



KidSeries Season

2017-18



Educator Study Guide

Arnie the Doughnut (Fall 2017)

Montauciel Takes Flight (Spring 2018)

You Think It's Easy Being The Tooth Fairy? (Spring 2018)

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You Think It's Easy Being The Tooth Fairy?

Based on the Book by Sheri Bell-Rehwoldt

Illustrated by David Slonim

Adapted by Heather Currie and Derek Czaplewski

Music and Lyrics by Laura McKenzie

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Introduction to the Student Matinee Program

Lifeline Theatre's award-winning adaptations of children's literature inspire a love of reading that will activate your students' imaginations and stay with them throughout their lives. Every year, Lifeline Theatre's KidSeries Student Matinee Program serves over 3,000 students, 40 schools, 129 classrooms, and 222 teachers with school-day performances of our season productions.

We encourage you to use this study guide to enrich your students' experience of *You Think It's Easy Being The Tooth Fairy?* and enhance the educational value of the production. Please let us know what parts are helpful to you and where you would like additional materials. There is a teacher feedback form and student survey to copy for your class, and we hope you will take the time to let us know what you thought of both the show and the study guide. We do this work for you

Preparing for Your Field Trip

Before the Play: Discuss Appropriate Behavior

Have a discussion with your students about proper theatre etiquette. For example, it's okay to clap and laugh, but it's not okay to talk to your neighbor. Have students compare and contrast the difference between watching a movie and watching a play. Ask if students have been to a play before. If so, what play? What was the experience like? Talk about the concentration that performing in a play requires, and ask the students what they find distracting when they are trying to accomplish a task in front of people. How can they help the actors succeed and do a good job? Let students know that in plays, actors sometimes play several different characters, and change roles by simply swapping out costume pieces and altering their voices and bodies.

After the Play: Reflect on the Experience

Ask students if they enjoyed the play. Based on this experience, would they like to see other plays? If they've seen plays before, how did this play compare? What happened that they weren't expecting? How was seeing a play a different experience than seeing a movie?

Have the students write a review of the play. Encourage students to be specific about why they enjoyed a certain part of the play. If they liked a scene because it was funny, have them explain why it was funny, what the characters did or said that was funny, etc. Have the students draw a picture or make a collage of their favorite scene or character. Have them show their picture to the class and explain why that scene or character was their favorite. We invite you to send the reviews and pictures to Lifeline – we enjoy reading them and learn from student feedback.

Traditional Plays vs. Literary Adaptations

Lifeline Theatre's KidSeries productions are often musical adaptations of picture books and short stories for children. Sometimes the playwright is very faithful to the source material, and sometimes the original book is simply inspiration. We encourage you to discuss the elements of each version and compare/contrast the two both before and after you see the play.

Before the Play: Get to Know the Original Story

Read the story to your students, or have them read the book themselves, before the production. After reading the book, discuss it with your students, using these questions as launch pads:

- Who are the characters in the story?
- What happens in the beginning of the story? The middle? The end?
- Is there a character in the story you don't like?
- What makes you dislike this character?
- How do you think he/she might be portrayed in the stage version?
- What do you think you will see on stage as the actors tell this story?
- How might the play be different from the story? How might it be the same?

Beginning, Middle and End

To encourage sequential thinking, have students act out the beginning, middle and end of the story. Split the students into three groups (or more, depending on the number of students in your class) and have one group enact the beginning, another group enact the middle, and the final group the end. Have the students watching the performances help the group to remember any parts they may have left out. Give the groups the chance to redo their performances, including any elements suggested by their classmates.

After the Play: Compare/Contrast the Story to the Play

- How were the book and the play different?
- How were the book and the play the same?
- What elements of the play surprised you?
- Which did you enjoy more, reading the book or watching the play?
- What was your favorite part of the play?
- Was that your favorite part of the book too?
- Were there any characters in the book that were not in the play, or vice versa?
- Why do you think the playwright added or subtracted certain parts?

