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Teacher's Guide

Dia de los Cuentos

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BEFORE THE PLAY

SYNOPSIS

B Street celebrates California's deep Hispanic heritage with five hilarious, touching, and sometimes spooky retellings of classic ancient and modern folktales. The play transports students back to ancient Mexico, where they witness the sun and moon's creation, the trickster rabbit's follies, and the formation of two volcanoes overlooking Mexico City, while introducing them to house mouse-turned-tooth fairy Pepito Perez and poet Rudolfo Anaya's Parrot and the Firewood. This exuberant *Dia de los Cuentos*—Day of Stories—celebration also immerses your students in the passion, humor, and wisdom of Hispanic folklore through song and dance.

THEATRE TERMS

VISUAL & PERFORMING ARTS
3.0 Historical & Cultural Context

Make sure you know the following terms so you can use them later.

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

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.

DIRECTOR: The person who tells the actors how to say the words and how to do the actions.

SCENERY or the SET: The backdrops, furniture, and other pieces that show the audience where the play is happening.

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.

SOUND: The sound effects (like a doorbell or thunder) that help to tell the story.

LIGHTING: The lights that help the audience to see the actors and scenery on the stage.

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

THEMES: Cultural Studies, Literature, Archetype Heroes and Villains, Character Counts, California History

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

READING: 3.0 Literary R&A: Literary Criticism
5:3.6

VISUAL & PERFORMING ARTS
1.0 Artistic Perception

- What is the difference between a play and a movie? What does it mean to adapt a story into a play or movie?
- Introduce the terms listed in the Theatrical Terms list provided. Can you give examples of these terms from plays or movies you've seen?
- What is a folktale and why do people in different cultures tell folktales?
- What is an archetypal character? What is an archetypal storyline? Name some examples of archetypal characters or storylines from books, movies, or plays you have seen.
- How much do you know about Mexico? About the ancient Aztecs? Have your students find Mexico on a map and make a list of what you as a class know about Mexico and its culture.

DURING AND AFTER THE PLAY

DURING THE PLAY

AUDIENCE BEHAVIOR

While watching a live theatre performance, it is important to sit quietly 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.

PRONUNCIATION GUIDE

Quetzalcoatl -- ketsa:l'kowa:təl	Tecuciztecatl-- te:kw.sis.'te:.katl
Mixcoatl – mish'ko:'watl	Iztaccihuatl -- istak'siwatl
Popocatepetl -- popo:ka'tepe:tl	Tlaxcala -- tla:s'ka:lə
Xicotecatl -- ū:ko'te:nkatl	

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

4.0 Aesthetic Valuing

5.0 Connections, Relationships, Applications

1. Refer back to the Theatrical Terms list on page 3. What examples of these terms did you find in the play?
 - a. What did you think of the scenery, costumes, and props? Did they help you understand the stories that were told? Why or why not?
 - b. How did the music or sound effects used during the show help you understand the stories being told?
2. Folktales tend to have a purpose for being told, or a moral or lesson to teach. What was the purpose, moral, or lesson for each folktale you were told during the play?
3. Folktales, myths, legends, and other types of stories often use archetypal characters to help you better understand their purposes, morals, or lessons. These archetypal characters include the hero, the villain, the trickster, the father/mentor figure, the scapegoat or savior, the damsel or pure maiden, and others. Which characters from the play fit these archetypes and why?
4. What themes did the playwrights develop in each of their plays? Did any themes last throughout multiple plays or the whole show? Define them.

CLASSROOM ACTIVITIES

SPELLING

READING: 1.0 Decoding and Word Recognition

1:1.10

Activity 2: Word Finder

Use the phrase T R I C K S T E R R A B B I T to spell as many words as you can.

Example: You can spell CAT, TAB, and TRICK

Here are some words you can spell using only those 15 letters.

it	tribe	eat	rice	bar
cat	tart	ate	brick	bark
stick	tarter	tare	sick	back
bat	track	taste	tick	bake
rat	rack	bib	tack	take
tire	bit	tater	tie	rake
rib	rabbi	trace	barter	sack
treat	start	brat	rate	crab
ire	trek	trite	cast	baste

Vocabulary

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 2: Tricky Words:

The following words can be used in discussion of the play and in other activities.

