

Rumpelstiltskin



Bits 'N Pieces Puppet Theatre Classroom Activity Guide

This program is sponsored in part by the Hillsborough County Public Schools, Arts Council of Hillsborough County, Hillsborough County Board of Commissioners, Florida State Division of Cultural Affairs, Florida Arts Council, National Endowment for the Arts, presenters across the United States, and You! Call 813-659-0659 for more information.

What's his Name?

Rumplestil...?

Happiness is more valuable than Gold. Can the Prince travel to the End of the World, learn the little man's name and save the day?



Once there was a miller who loved to brag about his beautiful daughter. A greedy King overheard him saying his daughter was so gifted she could spin straw into gold. The King immediately

promised the miller his daughter could marry the prince...if she could really spin gold.

Of course the young girl could not spin gold from straw, no human could do that, but a little man with magic spells appeared. He would spin the gold if she would make a promise. Foolishly, the girl agreed. The gold was spun. There was a fancy wedding. Everyone was happy until the little man appeared again to claim his prize.



Reading the Show Poster

1.) What is the name of the show?

2.) Who will present the show?

3.) On what days can you see the show?

4.) Who wrote the story?

5.) What do you think the play will be about?

6.) Do you already know the story? How?

Bits 'N Pieces Puppet Theatre presents



RUMPLESTILTSKIN
A Marionette Play
based on a Fairytale
Shows are Weekdays and Sturdays

Who? What? Where?

Read each question about the story. Write the answer.

