

A Study Guide for Educators



School Tour 2019

The Wind in the Willows



AMERICAN STAGE EDUCATION SPONSORS

REBECCA & MICHAEL ALFORD SHERI RICHNEY BURKE CHRISTA & RODNEY SCOTT SHOAF



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Table of Contents

About the Play	
The Story At a Glance.....	2
Adaptation.....	2
Pre Show	
Theater Etiquette.....	3
Pre Show Predictions.....	4
Literature Connection	
The Author.....	5
The Playwright.....	5
Author's Purpose.....	6
Theme.....	7-8
Science Connection	
Characters.....	9
Classifying Animals.....	10-11
Toads vs. Frogs.....	12
Social Studies Connection	
Citizenship.....	13
How to Be a Good Citizen.....	14
Theater Connection	
Who's Who.....	15-16
Theater Vocabulary.....	17-18
Quiz.....	19
Answer Keys.....	20
Post Show	
Post-Show Reflections.....	21-22
Evaluation.....	23
About American Stage.....	24
Standards Alignment.....	25-36

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ABOUT THE PLAY

The Story at a Glance

“The whole world before you, and a horizon that’s always changing!” – Kenneth Grahame

Synopsis

THE WIND IN THE WILLOWS was created and originally written as a book by Kenneth Grahame. The play you are going to see is an **adaptation**, dramatized by R. Eugene Jackson. The story begins with the rich and lazy but laughably loveable Toad and his latest obsession of sports cars - the faster the better. He buys car after car, but unfortunately he is as reckless as he is wealthy, and his carelessness eventually lands him in a small-time jail with a comically caricatured small-town sheriff and his dim-witted deputy. Toad and his friends must figure out how to earn Toad’s freedom so that he can save his family home which was taken over by a band of weasel-thugs while Toad was in jail. With the help of Badger, Water Rat, and Mole, Toad dresses in drag and regains Toad Hall, delivers the band of weasels to the sheriff, and earns his freedom.

Background

THE WIND IN THE WILLOWS was born out of the bedtime stories that Kenneth Grahame, the author, used to tell his son. The book was published in 1908 and is set in the pastoral lifestyle of Edwardian England. In 1929 it was adapted into a play by A. A. Milne (best known as the author of the *Winnie the Pooh* books), and Disney released the first film adaptation in 1949. Since then, it has been adapted for stage and screen many times.

Adaptation

R. Eugene Jackson’s dramatization of Kenneth Grahame’s classic tale, *The Wind in the Willows* will enchant your audiences and delight your actors. This skillful retelling of the beloved favorite retains all of the charm and delicacy of the Grahame novel, but now you can relive the adventure in visual, dramatic detail as Toad, Badger, the weasels, and all of the others spring to life on your stage.

An **adaptation** is when a poem, novel or play inspires another form of storytelling. For example, THE JUNGLE BOOK was adapted from the bestselling book into a film. **Why do you think there are so many different adaptations of *The Wind in the Willows*?**

PRE SHOW

Theatre Etiquette

We encourage you to read this special welcome note to your students before the show:

Welcome to our show! We are thrilled that you have come to see THE WIND IN THE WILLOWS!

In order to make sure that everyone enjoys the show, here are some rules that we all need to follow. When you watch TV at home, you can talk all you want, and it doesn't disturb the people on the screen. But here, Toad, Badger, Mole, and all their friends can hear you! A live theatrical performance is different than watching a movie or TV show. The actors rely on the audience's attention and energy in order to give their best performance. Please make sure that you are not talking or distracting those around you during the play. Sit properly in your own chair and keep your hands and feet in your own area.

So what can you do? It is okay to laugh if something is funny and to clap at the end of scenes and the show. We love those sounds! After the play, the actors will share time with you to answer any questions you may have, so be thinking about things you would like to know more about as the play unfolds. We want you to have a good time and we hope that you enjoy the show!

Predictions

1) From what you have learned so far, what do you think the play is about?

2) Write or draw in the chart what you know and want to know about the story, before seeing the play. After seeing it, fill in the 3rd column about what you learned.

K What I Know	W What I Want To Learn	L What I Have Learned

LITERATURE CONNECTION

The Author

Kenneth Grahame, an orphan at an early age, spent most of his adult life in a career at the Bank of England. During his career, Grahame published a variety of poems, stories, and articles. Shortly after retiring Grahame published his best known work, *The Wind in the Willows* (1908).