READING 1.0: Vocabulary and Concept Development

2:1.10 3:1.7-8 4:1.3-4,6 5:1.2,4 6:1.2

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

3:1.7

- | | | |
|----------------|----------------|----------------|
| 1. brass | 6. worth | 11. stupendous |
| 2. predictable | 7. delicate | 12. resume |
| 3. mimic | 8. bellow | 13. mangy |
| 4. unrequited | 9. resplendent | 14. trickster |
| 5. wring | 10. eternity | 15. replica |

Use a DICTIONARY to do the following:

- Define the words and identify their parts of speech
- Divide each word into syllables and identify roots, prefixes, suffixes, and language of origin. Can you add any prefixes or suffixes to make different words?
- Do any of these words have multiple meanings? Describe the different meanings
- See if you can use any of these three words in a sentence

Explain the following common plays on words:

- What does it mean to parrot someone?
- What does it mean if you tell someone that he/she is the sun and the moon and the stars to you?

CLASSROOM ACTIVITIES

Activity 3: What Would You Do?

WRITING: 2.0 Applications

1:2.1 2:2.1 3:2.1 4:2.1 5:2.1

LISTENING AND SPEAKING: 2.0 Applications

K:2.3 1:2.1-2 2:2.2 3:2.1 4:2.1 5:2.1

Write or tell a story using one of the following prompts:

1. When Pepito's father broke his teeth, Pepito braved dentist drills and small children to get him new teeth. How far have you gone to help a family member or friend in need?
2. The old couple's parrot caused lots of problems but fixed some too! What is the funniest or most annoying thing your pet has ever done?

LISTENING AND SPEAKING

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

LISTENING AND SPEAKING: 1.0 Strategies:

Organization and Delivery of Oral Communication

LISTENING AND SPEAKING: 1.0 Strategies:

Comprehension

Listen carefully to your classmates' presentations and ask them questions.

WRITING

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

WRITING: 1.0 Strategies: Organization and Focus, Penmanship

WRITING: 1.0 Strategies: Evaluation and Revision
2:1.4 3:1.4 4:1.10 5:1.6 6:1.6

Be sure to revise and edit what you write.

Activity 4: Telling Tales

HISTORY AND SOCIAL SCIENCE

Continuity and Change; California: a Changing State; Making a New Nation; Ancient Civilizations; Medieval and Early Modern Times

READING: 3.0 Literary R&A: Narrative Analysis

2:3.3 3:3.1,3 4:3.4 5:3.4 7:3.4 8:3.4-5

LISTENING AND SPEAKING: 2.0 Applications

The story of the little mouse Pepito, as seen in *Dia de los Cuentos*, is a version of the Tooth Fairy story that is told in Spanish-speaking countries all over the world. Those who study folklore have found that many cultures pass down versions of the same story, or stories with common characters, plots, and themes, without even knowing it! Some of these common stories include:

- Stories of epic battles to save mankind
- Cinderella stories
- Flood myths
- Vampire stories

As a class, choose one of the common story types above, or another you know of, to study. Then divide the class into groups and have each group find a version of that story from a different culture, ethnic group, or tribe to share with the class. Have each group read or summarize the story it found for the class and give some background information, or context, on the culture that created this story.

After the class has heard/seen each group's story, send your students back to their groups to answer the following questions:

- How was your story different from others you heard? How was it similar?
- Why was it different? How do you think the climate and terrain where the storytellers lived, their family and social structures, morals, values, and other cultural aspects affect the way the stories are told?

Extension:

Have each group write its own version of the type of folktale studied and perform it for the class as a play!

VISUAL AND PERFORMING ARTS

2.0 Creative Expression

WRITING: 2.0 Applications

2:2.1 3:2.1 4:2.1 5:2.1

CLASSROOM ACTIVITIES

HISTORY

VISUAL & PERFORMING ARTS
5.0 Connections, Relationships, Applications

Activity 5: Making Maps

HISTORY AND SOCIAL SCIENCE
Continuity and Change 3.1
California: a Changing State 4.1-2

Using textbooks, Encyclopedias, the Internet, and other resources, label the map (see page 11) with the following features mentioned during, alluded to, or relevant to the play.