1. Who are the characters in **RUMPLESTILTSKIN** ?

2. Where does the story take place?

3. What is the problem?

4. What are three main things that tell what happened in the story?

5. How was the problem solved?

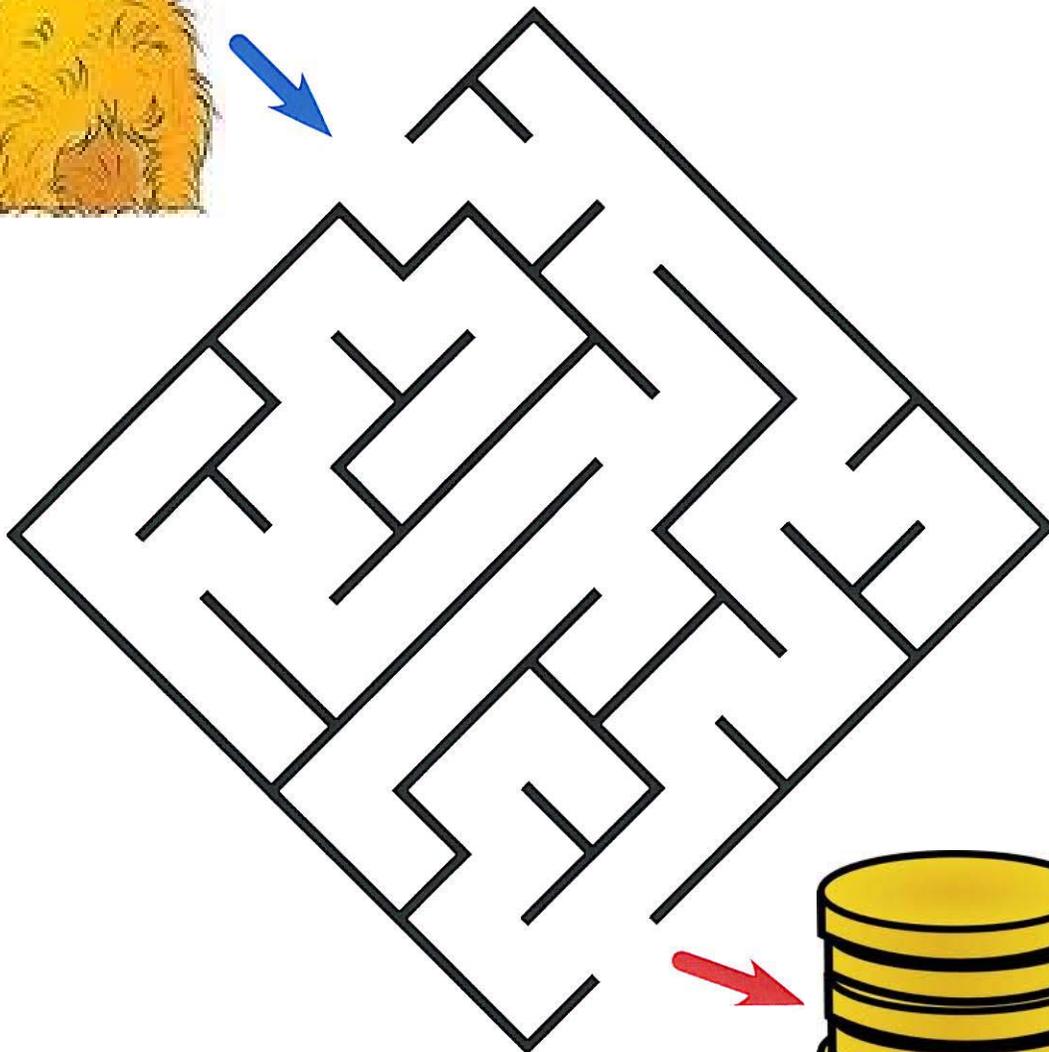
Story Map

Beginning (Who, Where, When):

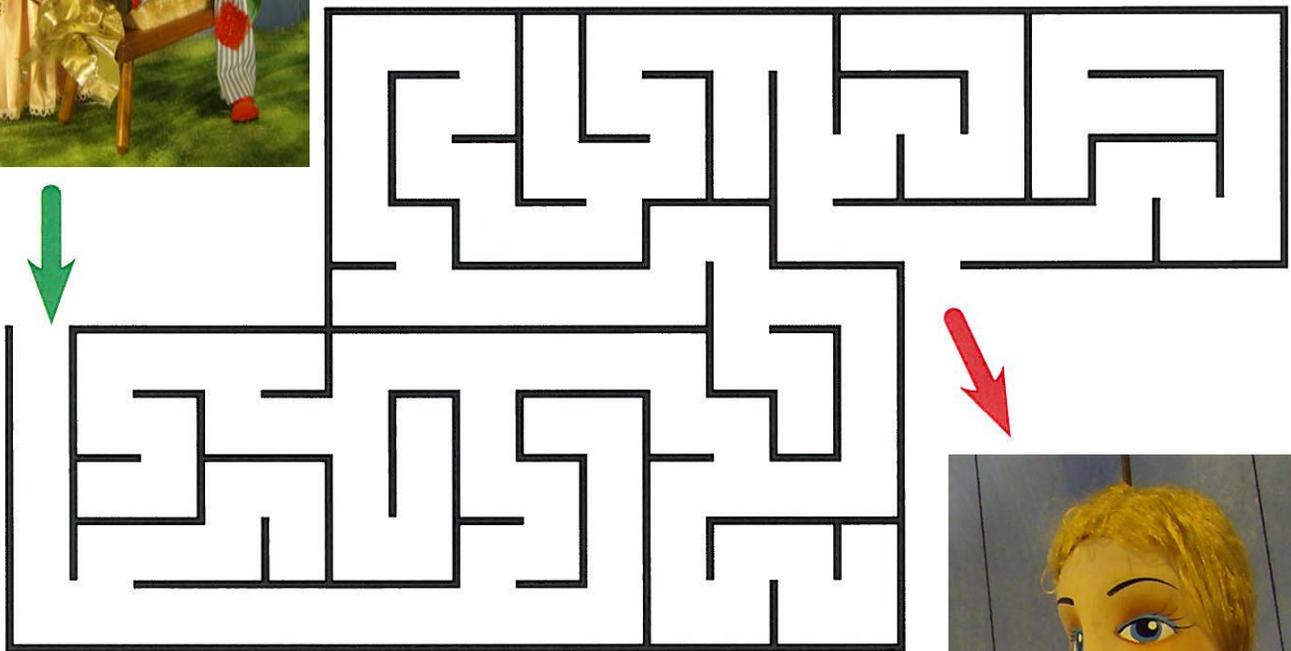
Middle (Problem, Goal):

Ending (Solution):

