



**ORLANDO  
SHAKESPEARE  
THEATER**  
IN PARTNERSHIP WITH UCF

# Study Guide 2016 - 2017



**Book by ELIZABETH KANN & VICTORIA KANN**

**Music by JOHN GREGOR**

**Lyrics by JOHN GREGOR, ELIZABETH KANN & VICTORIA KANN**

Based on the book Pinkalicious written by Victoria Kann and Elizabeth Kann

## Sunshine State Standards

### Language Arts

LAFS.1.RL.1.3 - Describe Elements of Story

LAFS.2.RL.1.2 - Central Message

LAFS.3.RI.1.1 - Understanding Text

LAFS.4.RI.1.2 - Main Idea

### Theater

TH.1.C.2.2 - Elements of Performance

TH.2.F.2.1 - Jobs in the Theater

TH.3.C.3.1 - Effective Theatre

TH.4.S.1.3 - Evaluate Live Performance

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image source: [thinkpinkalicious.com](http://thinkpinkalicious.com)

## Pinkalicious An Introduction

Educators:

Thank you for taking the time out of your very busy schedule to bring the joy of theatre arts to your classroom. We at Orlando Shakes are well aware of the demands on your time and it is our goal to offer you supplemental information to compliment your curriculum with ease and expediency.

What's New? Lots! First, let me take a moment to introduce our new Children's Series Coordinator, Brandon Yagel. Brandon comes to us with a Masters in Theatre for Young Audiences from the University of Central Florida. We are excited to have him be a part of our team and look forward to growing with his input and passion! If you come to see a Student Matinee or Children's Series performance, please introduce yourself!

Second, we are adding Talkback Discussion Questions to our Study Guide to help structure the Q&A portion of our Student Matinee Field Trips. We will review the questions in the curtain speech, but we strongly encourage you to present them to your students before your visit. Our hope is that by focusing on certain key themes and questions that the play presents, your students will be even more engaged while watching and in the discussion after the performance.

Additionally, please take a moment to explore our website at <http://www.orlandoshakes.org/education/>. We've added 10-15 minute "on your feet " activities that you can do in your classroom to supplement your curriculum. We've also posted edited of Shakespeare scripts that range from 60 – 120 minutes long that are perfect for school productions. As always, we've included Sunshine and Common Core Standards to assure you that those curriculum needs are being met.

We look forward to hosting you at the Lowndes Shakespeare Theater. Additionally, should you wish to bring our Actor/Educators into your classroom, we will work around your schedule. Feel free to contact us at Orlando Shakes should you have any questions or suggestions on how we can better serve you. We are always learning from you.

Thank you for your tremendous work in nurturing our audiences of tomorrow.

Anne Hering

Director of Education



# Pinkalicious

## Enjoying Live Theater

### *Theater is a Team Sport*

The **Playwright** writes the script. Sometimes it is from an original idea and sometimes it is adapted from a book or story. The Playwright decides what the characters say, and gives the Designers guidelines on how the play should look.

The **Director** creates the vision for the production and works closely with the actors, costume, set and lighting designers to make sure everyone tells the same story.

The **Actors** use their bodies and voices to bring the author's words and the director's ideas to life on the stage.

The **Designers** imagine and create the lights, scenery, props, costumes and sound that will compliment and complete the director's vision.

The **Stage Manager** assists the director during rehearsals by recording their instructions and making sure the actors and designers understand these ideas. The Stage Manager then runs the show during each performance by calling cues for lights and sound, as well as entrances and exits.

The **Shop and Stage Crew** builds the set, props and costumes according to the designer's plans. The Stage Crew sets the stage with props and furniture, assists the actors with costume changes and operates sound, lighting and stage machinery during each performance.

The **Front of House Staff** welcomes you to the theater, takes your tickets, helps you find your seat and answers any question you may have on the day of performance.

**The Theater** is where it all takes place. Orlando Shakespeare Theater In Partnership with UCF is the only professional, classical theater company in Central Florida, reaching students and audiences in the surrounding eight counties.

#### **Mission/Vision:**

With Shakespeare as our standard and inspiration, the Orlando Shakespeare Theater In Partnership with UCF produces bold professional theater, develops new plays, and provides innovative educational experiences that enrich our community. Our vision is to create theater of extraordinary quality that encourages the actor/audience relationship, embraces the passionate use of language, and ignites the imagination.



