

# CENICIENTA

## CURRICULUM CONNECTIONS



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# GEN&GENTA

## How to use Curriculum Connections:

Dear Teacher,

We appreciate you!

This guide can help in your classroom, whether before or after coming to see a play or musical it can be used to highlight important concepts. The curriculum connections introduced by the Broward Center for the Performing Arts are always aligned to the Florida Standards with the idea that they introduce another tool to effectively implement engaging methods to bring the page to the stage.

Curriculum Connections improve comprehension, help students organize information, and assist students' metacognition by enabling students to check for understanding. It is designed to be used before or after coming to the theater unless otherwise stated and may contain activities for certain grade levels (this will be clearly labeled).

Curriculum Connections will always contain a reminder of theater etiquette as well as a social emotional learning activity, and a Student-Family Cooperative Activity. The activities may be re-printed for individual use, used on smart boards as class activities, or in groups. It is suggested to discuss the play or musical as a class before your field trip.

Remember to follow us on Facebook and Instagram @Broward Center Education and use the QR code (below) for our Teacher's Lounge to receive insight about discounted tickets and information for you and your students!





# Theater etiquette

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

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music—all of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) at the end. This shows the performers that you respect and appreciate their work.

# CENICIENTA SYNOPSIS:

Ten-year-old Belinda loves to tell stories, but when she's in the basement preparing for a party upstairs, she'll have to get creative. Using everyday objects like a teapot and doily, Belinda recreates the classic tale of Cinderella.

Sometimes the voices of Belinda's stepmother, her stepsisters (Reina and Preciosa), and Gary Soto (her favorite author) can be heard through the basement door. Belinda also talks to imaginary friends Gustavo, Ernesto, Hada Madrina, and Cenicienta who appear in the form of everyday objects.

As Belinda confronts her stepmother and stepsisters, she'll learn to embrace her love of poetry and stand up for herself. This captivating Cinderella for all ages tackles cultural heritage, family, and the power of language.



# GEN&GIENTA

## Similes in Poetry

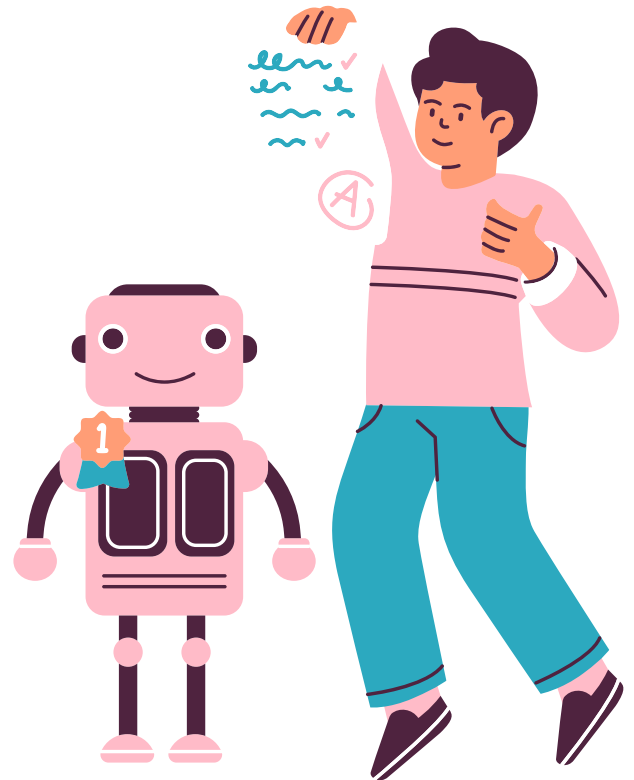
**READ THE POEM ALOUD AND THEN ANSWER THE QUESTIONS ON THE NEXT PAGE.**

A boy, like a robot, his mind so precise,  
Focused and determined, he worked day and night.  
With wires for veins and circuits for eyes,  
He built a machine that won first prize.

His hands like lightning, moving high speed,  
Assembling parts like a puzzle with ease.  
His brain a computer, calculating the need,  
He created a robot that could succeed.

Like a conductor, he led his team,  
Guiding them with a skillful, steady hand.  
His determination, like a laser beam,  
Helped them to win, a feat so grand.

Now he stands, a proud peacock,  
Holding their trophy high for all to see.  
A champion, like a rock,  
A true master of technology.



How many similes used to describe the boy can you find in this poem? List them below. **Remember** a simile is something that is being described as if it is something else by using 'like' or 'as'.

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How many metaphors can you find in this poem? List them below. **Remember** a metaphor is something that compares one thing to another without using 'like' or 'as'.

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Choose a couple of the similes found in the poem and change them into metaphors.

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Rewrite the verse that you find most effective using your own similes and metaphors.

