



ALASKA JUNIOR THEATER'S

Once Upon a Twist

2026-2027 SEASON



Study Guide

THE STINKY CHEESE MAN

And Other Fairly Stupid Tales



School Shows

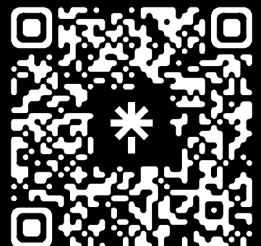
April 27 - 30, 2027
10:30 AM & 12:15 PM

Public Show

May 1, 2027
2:00 PM Matinee

- Curriculum Connections
- Learning Resources
- Performance Background
- Activities for the Classroom
- Theatre Etiquette

Alaska Junior Theater | 430 W 7th Ave, Suite 210 | Anchorage, AK 99501
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Alaska Junior Theater

Common Core Standards



Alaska Junior Theater is a private, nonprofit organization that has been bringing the best in professional theatre from around the world to Alaska's young audiences since 1981. Each year, more than 40,000 students attend a variety of live performances at the Alaska Center for the Performing Arts. For many students, our school show presentations are their only exposure to live performing arts.

Each show we present has a strong educational component, and are linked to Alaska Content Standards. Alaska Junior Theater also offers teacher and student workshops, study guides and classroom transportation to our performances.

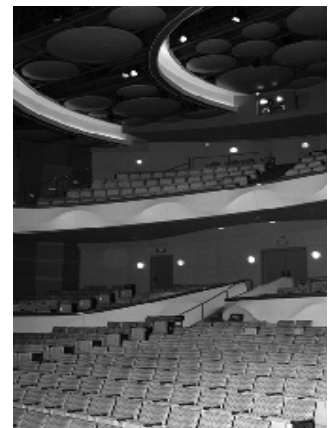


Carr Gottstein Lobby

We are committed to keeping ticket prices low, allowing children of all financial levels to experience live professional theatre. Our low educational ticket price of \$10 covers only half our costs of presenting shows. To subsidize the remaining \$10 of each ticket, we actively fundraise and rely on the support of corporations, foundations and individuals. In addition, we fundraise to offer full scholarships to students with financial need.

Alaska Junior Theater asked area teachers to review our 2026/2027 performances for direct connections to Alaska Content Standards. The direct connections for ***The Stinky Cheese Man and Other Fairly Stupid Tales*** are listed below. They will assist in lesson planning and will assure teachers that Alaska Junior Theater programs help classes meet curriculum connections.

To get a complete copy of the Alaska Content Standards, visit:
<https://www.asdk12.org/commoncore/>



Discovery Theatre, ACPA

Alaska Content Standards	
English/Language Arts	B 1, 2, 3 E 1, 2
Library Information	B 6 C 2
Arts	B 3, 5 C 4,5 D 6

National Standards for Music Education
6, 7, 8

Special thanks to Emily Soule for her help in this effort.

Selected works by Jon Scieszka
(Sounds like SHESS-kah, rhymes with Fresca)

The Stinky Cheese Man and other fairly stupid tales	Picture book	E SCIESZK
Cowboy & Octopus	Picture book	E SCIESZK
Math curse	Picture book	E SCIESZK
The frog prince, continued	Picture book	E SCIESZK
The true story of the 3 little pigs	Picture book	E SCIESZK (2026-2027 Battle of the Books pick)
Noisy outlaws, unfriendly blobs, and some other things that aren't as scary, maybe, depending on how you feel about lost lands, stray cellphones, creatures from the sky, parents who disappear in Peru, a man named Lars Farf, and one other story we couldn't quite finish, so maybe you could help us out	Chapter book— story collection	J NOISY-O
Astronuts: the plant planet	Illustrated chapter book	J SCIESZK
Trucktown	Easy reader series	E-BEG SCIESZK
Frank Einstein	Chapter book series	J SCIESZK

Fairy Tales: remixed and traditional

No kidding, mermaids are a joke! : the story of the little mermaid, as told by the prince	Picture book	E LOEWEN
The wolf who cried boy	Picture book	E HARTMAN
Whatever after by Sarah Mlynowski	Chapter book series; available in print, digital, and audio	J MLYNOWS
Very short fairy tales to read together : (in which wolves are tamed, trolls are transformed, and peas are triumphant)	Read-together story collection	J 428.6 HOBERMA
Endlessly ever after : pick your path to countless fairy tale endings! : a story of Little Red Riding Hood, Jack, Hansel, Gretel, Sleeping Beauty, Snow White, a wolf, a witch, a goose, a grandmother, some pigs, and endless variations	Picture book	E SNYDER

