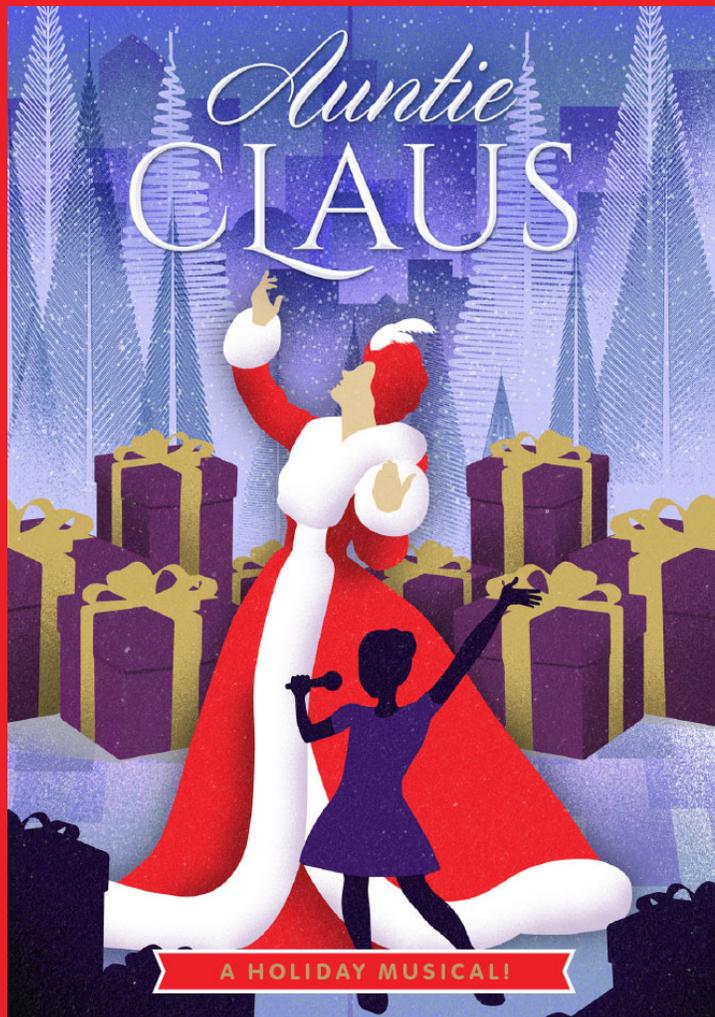


NASHVILLE CHILDREN'S THEATRE



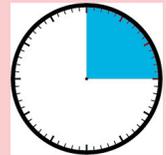
November 14-
December 29, 2019

Book and Lyrics
by Marcy Heisler
Music by Zina Goldrich

From the book
Auntie Claus
by Elise Primavera

NEW! Time Icons

This guide includes estimates of how long each activity takes so that you can plan accordingly. Icons are in 15-minute increments, but activities may take a little less or more time depending on class size and other factors. (If the clock is shaded in full, the activity may have a homework assignment or be extended over two class sessions.)



In this Guide:

Synopsis.....1	Musical Theatre Magic.....7-8
Adaptation: From Page to Stage.....2	Theatre Review Worksheet.....9
The Joy of Giving.....3	Joy of Giving Reproducibles.....10-11
Celebrating Family Lesson Plan.....4	TN Standards for Activities.....12
STEAM Time: Whether the Weather....5-6	Info for Teachers.....13

Look for These!

Subject area icons show what curricular topics each activity addresses.



Science



Dance



School
Counseling



Music



ELA



Visual Art



Theatre



SEL



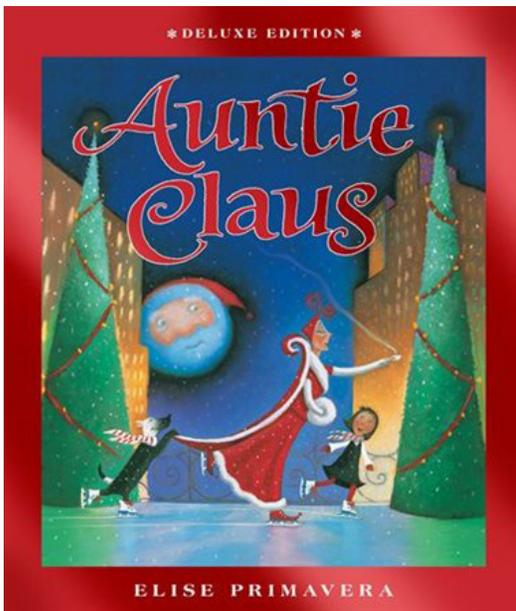
Social
Studies

Tennessee State Standards for all activities are on page 12.

