



The B Street Theatre
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Teacher's Guide

FANTASY

FESTIVAL

XXIX

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BEFORE THE PLAY

FANTASY FESTIVAL XXIX WINNERS:

2100 by Eric Ryu and Owen Arraguay of Rocklin Elementary

Be Careful What You Wish For by Daniela Hirsh of Catheryn Gates Elementary

The Quiet Robbery by Naomi Goodloe and Ellie Stehr of Sutterville Elementary

The Volleyball Games by Zak Tretyakov and Mallory Jeancake of Catheryn Gates Elementary

Cupcake "Apocolips" by Neveah Boyd of Sergeant School

Dogasauruses in the Time of the Dinosaurs by Katie Epps of Downieville Elementary

This is How the Cow Jumped Over the Moon by Aaron Foster of Downieville Elementary

The Anoyn' Brother by Denaija Bryant of River Oaks Charter School

THEMES: Literacy, Language Arts, VAPA, Creative Writing and Narratives

THEATRE TERMS

VISUAL & PERFORMING ARTS

3.0 Historical & Cultural Context

SCRIPT: The written play that tells actors what to say and what to do

PLAYWRIGHT: The person who writes a play using characters and dialogue to tell a story

ACTORS: The people who say the words and do the actions on stage

CHARACTER: The person or thing that an actor pretends to be or portrays

PROTAGONIST: The main character of the story

ANTAGONIST: The person, group, or force preventing the protagonist from getting what they want

DIRECTOR: The person who coaches the actors and tells them when and where to move

SCENERY or the SET: The backdrops, furniture, and other pieces that show the

COSTUMES or WARDROBE: The clothes and other things an actor wears to show who they are

PROPS: The things that actors use (such as a book or broom) during the play

THEATER: The place where a play is performed. It is from the Greek word *THEATRON*, which means “watching place”

DISCUSSION QUESTIONS

LISTENING & SPEAKING 1.0 Strategies: Comprehension
K:1.2 3:1.3 4:1.1 5:1.2

LISTENING & SPEAKING 1.0 Strategies: Organization and Delivery of Oral Communication

1:1.4 2:1.6 5:1.5

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

1. What is the difference between a movie and a play?
2. If you wrote a play, what would you write about?
3. In a play, how do you know who the main characters are?
4. How do you know what place or time the play takes place in?
5. What are some things that actors can do to make characters interesting, relatable, and sympathetic?
6. Based on the Theatrical Terms list, what is the difference between an actor and a character?

DURING AND AFTER THE PLAY

DURING THE PLAY

AUDIENCE BEHAVIOR

While watching a live theatre performance, it is important to sit attentively and listen. It does not mean that you need to be silent. Be sure to laugh at the funny parts (or cry at the sad parts), and certainly applaud at the end! Actors love it when an audience is involved with the show by actively watching and listening.

AFTER THE PLAY

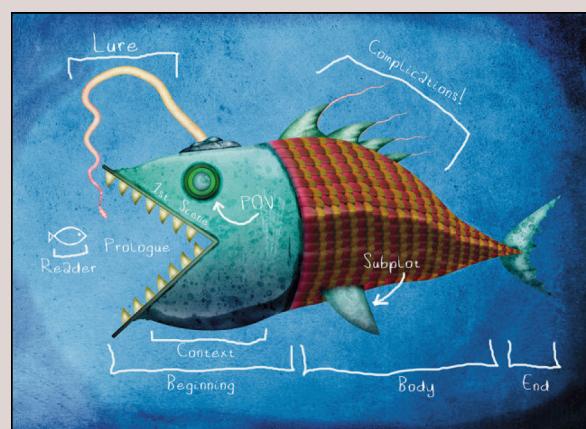
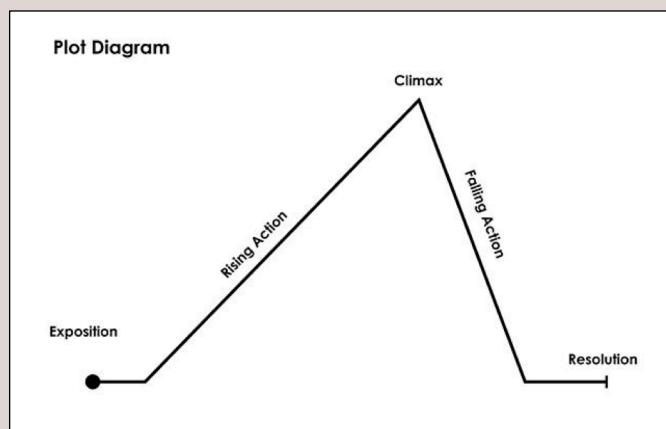
POST-SHOW CRITICAL THINKING ACTIVITY

LISTENING & SPEAKING 1.0 Strategies: Comprehension
K:1.2 3:1.3 4:1.1 5:1.2

LISTENING & SPEAKING 1.0 Strategies: Organization and Delivery of Oral Communication
1:1.4 2:1.6 5:1.5

VISUAL & PERFORMING ARTS

- 1.0 Artistic Perception
- 4.0 Aesthetic Valuing
- 5.0 Connections, Relationships, Applications



People have found lots of ways to explain how stories are built through pictures. Since there are lots of different ways to tell a story, there are lots of different pictures that can be drawn!

