



The Pied Bag-Piper Of Hamelin

-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

The Pied Bagpiper Of Hamelin

Atlantic Coast Theatre For Youth's production
of THE PIED BAGPIPER OF HAMELIN
is a retelling of the famous fairy tale
"The Pied Piper Of Hamelin".

We have set the show in Scotland.
Scotland is a part of the United Kingdom.

Find SCOTLAND on the Map



The Bagpipes

**The Bagpipes have been played in
Scotland since before the 1300's!**

**The bagpiper fills up the bag
with air- presses the bag- and then
uses his fingers to cover holes on the
instrument to make the sounds.**



Tartans and Kilts



**The KILT is a piece of clothing that
Scottish men would wear.
Kilts started being worn
in Scotland during the 1500's.
The TARTAN is the patterned fabric
that the KILT is made out of.
Each "clan" (family) would wear
their own specific TARTAN.**

***IMAGINE IF YOUR FAMILY HAD
A SPECIAL FABRIC EVERYONE WORE!***

What Is A LOCH?



LOCH is the
Scottish (Gaelic) word for...

LAKE

You pronounce the word LOCH
the same way you would say “lock”.

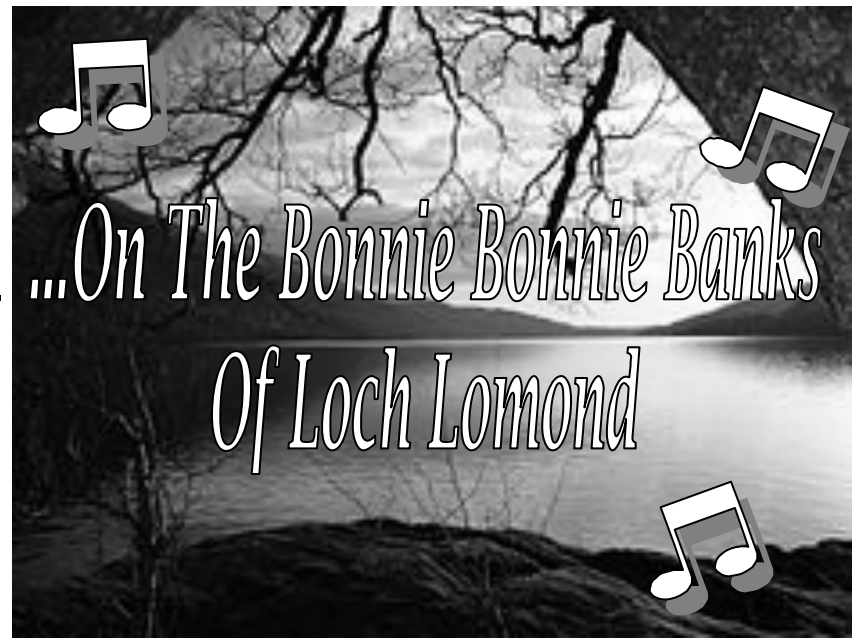
Loch Lomond

LOCH LOMOND is a beautiful large lake in Scotland.
It is the largest lake in Great Britain.

The beautiful old song
“LOCH LOMOND”

is a very important part of
The Pied Bagpiper of Hamelin

After watching the show, listen
to other versions of the song.
How are they the same?
How are they different?



Have you ever heard of the
LOCH NESS MONSTER?

“Nessie” is the nickname for the legendary creature
who some believe lives in Loch Ness in Scotland.

(Just like Loch Lomond, Loch Ness is a big lake.)



SCENIC ART

A “scenic artist” is the person who paints the scenery/sets for the play.
Our Scenic Artist is named Robbin Watts.

Design



ROBBIN WATTS

The “scenic artist” reads the script and talks to the director about what they would like the set to look like. Then the scenic artist draws a design.

The picture above is a design that Robbin made for
THE PIED BAGPIPER OF HAMELIN.

After the design is approved by the theatre, the scenic artist starts to paint.

The picture on the side is a photograph of the large piece of fabric that Robbin is painting.

Work In Progress



DRAW A BOX around the portion of the “DESIGN” above that Robbin is painting in “WORK IN PROGRESS”

If you like to draw and paint-
You might want to be a Scenic Artist
when you grow up.

Be A Scenic Artist Activity

As a class read a story together.

Pretend that you will be making a play of the story.

Imagine what you would want your set to look like.

Create a design for one large painted backdrop.



“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.
 - 1-Pick a story with characters that will make your play interesting. You can also create new characters.

AN ADAPTATION IS...

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

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

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)

- **WHERE IN THE WORLD...SCOTLAND**-The Pied Bagpiper Of Hamelin is set in Scotland. Find Scotland on a map of Europe. What countries are close by?

