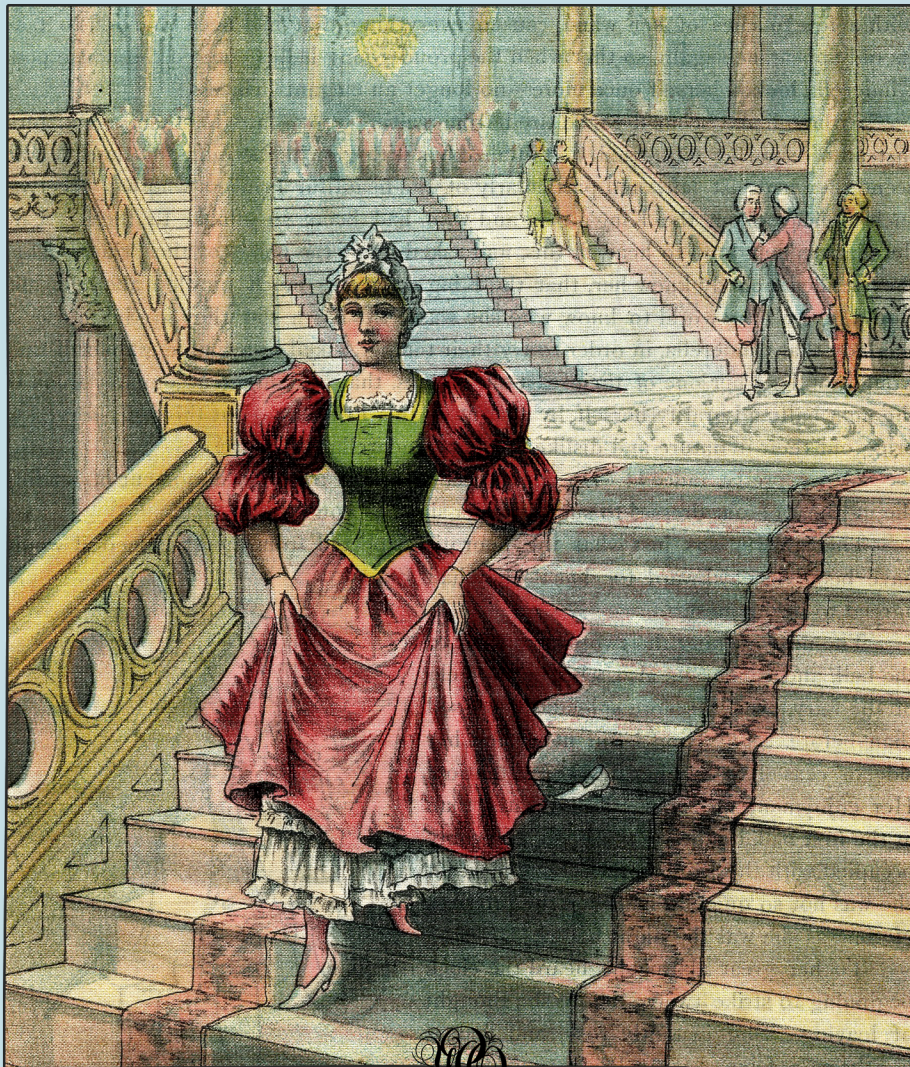


# Young Patronesses of the Opera

In-School Opera Presents

## CINDERELLA STUDY GUIDE



A children's opera in one act by Semour Barab

# Cinderella

A children's Opera by Seymour Barab  
Presented by the Young Patronesses of the Opera

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## STUDY GUIDE

You're in for a treat when you see the wonderful children's opera of *Cinderella*. It is a 30-minute production with sets, costumes, humor and music. This study guide can be used to help the students prepare for the show beforehand as well as review the show afterwards. There are exercises that can be used if you have just a few minutes or a full class period. It should coincide with the *Cinderella booklet*.

### BEFORE THE SHOW

Depending on the amount of time you have with your students, below is a list of helpful class discussions and activities to do with your students to prepare them for the show.

#### Class Discussion (suggested answers are included)

(some of this on pg. 8 in book)

**1. What is an Opera? How is it different than a play?**

A. A play that is set to music, and the actors sing their words.

MU.K.C.1.4 -Distinguish between singing, speaking and whispering voices
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**2. How is an opera (or any live theater such as a play or musical concert) different than TV or a Movie?**

- A. - The singers/actors do not stop to fix mistakes or re-shoot a scene.  
- The singers/actors can hear the audience and can react to them.

