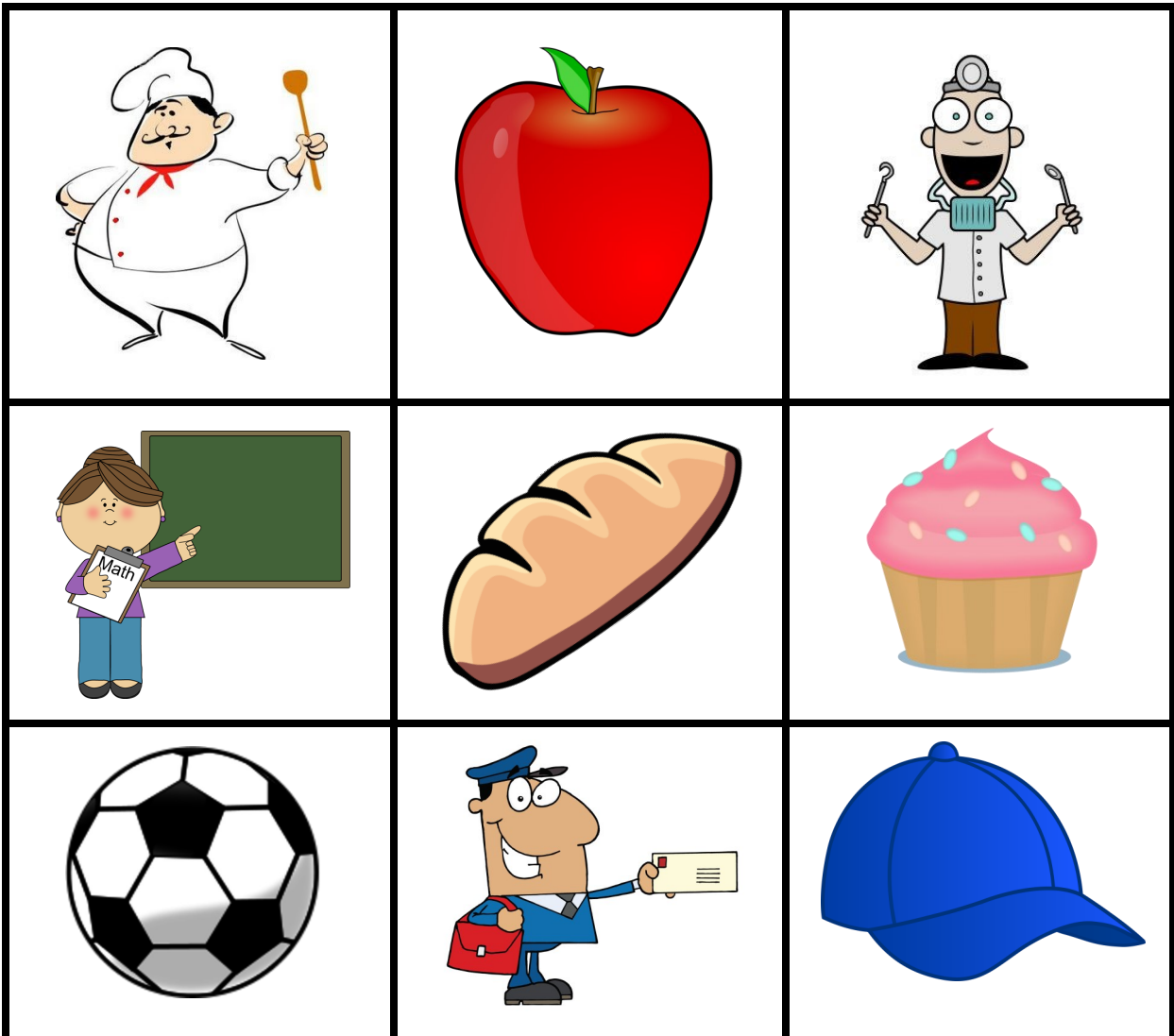
- 1) How many different ways do you think you could sort the items you had? List any of the ways that you didn't get to sort them by!
- 2) What was the easiest part of sorting things?
- 3) What was the hardest part of sorting things?
- 4) Are you able to sort any of the items by two attributes? For example, can you sort your objects by both color and size at the same time? Doing so helps you to be more specific with your *classifications*.

