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A Study Guide for Classroom Teachers

The Perilous Predicaments of PINOCCHIO

By Carlo Collodi
Retold by David Messick and the Rainbow Puppets
Illustrated by Liu Light
Study Guide Developed by Dr. Missy Sullivan and Mr. John Brewington

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TIDEWATER WINDS
CONCERT BAND

Dear Teachers,

Thank you for taking your class to see the Tidewater Wind's Production of *Pinocchio*. We hope you all enjoy it!

We believe that experiencing live musical production is essential for students to thrive, and it's the creative thought of teachers like you that enables so many children to see our production who may not otherwise have the unique opportunity.

This study guide has been created to extend your performing arts experience into the classroom. We have tied the activities to SOLs so they could be integrated into your classroom teaching. You can use this guide as a tool while meeting the needs of your classroom teaching. The activities are designed to be used before you see the performance as an anticipatory set as well as a lesson that can be used after you view the performance. Each lesson is identified with the appropriate learning targets which meet the SOLs, enduring understandings, and essential questions identified at the beginning of the guide.

We hope you find some of our suggestions fun, educational and adaptable to suit your varying needs. Thank you again and we look forward to seeing you at the show!

Sincerely,

The Staff of the Tidewater Winds

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Standards of Learning Addressed

Language Arts

Reading Literary Text

3.RL.1 Key Ideas and Plot Details

A. Identify thematic topics of stories (e.g. friendship, survival, determination) and the lessons learned.
B. Identify the central conflict and resolution using events from the plot to summarize the text.
C. Describe a character's attributes, including their traits, motivations, or feelings and how they develop throughout the text.

3.RL.3 Integration of Concepts

A. Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.
B. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.
C. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

4.RL.1 Key Ideas and Plot Details

A. Summarize the theme of stories, dramas, or poetry, including the thematic topic (e.g., courage, loyalty, family) and how characters respond to the challenges.
B. Describe the central conflict and explain the resolution using an understanding of text structure and events from the plot as evidence.
C. Analyze characters in-depth, drawing on specific details from the text, including their words, actions or a character's thoughts.

4.RL.3 Integration of Concepts

A. Set a purpose for reading by activating prior (experience) and background (content) knowledge.
B. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
C. Explain the overall structure of stories, poems, and plays and how each successive part builds on earlier sections.

Reading Informational Text

3.RI.1 Key Ideas and Confirming Details

A. Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.
B. Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.
C. Identify and explain how an author uses reasons and evidence to support specific points in texts.

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Standards of Learning Continued

Reading Informational Text (continued)

4.RI.1 Key Ideas and Confirming Details

A. Summarize the main idea of multi-paragraph texts and the specific paragraphs within them, explaining how key details support the main ideas.
B. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened and why.
C. Distinguish between fact and opinion and explain how an author uses reasons and evidence to support opinions within texts.

Writing

2.W.2 Organization and Composition

A. Engage in writing as a process to plan writing based on purpose and genre. This includes:
   i. Writing a clear topic sentence focusing on the main idea.
   ii. Identifying the audience and purpose of the writing.
   iii. Developing, selecting, and organizing ideas and details relevant to the topic, purpose, and genre.
   iv. Providing a concluding statement or section.

3.W.1 Modes and Purposes for Writing

A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.
B. Write personal or fictional narratives that organize event sequences that unfold naturally.
C. Write informative/explanatory texts to examine a topic that develops the topic with facts and details.
D. Write opinion pieces on topics or texts, supporting a point of view with facts and reasons.
E. Write in response to text(s) read or heard to share thinking using supporting details from the text.

3.W.2 Organization and Composition

A. Engage in writing as a process to compose a well-developed paragraph. This includes:
   i. Writing a clear topic sentence focusing on a main idea.
   ii. Developing, selecting, and organizing ideas relevant to topic, purpose, and genre.
   iii. Elaborating writing by including supporting details.
   iv. Using transition words to vary sentence structure.
   v. Providing a concluding statement.

4.W.1 Modes and Purposes for Writing

A. Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
B. Write personal or fictional narratives that are logically organized around a central problem or experience.
C. Write expository texts to examine a topic that develops the focus with facts, details, or other information and uses linking words to connect ideas.
D. Write persuasive pieces on topics or texts that express a clear opinion supported by facts, details, and reasons.
E. Write in response to text(s) read (including summaries, reflections and descriptions) to demonstrate thinking with details, examples, and other evidence from the text, using linking words to connect ideas.

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Standards of Learning Continued

Writing (continued)

4.W.2 Organization and Composition

A. Engage in writing as a process to compose well-developed paragraphs. This includes:

i. Providing an introduction that includes a clear topic sentence that connects to the central idea.

ii. Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.

iii. Using transition words and prepositional phrases to vary sentence structure and link sentences.

iv. Providing a concluding statement or section.

