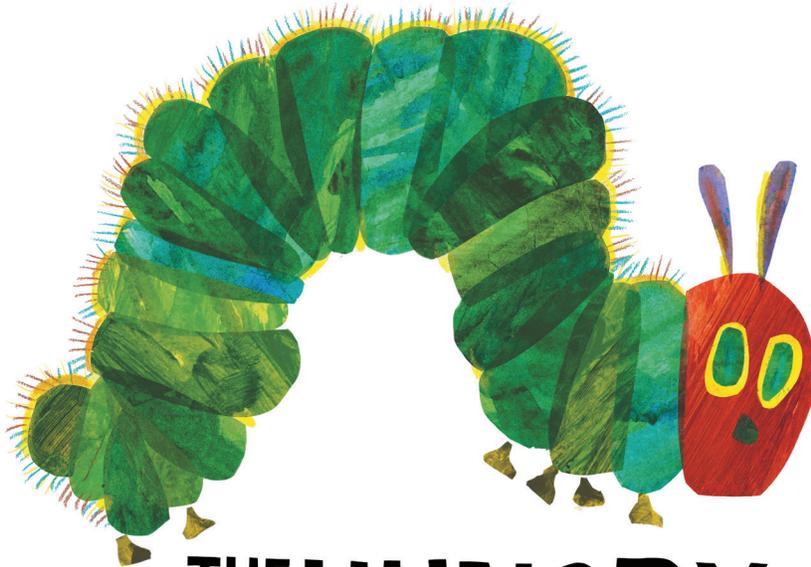


# BEHIND THE CURTAIN

A CREATIVE & THEATRICAL STUDY GUIDE FOR TEACHERS



## THE VERY HUNGRY CATERPILLAR™ SHOW

Created by Jonathan Rockefeller  
Produced in association with Rockefeller Productions  
Based on four Eric Carle books

**ENJOYED BY ALL AGES**

**JANUARY 18 – MARCH 2, 2018** STUDENT MATINEE

**JANUARY 19 – FEBRUARY 25** PUBLIC SHOWS

As part of DCT's mission to integrate the arts into classroom academics, the ***Behind the Curtain Resource Guide*** is intended to provide helpful information for the teacher and student to use before and after attending a performance. The activities presented in this guide are suggested to stimulate lively responses and multi-sensory explorations of concepts in order to use the theatrical event as a vehicle for cross-cultural and language arts learning.

**Please use our suggestions as springboards to lead your students into meaningful, dynamic learning; extending the dramatic experience of the play.**

Your Family Arts Center

**DALLAS CHILDREN'S THEATER**

Astonishing kids & families with the fun of Broadway-like plays & much more!

Dallas Children's Theater

# BEHIND THE CURTAIN

A Creative & Theatrical Resource Guide for Teachers

DCT Executive Artistic Director .....Robyn Flatt

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Play .....THE VERY HUNGRY CATERPILLAR SHOW

By .....Jonathan Rockefeller

Produced in association with .....Rockefeller Productions

Based on .....Eric Carle books

DALLAS CHILDREN'S THEATER, one of the top five family theaters in the nation, serves over 250,000 young people from 196 zip codes, 146 cities and 78 counties and 32 states each year through its main stage productions, touring, educational programming and outreach activities. Since its opening in 1984, this award-winning theater has existed to create challenging, inspiring and entertaining theater, which communicates vital messages to our youth and promotes an early appreciation for literature and the performing arts. As the only major organization in Dallas focusing on theater for youth and families, DCT produces literary classics, original scripts, folk tales, myths, fantasies and contemporary dramas that foster multicultural understanding, confront topical issues and celebrate the human spirit.

DCT is committed to the integration of creative arts into the teaching strategies of academic core curriculum and educating through the arts. Techniques utilized by DCT artists/teachers are based upon the approach developed in *The Integration of Abilities and Making Sense with Five Senses*, by Paul Baker, Ph.D.

DCT founder and Executive Artistic Director, Robyn Flatt defines the artistic mission and oversees the operations of the organization, consisting of twenty-five full time staff members and more than 200 actors, designers, theater artists and educators.

**TEKS that your field trip to Dallas Children's Theater satisfies are listed at the back of this guide.**

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# CURTAINS UP ON PUTTING A PERFORMANCE TOGETHER

Every DCT performance you see is the result of many people working together to create a play. You see the cast perform on stage, but there are people behind the scenes that you do not see who help before, during, and after every production.

## The DIRECTOR

Determines the overall look of the performance.

Guides the actors in stage movement and character interpretation.

Works with designers to plan the lights and sounds, scenery, costumes and make-up, and stage actions.