Sourced from: <https://www.britannica.com/biography/Kenneth-Grahame>



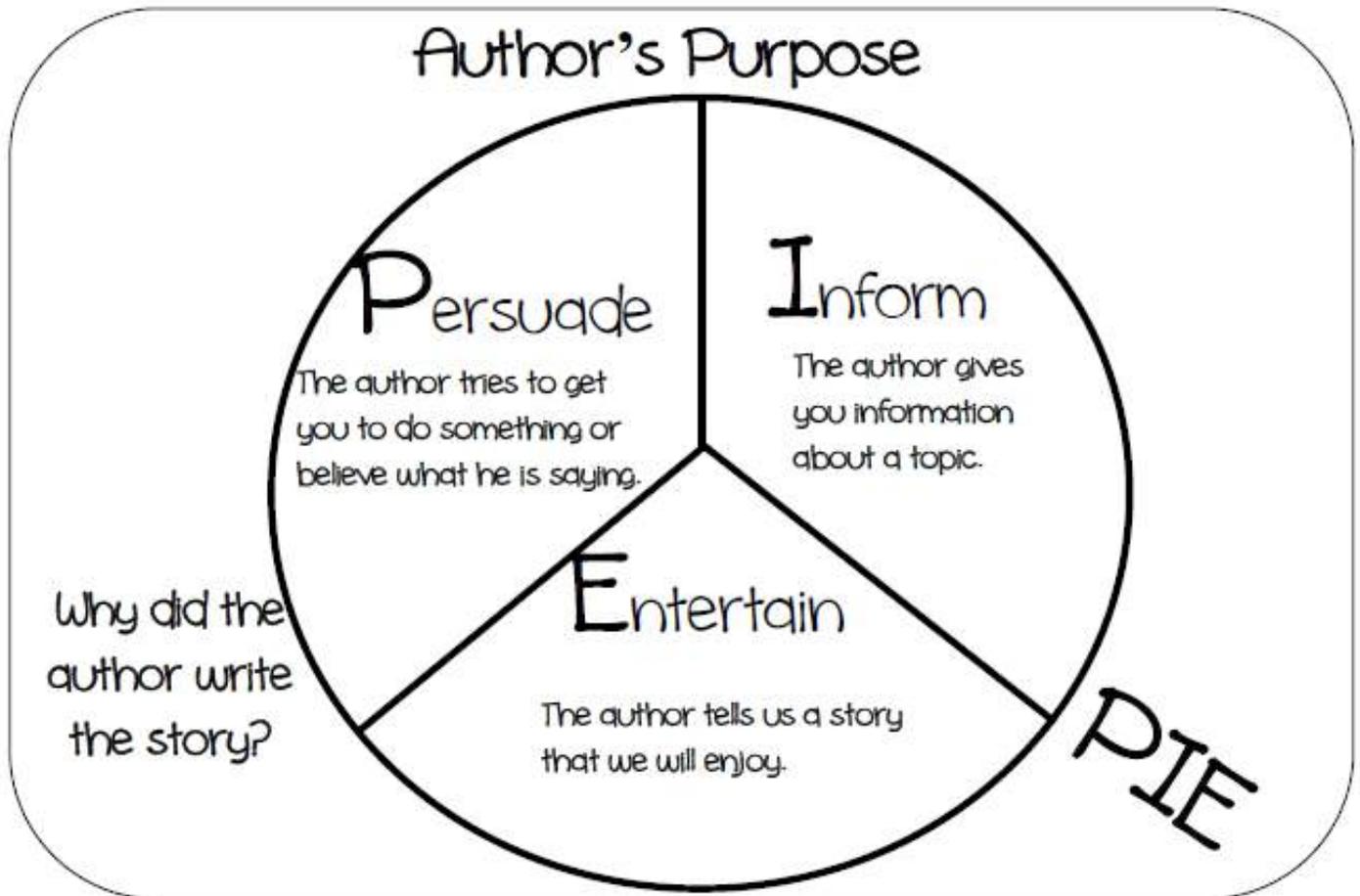
Author's Purpose

Watch:

Author's Purpose: Introduction - <https://www.youtube.com/watch?v=2QMs24TTZrA>

Author's Purpose: Part 2 - <https://www.youtube.com/watch?v=F0XziDwFE-g>

Discuss:



Sourced from: <https://thelenduflo.weebly.com/authors-purpose.html>

Choose 3 books, stories, etc. read in class. What was the author's purpose? How do you know? Discuss with the students.

Theme

Common Themes in Books

You will find that many books include a theme, or lesson, that is revealed as you read the story. Below are common themes you will find in your books.

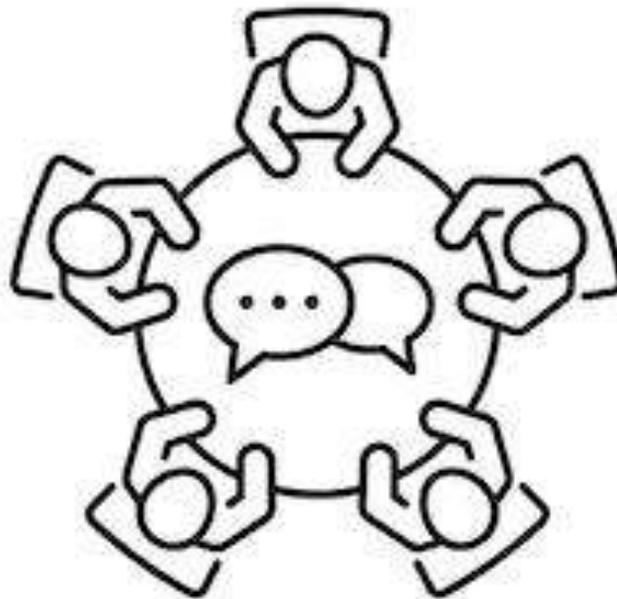
Acceptance	These books have characters who respect & accept others' differences and beliefs.
Courage	These books have brave characters who have the strength to overcome a fear or accept a risk.
Perseverance	These books have characters who never give up even when facing difficult times.
Cooperation	These books have characters who work together to solve a problem or achieve a goal.
Compassion	These books have characters who want to make those who are suffering feel better.
Honesty	These books have characters who find that it is best to always tell the truth.
Kindness	These books have friendly characters who are generous and considerate of others.
Loyalty	These books have characters who trust each other and never turn their backs on their friends.