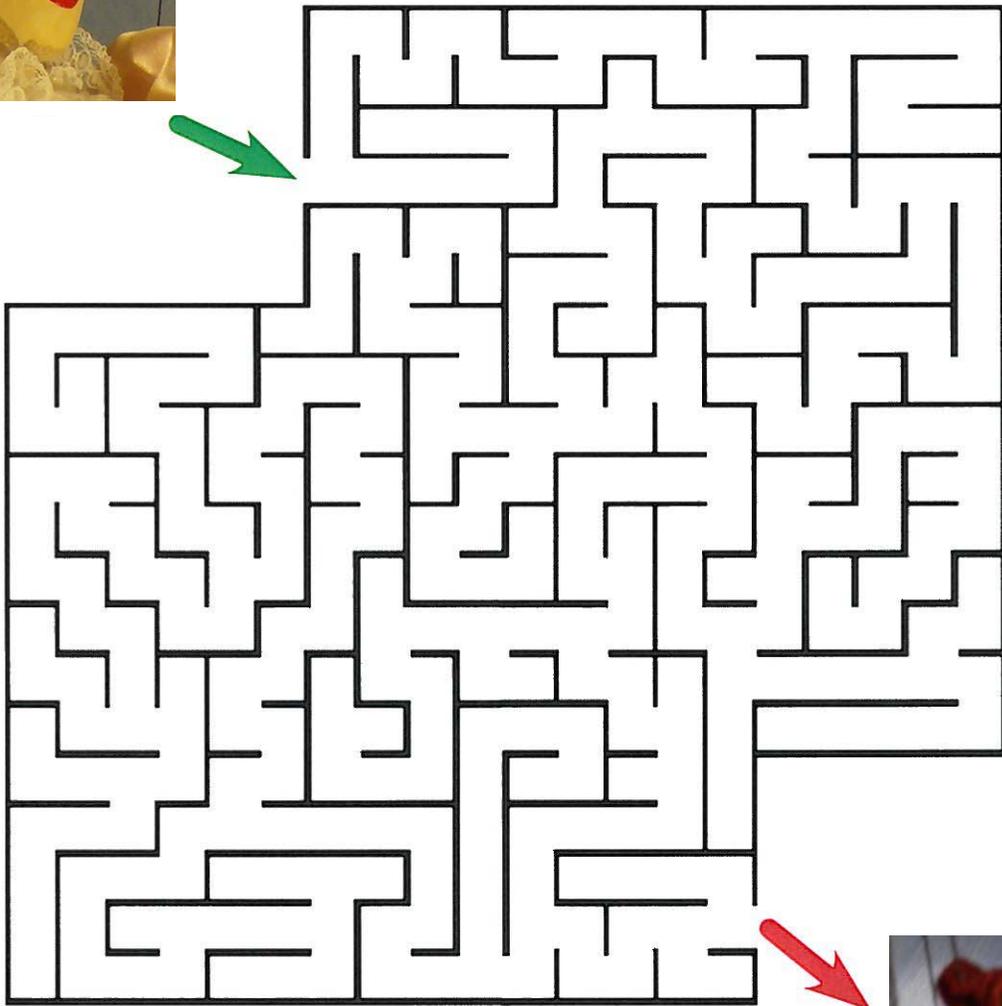
Can you spin Straw into Gold?



Can the Princess get away from Rumpelstiltskin?



Can the Prince and Princess meet?



Types of Puppets

Crossword Clues

ACROSS

- 2. These puppets are worked from above and very good for flying. In France, they say "Marionette."
- 5. Mr. Punch is one of these puppets. It attaches to your arm.

DOWN

- 1. You can put five of these puppets on one hand.
- 2. Even with a bright stage light you can't see this puppet, you only see its _____.
- 3. These European and Javanese puppets are worked from underneath with sticks.
- 4. One of Bits 'N Pieces' really big puppets.

The crossword puzzle grid is composed of the following squares:

- A vertical column of 5 squares, with the top square labeled '1.' (Down 1).
- A horizontal row of 5 squares, with the first square labeled '2.' (Across 2).
- A vertical column of 3 squares, with the top square labeled '3.' (Down 3).
- A vertical column of 4 squares, with the top square labeled '4.' (Down 4).
- A horizontal row of 4 squares, with the first square labeled '5.' (Across 5).