Jobs in the Theatre: Behind the Scenes

Before the Play: Prepare Your Students to Observe All Aspects of the Production

When we create a play at Lifeline, we have a community of artists working together to make a complete production. Ask students to be particularly observant during the performance for the parts of the show that are done by the various people listed below:

Playwright/Adaptor/Author – writes the play

Composer – writes the music for the show

Lyricist – writes the words (or “lyrics”) for the songs in the play

Director – directs the play - makes decisions about costumes, lights, sets, and what the actors do onstage

Choreographer – creates and teaches the actors the dances in the show

Lighting Designer – designs and hangs the lights for the show; designs lighting effects

Set Designer – designs and builds the scenery and props for the show

Sound Designer – designs and records the sound effects for the show

Costume Designer – designs and finds or makes the costumes for the show

Stage Manager – helps the director during rehearsals; sets props and scenery before each performance; runs the sound and lights during the performance

Actors – perform the play

After the Play: Discuss the Students’ Observations

Ask the students what they noticed about the “behind-the-scenes” jobs:

- How did the costume designer make the actors look like the characters they were playing?
- What about their costumes helped you to know what kind of people or animals they were?
- Did you have a favorite costume in the show? Which one? Why was it your favorite?
- If there were animal costumes, how did the costume designer create them so that they would look more like animals than people?
- What are some of the locations the play took place in?
- How did the set designer make the settings look realistic?
- What sound effects did you hear in the play? How did those sound effects help you to know what was happening in the play?
- Why do you think the composer chose the styles of music he did? What sorts of music would not make sense with the story?

You Think It's Easy Being The Tooth Fairy?

Synopsis

Dew Drop the fairy has been obsessed with the Tooth Fairy for as long as she remembers. On one particular morning, there is an announcement pertaining to the job of her dreams. Due to the great increase in population, the Tooth Fairy is looking for help. Dew Drop is determined to get the job of the new Tooth Fairy. She wants to be loved by all, gifted with grace, elegance, and style, in a gorgeous dress. Dew Drop, or DD, flies right over to Tooth Fairy command central to deliver her application in person.

When she arrives at command central, DD is thoroughly interviewed and tested by the Tooth Fairy's lightning bug assistants, Flash, Fresnel, and Twinkle, to see if she has what it takes to be the next Tooth-Fairy-in-training. DD's initial wonder, determination, and excitement at the prospect of meeting her idol is not deterred, and so Twinkle and the other two bugs decide to give her a chance. DD then begins to understand what it actually takes to help perform the duties of the Tooth Fairy, as the lightning bugs begin listing off the jobs they do and the dangers TTF faces on a daily basis. DD realizes that being the Tooth Fairy requires a lot more strength, vigor, and stamina than she originally thought. Regardless, with the help of Flash, Twinkle, and Fresnel, DD meets and begins enthusiastically training with TTF as the new "rookie."

DD wonders why she isn't being given a sparkly fairy dress to wear, but begins her training by observing how TTF actually accomplishes her goals of retrieving teeth and giving quarters to children every night. The next morning, DD faces her first day of training with extreme positivity, but TTF and the bugs begin the day with a workout regimen of lifting heavy weights and running laps. All of this leaves DD exhausted. She begins to grow impatient and misses the importance of the remaining steps and visualization that TTF stresses. She begins to feel a little discouraged that being the Tooth Fairy isn't as easy as looking pretty and being loved, and wonders if the job isn't as fun as she dreamed.

