

# FLORIDA TREASURES

## -Study Guide-



Use this Study Guide to enhance the educational experience of this show

## About A.C.T. For Youth

A.C.T. For Youth is an acclaimed professional touring theatre company based in Orlando, FL. Each year, the Atlantic Coast Theatre performs hundreds of shows for students across the U.S.A.

ACT For Youth's high-quality educational programming is recognized nationally by theatres, schools, art councils, libraries, and festivals- not to mention the thousands of children & families who see A.C.T. shows each year!



**Atlantic Coast Theatre For Youth has been awarded placement on:**

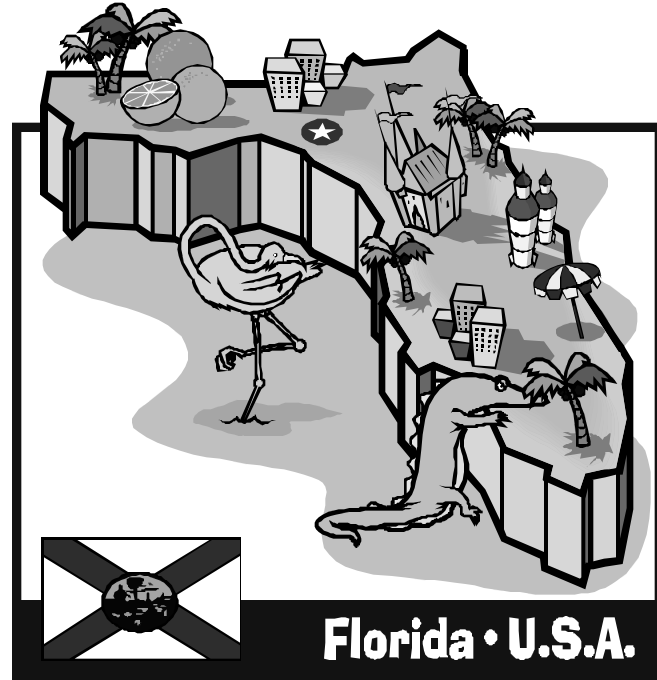
- ~Florida Artist Performances On Tour Program~
- ~Hillsborough County Artist Roster~
- ~SC Arts Commission Roster Of Approved Artists~
- ~The Arts Council of Fayetteville, NC Arts Roster~
- ~United Arts of Raleigh/Wake County, NC Roster~

[www.atlantic-coast-theatre.com](http://www.atlantic-coast-theatre.com)

# Viva Florida!

The state of Florida is honoring 500 years of Florida history during its **VIVA FLORIDA 500** celebration.

FLORIDA TREASURES  
is an interactive live theatre presentation written and performed by the Atlantic Coast Theatre For Youth.



## 500 Years Ago



***In The Year 1492  
Columbus Sailed The Ocean Blue!***

So many of us know this popular phrase.  
~BUT~

What happened during the time between when Columbus discovered America in 1492 and when the Pilgrims landed on Plymouth Rock in Massachusetts in 1620?

**THE AMERICAS WERE EXPLORED  
BY EXPLORERS FROM EUROPE!**

The Spanish Explorer, Ponce de Leon, was the first European Explorer to discover the land we now know as the state of Florida! Ponce de Leon landed on the Florida coast on April 2 in the year 1513. He landed somewhere between St. Augustine and Melbourne Beach. Nobody is certain where he landed, and historians differ in their beliefs. He thought the land was actually an island instead of a peninsula. He called the land he discovered **LA FLORIDA!**

# Florida History Timeline

(This Timeline is helpful in understanding many parts of the show FLORIDA TREASURES)

1492

Columbus discovers America

1521

Juan Ponce de Leon returns to Florida

He is attacked by Native Americans

He flees to Cuba, where he dies from wounds

1539

Juan Ortiz becomes a translator for Hernando de Soto

Hernando de Soto and his followers celebrate the

first Christmas in Tallahassee

1565

St. Augustine is established

1783

Spain regains control of Florida from England

1845

Florida becomes a state

1971

Disney World opens in Orlando, FL

1513

Juan Ponce de Leon lands on the coast

He calls the land "LA FLORIDA"

