

2012

NEW ZEALAND  
**playhouse**

THE  
**SNOW WHITE**  
**EMERGENCY**



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**Lesson Ideas**  
**Printable Templates**  
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Dear Teacher

This resource is designed to be used by you as you plan lessons for your class following your class attending our performance of Snow White at your school.

These are some ideas of how you can incorporate some of the themes of this play into various learning areas (English, Maths, Social Sciences, The Arts, Technology). Please adopt and adapt the suggestions given however you see fit to meet the needs of your students.

Don't hesitate to contact us if you would like to know anything more about the play - we are here to help you get as much out of the play as you can!

**0800 894 500**

**[resources@newzealandplayhouse.co.nz](mailto:resources@newzealandplayhouse.co.nz)**

## Contents

### Years 1-2.....4

- English
  - Level 1 Writing recount
- Mathematics
  - Level 1 Statistical Investigation  
As a class complete a statistical investigation.
- Social Sciences
  - Level 1 Roles and Responsibilities
- The Arts
  - Level 1 Visual Art
- Recount Writing

### Years 1-2 Templates.....6

- Statistical Investigation (colour)
- Statistical Investigation
- Developing Ideas

### Years 3-4..... 10

- English
  - Level 2 Reading
- The Arts
  - Level 2 Drama
- Health and Physical Education
  - Level 2 Healthy Communities

### Years 3-4 Templates..... 12

- Pictures of Germany
- Review

### Years 5-6..... 14

- English
  - Level 3 Writing
- The Arts
  - Level 3 Drama
- Mathematics
  - Level 3 Geometry and Measurement
- Technology
  - Level 3 Brief Development

### Years 5-6 Templates..... 16

- Biography
- Position and Orientation

### Years 7-8..... 18

- English
  - Level 4 Reading and Writing
- Health and Physical Education
  - Level 4 Identity, sensitivity and respect
- The Arts
  - Level 4 Drama

### Years 7-8 Templates..... 20

- Fairy Tale Story Planner

### Other resources ..... 21

- Fairy Tale Picture Books for Class Exploration

## Years 1-2

### English

#### Level 1 Writing recount

Form and Express ideas on a Range of Topics

- As a class write a shared recount on the provided writing frame
- write the title in the provided box
- ask the students to help you to fill in the *Introduction* and *what happened* boxes
- tell the students to write in their books their favourite part of the play

### Mathematics

#### Level 1 Statistical Investigation

As a class complete a statistical investigation.

- Ask the class what their favourite fairy tale is
- write a list of all the fairy tales they know
- have the students colour the Disney fairy tale princess which is in their favourite story.
- glue each picture onto an enlarged copy of the pictograph provided
- explain that this pictograph shows one picture for every person who likes that fairy tale the most and therefore we can tell that more people like the fairy tale with the more pictures
- count the pictures for each fairy tale and record on the graph
- ask questions and write statements about the data the graph shows

## Social Sciences

### Level 1 Roles and Responsibilities

- Remind students that in the play Snow White said she would help clean the house and cook for the Seven Dwarfs if they let her live with them
- Talk with the class about the jobs that she might have had to do
- Have the students draw pictures of themselves being helpful around home and in the class

## The Arts

### Level 1 Visual Art

#### Developing Ideas

- Show an enlarged photo of Snow White
- discuss all the things we notice about Snow White that we can include in our portraits
- look at specific aspects of Snow White (starting with big ideas and moving to more detail)
- Allow the children time to independently draw Snow White
- Over a number of sessions build more detail into their pictures by looking for detail in the photo

# Snow White Recount Writing

Name

.....

Introduction - Who? What? Where?

.....

What Happened

First...

Then...

Next...

Finally...

.....

My favourite part was...

Snow White  
Statistical Investigation (colour)



**Snow White**  
**Statistical Investigation**


**Aladdin**

**Pocahontas**

**Snow White**

**Cinderella**

**Beauty and  
the Beast**

**The Little  
Mermaid**

**Snow White**  
**Developing Ideas**



## Years 3-4

### English

#### Level 2 Reading

Show some understanding of how texts are created for different purposes and audiences

- Explore the pictures of Germany in the 1800s and discuss with the class some of the features of the pictures
- give students a picture of modern Germany. Write a list of differences.
- discuss why the Grimm Brothers may have set Snow White in the 1800s
- have the students draw a picture of what Snow White might look like if the story was set today
- as a class discuss that texts are created in a time and place

