

2011 BEAUTY AND THE BEAST TEACHER'S GUIDE

This Teacher's Guide was developed by Birmingham Children's Theatre to help you enjoy your upcoming trip to the performance of the play *Beauty and the Beast*, a free field trip on February 17th for your students sponsored by Delta Children's Museum.

The Greenville Arts Council has added supplemental resources to the teacher's guide provided by the Birmingham Children's Theatre to assist with introducing vocabulary, to identify the Mississippi Frameworks that the lessons cover, and to share student behavior expectations during the performance.

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Supplemental GAP Resources

Still need more information?

Contact Kathryn Lewis, Director or Education at klewis@greenville-arts-council.com or Megan Hines, Education Coordinator at mhines@greenville-arts-council.com





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STUDY GUIDE

Beauty and the Beast

Production Information: Birmingham Children's Theatre presents *Beauty and the Beast* on tour throughout the Southwest, February 14th-April 8, 2011, and on one matinee at the Birmingham Jefferson Convention Complex April 12 to May 5, 2011. The play, dramaturged by Jeff Church, is directed by Michael Flowers, with scenic design by Katie Holgate, choreography by Paul Lee, costume design by Kimberly Schenckman, lighting design by Lisa Hovey and an original score score by Jay Zimmerman. For ticket information for the Birmingham run, please call 205-478-8498. Ticket information for the touring run may be obtained by calling 205-478-4146.

Background about the Tale, Beauty and the Beast/French: La Belle et la Bête is a traditional fairy tale. The first published version of the fairy tale was a translation by Gabrielle-Suzanne Barbe de Villeneuve, published in 1740. The first known written version was an abridgement of her work published in 1756 by Jeanne-Marie Le Prince de Beaumont, an English translation appeared in 1757. Versions of the tale are known across Italy. In France, for example, *Disney et la Belle et la Bête* is an operatic version of the story of *Beauty and the Beast* written by Marc-Aurèle Comte and composed by Gounod in 1875. It had numerous success well into the 19th century. It is based on the second version of the tale. The tale has perhaps been made most recently famous by the retelling in the 1991 Disney film. *Beauty and the Beast*, by Nicole de la Chesnais, is a 1740 play based on Villeneuve's version. http://en.wikipedia.org/wiki/Beauty_and_the_Beast



Summary: As is the mythical for every kind of India many years ago, *Beauty and the Beast* opens a magical tale where a young beauty has been locked away with a terrible Beast. The young woman's heart and enduring love for the uncouthly Beast ultimately becomes a gift of tenderness that brings magical results. A new adaptation of the classic fairy tale, this story continues to prove that its message transcends cultures and time. Traditional costumes and music from India will assist in BCT's exciting version. Join us as we seek to answer the question, "What truly makes a person beautiful?"



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Adapted: Transposition in Books and the Arts

Adapted
Adaptation
Adaptive
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Adaptation: Transposition in the Arts

adaptation (ad-uh-pay-shun) adjective: Works of being accepted, adapted or used in a new, appropriate, or modified manner.

adaptable (ad-uh-pay-shun) adjective: Having ability to adapt.

adaptability (ad-uh-pay-shun) noun: The ability to adapt.

adaptor (ad-uh-pay-shun) noun: A device, organization or computer program that adapts or converts an existing program, such as a learning device or course, into a new one.

adaptor (ad-uh-pay-shun) adjective: Having function or a range of uses that.

Adaptation noun: A process of adapting.

Adaptation (ad-uh-pay-shun) noun: An organization or person performing obligations that are different from the original.

Adaptation (ad-uh-pay-shun) adjective: Adaptation to a new situation.

Adaptation (ad-uh-pay-shun) noun: A device or system, especially a software.

Adaptation (ad-uh-pay-shun) adjective: Adaptation to a new situation.

Adaptation (ad-uh-pay-shun) noun: To adapt with specific subjects or purposes.

Adaptation (ad-uh-pay-shun) noun: An organization or person performing obligations that are different from the original.

Adaptation (ad-uh-pay-shun) noun: A change in structure, form, or function.