## The DESIGNERS

Plan the lights, sounds, scenery, costumes, make-up, and actions to help bring the director's vision to life.

There are also designers who work to create the posters, advertisements, programs, and other media for the performance.

## The STAGE MANAGER

Before the performance, they create a cue sheet to guide the crew in getting set pieces on and off the stage during the performances.

During the performance, the stage manager uses this cue sheet to direct people and things as they move on and off the stage.

## The CREW

Build and operate the scenery, costumes, props, and light and sound during the performance.

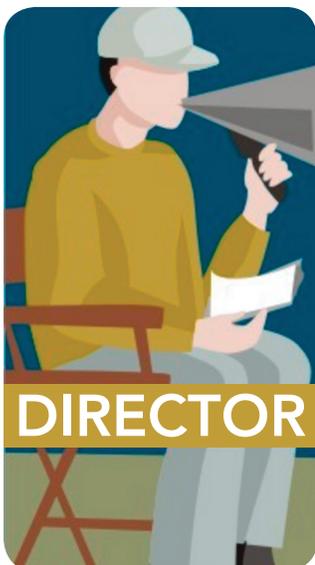
## The CAST

Includes all of the performers who present the story on stage.

## The AUDIENCE

That's right! There can be no performance without you—the audience. The role of the audience is unique because you experience the entertainment with the performers and backstage crew.

You are a collaborator in the performance and it is important to learn your role so you can join all the people who work to create this Dallas Children's Theater production.



# CURTAINS UP ON THE ROLE OF THE AUDIENCE

Watching a play is different from watching television or a sporting event. When you watch T.V., you may leave the room or talk at any time. At a sporting event you might cheer and shout and discuss what you're seeing. Your role as a member of the audience in a play means you must watch and listen carefully because:

- You need to concentrate on what the actors are saying.
- The actors are affected by your behavior because they share the room with you. Talking and moving around can make it difficult for them to concentrate on their roles.
- Extra noises and movement can distract other audience members.



## Are you ready for your role in this performance?

Check the box next to the statements that describe proper etiquette for an audience member.

- Try your best to remain in your seat once the performance has begun.
- Share your thoughts out loud with those sitting near you.
- Wave and shout out to the actors on stage.
- Sit on your knees or stand near your seat.
- Bring snacks and chewing gum to enjoy during the show.
- Reward the cast and crew with applause when you like a song or dance, and at the end of the show.
- Arrive on time so that you do not miss anything or disturb other audience members when you are being seated.
- Keep all hands, feet, and other items out of the aisles during the performance.

## CURTAINS UP ON THE ROLE OF THE AUDIENCE (contd.)



1. Draw a picture of what the audience might look like from the stage. Consider your work from the viewpoint of the actors on stage. How might things look from where they stand?
2. Write a letter to an actor telling what you liked about his or her character.
3. Write how you think it might feel to be one of the actors. Are the actors aware of the audience? How might they feel about the reactions of the audience today? How would you feel before the play began? What about after the show ends?
4. Which job would you like to try? Acting, Directing, Lighting and Sounds, Stage Manager, Set designer, Costume designer, or another role? What skills might you need to complete your job?

## CURTAINS UP ON THEATER VOCABULARY

ACTOR	any theatrical performer whose job it is to portray a character
CAST	group of actors in a play
CENTER STAGE	the middle of the stage
CHARACTER	any person portrayed by an actor onstage. Characters may often be people, animals, and sometimes things.
CHOREOGRAPHER	the designer and teacher of the dances in a production
COSTUME DESIGNER	the person who creates what the actors wear in the performance
DIRECTOR	the person in charge of the actors' movements on stage
DOWNSTAGE	the area at the front of the stage; closest to the audience
HOUSE	where the audience sits in the theater
LIGHTING DESIGNER	the person who creates the lighting for a play to simulate the time of day and the location
ONSTAGE	the part of the stage the audience can see
OFFSTAGE	the part of the stage the audience cannot see
PLAYWRIGHT	the person who writes the script to be performed. Playwrights may write an original story or adapt a story by another author for performance
PLOT	the story line

## CURTAINS UP ON THEATER VOCABULARY (cont'd.)

PROSCENIUM	the opening framing the stage
PROJECT	to speak loudly
PROP	an object used by an actor in a scene
SET	the background or scenery for a play
SETTING	the time and place of the story
SOUND DESIGNER	the person who provides special effects like thunder, a ringing phone, or crickets chirping
STAGE CREW	the people who change the scenery during a performance
STAGE MANAGER	the person who helps the director during the rehearsal and coordinates all crew during the performance
UPSTAGE	the area at the back of the stage; farthest from the audience

## CURTAINS UP AFTER THE PERFORMANCE

Attending a play is an experience unlike any other entertainment experience. Because a play is presented live, it provides a unique opportunity to experience a story as it happens. **Dallas Children's Theater** brings stories to life through its performances. Many people are involved in the process. **Playwrights** adapt the stories you read in order to bring them off the page and onto the stage. **Designers and technicians** create lighting effects so that you can feel the mood of a scene. **Carpenters** build the scenery and make the setting of the story become a real place, while **costumers** and **make-up designers** can turn actors into the characters you meet in the stories. **Directors** help actors bring the story to life and make it happen before your very eyes. All of these things make seeing a play very different from television, videos, computer games, or CDs of stories.