### The Arts

#### Level 2 Drama

Communicating and interpreting

- Talk with the class about the different things they liked about the play
- discuss the features of stage drama
- refer the students back to the things they said they liked about the play and discuss how they match up with the features of stage drama
- as a class complete a review of the play on the format provided
- when this is finished send them to

New Zealand Playhouse  
PO Box 5115  
CHRISTCHURCH 8542

or email [review@newzealandplayhouse.co.nz](mailto:review@newzealandplayhouse.co.nz)

- Have each student write a statement about their favourite part

# Health and Physical Education

## Level 2 Healthy Communities

Rights, responsibilities and laws

- Have a couple of students volunteer to role play what a house with 8 people (like Snow White and the Seven Dwarfs) might be like if there were no rules
- talk about the rules they have at home and why they are important
- as a class write a set of rules for Snow White and the Seven Dwarfs to help them get along
- discuss how disputes can be solved
- talk about the responsibilities in a family
- design a fair way of deciding to whose responsibility different chores are

**Snow White**  
**Pictures of Germany**  
(where the story of Snow White was originally set)

Germany (circa 1800)



Germany (today)



# Snow White Review

Use this template to help plan your review.

<b>Acting</b>	<b>Set</b>
<b>Music</b>	<b>Sound Effects</b>
<b>Script</b>	<b>Costumes</b>

## Years 5-6

### English

#### Level 3 Writing

Show a developing understanding of text structures and show a developing understanding of ideas within, across and beyond texts

- Discuss the structure and purpose of a biography
- have each student complete a biography of one of the characters from Snow White
- discuss with the class how each type of character is required to build the story of a traditional fairy tale
- have the students write a statement about the importance of their character to this story and in all fairy tales

### The Arts

#### Level 3 Drama

Communicating and interpreting

- Encourage students to think about all the props in the play that were used as something other than their original use (eg lamington used as a heart), talk about how the props were used to build the story
- have the students sit in pairs and give each pair a prop
- give the students time to discuss and try different options of what their prop could be imagined as
- bring the class back together and allow the students to demonstrate what they can imagine their prop as (you could have them act and the rest of the class could guess what the prop is being used as)
- talk about what they play would be like if there were no props at all

## Mathematics

### Level 3 Geometry and Measurement

#### Position and orientation

- Recap with the students their understandings of co-ordinates, directions and map reading skills
- create a word bank of Mathematical Vocabulary related to position and orientation
- have the students independently draw a birds eye view of the setting of Snow White onto grid paper. They must include (forest, dwarfs house, castle, mine)
- have students pair up and give them extra grid paper. One student gives directions and coordinate instructions, the other tries to recreate their partner's picture
- have the students assess each other on their ability to use and understand the mathematical language of position and orientation

## Technology

### Level 3 Brief Development

- Give the students the brief of designing a new magic device for the wicked step mother after she broke the mirror. The specifications are that the device they will make the wicked step mother must include a labelled diagram showing its abilities
- you could extend this by setting up an email account for the wicked step mother and allowing the students to email her with further questions to refine the brief

# Snow White Biography

This is a "biography" of .....  
who was created by (author) .....  
and appears in Snow White.

Brief biography:

.....  
.....  
.....

How would you describe this character?

.....  
.....  
.....  
.....

What is the character's main contribution to the story?

.....  
.....  
.....

If you could meet this character, what question would you ask them?

.....  
.....  
.....



## Years 7-8

### English

#### Level 4 Reading and Writing

Show an increasing understanding of ideas within across and beyond texts

Show an increasing understanding of how to shape texts for different purposes and audiences

- Have students read some of the original fairy tale ([www.nationalgeographic.com/grimm](http://www.nationalgeographic.com/grimm))
- have students investigate the historical and cultural contexts of one fairy tale
- have the students complete a Venn diagram showing the similarities and differences between the purpose and audience of the original and the audience for a modern New Zealand
- have the students rewrite the fairy tale for a modern New Zealand audience (see attached planner)

### Health and Physical Education

#### Level 4 Identity, sensitivity and respect

- Discuss discrimination and how it effects people
- talk about dwarfism and discuss with the class how they think dwarfs may be discriminated against
- read the article on dwarfism from

[www.kidshealth.org/parent/growth/growthdwarfism.com](http://www.kidshealth.org/parent/growth/growthdwarfism.com)

- discuss some of the challenges that people of short stature might face in their day to day life
- if possible watch the YouTube clip The Little Couple: Season 3
- discuss how the Little Couple are helping to combat discrimination
- challenge the students to write an ad campaign to stop discrimination of people of short stature

## The Arts

### Level 4 Drama

#### Developing ideas

- Give the students the challenge of recreating part of a fairy tale in groups of 3 or 4
- have students summarise the key roles in that part of the story and outline the action
- students choose a role and ask each other questions to develop a deeper understanding of the personality of their characters
- the students work together to plan the plot in more detail
- allow the students time and a number of opportunities to rehearse and refine their drama
- some students will wish to write a dialogue to enhance their play
- have students perform their dramas to the class

# Fairy Tale Story Planner

Use this form to plan your story.