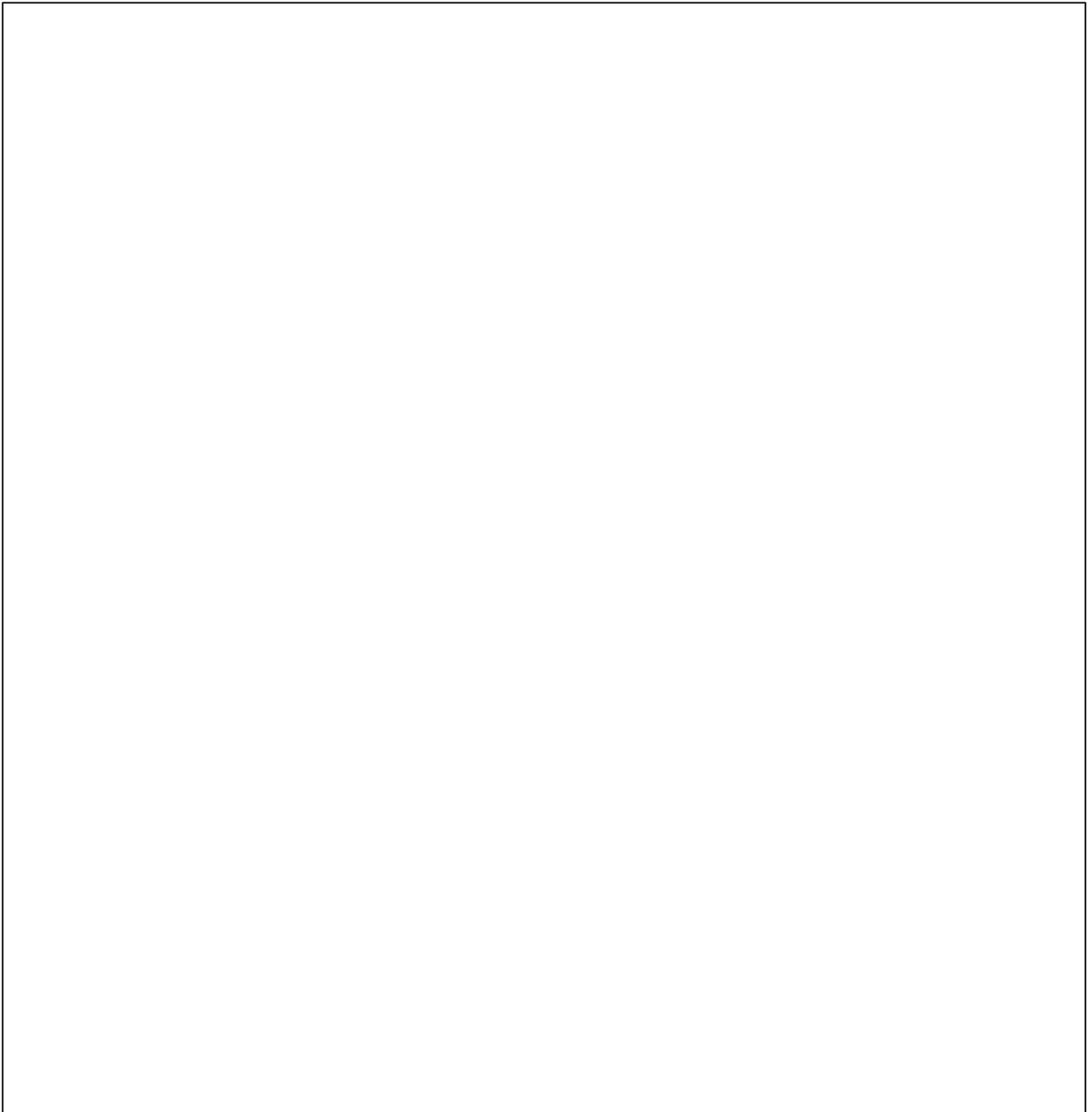
Nevertheless, after some tough love from TTF and encouragement of her new lightning bug friends she perseveres. She learns about all of the technology that goes into finding teeth: the Tooth-o-finder, Phil the Molar, Spy-o-binoculars, and the T.O.O.T.H. hover board, which is how TTF flies all over the world. She learns to fly on the T.O.O.T.H. and also learns how to dodge the threat of pets.

DD begins to realize, after working in the Tooth Extraction Simulator, that the job of TTF is indeed a hard one. She is also disappointed to learn that she cannot get hugs from kids – that's not allowed, since no one should see the Tooth Fairy. One night, after months of training, she sneaks into TTF's closet, still obsessed with finding the infamous dress she assumes TTF must have. TTF finds her there and explains that a beautiful fancy dress is not practical for her work, and it's the work that is important. When DD is tested on everything she has learned so far, she is shocked to find she can finally move a bag of quarters with ease. TTF congratulates DD, and DD realizes that it's not what TTF looks like that is important, it's who TTF *is* and what she does that makes her the Tooth Fairy.

