

CREATE MAGIC MOMENTS

WITH **Disney**

Disney
FROZEN

Do you wanna build a snowman?

Play Movie Night Bingo with
the entire family by watching
your favorite *Frozen* story.

✂ Printable Bingo Cards. Cut here

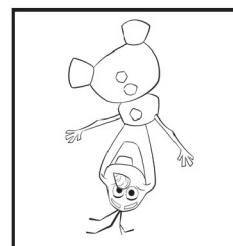
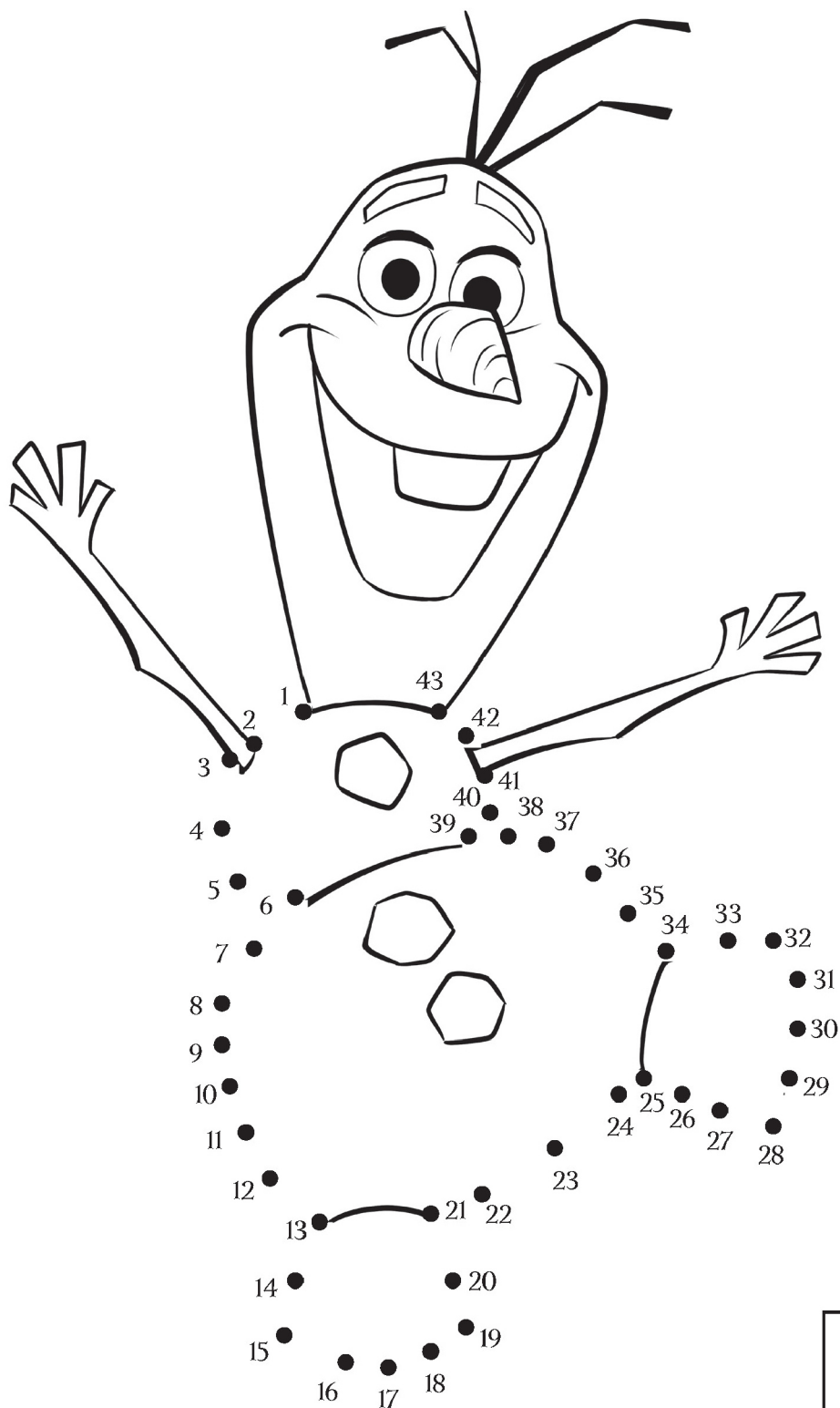
Warm Hug	Elsa Uses Magic	Someone Throws A Snowball	Sven Snacks On A Carrot	Olaf Dreams Of Summer
Anna Sings!	Anna And Elsa Work Together	Kristoff Sings!	Elsa's Ice Palace	Chocolate Fondue
Olaf Gets Excited	Elsa Sings!		Rock Trolls	Olaf Sings!
Elemental Spirit	Anna Is Brave	Olaf Loves His Nose	Build A Snowman	Elsa And Anna Hug
Sven Being Clumsy	Arendelle Castle	Oaken Says "Yoo Hoo"	Sister Bonding	Olaf Learns A Valuable Lesson