1528

The Timucuan Princess Ulele saves the life

of the explorer, Juan Ortiz

1559

Captain Tristan de Luna temporarily establishes the

settlement of Pensacola, Florida

1763

Spain gives control of Florida to England

1819

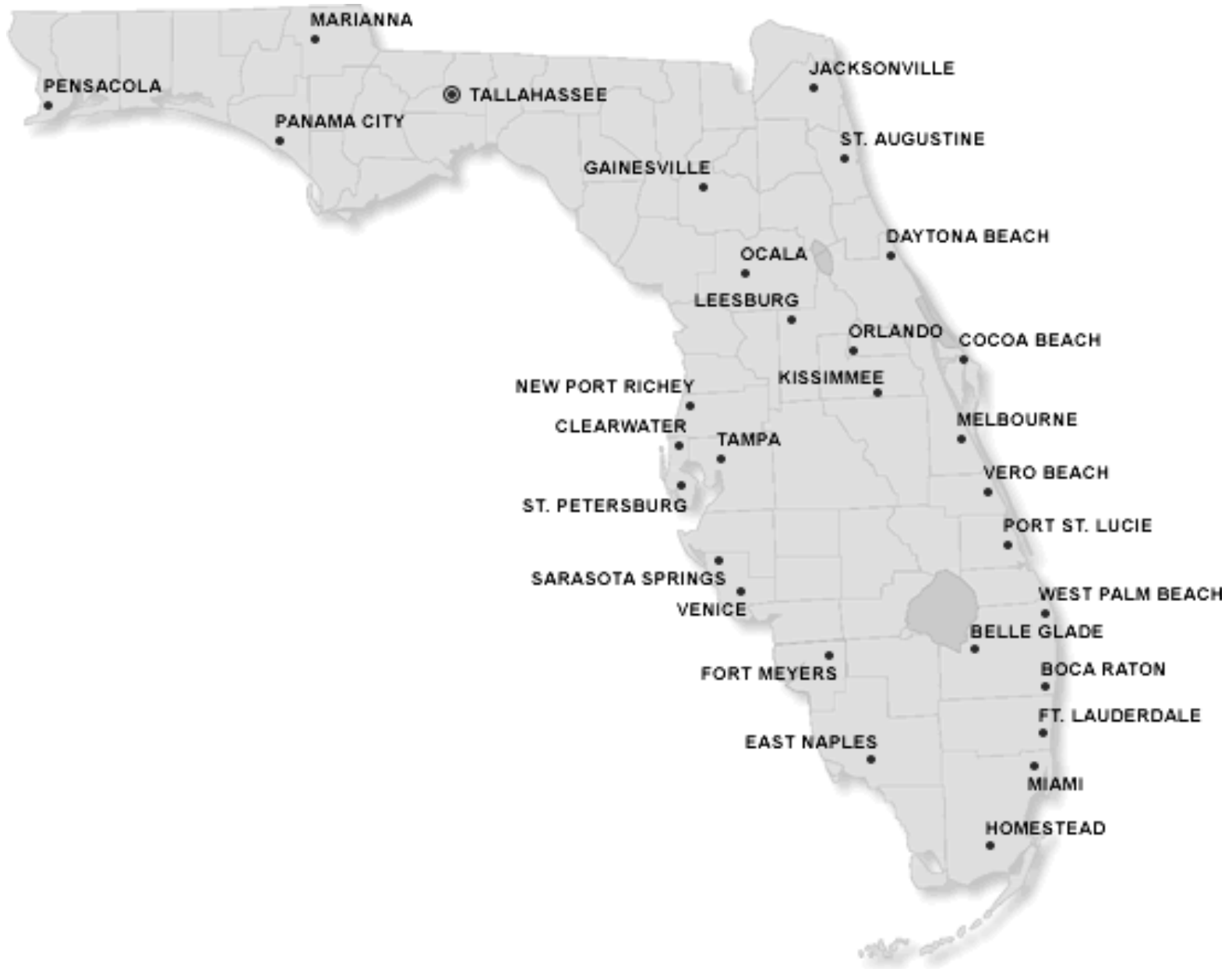
The U.S. purchases Florida from Spain

1963

The Kennedy Space Center in Cape Canaveral

is named in memory of President Kennedy

# MAP OF FLORIDA ACTIVITY



- 1) Draw a big **RED** circle around the space between St. Augustine and Melbourne  
(Historians believe Juan Ponce de Leon landed somewhere in this space in **1513**.)
- 2) Draw a **BLUE** circle around Pensacola  
(The city of Pensacola was temporarily established in **1559**.)
- 3) Draw an **ORANGE** circle around St. Augustine  
(This is the oldest city in America! It was established in **1565**.)
- 4) Draw a **PURPLE** circle around Tallahassee  
(Tallahassee is Florida's State Capital. Florida became a state in **1845**.)
- 5) Draw a **YELLOW** circle around Cocoa Beach and Melbourne  
(This area is where the Kennedy Space Center resides. It was named in **1963**.)
- 6) Draw a **GREEN** circle around Orlando  
(Disney World is in Orlando. Disney World opened to tourists in **1971**.)

# BUILDING A LARGE PROP

A “prop” is an item that an actor carries or uses on stage.

Many times, your props are small, but sometimes they are large.

For FLORIDA TREASURES, we needed to build a treasure chest prop.