Mount Iztaccihuatl Mount Popocatepetl
Mexico City Sangre de Cristo Mountains (Rocky Mountains)
Pastura, New Mexico (birth place of Rudolfo Anaya)

Shade with colors the areas where the following tribes and peoples lived.
Some were mentioned in the play, while others contributed or inspired the folktales presented during the play.

the Aztecs the Zapotec
Spanish exploration and Mexican migration into North America

Activity 6: Play Ball!

HISTORY AND SOCIAL SCIENCE
Continuity and Change; California: A Changing State; Making a New Nation
Ancient Civilizations; Medieval and Early Modern Times

Like Popocatepetl, many young men of Ancient Mexico played “hip ball”—known then as Ollamaliztli (o:lama'listli) and still played now as Ulama. This game had both recreational and ritual significance for those who played it.

Think about the people and cultures you are studying. What games and pastimes did they enjoy? Research one of the games listed below, or another you know, and learn about its aim and purpose, rules, players and teams, and social function. See if you can play this game with your class.

Ollamaliztli of Mesoamerica	Mancala or Kalah of the Middle East and Africa	Cuju of China
Olympic foot races in ancient Greece	Apple Feat or stone throwing in Ireland	Luka-bhaku of Assam in India
Go, Wei Chi, and Baduk of Japan, China, and Korea	Chunkey or Chenco played by ancient Native Americans	Marn Grook or Woggabaliri played by indigenous peoples of Australia

CLASSROOM ACTIVITIES

ANTI-BULLYING AND CHARACTER COUNTS

HISTORY AND SOCIAL SCIENCE

A Child's Place in Time and Space 1.1

People Who Make a Difference 2.3.2

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

7

Anti-Bullying Thematic Questions for *Dia de los Cuentos*

1. Which characters in the story are bullies? Which characters get bullied?
2. What do the characters do to bully each other? Why are these types of behavior unacceptable?
3. According to the play, why did some characters mistreat others? What were the consequences of their actions? How could these consequences have been avoided?
4. How did the characters who were bullied react? What did they do to stop others from mistreating them? How else could they have reacted?
5. How would you define the phrase 'poetic justice'? What examples of 'poetic justice' can you give from the play?
6. In the play, Rabbit took advantage of Coyote's lesser intellect and the old woman took advantage of the old man's meekness and kindness. What does it mean to take advantage of someone? Why would you consider this behavior as bullying and how can you prevent it?
7. How does your personality, mood, or stress level affect the way you treat people around you? What can you do to make sure that you do not mistreat others even when you are angry, sad, frustrated, or stressed?

Character Counts Thematic Questions for *Dia de los Cuentos*

Trust and Responsibility:

1. What characters from the play would you trust?
2. What characters from the play would you not trust? Why?
3. How do you know whether you can trust someone or not? Why wasn't Tlaxcala worthy of Popocatepetl's trust?
4. What does it mean to be responsible? What does it mean to take responsibility for something?
5. Name some character traits of a person you see as 'responsible.' Which characters in the play exhibited these traits? What did they say or do to exhibit these traits?
6. Why did Pepito parents have him leave the coin under the child's pillow? What lesson were his parents trying to teach him?

Family and Friendship:

1. How do you know when someone is your friend and when they are not?
2. Why is it important to be friendly and kind to family members?
3. How should we treat our friends? How should we treat our family members?
4. Give examples of the following from the play:
 - a. Name a character who treated his/her friends or family members well. How did s/he do this? How did the way s/he treated friends and family affect him/her?
 - b. Name a character who treated his/her friends or family members badly. What consequences did s/he feel?
5. Which characters from the play chose to use insults or vulgar words? How did this affect the way others felt about them? What other consequences did they feel?

RESOURCES & ADDENDA

FURTHER READING & LEARNING

Electronic Resources

Ricardo L. Garcia's Overview of Chicano Folklore

<http://www.katavila.com/alfred/folklore-garcia.html>

10 Universal Myths of the Ancient World

<http://listverse.com/2014/01/16/10-universal-myths-of-the-ancient-world/>

Major Holidays and Celebrations of Spanish-Speaking Countries

http://ucanr.edu/sites/Spanish/Calendario/Major_Holidays_and_Celebrations_of_Spanish-Speaking_Countries/

Web Activities

Discovering Fairy Tales: A Myths, Folktales, and Fairy Tales Activity

<http://www.scholastic.com/teachers/activity/discovering-fairy-tales-myths-folktales-and-fairy-tales-activity>

