



Reflection & Activities

A Guide for Teachers to further engage students in poetry, storytelling and object puppetry following the performance of “Cenicienta” presented by Glass Half Full Theatre.

Relating to the Story:

- 1) What challenge is Belinda facing in the story?
- 2) How does Belinda use her imagination?
- 3) How does Belinda demonstrate bravery?
- 4) When Belinda’s is upset, she works through her problems with her (imaginary) friends Gustavo, Ernesto, Hada Madrina, and Cenicienta. What do you do when things don’t go the way you want?
- 5) When Hada Madrina asks Belinda, “What would your ball be like?”, Belinda imagines getting to meet her hero, writer Gary Soto. Who would you want to have attend your ball?

Writing Poetry:

In the story, Belinda wrote a poem comparing her mother and father to objects, and describing the way they make her feel. Read Belinda’s poem aloud to the class. Have students write or say a line about their parent, grandparent, or someone else who inspires them. Collect all the lines of poetry and display them together.

Mi Mamá

My mother is like a blanket.
She protects me
and keeps me calientita.
Mi Mamá es como cristal.
Sharp, strict,
beautiful and delicate.
Mi Mamá es como un río,
she smoothes out
all my rough spots,
is graceful
and is constantly moving.
Reflejando la mujer
que quiero ser.
Mi Mamá es como las estrellas.
She is always everywhere,
holding up the universe.
She lights up the sky, even when
the moon goes into hiding.

Mi Papá

My father is like a furnace,
even though sometimes
he can get too hot,
he always keeps
the house warm with love.
Mi Papá es como una almohada,
he comforts me when I am sad.
He keeps my head upright
and reminds me to dream.
My father and I are like
a partly cloudy day.
We may have our moments
of darkness and gloom,
but when we are together
the sun always peeks through.
Mi Papá es como un libro de poesía.
He taught me how to read
and to love words.
He is sweet, lyrical,
and paints a beautiful world.

Character Comprehension:

Belinda has several imaginary friends. During the play, these friends are represented by objects, which Belinda uses to act out the characters and story of “Cinderella.” How is Belinda’s version different or similar to other Cinderella stories? What characters were added or are missing? Challenge students to match the object with the character’s name:

| | |
|--|--|
| the lamps - <i>las lámparas</i> | (Gustavo and Ernesto) |
| the teapot - <i>la tetera</i> | (Fairy Godmother - <i>Hada Madrina</i>) |
| the napkin - <i>la servieta</i> | (Cinderella - <i>Cenicienta</i>) |
| the funnels - <i>los embudos</i> | (Step Mother & Step Sisters - <i>La Madrastra y Las Hermanastras</i>) |
| the magnifying glass - <i>la lupa</i> | (The Prince - <i>el Príncipe</i>) |

Can students remember any objects or characters missing from this list? What characters did they represent? How did the object appear to be alive? When did it change from object to character? How did it move? How did the characters change their movement to show different feelings?

Object Puppetry Activity:

Choose several everyday objects like tape dispensers, clothes pins, markers, a book, yarn, etc.

Set one object on each student’s desk. Have them look at the object *without touching*. Is this object alive? How can you tell?

Focus is an important tool of puppetry, because it tells the audience where the character is looking.

What part of your body do you use to show where you are focusing? Using just your eyes, decide which part of the object could be the face. (There might be more than one!) Now pick up your object and have it look around!

Movement is how a puppeteer makes an object seem alive. How does your object move? (example: walk, run, swim, fly, scoot, bounce, drag). What does it look like when it is sitting still and breathing?

Changes in movement help to show what a character is feeling. What is another way your object could move? (Example: a spool of thread walks or bounces upright, then lies on its side and rolls). What is a reason that the object would change its movement? Is it scared? Excited? Happy? Try to show the object feeling one way, then changing how it feels.

Voice helps a puppeteer tell the story of the object. Does your object have a voice? What sounds does it make when it is focusing, moving and feeling different emotions?

Performance ideas: Introduce your object to other objects nearby. Take your puppet through a stretching warm up- remember to breathe! Create an obstacle course around the room that object puppets must overcome. Take student suggestions for different levels of gravity and environments the puppets must travel through. Challenge students in groups to work together to solve a problem one puppet might be having. Reenact a story using the object puppets as characters. When a group or individual is performing, can the object puppets model good behavior as an audience by focusing? Have students return the objects by keeping them alive until they are safely home.