If you are going to build a box for a show, it is important to know all the items we will need to fit in the box. We knew that the treasure chest would hold long swords, so Don made a tape line on the floor to make sure his measurements were correct BEFORE he went to buy the wood for the box.



We wanted the wood for the box to be both light and strong. We needed the box to not weigh too much, but it had to be sturdy for the performances.

In this picture, Don is working to securely build the box. He used nails, screws, wood glue, putty, and brackets to make the box a strong structure.

## TREASURE CHEST



Theatres have to use MATH SKILLS too. Don used geometry (the math that figures out shapes) to build the box. See how Don’s measurements worked out perfectly. The sword will fit into the treasure chest, and we will have room for all of the other props that must come out of the box during the performance.



The last step is painting and “dressing” the treasure chest. In the photo, Don is painting the box to look like the old wood of a treasure chest washed on the beach. After he finishes painting, he will add items, like leather strap pieces, to “dress” the box in order to make it look like a treasure chest.



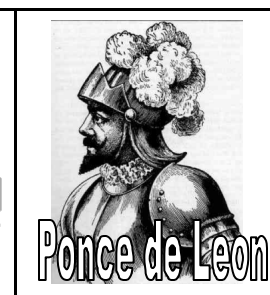
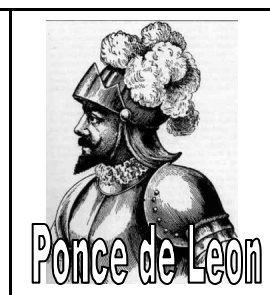
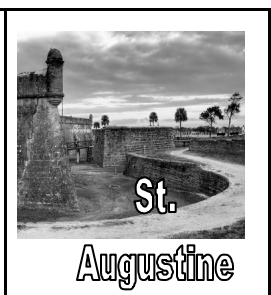
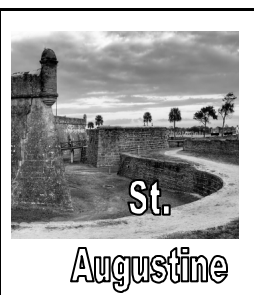
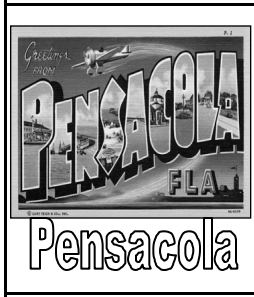
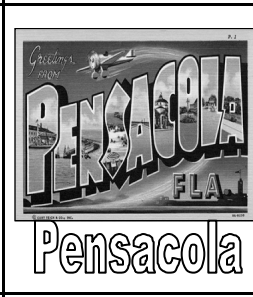




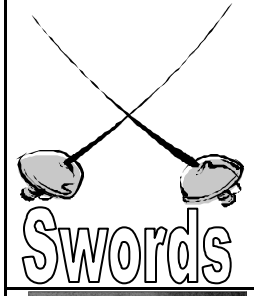
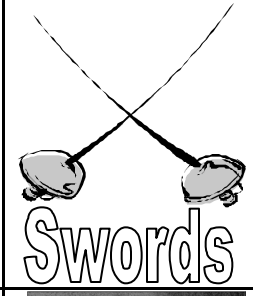