*Hold a class discussion when you return from the performance. Ask students the following questions and allow them to write or draw pictures of their experience at DCT.*

- What was the first thing you noticed when you entered the theater?
- What did you notice first on the stage?
- What about the set? Draw or tell about things you remember. Did the set change during the play? How was it moved or changed?
- Was there any space besides the stage where action took place?

## CURTAINS UP AFTER THE PERFORMANCE (cont'd.)

- How did the lights set the mood of the play? How did they change throughout? What do you think the house lights are? How do they differ from the stage lights? Did you notice different areas of lighting?
- What did you think about the costumes? Do you think they fit the story? What things do you think the costume designers had to consider before creating the costumes?
- Was there music in the play? How did it add to the performance?
- What about the actors? Do you think they were able to bring the characters to life? Did you feel caught up in the story? What things do you think the actors had to work on in order to make you believe they were the characters?

## CURTAINS UP ON ADAPTATION

An *adaptation* is a change made in something so that it can fit a new use. This performance of THE VERY HUNGRY CATERPILLAR SHOW is an **adaptation** of picture books, which are meant to be read, into a puppet play, which is meant to be performed and viewed. Jonathan Rockefeller worked to take the stories and illustrations created by Eric Carle and **adapt** them so they could be performed for an audience on stage.

*Consider these questions for discussion before you attend the performance:*

- What kinds of things did Jonathan Rockefeller have to consider in writing a script of these stories?
- What things might Jonathan Rockefeller have to consider in choosing the particular stories included in THE VERY HUNGRY CATERPILLAR SHOW?
- What will the characters look like as puppets? How will they match the images described by Eric Carle? How might they differ?
- What about the stories? What changes might you expect in adapting them for the stage? Why would these changes be necessary?

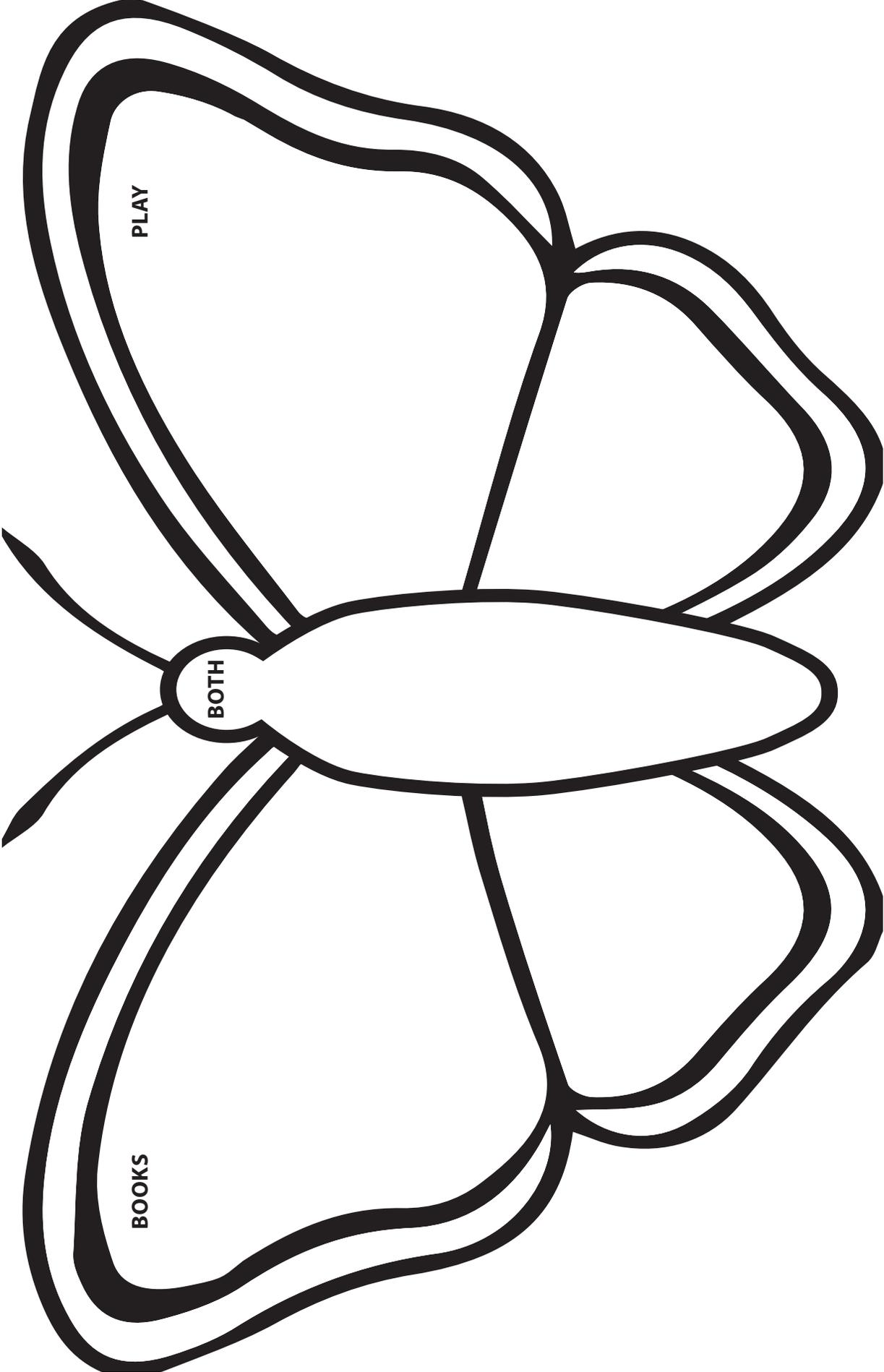
*After the performance, consider these questions:*

