



# **The Elves & The Shoemaker**

## **-Study Guide-**

Use this Study Guide to enhance the educational experience of this show

## **About A.C.T.**

## **For Youth**

A.C.T. For Youth is an acclaimed professional touring theatre company based in Orlando, FL. Each year, the Atlantic Coast Theatre performs hundreds of shows for students across the U.S.A.

ACT For Youth's high-quality educational programming is recognized nationally by theatres, schools, art councils, libraries, and festivals- not to mention the thousands of children & families who see A.C.T. shows each year!



**Atlantic Coast Theatre For Youth has been awarded placement on:**

- ~Florida Artist Performances On Tour Program~
- ~Hillsborough County Artist Roster~
- ~SC Arts Commission Roster Of Approved Artists~
- ~The Arts Council of Fayetteville, NC Arts Roster~
- ~United Arts of Raleigh/Wake County, NC Roster~

**[www.atlantic-coast-theatre.com](http://www.atlantic-coast-theatre.com)**

# ABOUT THE AUTHOR

The play you are seeing is an adaptation written by Don Gruel from The Atlantic Coast Theatre (A.C.T.) For Youth, but the original story is from a tale written by...

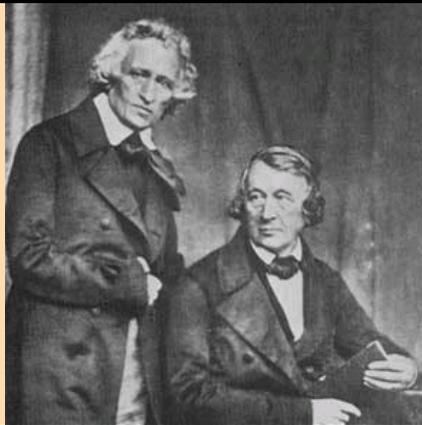
## The Brothers Grimm

Grimm's Fairy Tales are FAMOUS! BUT...

The Brothers Grimm did not *create* the fairy tales they wrote. They collected folktales that families had been telling for generations in Germany. The brothers wrote down the folktales & published them into books. Thanks to their hard work, we are all familiar with well-known tales like: Cinderella, Hansel & Gretel, and Rapunzel.



In fact, the Brothers Grimm wrote down over 200 folktales! All of the Grimm's Tales taught lessons and morals



Jacob and Wilhelm Grimm were brothers. Jacob was one year, one month, and 20 days older than Wilhelm. They were born in Germany during the 1780's.

**Florida B.E.S.T. Standards Connections:**  
ELA.K.R.1.3, ELA.1.R.2.4, ELA.2.R.2.4, ELA.3.R.2.3, ELA.4.R.2.3, ELA.5.R.2.3

# Where in the world?

The Brothers Grimm were from the country of Germany.

Find Germany on a globe.

What are other nearby countries?

Have you ever been to those places?



(Florida Standards Connections:

SS.K.G.1.2, SS.1.G.1.2, SS.2.G.1.1, SS.3.G.1.1, SS.4.G.1.4, SS.5.G.1.2)

## Traveling For A Story

Jacob and Wilhelm Grimm traveled throughout Germany gathering their stories. Some places that were important to them were...

Steinau- The town where they grew up.

Marburg- Where they went to college

Göttingen- Where they worked as professors.

Use a computer map program to plot travel between these places.

Jacob and Wilhelm lived before the invention of cars.

They would have ridden in horse-drawn carriages...or walked.

How long would that have taken?

(Florida Standards Connections:

SS.K.G.1.2, SS.1.G.1.2, SS.2.G.1.1, SS.3.G.1.1, SS.4.G.1.4, SS.5.G.1.2)

# **“WRITE YOUR OWN PLAY” ADAPTATION ACTIVITY**

## **PLAYWRITING TIPS**

- Every good play has to start somewhere.
- Sometimes the idea for a play comes completely from the playwright’s imagination.
- Sometimes the idea is created from a book or a story.
- The writer uses the original book or story as an inspiration.