Communication and Multimodal Literacies

3.C.2 Speaking and Presentation of Ideas

A. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

i. Using descriptive details and appropriate facts to support themes or central ideas.

ii. Speaking audibly with appropriate pacing, prosody, and voice level.

iii. Using language (formal or informal) and style as appropriate to audience, topic, and purpose.

4.C.2 Speaking and Presentation of Ideas

A. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

i. Using descriptive details and appropriate facts to support themes or central ideas.

ii. Speaking audibly with appropriate pacing, prosody, and voice level.

iii. Using language (formal or informal) and style as appropriate to the audience, topic, or purpose.

iv. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathered responses, and movement).

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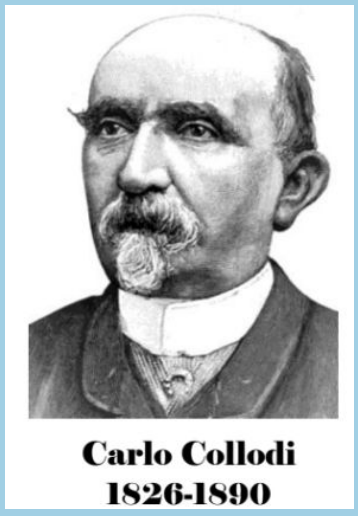
ABOUT THE AUTHOR

Carolo Collodi was born November 24, 1826 in Florence, Italy. He was known as an Italian author and journalist, but his best known work was Pinocchio.



Carolo Colladi grew up in poverty. He was self-taught to learn about the world which helped in his writing. As a young man Collodi joined the seminary though he couldn’t finish this career due to the Italian national unification. He served in the Tuscan army in 1848 and 1860. In order to support this cause Colladi wrote about the political struggle. He then published is political satire newspaper. Once the Kingdom of Italy was established in 1861, Colladi began to write for children. His books for children were used as school books including L'Abbaco di Giannettino (Johnny's Arithmetic Primer),La Grammatica di Giannettino (Johnny's Grammar Book), andIl Viaggio per l'Italia di Giannettino (Johnny's Journey Through Italy).

In 1881 Collodi sent the ideas of Pinocchio to an editor friend to be published in the children section of the newspaper. It became a story released in segments from 1881-1882. In 1883 the entire book was published becoming a huge success. In 1892 the English version appears and in 1940 Disney releases the cartoon version.

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SUMMARY OF THE COLLODI STORY

(from https://www.britannica.com/topic/The-Adventures-of-Pinocchio)

A poor man named Geppetto wants to carve himself a marionette to make a living as a puppeteer. He is given a piece of enchanted wood, and as soon as Geppetto carves the puppet, which he names Pinocchio, it begins abusing the old man. Once its feet are made, Pinocchio runs away, and Geppetto is arrested when he seizes the puppet. Pinocchio returns to Geppetto's home alone, and when the Cricket admonishes him, Pinocchio harms the cricket. Going his own way, and ignoring all advice, Pinocchio soon falls in with a variety of bad characters, particularly the Fox and the Cat, who scheme to steal the five gold pieces Pinocchio was given for Geppetto. Eventually, the Fox and the Cat, disguised as Assassins, hang Pinocchio from a tree to get the gold pieces.

However, the Fairy with Azure Hair saves Pinocchio at the last moment. When Pinocchio lies to the Fairy about the gold pieces, his nose grows comically long. Later, Pinocchio again falls in with the Fox and the Cat, who trick him out of his gold pieces. Eventually, Pinocchio finds the Fairy again and comes to live with her as her son. Twice he begins attending school, and twice he allows himself to be led astray, the second time resulting in his becoming a donkey.

After further adventures, Pinocchio is swallowed by the Terrible Shark and finds Geppetto living in the shark's belly. Pinocchio rescues his father and thereafter takes care of him. The Fairy then turns Pinocchio into a real boy.

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SUMMARY OF THE PERILOUS PREDICAMENTS OF PINOCCHIO

A production of the Tidewater Winds and Rainbow Puppets

A toymaker named Geppetto used a piece of magical wood to carve a beautiful puppet. He added strings to the puppet making it a marionette. He then named his new marionette, “Pinocchio.”

Geppetto loved Pinocchio. He danced and sang with his new toy. The joy Geppetto found was so big that even the cricket, who lived on his windowsill tapped his little foot in time of the dance. All this singing and dancing made Geppetto so tired that he fell fast asleep.

That night he dreamed that Pinocchio was a real boy. He thought of all the fun they could have together. The next day Geppetto was awakened by a strange voice that was his puppet who had come to life. Geppetto was amazed that though the puppet was still made of wood he could talk, sing, and move on his own. He wanted the best for his new “son” so he immediately sent him to school to learn to read and write. He sold his winter coat so that he could buy Pinocchio a book for school.