- Were there any characters, events, or details that were in the stories but not in the play? Why do you think these choices were made?
- Did the changes make the story stronger or was it weaker because of them?
- What do you think the set, puppet designers, and puppeteers need to consider when bringing the stories to the stage?
- What things helped to tell the story on stage?

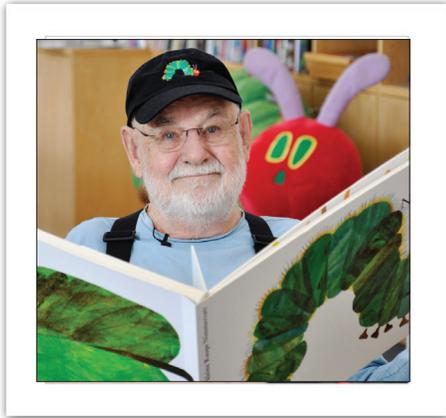


**Use the following compare and contrast template to illustrate the similarities and differences between the picture books and DCT's performance of THE VERY HUNGRY CATERPILLAR SHOW.**

**COMPARE AND CONTRAST**



## CURTAINS UP ON THE AUTHOR



**ERIC CARLE** (born June 25, 1929) is acclaimed and beloved as the creator of brilliantly illustrated and innovatively designed picture books for very young children. His best-known work, *The Very Hungry Caterpillar*, has eaten its way into the hearts of literally millions of children all over the world and has been translated into 62 languages and sold over 44 million copies. Eric Carle has illustrated more than seventy books, many of which are best sellers. Most of the books he illustrated were also books he wrote. More than 139 million copies of his books have sold around the world.

Born in Syracuse, New York, in 1929, Eric Carle moved with his parents to Germany when he was six years old; he was educated there, and graduated from the prestigious art school, the Akademie der bildenden Künste, in Stuttgart. But his dream was always to return to America, the land of his happiest childhood memories. So, in 1952, with a fine portfolio in hand and forty dollars in his pocket, he arrived in New York. Soon he found a job as a graphic designer in the promotion department of *The New York Times*. Later, he was the art director of an advertising agency for many years.

One day, respected educator and author, Bill Martin Jr., called to ask Carle to illustrate a story he had written. Martin's eye had been caught by a striking picture of a red lobster that Carle had created for an advertisement. *Brown Bear, Brown Bear, What Do You See?* was the result of their collaboration. It is still a favorite with children everywhere. This was the beginning of Eric Carle's true career.

Eric Carle's art is distinctive and instantly recognizable. His art work is created in collage technique, using hand-painted papers, which he cuts and layers to form bright and cheerful images. Many of his books have an added dimension—die-cut pages, twinkling lights as in *The Very Lonely Firefly*, even the lifelike sound of a cricket's song as in *The Very Quiet Cricket* - giving them a playful quality: a toy that can be read, a book that can be touched. Children also enjoy working in collage and many send him pictures they have made themselves inspired by his illustrations. He receives hundreds of letters each week from his young admirers.

