



**Study Guide  
For Pre- K-5th Grade**

**The Story Ship  
9945 Whitfield Ave.  
Savannah, GA 31406  
Phone (912) 353-8381  
Fax (912) 353-7912  
[www.thestoryship.com](http://www.thestoryship.com)  
[info@thestoryship.com](mailto:info@thestoryship.com)**

**For: Pr- K- 5th grades**

### **About The Program**

"The Circus King"

The Circus King, combines musical theater, comedy, puppets, magic, music and animation into an extraordinary live performance. Onstage is a large video screen showing the story animated as the actor tells the story. A baby lost at sea, survives a storm, and is found by a baboon. The monkey takes the boy away to a fantastic circus by the sea. The young boy is raised by a circus of misfits. It's a journey of self-discovery as the audience and cast of characters help the boy discover his destiny.

This performance has a wonderful language arts component that focuses on helping students develop reading comprehension, spelling and punctuation skills. Teachers can download a companion book to share with the students. Assessment questions are included in this study guide to see how much information students retain. Pre-performance discussion questions will also help to spark lively debates and help children learn educational objectives. The show also explores key character development traits such as tolerance, persistence, cooperation, pride, and compassion.

### **Artist Bio**

Formed in 1999 The Story Ship / Storymaker has thrilled audiences with educational workshops and performances of interactive animation, music, storytelling, theater, comedy and magic for nine years. This unique combination makes their performances and workshops truly original. The Story Ship artists perform regularly throughout the United States in theaters, schools, libraries, resorts, after school programs, and festival settings. They reach thousands and thousands of children and adults each year through hundreds of residencies, workshops and performances. In June, 2008, they are scheduled to perform for the 2,000<sup>th</sup> time.

### **Technical Requirements**

2 grounded outlets, 1 chair, one table 6'X2', performance space 25'X 25' with a clean floor.

## **Set Description**

The set includes a giant interactive video screen with animated characters and puppets that interact with the audience. The stage is also full of magic props and musical instruments that audience members will use to help Sean tell the story.

## **Program Objectives**

Through listening to the story and interacting with the animated characters and puppets, the students learn language arts skills. During the show, a number of students are asked to participate. Before they can they must answer questions correctly about spelling, phonics, grammar, and punctuation.

The students will also view character flaws and understand the following character values as positive personal traits: patience, cooperation, perseverance, courtesy, kindness, compassion, creativity and pride. The post-performance questionnaire focuses on reading comprehension, spelling, punctuation and character education standards. Pre and post-performance discussions and activities are strongly suggested for students to get the most out of the performance experience.

**Pre-performance Discussion Questions (Teachers please be sure to download the “The Circus King” book and read it with your students before asking the discussion questions in class.)**

## **Grammar & Reading Comprehension**

What is a noun?

What is a verb?

What is an adjective?

What is an adverb?

Did the boy find a job to do at the circus?

Did the boy help the other circus actors and if so how?

What was the main thing the boy had to overcome before he could play a part in the circus?

Did the circus members cooperate with the circus boy to help overcome their own problems?

Do you think the circus members were proud of their accomplishments at the end of our story as they performed for the audience?

Did the boy use self-control to overcome his fears of speaking and stuttering problems?

Was the boy brave?

Do you think he should be proud of his accomplishments?

Name some accomplishments that you are proud of.

### **Spelling**

Circus

Boy

Run

Practice

Juggle

Baby

Ship

Sun

Monkey

She

Sea

He

Clown

Feet

Up

Down

## **Vocabulary**

Noun – Part of speech that is a person, place or thing.

Verb – word showing action or state of being

Adjective – word that describes a noun.

Adverb – word that describes a verb.

Syllable - unit of organization for a sequence of speech sounds

Practice – process of perfecting and action by correction through repetition

Perseverance- steadfastness in doing something despite difficulty or delay in achieving success.

Diligence - careful and persistent work or effort.

Virtue - behavior showing high moral standards

Self Control – the power to restrain one’s own emotions

Compassion - sympathetic pity and concern for the sufferings or misfortunes of others

Kindness – the quality of being friendly, generous and considerate

Courtesy - the showing of politeness in one's attitude and behavior toward others

Generosity - the quality of being kind and generous

Patience - the capacity to accept or tolerate delay, trouble, or suffering without getting angry or upset

Honesty - the quality of being honest or tell the truth

Cooperation - the process of working together to achieve the same end

Pride - a feeling of deep pleasure or satisfaction derived from one's own achievements, the achievements of those with whom one is closely associated, or from qualities or possessions that are widely admired

Productivity - the state or quality of producing or making something

Creativity - relating to or involving the imagination or original ideas

**Curriculum Connections and pre or post performance activity suggestions.**

*Arts:* Have the students create their own circus story with one of the character development traits listed above. Create puppets and a puppet show to tell the story of the “Circus King” .