As Pinocchio and his new friend, the cricket from the window, skipped off to school he heard music coming from town. When he investigated the sound, he met some puppets who were in the show with the music. When they saw Pinocchio moving on his own they begged him to come and see their show. Having no money, he decided to sell his book for a ticket to the show. The cricket reminded him about school, but Pinocchio sold his book to a peddler.

When Pinocchio saw the show, he danced and clapped along with his new friends. Soon the word spread that there was a puppet with no strings! As Pinocchio was leaving the man who ran the show, Fire-Eater, grabbed Pinocchio and told him that he was keeping him. He wanted to make money off the puppet who could sing and dance with no strings attached.

Pinocchio told Fire-Eater about Geppetto and how he disobeyed his father by going to the show instead of school. Fire-Eater decided to let Pinocchio go and even gave him enough money to buy back his ABC book plus money for Geppetto to get a new coat.

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SUMMARY OF THE PERILOUS PREDICAMENTS OF PINOCCHIO

A production of the Tidewater Winds and Rainbow Puppets (Continued)

On his way home he passed a Fox and Cat who saw Pinocchio flipping coins into the air. The Fox, knowing he could trick Pinocchio out of his money told him about a field where he could bury his money and the next day he would find a beautiful money tree. Pinocchio buried his coins and while he slept the Fox and Cat unburied his money and took the coins for themselves. They then disappeared.

When he woke up he realized what happened but he saw a beautiful Fairy who asked him why he wasn't in school. Pinocchio lied and told her he did go to school. At that moment his nose grew a little longer. When the Fairy asked him about his schoolbook, Pinocchio lied and told her a giant monster ate it. His nose grew even longer! She then asked if Pinocchio saw the puppet show. When he told her that he did not, his nose grew again.

When Pinocchio asked what was happening to him, the Fairy said that his lying was as clear "as the nose on his face." When Pinocchio begged her to help him, she told him to go home to Geppetto and study to become a great student.

Pinocchio returned home, studied hard. The Fairy told him that he did so well that she was going to make him a real boy at a celebration party. As he raced all over town to tell others about his party, he ran into his best friend Candlewick who said he wasn't going to bother with graduation. He told Pinocchio that he was going to the land of toys. Pinocchio was so excited about a land of toys, candy, and fun, that he joined Candlewick and didn't graduate.

When they got there, they laughed and had such a good time that they turned into donkeys. They found out that the Land of Toys was actually an evil place where bad boys are transformed into donkeys and sent to work. Candlewick was sent to work in the fields. However, Pinocchio was sent to perform in a circus.

Pinocchio became very homesick. One day the circus made it to his hometown. When he went to find Geppetto, the store was closed and Geppetto was nowhere to be found. The circus owner found him and started to chase Pinocchio. He chased him over a cliff into an ocean. The salty water changed him back into a puppet. Suddenly he was swallowed by a shark. Inside the shark he found Geppetto who had been looking for Pinocchio for the whole time. Pinocchio grabbed Geppetto and they swam out of the shark.

They ran for home and Pinocchio fell fast asleep. When he awoke he found that he was a real boy. The Purple Fairy had turned him into a real boy because of his honesty, bravery, and concern for others.

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Pinocchio Story – From *Stories to Grow By*

*This story has been adapted from Collodi and other popular animated versions
(website below has narrated version)
Stories to Grow By Story and Narration

A Boy Made of Wood

Long ago in Italy there lived on old clockmaker named Geppetto. Tick-tick-TOCK! Tick-tick-TOCK! went all the clocks in his shop. When he worked, Geppetto felt happy. But when he rested, a sad feeling came over him. “Ah!” he would think. “All my life and no child to call my own!” So, one day Geppetto carved a puppet from wood in the shape of a boy. He made the arms and legs of the puppet so they could move. He cut and sewed a nice outfit for it, as if it were a real boy. "I will call you Pinocchio," said Geppetto. That night, Geppetto lay the wooden puppet down onto the bed. From out of the window, a big star twinkled bright. Geppetto looked out the window to the twinkling star. “Bright star,” said Geppetto. “If I could make one wish, it would be for a real boy of my own.” But of course, he knew that was not possible.

That night, the same big star swooshed right into Geppetto’s room. It changed into a Blue Fairy! The Blue Fairy flew over to the bed. “Little wooden puppet,” said the Blue Fairy. “In the morning, you will be able to walk and talk like a real boy.” She tapped the puppet one time with her wand. “And if someday you can prove that you are brave and true, you may become a real boy.” Pinocchio’s eyes opened. “One more thing,” said the Blue Fairy. Suddenly. a cricket appeared. He was dressed mighty fine -and could talk! “Meet the Cricket", said the Blue Fairy. He will stay with you to help you make wise choices.” And with that, the Blue Fairy went swoosh and was gone! Out of the window and up into the night sky.