Scrambled Answers

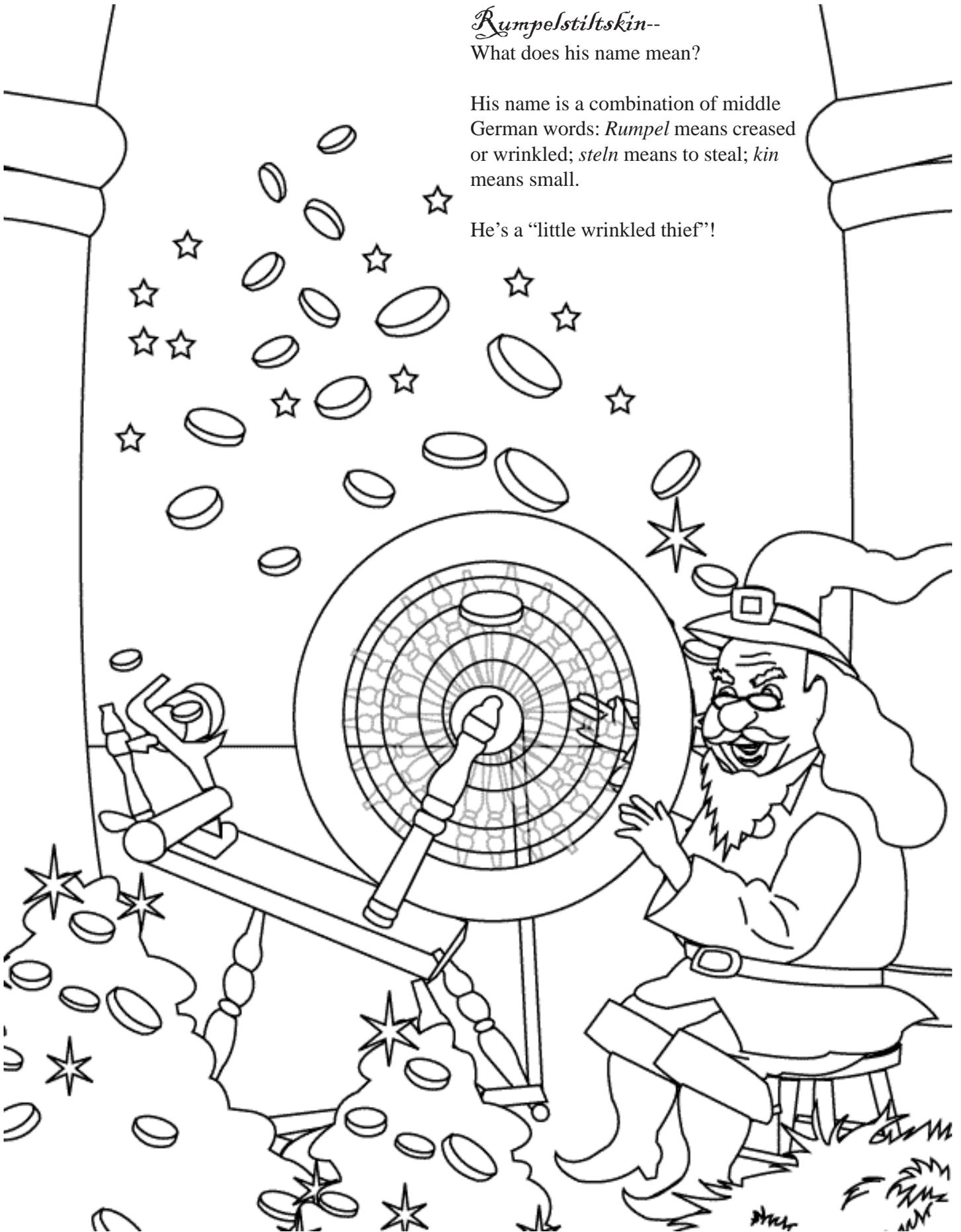
- NAHD
- GRENIF
- ATNGI
- ORD
- AHSWDO
- SITNRG

Rumpelstiltskin--

What does his name mean?

His name is a combination of middle German words: *Rumpel* means creased or wrinkled; *steln* means to steal; *kin* means small.

He's a "little wrinkled thief"!



Classroom Activities

Vocabulary Words

folktale
fairy tale
traditional
miller

trickster
castle
tower
straw

spinster
spinning wheel
Grimm Brothers
Magic spell

exaggerate
embellish
jest
lie

Rhyme

List the characters for the class. Ask the children to choose a specific character or event and to list rhyming words which match it. Ask the children to make a sentence using those words. For example: **gold, hold, sold** --**he sold all the gold the castle could hold**. Point out that rhyming words do not always have similar spellings.

PreK-2: LA.D.2.1.2

Vocabulary Revisited

Review the characters and events of our production. Review the vocabulary words after the performance.

Have the students identify the characters or scenes to which the words refer. Have them write or recite a sentence about the play using all the words in each word group.

PreK-2: LA.A.1.1.3; LA.A.1.1.4

Show Plot Development in a Classroom Mural

Ask children to choose a favorite scene and draw three pictures which show the beginning situation in a scene, what happens during the scene, and how the situation has changed by the end of the scene. Display the pictures so they make a storytelling mural from beginning to end.