Analyze:

- Think of 3 books or movies.
- What was the lesson that the characters learned in each of these books/movies?
- In complete sentences, explain the lesson in each story and give evidence to support your opinion.
- Prediction: What do you think the message will be in THE WIND IN THE WILLOWS? (Only use prediction question if plot has been discussed in class.)

Hands On Activity:

- Get together in a small group (2-4 students).
- Share your stories and the lessons they teach with your partner(s).
- Choose 1 of the stories and quickly decide how to present the story to the class.
- Each group will present a brief synopsis of the plot of the chosen story, and then share the theme or message with the class.



SCIENCE CONNECTION

Characters

TOAD – The wealthy owner of Toad Hall. He is good-natured and kind-hearted but is also spoiled, conceited, and impulsive. He is prone to obsessions and crazes, especially sports cars. He eventually is imprisoned and must escape to save his family's home.

BADGER – The wise friend of Toad. He is firm in his morals and is often disappointed in Toad, yet remains optimistic Toad's good qualities will prevail. How works with Toad and his friends to

MOLE – A mild-mannered, home-loving animal who has seen very little of the world. Excited to experience new things, he convinces Rat to join him on an adventure.

RIVER RAT – Rat, or Ratty (actually a water vole) is relaxed, friendly, and a bit mischievous. He loves the river and takes Mole under his wing.

WEASELS – The thieving villains of the story. They live in the Wild Wood and plot to take over Toad Hall while Toad is in jail.

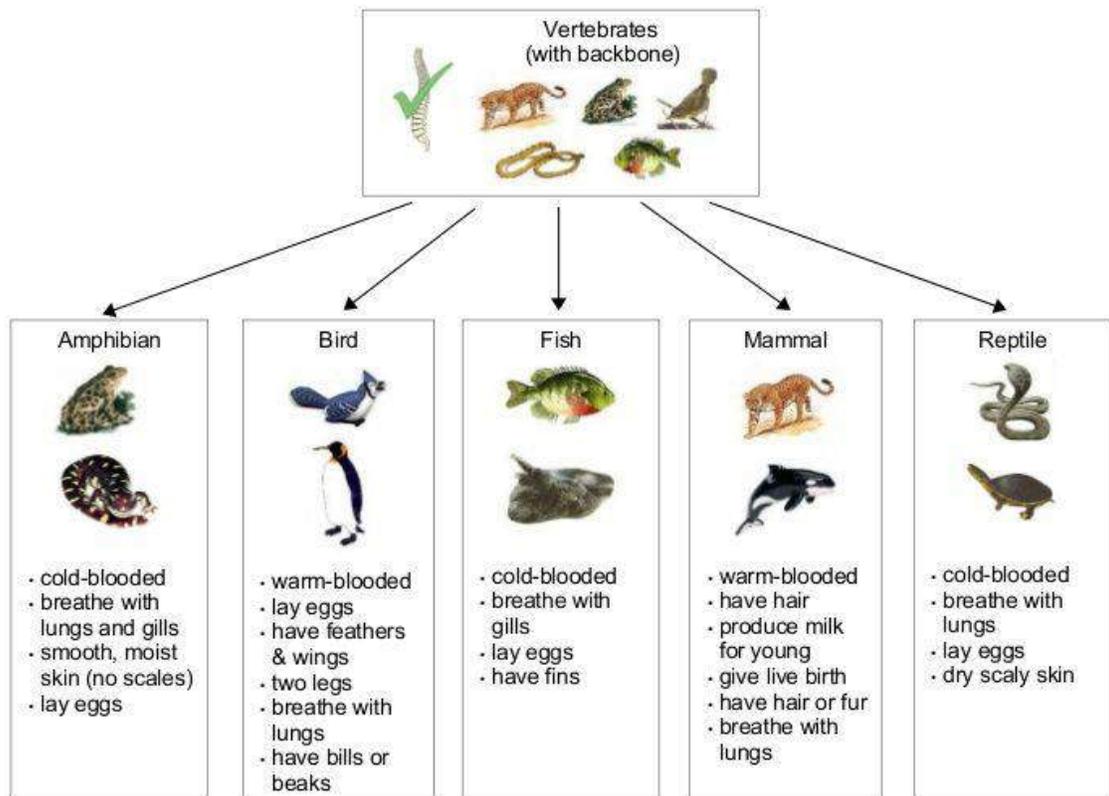
SHERIFF – The head of the local law enforcement and Sarie's father. He takes his job seriously and has been trying to catch the Weasels for years.

JIMMY RAY – Works in the jail with the Sheriff. He is gullible and easily tricked by Toad.

SARIE – The Sheriff's kind-hearted, generous daughter. She becomes friends with Toad and helps him escape from jail.

Classifying Animals

Discuss:



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Page 1 of 1

Animal Classification Chart - Vertebrates

How do scientists classify animals?

What are some similarities and differences between the characteristics of the groups?

Which groups seem the most alike? The most different?

