



The Time Machine

-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

ABOUT THE AUTHOR

The show you are seeing is adapted from the 1895 Science Fiction novel by H.G. Wells.



Herbert George Wells was born in 1866 in England. When he was 7 years old, H.G. had an accident and had to remain in bed for several months. During that time, he became an avid reader of stories by writers such as Charles Dickens and Washington Irving.

The Time Machine was his first novel and was an immediate success. The story deals not only with science and time travel but also with ideas of social justice in the present and the future.

HG Wells is commonly called the “Father Of Science Fiction” for being one of the earliest writers in this very popular style of literature.

Some of his other famous books include The Island Of Doctor Moreau, The Invisible Man, and The War Of The Worlds.



Florida B.E.S.T. Standards Connections:
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

Where In The World...Oxford University



The play you are seeing takes place, in part, at Oxford University which is one of the most famous universities in England...and in the world. Don & Noel from Atlantic Coast Theatre visited Oxford in 2019.

They used their trip as inspiration for the setting of
THE TIME MACHINE.

OXFORD FACTS

- Oxford is more than 900 years old, making it the 2nd oldest University in the entire world
- The name “Oxford” originally comes from the location in the town where Ox (or cows) would travel across a “ford” or shallow area in the river running through town.
- Some scenes from the Harry Potter movies were filmed at Oxford.
- Actor Rowan Atkinson, who plays Mr. Bean, went to Oxford.
- 27 of England’s Prime Ministers graduated from Oxford.

Find Oxford on a map of England, and learn about the school and town. What is your favorite college or university? Find it on a map as well. Use a map program like Google Maps to calculate the distance from your favorite university to Oxford.

(Florida Standards Connections:
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)

“WRITE YOUR OWN PLAY” ADAPTATION ACTIVITY

PLAYWRITING TIPS

- Every good play has to start somewhere.
- Sometimes the idea for a play comes completely from the playwright’s imagination.
- Sometimes the idea is created from a book, a story, or even a song.
- The writer uses the original book or story as an inspiration.

AN ADAPTATION IS... ~A New Play Based On A Book Or A Story~

-1-

Pick a story with characters that will make your play interesting. You can also create new characters. Remember it is your adaptation!

-2-

Make a ‘Road Map’– outline the plan of how you want your play to be written. Don’t be afraid to change your mind. Sometimes creativity needs to take a detour!

-3-

Write your dialogue (what the characters say). Try to write dialogue that is realistic and not too formal. It will sound closer to how people really talk.

(Florida B.E.S.T. Standards Connections:
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)

VOCABULARY WORDS

(Florida B.E.S.T. Standards Connections:
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)

**Here are some words that you may not know.
Become familiar with them to keep up in the show!**

Formula- A scientific calculation.

Rubbish- An English term for trash.

Bin- An English term for a trash-can.

Satchel- A carrying case, like a backpack.

Momentous- Very important.

Preposterous- Unbelievable.

Theoretically- Relating to an idea that has not necessarily been completely proven.

Paradox- A situation where two opposite things can happen at once.

Chronometer- A device for telling time.

Hypothesis- An idea or concept that a scientist wants to prove to be true.

Enlightened- Intelligent and aware.

Woe- Great sadness.

Sphinx- A winged mythical creature.

Ghastly- A horrible appearance.

Scones- Sweet biscuit-like pastries, often eaten at “Tea Time” in England.

Astute- Accurate and wise.

Toil- Difficult work.

Mine- A place underground to bring minerals to the surface.

Three-pence- Three English pennies.

**Can you write a sentence using three of these words?
Can you write a short story using all of the words?**

(FLORIDA B.E.S.T. STANDARDS CONNECTIONS:
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)

SCIENCE FICTION

Science Fiction is considered a “Genre” or style of literature, theatre, and film.

H.G. Wells was one of the first writers to explore this style.

Draw a line to match the “Sci-Fi” Creators below to their “Sci-Fi” Creations.

Research using the Internet to find out more. (The answers are on Page 9.)



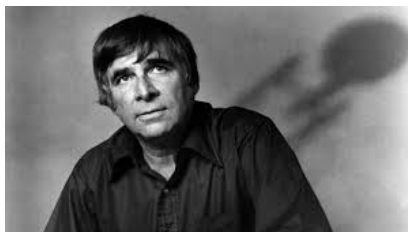
GEORGE LUCAS



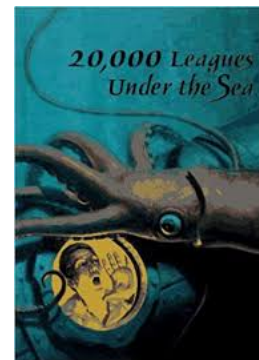
JULES VERNE



STAN LEE







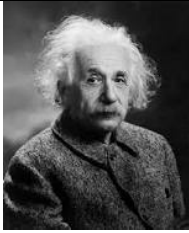

GENE RODDENBERRY



SCIENCE FACT

Even though the play you are seeing is a fiction story created by H.G. Wells, there is an element of fact to the science as well. Real life scientists have not yet been able to travel through time, but many have studied the concept, and some scientists do believe that Time Travel will be possible...one day in the future.