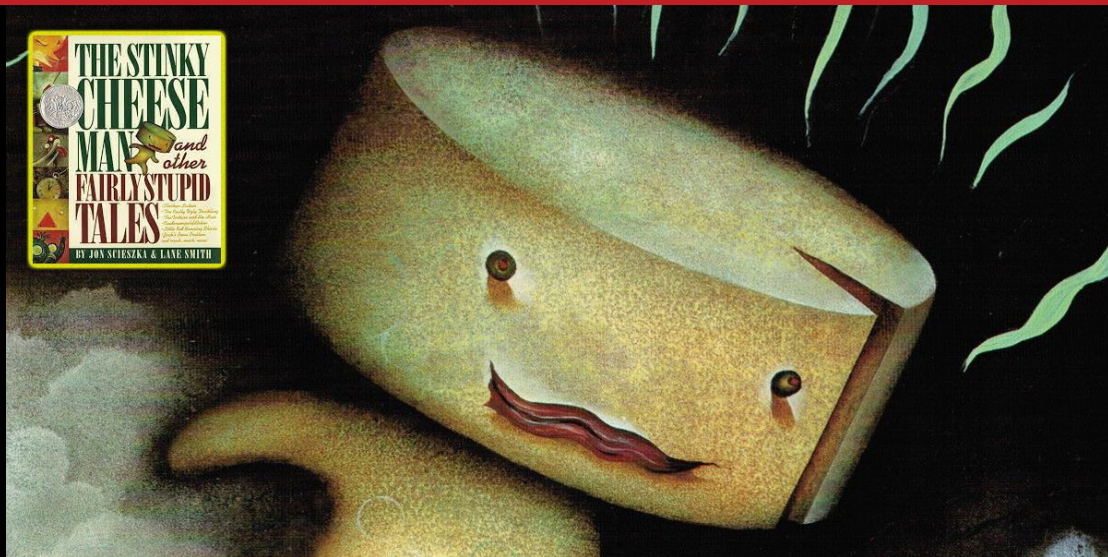
Tell us what you think!

Take a quick survey about the show using this link
or scan the QR Code:

<https://www.surveymonkey.com/r/NF25P6G>



About The Stinky Cheese Man



Based on the book by Jon Scieszka & illustrated by Lane Smith, Adapted by Jason Hines

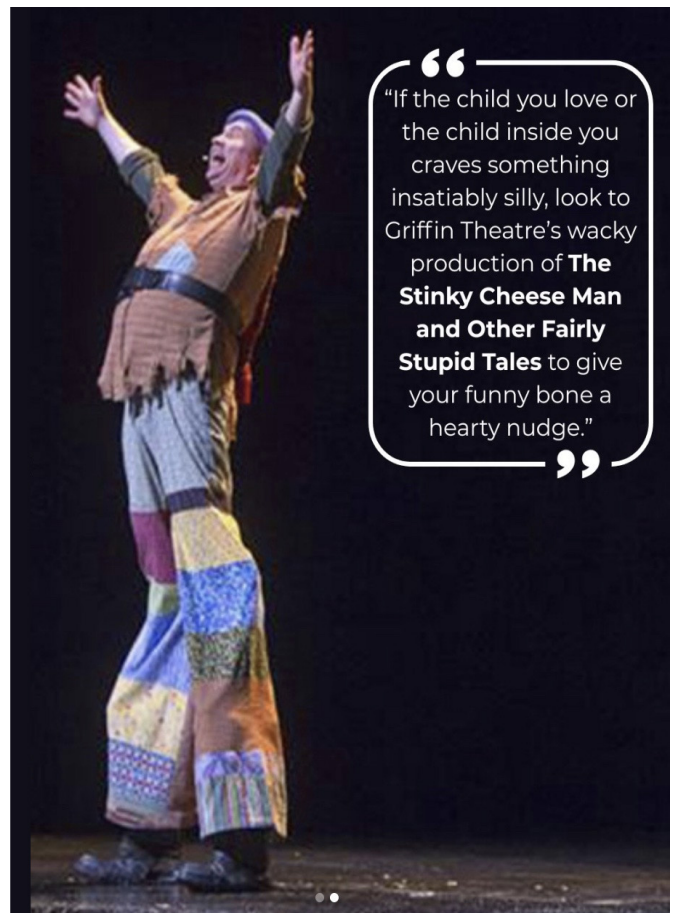
Step into a wildly imaginative world where fairy tales are turned completely upside down. This adaptation of the best-selling 1992 children's book The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka and Lane Smith bursts onto the stage in a fast-paced, laugh-out-loud journey.

Meet The Stinky Cheese Man, cheer on a very different Ugly Duckling, watch Chicken Licken spread panic, encounter a less-than-charming Little Red Running Shorts and discover what happens when familiar favorites like Jack and the Beanstalk and The Gingerbread Man take hilariously unexpected turns. Based on the beloved 1992 children's book, this fast-paced stage adaptation is packed with laugh-out-loud comedy, playful chaos and surprises around every corner.

Packed with irreverent humor, unexpected twists and a cast of delightfully unruly characters, this high-energy production gleefully turns classic fairy tales inside out. Familiar stories unravel, characters take over and storytelling rules are tossed aside in a playful, anything-can-happen theatrical experience.



Brought to you by **Griffin Theatre**, the same talented company that gave us Frindle in 2024. This one-of-a-kind show captures the book's signature chaos and charm that delivers a nostalgic nod to its '90s roots while feeling fresh, surprising and completely original.



“If the child you love or the child inside you craves something insatiably silly, look to Griffin Theatre's wacky production of **The Stinky Cheese Man and Other Fairly Stupid Tales** to give your funny bone a hearty nudge.”

Alaska Junior Theater

Theatre Trivia... Did You Know?



The ancient Theatre of Thorikos in Attica, Greece.

