

A Study Guide for Classroom Teachers

The Perilous Predicaments of
PINOCCHIO

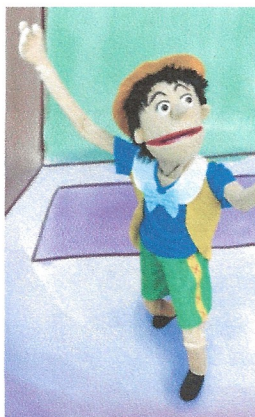


By Carlo Collodi

Retold by David Messick and the Rainbow Puppets

Illustrated by Liu Light

Study Guide Developed by Dr. Missy Sullivan and Mr. John Brewington



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 so you can use it 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 lessons that can be used after you view the performance.



Each lesson is identified with the appropriate SOLs, enduring understandings, and essential questions.

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 Tidewater Winds

Speaking and Listening

- 2.1 The student will use oral communication skills.
 - a) Listen actively and speak using appropriate discussion rules.
 - b) Share information orally with appropriate facts and relevant details.
 - c) Participate as a contributor and leader in collaborative and partner discussions.
- 3.1 The student will use effective communication skills in a variety of settings.
 - a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.
 - b) Orally summarize information expressing ideas clearly.
 - c) Participate in collaborative discussions.
- 4.1 The student will use effective oral communication skills in a variety of settings.
 - a) Listen actively and speak using appropriate discussion rules.
 - b) Contribute to group discussions across content areas.
 - c) Orally summarize information expressing ideas clearly.
- 5.1 The student will use effective oral communication skills in a variety of settings.
 - a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
 - b) Participate in and contribute to discussions across content areas.
 - c) Summarize information gathered in group activities.

Reading Comprehension

- 2.4 The student will read and demonstrate comprehension of fictional texts.
 - a) Make and confirm predictions.
 - f) Identify the theme.
- 3.1 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
 - a) Make, confirm, and revise predictions.
 - j) Identify the theme.
- 4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.
 - a) Identify the theme(s).
 - b) Summarize events in the plot.
- 5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
 - a) Summarize plot events using details from text.
 - b) Identify theme(s).

Writing

- 2.5 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
 - a) Understand writing as a process.
 - b) Identify audience and purpose.
 - c) Use prewriting strategies to generate ideas before writing.
 - d) Use strategies for organization according to the type of writing.
 - e) Organize writing to include a beginning, middle, and end.
 - f) Write facts about a subject to support a main idea.
- 3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
 - a) Engage in writing as a process.
 - b) Identify audience and purpose.
 - c) Use a variety of prewriting strategies.

- d) Use organizational strategies to structure writing according to type.
 - e) Write a clear topic sentence focusing on main idea.
 - f) Elaborate writing by including supporting details.
- 4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
- a) Engage in writing as a process.
 - b) Select audience and purpose.
 - d) Use a variety of prewriting strategies.
 - f) Organize writing to convey a central idea.
 - g) Write a clear topic sentence focusing on the main idea.
 - h) Write related paragraphs on the same topic.
- 5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.
- a) Engage in writing as a process.
 - b) Select audience and purpose.
 - c) Use a variety of prewriting strategies.
 - d) Introduce and develop a topic, incorporating evidence and supporting details.
 - e) Organize information to convey a central idea.

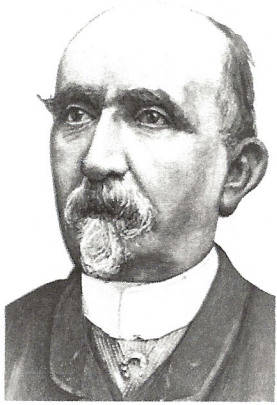
Enduring Understandings

- Music is an artistic medium through which one can respond to, support, and convey a message.
- There are multiple pathways to creatively respond to relevant social issues.
- Most folktales have morals that have message for the reader.

Essential Questions

- What is a folktale and how are morals important to them?
- What can we learn from the story *Pinocchio*?
- What are the main themes from the story *Pinocchio*?
 - Your conscience tells you right from wrong
 - Be truthful
 - Consequences happen when you make the wrong choice?
- How does the story of *Pinocchio* translate when it is performed musically?
- How can we connect what happens to *Pinocchio* to what is going on today?

ABOUT THE AUTHOR



Carlo Collodi

1826-1890

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

Carlo Colladi grew up in poverty. He was self-taught in order to learn about the world which helped in his writing. As a young man Collodi joined the seminary though he wasn't able to 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)*, and *Il 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.