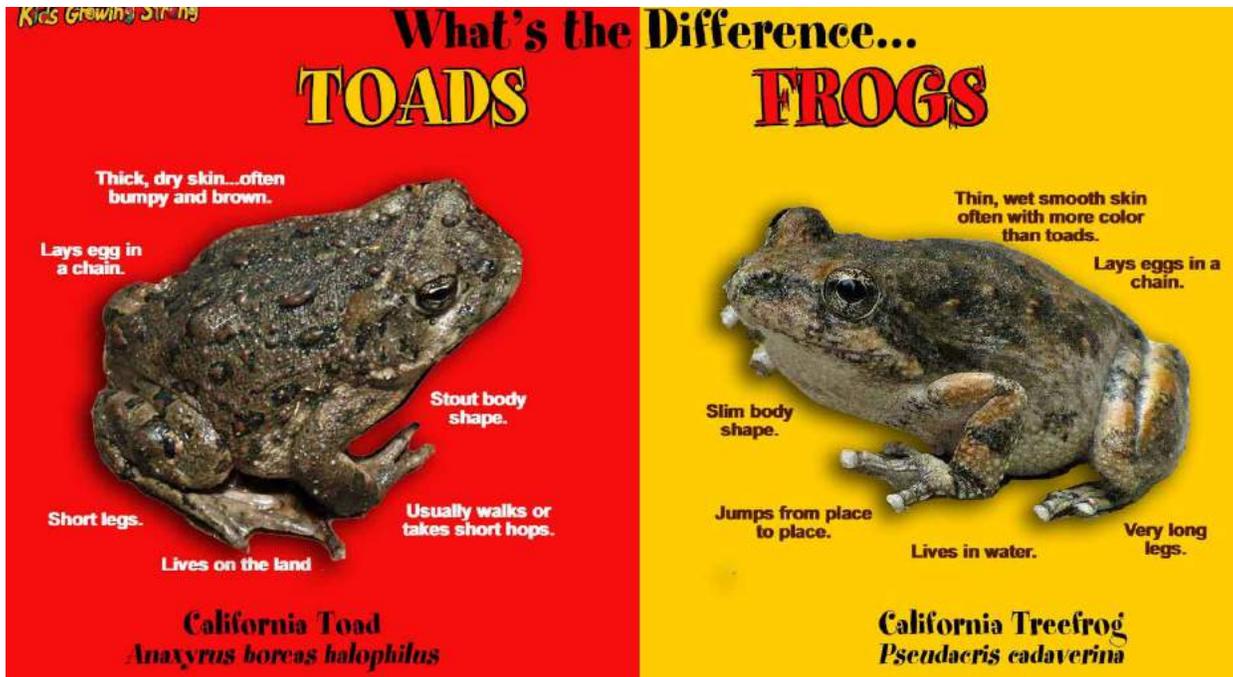
Why do scientists classify animals?

Analyze:

Fill in the table with 3 different species for each type of animal.

Then, look at the cast list and place the characters on the table in the correct category.

Amphibian	Bird	Fish	Mammal	Reptile



Sourced from: <https://kidsgrowingstrong.org/toads/>

Watch:

Frog or Toad? - <https://www.youtube.com/watch?v=rVAjUSLkDLo>

Hands-On Activity:

Ribbit, Ribbit, JUMP!

A variation on Duck, Duck, Goose

Students sit in a circle on the floor.

One student walks around the circle saying “Ribbet, ribbet, ribbet...”

The student will choose another student by saying “JUMP!”

The chosen student must hop and try to catch the other player who must also hop around and get back to the empty spot.

The student that does not get the seat is “it” for the next round.

SOCIAL STUDIES CONNECTION

Citizenship

Watch:

Being a Good Citizen - <https://www.youtube.com/watch?v=3bwfo9aD5A8>

Discuss:

What is a citizen?

Why is it important to be a good citizen?

What does a good citizen look like in the classroom? As a friend? As an adult?

A citizen is someone who...

Characteristics of Citizens

Characteristic	What does it mean?
Truthfulness	Be honest
Justice	Do the right thing
Equality	Be fair
Respect	Treat others, yourself, and property kindly
Responsibility	Do what is expected of you, and accept consequences
Participation	Help the community, be educated, be a positive leader

How to Be a Good Citizen

Analyze:

A good citizen **IS:**
{traits to describe a good citizen}

A good citizen **SAYS:**
{things you may hear a good citizen saying}



A good citizen **DOES:**
{things that you may catch a good citizen doing}

A good citizen **IS NOT:**
{traits to describe the opposite of what a good citizen would be}

THEATER CONNECTION

Who's Who?

Actor	The Actor is the person onstage creating a role in the show.
Costumer	The Costumer is the person who makes all the costumes and makes sure all aspects of each costume are in place. That includes jewelry, socks, shoes, hats, etc.
Designer	A Designer is the person who decides what a certain part of the play will look like. For example, the costumes, the set, or the lights. They create a sketch of each look and work with the technicians on making them come to life.
Director	The Director is the person in charge of the show. They manage all areas of the production and make sure the play comes together as a whole.
House Manager	The House Manager is the person who takes care of what happens in the house, which is what we call where the audience sits. They make sure that everything is fine in the lobby, and that each audience member has a ticket, a program and enjoys their experience at the theatre.
Props Master	The Props Master is the person who finds and/or builds all hand props, which are objects used on stage, such as dishes, glasses, flowers, books, etc.
Stage Manager	The Stage Manager is just that, a manager of the stage. A few of their responsibilities include creating schedules, managing rehearsals, organizing meetings, and making certain everyone is where they're supposed to be. They also assist the director and "call cues" during the show (that means they tell the light and sound operators when to change the lights and sound, as well as telling the actors when to go onstage).
Technical Director	The Technical Director is in charge of all the technicians and is the person who makes sure all technical elements are built and in place for the show.

