

# Tales from the Enchanted Kingdom

Classic Fairy Tales told with Interactive  
Audience Fun



**Presented by Katie Adams' Make Believe Theater**

## **Welcome to the show!**

Hats for sale! Traveling hat seller and storyteller Katie Adams pulls in a wooden wagon full of old, new and quite curious hats. She brings up audience members to wear the hats and help with the stories in this colorful adaptation of classic fairy tales. Singing, rhythm instruments and mime round out this 45-minute show. Stories include The Three Billy Goats Gruff, The Princess and the Pea, Jack and the Beanstalk and The Three Little Pigs.

## **Before the Show**

### **Language Arts Activity**

*Check out these folktales from your library and read the stories to, or with, your class.*

- The Three Billy Goats gruff
- The Princess and the Pea
- Jack and the Beanstalk
- The Three Little Pigs

*Have your students name the characters in each story and discuss cause and effect of their actions. Compare and contrast with your students the differences in the story versions.*

## **The Role of the Audience**

*This is a reflective exercise for students. Please read and discuss with your students.*

- You are the audience - an important part of the performance. You help the performers by pretending and participating with them.
- Seeing a live show is not like watching TV or a movie. The performers are in the same room with you, and can see and hear you, the audience, and interact! What are some other differences? (no commercials, no eating, no lying down or running around...)
- Enter the performance space quietly and listen. Who might be giving instructions?
- The performers need you to watch and listen quietly. Talking to friends disturbs the performers and other members of the audience.
- Your job is to pretend along with the performers. They like it when you laugh if something is funny. They also like to hear you clap at the end of a performance when they bow.
- After the bows the audience stays seated. Who might give instructions on how to leave?

### **Standards for Theater Etiquette**

TH.K.S.1.1-Demonstrate appropriate audience behavior at a live performance.

TH.1.S.1.1-Exhibit appropriate audience etiquette and response.

TH.2.S.1.1-Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.S.1.1-Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1.-Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.S.1.1-Describe the difference in responsibilities between being an audience member at live or recorded performances.

## **After the Show**

*Curriculum connections: Theater arts, Language arts, Character Education*

### **Storytelling and Theater**

*Go over the following theater definitions with your class. Then try some of the storytelling games.*

#### **Theater Concepts and Vocabulary**

- The storyteller and audience agree to “suspend disbelief”, to pretend together that the action of the performance is real and is happening for the first time. This agreement means the audience members accept the use of theater conventions such as:
- Audience participation - the storyteller talks directly to, and interacts with, the audience. The audience is invited to help act out parts of the story.
- The storyteller plays multiple characters and uses many voices.
- The storyteller sings to provide information, move the action forward and set a mood.
- The storyteller uses mime movements to suggest props and scenery.

## **Storytelling Activities - Games**

*Go over the stories from the show with your students. Pick one of the stories (or pick one episode). Be sure to have a beginning, middle, and end.*

1. Ask the students to form a circle and let the first child begin telling the story. At a prearranged signal from you, the next child in the circle must take up the story. Keep going until everyone has a turn and the story is told.
2. Turn a favorite fairy tale into a "fractured fairy tale". Example- Make Goldilocks a beauty queen and the three bears farmers.
3. Find an interesting item or photo and invent a story about it.

## **Learn Stories From Your Own Family**

*Suggest to your students that they visit an older relative and ask him or her questions. Stories will usually result. Some possible questions are listed below.*

1. What were holidays like when you were growing up? How were they different?
2. Who was your best childhood friend and what did you do together?
3. Is there a family event you wish you could do again in a different way?
4. What was your grandmother's house like?
5. Do you remember when I was little? What was I like?

LAFS.K.RL.1.2 - With prompting and support, retell familiar stories, including key details.

LAFS.1.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

TH.2.H.1.1 - Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.

TH.5.H.3.4 - Act out a character learned about in another content area.

TH.5.H.3.3 - Demonstrate how the use of movement and sound enhance the telling of a story.

## **Folk Tales - Earliest form of Literature**

Folk tales have been handed down, usually by word of mouth, for generations.

- Discuss with your students what can happen to a story passed down in this way.
- You may want to illustrate the point by playing the game "telephone" or "gossip" in which a whispered phrase is passed down the line of students and the beginning and ending phrases are compared to see how different they are.
- Do the students know of a story handed down through their own family or friends this way? (An example would be a story about the size of a fish caught.)

Folk tales contain elements unique to the culture they come from.

- Ask the students to describe something unique from each story, i.e. "What makes this an African story?"

Folk tales also contain elements universal to all people.

- Ask the students to describe something from each story that "all people do".

Folk tales always contain a message about how to live life.

- Discuss the messages in the three stories - how are they similar and how are they different. In each of the stories, one or more of the characters helps another character. Ask the students to

identify these characters and describe how they were helpful. (Good readers always do a text to self connection.)

LAFS.K.RL.1.2 - With prompting and support, retell familiar stories, including key details.

LAFS.1.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.2.RL.1.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LAFS.3.RL.1.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

### **About the Artist**

Katie Adams is a puppeteer and storyteller who loves to perform for children and family audiences. In 2000, Katie started her own company, Make Believe Theater dedicated to entertaining, inspiring and enlightening young audiences. Katie tours to schools, libraries, theaters, museums and festivals. Recent performance highlights include the National Festival of the Puppeteers of America, the Smithsonian Discovery Theater, the Great Arizona Puppet Theater, Mahaffey Theater Class Acts, and the Kravis Center. **Check out her web site at [www.katieadamstheater.com](http://www.katieadamstheater.com).**