## **AN ADAPTATION IS...**

### **~A New Play Based On A Book Or A Story~**

- 1-Pick a story with characters that will make your play interesting. You can also create new characters.  
Remember it is your adaptation!
- 2- Make a ‘Road Map’- outline the plan of how you want your play to be written. Don’t be afraid to change your mind.  
Sometimes creativity needs to take a detour!
- 3- Write your dialogue (what the characters say).  
Try to write dialogue that is realistic and not too formal.  
It will sound closer to how people really talk.

**Florida B.E.S.T. Standards Connections:  
ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2**

## **Be a SCENIC ARTIST Activity**

A SCENIC ARTIST, sometimes known as a SET DESIGNER, creates visual art for theatre performances.

### **Multiple Places In One Set**

Often, a scenic artist has the challenge of designing the scenery for a play that happens in many different places. Sometimes the scenery can be moved, but sometimes a “UNIT SET”, or scenery that stays in place for the entire show is used. Pick a story that you like that happens in multiple locations. It can even be a Brothers Grimm story. Design a non-moving “UNIT SET” for the stage version of the story you chose.

# THE ELVES & THE SHOEMAKER- ORIGINAL STORY

**Read the version of the story below. Compare and contrast the original story with the adaptation you saw on stage. How was it the same? How was it different?**

A shoemaker had become so poor that he had nothing left but leather for one pair of shoes. In the evening he cut out the materials for the shoes he wished to make the next morning. The shoemaker fell asleep. In the morning, two shoes stood completely finished on his table. He was astounded. They were so neatly made. There was not one bad stitch in them- a masterpiece! Soon after, a buyer came in and paid more for the shoes than normal. The shoemaker was able to purchase leather for two pairs of shoes. He cut the materials out at night, and the following morning he found the four pairs of shoes made. He sold those shoes. So every evening after that the shoe materials were cut and then were finished by the morning.

The shoemaker at last became a wealthy man. One evening, not long before Christmas, the shoemaker said to his wife, "What if we stay up tonight to see who lends us this helping hand?" His wife liked the idea. So they lighted a candle and then hid themselves in a corner of the room to watch. When it was midnight, two tiny little elves came, sat down by the shoemaker's table, took all of the cut out materials before them and began to stitch, and sew, and hammer so skillfully and so quickly with their little fingers that the shoemaker could not turn away his eyes for astonishment. They did not stop until all was done. The shoes stood finished on the table, and the elves ran quickly away. Next morning the woman said, "The little elves have made us rich, and we really must show that we are grateful for it. They run about so, have very few clothes on, and must be cold. I will make them little shirts, and coats, and vests, and trousers, and knit both of them a pair of stockings. You should make them two little pairs of shoes." The man said, "I shall be very glad to do it!"

One night the shoemaker and his wife laid their presents all together on the table instead of the cut-out leather. They hid themselves to see how the elves would behave. At midnight the elves came bounding in, wanting to get to work at once, but they did not find any leather. They found only the tiny little articles of clothing. The elves were at first surprised, and then they showed intense delight. They dressed themselves quickly, putting the pretty clothes on, and singing, "Now we are boys so fine to see, Why should we longer shoemakers be?"

Then they danced and skipped and leapt over chairs and benches. At last they danced out of doors. From that time forth they came no more, but as long as the shoemaker lived, all went well with him, and his shoe business prospered.

# Before The Show Activities

- **WATCHING A PLAY**-You will be seeing a live theatre production. What are the differences between a play and a movie or television? How is it different to view each type? What kinds of theatre manners should be used when watching a play?

(Florida Standards Connections: TH.K.S.1.1, TH.1.O.3.1, TH.1.S.1.1, TH.2.C.2.2, TH.2.S.1.1, TH.3.O.3.1, TH.3.S.1.1, TH.4.S.1.1, TH.5.H.3.2, TH.5.S.1.1, ELA.K12.EE.4.1, ELA.K12.EE.3.1)

- **READ OTHER WORKS BY THE SAME AUTHOR**- Research other stories written by the same author. Read and discuss with the class so you are familiar with the kinds of stories the author told. Discuss the tone and style used.