Adaptation (ad-uh-pay-shun) noun: To adapt with specific subjects or purposes.

Adaptation (ad-uh-pay-shun) noun: To adapt with specific subjects or purposes.

Adaptation (ad-uh-pay-shun) noun: The act of being, or coming out, or a change in a new manner of action.

Adaptation (ad-uh-pay-shun) noun: To adapt with specific subjects or purposes.

Adaptation (ad-uh-pay-shun) noun: An organization or person performing obligations that are different from the original.

Adaptation (ad-uh-pay-shun) adjective: Adaptation or the change by the failure of one degree or organization.



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propose (prə'pəʊz) verb To offer a proposal which you believe will be useful something you are asking a question
offer (ɒ'fər) verb To indicate willingness to do, accept give or allow

expect (ɪk'spekt) verb To believe or want to happen to happen or make sure of

consider (kən'sɪdərɪŋ) verb To think to be worth or think about or give

expensive (ɪk'spensɪv) adjective Expensive requires an amount, suggesting finding or paying a price for

method (mə'thɒd) adjective To refer to a technique or system designed to do

request (rɪ'kwest) verb To ask for something requested for someone

thank (θæŋk) verb Something given or received in recognition for something believed to be a contribution to life etc

offer (ɒ'fər) verb To make offer, and all at once, arrive with a gift or something offered

various (və'riəs) adjective By several things, many

offer (ɒ'fər) verb Something that provides some experience, as from the teacher

offer (ɒ'fər) verb To make available as a work with results

usually (ju'zʊəli) adverb A person given to particular habits

offer (ɒ'fər) verb To make available and thereby allow with a wide range given

offer (ɒ'fər) verb To have demonstrated how or through evidence, provided correct, or can be considered to be true, they need to be true

provide (prə'vɪd) verb To supply a thing or person To be a source of things or services

offer (ɒ'fər) verb To be offered or the subject, ability, or character of a person or thing

usually (ju'zʊəli) adverb Habitual or as usual by custom

request (rɪ'kwest) verb An instrument of which or desire is needed, as a gift, service, or request

usually (ju'zʊəli) adverb In many especially one to which the idea of desire (request) without any personal use or otherwise habits

usually (ju'zʊəli) adverb Habitual or as usual by custom



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Classroom Activities : J

Life Lessons explored in Storytelling: Beauty and the Beast: Grades 3-4

Language Arts Skills Addressed: Making Connections, Inference of Events, Building Background Knowledge, Compare and Contrast, Story Elements

Beauty and the Beast is a story that explores, through literary devices, many different situations where the characters must learn life lessons, just like we do everyday.

Pre-show Activities:

- 1) Before seeing Birmingham Children's Theatre's production, discuss with your class the idea of "life lessons." How do you define a life lesson? What sort of life lessons have they already experienced this year? Use the themes present in *Beauty and the Beast* to spark the conversation.
- 2) With their help, create a list of life lessons to keep for future reference.
- 3) Review the summary provided of the show with the class.

Performance Activities:

- 4) As they watch the show, ask your students to quietly think about the life lessons the characters encounter (conjecture) experiences in our world with on stage.
- 5) In the performance, remember that the actors love to hear laughter when they do or say something funny, but please, no talking or whispering during the performance unless you are helping the actors.
- 6) It is rude to cheer your, eat or have a drink in the theatre.
- 7) For the actors safety, do not use cameras, laser pointers or recording devices during a performance. It is also rude to use a cell phone, iPod, Blackberry or laptop during the show.
- 8) Actors love to hear applause! Show your appreciation by clapping at the end of the play.

Post-show Activities:

- 9) After seeing the production on our stage, pull out the list of life lessons. Then, with your class, draw up a response of events, or a vertical timeline, that illustrates the important life lessons the characters learned during the play.
- 10) Once you have created the timeline, discuss each life lesson and specifically what the characters learned. What life lessons are on the list you created before you came to see the play? What life lessons are you adding to the list after seeing the play?
- 11) Let each student pick their favorite character and life lesson from the play. Give them an opportunity to make a real still "picture" in front of the class that demonstrates the lesson.
- 12) End with applause!