**Costume Designer**  
Denise Warner  
Photo: Rob Jones



**Costume Apprentice**  
Sheldon Desmond  
Lamar Roberson  
Photo: Rob Jones



**Stage Manager**  
Stacey Renee  
Norwood  
Photo: Rob Jones



**Sound Designer**  
Bruce Bowes  
Photo: Rob Jones



## **Pinkalicious** **Enjoying Live Theater** ***The Actor/Audience Relationship***

The Audience is the reason Live Theater exists. At Orlando Shakes, we cherish the Actor/Audience relationship, the unique give and take that exists during a performance which makes the audience an ACTIVE participant in the event. The actors see the audience just as the audience sees the actors, and every, laugh, snuffle, chuckle and gasp the audience makes effects the way the actor plays his next moment. We want you to be engaged, and to live the story with us!

There are certain Conventions of the Theatrical Event, such as when the lights go down, you know that the show is about to start, and that the audience isn't encouraged to come and go during a performance. Here are some other tips to help you and your classmates be top notch audience members:

1. Please make sure to turn off your cell phones. And NO TEXTING!
2. Please stay in your seat. Try to use the restroom before you take your seat and stay in your seat unless there is an emergency.
3. Please do not eat or drink in the theater.



## Pinkalicious About the Play *The Authors*



**Victoria Kann** is the award winning illustrator and author of the picture book series featuring the whimsical and effervescent character, Pinkalicious. Victoria co-authored and illustrated the first two books, *Pinkalicious*, *Purplicious* as well as the play, *Pinkalicious The Musical*. She wrote and illustrated *Goldilicious* and is working on several more books about the adventures and antics of Pinkalicious. The Pinkalicious character was inspired by Victoria's real life daughters – two girls with vibrant imaginations who love cupcakes, dress up, playing princess, and all things pink. Recently Victoria's husband, a toy designer, built a tree house for their Princess Pinkerbelles. She often hears galloping in the house and wonders if it's Goldilicious or just her Pinkerellas.

image and photo courtesy of thinkpinkalicious.com



**Elizabeth Kann** is a doctor who has yet to see an actual case of Pinkitis. She co-authored the text of *Pinkalicious*, *Pinkalicious The Musical* and *Purplicious* with her sister, Victoria Kann. Her writing has appeared in a variety of newspaper and print publications. She lives in Pennsylvania with her husband, who is also a doctor, and their three children.

image and photo courtesy of thinkpinkalicious.com



**John Gregor's** musical *WITH GLEE* (Book, Music and Lyrics) opened Off-Broadway at the Kirk Theatre to sold out audiences and rave reviews. *WITH GLEE* is the recipient of a Loewe family sponsored reading at the NYU Frederick Loewe theater. He is also composer and lyricist of *PINKALICIOUS THE MUSICAL*, based on the book by Elizabeth and Victoria Kann, now in its seventh year Off-Broadway and produced from London to San Diego. His musical adaptation of Gogol's tragicomic short story *THE OVERCOAT* (Book and Lyrics) has been presented in London at the Bridewell Theatre, Barrington

Stage Company and The New York International Fringe Festival. John has also been commissioned to write several theater for young audience musicals, including *THE BULLY* at Vital Theatre, NY and *THE INVENTION OF EDISON* at Pittsburgh Civic Light Opera. The original cast recording of *PINKALICIOUS* is available from Sh-K-Boom Records and *WITH GLEE*, *THE BULLY* and *THE INVENTION OF EDISON* from Brimmer Street Productions. John Gregor lives in New York and holds an MFA in musical theatre writing from New York University's Tisch School of the Arts and a degree in musical theatre from Emerson College.

image and photo courtesy of broadwayworld.com

## **Pinkalicious About the Play *The Characters***

### **PINKALICIOUS:**

an energetic little girl who loves the color pink and pink cupcakes

### **PETER:**

her younger brother who would rather eat cupcakes and feels that Pinkalicious gets all of the attention

### **MRS. PINKERTON:**

Pinkalicious's organic-minded and busy mother

### **MR. PINKERTON:**

Pinkalicious's pinkaphobic father

### **DR. WINK:**

Pinkalicious's female pediatrician who is very excited about diagnosing pinkitis

### **ALISON:**

Pinkalicious's best friend who also wants to be pink

### **BIRDS, BEES, BUTTERFLIES:**

love to flap wings and sing and dance and think Pinkalicious is a flower  
information courtesy of [theatricalrights.com](http://theatricalrights.com)



image source: [pinkaliciousthemusical.com](http://pinkaliciousthemusical.com)