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Connect the Dots

Do you want to draw a snowman?
Connect the dots to make everyone's favorite snowman!



Answer

Spot the Difference

Kristoff and Sven race through the Enchanted Forest.
Find the image below that is different from the others.



A



B



C



D

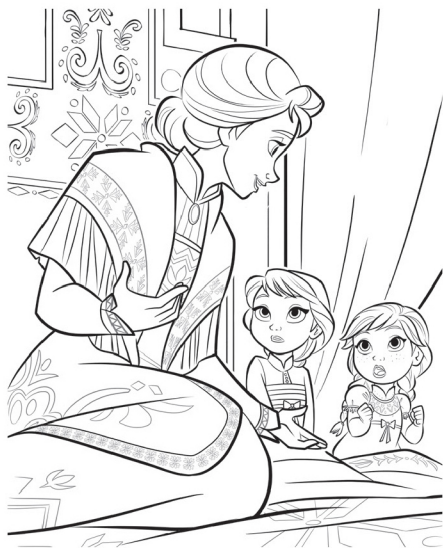


E

Story Time

Anna and Elsa's parents told them amazing bedtime stories.

Write your own bedtime story below.



I'M FREE

Subject: English Language Arts

Goal: to connect with Elsa's feeling of strength & freedom in "Let it Go"

Objectives: Students will...

- Examine the lyrics of "Let it Go".
- Identify a personal strength.
- Write original lyrics based on a personal strength.

Introduction

After fleeing Arendelle, Elsa yields her power to build an ice castle, a place she feels most free. The lyrics of "Let it Go", written by Kristen Anderson-Lopez and Robert Lopez, communicate the strength and freedom Elsa experiences after years of fearing the power within herself. By writing their own lyrics, students will explore the power of their own strengths.

Warm Up: Lyrics as Poetry

Write the following lyrics on the board:

"It's funny how some distance makes everything seem small
And the fears that once controlled me can't get to me at all;
It's time to see what I can do; To test the limits and break through;
No right, no wrong, no rules for me; I'm free"

Read the lyrics aloud and ask the class to suggest what they might mean. Next, explain to the class that "Let it Go" celebrates the strength and power within Elsa that she's previously feared. Facilitate a brief discussion about lyrics being poetry set to music, often used in theater to tell a story. Ask the students what they notice about the language choices and rhyming structure in "Let it Go."

Main Activity: Write Original Lyrics

Explain that Elsa uses her power to build an ice castle. Ask each student to brainstorm an imaginary place they would build with their own personal power. Encourage students to choose a power based on a personal strength or personality trait of their choosing. Working in pairs, instruct students to take turns describing their places and their powers. While one student shares, the other should write a list of all the adjectives used to describe the place and all the verbs relating to the power. Then, have students use the lists as inspiration to individually write a verse of lyrics for their personal "Let it Go" moment. Invite students to share aloud and encourage students to celebrate each piece of writing; it takes a lot of strength to share original work!

Reflection

Facilitate a brief discussion using the following prompts:

- What are some similarities among the powers of our class?
- What did you discover about the process of writing lyrics?
- How would you react if you discovered your power was negatively impacting others?
- How would you react if the place you built became threatened?

I'M FREE



(CTD.)



Variations:

OLDER: If you are working with older students, challenge the students to choose a personal strength that perhaps they once feared. In the main activity, encourage students to write a chorus in addition to a verse. In the reflection, ask students to identify a style of music for their composition.

YOUNGER: If you are working with younger students, consider reducing the length of the lyric to a rhyming couplet. In the main activity, encourage students to first draw their imaginary place before brainstorming words to describe it.