**3. What is a fairytale? Some elements are below. List what you saw in this opera that shows these elements. Can you think of more?**

A. A fairy tale is a fictional story that often comes from old tales with folkloric characters (such as witches, nymphs, fairies, magical doves, etc.), and give a moral lesson.

a. Who was a fantasy character?

A. The Dove

b. What special words did you read in the storyline that are used in many fairytales?

A. "Once upon a Time"; "The End"; "In a land far away" ...

c. Who are the good characters and who are the mean characters?

A. Good – Cinderella, father, prince, artist; Mean – Stepmother and sisters

**4. Fairy tales often have a moral, or a lesson that they are trying to teach. Does *Cinderella* have a moral? If so, what is it? Can you think of other fairy tales and the morals they share? (See page 9 in the booklet that showcases the moral.)**

A. Overall moral is to be kind and forgive but this version also talks about how we are all

*special – it doesn't matter if your rich or poor; strong or meek- everyone is important!*

**5. What is an audience and what is their job?**

*A. The audience is the people who are watching the performance; they should listen to the singers and not talk or distract them.*

**ACTIVITY:** Review the “Opera Etiquette” poem (pg. 9) to help the students understand that they must behave politely. Have them pick out the important things of what to do and not to do during the performance.

A. No talking to their neighbors; no eating or drinking; no cell phones (talking or texting); no photography; pay attention to the show and singers; laugh when it’s funny; at the end, clap to tell the performers, “thank you.”

Have the students practice being a good audience, (sit up straight, laugh when it’s funny, clap at the end, etc.). Then, have them act as a bad audience (talking, getting out of their chairs, etc.). Discuss the difference so they know the best way to act during the show.

TH.D.1.1.3 - The student understands appropriate audience responses to dramatic presentations.

**6. Review the story synopsis & characters with the students.**

**ACTIVITY:**

- a) Distribute the *Opera Funtim booklet* to each student. Read the storyline and explain that the story of “Cinderella” started as a European folk-tale. (See bottom of Character page – pg 2).
- b) Ask the class if they have ever heard of the fairytale, *Cinderella*. Do they know other versions of the story of *Cinderella*, (ex: Disney’s movie)? Have them compare different versions of the story.
- c) **Use the of KWL chart.** Brainstorm several ideas about the opera. Ask the students to write down what they Know under the “K” column, then What they want to know under the “W” column.

**FICTION:**

LA.1.2.1.1-5 – The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

**LISTENING AND SPEAKING:**

LA.1.5.2.3 - Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;

LA.1.1.7.7 - Identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events)

LA.1.1.7.9 self monitor comprehension and reread when necessary.

**7. Review the Sequence of events:**

**ACTIVITY:** Cut and paste parts of the story then have them arrange it in the proper sequence of the correct story line. Or have them use flash cards and write the names of the characters and what they are doing at the beginning, the middle and the end of the story.

- A. Beginning of the story: Describe what each character is doing as he/she is introduced.
- B. Middle or climax of the story. What is happening during the climax of the story?
- C. End (resolution) of the story. How is each character involved at the end of the story?

**AFTER THE SHOW**

8. Use the KWL chart again to complete the chart about what they learned. Discuss the last song “There is no such thing as nobody special” and the lesson it teaches us all.

**KWL Chart**

What I Know	What I Want to Know	What I Learned
		Use this after they see the show to see what they’ve learned.

**CRITICAL THINKING AND REFLECTION:**  
 MU.K.C.2.1 - Identify similarities and/or differences in a performance.  
 LA.1.1.7.6 – Listening and Speaking: Arrange events in sequence

9. They can write to the singers.

**ACTIVITY:** Have the children write thank you notes to the performers. Tell the singers what they liked the most about the show.

**DRAFTING / INFORMATIVE:**  
 LA.1.3.2.2 - Drafting: organizing details into a logical sequence that has a beginning, middle, and end.  
 LA.1.4.2.4 - Informative: write basic communications, including friendly letters and thank-you notes.

Send Thank you notes to:

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