PreK-2: LA.E.1.1.2 ; VA.A.1.1.1

Creative Dramatics

Using the skills they learned and the puppets they made in the workshop, have the children act out the story or particular scenes of their choice. Include sound effects when appropriate. PreK-2: TH.B.1.1.1

Ask children to pretend to be a favorite character and explain some of the important things they did in the play. Ask why they chose that character. PreK-2: LA.C.3.1.1; LA.C.3.1.4; TH.A.1.1.1

Creative Writing Exercises (for groups or individuals)

Write an "I was there" story about witnessing an event in the play such as **when the miller's daughter tries to spin straw into gold**. Begin your story with the phrase "I was there when ...". Ask the children to pretend to be a favorite character. Write a letter to a friend about the play's events from that character's point of view.

PreK-2: LA.B.1.1.2 ; LA.B.1.1.3

Before and After the Show Classroom Activities

Questions to ask before the show...

1. What will the characters look like? Have the students draw their ideas.
2. What is music? Can music tell the emotions of the singer? Think of a happy song. Think of a sad song. Without the words is the song still happy or sad?
3. Do you expect the story to be scary or funny? Why?

Questions to ask after the show...

1. What did you like best about the show? What did you like the least?
2. Do you have to listen carefully to the words to understand the story?
3. Which character is your favorite? Why?
4. What was the mood of the show? Happy, scary, sad?



Other Puppet Ideas for the Classroom

Science

Make simple paper cut out puppets and present the water cycle. Show it rain, fill the lake, sink into the ground, feed the plants, evaporate and begin again.

Literature

Make puppets to act out a scene from a book you are currently reading. Use shadow puppets cut from cardboard and projected with an overhead projector.

Cultures

Investigate the puppets traditionally seen by children of a specific country. Find paintings and pictures of their puppets. Make a show from one of their traditional stories.

History

Make a show based on past history of what's happening in the news today. Make a cardboard box puppet stage that looks like a television screen or an old history book.

Art

Study famous paintings and make puppets of the figures. Tie to March with the World Day of Puppetry or April with America's Day of Puppetry.

Music

Team up with the music teacher to write a show. Compose songs about "Who you are" and "What you want" or "How I'll get in the Way". Video tape for class enjoyment.

Puppet & Theatre Vocabulary

Art

The use of a variety of means to express ideas, entertain and enlighten.

Blocking

The movement of characters on the stage as planned by the director.

Composer

The artist who creates original music.

Dance

The expressive use of the body to convey a story, emotion and or pleasing visual effect.

Marionette

A string puppet operated from overhead.

Music

The art of making sound tell a story or have a meaning.

Puppet

An inanimate object made to seem alive by the puppeteer who performs the show.

Script

The written dialogue and stage action description of the play.

Florida Department of Education

Sunshine State Standards

PreK-2

Language Arts

- LA.A.1.1. Reading: The student uses the reading process effectively.
3. uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.
- LA.A.1.1. Reading: The student uses the reading process effectively.
4. increases comprehension by rereading, retelling, and discussion.
- LA.A.2.1. Reading: The student constructs meaning from a wide range of texts.
1. predicts what a passage is about based on its title and illustrations.
- LA.B.1.1. Writing: The student uses writing processes effectively.
2. drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.
 3. produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, "I", and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.
- LA.C.3.1. Listening, viewing, and speaking: The student uses speaking strategies effectively.
1. speaks clearly and at a volume audible in large- or small-group settings.
 4. uses eye contact and simple gestures to enhance delivery.
- L.A.D.2.1. Language: The student understands the power of language.
2. identifies and uses repetition, rhyme, and rhythm in oral and written text.
- LA.E.1.1. Literature: The student understands the common features of a variety of literary forms.
1. knows the basic characteristics of fables, stories, and legends.
 2. identifies the story elements of setting, plot, character, problem, and solution/resolution.

The Arts / Dance

- DA.B.1.1. Creation and Communication. The student understands dance is a way to create meaning.
1. understands how gestures and movement communicate meaning.

The Arts / Theatre

- TH.A.1.1. Skills and Techniques: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.
1. creates imagined characters, relationships, and environments, using basic acting skills (e.g., sensory recall, concentration, pantomime, and vocal improvisation).
 2. creates, individually and in groups, animate and inanimate objects through the movement of the human body, (e. g., pantomimes, living and nonliving objects such as rocks, trees and celestial objects).
- TH.B.1.1. Creation and Communication: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.
1. creates simple scenes that have a setting, dialogue, and plot.

The Arts / Visual Arts

- VA.A.1.1. Skills and Techniques: The student understands and applies media, techniques, and processes.
1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.