



*educational standards supported by programming at
the Center for Puppetry Arts*

GRADE 3

All three areas of programming at the Center for Puppetry Arts (performances, Create-A-Puppet Workshops and Museum exhibits) support educational standards across the curriculum.

A visit to the Center for Puppetry Arts supports classroom learning in the following ways:

- 1) It encourages higher-level thinking skills and rich conversation as students analyze how their lessons are a part of the puppet play/workshop/Museum exhibits.
- 2) It introduces live performance as a type of text.
- 3) It provides a living, breathing example of the blend of informational and literary text.
- 4) It presents new academic vocabulary.
- 5) It reinforces content-area knowledge.

I. PERFORMANCE

Here are educational standards that can be supported when your students attend a live puppet theatre performance at the Center for Puppetry Arts:

GEORGIA STANDARDS OF EXCELLENCE ENGLISH LANGUAGE ARTS & READING

ENGLISH LANGUAGE ARTS READING LITERARY

Key Ideas and Details

ELAGSE3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Craft and Structure

ELAGSE3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ENGLISH LANGUAGE ARTS SPEAKING AND LISTENING

Comprehension and Collaboration

ELAGSE3SL1: 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.

ELAGSE3SL2: 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.

Presentation of Knowledge and Ideas

ELAGSE3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

ENGLISH LANGUAGE ARTS LANGUAGE

Vocabulary Acquisition and Use

ELAGSE3L4: 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.

ELAGSE2L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships.

GEORGIA PERFORMANCE STANDARDS IN FINE ARTS

FINE ARTS, THEATRE ARTS

TAES3.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media (post-show discussion of puppet play in classroom)

- a. Defines theatre terminology.
- b. Discusses connections between theatre and life experiences.
- c. Uses dramatic elements such as plot, setting, theme, problem, resolution, and character to communicate a main idea.
- d. Summarizes the main idea of the theatrical experience, dramatic literature, and electronic media.
- e. Uses inference to investigate the main ideas, details, sequence of events, and cause-effect in theatre experiences.

TAES3.9 Exploring the relevance of theatre to careers (post-show discussion of puppet play in classroom)

- a. Describes the skills needed for major careers such as director, actor, designer, technician, playwright, and stage manager in the theatre business.
- b. Analyzes why the theatre business involves multiple people and occupations.

TAES3.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence (post-show discussion of puppet play in classroom)

- a. Critiques a theatrical experience using appropriate theatre terminology.
- b. Interprets what is seen, felt and heard in a theatre experience.
- c. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses.

TAES3.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Describes the roles and responsibilities of the audience.
- b. Describes and applies theatre etiquette.

GEORGIA PERFORMANCE SCIENCE STANDARDS

CHARACTERISTICS OF SCIENCE

Habits of Mind

S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

GEORGIA PERFORMANCE STANDARDS FOR HEALTH EDUCATION

HE3.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

b. Identify how listening skills can be used to build and maintain healthy relationships. (*Demonstrate listening skills as a way to show caring and respect.*)

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II. PUPPET-MAKING WORKSHOP

Here are educational standards that can be supported when your students participate in a Create-A-Puppet Workshop at the Center for Puppetry Arts (where they will enjoy an instructor-led learning activity and/or construct, decorate and perform with their very own puppet):

CONCEPTS/TOPICS EXPLORED IN INSTRUCTOR-LED CREATE-A-PUPPET WORKSHOP LEARNING ACTIVITY: puppetry, puppet styles, world cultures

GEORGIA STANDARDS OF EXCELLENCE ENGLISH LANGUAGE ARTS & READING

ENGLISH LANGUAGE ARTS SPEAKING AND LISTENING

Comprehension and Collaboration

ELAGSE3SL1: 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.

GEORGIA STANDARDS OF EXCELLENCE MATHEMATICS

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

3.G GEOMETRY

Reason with shapes and their attributes.

MGSE3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

MGSE3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

GEORGIA PERFORMANCE STANDARDS IN FINE ARTS

FINE ARTS, VISUAL ARTS: PRODUCTION

VA3PR.3 Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.

- a. Creates art emphasizing one or more elements of art (e.g., color, line, shape, form, texture).
- b. Creates art emphasizing one or more principles of design (balance, proportion, rhythm, emphasis, unity, contrast).
- c. Combines materials in new and inventive ways to make a finished work of art.

VA3PR.3 Understands and applies media, techniques, and processes of three-dimensional Works of art (ceramics, sculpture, crafts, and mixed media) using tools and materials in a safe and appropriate manner to develop skills.

- b. Creates sculpture using a variety of methods (e.g., papier-mâché, cutting, folding, found objects).

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GEORGIA PERFORMANCE STANDARDS FOR HEALTH EDUCATION

HE3.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- b. Identify how listening skills can be used to build and maintain healthy relationships. (*Demonstrate listening skills as a way to show caring and respect.*)

GEORGIA PERFORMANCE STANDARDS FOR PHYSICAL EDUCATION

PE3.2: Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.

PE3.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Designs and follows class rules and procedures.
- b. Demonstrates the ability to work successfully with a partner or with a small group.
- c. Recognizes and avoids unsafe practices and situations.
- d. Works independently to practice skills.

PE3.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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III. MUSEUM

Here are educational standards than can be supported when your students tour our Museum exhibits:

GEORGIA STANDARDS OF EXCELLENCE ENGLISH LANGUAGE ARTS & READING

ENGLISH LANGUAGE ARTS READING INFORMATIONAL

Key Ideas and Details

ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

ELAGSE2RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Integration of Knowledge and Ideas

ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.

ENGLISH LANGUAGE ARTS READING FOUNDATIONAL

Phonics and Word Recognition

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

ENGLISH LANGUAGE ARTS SPEAKING AND LISTENING

Comprehension and Collaboration

ELAGSE3SL1: 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.

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GEORGIA PERFORMANCE STANDARDS IN FINE ARTS

FINE ARTS, VISUAL ARTS: CONTEXTUAL UNDERSTANDING

VA3CU.1 Investigates and discovers the personal relationship of artist to community, culture, and world through making and studying art.

- a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms (Wayland Flowers of Dawson, Georgia).
- b. Discovers personal relationship to community, culture, and world through making and studying art.

VA3CU.2 Views and discusses selected artworks.

- a. Names subject and theme.
- b. Uses context clues to identify time and place.
- c. Identifies artist and culture.
- d. Recognizes media and technique.
- e. Discusses the purpose of art in various cultures (e.g., aesthetic, utilitarian).

FINE ARTS, THEATRE ARTS: CONTEXTUAL UNDERSTANDING

TAES3.1 Analyzing and construction meaning from theatrical experiences, dramatic literature and electronic media.

- a. Defines theatre terminology.
- b. Makes connections between theatre and personal life.

TAES3.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Describes various theatrical experiences.
- b. Describes how theatre arts connect to self and to the present world.
- c. Recognizes a brief history of theatre arts.
- d. Describes theatre experiences in the community.

TAES3.9 Exploring the relevance of theatre to careers

- a. Describes the skills needed for major careers such as director, actor, designer, technician, playwright, and stage manager in the theatre business.
- b. Analyzes why the theatre business involves multiple people and occupations.

GEORGIA PERFORMANCE SCIENCE STANDARDS

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