Eric Carle has two grown-up children, a son and a daughter. He divides his time between the Florida Keys and the hills of North Carolina.

Excerpted from Eric Carle's website: [www.eric-carle.com/bio.html](http://www.eric-carle.com/bio.html)

Visit [www.eric-carle.com](http://www.eric-carle.com) to learn more about the author and his work.

## CURTAINS UP ON THE PLAYWRIGHT



**JONATHAN ROCKEFELLER** is a co-founder of Rockefeller Productions, a company that combines film, theatre, animation, puppetry and television. He also devotes time to philanthropic work, furthering childhood literacy and appreciation of the arts.

The critically-acclaimed production of *THE VERY HUNGRY CATERPILLAR SHOW* debuted Off-Broadway in January 2016 and was nominated for both a Drama Desk Award and an Off-Broadway Alliance Award for Best Family Show. The show debuted in Australia at the Sydney Festival in January 2015, and continues to tour in Australia and New Zealand. *THE VERY HUNGRY CATERPILLAR SHOW*, United Kingdom began touring in 2016 and made its West End debut in December. In the United States, the show will premiere outside of New York in late 2017.

Beyond the stage, Jonathan Rockefeller and Eric Carle Studios teamed up to produce and direct an animated version of *10 Little Rubber Ducks* based on Eric Carle's book of the same name and narrated by Bernadette Peters, which debuted at the UK's Bath Film Festival.

Excerpted from Jonathan Rockefeller's website:

[www.jonathanrockefeller.com/about](http://www.jonathanrockefeller.com/about)

Visit [www.jonathanrockefeller.com](http://www.jonathanrockefeller.com) to learn more about the playwright and his upcoming productions.

## CURTAINS UP ON DISCUSSION

- Why do you think Eric Carle chooses animals and insects as the characters in his stories?
- At the beginning of the play, after explaining what he draws, the artist says, "I am a good artist." What makes someone a "good artist"?
- Mr. Seahorse encounters many other sea creatures on his journey who are "taking good care" of their babies. What are some ways parents care for their children? How do you take good care of the people in your family or your friends?
- How would you feel if you were the Lonely Firefly (besides being lonely)?
- The Very Hungry Caterpillar eats a lot of different foods. What kinds of food do you eat to give you energy and help you grow? What kinds of foods give you a stomachache?

## CURTAINS UP ON ART

Eric Carle uses a technique called collage to create his illustrations. To create a collage, an artist puts together (by gluing on paper, for example) different things (like newspaper clippings, bits of colored paper, or found objects) to create something new.

To learn more about Eric Carle's specific form of collage (and to learn how to make a similar creation), visit: <http://www.eric-carle.com/EricCarleCollageMakingInstructionSheet.pdf>

### RECYCLED COLLAGE INSECTS

In this activity, the students will create various insects, like the Lonely Firefly, the Very Hungry Caterpillar, or another creature, out of recycled materials found in the classroom (or brought in from home).

#### You will need:

- Recycled material (raid the class recycling bins, utilize scraps from other projects or classroom activities, or ask students to bring in recycled materials from home)
- Glue
- Scissors
- Paper
- Pencil

Start by having the students select an insect from one of Eric Carle's books or a different insect. The students should sketch or plan out their insect on paper before gluing. Arrange and glue the recycled materials on to the paper. Don't hesitate to cut or tear the material to make it look just right.

As a variation to this activity, collect objects in nature (like sticks, leaves, etc.) to create a nature-inspired insect collage.

*Search online for insect templates (if needed). Check out these sites for ideas:*

<http://freecoloringpageforkids.com/preschool-insect-coloring-pages/preschool-insect-coloring-pages-with-insects-of-page-1-imagesjpg/>

<http://www.dltk-kids.com/animals/minsectposter.html>

## CURTAINS UP ON LANGUAGE ARTS

### THE VERY HUNGRY FILL-IN-THE-BLANK!

In *The Very Hungry Caterpillar*, a tiny caterpillar eats a TON of food. In this activity, the students will choose another insect, animal, or thing that consumes something (food, drinks, or something else creative) and create their own version of *The Very Hungry Caterpillar*.

#### You will need:

- Paper
- Markers, crayons, or pencils

## **CURTAINS UP ON LANGUAGE ARTS (cont'd.)**

Read *The Very Hungry Caterpillar* to the class. Discuss metamorphosis and how that impacts the plot and ending of the story. Have each student select a character. If a student picks a character that doesn't experience a metamorphosis, like the caterpillar does, encourage him or her to write a creative ending to the story. Will they pick a ladybug, a horse, or an alien from Mars? Utilizing Eric Carle's story as a template, instruct the students to "author" their stories. After they write the words, the students should then switch to "illustrator" mode and illustrate their stories. Encourage the students to share their stories with the class. Discuss creativity and author/illustrator choices.