When Geppetto woke up the next morning, he said, “I will go take my puppet out of bed.” But the bed was empty! “Here I am, Father!” said Pinocchio from the other side of the room. Geppetto swung around. “What? You can talk?”

“Yep! I am Pinocchio, your boy!” “How can this be?” said Geppetto in shock. Then he said, “But who cares?” He rushed over and swept the wooden puppet into his arms. “Pinocchio, my son!” he said in great happiness.

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Pinocchio Story – From *Stories to Grow By* (Continued)

*This story has been adapted from Collodi and other popular animated versions
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Stories to Grow By Story and Narration

Off to School

One day Pinocchio said, “I want to go to school, like other boys.”

“Of course,” said Geppetto. But he did not have the money to buy school books. Later that day, Geppetto came back home with school books. “Now you can go to school,” he said. “But Father, where is your warm coat?” With a wave of his hand Geppetto said, “No need to worry about that. What matters is that you will go to school tomorrow!” He did not want Pinocchio to know he had traded his warm coat to buy the schoolbooks.

The next morning, Pinocchio said good-bye to Geppetto. He skipped along the path to school, humming as he went. The Cricket rode on his shoulder, happy, too. Coming up to them on the path was a Fox and a Cat.

“And where are you going on this fine day?” said the Fox. “I am going to school!” said Pinocchio. “On such a fine day as this?” said the Fox. “It is too nice to be stuck inside school! You should come with us, to the fair.” “Listen to me,” said the Fox. He put his arm around Pinocchio’s shoulder. “Anything you need to know, you can learn at the fair.” “Really?” said Pinocchio. “Take it from me,” said the Fox.

“Pinocchio!" said the Cricket. “He does not know what he is talking about!” The Fox covered the Cricket with his hat. No one could hear the little fellow as the Cricket tried to call out, “Pinocchio, do not listen to him!”

“Okay!” said Pinocchio. "Let's go to the fair!" And off they went.

The Fair

What a fair it was! By the gate was a man dressed in white.
He called out, “Come in, come in! Right this way! Get your tickets here!” With a sad look Pinocchio said to the Fox and Cat, “I do not have any tickets.” A man was selling old things at a table near the gate. He called, “Hey, you! Sell me those new school books of yours!

That is how you can get money for tickets.”

The fair was so bright and colorful and exciting, that the next thing Pinocchio knew he had sold his school books for tickets. “No, Pinocchio, stop!” called the Cricket, who finally got out from under the Fox’s hat. But Pinocchio, the Fox and the Cat did not hear him. They were already inside the fair.

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Pinocchio Story – From *Stories to Grow By* (Continued)

*This story has been adapted from Collodi and other popular animated versions
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Stories to Grow By Story and Narration

The Man Who Ran the Fair

On stage was a puppet show! “I am a puppet, too!" said Pinocchio. “I can dance like that!” He jumped right onto the stage and started to dance with the other puppets.

“Look at that new puppet!” someone called. “It has no strings!”

“No strings?” said another. “Amazing!” Everyone laughed and laughed. They threw coins on the stage. The man who ran the fair saw coins fly onto the stage. “Well, now!” he said, rubbing his chin. “This puppet with no strings will make me rich!” The next thing Pinocchio knew, he was picked up and thrown in a birdcage. In the next moment, the door was locked shut.

“Hey, get me out!” called Pinocchio. But the person who had thrown him in just left the room. Only the Cricket heard Pinocchio's calls. The Cricket ran back and forth, in and out of the birdcage, trying to find a way to free the lock. But he could not unlock it. “I am stuck!” cried Pinocchio. "How did this happen to me?"

The Nose Grows

Suddenly, poof! There was the Blue Fairy. “Please!” said Pinocchio. “Can you help me?”

“Tell me something first,” said the Blue Fairy. “How did you get inside that cage?”
“Tell her what happened,” said the Cricket.

Could he really tell the Blue Fairy what had happened? What would she think of him? “Um, I was robbed,” said Pinocchio. “Is that right?” said the Blue Fairy with a frown. Pinocchio’s nose began to grow. “Yes, robbed!” said Pinocchio. “By two mean men – no, four! “The nose grew more.

“They took my books. They made me come here. And they threw me into this cage!” His nose grew longer and longer. Until Pinocchio could see nothing in front of his face but one big giant nose. “Why is my nose so big?” Pinocchio cried out.

“Pinocchio!” said the Blue Fairy in a stern voice. “You must know what the truth really is.” “I guess so,” said Pinocchio. “I wanted to come to the fair. I came here with a Fox and the Cat.” The nose grew shorter. “I had to sell my books to get some tickets.”

“Had to?” said the Blue Fairy. “I mean, I decided to sell my books to get tickets,” he said. The nose got shorter still. “Then someone put me in this cage,” he said. The nose was back to normal.

