



# SHERLOCK HOLMES

## & The Opera Mystery

### STUDY GUIDE

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

### ALL ABOUT A.C.T. For Youth

A.C.T For Youth is an acclaimed professional touring theatre company based in Orlando, Florida.

Each year, the Atlantic Coast Theatre performs hundreds of shows for thousands of students across the United States.

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!



ACT For Youth Programming is sponsored in part by

The State Of Florida,  
Department Of State, Division Of Cultural Affairs  
&

The Florida Council On Arts & Culture



Entertainment



Education

Visit Our Website!

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

# Sir Arthur Conan Doyle

Arthur Conan Doyle was born in Scotland in the year 1859.

Growing up with an alcoholic father was quite difficult for Arthur, but his mother tried to make life better by telling Arthur stories. As Arthur grew up, he found that he also had a talent for storytelling, entertaining his fellow students while attending boarding school.

Although he was very gifted at telling stories, Arthur decided to go to medical school. Even while studying to be a doctor, he published several short stories. Then, after he finished school and became a doctor, he still continued to write and publish fiction.

In 1888, Arthur Conan Doyle published the book A STUDY IN SCARLET which first introduced readers to the characters Sherlock Holmes and his sidekick, Dr. Watson. The character of Sherlock Holmes became famous around the world. Everyone wanted to read Doyle's stories about Sherlock Holmes creatively solving mysteries. Doyle was able to use his medical knowledge to make the mysteries interesting, for Sherlock Holmes used science and deductive reasoning to solve his mysteries.

The stories were published in THE STRAND magazine.

In 1893, however, Arthur Conan Doyle became bored with writing stories about Sherlock Holmes. So, he "killed" the character of Sherlock Holmes in a short story called "The Final Problem".

Readers were outraged, and over 20,000 readers cancelled their subscriptions to the magazine.

Fans insisted that they wanted more stories!

Eventually Doyle gave the public what they wanted and published two Sherlock Holmes bestsellers, THE HOUND OF THE

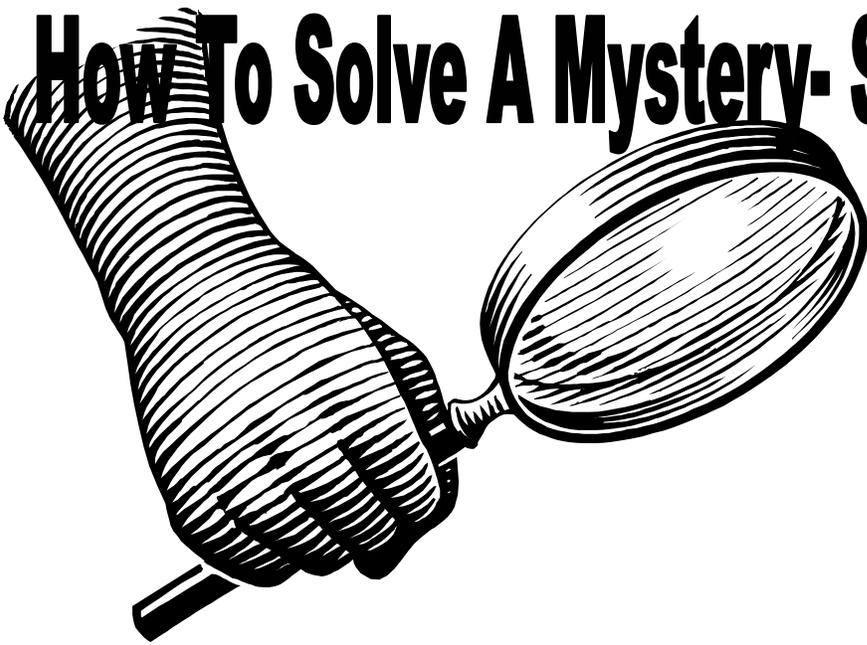
BASKERVILLES and THE RETURN OF SHERLOCK HOLMES.

(Rumor has it that the King of England knighted Arthur Conan Doyle BECAUSE the king was a Sherlock Holmes fan!)

Although Arthur Conan Doyle wrote many books, plays, and poems, he will always be famous for giving the world the character of Sherlock Holmes.



# How To Solve A Mystery- Sherlock Holmes Style!



DEDUCTIVE REASONING

KNOWLEDGE OF  
MANY SUBJECTS

DISGUISE

FORENSIC SCIENCE

## Deductive Reasoning

Try to think about how one thing relates to another.  
If the suspect had dried mud on his shoes, then you can reason that it was either raining or muddy when he wore those shoes.

## Knowledge

Try to learn as much as you can about a variety of subjects.  
The more that you know— the easier it is to solve the mystery.