SUMMARY OF THE COLLODI'S STORY

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

A poor man named Geppeto wants to carve himself a marionette in order 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 Talking Cricket admonishes him, Pinocchio kills 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 in order 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.



SUMMARY OF COLLODI 'S STORY

from <https://storiestogrowby.org/story/pinocchio-fairy-tale-story-english-kids/>

A Boy Made of Wood

Long ago in Italy there lived an old clock-maker 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.

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 schoolbooks. Later that day, Geppetto came back home with schoolbooks. "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.

SUMMARY OF COLLODI 'S STORY

from <https://storiestogrowby.org/story/pinocchio-fairy-tale-story-english-kids/>

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 schoolbooks 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 schoolbooks 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.

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

All of a sudden, 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 schoolbooks 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.

SUMMARY OF COLLODI 'S STORY

from <https://storiesgrowby.org/story/pinocchio-fairy-tale-story-english-kids/>

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.

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 of 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!

SUMMARY OF COLLODI 'S STORY

from <https://storiestogrowby.org/story/pinocchio-fairy-tale-story-english-kids/>

“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!” “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.

SUMMARY OF MESSICK'S STORY

A toymaker name 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 window sill 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.

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 in order 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 no where 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.



BEFORE YOU SEE *PINOCCHIO*



CLASSROOM ACTIVITIES

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

Activity One: Understand the Story

- Read the book *Pinocchio* (included with study guide)
- Discuss the story
 - Grades 2 and 3 – As you read the story, stop at places to make, confirm, and revise predictions. (SOL 2.4 and 3.1) *You may choose to use graphic organizer (Appendix)
 - 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 4.5 and 5.5) *You may choose to use graphic organizer (Appendix)
- 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 wrong choices. *You may choose to use the graphic organizer (Appendix)

Question ideas for Class Discussion (Suggested by [VDOE](#))

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 do to 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*. You can have your "high flyers" read that story. As you are doing activities or holding discussions you can ask these student to compare what they are hearing to the original story and/or do the activities with the original version.



BEFORE YOU SEE *PINOCCHIO*



CLASSROOM ACTIVITIES

Vocabulary (you may need to review)

Activity Two: Understand the Show

*Lesson will be developed to discuss music and performers

What does a conductor do? Meet the conductor of Tidewater Winds

*Activities will also prepare students for listening meeting the following SOLs

- Grades 2, 3, 4, and 5 – Listen actively to the performance of the Tidewater Winds. Be ready to discuss set questions (SOL 2.1, 3.1, 4.1, and 5.1)

Question ideas for Class Discussion

*Questions will be developed to prepare students for *active listening* to debrief the importance of hearing music and how it can extend the understanding of the show.

Enrichment –



AFTER YOU SEE *PINOCCHIO*



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)

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)

CLASSROOM ACTIVITIES

Activity Three: Respond to the Show

*Lesson will be developed to discuss music and performers

Engaging Strategy: Geometric Forms – After you have discussed the show with the students stop and do this activity. Directions and graphic organizers are included in the link.

Enrichment –



AFTER YOU SEE *PINOCCHIO*



CLASSROOM ACTIVITIES

Activity Four: Music to Express Emotions- Students will think about a musical instrument or a song that best fits who they are as a person

Writing ideas for Class Discussion

*Lesson will also include a writing prompt to meet SOLs (2.5, 3.8, 4.7, and 5.7)

Enrichment – Students can create their own story (with a beginning, middle, and end). They should then revisit their characters or situations they have created and insert what musical instrument or song would best fit. At a point towards the end of the activity, you can have willing participants share out what they have created.

CLOSING: One Word Whip Around: Students stand in a circle. Ask the students to think of one word that sums up their experience with the story and performance of Pinocchio. Give them 1 minute of think time. A volunteer starts off with their word. They pick who goes next – the person to either the right or left of them. Then each student shares their word until it comes back to the original person. (Meets CASEL Competencies (social/emotional learning) of self-awareness and self-management)