Synopsis

Join Sophie Kringle on an adventure to discover her Auntie Claus' Christmas secret! Sophie has it all – her family lives high above the Bing Cherry hotel in New York City, and she and her little brother have more presents than they can count. But Sophie and her brother always want more. Sophie is especially upset this holiday season because her concert was moved for a toy drive. In the afternoons, Sophie visits her mysterious Auntie Claus for tea. Sophie shares her frustration with Auntie Claus, who instructs her on all sorts of Christmas topics, but most of all reminds her that it is far better to give than it is to receive and about the value of teamwork.

Every year from Halloween to Valentine's Day, Auntie Claus disappears on a business trip; Sophie often wonders about where Auntie Claus' disappears to and why she always misses Christmas. Sophie stows away in a moving box, determined to find out her secret. She watches as Auntie Claus uses the special diamond key, which always hung from a ribbon around her neck, to unlock an old elevator door. The elevator suspends high over New York City, then lands with a thump in a snowy place. Sophie is greeted by an elf named Mr. Pudding, who is waiting for a new elf. He puts Sophie to work along with all the other elves. Sophie wonders where to find her aunt and how she will get her Christmas presents if she is stuck working with all of the elves.



The Head Elf needs a brave elf to pick up the Bad-Boys-and-Girls list. Sophie volunteers and makes her way down into the coalmines. To her surprise, she finds her little brother's name on the list! She thinks about how he will feel waking up to a stocking of coal on Christmas morning and makes a decision. Erasing her little brother's name, Sophie writes her own name in his place. All of a sudden, her surroundings disappear, and she whirls through the air in a "blur of Christmas red and green" and lands in the Grand Ballroom.

In the Grand Ballroom, everyone celebrates Auntie Claus, revealed to be Santa Claus' sister, for her hard work. Sophie shares all that she has learned with Auntie Claus and that she doesn't mind that her concert was moved for the toy drive. As a solution, Auntie Claus and Sophie turn the

toy drive into a toy drive concert! They return to the Bing Cherry hotel and Sophie remembers that being there for others is the best Christmas present of all.

CURRICULUM CONNECTION: After the Show

Grades
PreK-3



Once your class has attended *Auntie Claus*, ask your students to reflect on the performance using the worksheet on page 9.

Extension: have students write letters (or draw pictures) to the actors and artists at Nashville Children's Theatre! We would LOVE to hear everyone's thoughts!

Letters can be sent to:

Nashville Children's Theatre, 25 Middleton Street, Nashville, TN 37210

Adaptation: From Page to Stage

Books make great theatre! Many playwrights, lyricists, composers, and screenwriters transform some of our favorite books into wonderful plays, musicals, or movies. When adapting a book, however, often changes are made to plot, characters, etc. Sometimes these changes are made to accommodate timing (the length of the play) and the many elements that are involved in bringing a book to life (such as set, costumes, cast, etc.).

Definitions to share with your students

- Adaptation – something that is changed so it can be presented in another form. For example, the book *Auntie Claus* was adapted by the playwrights to become a piece of musical theatre.
 - Playwright – a person who writes plays
 - Lyricist – a person who writes the words of a song
 - Composer – a person who writes music
 - Author – a person who writes something such as a book or an article



Pre-Show Discussion

Grades
PreK-3



Read *Auntie Claus* with your class.

- Why do you think the show's creators would want to take the book *Auntie Claus* and put it onstage? Why do you think they decided to make it a musical, and include singing and dancing?
 - What parts of the story are you looking forward to seeing performed on stage?
 - Predictions: This show takes place in New York City and the North Pole. How do you think these places could be shown onstage? How will actors travel between them?

Post-Show Discussion

Grades
PreK-3



- Either individually or as a class, have students create a Venn diagram comparing and contrasting the book and the musical. Ask students to think about the plot, characters, and themes as they think about what was the same and what was different. As you discuss their conclusions, ask students to think about:
- Did any of the changes surprise you? Why do you think the playwright made those changes?
 - How did music add to the story?
 - What story would you adapt into a musical if you could? Why? How would the music enhance the story? What might you change as you create your adaptation?
 - Do the characters of Sophie and Auntie Claus feel different to you in the book and in the play? How so, and why?

