

teacher resource guide

**schooltime  
performance  
series**



***cenicienta  
a bilingual  
cinderella story***

**arts  
education  
njpac**



## njpac on the mic podcast

with Madison Palomo



**How to listen to this episode of NJPAC On the Mic**  
Scan the QR code or visit: [njpac.org/arts-education/teacher-resources](https://njpac.org/arts-education/teacher-resources) to access the podcast and the following show notes:

**Part 1: About** | *Pre-show audio, 6 minutes*

**Includes:** An introduction to the performance, artists & venue, welcome message

**Written and hosted by** Dania Ramos

**Additional writing by** the team behind *Cenicienta: A Bilingual Cinderella Story*

**Sound editing, sound design, voiceover, theme and outro music by** Michael Aquino

**Additional music from** Epidemic Sound

**Welcome message voiced by** Madison Palomo

**Series producers:** Michael Aquino and Dania Ramos

**Part 2: Connect** | *Post-show audio, 9 minutes*

**Includes:** Reflection questions, a look at four types of puppetry, a brief selection of vocabulary words

**Written and hosted by** Dania Ramos

**Sound editing, design, theme and outro music by** Michael Aquino

**Additional music from** Epidemic Sound

**Opening question voiced by** Madison Palomo

**Series producers:** Michael Aquino and Dania Ramos

**Part 3: Spotlight** | *Post-show audio, 15 minutes*

**Includes:** An exclusive interview with the actress from *Cenicienta: A Bilingual Cinderella Story*

**Written and hosted by** Dania Ramos

**Sound editing, design, theme and outro music by** Michael Aquino

**Additional music from** Epidemic Sound

**Interview guests:** Madison Palomo

**Series producers:** Michael Aquino and Dania Ramos

### About NJPAC On the Mic

NJPAC On the Mic is an audio resource that takes SchoolTime performances to the next level. This podcast series features three exclusive, curriculum-aligned episodes for all of NJPAC's 2022-2023 SchoolTime performances. On the Mic offers students the opportunity to engage their listening skills, deepen their understanding of the performance and learn about the process of bringing a live or recorded production to life. This immersive audio experience features a theme song by students in the NJPAC arts education program.

# inspired ideas in the classroom

## Teacher Focus

## Student Activity

## NJ Student Learning Standards

P

**Prepare for the performance**

**If you have 10 minutes:** Ask the students what they know about the story of Cinderella. For younger students, make an anchor chart with the main themes, ideas/events and characters. With older students, make a beginning, middle and end chart and have them think through the sequence of the story. Encourage older students to brainstorm how many different versions of the Cinderella story they know.  
**If you have 30 minutes:** Explain to the class that there are Cinderella stories from all over the world and in many languages. Play them *Adelita*, a Mexican Cinderella story as an example.

How well do you know the story of Cinderella? Did you know that Cinderella stories are found all over the world? What characters or events do you think are most likely to be in versions from other countries and cultures?

English Language Arts  
NJLSA.R7.  
NJLSA.SL1.  
Visual & Performing Arts  
Anchor Standard 7

E

**Experience the performance**

Share audience expectations and appropriate behaviors for the theater with your students. Remind students they will be seeing a bilingual, live production with one actor on stage. Introduce object puppetry — using everyday objects as characters to tell a story, and encourage students to notice what objects are used like characters in the story. Have students look and listen for what elements of the play are similar and different to Cinderella stories they know.

What makes this Cinderella story the same and different from other ones you know? Listen for the Spanish words in the play. If you know Spanish, think about why those words might have been chosen to be said in Spanish. If you don't know Spanish, are you able to figure out what some of the words mean? How?

English Language Arts  
NJLSA.R7.  
Visual & Performing Arts  
Anchor Standard 7  
Anchor Standard 8  
WorldLanguages  
7.1.NL.IPRET.1

R

**Reflect, respond and read**

**Reflect:** Create a Venn diagram as a class to show the similarities and differences students noticed between this production and other Cinderella stories. Older students may do this individually or in pairs.  
**Read:** Read the lines from Belinda's poems on Activity Sheet 1 as a class. Brainstorm ideas of other things we compare that may not seem to have a lot in common. Have students finish the activity sheet.  
**Respond:** Have students read their poetic text and/or share their pictures. Have a short discussion about what they saw and heard.

Make a diagram showing the similarities and differences between *Cenicienta* and the other Cinderella stories you know. Then, become a poet like Belinda. Use **Activity Sheet 1** to write about someone special in your life.