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# GEN&GENTA

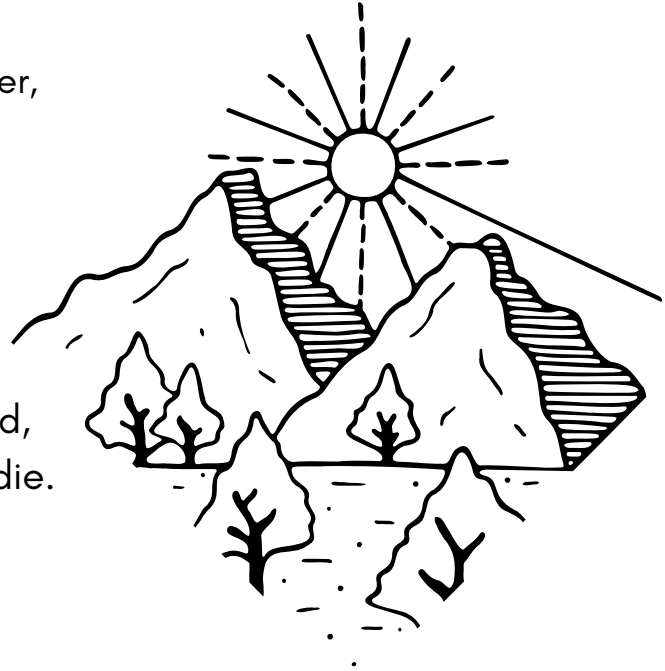
## Personification in Poetry

**READ THE POEM ALOUD AND THEN ANSWER THE QUESTIONS ON THE NEXT PAGE.**

The forest whispers words of wisdom in my ear,  
As the leaves rustle and the branches sway.  
The wind is a dancer, graceful, & full of cheer,  
Guiding the leaves in a twirling parade.

The mountains stand like ancient guards,  
Their peaks reaching up to touch the sky.  
Their craggy faces are weathered and old,  
But their strength and power shall never die.

The sun is a painter, its colors ignite,  
Splashing the sky with hues of gold and red.  
As it sets, the stars come out at night,  
A glittering blanket above my head.



How many metaphors can you find in this poem? List them below. **Remember** a metaphor is something that compares one thing to another without using 'like' or 'as'.

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Re-read the first verse of the poem. Consider the use of personification. Explain in your own words what is meant by the description of the forest.

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Find two similes found in the poem and change them into metaphors.

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List the examples of personification that you find in this poem? **Remember** personifying an object means figuratively describing it with human traits in order to create a vivid image of that object.

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# GENGLINTA

## Object Puppetry

<https://youtu.be/FLicXr-Q4bk>

In the play, Belinda creates imaginary friends to talk to using objects around her. Using everyday objects to create characters is called **object puppetry** and you can try it too. Start by looking around the room around you. What objects do you see? Choose just one to focus on and look at it for a moment without touching it. If it were alive, how might it move and talk?

**Focus** tells the audience where the character is looking. Using just your eyes, decide which part of the object could be the face (there might be more than one possibility!). Now pick up your object and have it look around, focusing on different parts of the space around you.

**Movement** is how a puppeteer makes an object seem alive. How does your object move? (For example: your object could walk, run, fly, scoot, bounce, or drag.) What does it look like when it is sitting still and breathing?

**Changes** in movement help to show what a character is feeling. What is another way your object could move? (For example: if your object was a spool of thread, it might walk or bounce upright, then lie on its side and roll.) What is a reason that the object might change its movement? Is it scared? Excited? Happy? Try to show the object feeling one way, then use a different movement to show a different emotion.

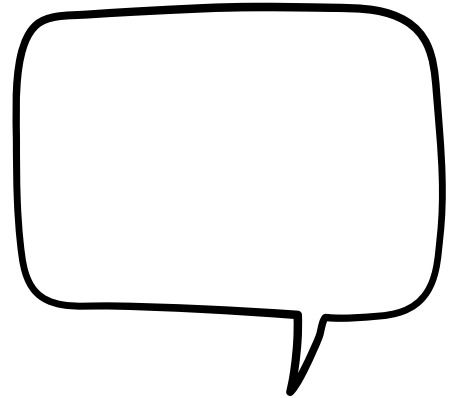
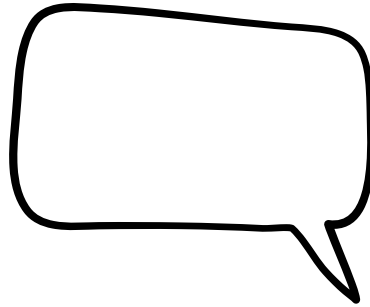
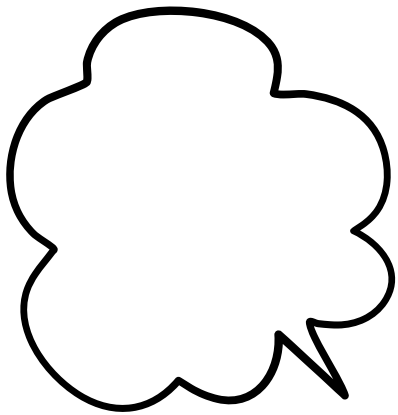
**Voice** helps a puppeteer tell the story of the object. Is your object's voice high or low? Does it speak slowly or quickly? What sounds does it make when it is focusing, moving, and feeling different emotions?

