

Fantasy Theatre Factory

Presents:



Gordon Gumshoe, Fairy Tale Detective

Teacher Guidelines

Fantasy Theatre Factory's Teacher Guidelines incorporate and support Florida Sunshine State Standards.

About The Show

Poor old Granny can't tell you her favorite fairy tales because someone is stealing all the fairytale props! Bread crumbs, magic beans, a basket of goodies, a glass slipper are all missing! Fairy tale characters are confused and blaming each other. The future of the fairy tale world is at stake and it's up to the title character to set things right.

Gordon Gumshoe, Fairy Tale Detective, is out to solve his toughest case ever. With detective reasoning, Gordon sets out to locate the Mysterious Figure who's been pilfering all the props! Is it Papa Bear? There's plenty of audience participation and lots of laughs for junior detectives-grades K-5. Students and teachers can use this fairytale spoof as a great jumping off spot for creative writing experiences.



About Fairy Tales

Contrary to their name, fairy tales are *not* just stories about fairies! Mystical stories of magic and enchantment have been used to teach children for centuries. Fantasy Theatre Factory is proud to present Gordon Gumshoe Fairy Tale Detective by Steph Deferie, which weaves dozens fairy tale stories together in a theatrical tapestry of mystery and fun.

By *misplacing* familiar characters into new dramatic situations "Gordon Gumshoe" creates the perfect launch pad for comprehensive studies not only in **theatre arts** but also in **reading, language, math-**-even **science** and **social studies**! These Teacher Guidelines demonstrate various methods that can be used to incorporate *Gordon Gumshoe Fairy Tale Detective* into the classroom curriculum. After watching *Gordon Gumshoe* and exploring the activities in these guidelines, we're sure your class will agree that theatre equals education and fun!

The quality of the performance is dependent on your students being prepared to exhibit appropriate behavior. Please read and discuss the following behavioral mandates with your students before the performance.

Your Role as an Audience Member

The audience is an important part of any performance. Your behavior as an audience member will affect the performance you see. Performers are people too and will be working really hard to perform for you. Their performance and everyone's experience of it will be even better if you follow the following instructions:

- Enter the performance space quietly and take your seat as directed.
- Remember that 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. **Please don't talk during the performance.** The performers need you to watch and listen quietly. Talking to friends disturbs the performers and other members of the audience and is rude and disrespectful.
- Please stay in your seats during the performance. Please show respect for the performers and your fellow audience members by sitting up in your seats and keeping your feet on the floor.
- You can laugh if something is funny and clap at the end of the performance or after a song.
- Using your cell phone, taking pictures or recording is not allowed during the performance.
- Please remain seated at the end of the performance.

Standards for Theatre 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.

This review and discussion supports Standards governing appropriate behavior and Theatre Etiquette. Distributing adult supervision amongst the students will help ensure appropriate behavior. Teacher and chaperone behavior is critical as well so please remember to silence your cell phones and refrain from using your phones for texting or anything else during the performance. Taking pictures or recording during the performance is not permitted. We hope this helps you prepare your students so they will experience a quality performance.

This program is presented as part of the Arts in Education Program, which is funded and jointly sponsored by the Hillsborough County Public Schools and the Arts Council of Hillsborough County.

The Brothers Grimm

Gordon Gumshoe Fairy Tale Detective incorporates stories usually attributed to the famous German storytelling duo known as the Brothers Grimm. Professors Wilhelm and Jacob Grimm did not create these stories; but they did record folklore from around the world that was passed down for generations. The Brothers Grimm compiled 86 local German legends and fairy tales into their first volume of Kinder-und Hausmärchen published in 1812. Ultimately, more stories were collected resulting in eight published editions of Kinder-und Hausmärchen containing 200 folktales and 10 children's legends.

HANSEL & GRETEL CHARACTERS LINE-UP



Before The Show

Class Discussion:

(Florida Standards Connections: LAFS.2.RI.1.1, LAFS.2.SL.2.4, LAFS.3.SL.2.4, LAFS.4.L.3.4, LAFS.5.RI.1.3)

- Can you name any Fairy tales? Who are the characters in those fairy tales?
- What is a Detective? What does a detective do? Can you think of another word for Detective?
- What is a mystery?



Classroom Activities!



The Changing Play

(Florida Standards Connections: TH.1.S.1.1, TH.2.S.1.1, TH.3.S.1.1, TH.4.S.1.1, TH.5.S.1.1)

- Have the class sit as though they were a grown up audience watching a play.
- Have them change their reactions as the imaginary play changes from comedy, drama, Horror, Musical etc.
- Ask the class to pretend to be a bad audience that is distracting and impolite. Then ask them to behave correctly.
- Discuss the difference and create a plan together for appropriate theater behavior.

***For a complete listing of the Florida Standards Connections, please see pages 10-12 of this study guide.**



Problem Solvers!

(Florida Standards Connections: MAFS.3.MD.1.1, MAFS.4.MD.1.2)

Ask your junior detectives to use their deductive detective reasoning to solve these Fairy Tale mathematical mysteries. Challenge your sleuths to create their own mathematic mysteries using their favorite fairy tale characters from "Gordon Gumshoe Fairy Tale Detective".