Career Readiness, Life Literacies, and Key Skills  
9.4.2.CI.1  
English Language Arts  
NJLSA.R7.  
NJLSA.SL1.  
NJLSA.SL2.  
NJLSA.W3.  
Visual & Performing Arts  
Anchor Standard 1

F

**Focus**

Ask students to walk around the room as if they are in an imagined setting. The goal is for students to be doing the same action in every setting so that you can talk about how those actions were different in different environments. For example, walking in an amusement park might look different than walking in outer space. Or walking in the desert might look different than walking in a world of candy. Ask students to walk around each chosen setting for at least 30 seconds. After walking through a few settings, ask them to reflect on how the environment changed the way they moved.  
  
Clear enough space so that students can move freely. Safety rules might include establishing “go” and “freeze” cues, playing silently and not touching or bumping anyone or anything in the space.

What was it like to pretend to walk in outer space? How was it different from how you walked when you were in the desert? Why do you think you walked differently in these places? If you could have done another action in one of the settings, what would you have liked to do?

Career Readiness, Life Literacies, and Key Skills  
9.4.2.CI.1  
9.4.2.CI.2  
Visual & Performing Arts  
Anchor Standard 1  
Anchor Standard 6

O

**Originate**

As a class or in small groups your students are going to write their own Cinderella scene or story to perform. Use **Activity Sheet 2** as a guide.

You get to pick a setting and write your own Cinderella scene or story. What parts of the Cinderella stories should be included? What parts would you like to totally reimagine?

Career Readiness, Life Literacies, and Key Skills  
9.4.2.CI.2  
English Language Arts  
NJLSA.W3.  
NJLSA.W4  
NJLSA.W5  
NJLSA.W6  
Visual & Performing Arts  
Anchor Standard 1  
Anchor Standard 2  
Anchor Standard 3

R

**Rehearse**

You can choose to act out a few scenes or stories as a whole class, or have the student groups each rehearse their own stories. Make sure the actors have all reviewed their story/script. In most cases, it might be best for a narrator to read the story and have other students assigned characters to act out as the narrator reads the action. If working as a whole class, have all the students do the movements that the characters might be showing throughout the story.

Make sure all participants can be seen and heard by the audience when you act out your Cinderella story. Make sure to choose feelings for your character that you can show with your face (and voice) and gestures/movements that will help the audience understand what your character is doing throughout the story.

English Language Arts  
NJLSA.SL2.  
SEL: Self Awareness Sub-competency  
01, 04  
Visual & Performing Arts  
Anchor Standard 2  
Anchor Standard 3  
Anchor Standard 4  
Anchor Standard 5  
WorldLanguages  
7.1.NL.IPRET.2  
7.1.NL.IPRET.3

M

**Make magic**

If students have been working in small groups, create an order for them to share their performance with the rest of the class. If you have been working as a whole class, choose a few volunteers at a time to perform the story for the rest of the class. You can retell the story a few times or have students work in a character team to give more students the chance to perform. Remind the actors to stay in character and try to make sure they can be seen and heard by the audience. Remind the audience about appropriate behavior while others are sharing.

Be an audience superstar — quietly watch your classmates perform their Cinderella stories. Applaud everyone for trying their best!

Career Readiness, Life Literacies, and Key Skills  
9.4.2.CI.1  
9.4.2.CI.2  
SEL: Self Awareness Sub-competency  
01, 04, 08, 10  
Visual & Performing Arts  
Anchor Standard 6  
Anchor Standard 10

# curriculum standards

## NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 4: Selecting, analyzing, and interpreting work.
- 5: Developing and refining techniques and models or steps needed to create products.
- 6: Conveying meaning through art.
- 7: Perceiving and analyzing products.
- 8: Interpreting intent and meaning.
- 10: Synthesizing and relating knowledge and personal experiences to create products.

## FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS  
[corestandards.org/ELA-Literacy](http://corestandards.org/ELA-Literacy)

NATIONAL SOCIAL STUDIES STANDARDS  
[socialstudies.org/standards](http://socialstudies.org/standards)

NATIONAL CORE ARTS ANCHOR STANDARDS  
[nationalartsstandards.org](http://nationalartsstandards.org)

# common core state standards

## Career Readiness, Life Literacies, and Key Skills

### 9.4.2.CI.1

Demonstrate openness to new ideas and perspectives.

### 9.4.2.CI.2

Demonstrate originality and inventiveness in work.

## English Language Arts

### NJLSA.R7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### NJLSA.SL1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### NJLSA.SL2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### NJLSA.W3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### NJLSA.W4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### NJLSA.W5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### NJLSA.W6.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## SEL: Self Awareness Sub-competency

01: Recognize one's feelings and thoughts.