The Joy of Giving

Read *Auntie Claus* by Elise Primavera with your students. In the story, the protagonist Sophie learns that “it is far better to give than it is to receive.” With your students, discuss what this phrase means. Use the following activities to explore the theme of giving with your students.

CURRICULUM CONNECTION: Plot Organizer & Sophie’s Transformation

Grades K-3  Draw an outline of a Christmas tree, like the ones featured in the book, on the board or on a large piece of paper for all to see. Use the outline of the tree as a plot organizer. Go through the plot of the story and have your students outline the beginning (exposition), middle, and end (resolution) of the story. As you go through the plot points, identify the rising and falling action as well as the climax, which you should write at the top of the tree.

Next, draw circle ornaments on the tree from left to right. On each ornament, write how Sophie and her feelings change over the course of the action of the plot. (For example: On the ornament farthest to the left on the tree, students may prompt you to write greedy and on the next sneaky. By the end of the story, however, she becomes caring and thus, you may write that on the ornament farthest to the right on the tree.)

ARTS ACTIVITY: What I Can Give

Grades PreK-3  Materials: Construction paper (red and other colors of your choosing), cotton balls, glue, markers/crayons, scissors, copies of hat and body template provided on pages 10 and 11.

Ask your class: What are some gifts you can give that don’t cost money? Follow the instructions below to create your own “Auntie Claus”-character presenting a gift, which lists four gifts you can give!

Gift:

1. Give your students a half piece of letter-size paper.
2. Have them draw or cut out ribbon from construction paper and paste it on the paper so that it creates four quadrants.
3. In each quadrant, write one gift you can give that does not cost money.
4. Glue the gift on the left side of a large piece of construction paper. (The image shown is on 9x12” construction paper.)

Character:

1. Print the hat and body template provided on red paper or have the students trace the template onto red paper. Cut the hat and body out.
2. BODY: Glue the red body onto the large piece of construction paper so that the hands are above the present, but not covering the words. Decorate the body with white crayons, markers, or paint.
3. FACE: Cut a large circle out for the face. Paste it on the hood part of the template. Color it.
4. HAT: Create white, vertical lines on the hat or create a design of your liking using white crayons, markers, or paint. (Note: White-out tape was used for the stripes in the image shown.) Glue the hat on the top of the head.
5. FUR: Put lines of glue at the bottom of the mitten parts of the body. Place a line of glue to outline the neck and hood like in the image shown. Put cotton balls where the lines of glue are.



Celebrating Family Lesson Plan

Designed to help students explore the diversity of families and holidays, the activities on this page can be used individually, or as a sequence to make up a full lesson plan. Check out Teaching Tolerance for the full unit that supplied these activities: <https://tinyurl.com/y3dn54d8>

Step One: Word Web Brainstorm

Grades K-3   Write the word

“family” on the blackboard or chart paper, and ask students what comes to their minds when they think of this word. Responses might include

words like: visit, love, helpful, holidays, etc. Record students’ responses in the form of a word web (for younger students, you might consider drawing small icons next to each word, such as a heart for “love”), and then ask students what bigger ideas emerge when they look at the web as a whole.



Step Two: Family Portraits

Grades PreK-3       Tell students that you will be learning about the diversity of families in

their classroom today by making family portraits. Instruct students to consider the following questions as they plan to create a family portrait: Who is in your family? Why do you consider yourselves a family? It is important to note that the students get to define their own family, and that they can include whoever that may be for them, whether it is a close friend, a pet, etc.

Allow students time to make their family portraits. Hang the finished portraits around the room to create a portrait gallery and ask students to think about the diversity of families they see. Ask the students to share their ideas about what makes a family. From the students’ responses, create a definition of the word “family” to be hung as part of the gallery.

Step Three: How Do Families Celebrate?

Grades PreK-3      In the play, Sophie and her family celebrate Christmas-- but just like there are

all kinds of families, there are also all kinds of holidays! Different families celebrate different days. We may have some in common, and some may be unique to each of our families. Ask students to share the important holidays in their own families, and a little bit about the traditions that go with them.