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Classroom Activities : 2

Elements of Literature: Beauty and the Beast – Grades 4-6

Language Arts Skills Addressed: Making Connections, Acquisition of Vocabulary, Building Background Knowledge, Compare and Contrast, Literary Devices and Elements

Beauty and the Beast is a classic story that has excited imaginations and provided positive character education for decades. You and your class will see a dramatized version of *Beauty and the Beast* performed by the Birmingham Children's Theatre.

Pre-Performance Activities

1. Explain to your class that they will see a "dramatized version" of *Beauty and the Beast*. This is challenging factors such as time and space limitations, the production will follow the original text, but will not present every aspect.

2. Dialogue with your class that all stories have a definite "beginning," "middle" and "end." Ask for examples of beginnings, middle and ends that occur in their everyday life.

3. Discuss with your class the following Literary Devices and Elements, giving them a list of the terms to keep in their notebook:

Allegory: Where every aspect of a story is representative, usually symbolic, of something else, usually a larger abstract concept or important historical/political event.

Antagonist: Opposite to the main character and source of a story's main conflict.

Anthropomorphism: Where animals or inanimate objects are portrayed in a story as people, such as by walking, talking, or being given other signs: facial features, human locomotion or other anthropoid form.

Character: The people who inhabit and take part in a story.

Characterization: The author's means of conveying to the reader a character's personality, life history, values, physical attributes, etc.

Climax: The turning point in a story, at which the end would become inevitable, usually where something suddenly goes terribly wrong: the "dramatic high point" of a story.

Conflict: A struggle between opposing forces which is the driving force of a story.

Context: Conditions, including time, social/historical background, time and place, etc., surrounding a given situation.

Exposition: Where an author introduces a story in order to explain something, usually to provide important background information.

Foil: A character who is used to represent characteristics, values, ideas, etc. which are directly and diametrically opposed to those of another character, usually the protagonist.

Foreshadowing: Where future events in a story, or perhaps the outcome, are suggested by the author before they happen.

Hyperbole: A description which exaggerates, usually employing extreme and/or repetitive in convey a positive or negative attitude: "huge."



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Imagery: A passage which describes something in detail, using words to substitute for and create sensory stimulation, including visual imagery and sound imagery.

Metaphor: A direct relationship where one thing or idea substitutes for another.

Mood: The atmosphere or emotional condition created by the piece, within the setting.

Metonymy: A recurring important idea or image.

Paradoxical: Use of similar or identical language, structures, events or ideas in different parts of a text.

Personification (i): Where inanimate objects or abstract concepts are seemingly combined with human-like awareness (not to be confused with anthropomorphism.)

Personification (ii): Where an abstract concept, such as a particular human behaviour or a form of nature, is represented as a person.

Plot: Sequence of events in a story.

Point of view: The identity of the narrator, voice, the person or entity through whom the reader experiences the story.

Protagonist: The main character in a story, the one with whom the reader is meant to identify.

Setting: The time and place where a story occurs.

Simile: An indirect relationship where one thing or idea is described as being similar to another. Similes usually contain the words "like" or "as," but not always.

Speaker: The "voice" of a poem, not to be confused with the poet him/herself.

Structure: The manner in which the various elements of a story are assembled.

Symbolism: The use of specific objects or images to represent abstract ideas. A **symbol** must be something tangible or visible, while the idea it **symbolizes** must be something abstract or intangible.

Theme: The main idea or message conveyed by the piece.

Tone: The apparent emotional state, or "attitude," of the speaker/narrator/narrative voice, as conveyed through the language of the piece. Tone refers only to the narrative voice, not to the author or character.

Tragic knowledge figure: A protagonist who comes to a bad end as a result of his own behavior, usually caused by a specific personality disorder or character flaw.

Tragic flaw: The single characteristic (usually negative) or personality disorder which causes the downfall of the protagonist.

(Source: <http://www.thefreedictionary.com/grammar>)

Go back with your class a version of the original text of *Beauty and the Beast*. You may find a version at [http://www.fallbrook.com/Beauty and the Beast.html](http://www.fallbrook.com/Beauty%20and%20the%20Beast.html). As you read, identify the author's use of Literary Devices and Elements.