As DD has this joyful realization, TTF slips and falls, injuring herself. TTF appoints DD to go on her first mission in her place. DD, with newfound confidence and calmness, faces every challenge of being a Tooth Fairy with grace. However, one of the last children she visits, Omari, refuses to fall asleep, leaving DD fearful and confused. She has not received training for this challenge. With the help of TTF and her lightning bug friends, DD sings Omari to sleep, and she is able to retrieve his tooth. Her successful mission lands her a job as the new Tooth Fairy, and the lightning bugs even present her with a surprise: a sparkly tracksuit to wear while she works.

Design The Latest Technology in Teeth!!

Throughout the play, TTF and the lightning bugs teach DD how to use the latest technology in finding and retrieving teeth. Now, TTF and the fireflies are looking to expand their horizons! Design a new tool or redesign an old tool from the show for DD and her pals to use during missions! Is it big? Is it small? What does it do? Help DD transport teeth? Help fireflies blink brighter? Draw it below!



DD Needs a New Dress!

In the show, DD searches tirelessly for THE dress of The Tooth Fairy. In the end, she receives a sparkly tracksuit for her missions. Now, DD is getting ready for her first public appearance in the fairy world, and wants to bedazzle everyone around her.

Below, design a dress, suit, or any other fancy outfit you think DD should wear to first public appearance. Is it sparkly? Sleek and simple? Camouflaged so she can't be seen in the night? Draw Below!



Apply For Your Dream Job!

What job would you like to do, now or in the future? Think about the strengths you could bring to the position, and fill out the application below. If you want to project yourself into the future when answering the questions, go ahead! Or maybe you feel you're plenty qualified now. This can be realistic, or as wacky and weird as you want. Be creative and have fun!

Job, Position, or Title you are seeking: _____

What makes you qualified to do this job? What personal strengths do you bring to the work?

Share any personal accomplishments you think we should know about:

What is something you will need to work on or improve if you land this job?

What is the pay rate you expect to receive? _____

Check all that apply:

I am usually on time.

I am enthusiastic!

I work well on a team.

I like to learn new things.