“Good job, Pinocchio!” said the Cricket. “Well done,” said the Blue Fairy. “Now I will get you out of here.” With a wave of her wand, Pinocchio was out of the cage. “Here are your books.” And Pinocchio was holding the same new school books in his hands again.

“Know this,” said the Blue Fairy, “you are on your own from now on. Make sure you do the right thing next time.” And she was gone.

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Pinocchio Story – From *Stories to Grow By* (Continued)

*This story has been adapted from Collodi and other popular animated versions
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Stories to Grow By Story and Narration

The Coachman

Pinocchio was back on the road to school. A Coachman drove up. “Hey kid, how about a ride?” “No, thank you,” said Pinocchio. “I am going to school.” “You will ride faster with me,” said the Coachman to Pinocchio.

He said to himself, “He will ride faster all right, but not to where he thinks he is going!”

"Alright," said Pinocchio. "I want to get to school right away!" When Pinocchio was inside the coach, the Coachman said, “Say kid, why do you think boys like you go to school?”

“To learn things,” said Pinocchio. “And to grow up, I guess. So we can do what we want.”

“Well,” said the Coachman, “what if I told you that could do what you wanted, right now?”

“Right now?”

“Yep! Think of it. Skip the books. Skip the school. Right now, how would you like to have all the candy you can eat!" "All the candy?" "Yep. Ice cream, too. Of every flavor. Ever want to smoke a cigar or play pool? All this and more, at Pleasure Island.”

“Pleasure Island?”

“Best place in the world for boys like you!”

“Don’t listen to him, Pinocchio!” shouted the Cricket.

“Why wait?” said the Coachman. “I know just where Pleasure Island is. This is your lucky day, kid. So what do you say?”

“Let’s go there!” said Pinocchio. “I’m going to Pleasure Island!” “Augh!” said the Cricket, waving his arms in the air.

The Coachman reached out for something (was it money?) from the dark stranger. Then the Coachman drove off. What could it all mean? But as Pinocchio looked around, he no longer cared. For everything the Coachman had told him was true! Heaps of candy all about. Tubs of ice cream in every flavor. Boys like him could eat and eat, and play all day. None of them had to work or clean up. There were even cigars if you wanted one, and pool tables to play. But after a few days, something was odd.

“Where did all the boys go?” he asked the Cricket. “All I see now are donkeys,” said Pinocchio. “I must say, there used to be more boys around here,” said the Cricket. Just then, one of his ears popped into a donkey ear. Then his other ear popped into a donkey ear, too. “Oh!” cried the Cricket. “What is happening to you?” “I don’t know - HONK!” said Pinocchio.

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Pinocchio Story – From *Stories to Grow By* (Continued)

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Stories to Grow By Story and Narration

Pinocchio and the Cricket saw a line of donkeys led by a dark stranger onto a truck.

“Oh, no!” said the Cricket. “Now I get it! Boys get turned into donkeys here. Then the donkeys are sold! Pinocchio, we have to get you out of here, fast - while we still can!”

“Let’s go – HONK!” said Pinocchio. His two feet had popped into four.

“Run, quick!” said the Cricket. One good thing about Pinocchio’s new four legs is he could run very fast! Quick, quick, they ran out of Pleasure Island. Soon they were at a dock by the ocean.

“Please sir!” Pinocchio called out to a man by the dock. “I am looking for an old man named Geppetto. Do you know him? – HONK!”

“Sounds like you are getting a bad cold,” said the man. “Hmm, Geppetto. That’s the old man whose son left one morning and did not come back. He went out on a boat to look for him. No one has seen the poor fellow since.” “Oh no! This is all my fault – HONK!” said Pinocchio. “I must look for my father!” Pinocchio jumped off the dock into the ocean. The Cricket jumped in too, close behind.

The Whale

Most of Pinocchio was still made of wood, so he could float on the ocean. “Father!” he called out, paddling the water with his arms. “Father!” but there was no answer. All Pinocchio could see around him was blue water, everywhere. Until – what was that, far away? Something was rushing up. Something big, and very fast! In a moment, a giant whale was upon them. It opened its giant jaws and with one gulp, swallowed Pinocchio! Rushing inside with all the sea water tumbled Pinocchio and the Cricket. When they came to a stop, they saw that they were in the dark belly of the whale.

“Are you okay?” said Pinocchio to the Cricket.

“I am fine,” said a voice of an old man.

“Wait a minute,” said Pinocchio. “Father, is that you?” There was Geppetto

“Father, Father, it’s me!” said Pinocchio.

“My son!” said Geppetto. “I thought I was dreaming!” They hugged in joy. “Look!” said Geppetto as three fish swam by. “There goes our dinner!”

