



Super Sidekick: The Musical!

For Use With *Super Sidekick: The Musical*

Book by Gregory Crafts

Music and Lyrics by Michael Gordon Shapiro

Produced with permission from Samuel French

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To Use This Packet

Treehouse Troupe has put together a collection of information about us, our play, and education-based activities you can do with your students to prepare them for the production.

Meet Our Team!

Narrator/Citizen/Ninja Koala.....Jeffrey Guion
 Inky.....Griffin Coldiron
 Blackjack the Bold.....Justin Betancourt
 Citizen/Queen/Ninja Koala.....Ilana Milberg
 Citizen/Ninja Koala.....Sarah Maxwell
 Princess Penelope.....Jailyn Harris
 Sorcerer Slurm.....Zack Robb

Director.....Aimee S. Reid
 Stage Manager.....Brittany Albrecht

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Plot Synopsis

When famous superhero Blackjack the Bold is kidnapped by an evil sorcerer, it's up to his assistant Inky to step up and save the day! Little does he know that

he'll also have to contend with Ninja Koalas, dark caves, secret weapons, and an abducted princess who's considerably braver than he is. Colorful characters, witty hu-

mor, and an upbeat catchy score make *Super Sidekick: The Musical* a treat for young audiences, and an engaging project for thespians of all ages.

Theatre Etiquette

A live theatre performance can be very exciting. Since this may be some of our audience member's first show, please go over the following prior to the performance:

- ◆ Arrive at the performance on time.
- ◆ Please stay seated during the performance. After the play is over, remain seated—the actors will be conducting a brief talk-back.
- ◆ Visit the restroom before the performance begins.
- ◆ The use of cell phones (phone calls or texting) and recording devices are not allowed during the performances at any time.
- ◆ Please do not talk to your neighbor during the performance. If you like something you see, go ahead and applaud for the actors—it lets them know you like what they're doing!

Questions To Ask Before The Performance

- ◆ What is the difference between a live theatre show and television?
- ◆ When you find yourself afraid, what do you do to overcome your fears?
- ◆ What defines a hero? Who are some of your heroes and what makes them heroic?
- ◆ *Super Sidekick* features a Queen and a Princess? What does a Queen do for her people? What does a Princess do?



◆ What makes Inky a hero? Were there any other characters you would consider heroes?

Questions To Ask After The Performance

- ◆ Why was Blackjack unable to save the Princess and defeat Slurm?
- ◆ What was the difference between how the Queen and the Princess ruled the kingdom?



R G A M R U L S T Z D E Q A F Y N C I Z S C Q F
 P R O V I D E N C E Z I E D X E I C R U A Y H D
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 C N I C N Y U K K U S M W M F T C R N L D J O U
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 X Y W S H T Q R L O D R X J T K L U K C U E U T
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 C O A E G E G O L T G E G V V Q L X L U G F Y O
 N A T N R E C E R T O A C Q U A I N T E D V D Q
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 G W D K U Y E W N L E L X V J Z R V L T C P L A
 R X C Y E R J E H G R L Y P N P T V I T A L Q S

WORD BANK

conjecture	approximately	providence	melodramatic	confrontation	impartial	impending
prosecution	calamity	acquainted	persevere	vital	hone	impaired
trifle	cavern	encounter	vile	eucalyptus	terminal	champion
drought	detonate	persuasion	wrath	cultivate	cowl	Inky
blackjack	Queen	Princess	Narrator	Ninja	koala	Slurm

Super Sidekick Word Search Definitions

Conjecture: a guess, an idea without proof

Providence: another name for God

Confrontation: open conflict, a fight

Impending: about to happen

Calamity: misfortune or disaster

Persevere: to maintain a purpose despite difficulty

Hone: to improve, to make perfect

Trifle: a thing with very little value

Encounter: to meet, usually unexpected

Eucalyptus: tall trees native to Australia

Champion: a person who has defeated all opponents

Detonate: explode with sudden violence

Cultivate: to promote or improve the growth of

Wrath: fierce anger

Approximately: very close, not exactly

Melodramatic: very emotional, exaggerated

Impartial: fair

Prosecution: legal action against a person

Acquainted: to be familiar with, to know

Vital: necessary to life

Impaired: weakened, damaged

Cavern: a cave, usually underground

Vile: bad, offensive

Terminal: the end of a series, a closing

Drought: a period of dry weather

Persuasion: deep belief or feeling

Cowl: the hood of a garment

Classroom Activity: Ninja Koalas!