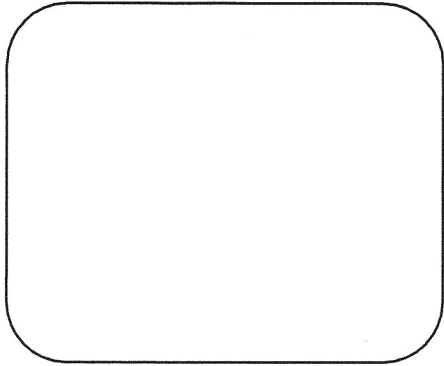
APPENDIX



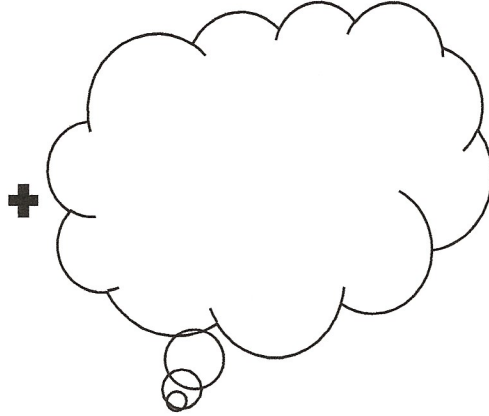
Predictions

Name _____

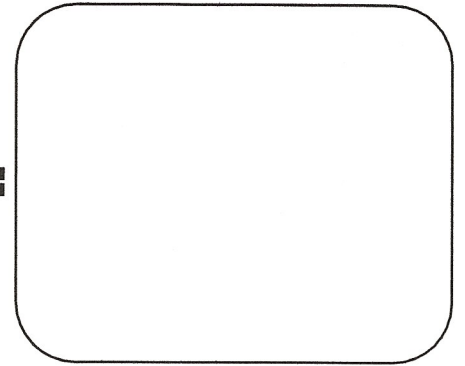
Details from the text



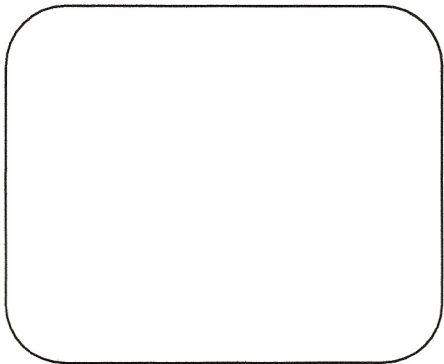
Ideas from my brain



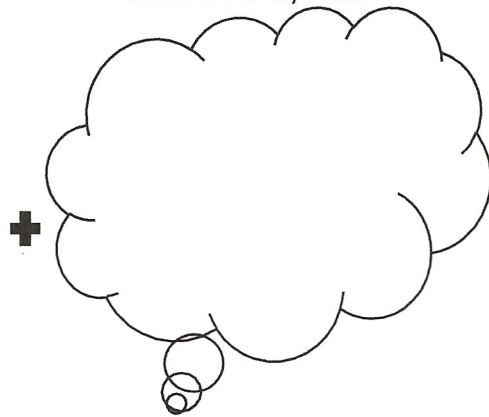
Prediction



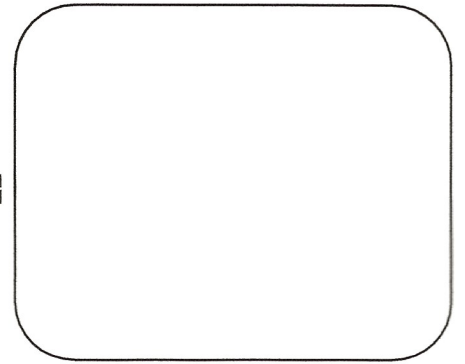
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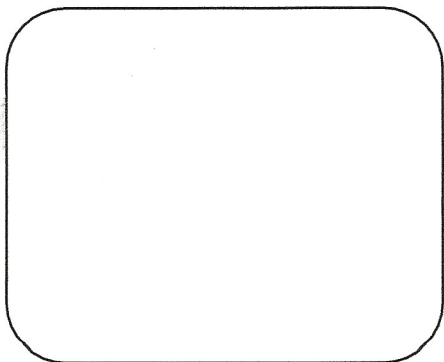
Ideas from my brain