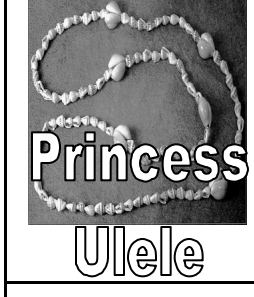
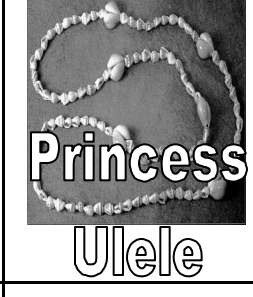




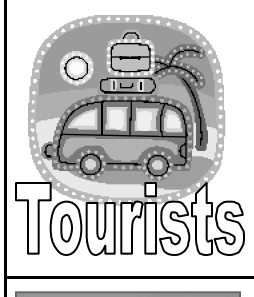
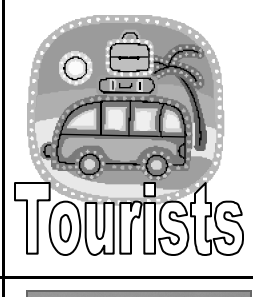
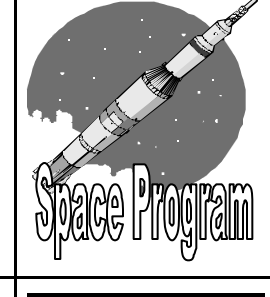
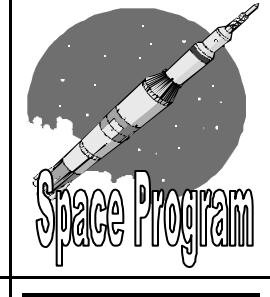
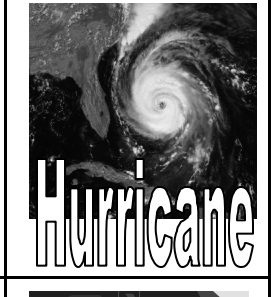
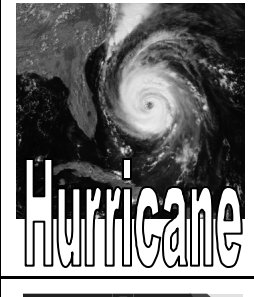

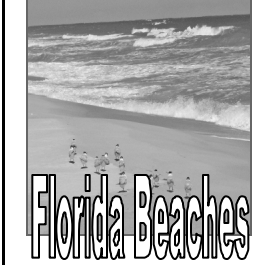
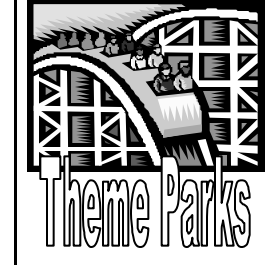

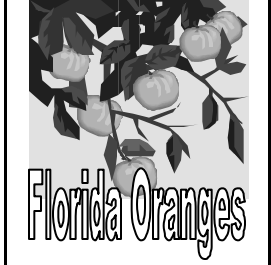



# Memory Match Game

To Play:

Cut out each memory card. Place the cards face down. Mix the face down cards.

Turn over two cards. If they match, keep the cards faced up. If they do not, turn them over and try again.

 Florida	 Florida	 Ponce de Leon	 Ponce de Leon	 St. Augustine	 St. Augustine
 Pensacola	 Pensacola	 Conquistador Helmet	 Conquistador Helmet	 Spanish Colonial Flag	 Spanish Colonial Flag
 Swords	 Swords	 Viva Florida	 Viva Florida	 French Colonial Flag	 French Colonial Flag
 Princess Ulele	 Princess Ulele	 Spanish Ship	 Spanish Ship	 Sea Shanty	 Sea Shanty
 Tourists	 Tourists	 Space Program	 Space Program	 Hurricane	 Hurricane
 Florida Beaches	 Florida Beaches	 Theme Parks	 Theme Parks	 Florida Oranges	 Florida Oranges



# All About The Actors

*Noel Holland & Don Gruel*

You will be seeing professional actors!  
That means they act for their jobs!  
An interesting fact about the actors:  
They started acting when they were YOUR age!