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Pinocchio Story – From *Stories to Grow By* (Continued)

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Stories to Grow By Story and Narration

"Father, I have an idea! Let's make a fire."

"Grilled fish tonight!" said Geppetto.

"No, I mean for us to get out!" said Pinocchio. He gathered driftwood and got a flame going. "This is how we can make the whale sneeze!" he said. Pinocchio waved his arms over the flame to make a lot of smoke.

Soon, clouds of black smoke were rising up.

The whale gave a cough. "Hang on!" said Pinocchio. And then… WHAM!! In one big sneeze, Pinocchio, Geppetto and the Cricket flew out of the whale's mouth. Rolling over and over in the sea water, at last they rolled up onto the shore.

"Pinocchio?" Geppetto rose to his feet. The Cricket was there beside him. But where was Pinocchio? And then they found him! Pinocchio was face down, his head in a puddle.

"Pinocchio!" They were too late. Geppetto and the Cricket wept over Pinocchio, the boy puppet, who lay still in the water. Then in a flash, who was there but the Blue Fairy!

"Pinocchio," she said. "You saved your father. You proved that you are both brave and true." She tapped his head with her wand. "And now you will be a real boy."

Pinocchio woke up. He looked at his soft arms and soft legs. "Father!" he cried out. "Look! I am a real boy!"

"That you are!" cried Geppetto. The Blue Fairy turned to the Cricket. "Come," she said. In a flash, the two of them were gone.

And they lived many long and happy years together.

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Activity 1: Understand the Story

Vocabulary (you may need to review)

marionette	peddler	tingle	graduate	pursuit
awakened	tremble	curious	anxious	miracle
unfamiliar	sparkled	pleaded	transformed	contentment
admission	setting	proud	homesick	bravery

LEARNING TARGETS

- ➔ **I can make and revise predictions using the text of a story.**
- ➔ **I can summarize events in a story.**
- ➔ **I can identify the major themes from a story.**

- Read the book *The Perilous Predicaments of Pinocchio* (included with study guide)
- Discuss the story
  - Grades 3 – As you read the story, stop at places to make, confirm, and revise predictions. (SOL and 3.RI.1) *You may choose to use graphic organizer (**Appendix A**)
  - Grades 4 and 5 – You may choose to read the story with the students or have them read independently. Have the students summarize events in the plot using details from the text. (SOL 4.RI.1) *You may choose to use graphic organizer (**Appendix B**)
- Once you have read the story and either predicted or summarized events, discuss the theme of the story. We recommend you use these themes – 1) Your conscience tells you right from wrong, 2) Be truthful, and 3) Consequences may happen with poor choices. *You may choose to use the graphic organizer (**Appendix C**)

Question ideas for Class Discussion

1. What does Geppetto do at the beginning of the story that shows he loves Pinocchio?
2. The author includes several details about the decisions that Pinocchio makes. Look at each of his decisions. What does the author want you to understand about Pinocchio's decisions?
3. What does the cricket to do show he is concerned for the decisions Pinocchio is making?
4. What specific details from the story show you that Pinocchio is not making good decisions?
5. In what ways does the author show that the Fox, Cat, and Candlewick have the same characteristics?
6. What happened to cause Pinocchio's nose to grow?
7. How does Geppetto show that he is selfless?
8. What does Pinocchio do to show he deserves to be a real boy?
9. Why does the author make a point of saying, "And your life will be filled with joy and contentment because of your honesty, your bravery, and your concern for others."?
10. What would you have done differently if you were Pinocchio? The cricket? Geppetto?

Enrichment – We have given you the original (and darker) version of *Pinocchio* or there is a longer story they can read/listen to for comparison. As you are doing activities or holding discussions you can ask these students to compare what they are hearing to the original story and/or do the activities with the original version. They can use the sequencing organizer (**Appendix B**) as they read.

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Activity 2: What Does A Conductor Do?

Vocabulary (you may need to review)

time signature	orchestra	moral	measly	repay
tempo	conductor	fables (Aesop)	mightiest	gesture

Composer (i.e., Mozart, Mahler, Bernstein, Stravinsky)

LEARNING TARGETS

- ➔ **I can recognize and explain the importance of a musical conductor.**
- ➔ **I can summarize how puppets bring a story to life.**
- ➔ **I can recognize puppets can teach us morals to a story**