WHO'S WHO MATCH UP

Analyze: Ask students to match up the theatre job with its correct description using the worksheet below or do it aloud as a class.

Props Master	The person in charge of the show. Manages all areas of the production and makes sure the play comes together as a whole.
Designer	The person onstage, creating a role in the show.
Stage manager	The person who makes all of the costumes and makes sure all aspects of each costume are in place.
Director	The person who takes care of what happens in the house, which is where the audience sits.
Actor	The person in charge of all the technicians and who makes sure all technical elements are built and in place for the show.
Costumer	The person who finds or builds all the objects used on stage, such as dishes, glasses, flowers, books, etc.
House manager	The person who manages the stage. They create schedules, manage rehearsals, organize meetings, and make sure everyone is where the need to be. They also assist the director.
Technical director	The person who decides what a certain part of the play is going to look like, for example the set or costumes. They will create a sketch of each look and work with the technicians to make them come to life.

Theatre Vocabulary

Acting	The process by which an individual interprets and performs the role of an imagined character.
Ad-Lib	To extemporize stage business or dialogue; to make it up as you go along.
Apron	The area of the stage that extends toward the audience, in front of the main curtain.
Backstage	The space behind the acting area, unseen by the audience.
Blocking	The movement and stage business, designed by the director and performed by the actors.
Box office	A windowed space at the front of the theatre building where tickets are sold.
Business	Any action performed on stage.
Character	The role played by an actor as she or he assumes another's identity.
Conflict	The problem or incident that creates the action and is resolved by the end of the play.
Costume	The carefully selected or specially designed clothing worn by the actors.
Dialogue	The stage conversation between characters.
Downstage	The part of the stage closest to the audience. At one time stages were raked, or sloped, with the lower ("down") part closest to the audience, and the higher ("up") part further away.
Ensemble	A cast of actors working together effectively to present a theatrical performance.
Flats	Canvas or wood-covered frames that are used for the walls of a stage setting.
Improvisation	The spontaneous use of movement and speech to create a character.
Monologue	A solo speech during which the character reveals personal thoughts.
Plot	The "what happens" in a story: beginning (the setting, characters, and

problem); middle (how the characters work to solve the problem); and the ending (resolution of the problem.)

Props	All the stage furnishings, including furniture, that are physically used by the actors.
Proscenium Stage	A traditional theatre with an arch framing the stage.
Script	The text of the play, including dialogue and stage directions, all written by the playwright.
Set	All of the scenery that makes up the physical environment of the world of the play.
Stage Left	That part of the stage to the actor's left when the actor faces the audience.
Stage Right	That part of the stage to the actor's right when the actor faces the audience.
Upstage	The area of the stage farthest away from the audience.

Theatre Vocabulary Quiz

1. A monologue is
 - A. A special kind of light used in the theatre
 - B. A solo speech during which the character reveals thoughts
 - C. Where the tickets are sold for the show
 - D. A type of wood used for sets

2. Props are
 - A. A term used for positive feedback
 - B. The people who help the audience find their seats
 - C. The books that contain the text of the play
 - D. All the stage objects that are physically used by an actor

3. The area of the stage farthest away from the audience is?
 - A. Upstage
 - B. Downstage
 - C. Stage right
 - D. The apron

4. Improvisation is
 - A. The conversation between characters
 - B. The spontaneous use of movement and speech to create a character
 - C. The movement and stage business, designed by the director and performed by the actors
 - D. Any action performed onstage

5. What are flats?
 - A. Frames that are used as the walls of a stage setting
 - B. The area behind the acting area, not seen by the audience
 - C. The beams lights are hung from
 - D. The storage spaces for the costumes

6. Which two terms both mean spontaneous movement and speech?
 - A. Blocking and Conflict
 - B. Ad-lib and Plot
 - C. Improvisation and Ad-Lib
 - D. Character and Business

7. Who uses the costumes?
 - A. The director
 - B. The actors
 - C. The audience
 - D. The ushers

Answer Key

Who's Who Match Up

Director-----The person in charge of the show. Manages all areas of the production and makes sure the play comes together as a whole.

Actor-----The person onstage creating a role in the show.

Costumer-----The person who makes all of the costumes and makes sure all aspects of each costume are in place.

House Manager-----The person who takes care of what happens in the house, which is where the audience sits.

Technical Director-----The person in charge of all the technicians and who makes sure all technical elements are built and in place for the show.

Props Master-----The person who finds or builds all the objects used on stage, such as dishes, glasses, flowers, books, etc.

Stage Manager-----The person who manages the stage. They create schedules, manage rehearsals, organize meetings, and make sure everyone is where the need to be. They also assist the director.