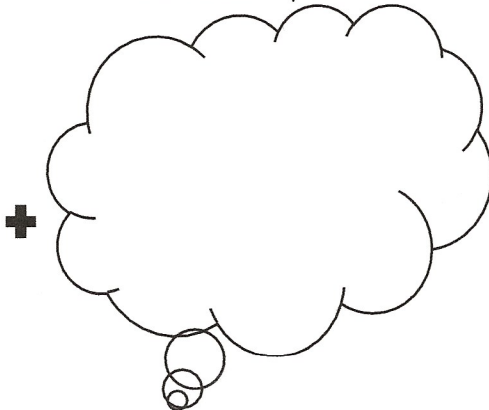
Prediction



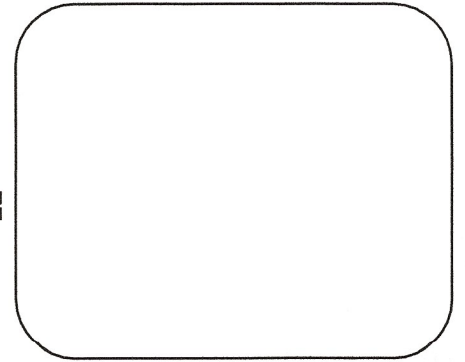
Details from the text



Ideas from my brain



Prediction



Fiction Summary

Title: _____

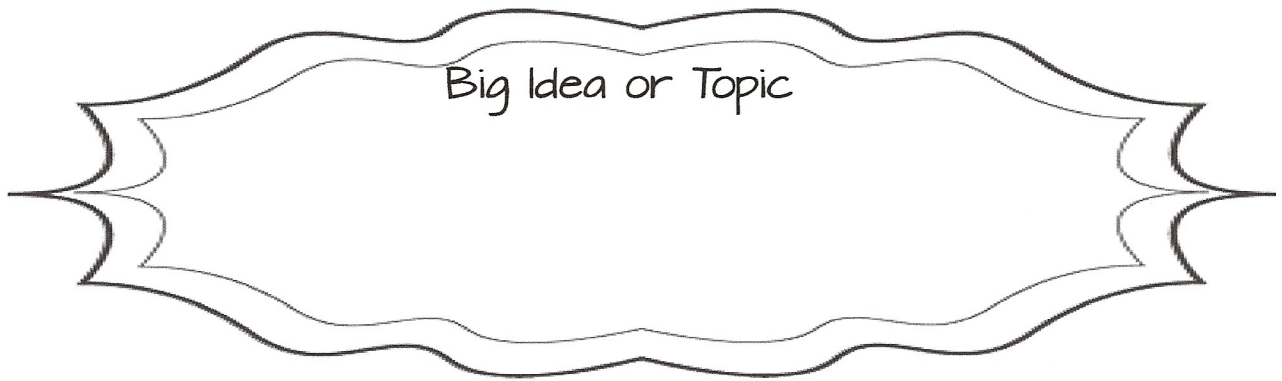
Somebody Who is the main character?	
Wanted What did the main character want?	
But What was the problem?	
Then How did the character try to solve the problem?	
So What was the resolution?	

My Summary:

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





Inclusive Opening Strategy Four Corners



Time: 5-7 minutes



Graduate Profile: *Questions to Consider*

- How can I select and use prompts and questions to promote the importance of ***diverse perspectives and respect for other cultures?*** (*Cross-Culturally Competent*)
- How do I give participants the opportunity to practice ***articulating their ideas*** with others? (*Communicators & Collaborators*)
- How do I incorporate movement to energize learning?



SEL Focus: Participants will be practicing the **Responsible Decision-Making** skills of *Analyzing* and *Evaluating Situations* as they choose and discuss their “corner” choice, and are developing the **Social Awareness** skills of *Perspective-Taking* and *Empathy* as they listen to understand each other’s choices and reasoning.

Overview: Participants reflect on a statement, image, or prompt and move to a “corner” that matches their choice. There they share their rationale for choosing that corner with others before the whole group reconvenes.

Steps:

1. Before the activity, mark four to five areas in the room with a large image, number, or word that corresponds to the choices you will be giving.
2. Ask participants to silently reflect on a statement or question prompt that is aligned to the content of the engagement.
3. Share response choices with the group on a poster/slide (quotes, pictures, etc.).
4. Instruct participants to choose one of the responses, then ask them to move to that designated “corner” of the room, find a partner or trio within the group that forms in that area, and share what drew them to that choice.
5. NOTE: If you end up with a solo participant in a “corner,” join that person to hear their thoughts, using a timer to keep on track.



Click [HERE](#) for ready to use templates



Adapted from CASEL’s *SEL 3 Signature Practices Playbook*, 2019

https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf



Debrief by inviting two or three participants to share their choice and rationale with the whole group (or one person from each “corner” area, if time permits). You may also ask what they notice about the size and composition of the groups and/or what SEL skills and competencies came into play during the activity.



Virtual Modifications

- How can this strategy be used effectively in an online learning environment?

Potential Platforms/Programs:

- Schoology Course: discussion board, conference breakout rooms
- Zoom: [breakout rooms](#)
- Google Hangouts
- Padlet: shelf format

Tips for Digital Integration:

- Use discussion boards or break out rooms to serve as the four corners of the room.
- For more complex choices, share the options with students prior to a virtual meeting.
- Use student responses as a tool to assign students to academic discussions or [Zoom breakout rooms](#). ([Pre-assigning Participants to Zoom Breakout Rooms](#))
- Give clear timelines for breakout room discussions.