- After a play is over and everyone goes home, there is always a light left on backstage - it's called a Ghost Light!
- The oldest play that is still around today was written by an Ancient Greek named Aeschylus. It's almost 2,500 years old!
- The longest performance on stage was over 23 hours long! It happened in New Jersey in 2010.
- William Shakespeare is a famous playwright. He wrote 37 plays and is still quoted by many people today. There are 157 million Google pages that mention him - the most of any famous person ever!
- In theatre, it's considered bad luck to tell an actor "Good luck" before a performance. Instead, you're supposed to say, "Break a leg!"
- In Ancient Greece, audiences stamped their feet rather than clapping their hands as a sign of applause.
- The word "Theatre" originally comes from the Greek word *Theatron*, meaning "a place to behold."
- In American English, the word 'theater' can mean either a place where films are shown (also called a cinema) or a place where live stage plays are performed. In British English, 'theatre' exclusively means a place where live plays are performed. 'Theatre' can also mean the business of putting on plays!
- There are five main types of theatre: Drama, Musical Theatre, Comedy, Tragedy and Improvisation.
- Theatre performances have directors, producers, writers, set designers, lighting designers, makeup artists, costume designers and many more people working backstage, as well as the performers on stage. Many performances also involve live music, played by an orchestra.
- Aristotle was the world's first theoretician of theatre, way back in 384 - 322 BC.
- The word 'thespian' comes from the first person to have taken the stage in Ancient Greece, Thespis.
- The first woman to appear in a Shakespeare play was in 1660, 44 years after Shakespeare's death. It was previously illegal in England for a girl to act on stage.

Have you ever been to a play? Where were you? What did you see?

Alaska Junior Theater

Teacher's Guide to Creative Drama

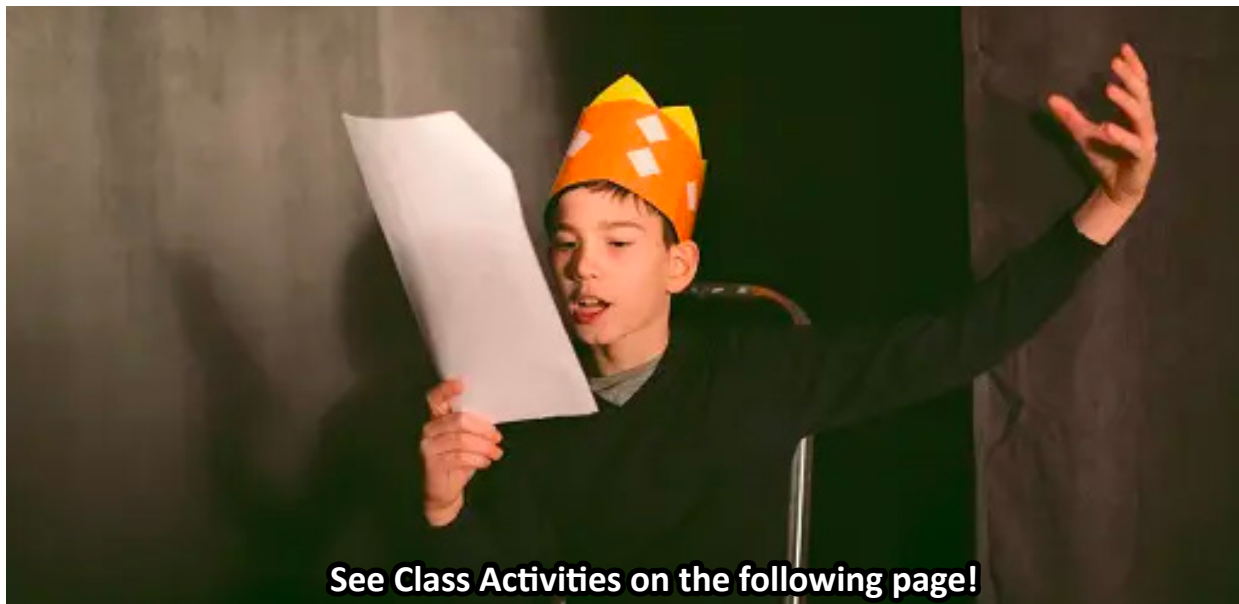
An Introduction



One of the most exciting ways to prepare students of all ages to view live theatre or bring an academic concept or lesson to life is to give them the experience of what it feels like to be an actor in a given situation or circumstance. **Creative Drama** provides an excellent vehicle toward fulfilling this objective. There are many exercises that are easy to implement using the students' whole instrument, including imagination, voice, movement, senses and emotions. The entire class participates at the same time so there is little opportunity for self-consciousness to inhibit creativity.

The following are some simple exercises, suitable for all age groups. No prior drama experience is required of students (or teachers!). These exercises can be done in the classroom if desks can be moved to the side. This can be accomplished quietly and efficiently by making a game of it. A sample scenario might be to encourage students to imagine an earthquake fault line under the room. It is the students' responsibility to move the desks to the side of the room to reinforce the walls. This must be done silently so the fault line will not be disturbed.

[Note: If it is not possible to move the desks, however, most exercises can be done with students standing behind or near their desks.]



See Class Activities on the following page!

Alaska Junior Theater

Teacher's Guide to Creative Drama

Acting Exercises for Kids!



Warm Up Exercises

Freeze and Move

Using a percussion instrument (small drum or tambourine) or a piece of lively music, ask students to move while the music plays and freeze when it stops. Ask students to move isolated parts of their body (i.e. “now just move your leg, now your head, etc.”) If you are using a drum, it can be exciting to vary the speed of the movement by changing the tempo of the beat.

Simple Stretches

Lead students in stretching their bodies. The use of visual images or characters helps make stretching fun. For example, tell students to reach for a silver thread hanging from an imaginary cloud above their head. Tell them to hold on tight and imagine they are swinging high above the neighborhood. Sometimes the strings might disappear. Students should then drop, loosely. Repeat this several times. Students can then stretch out wide like a big tree, swivel like a snake, stretch their necks long like a giraffe's, make their bodies small like a tiny mouse, etc.