(Florida B.E.S.T. Standards Connections: ELA.K.R.1.1, ELA.K.R.1.3, ELA.1.R.1.1, ELA.1.R.1.2, ELA.2.R.1.1, ELA.2.R.1.2, ELA.3.R.1.1, ELA.3.R.1.2, ELA.4.R.1.1, ELA.4.R.1.2, ELA.5.R.1.1, ELA.5.R.1.2)

- **YOUR FAVORITE MUSIC**- As a class discuss each student's favorite kind/kinds of music. Do you like songs that tell stories? What appeals to each student about their favorite musical style? Write about it.

(Florida B.E.S.T. Standards Connections: ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2)

# After The Show Activities

- **COMPARE & CONTRAST**- Read the original version of the story on page 6 of this study guide. Discuss as a class how the different versions were the same and how they were different.  
(Florida B.E.S.T. Standards Connections: ELA.K.R.3.3, ELA.1.R.3.3, ELA.2.R.3.3, ELA.3.R.3.3, ELA.4.R.3.3, ELA.5.R.3.3)
- **WRITE A STORY**- What happens next in the story? It is up to you. Write a short story about what happens to the characters after the play ends.  
(Florida B.E.S.T. Standards Connections: ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2)
- **ACT OUT A CHARACTER**- Choose a favorite character from the play and act it out. Use your own imagination to choose how to play the part. You can even choose characters who are mentioned and never shown on stage.  
(Florida Standards Connections: TH.K.S.2.1, TH.1.S.3.1, TH.2.S.3.1, TH.3.S.3.1, , TH.4.S.3.1, TH.5.S.3.1)
- **BE A SCENIC DESIGNER**- The scenery for the show you watched was designed specifically to help tell the story on stage. The Atlantic Coast Theatre is a touring theatre company, so at the end of the show, everything must be packed up and taken to the next performance location. Choose one of your favorite stories and design the scenery. Think about how it will go together for travel, and how easy or difficult it will be to pack up. You can use the Activity sheet on page 5, or use your own larger paper to design upon.  
(Florida Standards Connections: VA.K.S.1.2, VA.1.S.1.3, VA.2.S.3.1, VA.3.S.3.1, VA.4.S.3.1, VA.5.S.3.1)
- **YOUR REVIEW**- Discuss your thoughts on the show. What were your favorite parts? What elements of the performance helped to tell the story.  
(Florida Standards Connections: TH.K.C.2.1. / TH.K.C.3.1 / TH.1.C.2.2 / TH.1.C.3.1 / TH.2.C.1.1 / TH.2.C.1.2 / TH.2.C.3.1 / TH.3.C.1.2 / TH.3.C.3.1 / TH.4.C.3.1 / TH.4.C.3.3 / TH.5.C.2.3 / TH.5.C.3.1 / TH.68.C.1.3 TH.68.C.2.4)

## BONUS POST-SHOW ACTIVITIES FOR THE ELVES AND THE SHOEMAKER

- All of Grimm's Fairy Tales teach morals or lessons. What do you think the moral or the lesson of the play THE ELVES AND THE SHOEMAKER is? Are there many lessons to be learned from the play?
- Write down a real story from your own life where you helped someone who needed you. Do you think you and the elf have anything in common?
- You may have noticed that the songs in the play had familiar tunes! We wrote them that way on purpose. We wanted the songs to use the melodies from popular or famous holiday songs, but we wanted the characters to sing different words. Why do you think that the Atlantic Coast Theatre For Youth playwright chose to do that?
- **SONGWRITING ACTIVITY-** Imagine that you are writing a song for our play. Decide if you want the elf to sing it or if you want the shoemaker to sing it. Do you want your song to be a pretty song, a funny song, a sad song, a fast paced song? Choose a holiday melody and write different lyrics to the tune.

# A.C.T. For Youth loves to receive letters from our audience!

(Florida B.E.S.T. Standards Connections:  
ELA.K.C.1.3, ELA.1.C.1.3, ELA.2.C.1.3, ELA.3.C.1.3, ELA.4.C.1.3, ELA.5.C.1.3)



You will write letters all of your life!  
You will write letters in school, to correspond with friends and family, and for your job one day!  
It is very important to know how to write a good letter.

Your teachers may want you to write your letter in a proper letter-writing style or format. Here is an example of one style!

