



BROWARD
CENTER
— for the —
PERFORMING ARTS



STUDY GUIDE

KINDERGARTEN



The Little Engine That Could Earns Her Whistle



Study Guides are produced in partnership with Broward County Public Schools.

Plot Summary

The Little Blue Engine and the Little Red Engine are part of the Piney Vale Railroad. They both dream that someday they will get to pull real cars, just like the Silver Engine (who is in charge of the trainyard), and Rusty, an aging train who pulls the Piney Vale Express cars that are full of toys. But that dream looks like it may never come true, especially for the Little Blue Engine.

The Little Blue Engine starts to think she'll be just a little switcher engine forever. But things change when Silver forces the aging Rusty, who is the Little Blue Engine's best friend, to retire. He gives Rusty's job of pulling the Piney Vale Express to Red. It looks like the Little Blue Engine's dreams are all over until Red hurts her wheel and can't pull the Piney Vale Express after all. Silver tries to get Rusty to come back, but Rusty says that only the Little Blue Engine can do the job. The Little Blue Engine repeats to herself "I think I can, I think I can" – and she always does, showing her perseverance.

TEACHERS – show this page to help students understand the cast of characters:

In the book you would see pictures of the different trains on the Piney Vale Railroad Team. In this show you will see people who act as the different trains. Look at the color of their costumes and use your imagination so you can see them in your mind as the different train characters.

Silver Engine is in charge of the trainyard.



Little Blue



Rusty is an Old Engine that pulls the Pine Valley Express Cars filled with toys.



Little Red



Little Blue & Little Red are switcher engines who have big dreams

Theatre Etiquette

(Before the Show)

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing **why** these rules of behavior are important.

It is important that audience members:

- *listen carefully to the ushers, your teachers – this gets everyone to their seats quickly and ensures a pleasant experience*
- *walk single-file and hold hand-rails as you use steps – this also keeps everyone safe*
- *listen carefully to the performers – they are working hard to entertain and inform you with lots of clues about the story*
- *refrain from talking – this allows everyone to enjoy the performance without being distracted*
- *laugh if something is funny, but not too loudly – you don't want to miss any dialogue*
- *pay attention to the lighting, scenery, costumes, and music – all these elements help provide more details to tell the story in an interesting way*
- *applaud at the end – this shows the performers that you respect and appreciate their work*