Step Four: Classroom Celebration Calendar

Grades PreK-3       Now that students have learned a bit more about each other’s families,

holidays, and traditions, work together to create a multicultural, multi-religious calendar that makes note of everyone’s special days. Students will take turns adding their holidays to the calendar. Days off from school can be added, as well as other broader communal days of significance. As holidays are added to the calendar, students can include their names by those days that are of particular significance to them. Depending on the physical size of the calendar you are creating, students may add symbols for their special days; they can also create decorative borders that combine the symbols of the various days of significance within that month.

STEAM Time: Whether the Weather

CURRICULUM CONNECTION: How Cold is Cold?



Grades 1-2 Materials: thermometers; water container; ice; electric fan (optional)

The Arctic is cold, but what does that feel like? To get an idea of temperature, draw a thermometer on the board with general hash marks for temperature readings. Have students hypothesize the temperatures that would be typical for a refrigerator, freezer, and room temperature. Compare their hypothesis to the actual result. What would it be like to live in a place that was always that cold? Or colder?

For sensory exploration:

- Place ice cubes in a small container of cold water, and measure the water temperature.
- Have the students dip their hand in the cold water. Investigate the effect of wind chill by blowing air over their wet hand with a fan at different speed settings (students can use their own breath if you don't have access to a fan). What does it feel like? How does wind speed change your students' perception of temperature?

CURRICULUM CONNECTION: Insulation Stations



Grades 1-2 To stay warm, humans need to insulate themselves from the cold weather. Insulation is what keeps the temperature we want in, and the temperature we don't want out.

Demonstrate this concept with the following experiment.

Materials: 4 thermometers; 1 t-shirt; 1 wool sock; 1 sheet of fleece; 4 cups; freezer or cooler with ice

- Have the students touch the different materials to get an idea of what might be the best material for insulation.
- Wrap one thermometer in the T-shirt, one in the sock, and one in the fleece.
- Place each wrapped thermometers inside a cup. Also place the uninsulated thermometer inside a cup as a control.
- Take the cups and put them inside a freezer or cooler with ice inside. Wait ten minutes.

During this time, have the students hypothesize which material will be the best insulator. Have them record their hypothesis. Remove the cups and record each of the temperatures from the thermometers.

Which material was the best insulator? Why do you think this is true?

CURRICULUM CONNECTION: Classroom Thunderstorm



Grades 1-2 Santa Claus has to deal with all sorts of weather delivering gifts to the children of the world, including thunderstorms. Watch the following video with your students to explain how thunderstorms are formed: <https://youtu.be/pcZn3dGWQ-U>

Then, perform this experiment to demonstrate how cold and hot air interact with each other to make a thunderstorm.

Materials: Water, Ice Cube Tray, Liquid Food Coloring, Clear Shoe Box

- Freeze a tray of ice with blue food coloring mixed into the water.
- Fill the clear shoe box half full with lukewarm water (important).
- Drop three or four drops of red food coloring into one side of the shoe box. Next, add two ice cubes to the opposite side. Observe results.

The red food coloring will disperse into the water, while the ice will slowly melt, chilling the surrounding water. When the colors meet in the middle, the colder blue water (cold air) is more dense and will cause instability, forc-

STEAM Time: Whether the Weather (cont.)

ing the warmer, red water (hot air) to the top of the box. This push and pull of air currents is what creates thunderstorms!

CURRICULUM CONNECTION: Crystal Blue Creations

Grades
PreK-K



Let it snow! Create cool crystal formations in your classroom with this patience-building science experiment. It only takes ??? minutes of hands on time, and then overnight to let the crystals grow.

Materials: Pipe cleaners, String, Pencil, Jar, Borax, Food Coloring, Boiling Water

1. Twist three 5-inch pieces of pipe cleaner together to form a snowflake, then add a 1 1/2-inch piece to each point. Tie the flake with string to a pencil. Find a big enough jar so the suspended flake won't touch the sides.
2. Fill with 3 tablespoons borax and 1 drop blue food coloring per 1 cup of boiling water (TIP: Use a microwave or electric kettle to make boiling water). Hang the snowflake in the jar. Let sit overnight; remove and hang up in your classroom to enjoy!



ARTS ACTIVITY: Sparkling Winter Art

Grades
PreK-3



In this process-driven art piece, students will create their very own, individual winter wonderland.