Using what your students know about the structure of a story, including what they learn from Activity 1. Have your students create their own diagrams like those above to show how a story is built. Are there any other parts to a story you think should be shown? Include them and explain.

CLASSROOM ACTIVITIES

NOW IT'S YOUR TURN!

Help your students write their own plays just like the ones they saw performed in Fantasy Festival XXIX!

Playwrighting Process Step 1: Get Inspired!

First, learn how to structure a story and build a character.

ACTIVITY 1: Narrative Elements

READING 2.0: Reading Comprehension and Analysis of Grade-level Texts

3:2.3-4, 2.6 4:2.2 5:2.3-4 7:2.4

READING 3.0: Literary Response and Analysis: Narrative Analysis of Grade-level Texts

3:3.2, 3.4 4:3.2-3 5:3.2-3 6:3.2-3, 3.5 7:3.2, 3.5 8:3.2, 3.4

VISUAL AND PERFORMING ARTS: Theatre

1.0 Artistic Perception

5.0 Connections, Relationships, Applications

Discuss the following narrative elements with your students using a story your students have recently read in class or the fairy tale of *Rumpelstiltskin* (see below) as an example:

1. CHARACTERS (who)

- PROTAGONIST: the miller's daughter
- ANTAGONIST: Rumpelstiltskin

2. SETTING (when and where)

- Once upon a time
- The king's castle

3. CONFLICT (obstacles)

- The miller boasts to the king that his daughter can spin gold from straw
- the king threatens to kill the miller's daughter if she does not turn a room full of straw into gold
- Rumpelstiltskin helps her for three nights in exchange for her necklace, her ring, and her first child
- The miller's daughter marries the king and their first child is born
- Rumpelstiltskin will take the child unless the queen can guess his name
- The queen spies on Rumpelstiltskin and hears him say his name

5. CLIMAX (everything leads to this moment)

- The queen "guesses" Rumpelstiltskin's name

6. RESOLUTION (the problem is solved)

- Rumpelstiltskin is never heard from again

Stories and Plays should have a Beginning, Middle, and End. The Narrative Elements can be found in the following sections:

Beginning:	Characters Setting
Middle:	Conflict
End:	Climax Resolution

Now, have students get into small groups, and choose one of the five Fantasy Festival plays to discuss. Have them work together to complete the chart to the right and share it with the class.

CHARACTERS (who)
SETTING (when & where)
CONFLICT (obstacles)
CLIMAX (high point)
RESOLUTION (problem solved)

CLASSROOM ACTIVITIES

Activity 2: 3 Bags

WRITING 1.0: Strategies: Organization and Focus
3:1.1 4:1.2 5:1.1

WRITING 1.0: Applications
3:2.1 4:2.1 5:2.1 6:2.1 7:2.1 8:2.1

LISTENING AND SPEAKING 1.0: Strategies: Organization and Delivery of Oral Communication
3:1.9 4:1.9 5:1.6 6:1.5, 1.7 7:1.6 8:1.5-7

LISTENING AND SPEAKING 2.0: Applications
3:2.1 4:2.1 5:2.1 6:2.1 7:2.1 8:2.1

VISUAL AND PERFORMING ARTS: Theatre:
1.0 Artistic Perception

Find three brown lunch bags and label them Characters, Settings, and Problems.

Pass out slips of colored paper to each student. Have them brainstorm examples for each category and write them on the corresponding slips of colored paper (blue for Characters, Pink for Setting, etc.) Characters can be people (historical or fictional), animals, etc. Settings can be real, historical, or imagined places or times. Problems should be stated in a short sentence or phrase.

After the bags have been filled, ask each student to **choose** one slip from each bag and outline a short story that incorporates each element. They will have to use their imagination to fit them all together. Have students share their stories with the class.

Playwrighting Process Step 2: Ready, Set, Write!

Now your students can start formulating their ideas and write them into a play!

ACTIVITY 4: Time to Write

READING 3.0: Literary Response and Analysis: Structural Features of Literature
3:3.1 4:3.1 5:3.1 6:3.1 7:3.1

WRITING 1.0: Strategies: Penmanship

WRITING 1.0: Applications
3:2.1 4:2.1 5:2.1 6:2.1 7:2.1 8:2.1

VISUAL AND PERFORMING ARTS: Theatre
2.0 Creative Expression

Discuss the differences in form and function between poetry, prose, and drama (or, a play).