Grooming the Senses



In place, encourage students to isolate each sense and focus on it. For example, tell them to close their eyes and listen attentively, first to sounds in the room, then sounds in the hallway. Finally, have them send their hearing out as far as it will go. Ask them to share what they have heard.

A similar exercise can be done with sight. Ask them to look around the room, noticing colors and shapes. Ask them to see each object and then have each object see them. Turn to a partner and see the partner and have each partner see them. Ask students if they can tell the difference between being seen and being the see-er and what each feels like. To

practice heightening the sense of touch, you can pass around a paper bag with an object in it. Have each student feel and describe it without the sense of sight. Students can be encouraged to experiment with smell and taste in the lunchroom and at home.

Teacher's Guide to Creative Drama

Acting Exercises for Kids!



Movement: A Mirror Exercise



To help students focus, lead the class in a simple “follow the movement” exercise to slow, pleasant music. Make simple movements with your arms, head, face and legs. Encourage students to mirror these movements at the same time you are making them. Then, if you can arrange students in a circle, choose one student to leave the room and one student to lead the class in simple slow movements. The student chosen to leave is now invited back to try to guess who is the leader.

A more advanced version of this exercise involves grouping students in pairs and having them mirror each other. Music can be really helpful. Remind students that

the face moves too and that laughter and giggling can be mirrored, too!

Sound Effects

Sound Effects Story: Pick a simple story that has many opportunities for added sound effects (for example, stories in cities, bad weather, haunted houses, etc.). This story can be made up in advance, improvised on-the-spot or read from a book. Practice with the group, encouraging students to make the sound of the wind using their voices, doors slamming using their feet, etc. Then control the volume of the sound using a wand, a pencil or any conductor like object. When your hand is high, the sound is loud, when your hand is lowered the sound diminishes and then stops. Use this volume control tool throughout the story.



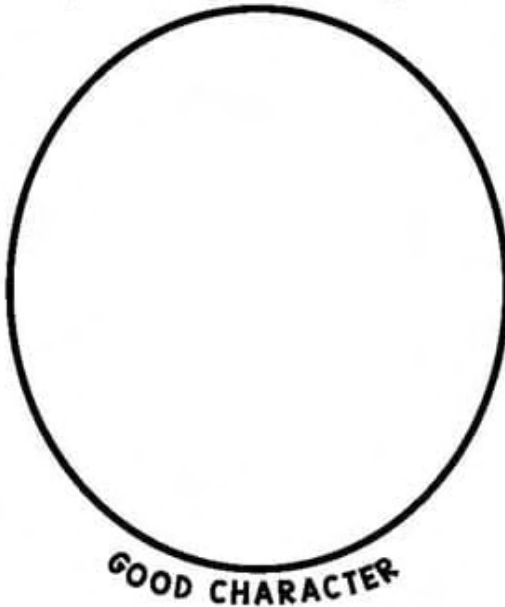
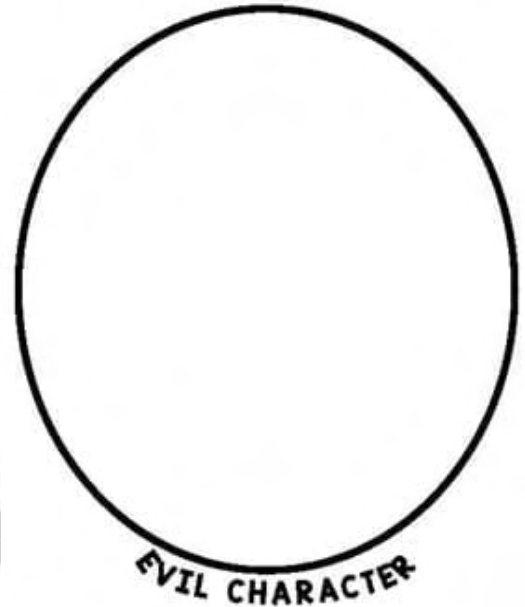
Activities for the Classroom