A.C.T. For Youth  
8297 Champions Gate Blvd. #188  
Champions Gate, FL 33896

Dear Audience:

The Atlantic Coast Theatre For Youth would like to thank all of you for showing us such fantastic audience manners during the show! Everyone was so respectful during the performance. You laughed when things were funny, but you were also able to quiet back down so that everyone could hear. I don't think that we heard anyone talking while the actors were on stage. That was great! You made our job so much fun.

Thanks so much! You were wonderful!

Sincerely,

*Don Gruel & Noel Holland*

## YOU CAN SEND US

~A DRAWING~

~WHAT YOU LEARNED~

~YOUR FAVORITE PART~

**Your Opinions Count!  
They Help Us When  
We Write  
New Shows!**

Send your letters to:

Atlantic Coast Theatre For Youth  
8297 Champions Gate Blvd. #188  
Champions Gate, FL 33896



# All About The Actors

*Noel Holland & Don Gruel*

You will be seeing professional actors!  
That means they act for their jobs!  
An interesting fact about the actors:  
They started acting when they were YOUR age!



**NOEL HOLLAND**– I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen– if nobody was there to hear, I would sing to myself! I started acting and dancing because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job– owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth. It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!



Noel & her little sister, Meredith, putting on a play for family.



Don as the Easter Bunny in his 3rd Grade School Play

**DON GRUEL**– I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my “Star Wars” Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical OKLAHOMA when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!  
Get involved in a play at school or in your community!

## **FL STANDARDS CONNECTIONS:**

### **ELA.K.12.EE.4.1, ELA.K.12.EE.3.1**

**ELA.K.12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**ELA.K.12.EE.3.1: Make inferences to support comprehension.**

#### **ACTIVITIES:**

**-Watching the performance and engaging in followup discussion**

### **ELA.K.R.1.3, ELA.1.R.2.4, ELA.2.R.2.4, ELA.3.R.2.3, ELA.4.R.2.3, ELA.5.R.2.3**

**ELA.K.R.1.3: Explain the roles of author and illustrator of a story.**

**ELA.1.R.2.4: Identify an authors opinion(s) about the topic.**

**ELA.2.R.2.4: Explain an authors opinion(s) and supporting evidence.**

**ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.**

**ELA.4.R.2.3: Explain an authors perspective toward a topic in an informational text.**

**ELA.5.R.2.3: Analyze an authors purpose and/or perspective in an informational text.**

#### **ACTIVITIES:**

**-About The Author, Page 2**

### **ELA.K.R.3.3, ELA.1.R.3.3, ELA.2.R.3.3, ELA.3.R.3.3, ELA.4.R.3.3, ELA.5.R.3.3**

**ELA.K.R.3.3: Compare and contrast characters experiences in stories.**

**ELA.1.R.3.3: Compare and contrast two texts on the same topic.**

**ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.**

**ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.**

**ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.**

**ELA.5.R.3.3: Compare and contrast primary and secondary sources related to the same topic.**

#### **ACTIVITIES:**

**-After The Show Activities, Compare & Contrast, Page 8**

**ELA.K.R.1.1, ELA.K.R.1.3, ELA.1.R.1.1, ELA.1.R.1.2, ELA.2.R.1.1, ELA.2.R.1.2, ELA.3.R.1.1, ELA.3.R.1.2, ELA.4.R.1.1, ELA.4.R.1.2, ELA.5.R.1.1, ELA.5.R.1.2**

- ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.**
- ELA.K.R.1.3: Explain the roles of author and illustrator of a story.**
- ELA.1.R.1.1: Identify and describe the main story elements in a story.**
- ELA.1.R.1.2: Identify and explain the moral of a story.**
- ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.**
- ELA.2.R.1.2: Identify and explain a theme of a literary text.**
- ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.**
- ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.**
- ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.**
- ELA.4.R.1.2: Explain a stated or implied theme and how it develops, using details, in a literary text.**
- ELA.5.R.1.1: Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.**
- ELA.5.R.1.2: Explain the development of stated or implied theme(s) throughout a literary text.**