6: Goods and Services

In *Aladdin*, Genie provides a service to Aladdin, while the merchants in the market provide goods. Both goods and services are very important in our economy, but what are they, exactly? Let's find out! Hint: When you pay for a service, you don't get something solid. When you pay for goods, you do.

Procedure

- 1) As a class, discuss what the word goods might mean. In the end, strive towards a conclusion similar to that goods are things we consume.
- 2) Then decide what services are, in the end coming to a conclusion similar to that they are something that someone else does for you.
- 3) As a class, list as many examples of goods as you can. For example: toys and clothes.
- 4) Follow that up by listing as many services as you can. For example, teaching or repairing a car.
- 5) Once you think you have the hang of it, sort the following images into goods and services to review.



7: Aladdin's Magic Carpet

In *Aladdin*, Aladdin rides a magic carpet that he finds when he is imprisoned by guards. The magic carpet is beautiful, with different colors in its design. Now it's your turn to make your own magic carpet!

Materials

- Construction Paper
- Scissors
- Glue
- Crayons
- Markers
- Colored Pencils
- Other Craft Supplies (Glitter, Pom poms, pipe cleaners, etc.)

Procedure

- 1) On a piece of construction paper, glue different colored strips of construction paper.
- 2) Draw and color any shapes or lines on to the strips of construction paper. BE creative!
- 3) Glue small rectangles of construction paper onto the ends of the carpet. These will be your tassels!
- 4) TA-DA!! You have your own magic carpet!



This activity was borrowed from mncartgal.blogspot.com.

8: Friend Like Me

In *Aladdin*, Genie sings a song about how unique and helpful he is. Now is your turn to learn the song as a class! Listen to it a few times before starting to sing it together! The lyrics are provided below and the song can be found at the following link:

<https://www.youtube.com/watch?v=99Op1TaXmCw>

Friend Like Me from Aladdin

Master, I don't think you quite realize what you got here!	Oh my. No no. My my my.
So, why don't you just ruminare,	Can your friends do this?
Whilst I illuminate the possibilities!	Can your friends do that?
	Can your friends pull this
	Out their little hat?
Well, Ali Baba had them forty thieves,	Can your friends go poof?
Scheherazade had a thousand tales.	Well looky here!
But master you're in luck, 'cause up your sleeves	Can your friends go abracadabra, let her rip,
You've got a brand of magic never fails	And then make the sucker disappear?
	So don't just sit there slack-jawed, buggy-eyed,
You've got some power in your corner now!	I'm here to answer all your midnight prayers,
Some heavy ammunition in your camp!	You've got me bona fide certified;
You got some punch, pizzaz, yahoo and how...	You've got a genie for charge d'affaires.
See, all you gotta do is rub that lamp, and I'll say:	
"Mr. Aladdin, sir, what will your pleasure be?	I've got a powerful urge to help you out,
Let me take your order, jot it down?"	So what you wish, I really wanna know?
You ain't never had friend like me	You've got a list that's three miles long, no doubt,
	Well all you've gotta do is rub like so, and oh -
Life is your restaurant and I'm your maitre'd	Mr. Aladdin, sir, have a wish or two or three.
Come on whisper what it is you want;	I'm on the job you big nabob!
You ain't never had friend like me!	You ain't never had a friend, never had a friend,
	You ain't never had a friend, never had a friend,
Yes sir, we pride ourselves on service.	You ain't never had a friend like me.
You're the boss, the king, the shah.	
Say what you wish; it's yours, true dish.	
How 'bout a little more baklava?	
	You ain't never had a friend like me.
Have some of column A try all of column B,	
I'm in the mood to help you, dude.	
You ain't never had friend like me	

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; 112.11.b.4.A,B
6	Soc Studies 113.11.b.2-3, 14-15; ELA 110.11.b.13, 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.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; 112.12.b.4.A-B
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