Designer-----The person who decides what a certain part of the play is going to look like, for example the set or costumes. They will create a sketch of each look and work with the technicians to make them come to life.

Theatre Vocabulary Quiz

1. B - A solo speech during which the character reveals thoughts
2. D - All the stage objects that are physically used by an actor
3. A - Upstage
4. B - The spontaneous use of movement and speech to create a character
5. A - Frames that are used as the walls of a stage setting
6. C - Improvisation and Ad-Lib
7. B - The actors

POST SHOW

Reflections:

Discuss the following questions as a group:

- 1) Which character did you like most in the show?
- 2) Is there a character that reminds you of yourself?
- 3) How were these characters good friends to each other?
- 4) Did the actors portray the characters like you thought they would? What was different from what you imagined before seeing the play?
- 5) What did the stage look like, and why do you think it looked that way?

Hands On Activity:

Draw your favorite moment of the show and illustrate the relationship between the characters in the scene. Each student should share their drawing with the class and discuss why that was their favorite part of the show.

Hands On Activity:

Imagine that you are explaining the story to a friend who did not see the play. Draw a map to help you explain the different locations that Toad and his friends travel to throughout the show. Try to include at least 4 locations, and remember to use elements of a map (compass rose, map key, etc.)!

Analyze & Identify the parts of a story: Beginning, Middle and End; Problem and Solution

Write or draw the parts of the play THE WIND IN THE WILLOWS.

Beginning	Middle	End
1) List 3 key facts we learn at the beginning of the play that set up what the story is about. 2) What do we learn is the Main Problem at the beginning?	1) List 2-3 actions the characters take to try to solve the problem or find a solution, but are not successful. 2) What do we learn about the Toad in his attempts to find a solution? About Badger?	1) What action ultimately solves the Main Problem? 2) What is the message or lesson you learned from the Main Solution?

In every story, the character(s) must confront a "Problem." The problem in this story is...	In every story, the character(s) find a solution to the "Main Problem." The solution in this story is...
---	--

Hands On Activity:

- Complete the activity above to identify the beginning, middle, end, the main problem, and the solution of THE WIND IN THE WILLOWS.
- Divide into small groups.
- Have students make 3 frozen pictures or tableaus, one representing each of the 3 main events of the play.
- Have each group present their three tableaus to the class.
- If the beginning, middle, and end events vary, discuss: What was the main problem and solution?
- Discuss the differences between supporting scenes and the moments that contribute to the overall bigger problem and solution. Discuss different choices that the students make in the scenes they represent.

Evaluation

Please take a few minutes to read and answer the following questions.
Your valuable input will help us continue to improve the School Tour and Study Guide.

Please send the completed form to:

Tiffany Ford, Director of Education American Stage Theatre Company
Fax: 727-821-2444 Mail: PO Box 1560 St. Petersburg, FL 33731

- How entertaining was the play for your students?

Excellent	Good	Average	Poor	Terrible
<input type="checkbox"/>				

- How high was the educational value of the play for your students?

Excellent	Good	Average	Poor	Terrible
<input type="checkbox"/>				

- How high was the level of your students' comprehension of the story?

Excellent	Good	Average	Poor	Terrible
<input type="checkbox"/>				

- How well did the play reinforce positive values?

Excellent	Good	Average	Poor	Terrible
<input type="checkbox"/>				

- How well did the play stimulate critical thinking?

Excellent	Good	Average	Poor	Terrible
<input type="checkbox"/>				

- How well did the play stimulate the imagination and creativity of your students?

Excellent	Good	Average	Poor	Terrible
<input type="checkbox"/>				

- How valuable was the study guide?

Excellent	Good	Average	Poor	Terrible
<input type="checkbox"/>				

- How cooperative and professional was the acting company?

Excellent	Good	Average	Poor	Terrible
<input type="checkbox"/>				

Any comments you would like to add:

If you'd like to be on our mailing list, please provide your address and email:

About American Stage Theatre

Since 1978 American Stage has been dedicated to telling meaningful, compelling stories with integrity and professionalism. As the Tampa Bay area's longest-running, most critically-acclaimed professional theatre company, we seek to bring the power of quality live theatre to each generation in our community.

As we move into our next exciting era, American Stage is committed to being a vital arts leader and contributing to the cultural landscape of the Tampa Bay region as we pursue innovative programming and deeper connections with our patrons and community partners. Because we believe that live theatre can connect us to our world and to one another, we aspire to make the experience of world-class theatre accessible to all.

American Stage invites you to lean forward and experience the most captivating stories of the moment and the most relevant stories of the past. All told with passion and a commitment to excellence.

American Stage School Tour Staff

Artistic Director Stephanie Gularte, Director of Education & Outreach Tiffany Ford, Education Coordinator Marissa Nicole Koch, Production Director & Scenic Design Jerid Fox, Costume Design Jill Castle, Property Design Jerid Fox, Sound Design Tiffany Ford, Operations & Bookings Manager Tom Block, Study Guide Author Leslie Haire, School Tour Manager Sadie Lockhart

Web Site: www.americanstage.org Email: boxoffice@americanstage.org

Phone: 727-823-1600 For more information about our educational programs please contact the Director of Education, Tiffany Ford, at 727-823-1600 x 201 or tford@americanstage.org.