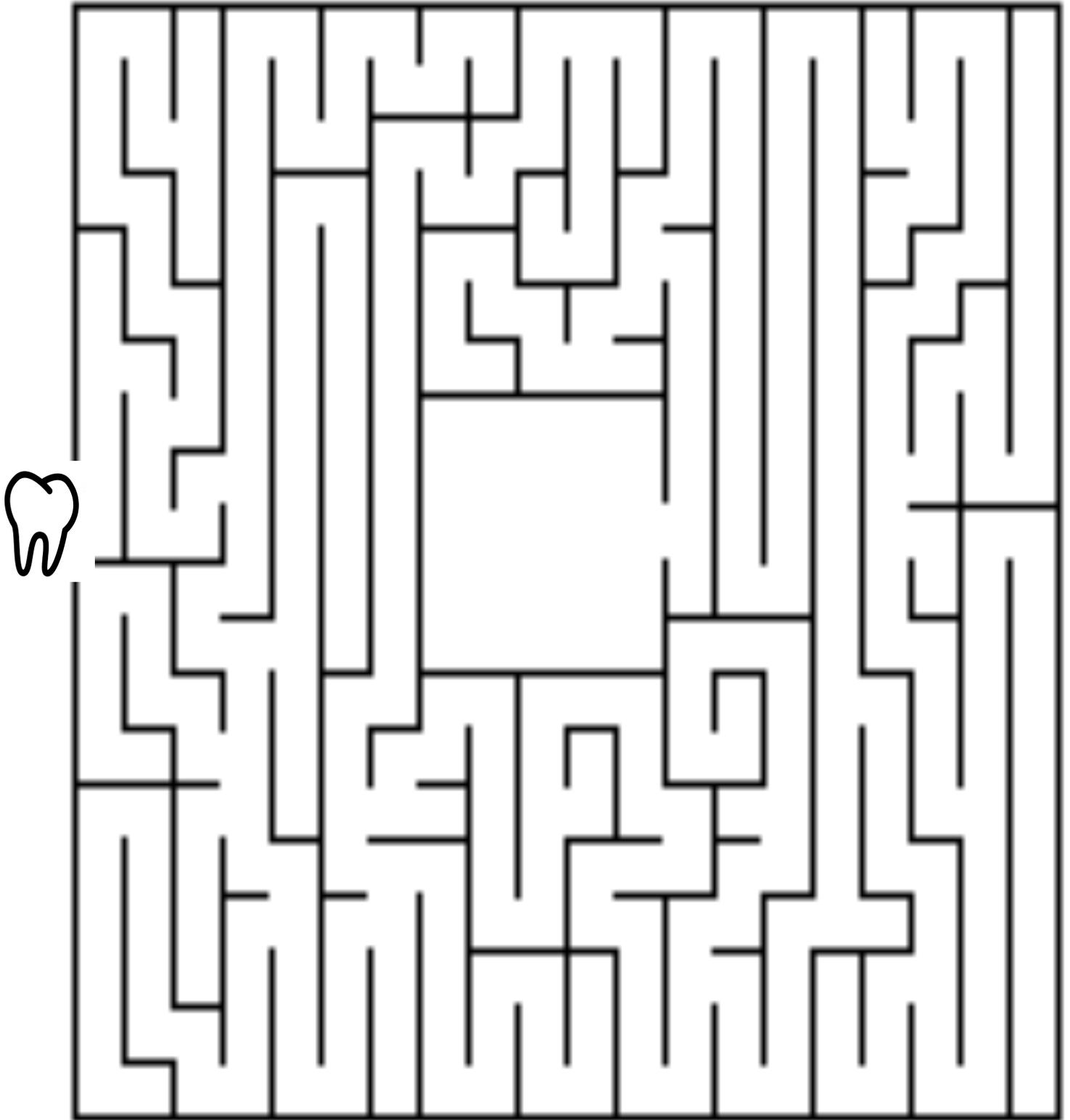
I stay determined when challenges arise.

I'm willing to wear the required uniform and adhere to the dress code.

Signature _____ Date _____

Help DD Find The Tooth!

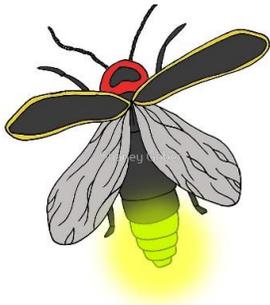
DD is on a particularly tricky mission. Below, draw DD and the lightning bugs in the center box, and then lead them to the tooth at the end of the maze.



VISUAL VOCABULARY

You Think It's Easy
 Being the Tooth Fairy?

Lightning Bug



Teeth



A Quarter



Fairy



Dentist



Yoga



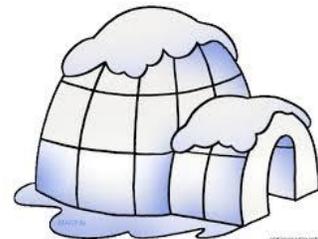
Houseboat



Mobile Home



Igloo



FURTHER CLASSROOM ADVENTURES

Drama Games relating to *You Think It's Easy Being The Tooth Fairy?*

Once back in the classroom, we encourage you to maximize your students' experience at Lifeline by using drama to teach drama! In our residency program, we use theatre games to not only teach the basics of performance, but also to explore themes in the student matinees. Below are some games you can play with your class that touch upon some of the concepts conveyed in our production.

Obstacle Course *(to explore overcoming challenges)*

Ages: 1st Grade and Up

How To Play: Make a list of the various obstacles that the Tooth Fairy can encounter when on a tooth retrieval mission, things like: drooling dogs, hissing cats, children who won't fall asleep, hidden teeth, huge piles of blankets, heavy pillows. Get groups of volunteers to represent each obstacle and find a gesture to represent each. Assign others to be difficult pieces of furniture and encourage them to work together to make it harder for the DD, TTF, and lightning bugs to get through the course. Once the children creating the course have finished making the obstacles, remind them to be very still. Let students take turns navigating the course. If the children are not inanimate objects, get the students going through the course to stop and find a way to get around them using the visualization song, or some "fairy dust," or some other rule that the children can make up that gets them past the pets safely.