Name _____

Fairy Tales

ELEMENTS OF A FAIRY TALE

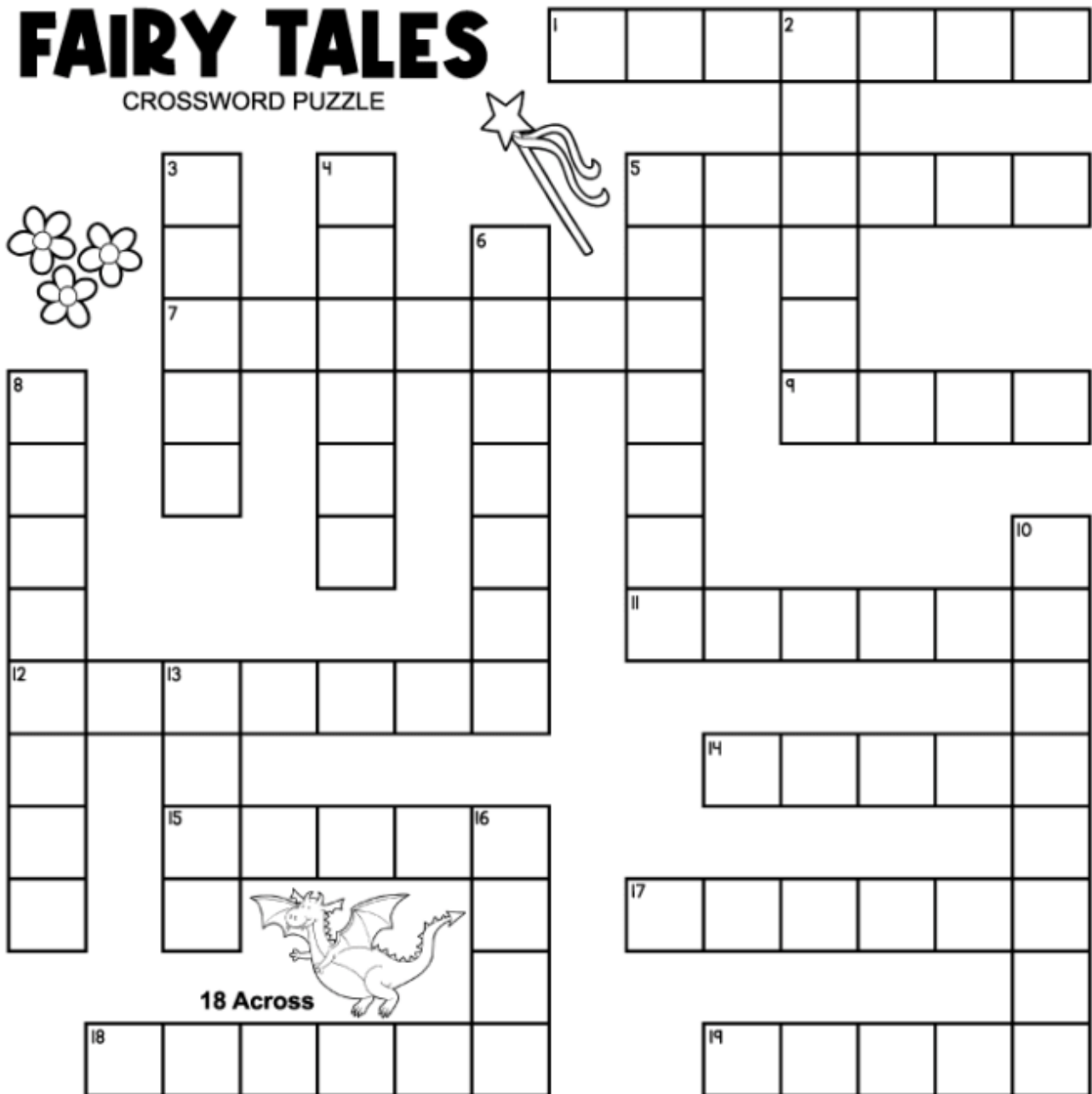
Directions: After reading any fairy tale, fill out the parts that make up the story in the graphic organizer below.



SETTING 	PROBLEM	
	SOLUTION	
	MAGIC	

FAIRY TALES

CROSSWORD PUZZLE



18 Across

ACROSS

1. this word comes before 'ever after' in a fairy tale ending
5. this hero often rides a horse, wears armor, and goes on a quest to save the princess
7. Cinderella's cruel stepmother is a _____. So are Ursula, Maleficent, and the Queen of Hearts.
9. the stepmother in Snow White is this
11. "Magic ____ on the wall, who is the fairest of them all?"
12. Ariel is one of these sea creatures
14. the wife of a king
15. the three bears ____ in a cottage in the woods
17. the Beast's home
19. small magical creatures known for their pointy ears

DOWN

2. this character kisses Snow White to wake her up
3. Cinderella is an animated ____
4. In "The Wizard of Oz", Dorothy had to ____ the Yellow Brick Road
5. a vast land where fairy tales often take place
6. movie based on the fairy tale Rapunzel
8. the handsome prince in fairy tales is often called this
10. Snow White, Belle, Cinderella or Ariel
13. the king and queen ____ the land
16. Jack went ____ the beanstalk and the giant came ____ after him

Answer key on page 19.

Tree Valley Academy

SEARCH AND FIND FAIRY TALE

Search and find all of the images below. Circle or color them in as you find each image.