Materials: Washable Tempera Paint, Paint Brushes, Thick Art Paper, Epsom Salt, School Glue

- Blob blue and white paint (or other winter colors) onto the thick art paper. Students can move the paint around on their paper in any way they desire (swirls, lines, zig-zags, etc).
- Before the paint dries, squirt school glue onto the paper in any pattern (use a lot of glue).
- Sprinkle Epsom salt over the glue to give the piece some sparkle (these larger crystals make for better materials than regular table salt). Pictured here is an example.



Musical Theatre Magic

DISCUSSION: Who Doesn't Love a Good Musical?

Grades
1-3



Musical Theatre is a popular form of live performance with a long, colorful history in the United States. Discuss the following with your students:

- Why do you think musicals are so popular? What do you enjoy about them?
- Every song in a musical serves a purpose. Why do you think the characters sometimes break into song? What is the reason?

Extension:



As a class, listen to the song “Seventeen Days Til Christmas” (which can be found on NCT’s site at [this link](#)) from the show and discuss:

- Who is singing? What are they singing about, to whom, and why?
- What is the mood of the song? How do dynamics (how loud or soft the music is) and tempo (how fast or slow the music is) help us to understand the mood?



ARTS ACTIVITY: Triple Threats!

Musical theatre performers are called “triple threats” - this is because they have to be able to act, sing, AND dance well and all at the same time! Challenge your students to become “triple threats” by working on these three skills using the following activities:

DANCING: Team Choreographers

Grades
K-3



As a class, select a song or a beat to dance to-- you could even use one of the songs from the show, linked to above! Form a circle. One at a time, going around the circle, each student will contribute one physical movement to the dance. Students must remember the dance moves in order. To help with this, after a student contributes a move, do the dance sequence from the beginning. Once every student has had a turn, do the entire dance in its completion.

Musical Theatre Magic (cont.)

Extension: As the teacher, hover your hand over a student's head or call out a student's name. Students must then remember and perform the move that student contributed.

ACTING: Emotion Exploration - *Beginner Version*

Grades
PreK-1



With your class, make a list of emotions they saw the characters exhibit on stage in Auntie Claus along with some emotions they experience in their lives. Next instruct your students to find a space in the room and form their bodies in the shape of a ball rolled up on the floor. Tell them you will call out an emotion and when you do, they are to pop up and stay in their spot, but exhibiting that emotion physically and vocally. When you clap your hands, they are to return to “ball” (or neutral) form.

ACTING: Emotion Exploration - *Advanced Version*

Grades
2-3



With your class, make a list of emotions they saw the characters exhibit on stage in Auntie Claus, along with other emotions they can think of. Next, make a list of short nursery rhymes, song lyrics, or one-liners the students all know. (If your students prefer, they can come up with a line or two for you to write on the board. They can be as creative and silly as they would like!)

Individually, invite students up to the front of the room, and ask them to select one of the items to say aloud and to secretly select an emotion to exhibit while speaking the line. (For example: A student might select “We wish you a Merry Christmas” and say it angrily by shouting and tensing their body and face, or select “Humpty Dumpty had a great fall” and say it cheerfully.) Students then must raise hands to guess the emotion. For added challenge, put the emotions on individual slips in a bowl, and have students draw their emotion rather than choosing from the list.

SINGING: Round & Round & Round

Grades
PreK-3



Actors often have to sing different lyrics and/or notes at the same time their fellow cast members are singing something else. This occurs while dancing with and/or next to each other! Thus, musical theatre performers train rigorously on vocal music. Challenge your class to a “Round-off.” Split the class into groups of 3-5 and lead them in the round of your choice. Song options could include: “Row, Row, Row Your Boat;” “Frere Jacques;” “Three Blind Mice;” “The Farmer in the Dell.” Students can share their favorite round songs or you can search the internet for one that interests you!



Name: _____



★ My Theatre Review ★

I saw _____ at Nashville Children's
(name of show)

Theatre on _____,
(date of show)

My favorite part was...