Anecdotal Scenario(s):

**Please note that these are intended to capture the possible use of this strategy in a virtual setting.*



On a Zoom whiteboard, a teacher types a predetermined response to an interest-based question such as: What is your favorite season? (spring, summer, fall, or winter); Which type of snack would you most like to eat? (chips, candy, fruit, granola bar); How would you most likely spend your free time? (gaming, reading, drawing, building something). Students use the text feature on the Zoom whiteboard to type their names next to their responses to the question. The teacher asks one member from each “corner” to share why they chose that response. After allowing some time to share, students then go to their Schoology Course and click on the discussion page (corner) that matches their response in the 4-corners activity. The teacher has preloaded a content-related question for students to discuss within the Schoology discussion page.





During asynchronous learning in a virtual course, a teacher pulls four quotes and puts them into a grid to represent the four corners of a room. Students choose the quote they are most drawn to and create a post in the discussion thread in which they identify the quote of their choice and explain their reasoning. Students then find at least one other comment from a classmate that selected the same quote and they add a comment in response.

Quote 1 “Smooth seas do not make skillful sailors.” -African proverb	Quote 2 “We cannot do it all, have it all, or master it all. That simply is not a thing.” -Jen Hatmaker
Quote 3 “If you do not change direction, you may end up where you are heading.” -Lau Tzu	Quote 4 “Let your heart be your compass, your mind your map, your soul your guide...you will never get lost.” -Angie Karan





Intentional Closing One Word Whip Around



Time: 2 minutes



Graduate Profile: *Questions to Consider*

- How do you bring all the voices in the room together that allows everyone to **articulate their ideas and information?** (*Communicators and Collaborators*)
- How do you quickly get a sense of the group in a short amount of time?



SEL Focus: This activity focuses on **Self-Awareness** (*Identifying Emotions*) and **Self-Management** (*Impulse Control*) in holding oneself to a one-word or short-phrase contribution as participants choose how to communicate their thoughts and feelings.

Steps:

1. Prepare a statement or question prompt that is aligned to the content of the engagement. For example, “Think of one word about how you are feeling now that you have participated in this engagement” or “Decide on one word that sums up your learning for today.”
2. Invite participants to form a circle.
3. State the prompt, explain that everyone should prepare a one-word response, and allow a minute of private think time.
4. Ask for a volunteer to start off stating their prompt. The volunteer then chooses a direction to go (left or right), and participants continue to respond in turn around the circle. As always, it’s okay to pass by saying, “Pass.”
5. Note: Rather than “correcting” anyone who responds more lengthily, allow the modeling of the remaining group members to get the design back on track.



Debrief: If time allows, debrief the activity by asking participants if they noticed any themes or similar responses and ask what that might tell us about the engagement or participants. If it’s respectful and possible to record the words each person says, create a Word Cloud and share it with the group at a future date.



Click [HERE](#) for ready to use templates



Modifications and Variations:

- If there is not enough time or space to form a circle, participants can do a whip around from their seats.



Virtual Modifications

- How can this strategy be used effectively in an online learning environment?

Potential Platforms/Programs:

- Schoology Course: conference
- Zoom
- Whiteboard
- AnswerGarden

Tips for Digital Integration:

- Provide a minute for students to think of their word so they're ready to share quickly when it is their turn.
- Have students respond in alphabetical order or in a pre-numbered order orally or in writing.
- Have students type their word into the word cloud generator and hold a class discussion on the most commonly used words.

Anecdotal Scenario(s):

**Please note that these are intended to capture the possible use of this strategy in a virtual setting.*



At the close of a class advisory, the teacher opens up the shared notes in a Schoology Conference. She sets the timer for 60 seconds and invites all students to type in one word that captures how the student is feeling at the moment. At the end of 60 seconds the teacher calls time and debriefs with the students asking, "What themes emerged from the words shared?" and "What might these words indicate about our engagement today?"



At the end of a lesson on the author's tone, the teacher asks students to reflect on their learning and select one word that represents their thinking and/or the learning experience. The teacher embeds a Word Cloud from [AnswerGarden](#) into her Schoology course and asks students to type their words into the generator. As students type, the generator enlarges the most frequently used words. At the beginning of the next lesson, the teacher displays the image of the finalized Word Cloud and facilitates a brief discussion on the implications of the size of each word.