☐ CROWN



☐ APPLE



☐ BAT



☐ PIZZA

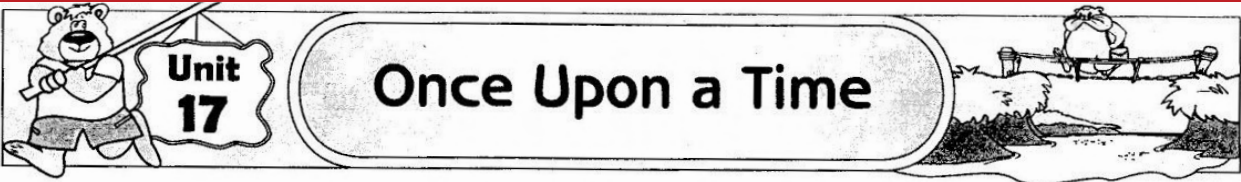


☐ TENT

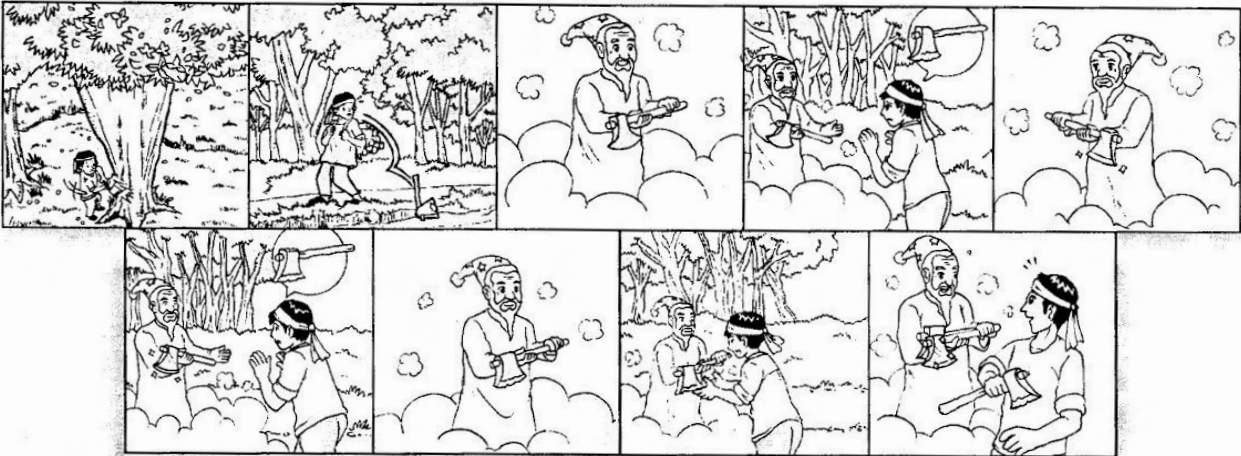


☐ ICE CREAM

Activities for the Classroom



A. Based on the pictures, fill in the blanks correctly.



honesty	silver	forest	pond
accept	dropped	sad	returned

A poor woodcutter was cutting wood in the ⁽¹⁾ _____. The woodcutter accidentally ⁽²⁾ _____ his axe into a ⁽³⁾ _____. He felt ⁽⁴⁾ _____ because he could not afford to buy a new iron axe. A fairy saw the incident and approached him with a ⁽⁵⁾ _____ axe. The woodcutter did not take it because it was not his own axe. Then, the fairy offered him a golden axe. But the woodcutter did not ⁽⁶⁾ _____ it also. Finally, the fairy ⁽⁷⁾ _____ him his own iron axe. The woodcutter was pleased and thanked the fairy. Due to his ⁽⁸⁾ _____, the fairy also gave him the silver axe and golden axe.

Alaska Junior Theater

Activities for the Classroom

Name _____ Date _____

Fractured Fairy Tales

A Fractured Fairy tale is a Fairy tale that has been written with a twist. Usually either the setting of the story has been changed or the point of view or view from which the story is told has been changed.

Fairy Tale _____ Author _____

	Fairy Tale Story Map
Setting of the Story	
Who are the good characters?	
Who are the bad characters?	
Whose Point of View is the story told from?	
Problem in the Story	
Events in the Story	
Solution to the Problem	
What lessons do the characters learn?	



Name _____ Date _____

Fairy Tale With a Twist



Once upon a time, there were three _____ pigs. One day, their

1. adjective

mother said, "It's time for you to _____ on your own." So they

2. verb

went off to _____ their homes. The first built a house out of

3.verb

_____. The second built a house out of _____.

4. noun

5. noun

third built a house out of _____. They were very _____.

6. noun

7. adjective

Then one day a wolf knocked on the first pig's _____.

8. noun

Knock, knock, knock. "Open up or I'll _____ your house down."

9. verb

The pig didn't _____. So the wolf blew down the _____.

10. verb

11. noun

The wolf knocked on the second little pig's door. Knock, knock, knock.

"Open up or I'll blow your _____ down." The pig didn't

12. noun

_____. So the wolf blew down the _____.

13. verb

14. noun

knocked on the third little pig's door. Knock, knock, knock. "Open up or

I'll blow your _____ down." The pig didn't. But the wolf couldn't

15. noun

blow the _____ down. So all the pigs went to live in the

16. noun

_____ house. And they _____ happily ever after.

17. adjective

18. past tense verb

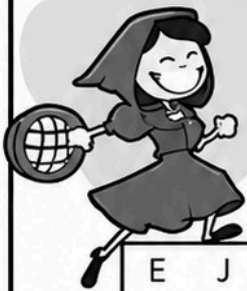
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Create Your Own Fairy Tale!

<u>Characters</u>		<u>Setting</u>	
Protagonist ★	Antagonist ★	When	Where
<u>Exposition</u> What was the <i>protagonist's</i> life like in the beginning?		<u>Conflict</u> What is the problem between the Hero and the Villain ?	
<u>Climax</u> What is the turning point of the story?		<u>Resolution</u> How does the story end? Happy? Sad? Silly?	

