An Educator’s guide to:

Freckleface Strawberry

The Musical

Music and Lyrics by Gary Kupper
Book by Gary Kupper and Rose Caiola
Based on the Books Written by Julianne Moore
And Illustrated by LeUyen Pham
Conceived for the Stage by Rose Caiola

Throughout the study guide, this symbol means that specific Next Generation Sunshine State Standards are being addressed that correlate activities directly to FCAT testing. As new standards are created and approved by the Florida Department of Education, this may change. The Standards listed here are currently the most up to date. Please visit www.floridastandards.org, www.cpalms.org and www.corestandards.org for more information and to customize this guide to your specific grade level.

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**SYNOPSIS**

**FRECKLEFACE STRAWBERRY THE MUSICAL.** Based on the beloved *New York Times* Best Selling book by celebrated actress Julianne Moore is a brand new family musical. You and your family can step inside the book's pages with Freckleface and friends as they learn to love the skin they're in.

Freckleface Strawberry will do anything to get rid of her freckles, from scrubbing them with soap, to caking on makeup, and even wearing a ski mask to school! Will her schoolmates realize it's her under the mask? Will Freckleface be brave enough to finally face her complexion in the mirror? With the help of her loveable schoolmates including an amazingly talented ballerina, a cutie jock, a charming ditz, and a totally kooky teacher, Freckleface learns that everyone is different - and that's what makes everyone special. The popular show opened in New York in October 2010 and ran through the summer of 2012.

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**SERIES OF BOOKS**

In October 2007, Moore made her literary debut with the publication of *Freckleface Strawberry*, a children's book illustrated by LeUyen Pham. It is the story of a girl who wishes to be rid of her freckles but eventually accepts them. Moore decided to write the book when her young son began to dislike aspects of his appearance. She was reminded of her own childhood, when she was teased for having freckles and called "Freckleface Strawberry" by other children. Expanding on this experience and the moral of the book, Moore says, "for the next 20 years or so, you can be obsessed by your big feet or your big teeth or your crazy hair – before you come out on the other end and say, 'I may not like parts of how I look, but there's not a whole lot I can do about it.'" It is a delightful story of a little girl who's different ... just like everybody else.

In April 2009, Moore and Pham followed up with a second children's book titled *Freckleface Strawberry and the Dodgeball Bully*. Freckleface Strawberry loves the Early Bird program at school because it means extra time on the playground—except when it rains. Rain means indoor playtime...and facing the school bully Windy Pants Patrick in a bruising game of dodgeball. Ignoring him seems the safest thing, but what's our freckled heroine to do when she's forced to confront the bully alone? Beat him at his own game, of course. A funny, inspiring story about an all-too-common problem.

Next came the book *Freckleface Strawberry: Best Friends Forever.*

Freckleface Strawberry and Windy Pants Patrick are as different as can be—but that doesn't stop them from being the best of friends. After all, they have a lot of important things in common, like having families and liking recess and loving books. But the rest of the kids don't see it that way. They think that girls and boys are just too different to be friends. So one day, Freckleface decides NOT to play with Windy Pants Patrick. And he decides not to play with her. And nothing really changes . . . or does it? She still eats lunch and plays and reads books—and so does he. So why don't those things feel fun anymore?

Witty, warmhearted, and brought to life with LeUyen Pham's gentle hilarity, Julianne Moore's latest book celebrates the importance of recognizing—and keeping—a true friend.
Let us concentrate for a moment on a vital part of youth theatre: the young people. Millions of youngsters attend plays every season, and for some the experience is not particularly memorable or entertaining. The fault may lie with the production – but often the fault lies in the fact that these youngsters have not been properly briefed on appropriate theatre manners. Going to the theatre is not a casual event such as flipping on the TV set, attending a movie or a sports event. Going to the theatre is a SPECIAL OCCASION, and should be attended as such. In presenting theatre manners to young people we take the liberty of putting the do’s and don’ts in verse, and hope that concerned adults will find this a more palatable way of introducing these concepts to youngsters.

