



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

GRADE 1

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.

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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

ELAGSERL1: Ask and answer questions about key details in a text.

ELAGSE1RL2: Retell familiar stories, including key details.

IELAGSE1RL3: Identify characters, settings, and major events in a story.

Integration of Knowledge and Ideas

ELAGSE1RL9: Compare and contrast the adventures and experiences of characters in stories.

ENGLISH LANGUAGE ARTS SPEAKING AND LISTENING

Comprehension and Collaboration

ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELAGSE1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

ELAGSE1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ENGLISH LANGUAGE ARTS LANGUAGE

Vocabulary Acquisition and Use

ELAGSE1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

GEORGIA PERFORMANCE STANDARDS FOR FINE ARTS

FINE ARTS: THEATRE ARTS

TAES1.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media (post-show discussion of puppet play)

- a. Uses basic theatre vocabulary to discuss theatre experiences.
- b. Discusses how dramatic elements such as character, setting, plot, problem, and resolution. in theatre experiences are like, and unlike, real life.
- c. Identifies big ideas and themes in a story or theatre experience.
- d. Infers character thoughts and feelings through their actions and words.

TAES1.8 Examining the roles of theatre as a reflection of past and present civilization (post-show discussion of puppet play)

- a. Describes theatre experiences in the community.

TAES1.9 Exploring the relevance of theatres to careers (post-show discussion of puppet play)

- a. Discusses the roles of actors and directors in the business of the theatre.

TAES1.10 Engaging actively and appropriately as an audience member in theatre or other media experiences (pre-show discussion before field trip)

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

GEORGIA PERFORMANCE SCIENCE STANDARDS

CHARACTERISTICS OF SCIENCE

Habits of Mind

S1CS1. 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.

S1CS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

II. PUPPET MAKING WORKSHOPS

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

ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**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.

1.G GEOMETRY

Reason with shapes and their attributes.

MGSE1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

MGSE1.G.2 MGSE1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

MCC1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

1.MD MEASUREMENT AND DATA

Measure lengths indirectly and by iterating length units.

MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

GEORGIA PERFORMANCE STANDARDS FOR FINE ARTS

FINE ARTS, VISUAL ARTS: PRODUCTION

VA1PR.1 Creates artworks based on personal experience and selected items

- a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, space, form, texture).
- c. Creates artworks that attempt to fill the space of art composition.
- d. Makes choices in developing art compositions.
- e. Combines materials in new and inventive ways to make a finished work of art.

VA1PR.3 Understands and applies media, techniques, 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

- d. Creates 3-dimensional composition using traditional and/or contemporary craft materials and methods (e.g., paper sculpture, found object assemblage, jewelry).

FINE ARTS, VISUAL ARTS: CONNECTIONS

VA1C.1 Applies information from other disciplines to enhance the understanding/production of artworks

- a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math.
- b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VA1C.2 Develops life skills through the study and production of art

- a. Understands learning goals for artwork and evaluates when goals are met.
- b. Adapts to change.

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GEORGIA PERFORMANCE STANDARDS FOR PHYSICAL EDUCATION

PE1.2: Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.

- a. Demonstrates knowledge of basic non-locomotor skills.

PE1.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Demonstrates self-control and follows rules and procedures with very little teacher direction.
- b. Uses body, space, and equipment safely.
- c. Cooperates with others.
- d. Uses appropriate means to resolve simple conflicts on their own.

PE1.6: Values physical activity for health, enjoyment, challenge, self- expression, and/or social interaction.

III. MUSEUM

Here are educational standards that can be supported across the curriculum when your students tour our Museum exhibits:

GEORGIA STANDARDS OF EXCELLENCE ENGLISH LANGUAGE ARTS & READING

ENGLISH LANGUAGE ARTS READING INFORMATIONAL

Key Ideas and Details

ELAGSE1RI1: Ask and answer questions about key details in a text.

ELAGSE1RI2: Identify the main topic and retell key details of a text.

ELAGSE1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in text.

Craft and Structure

ELAGSE1RL5: Explain major difference between texts that tell stories and texts that give information.

ENGLISH LANGUAGE ARTS READING FOUNDATIONAL

Phonics and Word Recognition

ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

ELAGSE1RF4: Read with sufficient accuracy and fluency to support comprehension.

ENGLISH LANGUAGE ARTS SPEAKING AND LISTENING

Comprehension and Collaboration

ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

ENGLISH LANGUAGE ARTS LANGUAGE

Vocabulary Acquisition and Use

ELAGSE1L4: 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.

GEORGIA PERFORMANCE STANDARDS FOR FINE ARTS

FINE ARTS, VISUAL ARTS: MEANING AND CREATIVE THINKING

VA1MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning

- a. Describes subjects in art works such as animals, people, places, and things.
- b. Examines common subjects and themes in selected artworks from own and other cultures, such as the world of play, foods, costumes, celebrations, communities, and nature.
- c. Understands that symbols and the qualities found in the elements of art (e.g., shapes and colors) can convey different kinds of meaning.
- d. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.

FINE ARTS, VISUAL ARTS: CONTEXTUAL UNDERSTANDING

VA1CU.1 Identifies artists as creative thinkers who make art and share ideas

- a. Recognizes ways that artists are involved in communities (e.g. architects, painters, photographers, interior designers, educators, museum docents).
- b. Recognizes and associates selected artists with their individual works.

FINE ARTS, VISUAL ARTS: ASSESSMENT AND REFLECTION

VA1AR.1 Identifies artists as creative thinkers who make art and share ideas

- a. Shows an interest in art.
- b. Demonstrates a respect for art forms and art objects.
- c. Expresses feelings in response to examining artworks.
- d. Identifies and compares specific elements and principles of art and these contribute to communicating specific feelings.
- e. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, texture.

VA1AR.2 Uses a variety of approaches to understand and critique works of art

- a. Examines two artworks identifying similarities and differences.
- b. Expresses and explains preference for one of two or three artworks.

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