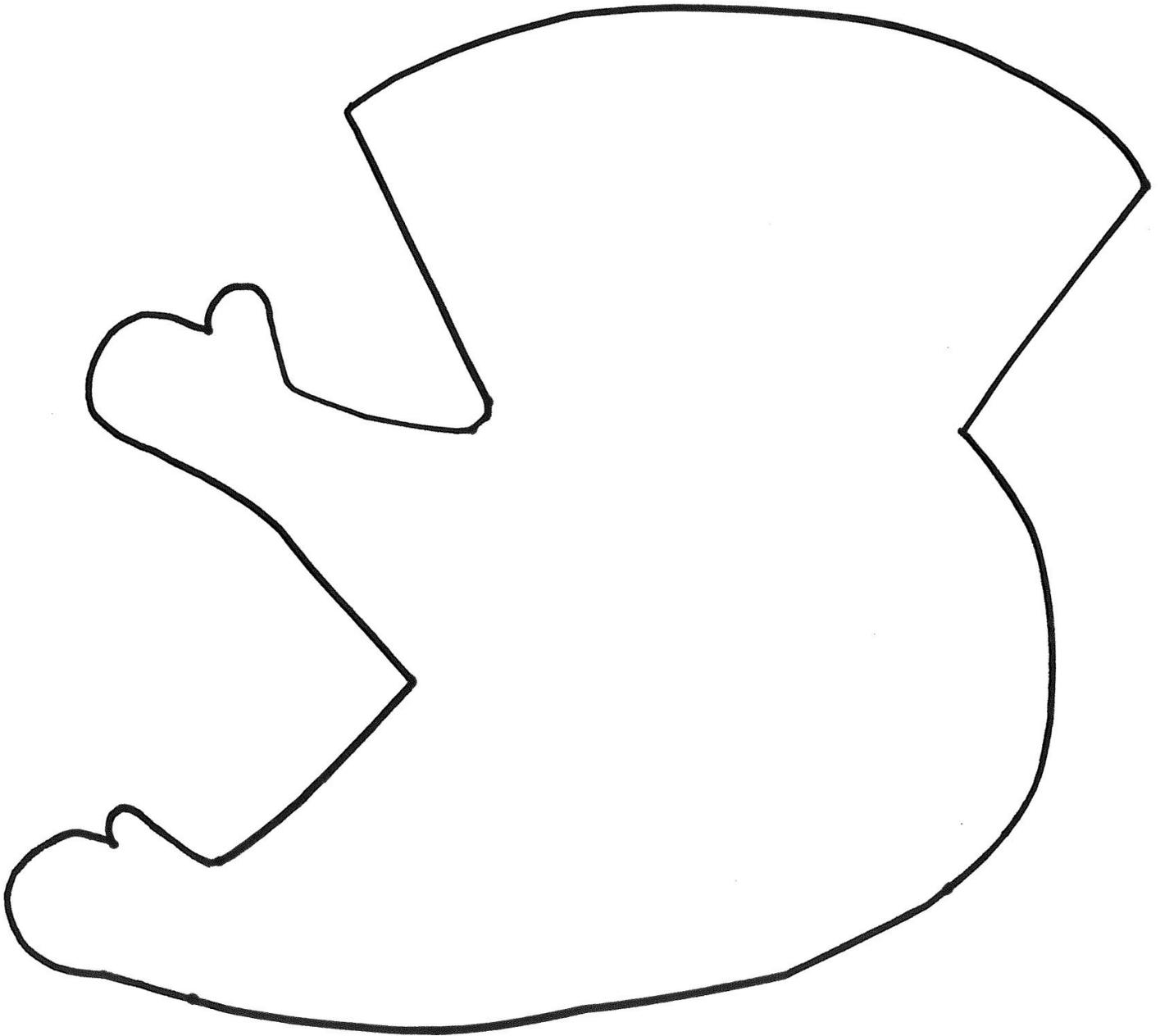
**Write or draw your responses in the boxes below.*

The play made me feel...

I learned...

