



Jack and the Beanstalk

Script
by
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Based on the English Folk Tale

Classroom Guide Grades 2 - 3

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How to Use This Guide

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

Jack and the Beanstalk 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 folk tale *Jack and the Beanstalk*.

- Have you read or heard of this story 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 *Jack and the Beanstalk* 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 *Jack and the Beanstalk*, how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our 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 *Jack and the Beanstalk* is friendship.

The Magik Must-Reads (Grade 2 - Grade 3) for *Jack and the Beanstalk* are:

Cork and Fuzz by Dori Chaconas, Lisa McCue (Illus.)

Same, Same But Different by Jenny Sue Kostecki-Shaw

Amos and Boris by William Steig

Candyfloss by Jacqueline Wilson

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 friendship 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 friendship? 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?

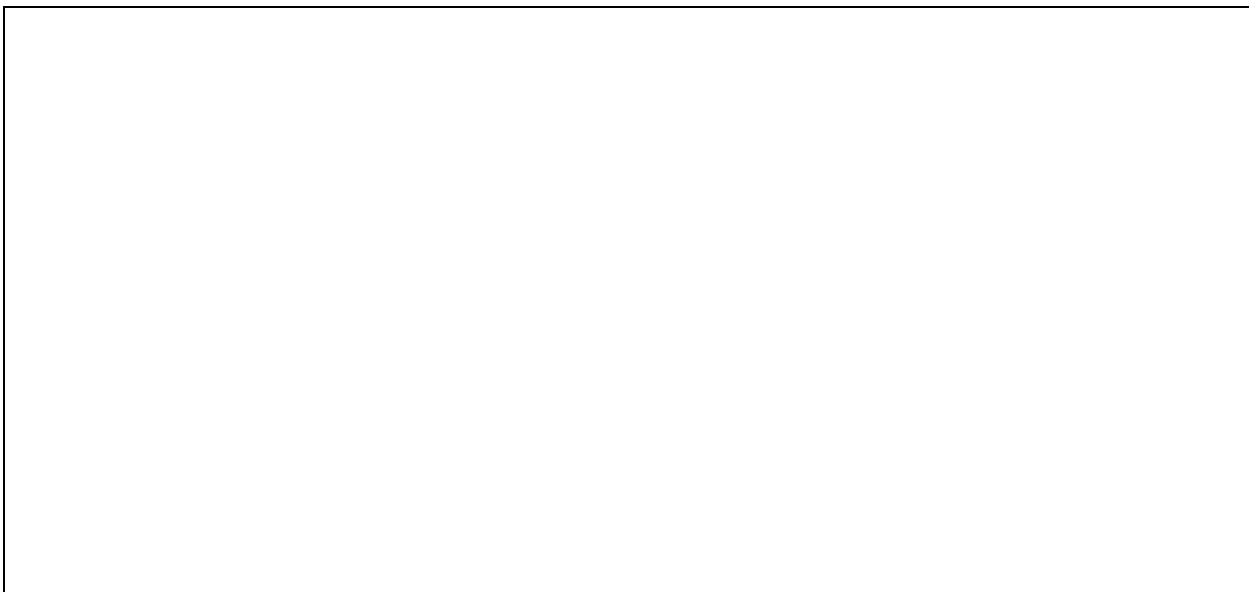
How were the plots of the books similar? How were they different?

3: Write and Illustrate Your Own Story

In *Jack and the Beanstalk*, Jack and his mother sell his best friend, Mabel the cow, for magic beans. The beans grow into a beanstalk and lead Jack to the land of giants where he plans to take their gold to help his family. After years of taking from the Giants, Jack is caught and learns the value of true friendship over greed.

Think about a time when you discovered the importance of friendship. In the spaces below, write a story about that time, then draw a picture to illustrate your story.

TITLE:



4: Word Problems

- 1) Jack had 62 coins in his penny jar. He went to the market and bought some bread for 13 coins. How many coins does he have left?

- 2) Mabel the cow ate 45 pounds of hay for lunch. At dinner she ate 32 pounds of hay. How many pounds of hay did she eat in total?

- 3) Jack's garden has 4 empty rows ready for new seeds. If Jack plants 5 seeds in each row, how many seeds did he plant?

- 4) Mrs. Giant must make enough quiches for her giant family. She has 7 members in her family and each member will eat 2 quiches. How many quiches must she make?

- 5) The Goose laid 87 golden eggs in one day. If Jack takes 17 eggs, how many are left?

- 6) The Giants had 112 golden coins. If Mr. Giant found 20 more gold coins under his bed, how many coins does he have total?

- 7) Jack had to give Mrs. Giant 3 kisses everyday for 5 days. How many kisses did she get at the end of those 5 days?

- 8) The golden harp had 47 strings on it. While Jack was falling climbing down the beanstalk, he broke 14 strings. How many strings are left?

5: Grow a Beanstalk

Plants are a very important part of our Earth. Did you know plants produce *oxygen*, clean air that humans need to breathe? Work together in group to learn about what nutrients plants need to grow healthy and strong.