## **Pinkalicious About the Play *Summary***

Pinkalicious loves pink and wants everything in her life to be pink. Her dream is to radiate pink. After over indulging in pink cupcakes, she wakes up pink. She is thrilled to be pink and have her dream come true. Her parents take her to the doctor, and she is diagnosed with pinkitis. On the way home, Pinkalicious plays at the playground but is attacked by birds and bees when she is mistaken for a pink flower. Her best friend doesn't even recognize her as she is camouflaged in the garden. At home, she eats another cupcake, and the next morning she wakes up red and develops pink eye pinkitis whereby she can only see the color pink. Now she must do something to fix her predicament. She bravely follows the doctor's order to eat green food. Due to her new resolve, Pinkalicious is transformed back to normal. Pinkalicious has learned self-control and to be careful for what you wish for. Her brother, on the other hand, has eaten the last cupcake, turns pink, and shouts with glee: Pink-A-Boo!

information courtesy of [theatricalrights.com](http://theatricalrights.com)

# **Pinkalicious Activities *Building a Story***

## **OBJECTIVES:**

This lesson fosters vocabulary growth, practices prediction skills and speaking to groups, develops creative writing skills, facilitates collaboration.

The student...

Demonstrates a basic understanding of internal story grammar.

Illustrates the beginning, middle, and end in a story.

Collaborates with classmates to create a resolution to the problem posed within the given story.

## **REQUIRED MATERIALS:**

- A short story consider one of the *Pinkalicious* books
- Chart Paper
- Crayons

## **LEAD-IN:**

The class may be broken into small groups or arranged in a small circle on the floor around the storyteller.

Explain to the class that today we are going to learn how to build a story.

## **STEP-BY-STEP:**

- Read a short story, stopping to clearly show any pictures or illustrations to the students.
- Stop reading about 3/4 of the way through the story.
- Distribute crayons and the sequencing worksheet provided.
- Ask the students to illustrate the events that occurred in the beginning and middle of the story. These drawings should be placed in the first and second square on the sheet of paper.
- In the last square students should draw how they imagine the story will conclude.
- Have students volunteer to share their conclusions with the rest of the class.
- Teacher proceeds to finish reading the book so that students can see how the author finished.

## **ASSESSMENTS:**

- Demonstrate a basic understanding of internal story grammar.
- Use a Story Map to identify and diagram the characters, settings, problems, and solutions within a story.
- Accurately retells the events in the beginning, middle, and end of a given story.



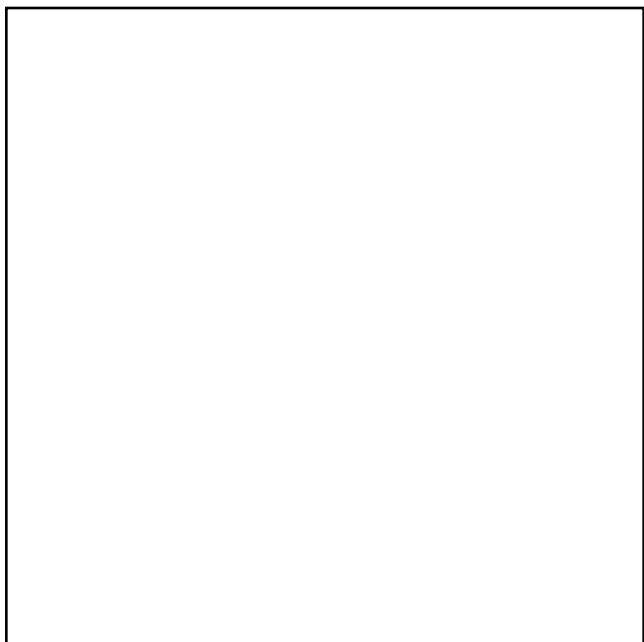
# Pinkalicious Activities *Building a Story*