Alaska Junior Theater

Name: _____



Fairy Tale Word Search



SNOW WHITE

LITTLE RED RIDING HOOD

THE THREE PIGS

GOLDILOCKS

THREE BEARS

SLEEPING BEAUTY

PRINCESS AND THE PEA

JACK AND THE BEANSTALK

CINDERELLA

THE STONE SOUP

PINOCCHIO

ALICE IN WONDERLAND

RAPUNZEL

HANSEL AND GRETEL

PUSS IN BOOTS

© Monsterwordsearch.com

**Answer
key
on page
19.**



FAIRY TALES

WORD SCRAMBLE



SACTEL

NOAGDR

VLEI

IYAFR

ROTSFE

AITGN

NGIK

VEOL

ICMGA

GERO

PICREN

RINSCSEP

QNUEE

TROSY

LRLTO

INNROCU

SIHW

CWTIH

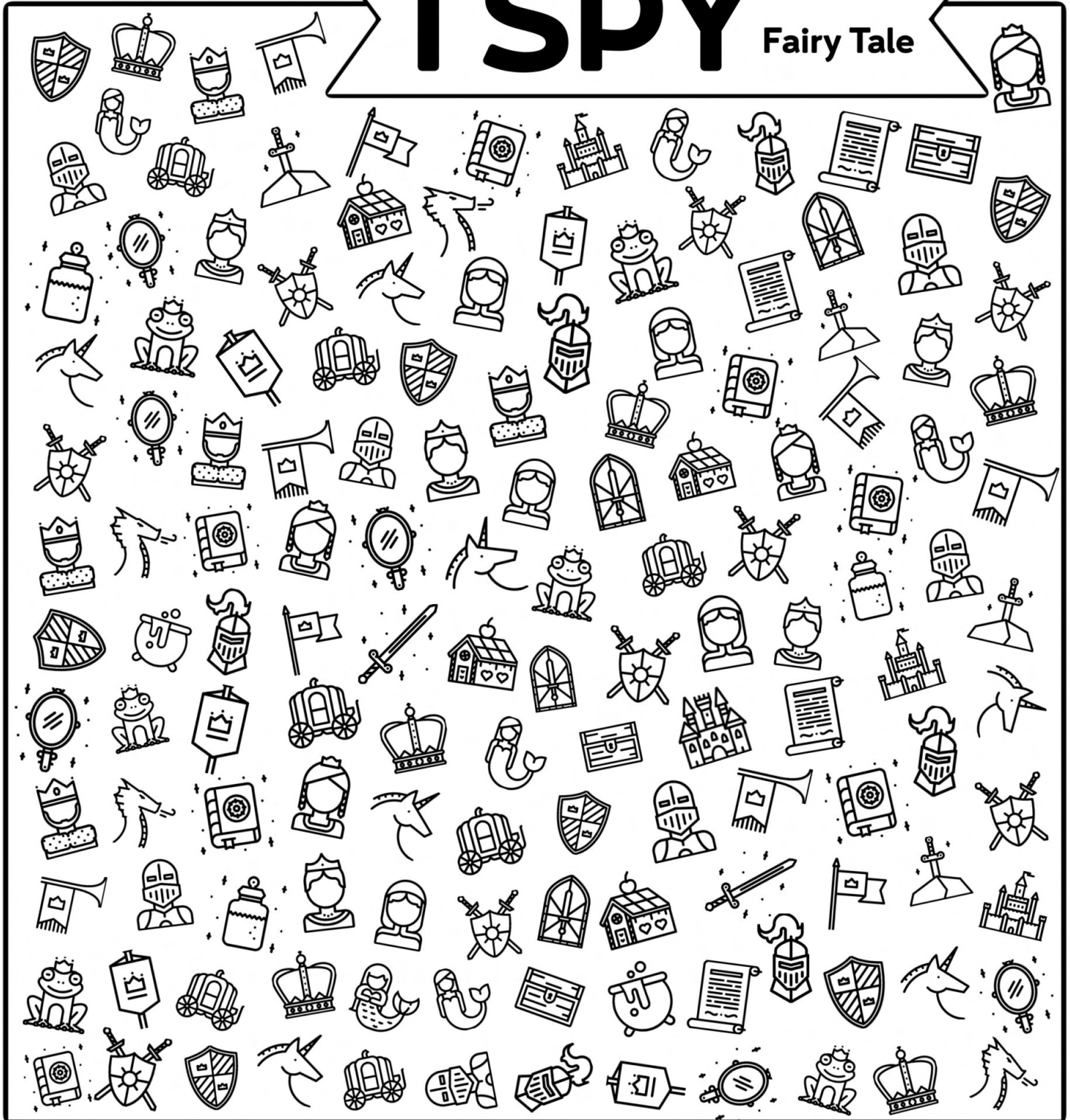


Answer key on page 19.