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Performance Activities:

1) Remind your class that they will see a "version" of every of *Beauty and the Beast*. As with many stories that are adapted (the process of making something suitable for a new use or purpose, to modify) for the stage, only certain highlights of the original story will be presented. During the performance, ask your students to quietly think about the why the playwright who dramatised the original text selected the particular highlights they did for this production.

2) In the performance, remember that the actors love to hear laughter when they do or say something funny, but please, no talking or whispering during the performance unless you are helping the actors.

3) It is rude to chew gum, eat or have a drink, in the theatre.

4) For the actors' safety, do not use cameras, laser pointers or recording devices during a performance. It is also rude to use a cell phone, iPod, Blackberry or laptop during the show. It is never nice to hear applause! Show your appreciation by clapping at the end of the play.

Post-performance Activities:

1) After seeing the production, ask your students to get out their Literary Devices and Elements list.

2) Separate your class in to small groups of five to six students. Working as a team, or individually, ask the groups to create a chart on a piece of paper placing the terms on the left side and define or offer an example from the play where the devices and elements were utilized on the right side. There could have been one team device, such as through the first act. What was the group's favorite aspect to particular part or feature of the play. How would they define the "beginning," "middle" and "end" of the play?

3) Let each group present their chart to the class.

4) End with applause!



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Classroom Activities : 4

Writing Prompts: Grades 2-4

- If time I felt afraid was...
- If I were transported to a magical land, it would...
- If my friend was a talking animal, I would...

Classroom Activities : 5

Writing Prompts: Grades 2-4

1. What is the importance of dress at the party?
2. What is the story trying to teach us about appearance?
3. How does beauty grow up throughout the book?
4. Which character do you find the most like?

Classroom Activities : 6

Writing And Discussion: Are "ugly" people beautiful? Grades 6-8

In this story and other fictional tales (remember *The Frog Prince*)? we have discovered that behind an unattractive face is a very attractive person. This happens in real life too. Perhaps you've read about or known someone afflicted with a disfiguring disease who is very kind and loving. Have you ever experienced this firsthand or known anybody like this? Is it fair to say that unattractive people have unattractive personalities and vice versa?

Write a couple of paragraphs relating your opinion. Then, consider whether how someone looks physically is a good measure of their personality or perhaps useful in predicting how they will behave if you interact with them. Maybe hair color and imperfections don't matter, but the way someone smiles, waves, laughs, or shakes your hand matters a great deal? It's up for debate. Discuss with your classmates. Be sure not to use anyone's real name in your explanation.



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Classroom Activities 17

Writing And Discussion: Can beautiful people be ugly? Grades 4-8

Sometimes the most attractive person can also be the meanest and 'ugliest.' Someone may be pleasant to look at, but nevertheless cruel and harmful. Have you ever experienced this? Has a 'beautiful' person tried to make you feel ugly? If yes, let down the details of your experience. If no, use your imagination to make up a fictional experience in which you meet someone beautiful who is in the end ugly underneath. Then, consider whether you would prefer to meet someone who is beautiful on the outside, or someone who is beautiful on the inside. Explain your reasoning in the class discussion that will follow. It may not be one anyone's real name in your explanation.

Classroom Activities 18

Writing And Discussion: Monsters until they love. Grades 4-8

Sometimes people can be rough, rough and insensitive and seem to us like 'monsters' until they fall in love. When in love, they are like caring, emotional human beings. They become sensitive and emotional. The 'heart' gets soft, becomes steady, and starts talking love. Have you ever noticed this yourself? Write a couple of paragraphs relating your experience. Then, try to develop a theory that explains why some people behave in this way and share it with the class in the discussion that will follow. It may not be one anyone's real name in your explanation.