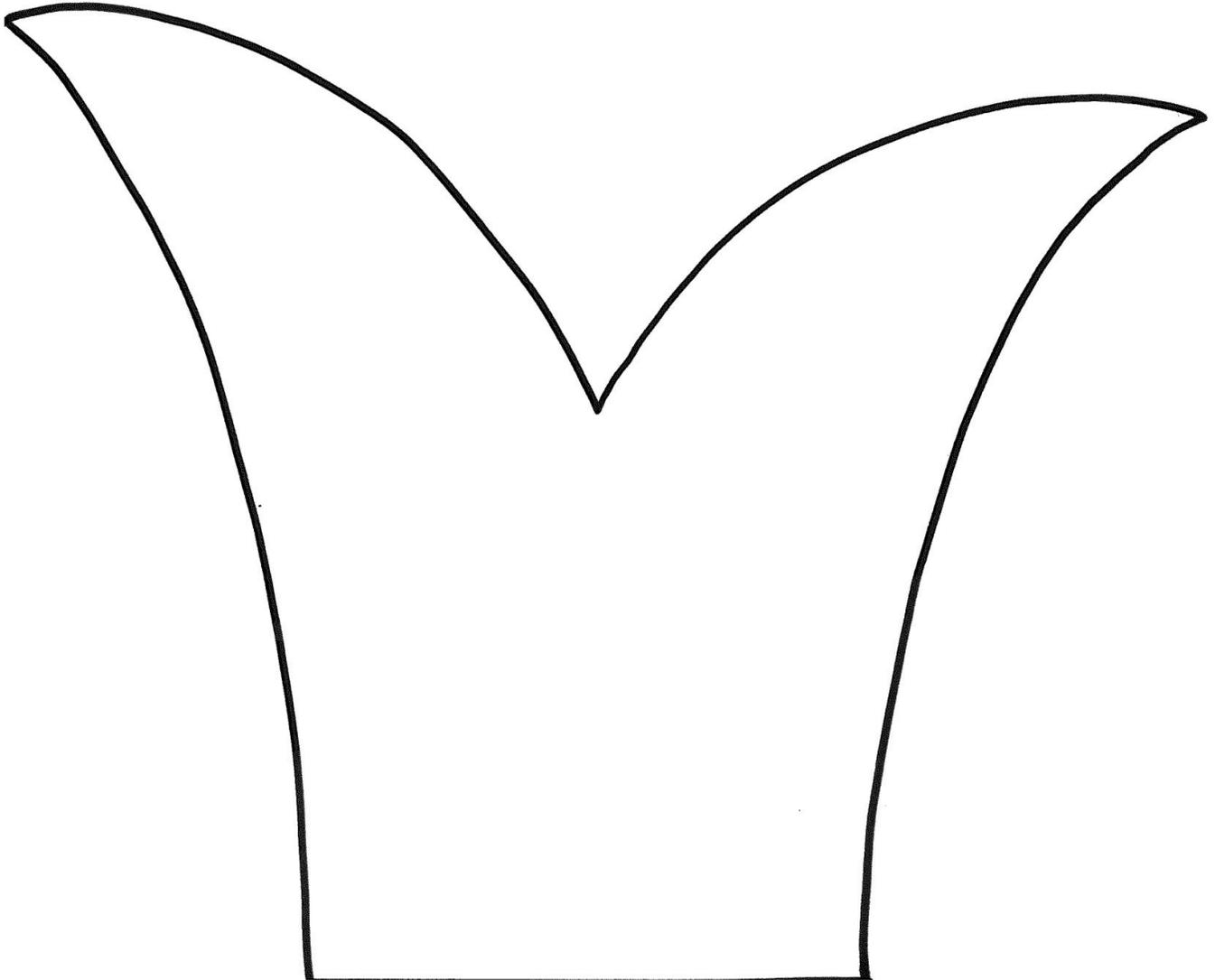
The Joy of Giving Reproducible

Auntie Claus Character Body Template



The Joy of Giving Reproducible

Auntie Claus
Character Hat Template



Tennessee State Standards for Activities

Grades PreK-3

Page 1: Synopsis

After the Show Extension
ELA: W.PDW.4, W.RW.10
Theatre: PK.CA.9, K-1.TR2.A
Art: PK.CA.2, K.VA.Cr1.A, 1-2.VA.Cr1.B

Page 2: Adaptation: From Page to Stage

Pre-Show Discussion
ELA: SL.CC.1, RL.RRTC.10; PK.SL.PKI.6
Theatre: 2-3.T.R1.A

Post-Show Discussion
ELA: SL.CC.1, RL.RRTC.10, K-2.RL.IKI.9, PK.SL.PKI.6
Theatre: K-3.T.R1.A, K-3.T.R2.A, PK.CA.9

Page 3: The Joy of Giving

Plot Organizer & Sophie's Transformation
ELA: RL.KID.1, RL.KID.2, RL.KID.3, 2.RL.CS.5, SL.CC.2