**NOEL HOLLAND**– I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen– if nobody was there to hear, I would sing to myself! I started acting and dancing because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job– owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth. It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!



Noel & her little sister, Meredith, putting on a play for family.



Don as the Easter Bunny in his 3rd Grade School Play

**DON GRUEL**– I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my “Star Wars” Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical OKLAHOMA when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!

Get involved in a play at school or in your community!



# Write A Letter

## To The Actors Activity

A.C.T. For Youth loves to receive letters from our audience!



You will write letters all of your life!

You will write letters in school, to correspond with friends and family, and for your job one day! It is very important to know how to write a good letter.

Your teachers may want you to write your letter in a proper letter-writing style or format. Here is an example of one style!

### YOU CAN SEND US

**~A DRAWING~  
~WHAT YOU LEARNED~  
~YOUR FAVORITE PART~**

**Your Opinions Count!  
They Help Us When  
We Write  
New Shows!**

A.C.T. For Youth  
8297 Champions Gate Blvd. #188  
Champions Gate, FL 33896

Dear Audience:

The Atlantic Coast Theatre For Youth would like to thank all of you for showing us such fantastic audience manners during the show! Everyone was so respectful during the performance. You laughed when things were funny, but you were also able to quiet back down so that everyone could hear. I don't think that we heard anyone talking while the actors were on stage. That was great! You made our job so much fun.

Thanks so much! You were wonderful!

Sincerely,

*Don Gruel* & Noel Holland

Send your letters to:

Atlantic Coast Theatre For Youth  
8297 Champions Gate Blvd. #188  
Champions Gate, FL 33896

# PRE-SHOW ACTIVITIES

- You will be seeing a live theatre production. Discuss the difference between watching a live performance and TV or Movies. What “THEATRE MANNERS” are required when watching a play?
- Familiarize yourself with the FLORIDA HISTORY TIMELINE and the FLORIDA MAP found in this study guide.
- Talk about our state of Florida. What do you like about living in Florida? What do you think tourists like when they come visit our state?

# POST-SHOW ACTIVITIES

---

- HISTORICAL JOURNAL ACTIVITY
  - ♦ Imagine that you are JUAN PONCE DE LEON, the first European Explorer to set foot on Florida. (Remember that this is 500 years ago!)
  - ♦ First imagine that you are on the Spanish ship. What do you see? How does it feel when the waves rock the ship?
  - ♦ Write a journal entry about the journey on the ship.
  - ♦ Then imagine you have reached the land that you named “La Florida”. Think about what you see, smell, and hear as you walk onto the land. How do you feel about this new land?
  - ♦ Write a journal entry about your exploration of “La Florida”.
  - ♦ Share your journal with the other explorers in your class.
- Read the page about Atlantic Coast Theatre’s Don Gruel building the Treasure Chest Prop. Afterwards, complete the “Prop Building Activity” worksheet provided in this study guide.
- Play the MEMORY MATCH GAME provided in the study guide. While you play, can you remember the details from the play and how they correspond with the pictures on the memory match cards?

## **MORE POST-SHOW ACTIVITIES**

- **COMPARE & CONTRAST**- Think of other history stories you have read or watched as a film or TV show. Discuss as a class how the play and those stories were the same and how they were different.
- **WRITE A STORY**- What happens next in the story? It is up to you. Choose one of the characters from the show. Write a short story about what happens to the characters after the play ends.
- **ACT OUT A CHARACTER**- Choose a favorite character from the play and act it out. Use your own imagination to choose how to play the part. You can even choose characters who are mentioned and never shown on stage.
- **BE A SCENIC DESIGNER**- The scenery for the show you watched was designed specifically to help tell the story on stage. The Atlantic Coast Theatre is a touring theatre company, so at the end of the show, everything must be packed up and taken to the next performance location. Choose one of your favorite stories and design the scenery. Think about how it will go together for travel, and how easy or difficult it will be to pack up.
- **YOUR REVIEW**- Discuss your thoughts on the show. What were your favorite parts? What elements of the performance helped to tell the story.