MATINEE MANNERS

By PEGGY SIMON TRAKTMAN

The theatre is no place for lunch,
Who can hear when you go “crunch?”
We may wear our nicest clothes
When we go to theatre shows.
Do not talk to one another
(That means friends or even mother)
When you go to see a show,
Otherwise you'll never know
What the play is all about
And you'll make the actors shout
Just to make themselves be heard.
So, be still - don't say a word
Unless an actor asks you to...
A thing they rarely ever do.
A program has a special use
So do not treat it with abuse!
Its purpose is to let us know
Exactly who is in the show
It also tells us other facts
Of coming shows and future acts.
Programs make great souvenirs
Of fun we've had in bygone years
Keep your hands upon your lap

But if you like something you clap
Actors like to hear applause.
If there is cause for this applause.
If a scene is bright and sunny,
And you think something is funny
Laugh- performers love this laughter
But be quiet from thereafter.
Don't kick chairs or pound your feet
And do not stand up in your seat,
Never wander to and fro -
Just sit back and watch the show.
And when the final curtain falls
The actors take their “curtain calls”
That means they curtsy or they bow
And you applaud, which tells them how
You liked their work and liked the show.
Then, when the lights come on, you go
Back up the aisle and walk - don't run
Out to the lobby, everyone.
The theatre is a special treat
And not a place to talk or eat.
If you behave the proper way
You really will enjoy the play.
BEFORE THE PLAY:

1. Read to your students the story of Freckleface Strawberry. Explain to them that the version that they will see is a musical adaptation created for the stage, and it will not be exactly like the book. Identify characters, settings and the basic plot of the story.

TH.2.0.1.1: Compare the differences between reading a story and seeing it as a play.

LACC.1.R1.1.2: Identify the main topic and retell key details of a text.

RL.K.3: With prompting and support identify characters, settings and major events in a story.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2. Have the students learn the following **vocabulary words** and listen for them during the play. See how many words they can recall and how they were used in the context of the play.

- agent
- alien
- allergic
- audition
- ballet
- birthmark
- celebrity
- chicken pox
- complain
- cramp
- creative
- creature
- different
- disaster
- explore
- expression
- family
- flawless
- forever
- freckles
- gastronomical
- gifted
- gorgeous
- horrible
- identity
- impress
- invention
- invisible
- lonely
- makeup
- mask
- mystery
- mythology
- normal
- nutritious
- pantomime
- perfect
- plie
- poem
- protractor
- scrub
- secret
- special
- spectacular
- tease
- terrible
- undercover
- ultra

RL.K.4: Ask and answer questions about unknown words in a text.

L.1.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content of strategies.

3. Ask your students to discuss the difference between television and live theatre. It is important that they know about theatre etiquette, or manners. Refer to the poem Matinee Manners on page 3.

TH. 1.S.1.1: Exhibit appropriate audience etiquette and response.

RF.K.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes).

4. Have the students look and listen for patterns during the play. See how many patterns they can recall and how they were used in the context of the play. Encourage students to be aware of patterns that may occur in music, dance, scenery, costumes and dialogue. Students may also notice architectural patterns in the theatre.

MA.K.A.4.1: Identify and duplicate simple number and non-numeric repeating and growing patterns.

MA.1.A.4.1: Extend repeating and growing patterns, fill in missing terms and justify reasoning.
THE ACTIVITIES

AFTER THE PLAY:

Part I
1. Discuss the production with your students. What did they like or dislike about the play? Who was their favorite character? What was their favorite song? Why? Have the students draw a picture or write a letter to the cast of Freckleface Strawberry telling them what they have learned from the performance.

TH.K.0.2.1: Draw a picture of a favorite scene from a play.

TH.K.C.2.1: Respond to a performance and share personal preferences about parts of the performance.

TH.2.C.1.2: Respond to a play by drawing and/or writing about a favorite aspect of it.

2. Who is the main character in the play?
   a. What two things does the main character dislike most about herself? (red hair and freckles)
   b. List three things that Freckleface uses to try and remove her freckles. (makeup, magic marker, scrub them off!)

RL.2.3: Describe how characters in a story respond to major events and challenges.

3. Talk about the different characters in the show. Have the students compare and contrast the characters by their personality traits. What are their relationships?