Poetry (broken lines, rhyming words, rhythm)

Jack and Jill
Went up the hill,
To fetch a pail of water.

Jack fell down
And broke his crown,
And Jill came tumbling after.

Prose (indented paragraphs, complete sentences)

Once upon a time there was a boy named Jack and a girl named Jill. Together they took a pail and began to walk up a hill. At the top of the hill was a well. They went to gather some water.

On their way back down the hill, Jack tripped over a stone, and bruised his head. In her effort to help him up, Jill stumbled and spilled the water.

CLASSROOM ACTIVITIES

Drama/Play (character name, dialogue, directions)

The following is one of the most common script formats:

- Write the character name at the left, followed by a colon. **JACK:**
- Then write the dialogue (words they are speaking). **JACK: Boy, am I thirsty**
- Add stage directions (description of what characters do or how they say their lines) inside parentheses. When an actor reads a script, they *never* say aloud what is inside the parentheses.

EXAMPLE:

(*Jack and Jill enter*)

JACK: Boy, am I thirsty! (*licks his lips*)

JILL: Me too. (*picks up a pail*) Let's walk to the top of the hill and get a pail of water from the well.

JACK: (*smiles*) Great idea!

(*They walk up the hill and dip the bucket into the well*)

JILL: Let's go home now and enjoy this cool, fresh water.

Now it's your turn! Have your students take their story and character ideas and write/type them out in the play format above. Encourage your students to write *everything* down before they forget it. Don't let them cross anything out or begin to make judgments about what they have written. They can decide afterwards what is good or bad. Tell them not to worry about spelling or punctuation just yet.

Playwrighting Process Step 3: Taking a Closer Look

Now that your students have written a draft of their play, they should read it over or trade papers to see if their ideas made it onto the page. Are the Protagonist, Antagonist, Conflict events, Climax, and Resolution clear? Do their characters come across the way they imagined? Is the setting clear? If they answered 'no' to any of these questions, they will want to revise their plays.

ACTIVITY 5: Make a Change

WRITING 1.0: Strategies: Evaluation and Revision

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Grammar, Punctuation, Capitalization, Spelling

VISUAL AND PERFORMING ARTS: Theatre

2.0 Creative Expression

In revision, students can do any of the following:

Add: In listening to their play, students may realize that there is something they forgot to say or do. Students may add dialogue and action to make their play better.

Delete: There might be something in their play that doesn't make sense or interrupts the flow of the story. Students may delete anything that is not important.

Rewrite: A character's line may sound "wrong" or may not fit the speech of the character. Students may rewrite dialogue or action to make things more clear.

Reorder: The order of a story is important to understanding. Students may want to move events around or change the order of what is said or done.

CLASSROOM ACTIVITIES

Have each student look over his/her play again and correct any errors in grammar, usage, spelling, capitalization, and punctuation. Give the following examples:

Spelling: Misspelled words can cause confusion.

Write “ghoti” on the board and ask students what it says. Tell them that it spells the word **FISH!**

gh = the “f” sound in the word *rough*
o = the short “i” sound in the word *women*
ti = the “sh” sound in the word *nation*

Capitalization: Show the students how mistakes in Capitalization can make things difficult to read:

mISTAkE S iN cAPItaliZTion cAn mAkE thINgS dIfFicUlt tO ReAD

Punctuation: Show how a simple comma can completely change meaning.

Don’t stop! (means to *keep* doing something)

Don’t, stop! (means to *quit* doing something)

Playwrighting Process Step 4: Perform!

Now it’s time to “raise the curtain” and let your students see their work acted out!

ACTIVITY 6: Showtime!

LISTENING AND SPEAKING 1.0: Strategies: Comprehension

4:1.4 5:1.2 6:1.1 7:1.2

LISTENING AND SPEAKING 1.0: Strategies: Organization and Delivery of Oral Communication

3:1.6-7, 1.9 4:1.6-7, 1.9 5:1.4, 1.6 6:1.4-5, 1.7 7:1.4, 1.6 8:1.3, 1.7

LISTENING AND SPEAKING 2.0: Applications

3:2.1-2 4:2.1 5:2.1 6:2.1 7:2.1 8:2.1

VISUAL AND PERFORMING ARTS: Theatre

1.0 Artistic Perception

2.0 Creative Expression

Choose a few of the student’s plays to present to the class and have their classmates volunteer to be in each performance group (enough kids to play each of the parts in the script). Encourage each playwright to make revisions as needed while rehearsing if they feel their dialogue does not sound “real,” or the events of their play do not make sense when acted out.