## **FL STANDARDS CONNECTIONS:**

### **ELA.K12.EE.4.1, ELA.K12.EE.3.1**

**ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**ELA.K12.EE.3.1: Make inferences to support comprehension.**

#### **ACTIVITIES:**

**-Watching the performance and engaging in followup discussion**

### **ELA.K.R.1.3, ELA.1.R.2.4, ELA.2.R.2.4, ELA.3.R.2.3, ELA.4.R.2.3, ELA.5.R.2.3**

**ELA.K.R.1.3: Explain the roles of author and illustrator of a story.**

**ELA.1.R.2.4: Identify an authors opinion(s) about the topic.**

**ELA.2.R.2.4: Explain an authors opinion(s) and supporting evidence.**

**ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.**

**ELA.4.R.2.3: Explain an authors perspective toward a topic in an informational text.**

**ELA.5.R.2.3: Analyze an authors purpose and/or perspective in an informational text.**

#### **ACTIVITIES:**

**-“Viva Florida” & “500 Years Ago” Background Information**

**-“All About The Actors” Information**

### **ELA.K.R.3.3, ELA.1.R.3.3, ELA.2.R.3.3, ELA.3.R.3.3, ELA.4.R.3.3, ELA.5.R.3.3**

**ELA.K.R.3.3: Compare and contrast characters experiences in stories.**

**ELA.1.R.3.3: Compare and contrast two texts on the same topic.**

**ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.**

**ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.**

**ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.**

**ELA.5.R.3.3: Compare and contrast primary and secondary sources related to the same topic.**

#### **ACTIVITIES:**

**-Post-Show Activities, “Compare & Contrast”**

**ELA.K.C.1.3, ELA.1.C.1.3, ELA.2.C.1.3, ELA.3.C.1.3, ELA.4.C.1.3, ELA.5.C.1.3**

**ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.**

**ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.**

**ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.**

**ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.**

**ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.**

**ELA.5.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.**

**ACTIVITIES:**

-“Write A Letter To The Actors” Activity

**ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2**

**ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.**

**ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.**

**ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.**

**ELA.3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.**

**ELA.4.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.**

**ELA.5.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.**

**ACTIVITIES:**

-Post-Show Activities, “Historical Journal Activity”

-Post-Show Activities, Write A Story

**ELA.3.R.1.2, ELA.4.R.1.1, ELA.4.R.1.2, ELA.5.R.1.1, ELA.5.R.1.2**

- ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.**
- ELA.K.R.1.3: Explain the roles of author and illustrator of a story.**
- ELA.1.R.1.1: Identify and describe the main story elements in a story.**
- ELA.1.R.1.2: Identify and explain the moral of a story.**
- ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.**
- ELA.2.R.1.2: Identify and explain a theme of a literary text.**
- ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.**
- ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.**
- ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.**
- ELA.4.R.1.2: Explain a stated or implied theme and how it develops, using details, in a literary text.**
- ELA.5.R.1.1: Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.**
- ELA.5.R.1.2: Explain the development of stated or implied theme(s) throughout a literary text.**

**ACTIVITIES:**

- “Viva Florida” & “500 Years Ago” Background Information
- “All About The Actors” Information

**ELA.K.V.1.2, ELA.1.V.1.2, ELA.2.V.1.2, ELA.3.V.1.3, ELA.4.V.1.3, ELA.5.V.1.3**

- ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.**
- ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.**
- ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.**
- ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.**
- ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.**

**ACTIVITIES:**

- Memory Match Game

**ELA.K.V.1.1, ELA.1.V.1.1, ELA.2.V.1.1, ELA.3.V.1.1, ELA.4.V.1.1, ELA.5.V.1.1**

**ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**  
**ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**  
**ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**  
**ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**  
**ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**  
**ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ACTIVITIES:**

-Pre-Show Activity, "Talk About The State Of Florida"

**SS.K.G.1.2 / SS.1.G.1.2 / SS.2.G.1.1 / SS.3.G.1.1 / SS.4.G.1.4 / SS.5.G.1.2**

**-SS.K.G.1.2:** Explain that maps and globes help to locate different places and that globes are a model of the Earth.  
**-SS.1.G.1.2:** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.  
**-SS.2.G.1.1** Use different types of maps (political, physical, and thematic) to identify map elements.  
**-SS.3.G.1.1:** Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.  
**-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).  
**SS.5.G.1.2:** Use latitude and longitude to locate places.