TH.2.C.1.1: Describe a character in a story and tell why the character is important to the story.

LACC.1.R1.1.3: Describe the connection between two individuals, events, ideas or pieces of information in a text.

4. Most of the actors play several roles in this production. Ask your students to try and remember who performed multiple roles. For instance, the actor who plays Jane is also the teacher, the mother and even Lady Gaga.

5. Why does Strawberry wear a ski mask to school? Did you ever want to hide your face from classmates?

Part II Relevant Themes: 1. Self-esteem= being comfortable in one’s own skin.
   2. True Friendship
   3. Prejudice
   4. Growing Up
   5. Creativity/Inventions

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

SL.4.4: Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.
1. At its heart, Freckleface Strawberry celebrates the simple concept of loving oneself, freckles and all.
   a. Lead a discussion with your students on self-esteem. Why is it so important to believe in yourself to achieve success?
   b. How can our differences in looks and ideas be used as strengths instead of weaknesses? Think about how our cultural diversity has made The United States such a great country.

2. In the play, Strawberry finds an unlikely friend in Ballet Girl. One girl thinks she has no friends because of her imperfections and the other thinks she has no friends because she is too perfect. Talk about the qualities of true friendship with your class.
   a. What makes a good friend? Keeping secrets? Having lunch together? Accepting faults?
   b. Have you ever pretended to be someone’s friend in order to get what you wanted?
   c. Have you ever felt that someone was using you?
   d. How did that make you feel?
   e. How important is trust in a friendship?
   f. Can arguing be a good thing sometimes?

3. In the play everyone picks on Strawberry because she looks different. Discuss prejudice and stereotyping with your students.
   a. What happens when we assume and judge people by their appearance and not by their character?
   b. Has it ever happened to you?
   c. How did it make you feel?
   d. What did you do to remedy the situation?
   e. List 5 great leaders who have overcome prejudices to become successful citizens and role models; in the world, in the USA, in your community.

4. In the musical, Strawberry’s mother sings a song entitled “Once Upon A Time” about growing up too fast. The school age child often worries about things that are either unimportant at the time or beyond their maturity level. Someday, everyone will need to master the dangers of the world (false friends, prejudice) alone, but until then….have fun and be a child!
Lead a question and answer session in your classroom about the responsibilities of growing up. How did Strawberry “grow” from the start of the show to the end? How did her friends grow?

a. Name five things that your parents do for you now, but one day you will do on your own.
b. How can these challenges harm you if you aren’t prepared to meet them?
c. Name some things that you may wish to do right now, but know that you shouldn’t (driving a car, traveling alone, cooking, staying out late).
d. List 3 things that you love about being your age!

(SS.K.E.1.4: Identify the difference between basic needs and wants)

5. In the classroom scene, the teacher sings about how every invention started with the “Creative Mind”. Every subject, from the arts to science to maths had to start with a creative thinker. Imagine all the thousands of inventions, improvements and advancements that take place every day in the world that started as a mere thought or notion. The teacher tells us about many “things” that were the result of a creative person. See how many you can name from the show. Have every student think of one thing in the school that had to be “invented”. (Pencils, paper, books, bricks, chairs, computers, etc.)

(SC.2.N.1.6: Explain how scientists alone or in groups are always investigating new ways to solve problems)

6. Divide into groups of 4-5. Create a story using one of the themes from Freckleface Strawberry. Come up with different endings, depending on the character’s choices in the story and present them to the class.

(TH.4.C.1.1: Devise a story about an age-appropriate issue and explore different endings)

(SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly)

Additional Activities from Alison Epstein and Rose Caiola

An Integration of Social Studies and the Arts:
Suggested Projects:

1. All About Me Doll:

Class discussions can take place about how unique we are and the concept of accepting one for who they are as a person.