**ACTIVITIES:**

-Before The Show Activities, Read Other Works By The Same Author, Page 7

**ELA.K.C.1.3, ELA.1.C.1.3, ELA.2.C.1.3, ELA.3.C.1.3, ELA.4.C.1.3, ELA.5.C.1.3**

- ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.**
- ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.**
- ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.**
- ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.**
- ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.**
- ELA.5.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.**

**ACTIVITIES:**

-Write a letter to the actors, Page 10

**ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2**

**ELA.K.C.1.2:** Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

**ELA.1.C.1.2:** Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

**ELA.2.C.1.2:** Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.

**ELA.3.C.1.2:** Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.

**ELA.4.C.1.2:** Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.

**ELA.5.C.1.2:** Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

**ACTIVITIES:**

-Write Your Own Play, Page 4

-Before The Show Activities, Your Favorite Music, Page 7

-After The Show Activities, Write A Story, Page 8

**SS.K.G.1.2 / SS.1.G.1.2 / SS.2.G.1.1 / SS.3.G.1.1 / SS.4.G.1.4 / SS.5.G.1.2**

**-SS.K.G.1.2:** Explain that maps and globes help to locate different places and that globes are a model of the Earth.

**-SS.1.G.1.2:** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

**-SS.2.G.1.1** Use different types of maps (political, physical, and thematic) to identify map elements.

**-SS.3.G.1.1:** Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

**-SS.4.G.1.4:** Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

**SS.5.G.1.2:** Use latitude and longitude to locate places.

**ACTIVITIES:**

-Where In The World, Page 3

-Traveling For A Story, Page 3

**TH.K.C.2.1 / TH.K.C.3.1 / TH.1.C.2.2 / TH.1.C.3.1 / TH.2.C.1.1 / TH.2.C.1.2 / TH.2.C.3.1 / TH.3.C.1.2 / TH.3.C.3.1 / TH.4.C.3.1 / TH.4.C.3.3 / TH.5.C.2.3 / TH.5.C.3.1 / TH.68.C.1.3 TH.68.C.2.4)**

- TH.K.C.2.1.** Respond to a performance and share personal preferences about parts of the performance
- TH.K.C.3.1** Recognize that individuals may like different things about a selected story or play
- TH.1.C.2.2** Identify elements of an effective performance
- TH.1.C.3.1** Share opinions about selected plays
- TH.2.C.1.1** Describe a character in a story and tell why the character is important to the story
- TH.2.C.1.2** Respond to a play by drawing and/or writing about a favorite aspect of it
- TH.2.C.3.1** Identify important characteristics to discuss when sharing opinions about theatre
- TH.3.C.1.2** Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production
- TH.3.C.3.1** Discuss the techniques that help create an effective theatre work
- TH.4.C.3.1** Identify the characteristics of an effective acting performance
- TH.4.C.3.3** Define the elements of a selected scene that create an effective presentation of an event or person
- TH.5.C.2.3** Defend an artistic choice for a theatrical work
- TH.5.C.3.1** Discuss alternate performance possibilities of the same character in the same play
- TH.68.C.1.3** Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards
- TH.68.C.2.4** Defend personal responses to a theatre production

**ACTIVITIES:**

-After The Show Activities, Your Review, Page 8

**TH.K.S.1.1 / TH.1.O.3.1 / TH.1.S.1.1 / TH.2.C.2.2 / TH.2.S.1.1 / TH.3.O.3.1 / TH.3.S.1.1 / TH.4.S.1.1 / TH.5.H.3.2 / TH.5.S.1.1**

- TH.K.S.1.1** Demonstrate appropriate audience behavior at a live performance.
- TH.1.O.3.1** Compare a play to an animated movie that tells the same story.
- TH.1.S.1.1** Exhibit appropriate audience etiquette and response.
- TH.2.C.2.2** Describe how an actor in a play, musical, or film creates a character.
- TH.2.S.1.1** Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
- TH.3.O.3.1** Compare the characteristics of theatre to television and movies.
- TH.3.S.1.1** Demonstrate effective audience etiquette and constructive criticism for a live performance.
- TH.4.S.1.1** Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
- TH.5.H.3.2** Compare theatre to other modes of communication.
- TH.5.S.1.1** Describe the difference in responsibilities between being an audience member at live or recorded performances.