**ACTIVITIES:**

-Pre-Show Activity "Florida History Timeline" & "Florida Map"

**TH.K.C.2.1 / TH.K.C.3.1 / TH.1.C.2.2 / TH.1.C.3.1 / TH.2.C.1.1 / TH.2.C.1.2 / TH.2.C.3.1 / TH.3.C.1.2 / TH.3.C.3.1 / TH.4.C.3.1 / TH.4.C.3.3 / TH.5.C.2.3 / TH.5.C.3.1 / TH.68.C.1.3 TH.68.C.2.4)**

- TH.K.C.2.1.** Respond to a performance and share personal preferences about parts of the performance
- TH.K.C.3.1** Recognize that individuals may like different things about a selected story or play
- TH.1.C.2.2** Identify elements of an effective performance
- TH.1.C.3.1** Share opinions about selected plays
- TH.2.C.1.1** Describe a character in a story and tell why the character is important to the story
- TH.2.C.1.2** Respond to a play by drawing and/or writing about a favorite aspect of it
- TH.2.C.3.1** Identify important characteristics to discuss when sharing opinions about theatre
- TH.3.C.1.2** Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production
- TH.3.C.3.1** Discuss the techniques that help create an effective theatre work
- TH.4.C.3.1** Identify the characteristics of an effective acting performance
- TH.4.C.3.3** Define the elements of a selected scene that create an effective presentation of an event or person
- TH.5.C.2.3** Defend an artistic choice for a theatrical work
- TH.5.C.3.1** Discuss alternate performance possibilities of the same character in the same play
- TH.68.C.1.3** Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards
- TH.68.C.2.4** Defend personal responses to a theatre production

**ACTIVITIES:**

- Post-Show Activities, Your Review

**TH.K.S.1.1 / TH.1.O.3.1 / TH.1.S.1.1 / TH.2.C.2.2 / TH.2.S.1.1 / TH.3.O.3.1 / TH.3.S.1.1 / TH.4.S.1.1 / TH.5.H.3.2 / TH.5.S.1.1**

- TH.K.S.1.1** Demonstrate appropriate audience behavior at a live performance.
- TH.1.O.3.1** Compare a play to an animated movie that tells the same story.
- TH.1.S.1.1** Exhibit appropriate audience etiquette and response.
- TH.2.C.2.2** Describe how an actor in a play, musical, or film creates a character.
- TH.2.S.1.1** Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
- TH.3.O.3.1** Compare the characteristics of theatre to television and movies.
- TH.3.S.1.1** Demonstrate effective audience etiquette and constructive criticism for a live performance.
- TH.4.S.1.1** Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
- TH.5.H.3.2** Compare theatre to other modes of communication.
- TH.5.S.1.1** Describe the difference in responsibilities between being an audience member at live or recorded performances.

**ACTIVITIES:**

- Pre-Show Activity, Theatre Manners



## **TH.K.S.2.1, TH.1.S.3.1, TH.2.S.3.1, TH.3.S.3.1, , TH.4.S.3.1, TH.5.S.3.1**

- TH.K.S.2.1** Pretend to be a character from a given story.
- TH.1.S.3.1** Use simple acting techniques to portray a person, place, action, or thing.
- TH.2.S.3.1** Create imagined characters, relationships, and environments using basic acting skills.
- TH.3.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
- TH.4.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.
- TH.5.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.