Below is a list of REAL Scientists and REAL Scientific Accomplishments.
Draw a line to match the Scientist to their discovery. (Answers are on page 9)

 MARIE CURIE (1867-1934)		Physicist known for Theories of Relativity which describe the relationship of Space & Time.
 SIR ISAAC NEWTON (1643-1727)		Italian Astronomer and Mathematician known for his improvement of The Telescope and invention of a thermometer.
 NICOLAUS COPERNICUS (1473-1543)		Developed 3 Laws Of Gravity. Legend says that a falling apple was his inspiration.
 GALILEO GALILEI (1564-1642)		Studied radioactivity, winning The Nobel Prize twice...for Physics in 1903, and for Chemistry in 1911.
 ALBERT EINSTEIN (1879-1955)		Attended both Oxford & Cambridge University. Used Quantum Physics to expand the study of relativity to learn about Black Holes and to understand the Universe.
 STEPHEN HAWKING (1942-2018)	<p style="text-align: center;">(FL Standards Connections: <u>SC.K.N.1.5, SC.1.N.1.1, SC.2.N.1.6,</u> <u>SC.3.N.1.5, SC.4.N.1.8, SC.5.N.2.1,</u> <u>SC.6.N.2.3, SC.7.N.2.1, SC.8.N.1.6)</u></p>	Astronomer and Mathematician who proposed that the Earth revolved around the Sun.

Before The Show Activities

- **WATCHING A PLAY**- You will be seeing a live theatre production. What are the differences between a play and a movie or television? How is it different to view each type? What kinds of theatre manners should be used when watching a play?

(Florida Standards Connections: 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)

- **RESEARCH WORKS BY THE SAME AUTHOR**- Research other stories written by the same author. Read a chapter and discuss with the class so you are familiar with the kinds of stories the author told. Discuss the tone and style used.

(Florida B.E.S.T. Standards Connections: ELA.K.R.1.1, ELA.K.R.1.3, ELA.1.R.1.1, ELA.1.R.1.2, ELA.2.R.1.1, ELA.2.R.1.2, ELA.3.R.1.1, 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)

- **YOUR FAVORITE MUSIC**- THE TIME MACHINE is a “Rock Musical” using a specific style of music as the basis of the songs. As a class discuss each student’s favorite kind/kinds of music. What appeals to each student about their favorite musical style? Try listening to a classmate’s music that is a different style as well. Write about what you like about music, and how it is the same or different from other styles.

(Florida B.E.S.T. Standards Connections: 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)

After The Show Activities

- **COMPARE & CONTRAST**- Think of other Time Travel 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.

(Florida B.E.S.T. Standards Connections: 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)

- **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.

(Florida B.E.S.T. Standards Connections: 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)

- **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.
(Florida Standards Connections: 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)
- **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.
(Florida Standards Connections: 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)
- **YOUR REVIEW**- Discuss your thoughts on the show. What were your favorite parts? What elements of the performance helped to tell the story.
(Florida Standards Connections: 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)

SCIENCE FICTION MATCH GAME ANSWERS

- Gene Roddenberry created STAR TREK
- George Lucas created STAR WARS
- Jules Verne wrote 20,000 LEAGUES UNDER THE SEA
- Stan Lee created THE X-MEN (and many other science-fiction themed Marvel Comics including THE FANTASTIC 4, THE INCREDIBLE HULK and SPIDERMAN.)

SCIENCE FACT MATCH GAME ANSWERS

- Marie Curie won the Nobel Prize twice for her studies of radiation.
- Sir Isaac Newton is most famous for his studies of the 3 Laws of Gravity.
- Nicolaus Copernicus determined that Earth revolved around the Sun.
- Galileo Galilei was an astronomer who improved Telescopes & invented a thermometer.
- Albert Einstein developed his Theories of Relativity regarding Space & Time.
- Stephen Hawking used Quantum physics to study Black Holes & the Universe.