(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)

- **COMPARE & CONTRAST**- Find a book version of The Pied Piper and read it. After the show, 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)

- **YOUR FAVORITE MUSIC**- Music is very important to the play. 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

- **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,

- **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 & 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 PIED BAG-PIPER OF HAMELIN

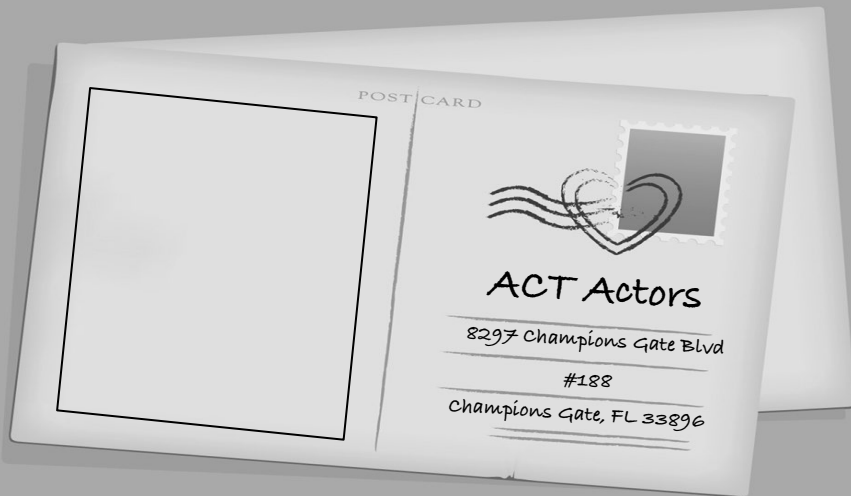
- One of the main lessons taught in The Pied Bagpiper Of Hamelin is about the importance of “keeping your word”. How did the Mayor get into trouble by not keeping her promises? Why does it hurt so much when someone does not follow through on what they have promised you? How can you improve on keeping your word in your own life?
- The rats in the show are puppets– they are not real. Did you find the scenes where the rats showed up to be funny? If this were a movie and real rats were used in the scenes, do you think it would still be as funny, or do you think that real rats might make the audience upset?
- How do you feel about the Mayor of Hamelin? Why do you think that she was voted to be the Mayor of the town to begin with? Was it right to vote her out of office? Should politicians be trustworthy?
- Although the original stories have the piper playing a flute or a recorder, the playwright thought that it would be interesting to make the piper a bagpiper. What did you think of the bagpipe music?
- The bagpiper wishes to earn money so that he can marry his “bonnie lass” back home. He had a hope for the future, then he planned how to achieve his goal, and finally he set out to reach his dream. What are your dreams and goals? What steps do you need to take to reach those goals? Write down those steps to help you make a plan.
- The bagpiper wore a Scottish Kilt during the show. What did you think when you saw him for the first time? Have you ever seen a kilt before?

(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)

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!

YOU CAN SEND US

~A DRAWING~
~WHAT YOU LEARNED~
~YOUR FAVORITE PART~

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

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

Send your letters to:

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



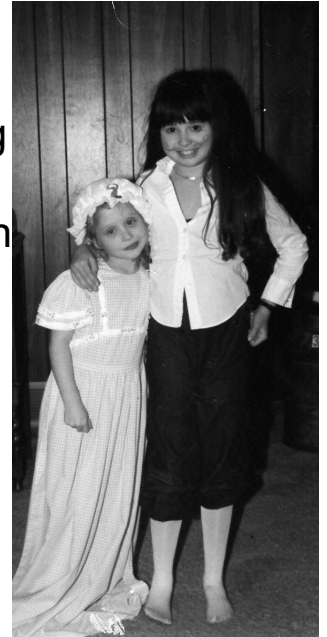
All About The Actors

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.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.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:

-The Bagpipes, Page 2

-Tartans & Kilts, Page 2

-What is a Loch?, Page 3

-Loch Lomond, Page 3

-Scenic Artist, Page 4

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:

-Before The Show Activities, Compare & Contrast, Page 7

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:

-Bonus Post Show Activities Page 9

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 6

-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:

-Before The Show Activity-Where In The World- Scotland, Page 7

-Find Scotland On A Map, Page 2

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:

-The Bagpipes, Page 2

-Tartans & Kilts, Page 2

-What is a Loch?, Page 3

-Loch Lomond, Page 3

-Scenic Artist, Page 4

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:

-Before The Show Activities, Compare & Contrast, Page 7

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, Compare & Contrast, 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 6

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

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