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Classroom Activities : 9

Writing Competences: Grades 3-8

Dear (write me your favorite character's) _____

I am (how old are you?) _____ and am in the _____ grade at (the what school

do you go?) _____

I saw you on stage in *Beauty and the Beast* with the Birmingham Children's Theatre on

_____ (date) _____ (month) _____ (year)

I thought the play was (how did it make you feel and why?) _____

My favorite part of the play was (what was something that was real to you?) _____

I really liked your character because (what was it that made you like them?) _____

The set looked like (what did you see?) _____

The music sounded like (what did you hear?) _____

Something else that I really loved about the play was _____

I would like to come back to the Birmingham Children's Theatre and see (what is a play

that you think is fun?) _____

Love,



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**Birmingham Children's Theatre is the resident professional theatre company
at the Birmingham-Selwyn Education Complex.**

Founded in 1947, BCT is one of the nation's oldest continuously run children's theatres.

**BCT has over six decades of making a positive difference in the lives of our
local youth and children.**



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SUPPLEMENTAL RESOURCES

Still need more information?

Contact Kathryn Lewis, Director of Education at kewis@greenville-arts-council.com or
Megan Hines, Education Coordinator at mhines@greenville-arts-council.com

VOCABULARY

"A Six-Step Process for Teaching New Terms"

from *Building Academic Vocabulary* by Robert I. Marzano and Debra J. Pickering

Step 1: Provide a description, explanation, or example of the new term.

- Use pictures
- Provide examples
- Use the term in a story
- Find some way to relate it to something they use or refer to in their own lives
- Remember that the goal of this step is to provide a starting place for their understanding of the new term

Step 2: Ask students to include the description, explanation, or example in their own words.

- Let them discuss with a partner before sharing with the large group
- Feel free to skip ahead to step 3 and work out the idea in other ways first

Step 3: Ask students to construct a picture, symbol, or graphic representing the term.

- Let them discuss with a partner before sharing with the large group
- Think of the myriad of ways students can create symbols: using their bodies as a performance, making a sound that represents the term, etc.
- Avoid teacher examples so they don't feel like yours is right and their must be like the teacher's; try to create a safe atmosphere where they feel comfortable enough to TRY to come up with their own symbol - allow enough wait time, let them work in groups, even draw to practice, add to, and to refine their symbols instead of telling them what one doesn't work and how you would change it

Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

- Draw out words
- Identify synonyms and antonyms, use Venn diagrams
- List related words
- Create additional symbols
- Play sorting games with similar words

Step 5: Periodically ask students to discuss the terms with one another.

- Think-Pair-Share

Step 6: Involve students periodically in games that allow them to play with terms.

- Pictionary
- Charades
- Jeopardy
- Taboo

FIRST GRADE

Language Arts Competencies and Objectives Covered in the Guide

Please note that the lessons for First Grade teachers utilize the lessons geared towards Second Grade students with a connection to the Mississippi Frameworks. Further modifications can be to the lessons for your students, if you would like additional resources or modified lessons, please contact the Greenville Arts Council Education Staff.

Themes and Vocabulary (Grades 1-6)

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

h. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)

Classroom ACTivities 1: Life Lessons explored in Storytelling (Grades 2-4)

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

b. The student will understand, infer, and make simple predictions. (DOK 2)

- 1) Answer and generate who, what, when, where, why, and how questions.
- 2) Answer and generate questions about characters, settings, and events.
- 3) Make simple inferences based on information from narrative and/or informational text.
- 4) Identify the main idea of a simple story or topic of an informational text.

c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)

- 1) Retell a story including characters, setting, and important events.
- 2) Retell the correct sequence of events in narrative and/or informational text.

Classroom ACTivities 4: Writing Prompts (Grades 2-4)

3. The student will express, communicate, or evaluate ideas effectively.

c. The student will compose a narrative with a beginning, middle, and end. (DOK 3)

- 1) Compose retellings/stories with a beginning, middle, and end.

Classroom ACTivities 5: Writing Prompts (Grades 2-8)

3. The student will express, communicate, or evaluate ideas effectively.

b. The student will compose a description of a person, place, or thing. (DOK 3)

- 1) Compose drawings/visual images and orally describe.
- 2) Compose oral and written descriptions of a familiar person, place, or thing.