Fairy Bootcamp *(to explore focus of the group)*

Ages: K and Up

How to Play: Structured phrases get students to move about the room while also working together. For example, if your command is "Children Are Awake," students must run to the left side of the room and put their arms straight up in the air. If you as leader say, "Fly Like a Fairy!" students must stand in place and wave their arms as if they are flying. Other commands: "Need Light!" - Students walk around with their rear ends leading them. "Rookies Attention!" - Students come center and stand military style at attention. (They do not move until "At Ease" is called). "Cat Attack" - Children drop to the floor and crawl to the left meowing. "Use the T.O.O.T.H" - Students walk in slow motion to the center of the room and pretend to surf.

All the Children Were Sleeping *(to explore pantomime and the actions in the play)*

Ages: K and Up

How to Play: Explain to students that "pantomime" is acting something out with the body, without using actual objects or voice. In this exercise, students will follow your prompts and pantomime activities that you suggest. Start by saying "All the children were sleeping..." and let students lie on the floor, pantomiming sleeping. Then say, "and when they woke up, they were..." and name an activity such as "they were building sand castles at the beach." Let students pantomime this, coach that there is no wrong way to do it, point out the variety that you see, and then: "and all the children were sleeping (they lie down) ...and when they woke up, they were _____." Prompts related to the production could be: riding the Tooth Fairy's hover board / washing off a bloody tooth / sneaking past a vicious house cat / exercising with heavy quarters / children pulling out a loose tooth / a dog chasing a lightning bug.

Get the Teeth! *(to explore being sneaky and working together)*

Ages: 2nd Grade and Up

How to Play: Find an object to represent a tooth – a beanbag, small pillow, or block of wood - and place it on a chair in an open space, or on the floor. You, as leader will stand facing away, next to the tooth, at the front of the classroom. Explain that the class's job is to work together to obtain the tooth and smuggle it to the back of the classroom without you catching them. Students can only move toward the tooth when you are not looking. If you turn around and catch anyone moving, that person must go back to their desk or to the starting line and start over, ala Red Light/Green Light. However, students must work *together* to hide the tooth once they have it. You can ask one person to show you their hands each time you turn around. If you see the tooth, it goes back on the chair and all begin again. Students may shield each other from your view, pass the tooth from person to person, be distractors, anything to get the tooth *as a group* to the back of the room without you seeing it.

Student Review:

You Think It's Easy Being The Tooth Fairy?

By: _____

I give this play a (circle the number of stars): ★ ★ ★ ★ ★

My favorite part of the play was _____

because _____

_____.

My favorite character was _____

because _____

_____.

If I had to choose what I liked best, I would choose (circle one)

the story the characters the music the costumes the scenery

because _____

_____.

KidSeries Teacher Comment Form

We'd love to hear from you! Please fill out this comment form, and get it back to us one of two ways: Either mail it to Julie Ganey, Education Director, Lifeline Theatre, 6912 North Glenwood Avenue, Chicago, Illinois 60626, or email it back to us at julie@lifelinetheatre.com. If your students have completed review sheets, we'd love to see those too!

School: _____ Grade Level: _____ Number of Students: _____

Show your class saw: _____

Have you attended a Lifeline KidSeries show before? ___ Yes ___ No

If yes, which one(s) have you seen?

Did you read your class the book before coming to see the show? ___ Yes ___ No

What was the strongest part of the show for you, or what did you like best?

What was the weakest part of the show for you, or what did you like least?

Would you bring your students to another performance at Lifeline? ___ Yes ___ No

Which activities in the study guide were most beneficial to your students?

Please tell us about any other books you would like to see Lifeline adapt:

(Optional) Name _____ Email _____