Alaska Junior Theater

I SPY

Fairy Tale

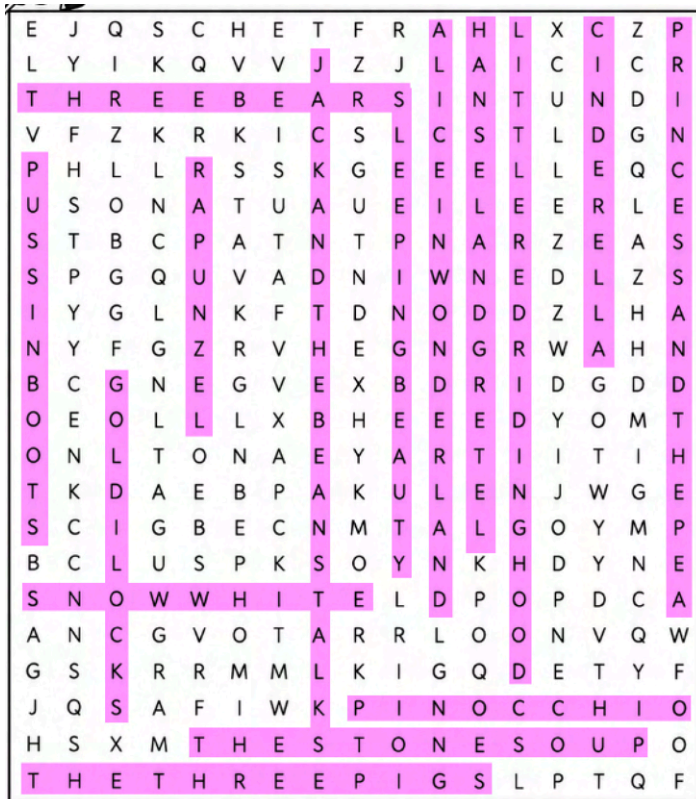


- | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 2 | | 4 | | 4 | | 5 | | 4 | | 5 | | 7 | | 4 | | 6 | | 5 | |
| 1 | | 6 | | 7 | | 1 | | 3 | | 6 | | 7 | | 4 | | 7 | | 5 | |
| 3 | | 3 | | 4 | | 6 | | 2 | | 7 | | 5 | | 9 | | 6 | | 3 | |

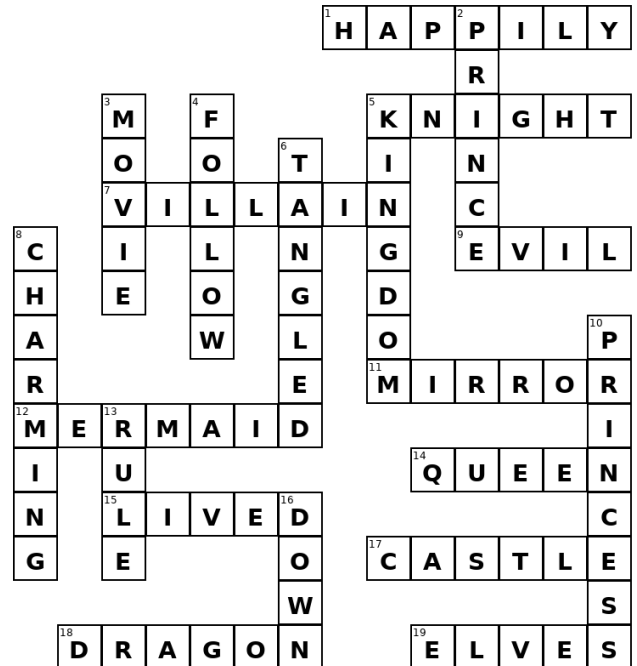
Alaska Junior Theater

Stinky Cheese Man Activities

Answer Key



Fairy Tales Crossword - Answer Key



Fairy Tales Word Scramble
Answer Key

SACTEL	C A S T L E
NOAGDR	D R A G O N
VLEI	E V I L
IYAFR	F A I R Y
ROTSFE	F O R E S T
AITGN	G I A N T
NGIK	K I N G
VEOL	L O V E
ICMGA	M A G I C
GERO	O G R E
PICREN	P R I N C E
RINSCSEP	P R I N C E S S
QNUUE	Q U E E N
TROSY	S T O R Y
LRLTO	T R O L L
INNROCU	U N I C O R N
SIHW	W I S H
CWTIH	W I T C H



Alaska Junior Theater

Theater Etiquette and Expectations

We have a wonderful opportunity at this performance to help youth learn about attending live performances.

Please discuss the following with your students:

1. Sometimes young people do not realize how a live performance differs from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. This makes it riskier for the performer and more exciting for the audience. It also means the audience has a real contribution to make to the overall event. Each audience member affects those around him/her as well as the performer. Concentrate to help the performers. The audience gives energy to the performer who uses that energy to give life to the performance.
2. An usher will show you where to sit. Walk slowly and talk quietly as you enter the theater.
3. For safety's sake, do not lean over or sit on the balcony railings or box ledges. Please be careful on the stairs. Avoid horseplay and running throughout the building.
4. If necessary, use the restroom before the performance begins. Adults need to accompany young students. After the show, we need you to exit the building right away because of bus schedules and other shows.
5. You may talk quietly to the people next to you until the performance begins.
6. When the lights in the theater begin to dim, it is the signal that the performance is about to start. Stop talking and turn your attention to the stage.
7. Stay in your seat throughout the entire performance.
8. During the performance, listen quietly and watch closely. Talking during the performance will distract other audience members and performers. Try not to wiggle too much and don't kick the seat in front of you. These disruptions make it hard for others around you to concentrate on the show. Sometimes during a performance you may respond by laughing, crying or sighing. By all means feel free to do so! LAUGHING IS APPROPRIATE. (Teachers, please do not hush the students while they are laughing.) If something is funny, it's good to laugh.
9. If you like something a lot, applaud. This will let the performers know that you are enjoying the show.
10. At the end of the show, applaud to say thank you to the performers. The performers will bow to acknowledge your appreciation and thank you for coming.
11. When the lights get brighter in the theater, the show is over. Stay in your seats until the OnStage Coordinator dismisses your school.
12. Please remember:
 - Taking photographs or using recording devices is strictly prohibited.
 - Beverages and food, including gum and candy, are not allowed in the theater.
 - You are only one person among several hundred in the audience.
 - Please respect the performers and your fellow audience members.

Cell phone use is prohibited. The light from your screens may distract the people around you.

Thank you for choosing Alaska Junior Theater!

Tell us what you think!

**Take a quick survey about the show using this link
or scan the QR Code:**

<https://www.surveymonkey.com/r/NF25P6G>