## Disguise

Sherlock Holmes would wear disguises to help him when solving mysteries.  
Why do you think that he did that?

## Forensic Science

Forensic Science is the term we use to describe using science to solve a crime.  
Sherlock Holmes would study fingerprints and use a magnifying glass.  
His knowledge of chemistry allowed him to perform scientific experiments.  
Think about detectives in movies and television today.  
Shows like CSI are based on forensic science.  
Research how real detectives use science to solve crimes.



# 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!

## **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)
- **RESEARCH WORKS WITH THE SAME CHARACTER-** Become familiar with the character of Sherlock Holmes by reading a Sherlock Holmes story, or watching one of the many movie versions featuring Sherlock Holmes. (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-** The play features Opera. Even though opera music is very different from most popular music today, singing opera is one of the most challenging types of music. Become familiar with the style of Opera by listening recordings of Opera music.

As a class discuss each student's favorite kind/kinds of music. What appeals to each student about their favorite musical style? Try listening to a classmate's music that is a different style as well. Write about what you like about music, and how it is the same or different from other styles. (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-** Think of other “Detective” stories or “Mysteries” you have read or watched as a film or TV show. Discuss as a class how the play and those stories 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. Choose one of the characters from the show. 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. (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 SHERLOCK HOLMES POST-SHOW ACTIVITIES**

- In the show, Sherlock Holmes uses his skills in observation to help solve the mystery. Test your observation skills. Have a student volunteer stand in front of the class. Instruct the students to “Observe” the volunteer for a few seconds then have them leave the room. Then have each student write down the following information:

What color shirt was the volunteer wearing?

What color hair does the volunteer have?

Is the volunteer wearing a watch? Any other jewelry? What color are the volunteer’s eyes?

What color shoes is the volunteer wearing? Shoelaces?

When the volunteer returns to the room, see how good your observations were.

- Try writing your own Sherlock Holmes mystery. Try to keep the solution to the mystery a secret until the very end.
- Discuss the play as a class. Did you solve the mystery before Sherlock Holmes?
- The play takes place at the “Turn Of The Century”- the early 1900’s. Sherlock Holmes uses science and new technologies to solve mysteries. Discuss new technologies that have become available in this century...the 2000’s.
- Even though Sherlock Holmes has a job as a detective, he loves playing the violin as a hobby. Discuss why the arts are important in our lives– even if we do not choose to make them our profession.

# 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)

- **RESEARCH WORKS BY THE SAME AUTHOR**- Research other stories written by the same author. Read a chapter 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**- THE TIME MACHINE is a “Rock Musical” using a specific style of music as the basis of the songs. As a class discuss each student’s favorite kind/kinds of music. What appeals to each student about their favorite musical style? Try listening to a classmate’s music that is a different style as well. Write about what you like about music, and how it is the same or different from other styles.

(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**- Think of other Time Travel stories you have read or watched as a film or TV show. Discuss as a class how the play and those stories 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. Choose one of the characters from the show. 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)
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- **YOUR REVIEW**- Discuss your thoughts on the show. What were your favorite parts? What elements of the performance helped to tell the story.  
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# **“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, a story, or even a song.
- 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. Design a non-moving “UNIT SET” for the stage version of the story you chose.

(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)

# ACT For Youth loves to receive letters from our audience!



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!

## YOU CAN SEND US

~A DRAWING~

~WHAT YOU LEARNED~

~YOUR FAVORITE PART~

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

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*

Get your letters to your teacher or the school office so they can mail them to ACT For Youth (or the sponsor of the show).

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- **WRITE A STORY-** What happens next in the story? It is up to you. Choose one of the characters from the show. 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)
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- Even though Sherlock Holmes has a job as a detective, he loves playing the violin as a hobby. Discuss why the arts are important in our lives– even if we do not choose to make them our profession.

## **FL STANDARDS CONNECTIONS:**

### **ELA.K12.EE.4.1, ELA.K12.EE.3.1**

**ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**ELA.K12.EE.3.1: Make inferences to support comprehension.**

#### **ACTIVITIES:**

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

### **ELA.K.V.1.2, ELA.1.V.1.2, ELA.2.V.1.2, ELA.3.V.1.3, ELA.4.V.1.3, ELA.5.V.1.3**

**ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.**

**ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.**

**ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.**

**ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.**

**ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.**

#### **ACTIVITIES:**

**How To Solve A Mystery Sherlock Holmes Style**

**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- Sir Arthur Conan Doyle**

**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**

**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- Research Other Works With The Same Character**

**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.

**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

-Before The Show Activities, Your Favorite Music,

-After The Show Activities, Write A Story

**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

**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

**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