## Setting

Where does this story take place? Name and describe the place where your story happens.

## Characters

Who are your characters? Give them names and write brief descriptions of each one.

## Conflict

What is the action in the story? What gives the story a beginning, middle, and end?

## Conclusion

How will the story end? Will it be funny, sad, or something else?

# Other resources

## Fairy Tale Picture Books for Class Exploration

### Fairy Tale Picture Books for Class Exploration

*This list is not inclusive. Be sure to check with your librarian for additional titles.*

- Beauty and the Beast* by Marianna Mayer and Mercer Mayer (2002)  
*The Boy Who Lived with the Seals* by Martin Rafe (1993)  
*The Bremen Town Musicians & Other Animal Tales from Grimm* by Doris Orgel and Bert Kitchen (2004)  
*Brothers of the Knight* by Debbie Allen (1999)  
*A Brush with Magic* by William J. Brooke (1993)  
*Chin Yu Min and the Ginger Cat* by Jennifer Armstrong (1993)  
*Cinderella* by Charles Perrault and Loek Koopmans (2002)  
*The City of Dragons* by Laurence Yep (1995)  
*Clay Boy* by Mirra Ginsburg (1997)  
*The Crane Girl* by Veronika Martenova Charles (1993)  
*The Cricket Warrior: A Chinese Tale* by Margaret Chang and Raymond Chang (1994)  
*The Dancing Pig* by Judy Sierra (1999)  
*The Dragon Takes a Wife* by Walter Dean Myers (1995)  
*The Elves and the Shoemaker* by Jacob Grimm and Jim Lamarche (2003)  
*Fly, Eagle, Fly: An African Tale* by Christopher Gregorowski (2000)  
*The Gift of the Crocodile: A Cinderella Story* by Judy Sierra (2000)  
*The Girl Who Spun Gold* by Virginia Hamilton (2000)  
*The Girl Who Wanted to Hunt: A Siberian Tale* by Emery Bernhard (1994)  
*Goldilocks and the Three Bears* by Jan Brett (1996)  
*The Goose Girl: A Story from the Brothers Grimm* by Eric A. Kimmel (1995)  
*Hansel and Gretel* by Rika Lesser and Paul O. Zelinsky (1999)  
*Jack and the Beanstalk* by Steven Kellogg (1997)  
*The Korean Cinderella* by Shirley Climo (1993)  
*The Legend of the Wandering King*. García, Laura Gallego (2005)  
*The Little Mermaid* by Hans Christian Andersen and Lisbeth Zwerger (2004)  
*Little Red Riding Hood/Caperucita Roja: Bilingual edition* by Jacob Grimm, Wilhelm Grimm, Pau Estrada, and James Surges (1999)  
*The Magic Nesting Doll* by Jacqueline K. Ogburn (2000)  
*O'Sullivan Stew: A Tale Cooked Up in Ireland* by Hudson Talbott (1999)  
*Peter and the Blue Witch Baby* by Robert D. San Souci (2000)  
*Puss in Boots/El Gato con Botas* by Francesc Boada and Jose Luis Merino (2004)  
*Raisel's Riddle* by Erica Silverman (1999)  
*Rose Red and Snow White: A Grimms Fairy Tale* by Ruth Sanderson (1997)  
*Rumpelstiltskin* by Jacob Grimm, Wilhelm Grimm, and Paul O. Zelinsky (1986)  
*The Runaway Tortilla* by Eric A. Kimmel (2000)  
*Sir Whong and the Golden Pig* by Oki S. Han and Stephanie Haboush Plunkett (1993)  
*Spotted Eagle and Black Crow: A Lakota Legend* by Emery Bernhard (1993)  
*Talk, Talk: An Ashanti Legend* by Deborah M. Newton Chocolate (1993)  
*Thumbelina* by Brian Pinkney (2003)  
*Tukama Tootles the Flute: A Tale from the Antilles* by Phillis Gershator (1994)  
*The Twenty-Five Mixtec Cats* by Matthew Gollub (1993)  
*The Ugly Duckling* by Hans Christian Andersen, Kevin Crossley-Holland (2001)  
*Wan Hu Is in the Stars* by Jennifer Armstrong (1995)



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