Younger students could create "picture-only" stories.

Older students could use Eric Carle's story as a starting point and be more creative in their adaptations.

Template on following page adapted from [www.eric-carle.com/bb-otherideas.html](http://www.eric-carle.com/bb-otherideas.html).

# MY STORY

In the light of the moon, a little \_\_\_\_\_ lay on a \_\_\_\_\_.

One Sunday morning the warm sun came up and – pop! – out came the \_\_\_\_\_. \_\_\_\_\_ started to look for some \_\_\_\_\_. On Monday \_\_\_\_\_, but \_\_\_\_\_ was still \_\_\_\_\_. On Tuesday \_\_\_\_\_, but \_\_\_\_\_ was still \_\_\_\_\_. On Wednesday \_\_\_\_\_, but \_\_\_\_\_ was still \_\_\_\_\_. On Thursday \_\_\_\_\_, but \_\_\_\_\_ was still \_\_\_\_\_. On Friday \_\_\_\_\_, but \_\_\_\_\_ was still \_\_\_\_\_. On Saturday \_\_\_\_\_. That night \_\_\_\_\_ had a stomachache! The next day was Sunday again. The \_\_\_\_\_, and after that \_\_\_\_\_ felt much better. Now, \_\_\_\_\_ wasn't \_\_\_\_\_ anymore – and \_\_\_\_\_ wasn't a little \_\_\_\_\_ anymore. \_\_\_\_\_ was a big \_\_\_\_\_. \_\_\_\_\_ built a \_\_\_\_\_ and stayed inside for two weeks. Then \_\_\_\_\_ nibbled a hole in the \_\_\_\_\_, pushed \_\_\_\_\_ way out, and \_\_\_\_\_ was a beautiful \_\_\_\_\_.

## CURTAINS UP ON SCIENCE

Fireflies are fascinating insects! Did you know a firefly is not really a fly, but a beetle? Or that they live the vast majority of their lives underground? And just like butterflies, they undergo a metamorphosis?



**Start a class research project on fireflies. Use the following resources to begin learning more about this amazing insect:**

### **Books about fireflies:**

*Fireflies (Early Bird Nature)* by Sally M. Walker

*Next Time You See a Firefly* by Emily Morgan

*The Fireflies Book: Fun Facts About the Fireflies You Loved as a Kid* by Brett Ortler

### **Websites about fireflies:**

<http://www.smithsonianmag.com/science-nature/14-fun-facts-about-fireflies-142999290/>