Name: \_\_\_\_\_

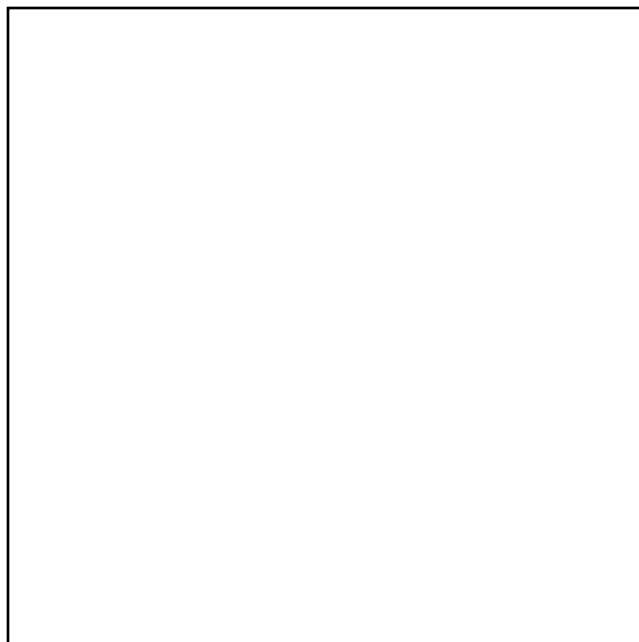
Date: \_\_\_\_\_

Title: \_\_\_\_\_

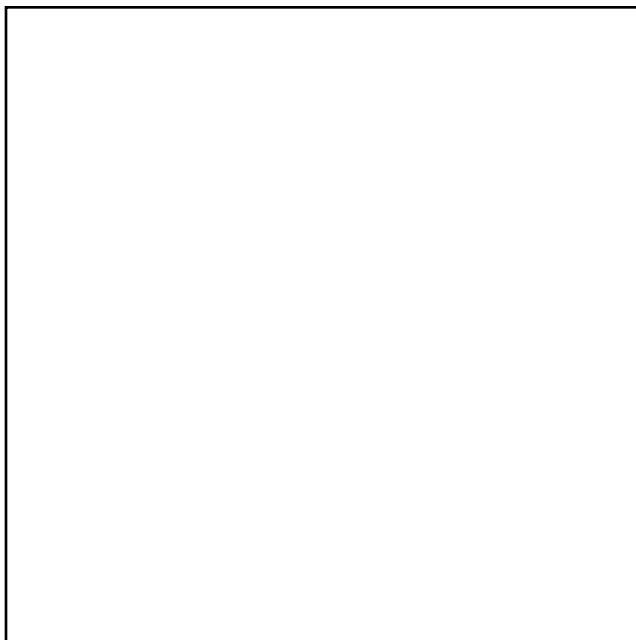
Event 1: Beginning



Event 1: Middle



Event 1: Ending



***Using this chart, work with your child to illustrate the events that occurred in the beginning, middle and the end of the short story.***

# Pinkalicious Activities *Discussion Questions*

*Asking questions that lead children up the “thinking ladder”.*

Use the following pattern in asking questions:

1. Ask OPEN questions to encourage and engage children.
2. Ask FOCUSED questions to elicit and organize specific information
3. Ask CONNECTING questions to help children learn to see the relationships between events, characters and ideas.
4. Ask broad questions to help children GENERALIZE/ learn to draw conclusions.
5. Accept, record and read all responses on the board, chart or overhead for all to see.

## **OPEN question examples:**

- What did you notice at the play today....What did you see?
- What about the play was different from the book/story?
- What surprised you?
- What impressed you?

## **FOCUSED questions:** (questions that probe children’s’ insights)

- What did Pinkalicious wish for? (\_\_\_\_\_.)
- How was her wish granted? (\_\_\_\_\_)

## **ANALYZING/CONNECTING questions:**

- What did Pinkalicious learn about wishes?
- Why do you think the Pinkalicious wanted cupcakes so much?