***NOW CHOOSE AN OBJECT TO BE YOUR PUPPET AND PRACTICE!***

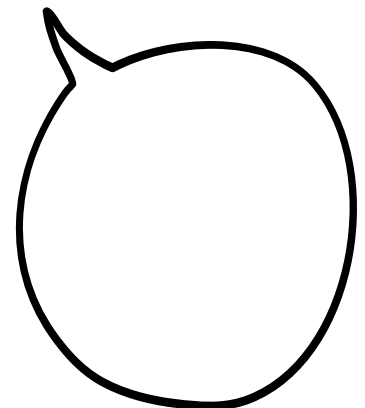
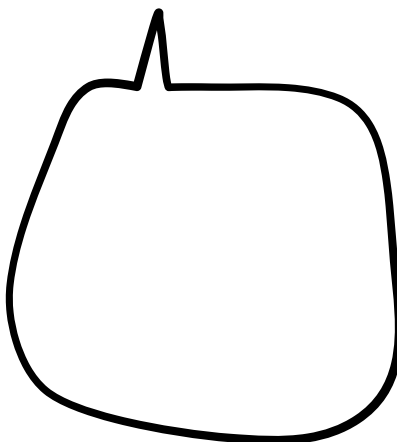
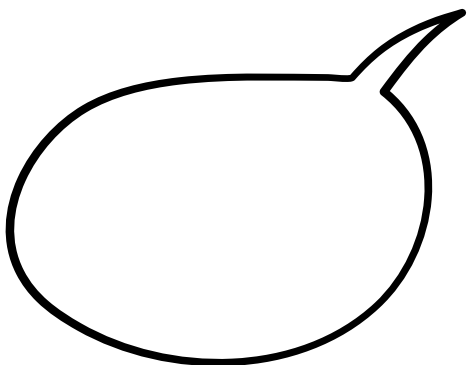
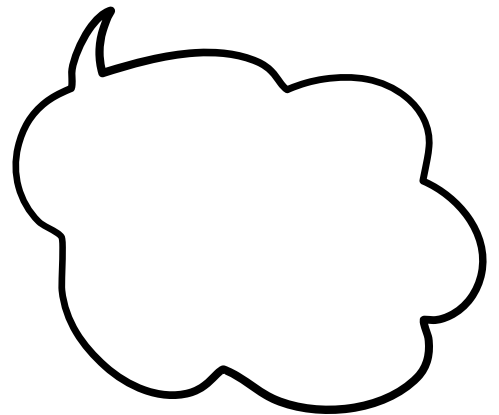
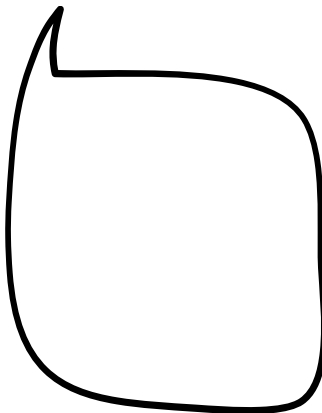
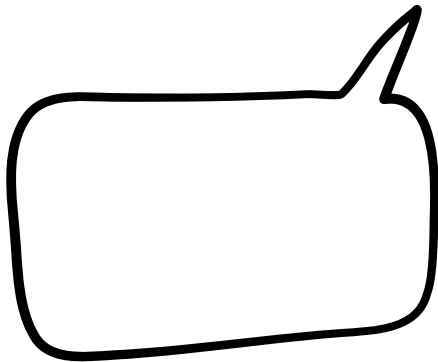
# GENGENTA

## Self-Talk Reflection

Directions: Reflect on your strengths, qualities, and accomplishments that make you unique and valuable. Be honest and kind to yourself as you write these reflections. By recognizing your value, you can build confidence and resilience. You are awesome, and you matter!



***I matter  
because...***



# K-5 Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

## Additional Activity Ideas:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.

## Standards Alignment: Cenicienta

**Standards Alignment:** The activities in this 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 alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
ELA.2. R.3.1	Identify and explain similes, idioms, and alliteration in text(s).
ELA.3. R.3.1	Identify and explain metaphors, personification, and hyperbole in text(s).



# New:

Each time you submit student work,  
your name is entered in a drawing  
for tickets to a show  
at the Broward Center:

Fall Show: **HADESTOWN**

Spring Show: **MRS. DOUBTFIRE**

Dear Teachers,

Thank you for your continued support of the SEAS Program. We value the preparation you make before the show to attend the Broward Center for the Performing Arts, and the introduction you forge for the students when the show has concluded to continue making connections long after the buses have returned to school!

If you'd like to share any of the work from the study guides, please use this link:

Click Here to Upload Student Work Samples:

**<https://tinyurl.com/SEAS2324-samples>**



Should you have any questions, please contact  
Lauri Foster at: <mailto:lauri.fostere@browardschools.com>