Fractured Fairy Tales: A Writing with Writers Activity

<http://www.scholastic.com/teachers/activity/fractured-fairy-tales-and-fables-writing-writers-activity>

INDEX

READING

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Literary Response and Analysis (R&A)

 Narrative Analysis: 6

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 -Organization and Focus: 6

 -Penmanship: 6

 -Evaluation and Revision: 6

2.0 Applications: 6

LISTENING AND SPEAKING

1.0 Strategies

 -Comprehension: 3, 4, 6

 -Organization and Delivery of Oral
 Communication: 3, 4, 5, 6

2.0 Applications: 6

HISTORY AND SOCIAL SCIENCE

A Child's Place in Time and Space: 8

People Who Make a Difference: 8

Continuity and Change: 6, 7

California: A Changing State: 6, 7

Making a New Nation: 6, 7

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Medieval and Early Modern Times: 6, 7

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2.0 Creative Expression: 6

3.0 Historical & Cultural Context: 3

4.0 Aesthetic Valuing: 4

5.0 Connections, Relationships,
Applications: 4, 5, 6, 7, 8

Tricky Words

Word Search

Find these words in the word search.

- | | | |
|----------------|----------------|----------------|
| 1. brass | 6. worth | 11. stupendous |
| 2. predictable | 7. delicate | 12. resume |
| 3. mimic | 8. bellow | 13. mangy |
| 4. unrequited | 9. resplendent | 14. trickster |
| 5. wring | 10. eternity | 15. replica |

P V E D M H D F E A D S S N W
Z S M F S T E X T I E M G G J
B T U A C I L P E R T F K N X
I I S Z V X I C H I I O I I I
T M E X V K C Y U N U N Y V H
T N R P Z N A L X A Q M M F B
S R E L B A T C I D E R P C S
N Q I D L N E E E X R I F E V
W W E C N S T U P E N D O U S
Y R O I K E Q Y H W U S D S W
V A I L R S L M I M I C A M O
Y M V N L H T P S N W R A T R
T P I I G E M E S M B N B N T
O T L Q L C B G R E G G Q M H
Y K Z I D P D V D Y R J T E K



"We absolutely loved the show."

"It was our best field trip ever!"

- 2nd Grade Teacher, Delta Elementary Charter

SCHOOL MATINEES (You come to us!)

September 30 – November 7, 2014

The Flying Machine

Travel back in time and bear witness to the death-defying adventures of the Wright Brothers at Kitty Hawk as they dazzle the world with their new invention: The Aeroplane!

November 18 – December 19, 2014

Snow White and Rose Red

The delightful Grimm's fairy tale about two sisters and the enormous bear they befriend will enchant kids of all ages, just in time for the Holidays.

February 17 – March 27, 2015

Dia de los Cuentos

Four hilarious, touching and sometimes spooky classic folk tales are brought to life with music and dance in a celebration of California's deep Hispanic influence.

April 28 – June 5, 2015

The Celebrated Jumping Frog of Calaveras County and Other Tales

WORKSHOPS & RESIDENCIES (We come to you!)

Playwriting Workshops

"INTRODUCTION TO PLAYWRITING"

Single 90-minute Playwriting Workshop

"PLAYWRITING TOWARDS PRODUCTION"

Three 90-minute Playwriting Workshop Series

- Working cooperatively in groups, students:
- Learn basic outline and story structure!
- Home creative writing and performance skills!
- Submit scripts for B Street Playwriting contests!

After-School Theatre Workshops

Working with B Street's teaching artists, students:

- Learn theatre games and exercises!
- Develop performance skills!
- Perform plays from B Street's catalogue of scripts!

Workshop series culminates with a performance for invited guests and friends!

SCHOOL TOUR (We come to you!)

November 3 – 26, 2014

Science-sationally Savvy Days

Be in the know! Discover how most or all of our activities are based on science!

December 1–19, 2014

Science-sationally Savvy Days

with a traditional holiday twist to these scientifically days!

January 12 – February 27, 2015

Queens & Kings, Jokers & Jacks

Historical adaptations of Medieval and Ancient inspired and submitted by students of all ages

March 16 – June 5, 2015

Fantasy Festival XXX

The winning plays of our annual playwriting contest for kids. Behold the extraordinary results of a professional theatre's staff at the service of writers' talents.