FLORIDA STATE STANDARDS ALIGNMENT

Grade Level	ELA Standard	Science Standards	Social Studies Standards	Theater Standards
Kindergarten	LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.	SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.	SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.	TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.
	LAFS.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.	SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.	SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words.	TH.K.C.3.2 Share reactions to a live theatre performance.
	LAFS.K.RI.2.6 With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	SC.K2.CS-CS.2.1 Arrange or sort information into useful order, such as sorting students by birth date, with or without technology.	SS.K.G.1.4 Differentiate land and water features on simple maps and globes.	TH.K.H.3.1 Describe feelings related to watching a play.
	LAFS.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text.		SS.K.G.1.3 Identify cardinal directions (north, south, east, west).	TH.K.O.1.1 Share opinions about a story with classmates.
	LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.		SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth.	TH.K.O.2.1 Draw a picture of a favorite scene from a play.
	LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.		SS.K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community.	TH.K.O.3.1 Compare a story that is read to one that is acted out.
	LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.		SS.K.C.1.1 Define and give examples of rules and	TH.K.S.1.1 Demonstrate appropriate audience behavior at a live performance.
				TH.K.S.1.3 Describe personal

	<p>LAFS.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>LAFS.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>LAFS.K.W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>		<p>laws, and why they are important.</p> <p>SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.</p>	<p>preferences related to a performance.</p> <p>TH.K.S.3.2 Describe the concept of beginning, middle, and ending in stories using dramatic play.</p>
1st Grade	<p>LAFS.1.RI.1.1 Ask and answer questions about key details in a text.</p> <p>LAFS.1.RI.1.2 Identify the main topic and retell key details of a text.</p>	<p>SC.1.L.14.1 Make observations of living things and their environment using the five senses.</p> <p>SC.1.L.17.1 Through observation, recognize that all</p>	<p>SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community.</p> <p>SS.1.G.1.2 Identify key elements</p>	<p>TH.1.C.1.2 Draw a picture from a favorite story and share with the class why the scene was important to the story.</p> <p>TH.1.C.2.2 Identify elements of an</p>

	<p>LAFS.1.RL.1.1 Ask and answer questions about key details in a text.</p> <p>LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>LAFS.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>LAFS.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>plants and animals, including humans, need the basic necessities of air, water, food, and space.</p> <p>SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.</p> <p>SC.K2.CS-CS.2.1 Arrange or sort information into useful order, such as sorting students by birth date, with or without technology.</p>	<p>(compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .</p> <p>SS.1.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols.</p> <p>SS.1.G.1.4 Identify a variety of physical features using a map and globe.</p> <p>SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.</p> <p>SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.</p> <p>SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.</p> <p>SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.</p>	<p>effective performance.</p> <p>TH.1.C.3.1 Share opinions about selected plays.</p> <p>TH.1.H.3.1 Identify similarities between plays and stories.</p> <p>TH.1.O.1.1 Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.</p> <p>TH.1.O.2.1 Describe in words or by drawing a picture, the most exciting part in the story line of a play.</p> <p>TH.1.S.1.1 Exhibit appropriate audience etiquette and response.</p> <p>TH.1.S.1.3 Explain personal preferences related to a performance.</p> <p>TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.</p> <p>TH.1.S.3.3 Distinguish stage space from audience space to show understanding of the physical relationship</p>
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	<p>LAFS.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>			<p>between audience and actor in performance.</p> <p>TH.1.F.3.1 Describe and discuss how to work together as actors.</p>
2nd Grade	<p>LAFS.2.RI.1.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>LAFS.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>LAFS.2.RI.3.8 Describe how an author uses reasons to support specific points in a text.</p> <p>LAFS.2.RL.1.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of</p>	<p>SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>SC.K2.CS-CS.2.1 Arrange or sort information into useful order, such as sorting students by birth date, with or without technology.</p>	<p>SS.2.A.3.1 Identify terms and designations of time sequence.</p> <p>SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.</p> <p>SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.</p> <p>SS.2.C.2.2 Define and apply the characteristics of responsible citizenship.</p> <p>SS.2.C.2.3 Explain why United States citizens have guaranteed rights and</p>	<p>TH.2.C.1.1 Describe a character in a story and tell why the character is important to the story.</p> <p>TH.2.C.1.2 Respond to a play by drawing and/or writing about a favorite aspect of it.</p> <p>TH.2.C.2.2 Describe how an actor in a play, musical, or film creates a character.</p> <p>TH.2.C.3.1 Identify important characteristics to discuss when sharing opinions about theatre.</p> <p>TH.2.H.1.2 Explain how to respond as an audience member in a different way, depending on the style</p>