Classroom ACTivities 9: Writing Comprehension (Grades 2-8)

3. The student will express, communicate, or evaluate ideas effectively.

d. The student will compose a short informational text based on a familiar topic, including but not limited to: (DOK 3)

- 2) Letters, thank you notes, invitations

SECOND GRADE

Language Arts Competencies and Objectives Covered in the Guide

Themes and Vocabulary (Grades 1-6)

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.
- g. *The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)*

Classroom Activities 1: Life Lessons explored in Storytelling (Grades 2-4)

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.
- b. *The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)*
 - 1) Answer literal and simple inferential who, what, when, where, why, how, and what if questions.
 - 2) Answer literal and simple inferential questions about main characters, settings, and events.
 - 3) Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.
 - 4) Identify the main idea and some details in narrative text or the topic and some details in informational text.
 - 7) Draw conclusions based on information from narrative and/or informational text.
 - 8) Identify and discuss the theme of a text.

Classroom Activities 4: Writing Prompts (Grades 2-4)

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.
- c. *The student will compose narrative text with a beginning, middle, and end. (DOK 3)*
- d. *The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)*
- 3) Compose visual images.

Classroom Activities 5: Writing Prompts (Grades 2-8)

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.
- b. *The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)*
 - 2) Answer literal and simple inferential questions about main characters, settings, and events.
- d. *The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)*
 - 2) Make connections between self and characters and events in text.

Classroom Activities 9: Writing Comprehension (Grades 2-8)

3. The student will express, communicate, or evaluate ideas effectively.
- d. *The student will compose informational text with a main idea and supporting details. (DOK 3)*
2. Letters, thank you notes, invitations

THIRD GRADE

Language Arts Competencies and Objectives Covered in the Guide

Themes and Vocabulary (Grades 1-6)

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)

Classroom ACTivities 1: Life Lessons explored in Storytelling (Grades 2-4)

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)

2) Answer literal and inferential questions about main characters, setting, plot, and theme.

3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions.

4) Identify the stated main idea of a narrative text or the topic of an informational text.

5) Arrange in sequential order a listing of events found in narrative and/or informational text.

11) Identify important themes from texts and examine from more than one point of view.

c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)

1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.

Classroom ACTivities 3: Shape Poem (Grades 3-6)

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

d. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2)

1) Generate words into categories.

Classroom ACTivities 4: Writing Prompts (Grades 2-4)

3. The student will express, communicate, or evaluate ideas effectively.

b. The student will compose descriptive text using specific details and vivid language. (DOK 3)

c. The student will compose narrative text with a clear beginning, middle, and end. (DOK 3)

Classroom ACTivities 5: Writing Prompts (Grades 2-8)

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)

2) Answer literal and inferential questions about main characters, setting, plot, and theme.

3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions.

4) Identify the stated main idea of a narrative text or the topic of an informational text.

5) Arrange in sequential order a listing of events found in narrative and/or informational text.

d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)

2) Make connections between self and characters, events, and information in text or among texts.

3. The student will express, communicate, or evaluate ideas effectively.

b. The student will compose descriptive text using specific details and vivid language. (DOK 3)

Classroom ACTivities 9: Writing Comprehension (Grades 2-8)

3. The student will express, communicate, or evaluate ideas effectively.

d. The student will compose informational text with a main idea and supporting details. (DOK 3)

2. Letters, thank you notes, invitations

FOURTH GRADE

Language Arts Competencies and Objectives Covered in the Guide

Themes and Vocabulary (Grades 1-6)

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

c. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)

d. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)

f. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate. (DOK 2)

Classroom Activities 1: Life Lessons explored in Storytelling (Grades 2-4)

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)

1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view)

e. The student will identify facts, opinions, or tools of persuasion in text. (DOK 2)

1) Distinguish between fact and opinion.