<http://www.newworldencyclopedia.org/entry/Firefly>

<http://texasinsects.tamu.edu/bimg153.html>

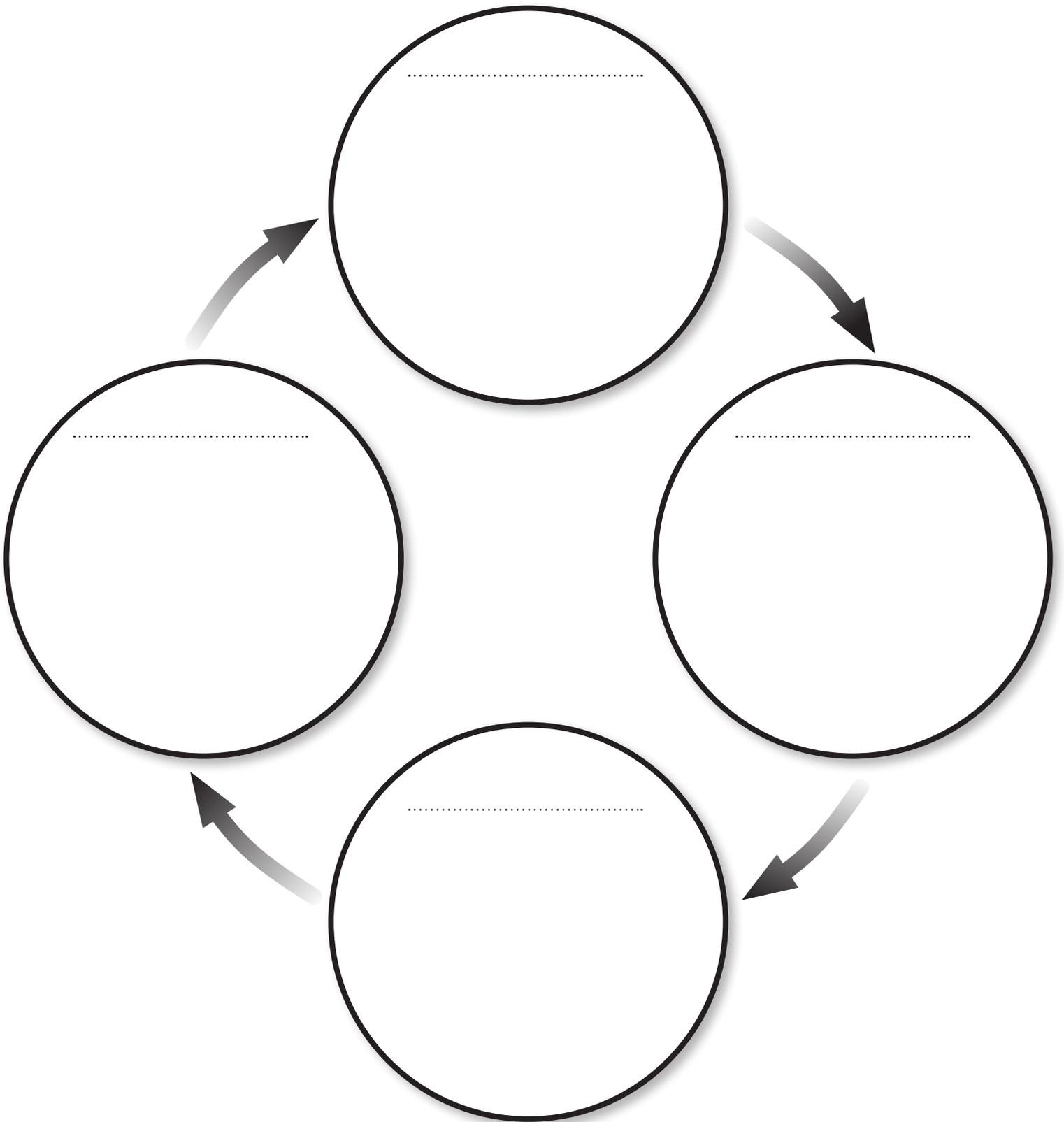
<http://www.nationalgeographic.com/animals/invertebrates/group/fireflies/>

### **Here are some questions to help guide the class's research:**

- What kind of habitat does a firefly require?
- What is the lifecycle of a firefly? (Use the "Lifecycle of a Firefly" flow chart to help organize the information)
- What do fireflies eat?
- How do fireflies communicate?
- What does a firefly look like? (Draw a picture of a firefly and label the different parts.)
- What makes a firefly unique from other beetles?

Extend the activity by having students research (or research as a class) the recent decline of fireflies in the world. What can people do to help the fireflies? Create "Save the Fireflies" posters (don't forget to include information about how to help) and post around the classroom or in the school.

# LIFECYCLE OF A FIREFLY



## CURTAINS UP ON CREATIVE EXPRESSION

*"I do my best to simplify and refine, to be logical and harmonious. But I also try to keep an open mind, to listen to my intuition and allow for the unexpected, the coincidental, even the quirky to enter into my work. Ultimately, my aim is to entertain, and sometimes to enlighten, the child who still lives inside of me. This is always where I begin.*

*And just as in my boyhood, making pictures is how I express my truest feelings."*

- Eric Carle

In Eric Carle's *The Artist Who Painted a Blue Horse*, an artist paints in a unique way. Read this story to the class and discuss the use of creativity and imagination. Instruct the students to think about ways they are unique in their own creative expressions. Provide various art supplies (paint, markers, clay, pipe cleaners, etc.) and allow students some free time to explore their own unique creativity. Display the creations in the classrooms or hold a classroom art show. Don't forget to celebrate everyone's unique perspectives!

## CURTAINS UP ON PUPPETS

THE VERY HUNGRY CATERPILLAR SHOW is told through puppets,75 to be exact. Puppets are an ancient art form that continue to enthrall audiences today. Talented puppeteers help tell stories through their masterful maneuvering of the puppets. But, creating puppets based on popular picture book characters can be quite challenging. When asked during an interview about the creation process, Jonathan Rockefeller said:

It was a challenge to translate these books into the 3D world of theatre because all of Eric Carle's iconic illustrations are flat and seen from one angle, so we had to imagine what it was like to see the same object from ALL angles. The second challenge we had was each animal needed to move seamlessly as it would in the real world. The colours were the third challenge to get exactly right to – bringing his painted tissue paper collage to life on a large scale. But it took a lot of trial and error and revising scale and building patterns, and adapting our techniques – using industrial fabrics from construction sites instead of paper, and broomsticks as paintbrushes.