**ACTIVITIES:**

-Before The Show Activity, Theatre Manners, Page 7

**TH.K.S.2.1, TH.1.S.3.1, TH.2.S.3.1, TH.3.S.3.1, , TH.4.S.3.1, TH.5.S.3.1**

- TH.K.S.2.1** Pretend to be a character from a given story.
- TH.1.S.3.1** Use simple acting techniques to portray a person, place, action, or thing.
- TH.2.S.3.1** Create imagined characters, relationships, and environments using basic acting skills.
- TH.3.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
- TH.4.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.
- TH.5.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.

**ACTIVITIES:**

-After The Show Activities, Act Out A Character, Page 8

**VA.K.S.1.2, VA.1.S.1.3, VA.2.S.3.1, VA.3.S.3.1, VA.4.S.3.1, VA.5.S.3.1**

- VA.K.S.1.2** Produce artwork influenced by personal decisions and ideas.
- VA.1.S.1.3** Create works of art to tell a personal story.
- VA.2.S.3.1** Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
- VA.3.S.3.1** Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
- VA.4.S.3.1** Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
- VA.5.S.3.1** Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

**ACTIVITIES:**

-After The Show Activities, Be A Set Designer, Page 8

-Be a Scenic Artist Activity, Page 5

# FL Previous LAFS Standards

## LAFS.K.SL.1.2, LAFS.1.RI.1.1, LAFS.2.RI.1.1, LAFS.3.RI.1.1, LAFS.4.RI.1.2, LAFS.5.RI.1.2

**-LAFS.K.SL.1.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**-LAFS.1.RI.1.1:** Ask and answer questions about key details in a text.

**-LAFS.2.RI.1.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**-LAFS.3.RI.1.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**-LAFS.4.RI.1.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**-LAFS.5.RI.1.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### **ACTIVITIES:**

-About The Author, Page 2

## LAFS.K.RL.3.9 / LAFS.1.RL.3.9 / LAFS.2.RL.3.9 / LAFS.3.RL.3.9 / LAFS.4.RL.2.6 / LAFS.5.RL.3.9

**-LAFS.K.RL.3.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**-LAFS.1.RL.3.9** Compare and contrast the adventures and experiences of characters in stories.

**-LAFS.2.RL.3.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**-LAFS.3.RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**-LAFS.4.RL.2.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**-LAFS.5.RL.3.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### **ACTIVITIES:**

-After The Show Activities, Compare & Contrast, Page 8

**LAFS.K.SL.1.1, LAFS.K.SL.1.2, LAFS.1.SL.1.1, LAFS.1.SL.1.2, LAFS.2.SL.1.1, LAFS.2.SL.1.2, LAFS.3.SL.1.1, LAFS.3.SL.1.2, LAFS.4.SL.1.1, LAFS.4.SL.1.2, LAFS.5.SL.1.1, LAFS.5.SL.1.2**

- LAFS.K.SL.1.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- LAFS.1.SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- LAFS.1.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- LAFS.2.SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- LAFS.3.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.3.SL.1.2** 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.
- LAFS.4.SL.1.1** 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.
- LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ACTIVITIES:**

-Before The Show Activities, Read Other Works By The Same Author, Page 7

## **LAFS.K.W.1.1, LAFS.1.W.1.1, LAFS.2.W.1.1, LAFS.3.W.1.1, LAFS.4.W.1.1, LAFS.5.W.1.1**

-**LAFS.K.W.1.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

-**LAFS.1.W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

-**LAFS.2.W.1.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

-**LAFS.3.W.1.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

-**LAFS.4.W.1.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

-**LAFS.5.W.1.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

### **ACTIVITIES:**

-Write a letter to the actors, Page 10

## **LAFS.K.W.1.3, LAFS.1.W.1.3, LAFS.2.W.1.3, LAFS.3.W.1.3, LAFS.4.W.1.3, LAFS.5.W.1.3**

- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

-**LAFS.1.W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

-**LAFS.2.W.1.3** 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.

-**LAFS.3.W.1.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

-**LAFS.4.W.1.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

-**LAFS.5.W.1.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### **ACTIVITIES:**

-Write Your Own Play, Page 4

-Before The Show Activities, Your Favorite Music, Page 7

-After The Show Activities, Write A Story, Page 8