- Discuss with the class any vocabulary they would not recognize from the list.
- Let the class know that they will be seeing an orchestra, **The Tidewater Winds**, perform the story *Pinocchio*.
- Discuss with the class that the orchestra is led by a **conductor**. Let them know that they will be watching a short video about the job of a **conductor**.
- Show the video "What Does A Conductor Do?" STOP the video at 3:13 and tell students to practice 4/4 time with the video START VIDEO. AT 4:12 STOP the video and tell students to practice ¾ time with the video START VIDEO.
- When the video is done (or throughout the video) discuss the following questions -
  - What does a conductor need to know? (*The conductor needs to know the music inside and out. They also need to know what instruments sound like individually and within the orchestra.*)
  - What are the four families of instruments? (*woodwinds, brass, percussion, and strings*)
  - What does a conductor's gestures do? (*tell the musician what to do*)
  - Why is a conductor so important to an orchestra (*musician count on you to keep time and keep them together*)
  - How does a conductor orchestra how to play slow/loud *(making gestures bigger/smaller or raise/lower arm*); tempo (*speeding up or slowing down gestures*); when to start playing (*gives them a cue*)
  - What else did you learn about Sarah Hicks? (*Her favorite composers - Mozart, Mahler, and Bernstein*) (*She became a conductor at 17 years old when she hurt her hands and could no longer play piano*)
- Let the students know that conductors direct in different ways. Tell them in the next video they will be viewing a young conductor named Robert Cox. Tell them to watch the conductor and be ready to explain how he was similar/different than the one they just viewed (Sarah Hicks).
- Show the video "Robert Cox Conducts Stravinsky's Firebird" When the video is complete, discuss what he did as he conducted the orchestra. *If you would like to stop it in places to discuss, you may want to stop it at the suggested time (:35, 1:08, 1:38 and 2:11)

Enrichment – For students who seem to be familiar with a band and how it tells a story, they can become an "expert" on *The Tidewater Winds*. Have them view the VIDEO on their own to complete the graphic organizer (**Appendix D**). They will then come back to the class to share what they learned.

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Activity 3: The Importance of Puppetry

Vocabulary (you may need to review)

moral	measly	repay	fables (Aesop)
mightiest	gesture	puppeteer	

LEARNING TARGETS

- ➔ **I can summarize how puppets bring a story to life.**
- ➔ **I can recognize puppets can teach us morals to a story.**

- Either read or have the class read the article, *How Puppets Can Help Us In Life*. Discuss the article. Possible questions for discussion (these are from Kaplan's Depth and Complexity) -
  - What did we learn (big ideas) from the article?
  - How might it be different when an adult uses a puppet then when a student or a child uses a puppet?
  - What is the significance (importance) of a puppet telling a story?
  - What do you think is the most important way a puppet can help somebody? Explain your thinking.
  - One is one possible way you could use a puppet to tell a story?

- Tell the students there are creative ways to use puppets to tell a story. In this VIDEO the puppeteer shows tips on how to use puppets in creative ways.
- Once the video is done you can ask the students to share something they learned from watching the video or you can ask students the following -
  - What is the first thing you should do when creating a story with puppets (choose your story and you should read it as many times to understand it)
  - What were some of the things the narrators suggested making puppets from? (paper, fabric, spoon, your hand, or stick eyes on a sock)
  - How do you set the scene? (design/create a set)
  - What ideas did you get about puppets from watching the video?
- Remind the students that puppets can teach lessons. You will show them the VIDEO, *The Lion and the Mouse*.
- Stop at 3:25 to discuss how the mouse could possibly repay the lion.
- At the end of the show discuss the moral of the story or what can be learned from the story.

- Let the students know that the Tidewater Winds is pairing with Rainbow Puppets to tell the story of *Pinocchio.* Have them predict ways that the music and puppets will bring the story they told to life.

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Activity 4: What Did You Learn?

OPENING: **Four Corners** – Label the four corners of your space with 1, 2, 3, and 4. Ask your students to go to the corner when you ask each of these questions. (Meets CASEL Competencies (social/emotional learning) of social awareness and responsible decision making)

As they move to each corner, they can discuss their choices in the group and then have one student share what was discussed.

Question #1 – How much did you enjoy the performance of the Tidewater Winds Pinocchio? (1-a little, 2-enjoyed it, 3-I liked it a lot, 4-It was one of the best things I saw)

Question #2 – Did you feel the music and puppets made you understand the story better (1-not really, 2- a little, 3-yes it did, 4-ABSOLUTELY it did)

Question #3 – Would you ever see a musical performance like this again? (1-no, 2-I might, 3- yes I would, 4-I want to find one to see as soon as possible)

LEARNING TARGETS

- ➔ **I can discuss my thoughts about an experience I have had.**
- ➔ **I can summarize events from a performance.**
- ➔ **I can discuss the morals of a story.**
- ➔ **I can write about my own experiences.**

- Have the students work individually or in pairs to complete the sequence of events from the performance they have seen. Individually or in pairs have them work on *Retelling Elements of a Performance to Find the Message/Maral* graphic organizer (**Appendix E**).
- Come back to discuss the morals and the big ideas Pinocchio should have learned
  - Your conscience tells you right from wrong
  - Consequences may happen when you make the wrong choice
  - Lying may cause emotional distress
- Share the performance task activity and rubric with the students. (**Appendix F** and **G**). Have them write their articles
  - Pick 1-2 student writings you feel met the rubric the best. You should send this to **John Brewington, Performing Arts Coordinator, Department of Teaching & Learning**. One student writing will be chosen for a special visit from either Maestro Brewington Or David Messick.