**Try the following activity to gain insight in to the process and difficulties of creating puppets based on 2D characters.**

### **You will need:**

- brown paper sacks or socks
- markers, paint, crayons
- googly eyes, pipe cleaners, ribbons, or other supplies to help create a 3D effect
- card stock or construction paper
- glue
- scissors

## CURTAINS UP ON PUPPETS (cont'd.)

Hold a class discussion on the process of creating puppets from picture book characters (talk about the planning process, the challenges, etc.). Instruct each student to pick a character from a popular picture book to make into a puppet. Provide art supplies and allow each student time to plan and create a puppet. Encourage the students to problem-solve when they encounter challenges in the creation process.

### Look at the following websites for puppet-making tutorials:

<http://iheartcraftythings.com/paper-bag-monster-puppets.html>

<http://www.crayonsandcollars.com/fun-and-easy-paper-bag-pet-puppets/>

<http://www.handmadecharlotte.com/7-diy-sock-puppets/>

Extend the activity by reading (or having the students read) the picture books selected, and encourage the students to use their puppets to help tell the stories.

Read Jonathan Rockefeller's entire interview at: <https://insidewindontheatres.wordpress.com/2017/05/09/the-very-hungry-caterpillar-with-jonathan-rockefeller/>

## CURTAINS UP ON MORE

### More books by Eric Carle:

*Pancakes, Pancakes!*

*The Tiny Seed*

*The Mixed-Up Chameleon*

*The Grouchy Ladybug*

*The Very Busy Spider*

*A House for Hermit Crab*

*The Very Quiet Cricket*

*Little Cloud*

*From Head to Toe*

*Does a Kangaroo Have a Mother, Too?*

*10 Little Rubber Ducks*

*The Nonsense Show*

Check out [www.eric-carle.com/ECbooks.html](http://www.eric-carle.com/ECbooks.html) for a more comprehensive book list.

### Did you know Eric Carle and his wife, Barbara, founded a museum? Learn more about it at:

<http://www.carlemuseum.org>

### Read what Jonathan Rockefeller has to say about THE VERY HUNGRY CATERPILLAR SHOW production in the Broadway World article:

<http://www.broadwayworld.com/uk-regional/article/HUNGRY-CATERPILLAR-Crawls-From-Page-to-Swindon-Stage-20170504>

### Watch an interview with Jonathan Rockefeller:

<https://kidlit.tv/2016/02/storymakers-on-location-the-very-hungry-caterpillar-show/>

# **T.E.K.S. SATISFIED BY THE VERY HUNGRY CATERPILLAR SHOW**

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## 110.11 – English Language Arts and Reading, Kindergarten

K.6 – Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

A – Identify elements of a story including setting, character, and key events.

K.8 – Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structures and elements of fiction and provide evidence from text to support their understanding.

K.14 – Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

## 110.12 – English Language Arts and Reading, Grade 1

1.7 – Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

1.9 – Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

B – Describe characters in a story and the reasons for their actions and feelings.

1.18 – Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

## 110.13 – English Language Arts and Reading, Grade 2

2.6 – Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

2.8 – Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.

2.9 – Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

B – Describe main characters in works of fiction, including their traits, motivations, and feelings.

2.18 – Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

## 110.14 – English Language Arts and Reading, Grade 3

3.5 – Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

3.7 – Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

3.8 – Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

3.18 – Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

112.11 – Science, Kindergarten

K.9 – Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival.

K.10 – Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environment.

112.12 – Science, Grade 1

1.9 – Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur.

1.10 – Organisms and Environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environment.

112.13 – Science, Grade 2

2.9 – Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment.

2.10 – Organisms and Environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environment.

112.14 – Science, Grade 3

3.9 – Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationship within the environment.

3.10 – Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments.

117.102 – Art, Kindergarten

K.2 – Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.

117.105 – Art, Grade 1

1.2 – Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.

117.108 – Art, Grade 2

2.2 – Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.

117.111 – Art, Grade 3

3.2 – Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.

117.104 – Theatre, Kindergarten

K.5 – Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances.

A – Discuss, practice, and display appropriate audience behavior.

B – Respond to dramatic activities through discussion.

117.107 – Theatre, Grade 1

1.5 – Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances.

A – Discuss, practice, and display appropriate audience behavior.

B – Respond to dramatic activities through discussion.

117.110 – Theatre, Grade 2

2.5 – Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances.

A – Discuss, practice, and display appropriate audience behavior.

B – React to and discuss dramatic activities.

117.113 – Theatre, Grade 3

3.5 – Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances.

A – Apply appropriate audience behavior consistently.

C – Discuss the use of music, movement, and visual components in dramatic activities and performances