Give students some time to rehearse before performing each play. Simple set pieces and costumes can be made or brought from home. Clear a space at the front of the room for the “stage” area.

Acting 101:

Remind the students of where the audience will be as they rehearse and that they need to face and speak in that direction (unless otherwise noted in the script). Also remind the students of the following 3 elements of speaking:

Volume: Speak loud enough so people in the back can hear you.

Enunciation: Speak clearly enough so people can understand you.

Expression: Speak with enough expression so people can identify the character’s emotions.

CLASSROOM ACTIVITIES

ANTI-BULLYING

HISTORY AND SOCIAL SCIENCE

People Who Make a Difference 2.3.2

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Thematic discussion questions for *Fantasy Festival XXIX*

1. In the plays you saw, who were the bullies? How did they bully others and why?
2. How did the ones being picked on resolve the problem? Can you do the same thing at school? Why/Why not?
3. In Zak and Mallory's *The Volleyball Games*, Summer pays Zak back over and over for bullying her in the first grade. It takes a few years for them to stop the cycle of disliking each other. Talk about how you resolved a long time conflict or disagreement.
4. Describe the characteristics of a bully. Does one mean or thoughtless act make someone a bully? A pattern of mean and thoughtless behavior?
5. Forgiving someone can sometimes be easy; sometimes it's hard. Why is it important to forgive those who hurt or upset us?

CHARACTER COUNTS

HISTORY AND SOCIAL SCIENCE

A Child's Place in Time and Space 1.1

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Thematic discussion questions for *Fantasy Festival XXIX*

Teamwork and Cooperation:

1. What does it mean to cooperate?
2. Which characters in the plays you saw cooperated well with others or worked as a team? Which characters were uncooperative and why?
3. What would have happened if...
 - a. Dominique hadn't helped Rocco find the hidden cave?
 - b. Chief, Jean, and Hazel hadn't worked together when they found the robber?
4. What behaviors make it difficult for siblings, co-workers, and friends to work together? What can you do to cooperate better with people you know well?
5. Think of some examples of when you must work as a team with people you don't know very well. What role do you usually play? What do you do to help build and support the team?

Selflessness and Responsibility:

1. What does it mean to selfless? What does it mean to be responsible?
2. What characters from the play acted selflessly toward others? What did they do and why?
3. What characters took responsibility for themselves and their actions? Why did they do this?
4. Why was it wrong for Logan to use his super power to get good grades, free food, and fame? Was there a better use for his super power?
5. Sometimes getting what we want means that other people will not get what they want. What responsibility might you have towards others in this type of situation?
6. Name some things that you can do to be kind to others at home, school, and elsewhere. Why is it better to be kind than to be play mean-spirited pranks or hold grudges?

ATTENTION 3rd-8th GRADE TEACHERS:

The B Street Theatre is looking for

11

YOUNG PLAYWRIGHTS

For our annual playwriting contest open to kids in
Northern California!

Give your students the chance to have their plays performed by

The B Street School Tour

in

FanTaSy FeStivaL XXX!

Rules

- Students must be 7-14 years of age.
- Plays must be no longer than 10 pages.
- Plays may contain up to 8 characters.
- No more than 2 students may collaborate on a script.
- Send a photocopy of the play to *The B Street School Tour* with your student's name, telephone number, and name of school. Please note that scripts will not be returned.
- Plays are accepted until January 31 every year. That same year, the B Street School Tour performs the winning plays for over 110 schools and organizations from March to June.

To book Fantasy Festival XXX
please call: (916) 442-5635

Teachers can go to our website and
download our playwriting curriculum guide.

Winners Receive

- Oscar Statuette
- Certificate of Achievement
- Official Notification of Award
- Name announced at every performance.
- Recognition in local newspapers
- Awards will be presented at a public performance in Spring 2016 at the B Street Theatre.



B Street Theatre School Tour
2711 B Street
Sacramento, CA 95816



FanTaSy FeStival!

PLAYWRITING COMPETITION
COVER SHEET

Attached is my play for consideration in the B Street School Tour's Annual Playwriting Festival! I understand that I will be contacted at the end of February if my play is selected as one of the winners. I

understand that my play may be altered* to fit the performing requirements and standards of the B Street Theatre.

Name: _____

Play Title: _____

Phone #: _____

School: _____

Grade: _____

Teacher Email: _____

Mail your script to the following address:

B Street Theatre

2711 B Street

Sacramento, CA 95816

* It is B Street's commitment to uphold the integrity of the writing submitted to us AND to uphold the standards of professional theatre. B Street Theatre's Writers and Directors may make adjustments to content or form of a submitted play as they look at the overall production values of each play as it fits together with the other plays in the program.