The Evil Sorcerer Slurm has shipped Ninja Koalas to his secret lair to serve as his minions, but Blackjack the Bold keeps calling them teddy bears!

As a class, look up information on koala bears. Where do they live? What do they eat? What do they like to do in their free time? Do they, in fact, know martial arts? Why would Blackjack confuse them with teddy bears?

Split the class up into small groups and assign them each an aspect of koala life. In each group, there needs to be 2 zookeepers and the rest are koalas. Declare the classroom the local zoo, with a special koala exhibit in town.

Each group needs to prepare a short presentation, as zookeepers and koalas, of what koalas and their lives are like. Take a tour of the “zoo,” stopping at each group, to hear and see their presentation.

Lesson Plan: Nothing to Fear**Target Grades:** 2-4

Lesson Overview: Students will explore the idea of bravery and enact scenarios of when they may have to choose to be brave.

Length of Lesson: 30-45 minutes

Drama Standard

Producing/Performing. Grade 2. 1: Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (e.g., skits, puppetry, pantomime, improvisation and storytelling).

Language Arts Standard**Text Types and Purposes. Grade 2. 3:**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Instructional Plan**Framing:**

Look up the word “brave” with the class. Have each student stand up near his/her desk and count down from 5. Instruct students to, as you count, strike a pose that shows what they think bravery is.

Ask: Are people born brave, or is it a choice?

Main Activity:

Ask the class to describe times they’ve felt brave, or to imagine situations where they would have to be brave.

Split the students into groups of 3-4 and assign them a situation where bravery is required.

Tell the groups to create 5 or so tableau (frozen pictures) that show a story of when a person has to be brave.

Remind them that a story introduces the characters, shows a problem, and ends with the characters either solving the problem or failing to solve a problem (the beginning/middle/end, in other words)

Allow the groups time to rehearse their stories. When it comes time to share, use a device like a pantomimed camera to help them know when to change from one tableaux to the next. For example: “3, 2, 1, CLICK!” (tableaux freezes)

Once the groups have shared, ask the class if they have any additional ideas of how to handle the situations.

Closing Activity:

Ask the students about when they saw someone being brave in *Super Sidekick*. Ask why Inky didn’t believe he could be brave? How did he learn that he could be brave?

Have students go back to their desks and write a letter to Inky about their discoveries on bravery.



Want to Read More? Here Are Some Books Like *Super Sidekick: The Musical*

Matilda by Roald Dahl

Superhero ABC by Bob McLeod

Dragonbreath by Ursula Vernon

Babymouse series by Jennifer and Matt Holm

Zita the Spacegirl by Ben Hatke

The Dodgeball Chronicles by Frank Cammuso

Hikaru No Go by Yumi Hotta

The Adventures of Captain

Giants Beware! By Jorge

Stink series by Megan McDonald

Underpants by Dav Pilkey

Aguirre

Bone series by Jeff Smith

Super Sidekick Post-Show Art and Drama Activity

Materials Needed: templates (see Appendix B or select your own), coloring items, scissors, glue or adhesive of your choice, hole punch, yarn/string/elastic.

Activity:

Brainstorm with the students what kind of problems they see in the world around them. Write them on the board.

Hand out templates and supplies, and instruct students to create their own superhero masks. Guide them to choose their colors and shapes to communicate what type of superhero they are: what does red mean to them? Blue? What do jagged lines communicate versus wavy lines or squiggles? Once they have finished their masks, hole punch the sides and help them tie their masks on.

Split the heroes into groups, and refer back to the brainstormed list of problems. Pick a problem and ask each group how they would use their powers to solve the problem. Instruct them to create a presentation, as their superhero characters, on how they would solve the problem.

After they have practiced the presentation, allow each group to present. Repeat as desired. Afterward, discuss which of these problems can be solved without super powers.



**We're looking forward to
coming to your school!**

Back row, left to right: Jailyn Harris, Brittany Albrecht

Middle row: Ilana Milberg, Justin Betancourt, Sarah Maxwell, Jeffrey Guion

Front row,: Griffin Coldiron, Zack Robb