*Music:* Listen to examples of circus and big band music. What moods does this music bring to you? Create a percussion ensemble to accompany the circus music.

*Character Ed:* Review the character development terms listed above before the show and discuss what they mean. Be sure to have a study group discussion asking the questions listed above after the performance.

*Language Arts:* Download “The Circus King” book and read it to your class. You can also project the story using a LCD projector so your students can see the illustrations better. Use the lesson guides found at <http://www.storymaker.com/residencies.html> to create your students own story with a circus theme. During the planning and writing process be sure to identify character traits in each character.

**Support materials**

**“Circus”**

**By Lois Ehlert**

**ISBN: 0-06020252-4**

**“Last Night I Dreamed of a Circus”**

**By Maya Gotfried**

**Random House Children’s division**

**“See the Circus”**

**By H.A. Rey**

**ISBN: 0395906954**

**“Emiline at The Circus”**

**By Margorie Priceman**

**ISBN: 0679876855**

**Websites**

<http://www.dltk-kids.com/crafts/circus/>

<http://www.momsnetwork.com/kids/coloring/circus/index.shtml>

<http://www.circusofthekids.com/>

<http://www.ringling.com/>

## “The Circus King” Assessment Questions

Directions. Answer the following multiple choice and discussion questions to see what you have learned from “The Circus King” show.

Last Name:

First Name:

School:

Teacher’s Name:

1. How did the boy overcome his stuttering?

- Practice Speaking
- Sleep late on Sundays
- Eating thing on his plate
- Swimming

2. What part of speech is this word? Circus

- Adjective
- Adverb
- Noun
- Verb

3. Which sentence has correct punctuation?

- He did not know?
- he did not know
- He did not know
- He did not know.

4. What problem did the little boy have to overcome in our story in order to find his place in the circus?

- Limping
- Stuttering
- Drooling
- Spiting

5. What character flaw did the lion have?

- Lazy
- Nosey
- Mean
- Slow

6. What suggestion did the boy make to the lion tamer to help the lion overcome his problem?



7. Was the story in the book and on the video screen a poem or prose? Are there periods at the end of each line in the story as it appears on the video screen? What other punctuation marks did you see?

8. What would you have done if you were the stuttering boy and the circus actors asked you to be the ringleader?

9. What would the circus be like if the boy had said no he didn't want to be the ringleader?

10. Why was the boy afraid of becoming the ringleader? Was he brave to try?

11. Do you think the boy felt proud of speaking without stuttering in front of a large crowd?

12. Did the boy have creative suggestions to help the circus actors overcome their problems?

## “The Circus King” Assessment Answers

Directions. Answer the following multiple choice and discussion questions to see what you have learned from “The Circus King” show.

Last Name:

First Name:

School:

Teacher’s Name:

1. What does persevere mean?

X Keeping at something even though it is very hard to do

Save someone from drowning

Eat everything on your plate

To be kind and honest

2. What does compassion mean?

To not care about others and just take care of your own needs

To be happy all the time

To tell everyone the truth

X To show pity and concern for the suffering of others

3. What does cooperation mean?

To tell the truth

To hold a grudge

X To work together to achieve the same goal

To be mean

4. What problem did the little boy have to overcome in our story in order to find his place in the circus?

Limping

X Stuttering

Drooling

Spiting

5. What character flaw did the lion have?

X Lazy

Nosey

Mean

Slow

6. What suggestion did the boy make to the lion tamer to help the lion overcome his problem? [To tickle the lion rather than whip it.](#)

7. Was the story told by the text on the big video screen a poem or prose? Are there periods at the end of each line in the story as it appears as words on the video screen? What other punctuation marks did you see? *It was a poem, and yes, there were periods at the end of sentences even though it was a poem.*

8. What would you have done if you were a stuttering boy and the circus actors asked you to be the ringleader? *I would have practiced and practiced until I could say my lines without stuttering.*

9. What would the circus be like if the boy had not become to be their ringleader? *There would not be shows or people to see the shows.*

10. Why was the boy afraid of becoming the ringleader? Was he brave? *He didn't want to stutter in front of a large group of people. Yes, he was brave to try and try until he could do it. He was brave to speak in front of the large crowd even when he was scared.*

11. Do you think the boy felt proud of speaking without stuttering in front of a large crowd? **Yes, I am sure he did.**

12. Did the boy have creative suggestions for the circus actors to overcome their problems? **Yes, when he suggested using a feather instead of a whip.**