1.) Snow White is 18 years old today. If she takes a bite out of the poison apple and falls asleep for five years, how old will she be when she wakes up to the Prince's kiss? (23 years old) What year will it be? (Answers will vary) If the Prince will be 25 when he wakes Snow white how old is he today? (20 years old)

2.) Half of the residents of the Magic Kingdom are maidens. If the Magic Kingdom has a population of 844, how many women will the Prince have to visit in order to try the slipper on every maiden that lives in the Kingdom? (422 maidens) How many toes will he have to slip into the slipper? (2110 toes) If two maidens live in every house, how many houses will the Prince have to visit? (211 houses)

3.) Little Red Riding Hood must get to Granny's house, which is ten miles into the forest. If she leaves at 8:00am and walks 2 miles per hour how long will her walk take? (5 Hours) What time will she arrive at Granny's? (1:00pm) If the Big Bad Wolf stops her half way through how far will she get? (5 miles) What time will Red Riding Hood meet the Big Bad Wolf? (10:30am)

***For a complete listing of the Florida Standards Connections, please see pages 10-12 of this study guide.**





Search the Globe!

(Florida Standards Connections: SS.K.G.1.2, SS.1.G.1.2, SS.2.G.1.4, SS.3.G.1.3, SS.4.G.1.4, SS.5.G.4.1)

Children all over the planet enjoy hearing and telling stories of magic and enchantment. Gordon Gumshoe Fairy Tale Detective mentions stories from around the globe; can you find their places of origin on a map of the world?

| | | | |
|-----------|-----------------------------------|-----------|-------------------------------------|
| China - | Cinderella | Greece - | Beauty and the Beast |
| Germany - | Hansel and Gretel | Italy - | Sleeping Beauty |
| England - | Goldilocks and the Three Bears | Ireland - | Snow White and the Seven Dwarves |
| France - | Little Red Riding Hood | | |
| Asia - | Jack and The Beanstalk | | |

***For a complete listing of the Florida Standards Connections, please see pages 10-12 of this study guide.**



After The Show



C.S.I Fairy Tale Forest!

(Florida Standards Connections: LAFS.K.RI.3.7, LAFS.1.RI.3.7, LAFS.2.L.3.5, LAFS.3.RI.3.7, LAFS.4.RI.3.7, LAFS.5.RL.3.7)

Calling all Detectives! The props to your favorite fairy tales have been stolen! Can you help Detective Gordon Gumshoe and draw a line to match the prop to its proper fairy tale title?



Magic mirror

Jack and the Beanstalk



Basket of Goodies

Hansel and Gretel



Bowl of Porridge

Goldie Locks and the Three Bears



Magic Beans

Cinderella



Spinning Wheel and Spindle

Little Red Riding Hood



Magic Rose

Snow White



Breadcrumbs

Beauty and The Beast



Sleeping Beauty

Glass Slipper

Magic Beans!



(Florida Standards Connections: SC.K.L.14.1.b, SC.1.L.14.2, SC.2.N.1.2, SC.3.L.14.2)

Beans and seeds really are magical! First, read the story of Jack and the Beanstalk as a class.

- Fill a clean soup can, yogurt container or coffee can with soil then plant some green bean seeds according to package directions.
- Cover with plastic wrap and place in a sunny location. Keep the soil moist but not too wet!
- Once your beanstalk sprouts, gently insert a 6-9 inch thin branch or stick in the pot for support.
- Have each student cut out a picture or drawing of themselves and tape to the top of the branch climbing the beanstalk.
- Plant some Jelly beans in one of your containers and compare your results.

****Read more Fairy Tales then try planting pumpkins for Cinderella's carriage, a Rose for Beauty and the Beast or some Lettuce like Rapunzel (also called Rampion).***

Vocabulary

| | |
|-------------|---|
| Audience | <i>People who listen and watch the play</i> |
| Cast | <i>A collective term for the actors who perform the play.</i> |
| Clue | <i>Something that leads to the solution of a mystery</i> |
| Character | <i>Someone portrayed in a play</i> |
| Detective | <i>Someone who investigates crimes and collects evidence.</i> |
| Evidence | <i>Data that leads to a solution of a mystery</i> |
| Fairy Tale | <i>A fictitious fanciful story</i> |
| Mystery | <i>Something not fully understood</i> |
| Performance | <i>Acting out the play for the audience.</i> |
| Porridge | <i>A cereal, like oatmeal, served hot with milk.</i> |
| Prop | <i>An object an actor holds in their hands.</i> |
| Script | <i>The written story that is performed by the actors.</i> |
| Sleuth | <i>Another word for detective.</i> |
| Stage | <i>Where the play is performed.</i> |
| Wicked | <i>Morally bad</i> |

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Gordon Gumshoe, Fairy Tale Detective



We love fan mail! Let us know your favorite part and how much you enjoyed the show. You can even draw a picture. We cannot wait to hear from you!

Dear Fantasy Theatre Factory,

Your Friend,

School:

Show:

Teacher:

Date:



Gordon Gumshoe, Fairy Tale Detective



Florida Standards Connections:

LAFS.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

LAFS.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.

LAFS.2.L.3.5 - Demonstrate understanding of word relationships and nuances in word meanings.

LAFS.2.RI.1.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.2.SL.2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

LAFS.3.RI.3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LAFS.3.SL.2.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

LAFS.4.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

LAFS.4.RI.3.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LAFS.5.RI.1.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).



Gordon Gumshoe, Fairy Tale Detective



MAFS.3.MD.1.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

MAFS.4.MD.1.2 Use the four operations to solve word problems¹ involving distances, intervals of time, and money, including problems involving simple fractions or decimals². Represent fractional quantities of distance and intervals of time using linear models.

SC.K.L.14.1.b Recognize the five senses and related body parts. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.

SC. 1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.

SC.2.N.1.2 Compare the observations made by different groups using the same tools.

SC.3.L.14.2 Compare the observations made by different groups using the same tools.

SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth.

SS. 1 . G . 1 . 2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

SS.2.G.1.4 Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

SS.3.G.1.3 Label the continents and oceans on a world map.

SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.

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.



Gordon Gumshoe, Fairy Tale Detective



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.