image source: classroomclipart.com

## Pinkalicious Activities *Design a Prop*

### OBJECTIVES:

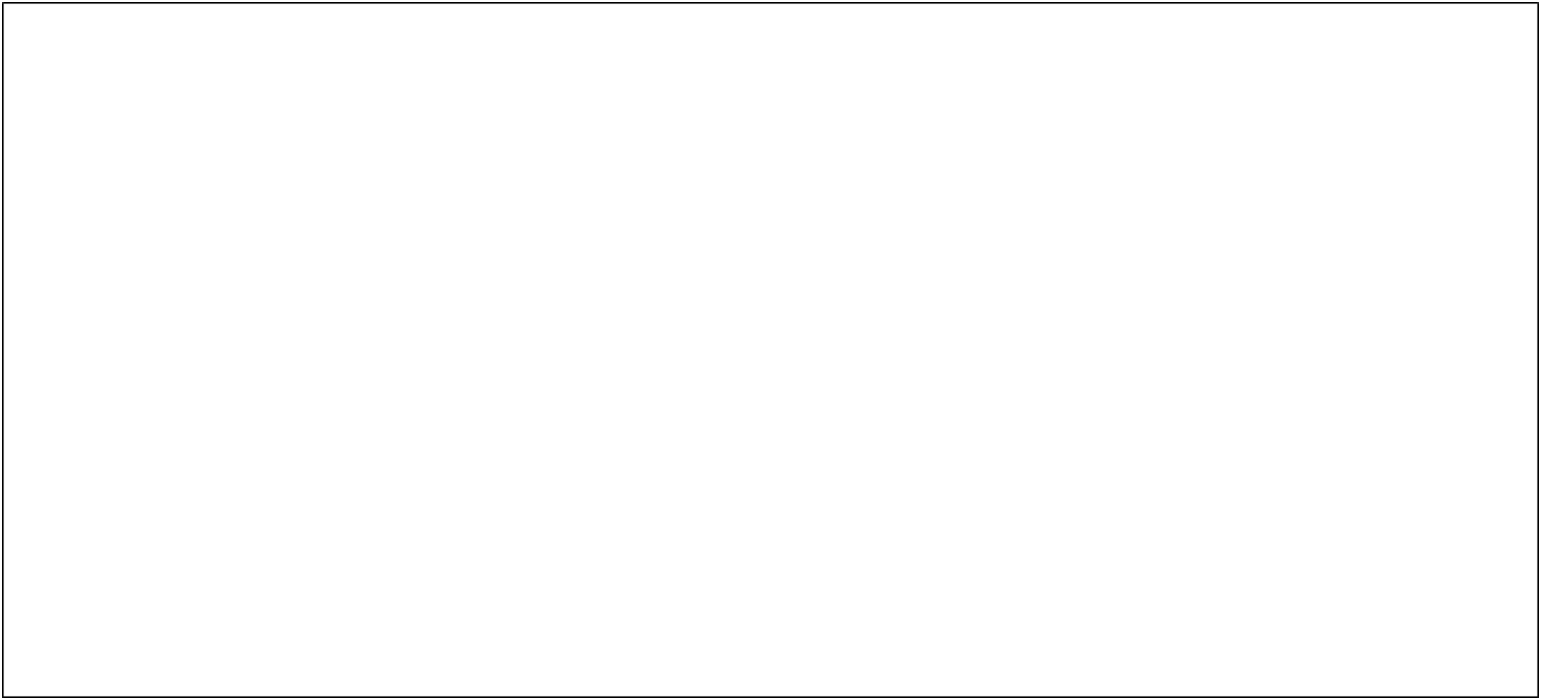
This lesson fosters imagination, spatial awareness, and fine motor skills. It facilitates collaboration.

The student...

Demonstrates a basic understanding of prop design.

Illustrates a prop.

Collaborates with classmates.



1. Design a cupcake for Pinkalicious.
2. What would this cupcake look like? Draw and color what you imagine in the rectangle.
3. Compare your drawing to a peer's. What is similar? What is different?

*\*The set designer would give this drawing to the technical director to begin building the set.*

# Pinkalicious

## Friendly Letter Writing

### OBJECTIVES:

This lesson teaches children the five parts of a friendly letter. After visiting various websites to learn more about writing friendly letters, your child will be able to write a friendly letters utilizing the writing process.

The student...

Uses the writing process to develop friendly letters.

Uses the Internet to learn more about writing friendly letters.

### REQUIRED MATERIALS:

- Poster board or Paper
- Markers
- Examples of friendly letters
- Computer with internet access



image source:  
pinkaliciousthemusical.com

### PROCEDURES/ACTIVITIES:

1. Visit the following websites:

[pbskids.org/arthur/games/letterwriter/letter.html](http://pbskids.org/arthur/games/letterwriter/letter.html)

[readingrockets.org/article/22319/](http://readingrockets.org/article/22319/)

[educationworld.com/a\\_lesson/lesson281.shtml](http://educationworld.com/a_lesson/lesson281.shtml)

2. Take time to discuss each part of the letter.

Friendly Letter Check List	YES	NO
I used capital letters & punctuation correctly.		
My letter has a heading		
My letter has a greeting		
My letter has a body		
My letter has a closing		
My letter has a signature		
My letter is ready to be checked by the teacher.		



# Pinkalicious Activities

## *Friendly Letter Writing*

### 1.Heading

Name\_\_\_\_\_

Address\_\_\_\_\_

City, State, Zip code\_\_\_\_\_

### 2. Salutation

Dear \_\_\_\_\_,

### 3.Body

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### 4.Closing

Sincerely,

### 5.Signature

Your Name\_\_\_\_\_

# Tell us what you think!

After watching the play, write Orlando Shakespeare Theater a “Friendly Letter” and tell us what you think! Tell what you liked or disliked about the story, the characters, costumes, or set. Make sure to use the 5 parts of the letter listed in the lesson and to support your thoughts with examples and reasons.

Mail to: Orlando Shakespeare Theater  
Education Department,  
812 E. Rollins Street, Orlando, FL 32803.

*Teacher and Parent comments are also  
Appreciated!*