(FL Standards Connections: SC.K.N.1.5, SC.1.N.1.1, SC.2.N.1.6, SC.3.N.1.5, SC.4.N.1.8, SC.5.N.2.1, SC.6.N.2.3, SC.7.N.2.1, SC.8.N.1.6)

Be a SCENIC ARTIST Activity

A SCENIC ARTIST, sometimes known as a SET DESIGNER, creates visual art for theatre performances.

Multiple Places In One Set

Often, a scenic artist has the challenge of designing the scenery for a play that happens in many different places. Sometimes the scenery can be moved, but sometimes a “UNIT SET”, or scenery that stays in place for the entire show is used. Pick a story that you like that happens in multiple locations. Design a non-moving “UNIT SET” for the stage version of the story you chose.

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

(Florida B.E.S.T. Standards Connections:

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)



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!

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

YOU CAN SEND US

~A DRAWING~

~WHAT YOU LEARNED~

~YOUR FAVORITE PART~

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

Send your letters to:

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



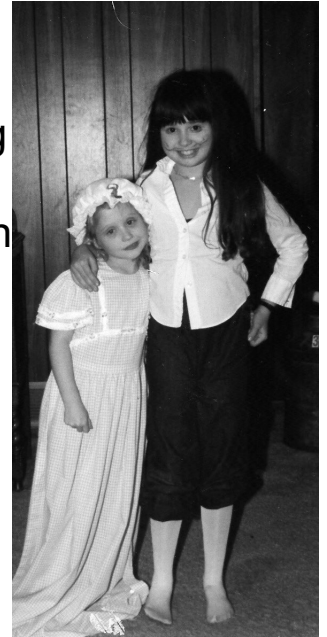
All About The Actors

Noel Holland & Don Gruel

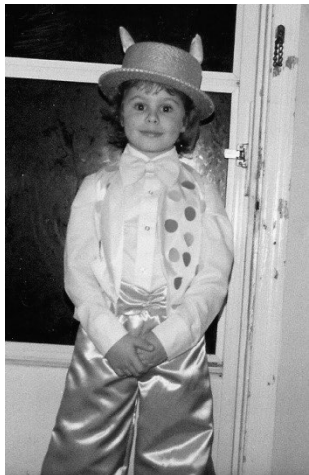
You will be seeing professional actors!
That means they act for their jobs!
An interesting fact about the actors:
They started acting when they were YOUR age!



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!

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.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:

-Vocabulary, Page 5

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:

-Using vocabulary words in writing, Page 5

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:

-About The Author, Page 2

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:

-After The Show Activities, Compare & Contrast, Page 8

ELA.K.R.1.1, ELA.K.R.1.3, ELA.1.R.1.1, ELA.1.R.1.2, ELA.2.R.1.1, ELA.2.R.1.2, ELA.3.R.1.1, 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:

-Before The Show Activities, Research Other Works By The Same Author, Page 8

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, Page 11

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:

-Write Your Own Play, Page 4

-Before The Show Activities, Your Favorite Music, Page 8

-After The Show Activities, Write A Story, Page 8

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:

-Where In The World...Oxford University, Page 3

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:

-After The Show Activities, Your Review, Page 9

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:

- Before The Show Activity, Theatre Manners, Page 8

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:

- After The Show Activities, Act Out A Character, Page 9

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:

- After The Show Activities, Be A Set Designer, Page 9
- Be A Scenic Artist Activity Sheet, Page 10

SC.K.N.1.5, SC.1.N.1.1, SC.2.N.1.6, SC.3.N.1.5, SC.4.N.1.8, SC.5.N.2.1, SC.6.N.2.3, SC.7.N.2.1, SC.8.N.1.6

- SC.K.N.1.5** Recognize that learning can come from careful observation.
- SC.1.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
- SC.2.N.1.6** Explain how scientists alone or in groups are always investigating new ways to solve problems.
- SC.3.N.1.5** Recognize that scientists question, discuss, and check each other's evidence and explanations.
- SC.4.N.1.8** Recognize that science involves creativity in designing experiments.
- SC.5.N.2.1** Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.
- SC.6.N.2.3** Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.
- SC.7.N.2.1** Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.
- SC.8.N.1.6** Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.

ACTIVITIES:

- Science Fact Matching Activity- Page 7
- Science Fact Matching Answers- Page 9

FL Previous LAFS Standards

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:

-Vocabulary, Page 5

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:

-About The Author, Page 2

-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:

-After The Show Activities, Compare & Contrast, Page 8

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:

-Before The Show Activities, Research Other Works By The Same Author, Page 8

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, Page 11

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:

-Using vocabulary words in writing, Page 5

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:

-Write Your Own Play, Page 4

-Before The Show Activities, Your Favorite Music, Page 8

-After The Show Activities, Write A Story, Page 8