### **ACTIVITIES:**

- Post-Show Activities, “Historical Journey Activity”
- Post-Show Activity, “Act Out A Character”

## **VA.K.S.1.2, VA.1.S.1.3, VA.2.S.3.1, VA.3.S.3.1, VA.4.S.3.1, VA.5.S.3.1**

- VA.K.S.1.2** Produce artwork influenced by personal decisions and ideas.
- VA.1.S.1.3** Create works of art to tell a personal story.
- VA.2.S.3.1** Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
- VA.3.S.3.1** Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
- VA.4.S.3.1** Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
- VA.5.S.3.1** Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

### **ACTIVITIES:**

- Post-Show Activities- “Prop Building Activity”
- Post Show Activities- “Be A Scenic Designer”

## Previous FL LAFS Standards

### LAFS.K.SL.1.2, LAFS.1.RI.1.1, LAFS.2.RI.1.1, LAFS.3.RI.1.1, LAFS.4.RI.1.2, LAFS.5.RI.1.2

**-LAFS.K.SL.1.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**-LAFS.1.RI.1.1:** Ask and answer questions about key details in a text.

**-LAFS.2.RI.1.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**-LAFS.3.RI.1.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**-LAFS.4.RI.1.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**-LAFS.5.RI.1.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### **ACTIVITIES:**

-“Viva Florida” & “500 Years Ago” Background Information

-“All About The Actors” Information

### LAFS.K.RL.3.9 / LAFS.1.RL.3.9 / LAFS.2.RL.3.9/ LAFS.3.RL.3.9 / LAFS.4.RL.2.6 / LAFS.5.RL.3.9

**-LAFS.K.RL.3.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**-LAFS.1.RL.3.9** Compare and contrast the adventures and experiences of characters in stories.

**-LAFS.2.RL.3.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**-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).

**-LAFS.4.RL.2.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**-LAFS.5.RL.3.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

#### **ACTIVITIES:**

-Post Show Activities, “Compare & Contrast”

**LAFS.K.W.1.1, LAFS.1.W.1.1, LAFS.2.W.1.1, LAFS.3.W.1.1, LAFS.4.W.1.1, LAFS.5.W.1.1**

**-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...).

**-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.

**-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.

**-LAFS.3.W.1.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**-LAFS.4.W.1.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**-LAFS.5.W.1.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**ACTIVITIES:**

-“Write A Letter To The Actors” Activity

**LAFS.K.W.1.3, LAFS.1.W.1.3, LAFS.2.W.1.3, LAFS.3.W.1.3, LAFS.4.W.1.3, LAFS.5.W.1.3)**

**- 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.

**-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.

**-LAFS.2.W.1.3** Write narratives in which they recount a well-elaborated 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.

**-LAFS.3.W.1.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**-LAFS.4.W.1.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**-LAFS.5.W.1.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**ACTIVITIES:**

-Post Show Activities, “Historical Journal Activity”

-Post Show Activities, Write A Story

**LAFS.K.SL.1.1, LAFS.K.SL.1.2, LAFS.1.SL.1.1, LAFS.1.SL.1.2, LAFS.2.SL.1.1, LAFS.2.SL.1.2, LAFS.3.SL.1.1, LAFS.3.SL.1.2, LAFS.4.SL.1.1, LAFS.4.SL.1.2, LAFS.5.SL.1.1, LAFS.5.SL.1.2**

- LAFS.K.SL.1.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- LAFS.1.SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 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.
- LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 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.
- LAFS.3.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 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.
- LAFS.4.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ACTIVITIES:**

- “Viva Florida” & “500 Years Ago” Background Information
- “All About The Actors” Information

**LAFS.K.L.3.4 / LAFS.1.L.3.4 / LAFS.2.L.3.4 / LAFS.3.L.3.4 / LAFS.4.L.3.4 / LAFS.5.L.3.4**

- LAFS.K.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- LAFS.1.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- LAFS.2.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- LAFS.3.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- LAFS.4.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- LAFS.5.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

**ACTIVITIES:**

- Memory Match Game

**LAFS.K.W.1.2, LAFS.1.W.3.8, LAFS.2.W.3.8, LAFS.3.W.1.2, LAFS.4.W.1.2, LAFS.5.W.1.2**

- LAFS.K.W.1.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- 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.
- LAFS.2.W.3.8:** Recall information from experiences or gather information from provided sources to answer a question.
- LAFS.3.W.1.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LAFS.4.W.1.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LAFS.5.W.1.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**ACTIVITIES:**

- Pre-Show Activity, "Talk About The State Of Florida"