Classroom Activities 3: Shape Poem (Grades 3-6)

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

c. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)

d. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)

Classroom Activities 4: Writing Prompts (Grades 2-4)

3. The student will express, communicate, or evaluate ideas effectively.

b. The student will compose descriptive texts using specific details and vivid language. (DOK 3)

c. The student will compose narrative text relating an event with a clear beginning, middle, and end. (DOK 3)

1) Stories and retellings

Classroom Activities 5: Writing Prompts (Grades 2-8)

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)

3) Text structures - sequential order, description, simple cause and effect, simple procedure, compare/contrast, etc.

c. The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)

d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)

1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view)

3. The student will express, communicate, or evaluate ideas effectively.

b. The student will compose descriptive texts using specific details and vivid language. (DOK 3)

FOURTH GRADE

Language Arts Competencies and Objectives Covered in the Guide continued

Classroom ACTivities 6: Writing and Discussion (Grades 4-8)

4. The student will apply Standard English to communicate.

- a. *The student will apply Standard English grammar to compose or edit. (DOK 1)*
- b. *The student will apply Standard English mechanics to compose or edit. (DOK 1)*
- c. *The student will apply knowledge of sentence structure in composing or editing. (DOK 2)*

Classroom ACTivities 7: Writing and Discussion (Grades 4-8)

4. The student will apply Standard English to communicate.

- a. *The student will apply Standard English grammar to compose or edit. (DOK 1)*
- b. *The student will apply Standard English mechanics to compose or edit. (DOK 1)*
- c. *The student will apply knowledge of sentence structure in composing or editing. (DOK 2)*

Classroom ACTivities 8: Writing and Discussion (Grades 4-8)

4. The student will apply Standard English to communicate.

- a. *The student will apply Standard English grammar to compose or edit. (DOK 1)*
- b. *The student will apply Standard English mechanics to compose or edit. (DOK 1)*
- c. *The student will apply knowledge of sentence structure in composing or editing. (DOK 2)*

Classroom ACTivities 9: Writing Comprehension (Grades 2-8)

3. The student will express, communicate, or evaluate ideas effectively.

- e. *The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)*

1) Letters

Theatre Etiquette Guidelines

Please share the following with your students before their trip to the theatre.

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Unlike television and movies, theatre is an art that thrives on the participation of the audience. Audience reactions and responses can be heard by the performers and have a direct effect on the quality of the entire performance. The following are guidelines to help new theatergoers understand the importance and responsibilities of being a good audience member. Appropriate audience behavior ensures a good experience for everyone.

Be orderly and prompt. Safety is the primary concern. Please respect other audience members and the theatre building by entering and exiting in an orderly fashion. Please, no running, pushing or horseplay. It is best to arrive fifteen minutes early, as latecomers can disrupt the performers and the audience. Please visit rest rooms before or after the performance.

Read. A playbill is often provided to inform you about the play, production and actors that you are about to see. Reading it before the lights dim will provide you with a deeper understanding of what you see and hear on stage.

Listen and observe. There is so much to hear (dialogue, music, sound effects, and voice inflection) and so much to see (costumes, props, set design, lighting effects, and architecture of the theatre). Unlike videos, you cannot rewind if you miss something. When the lights dim before the show begins, it is the audience's cue to stop talking and begin listening.

Unplug. Please turn off or silence all electronics and anything that beeps: cell phones, cameras, watches, pagers, etc. If you are with a person who has a hearing aid that emits a high pitch please politely alert him/her to silence it. Inappropriate noises are forbidden as they distract both the actors and the audience. Even whispering to your neighbor is considered an inappropriate distraction.

Please, don't feed the audience. Food and gum are not allowed inside the theatre. Katherine Hepburn, a great stage and screen actress, once stopped a Broadway performance when she heard an audience member crinkling a candy wrapper! Eating and drinking, while permitted in movie theatres, is extremely distracting to live performers.

Laugh out loud. Positive audience sounds are encouraged. You may freely and honestly respond to the performance by laughing, applauding, crying, and expressing any other forms of appreciation and emotion. And, by all means, please do participate if asked by the actors to contribute a verbal response.

Think. Think about your theatre experience during and after the performance. How does the material apply to your life? Are there lessons to be learned? Would you make the same decisions as the characters in the circumstances given? Did the performance inspire you? Are you happy, angry, bored, or encouraged by what you saw? Think it through and talk about it with others after the show.