HOMESCHOOL: If you are working with a homeschool student, provide the option for the student to write original lyrics from the perspective of a friend or family they respect. In the main activity brainstorm, have your student identify a descriptor beginning with each letter of the alphabet.

FROM SCREEN TO STAGE

Subject: English Language Arts, Theater

Goal: to introduce students to the process of adapting source material for the stage

Objectives: Students will...

- Explore storytelling conventions of animation and live theater.
- Work as a class and in pairs.
- Analyze text and think creatively to adapt a scene from the animated feature film *Frozen* for the stage.

Introduction

Frozen began as an animated feature film before it was adapted into a Broadway musical. The creators of the Broadway musical had to determine how the story could best be told on stage. By trying their own hand at the process of adaptation, students will learn to think theatrically and appreciate the creative team's work.

Warm Up: Ice Powers

With students seated at desks or in a circle, ask the class to move their hands as if they had the power to create snow from their fingertips. Next, ask them to imagine forming a snowball between their palms. Then, challenge the class to simultaneously toss their snowballs into the air to burst into a full-room snowfall. Encourage them to imagine feeling the flurries land on their face and arms. Facilitate a brief discussion about the images that came to mind during the activity. Brainstorm how those images could be animated in a feature film. Expand the conversation to gather your students' thoughts on all the possibilities of animation to convey a story about ice powers.

Main Activity: Adapting a Scene

In the process of adapting *Frozen* for the stage, the creative team had the opportunity to theatricalize Elsa's ice powers to be performed live. Brainstorm a list of artistic tools in the theatre (i.e. body, voice, costumes, props, scenery, lighting). Discuss how each of these tools might be used to create ice powers live onstage. Encourage creative solutions that feel plausible, even if improbable.

Distribute the "Ice Strike" excerpt from the *Frozen* film screenplay and choose three students to read aloud. Note: keep your students safe! This animated scene should simply be read and not performed due to its active nature. One student should read the action, which are in parenthesis. Lead a discussion about how animators realized this moment in the story. What are the strengths of using animation for such a scene? What are the limitations? Ask the students to discuss the strengths and limitations of live theater to realize this moment in the story.

Working in pairs, challenge students to write a version of the scene for the stage. Would the students re-write this moment to convey the plot in a way more appropriate for the stage? Encourage the inclusion of artistic tools and creative solutions that were brainstormed earlier in the lesson. If time allows, share the adapted scenes with the class.

Reflection

Facilitate a discussion using the following prompts:

- How did the scene change in your adaptation?
- What was challenging about the writing process?
- What differences do you notice about storytelling in animation and live performance?
- If you could talk with the creators of the musical *Frozen*, what would you want to ask them about their adaptation process?

FROM SCREEN TO STAGE

(CTD.)



Variations

OLDER: If you are working with older students, create groups in role as a creative team (i.e. author, director, designers) and challenge them to collaborate on a design concept. How would the idea be presented to a producer?

YOUNGER: If you are working with younger students, consider narrowing the artistic tools to only props and scenery. Use clay to convey one of the creative solutions brainstormed for ice powers. Have students write a sentence about their adaptation of ice powers for the stage, utilizing the vocabulary brainstormed as a class.

HOMESCHOOL: If you are working with a homeschooled student, reference video excerpts from the animated feature and focus on the role of the author. Choose an action sequence and challenge your student to write active stage directions to convey the plot point in live performance.

“ICE STRIKE” EXCERPT

“ICE STRIKE” Excerpt: Screenplay p. 4

(Anna fearlessly jumps off a snow peak into mid air.)

YOUNG ANNA

Catch me!

(Elsa makes another peak to catch Anna.)

YOUNG ELSA

Gotcha!

(Anna keeps jumping. Elsa keeps casting magic.)

YOUNG ANNA *(jumping faster)*

Again! Again!

YOUNG ELSA *(struggling to keep up)*

Slow down!

(Elsa suddenly slips. Her magic accidentally STRIKES Anna in the head. Anna tumbles down a snowbank and lands, unconscious.)

YOUNG ELSA *(CONT'D)*

ANNA!

(Elsa runs to Anna and takes her in her arms. A streak of Anna’s hair, where struck, turns white.)

YOUNG ELSA *(CONT'D)*

MAMA! PAPA!

(The room around them fills with frightening ice spikes.)