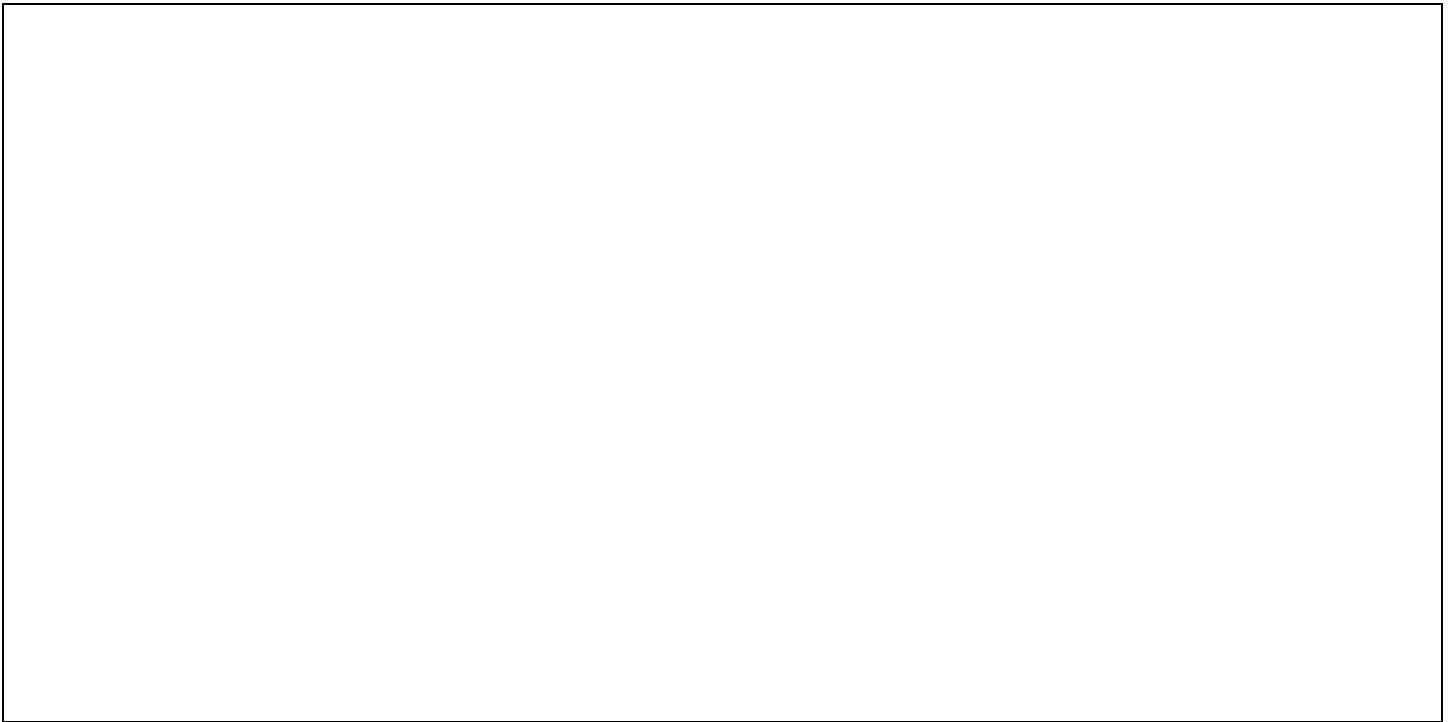
Name: _____

In each box, draw and label a character from the play. Write a sentence with one detail about the character. (LAFS.K.RL.1.3)

Character	Detail <hr/> <hr/>
Character	Detail <hr/> <hr/>
Character	Detail <hr/> <hr/>
Character	Detail <hr/> <hr/>

Name: _____

In the box below, draw your favorite part of the play. Write a sentence about why you think it is the best part. (LAFS.K.W.1.1, TH.K.O.2.1, TH.K.C.3.2)



Arts Integration

Reflection (TH.K.S.1.1)

Have a class discussion asking students to describe their feelings related to watching a play including what they noticed about the play that worked well and what might have been improved. Ask them to identify 1 thing they did to show they were a good audience member. Encourage them to show you without talking (e.g. sitting quietly and paying attention ...)

Improvisation (TH.K.S.2.1) (TH.K.C.1.1)

Have the students freeze in a pose (tableau) that shows Little Blue's perseverance in trying to get up the mountain with all the toys. Have students think about a time at home when they must try something that is hard and not give up. Ask them to show you using their body movements, sounds, and imagination.

Academic Vocabulary

- **Perseverance** – not giving up – continuing to do something even though it is difficult
- **Character** – a person, animal, being, creature, or thing in a **story**
- **Detail** – a word or sentence that gives information about a story

Arts Vocabulary

- **Characterization** – use body, voice, and movement to create a representation of a person or animal
- **Musical** – a play that uses songs to help tell the story
- **Tableau** – when actors freeze – like a statue – to represent a scene or character from the play

Standards Alignment: The activities in this study guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternative means for students to demonstrate what they know. Use your professional judgment to determine the most appropriate activities for your students.

Language Arts Florida Standards	
Kindergarten	
Reading Literature	
LAFS.K.RL.1.3	With prompting and support, identify characters, settings and major events in a story.
Writing	
LAFS.K.W.1.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Florida Theater Standards	
Kindergarten	
Critical Thinking and Reflection	
TH.K.C.1.1	Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.
TH.K.C.3.2	Share reactions to a live theatre performance.
Organizational Structure	
TH.K.O.2.1	Draw a picture of a favorite scene from a play.
Skills, Techniques, and Processes	
TH.K.S.1.1	Demonstrate appropriate audience behavior at a live performance.
TH.K.S.2.1	Pretend to be a character from a given story.

Cover Sheet

Please collect student work samples and attach it to this cover sheet. Pony all work samples to:

KCW – 3rd floor.

Attention: Lauri Foster

School Name: _____

SEAS Show: Little Engine that Could Musical

Grade: _____