	<p>key details in a text.</p> <p>LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.</p> <p>LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>LAFS.2.W.1.3 Write narratives in which they recount a well-elaborated</p>		<p>identify rights.</p> <p>SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.</p>	<p>of performance.</p> <p>TH.2.O.1.1 Compare the differences between reading a story and seeing it as a play.</p> <p>TH.2.O.1.2 Explain the difference between the stage, backstage, and audience areas.</p> <p>TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.</p> <p>TH.2.O.3.1 Identify theatrical elements and vocabulary found in everyday life.</p> <p>TH.2.S.1.1 Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.</p> <p>TH.2.F.2.1 Identify the jobs people can have in a theater.</p>
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	<p>event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>LAFS.2.W.3.8</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p>			
3rd Grade	<p>LAFS.3.RI.1.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LAFS.3.RI.1.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>LAFS.3.RI.3.9</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>LAFS.3.RL.1.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LAFS.3.RL.1.2</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>SC.3.N.1.4</p> <p>Recognize the importance of communication among scientists.</p> <p>SC.3.L.15.1</p> <p>Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.</p> <p>SC.35.CS-CS.2.3</p> <p>Explain the process of arranging or sorting information into useful order as well as the purpose for doing so.</p>	<p>SS.3.G.1.1</p> <p>Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</p> <p>SS.3.G.1.2</p> <p>Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .</p> <p>SS.3.G.1.4</p> <p>Name and identify the purpose of maps (physical, political, elevation, population).</p> <p>SS.3.C.2.1</p> <p>Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.</p>	<p>TH.3.C.1.2</p> <p>Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.</p> <p>TH.3.C.3.1</p> <p>Discuss the techniques that help create an effective theatre work.</p> <p>TH.3.O.1.1</p> <p>Describe how an actor creates a character.</p> <p>TH.3.O.1.2</p> <p>Discuss why costumes and makeup are used in a play.</p> <p>TH.3.O.2.1</p> <p>Describe what happened in a play, using age-appropriate theatre terminology.</p> <p>TH.3.S.1.1</p> <p>Demonstrate effective audience etiquette and constructive criticism</p>

	<p>LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>LAFS.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>LAFS.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. </p>			<p>for a live performance.</p> <p>TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.</p> <p>TH.3.F.2.1 Identify non-theatre professions that require the same skills as are used in theatre.</p> <p>TH.3.H.3.1 Identify interpersonal skills that are learned through participation in a play.</p>
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	<p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>			
4th Grade	<p>LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>LAFS.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about</p>	<p>SC.4.N.1.7 Recognize and explain that scientists base their explanations on evidence.</p> <p>SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.</p> <p>SC.4.L.16.4 Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.</p> <p>SC.35.CS-CS.2.3 Explain the process of arranging or sorting information into useful order as well as the purpose for doing so.</p>	<p>SS.4.C.1.1 Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.</p> <p>SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.</p> <p>SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.</p> <p>SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).</p>	<p>TH.4.C.3.1 Identify the characteristics of an effective acting performance.</p> <p>TH.4.O.1.1 Describe what a designer and director do to support the actor in creating a performance.</p> <p>TH.4.O.1.2 Identify common audience conventions used when viewing a play.</p> <p>TH.4.O.2.1 Write a summary of dramatic events after reading or watching a play.</p> <p>TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.</p> <p>TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted</p>

	<p>the subject knowledgeably.</p> <p>LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>LAFS.4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>LAFS.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>LAFS.4.RL.3.9 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.</p> <p>LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,</p>			<p>the audience's response to the production.</p> <p>TH.4.F.2.1 Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.</p> <p>TH.4.F.3.1 Identify the leadership qualities of directors, actors, and/or technicians.</p> <p>TH.4.H.1.3 Identify playwrights whose lives or careers have a connection with Florida.</p> <p>TH.4.O.3.1 Explain how theatre and its conventions are used to communicate ideas.</p>
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	<p>quantitatively, and orally.</p> <p>LAFS.4.SL.2.4</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>LAFS.4.W.1.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented. 			
5th Grade	<p>LAFS.5.RI.1.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.5.RI.1.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>SC.5.L.15.1</p> <p>Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.</p> <p>SC.5.L.17.1</p> <p>Compare and contrast</p>	<p>SS.5.G.1.4</p> <p>Construct maps, charts, and graphs to display geographic information.</p> <p>SS.5.C.2.4</p> <p>Evaluate the importance of civic responsibilities in American democracy.</p> <p>SS.5.C.2.5</p> <p>Identify ways good</p>	<p>TH.5.C.2.4</p> <p>Identify correct vocabulary used in a formal theatre critique.</p> <p>TH.5.O.1.1</p> <p>Explain an actor's choices in the creation of a character for a scene or play.</p> <p>TH.5.O.1.3</p>

	<p>LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute</p>	<p>adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.</p> <p>SC.35.CS-CS.2.3 Explain the process of arranging or sorting information into useful order as well as the purpose for doing so.</p>	<p>citizens go beyond basic civic and political responsibilities to improve government and society.</p> <p>SS.5.C.3.5 Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.</p>	<p>Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.</p> <p>TH.5.S.1.1 Describe the difference in responsibilities between being an audience member at live or recorded performances.</p> <p>TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.</p> <p>TH.5.F.2.1 Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.</p> <p>TH.5.F.3.1 Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.</p> <p>TH.5.H.1.1 Research and describe the context in which a specified playwright wrote a particular dramatic work.</p> <p>TH.5.H.2.1 Recognize theatre</p>
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	<p>to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. </p>			<p>works as a reflection of societal beliefs and values.</p> <p>TH.5.H.3.2 Compare theatre to other modes of communication.</p> <p>TH.5.H.3.3 Demonstrate how the use of movement and sound enhance the telling of a story.</p> <p>TH.5.O.2.1 Create a story board of the major events in a play.</p> <p>TH.5.O.2.3 Predict the ending of a play or performance.</p>
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