Materials:

- Lima Beans
- 2 Clear Drink Tumblers
- Soil
- Large Ziplock Bag, Gallon sized
- Water
- Window with Plenty of Sun
- Dark room

Before We Begin:

What do you know about the life cycle of a plant? Talk together as a group about what is needed to plant flowers, fruits, or vegetables. Can you write out how many steps it takes until you see the first leaf? What nutrients does a plant need to grow? List them out.

Now, look at the lima beans.

What do they look like? Have you seen these beans before?

How were they used? What do they smell like? What do they feel like?

Make a Prediction:

What do you think will happen if we put the lima beans in sunlight?

What do you think will happen if we put the lima beans in darkness?

Grow a Beanstalk:

1. Gather your materials.
2. Put soil in your tumbler, about a thumb deep
3. Place 2 lima beans into the soil, about half way down
4. Pour some water on the beans
5. Ask your teacher to seal the Ziplock bag up very tight.
6. Tape the bag to a window where there is plenty of sunlight
7. Repeat steps 1 – 5. Place this bag in a dark room, like a closet.
8. Everyday two days, check on the beans to see if a beanstalk begins to grow. Make sure both plants get the same amount of water. Use the chart on the following page to write down your findings.

5: Grow a Beanstalk

Sunlight Day 1	Sunlight Day 3	Sunlight Day 5	Sunlight Day 7	Sunlight Day 9	Sunlight Day 11

Darkroom Day 1	Darkroom Day 3	Darkroom Day 5	Darkroom Day 7	Darkroom Day 9	Darkroom Day 11

Follow Up Questions:

1. What changes do you see happening to the beans?
2. Why do you think this is happening?
3. What is the water we “feed” the beans doing?
4. What is the sunlight doing do the beans?
5. What is the darkness doing to the beans?
6. What do you think would happen if you put the plant that was in darkness into the sun?

6: Make a Map, Jack

Jack tried to explain to his Mother what it was like in the land of Giants. He decided to draw her a map so she would know what it looks like. In the space below, draw Jack's map of the Giant's house and the area around it. Be sure to include *legends, symbols, and a compass rose*.

Be sure to include:

- A forest
- A body of water (lake, ocean, gulf, or river)
- The Giant's House
- A Geese Pen for the Golden Goose
- A Mountain Range
- A Garden



7: Shadow Puppets

Shadow Puppets are works of art that can be used to help tell stories. Instead of seeing a character or thing, you will only see a *silhouette*, or shadow, of that person or thing. Using the materials below, create a shadow puppet theater with a scene from *Jack and the Beanstalk*.

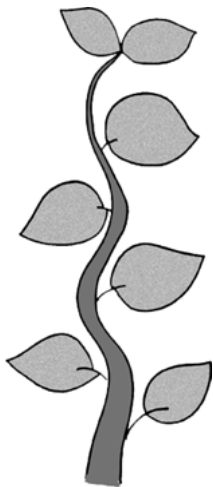
Materials:

- Popsicle sticks
- Black construction paper
- Glue
- White Paper
- Watercolors
- Paintbrushes

Steps:

1. Use the watercolors and white paper to paint a background for the scene. The background can be just colors or you can paint images to show where your scene will take place.
2. On the black construction paper draw your characters. Remember, it's about seeing the shadowy outline of the character. Try drawing them in a funny pose, or a pose that shows movement.
3. Cut out the *silhouette* shadows and glue them to the popsicle sticks.
4. Put on your puppet show for your classmates.

Try using the pictures below in your scene. Cut out the images below and trace the outlines on black construction paper for extra shadow puppets.



8: The Golden Harp

In the play of *Jack and the Beanstalk*, the giant uses a golden harp to cheer up Mrs. Giant. Harps create sound by plucking the strings that are pulled tightly across the top and bottom of the harp. The strings *vibrate*, a fast back-and-forth movement, and that is what makes sound. Create your own magic harp and listen to the sounds the strings make when you pluck them.

Guiding Questions:

How do you think are sounds made?

How does sound get from the source (like, the teacher's mouth) to your ears?

Can you make a sound using your hands? Mouth? Feet?

What are things we use everyday that vibrate and make a noise?

What has a high pitch sound (demonstrate with your voice)?

What has a low pitch sound (demonstrate with your voice)?

What has a soft sound?

What has a loud sound?

Make a Golden Harp

Materials:

- Shoe Box
- Gold Paint
- Paint Brushes
- Rubber bands in different thickness

Steps:

1. Use a shoebox (with a lid) and paint the insides, outside, and lid with gold paint.
2. Let it dry.
3. With an adult's help cut out a rectangular shape in the center of the lid.
4. Take four or five rubber bands of different thicknesses.
4. Stretch the rubber bands across the shoebox with the lid on top.
5. Now you can strum them or pluck them and listen for the different sounds.
6. Listen to the pitch each rubber band makes as you pluck it. Can you arrange the strings in order of lowest pitch to highest pitch?

You may want to try different size bands and different size boxes to see how the sounds change. You could even create an entire string section of a pretend orchestra!

This lesson was inspired from Mr. Roger's Neighborhood on PBS. To check out this lesson or other amazing lessons on music visit www.pbskids.org/rogers/R_house/object1.htm

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.5.A-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
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
4	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
4	Math 3.OA.3, 7