04: Recognize the importance of self-confidence in handling daily tasks and challenges.

08: Recognize and identify the thoughts, feelings and perspectives of others.

10: Demonstrate an understanding of the need for mutual respect when viewpoints differ.

## World Languages

### 7.1.NL.IPRET.1

Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

### 7.1.NL.IPRET.2

Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

### 7.1.NL.IPRET.3

Recognize a few common gestures associated with the target culture(s).



# vocabulary

## Bilingual

Using two languages.

## Cenicienta

Cinderella in Spanish; ashen.

## Gestures

A movement of a part of the body that conveys meaning.

## Hero

The main character in a fairytale who usually has to overcome a problem to achieve their goals.

## Object Puppetry

Using everyday objects as characters to tell a story.

## Setting

The time and place where a story happens

## Simile

A figure of speech comparing two different things using the words "like" or "as."

**Example:** *My mother is like a blanket.*

## Villain

A character in a fairytale who usually opposes the main character by doing something evil or bad.

# resources

## Websites

NJPAC resources

[njpac.org/arts-education/teacher-resources](http://njpac.org/arts-education/teacher-resources)

NJPAC's Arts Education programs

[njpac.org/arts-education](http://njpac.org/arts-education)

About NJPAC

[njpac.org/about](http://njpac.org/about)

Cenicienta: A Bilingual Cinderella Story

[glasshalfthetheatre.com](http://glasshalfthetheatre.com)

Object puppetry

[wepa.unima.org/en/object-theatre](http://wepa.unima.org/en/object-theatre)

Hand puppetry

[wepa.unima.org/en/hand-puppet](http://wepa.unima.org/en/hand-puppet)

String puppetry

[wepa.unima.org/en/string-puppet](http://wepa.unima.org/en/string-puppet)

Shadow puppetry

[wepa.unima.org/en/shadow-theatre](http://wepa.unima.org/en/shadow-theatre)

Madison Palomo

[madipalomo.wixsite.com/madisonpalomo](http://madipalomo.wixsite.com/madisonpalomo)

newswise | Harry Potter Is Male Cinderella

[newswise.com/articles/harry-potter-is-male-cinderella](http://newswise.com/articles/harry-potter-is-male-cinderella)

Poetry for Children | *Untitled* by Gary Soto

[poetryforchildren.blogspot.com/2007/04/happy-birthday-gary-soto.html](http://poetryforchildren.blogspot.com/2007/04/happy-birthday-gary-soto.html)

Poetry Foundation | Gary Soto

[poetryfoundation.org/poets/gary-soto#tab-poems](http://poetryfoundation.org/poets/gary-soto#tab-poems)

## Videos

*The Rough-Face Girl* by Rafe Martin and David Shannon

[youtube.com/watch?v=xvRfy\\_EoYgA](http://youtube.com/watch?v=xvRfy_EoYgA)

*Mufaro's Beautiful Daughters* by John Steptoe

[youtube.com/watch?v=EwxcGPcag00](http://youtube.com/watch?v=EwxcGPcag00)

*Yeh-Shen* by Gina Sabella

[youtube.com/watch?v=WTsCk5fJYpo](http://youtube.com/watch?v=WTsCk5fJYpo)

*Looking for Literary America: Episode 11* — Gary Soto

[youtube.com/watch?v=fC1Ag6E2PAg](http://youtube.com/watch?v=fC1Ag6E2PAg)

Hispanic Heritage Month Spotlight: Gary Soto

[youtube.com/watch?v=ktXjYP2rkxU](http://youtube.com/watch?v=ktXjYP2rkxU)

*Chato's Kitchen* by Gary Soto

[youtube.com/watch?v=s72N2Qm-9u4](http://youtube.com/watch?v=s72N2Qm-9u4)

*Too Many Tamales* by Gary Soto

[youtube.com/watch?v=kHEsGmbTVU4](http://youtube.com/watch?v=kHEsGmbTVU4)

# njpac staff

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## NJPAC Arts Education performances team:

Treasure Borde, Randal Croudy, Natalie Dreyer, Rosa Hyde, Danielle Vauters. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

## the arts in your school

**In-School Residencies:** NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

**Professional Development:** Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

**For more information or to schedule an appointment, please email our education sales team at [artseducation@njpac.org](mailto:artseducation@njpac.org). Or visit [njpac.org/education](http://njpac.org/education)**

## study the arts at njpac

**Saturday Programs:** NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, musical theater and symphonic band.

**Summer Programs:** Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.

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+ deceased