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Appendix A: Prediction Organzer

Appendix A

Name_____

Pinocchio Predictions

Details from the text		Ideas from my brain		Prediction
	+		=	

Details from the text		Ideas from my brain		Prediction
	+		=	

Details from the text		Ideas from my brain		Prediction
	+		=	

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**Click the image to download a pdf of the graphic organizer.

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Appendix B: Basic Story Map

Appendix B

Basic Story Map

Instructions: Fill in the boxes to show how Pinocchio developed.

Name:_____

Title: Pinocchio Author:	Characters:	Setting:
Beginning:	Middle:	End:

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Appendix C: Theme Graphic Organzer

APPENDIX C

Name _____ Date _____

Book Title _____ Author _____

Theme

Big Idea or Topic

What the characters do or say to demonstrate the big idea

The message you take from the story (theme).

Examples of Themes

friendship	courage
cooperation	perseverance
kindness	responsibility
bravery	sharing
growing up	acceptance

C. Williams

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Appendix D: Tidewater the Winds Graphic Organzer

Tidewater Winds
Facts I Learned

Topic: Tidewater Winds Conducted by Maestro John Brewington

Main Idea (What the video about? What is the BIG IDEA?)

Detail #1

Detail #2

Detail #3

Conclusion: (Summarize what you learned in one or two sentences)

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Appendix E: Finding the Moral Graphic Organzer

APPENDIX E

Retelling Elements of a Performance to Find the Message/Moral

Characters

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Plot

Beginning → Middle → End

What was the main problem in the story?

How was the problem solved?

What was the moral of the story?
(What did the main character learn?)

**Click the image to download a pdf of the graphic organizer.

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Classroom Activities

Activity One: Understand the Story

- Have students read the Pinocchio Book, or have the teacher read the Pinocchio Book to the class
- Discuss student's reaction to the story and characters

Questions for Class Discussion

1. What does Geppetto do at the beginning of the story that shows he loves Pinocchio?
2. The author includes several details about the decisions that Pinocchio makes. Look at each of his decisions. What does the author want you to understand about Pinocchio's decisions?
3. What does the cricket to do show he is concerned for the decisions Pinocchio is making?
4. What specific details from the story show you that Pinocchio is not making good decisions?
5. In what ways does the author show that the Fox, Cat, and Candlewick have the same characteristics?
6. What happened to cause Pinocchio's nose to grow?
7. How does Geppetto show that he is selfless?
8. What does Pinocchio do to show he deserves to be a real boy?
9. Why does the author make a point of saying, "And your life will be filled with joy and contentment because of your honesty, your bravery, and your concern for others."?
10. What would you have done differently if you were Pinocchio? The cricket? Geppetto?

Pre-assessment Questions

(Record responses to compare to the performance task students take after seeing the show)

Why did Geppetto insist that Pinocchio get an education?
What happened to Pinocchio when he did not tell the truth?
What happened to Pinocchio when he decides to quit school to avoid hard work?
How did Pinocchio show bravery in the story?

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Performance Task

In the story, *Pinocchio*, the main character of the story learns that your conscience tells you right from wrong and if you make a wrong choice, consequences could happen.

You are a news reporter asked to write an editorial discussing when there was a time in your life where you made a wrong choice, what your consequences were, and what you learned. This article will be read by other students and adults in the hopes that they will learn something from your experience.

In order for your article to be accepted by the editor, the following should be included in your editorial -

- A detailed description of the wrong decision you made
- What happened because of this decision (the consequences)
- What you learned (your moral) from this
- What advice you have for others

Now write your newspaper editorial! The writing should include an introduction, body, and conclusion. One to three paragraphs is suggested; however, you as the teacher may change the requirements to meet the needs of your school division and or students.

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Appendix H: Rubric for Performance Task

Appendix G

Name: _____ Score _____

Editorial Rubric

Criteria (or Standard)	1	2	3	4	Feedback
Description of Event- The reporter gave a thorough (detailed) description of what happened when they made a wrong decision. Though there is detail about the event, it should be able to be published for others to read.					
Consequences - The reporter thoroughly explained what happened because of the wrong decision. Though there is detail about the consequence, it should be able to be published for others to read.					
Moral of the Story - The reporter shared what they learned from making the wrong decision. In the end, the reporter should sum up, in a sentence or two, their own moral (i.e., Listen to your conscience, it tells you right from wrong)					
Advice- The reporter gives sound advice to others. This includes advice they have for their readers if they find themselves in the same situation.					

**Click the image to download a Google Doc of the Rubric.

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