What I Can Give
Art: K-3.VA.Cr2.A, PK.CA.1, PK.CA.2

Page 4: Celebrating Family Lesson Plan

Word Web Brainstorm
ELA: SL.CC.1, FL.VA.7

Family Portraits
Art: K-3.VA.Cr2.A, 1.VA.R1.A, PK.CA.2, PK.CA.3
Social Studies: PK-K.01, PK-K.02, 1.03
ELA: SL.CC.1, PK-K.SL.PKI.6
School Counseling: SA3, SE3
SEL Indicators: K-2.3C.1, K-2.4B.1, K-3.3C.2, 3.3C.3

How Do Families Celebrate?
Social Studies: PK-K.01, PK-K.02, 1.03
ELA: SL.CC.1, PK-K.SL.PKI.6
School Counseling: SA3, SE3
SEL Indicators: K-2.3C.1, K-2.4B.1, K-3.3C.2; 3.3C.3

Classroom Celebration Calendar
Art: K-3.VA.Cr1.A, K-2.VA.Cr1.B, 2.VA.Cr3.A, PK.CA.2
Social Studies: PK-K.01, PK-K.02, 1.03
ELA: SL.CC.1, PK-K.SL.PKI.6
School Counseling: SA3, SE3
SEL Indicators: K-2.3C.1, K-2.4B.1, K-3.3C.2, 3.3C.3

Pages 5-6: STEAM Time - Whether the Weather

How Cold is Cold?
Science: 1.ETS1.1, 1-2.ETS2.1

Insulation Stations
Science: 1.ETS1.1, 1-2.ETS2.1

Classroom Thunderstorm
Science: 1.ETS1.1, 1-2.ETS2.1

Crystal Blue Creations
Science: PK-K.PS1.01, PK-K.ETS2.01

Sparkling Winter Art
Art: VA.Cr2.A

Pages 7-8: Musical Theatre Magic

Who Doesn't Love a Good Musical?
ELA: SL.CC.1, PK-K.SL.PKI.6
Music: PK.CA.4, 1-3.GM.R1.B, K-3.GM.R2.A, K-3.GM.R3.A

Team Choreographers
Dance: PK.CA.7, K-1.D.P1.A, K-3.D.P2.C, K-2.Cr3.A
Theatre: 3.T.P2.A

Emotion Exploration
Theatre: K-3.T.P2.A, K-1.T.P3.A, PK.CA.8
ELA: SL.CC.1, PK-K.SL.PKI.6
SEL Indicators: K-2.1A.1, K-2.1A.2, K-2.1A.3, PK.SPC.SA.2

Round & Round & Round
Theatre: 3.T.P2.A
Music: K-3.GM.Cn2.A, K-1.GM.P1.A, PK.CA.4

Page 9: Theatre Review

Worksheet
Theatre: K-1.TR2.A
ELA: 2.RL.KID.2, 1.RL.KID.3, K.W.TTP.1, 1-2.W.PDW.4, K-2.W.RBPK.8, K-2.W.RW.10
Art: K.VA.Cr1.A, 1-2.VA.Cr1.B

Info for Teachers



Free Educator Preview for *Auntie Claus*

Thursday, November 14, 2019

Reception/Workshop: 5 pm Performance: 6:30 pm

Enjoy wine and cheese as you are introduced to activities you can use in your classroom. To reserve your spot visit NashvilleCT.org and click "Book a Field Trip." Then select "RSVP for Educator Previews" among the yellow boxes.

This event qualifies as PD, and free child care is provided.

On the day of your field trip:

- If you are attending a 10 am show please arrive at 9:30 am.
- If you are attending an 11:45 am show please arrive at 11:15 am.
- An NCT employee will come to your bus before your students disembark.
- Please check in at the box office while your students are led to their seats.
- **If you are going to be late please call: 615-254-9103.**

Pre- or Post-show Workshops

NCT offers Workshops for all of our shows. Ask Catherine about workshops when you book your field trip or email her at: cbirdsong@nashvillect.org.

NCT is proud to acknowledge the government agencies, foundations, and business partners that provide leadership support: Metro Arts, Tennessee Arts Commission, The Memorial Foundation, The Shubert Foundation



About Nashville Children's Theatre

Believing the culturally curious child is the future, Nashville Children's Theatre nurtures the next generation of global citizens by providing transformational theatrical experiences which reflect our evolving community, instill profound empathy, and foster personal discovery.

This guide was written, compiled, and edited by Alicia Fuss, Ruby Gibson, Shelby Jacobsen, Jacqueline Komos, and Colin Peterson.