Put your class in partnerships. Using a paper doll template or a sketch of your own, have each student design their partner through words or illustrations. (Suggested materials: scissors, glue, various types of colored textured paper, google eyes, buttons, wallpaper and old fabric)

2. Acrostic Poetry

Strawberry’s teacher demonstrated the concept of uniqueness to the children in her class. Using the following format, have each child create an acrostic poem about themselves. Each letter should represent a word or phrase that is unique about them.
Example:
S=Sensitive
T=Felt Taunted by others
R=Red Headed
A=Awesome
W=Wanted to remove her freckles
B=Bashful
E=Exhausted from her friends
R=Rubs and rubs to remove these spots
R=Rides a bike
Y=Young

Community Building:

1. Create a huge strawberry in the classroom. Over the course of the year, have each child state a positive attribute about a fellow student. Instruct them to write the trait and child’s name on the strawberry.

2. Create a self-esteem jar. Have students write something they admire about themselves on a strip of paper. Toward the end of each week, the teacher chooses an item form the jar to be read aloud to the class.

**THE ART OF FCAT**

_Contributed by Patricia Linder_

Visual and Performing Arts Field Trips provide an excellent source of support for the development of skills necessary for success on the FCAT. We invite you to use these instructional strategies to enhance FCAT preparation through your theatre field trip.

**Theatre Activities**

<table>
<thead>
<tr>
<th>FCAT Cognitive Level 1</th>
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<tbody>
<tr>
<td>Read the story (or play) your field trip performance is based on.</td>
</tr>
<tr>
<td>Name the main character.</td>
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<tr>
<td>List all the characters.</td>
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<tr>
<td>Identify the setting.</td>
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<tr>
<td>List the story events in the order they happened.</td>
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<tr>
<td>Describe a character (or setting).</td>
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<tr>
<td>Explain the problem (or conflict) in the story.</td>
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<tr>
<td>Explain how the actors used stage props to tell the story (or develop characterization).</td>
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<tr>
<td>Discuss how the blocking, or positioning of the actors on stage affected the performance.</td>
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<tr>
<td>Discuss how unusual technical elements (light, shadow, sound, etc.) were used in the performance.</td>
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<tr>
<td>Draw a picture of a character.</td>
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<tr>
<td>Illustrate or make a diorama of a scene from the performance.</td>
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<td>Draw a poster to advertise the performance.</td>
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<tr>
<td>Work with other students to act out a scene.</td>
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<td>Demonstrate how an actor used facial expression to show emotion.</td>
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<tr>
<td>Write a narrative story to summarize the plot of the performance story.</td>
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</tbody>
</table>
Use a map and/or timeline to locate the setting of the story.
Make a mobile, showing events in the story

**FCAT Cognitive Level II**
Would the main character make a good friend? Write an expository essay explaining why or why not.

Create a graph that records performance data such as: female characters, male characters, animal characters or number of characters in each scene, etc.

Compare/Contrast a character to someone you know or compare/contrast the setting to a different location or time.

Solve a special effects mystery. Use words or pictures to explain how “special effects” (Lighting, smoke, sound effects) were created.

Imagine the story in a different time or place. Design sets or costumes for the new setting.

You’re the director. Plan the performance of a scene in your classroom. Include the cast of characters, staging area, and ideas for costumes, scenery, and props in your plan.

Create a new ending to the story.

Did you enjoy the performance? Write a persuasive essay convincing a friend to go see this production.

Write a letter to the production company nominating a performer for a “Best Actor Award.” Explain why your nominee should win the award.

Create a rubric to rate the performance. Decide on criteria for judging: Sets, Costumes, Acting, Lighting, Special Effects, Overall Performance, etc.

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**THE PRODUCER**

**STAGES PRODUCTIONS** is a professional theatre ensemble that specializes in bringing classic fairy tales and educational programming to over 150,000 young people each year throughout the Southeast.

STAGES’ show credits include critically acclaimed performances of: *The Adventures of Tom Sawyer, School House Rock, Mother Goose, Cinderella* and *The Princess and the Pea*. Be sure to join us for our 25th anniversary season featuring: *Sleeping Beauty, Santa’s Holiday Revue, Let Freedom Sing, Aladdin* and *The Three Little Pigs*.

STAGES PRODUCTIONS is dedicated to making drama an integral part of education, and lesson plans help incorporate these plays into the student’s curriculum. Thank you for supporting this mission by choosing a STAGES PRODUCTIONS play! [www.stagesproductions.com](http://www.stagesproductions.com)

**REFERENCES**

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