



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

## **GRADE 2**

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**

**ELAGSE2RL1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**ELAGSE2RL2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**ELAGSE2RL3:** Describe how characters in a story respond to major events and challenges.

###### **Craft and Structure**

**ELAGSE2RL5:** Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

##### **ENGLISH LANGUAGE ARTS SPEAKING AND LISTENING**

###### **Comprehension and Collaboration**

**ELAGSE2SL2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

**Presentation of Knowledge and Ideas**

**ELACC2SL4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**ENGLISH LANGUAGE ARTS LANGUAGE**

**Vocabulary Acquisition and Use**

**ELACC2L4:** 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.

**ELACC2L6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**GEORGIA PERFORMANCE STANDARDS IN FINE ARTS**

**FINE ARTS: THEATRE ARTS**

**TAES2.1 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 discuss theatre experiences.
- d. Summarizes the main idea of the theatrical experience, dramatic literature, and electronic media.
- e. Investigates the main ideas, details, sequence of events, and cause-effect relationships of the theatrical experience, dramatic literature, and electronic media.

**TAES2.9 Exploring the relevance of theatre to careers (post-show discussion of puppet play in classroom)**

- a. Identifies and describes major jobs in the theatre business, such as director, actor, (puppeteer), designer, and playwright.

**TAES2.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence (post-show discussion of puppet play in classroom)**

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

**TAES2.11 Engaging actively and appropriately as an audience member in theatre or other media experiences**

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

**GEORGIA PERFORMANCE SCIENCE STANDARDS**

**CHARACTERISTICS OF SCIENCE**

**Habits of Mind**

**S2CS1.** 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.

S2CS5. Students will communicate scientific ideas and activities clearly.

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

## **GEORGIA PERFORMANCE STANDARDS FOR HEALTH EDUCATION**

HE2.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

a. Demonstrate healthy ways to express needs, wants, and feelings. (*Demonstrate empathy for others.*)

b. Demonstrate listening skills to enhance health. (*Show how body language and eye contact can enhance communication. Demonstrate techniques of effective listening.*)

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## **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**

ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 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.

## **MEASUREMENT AND DATA**

### **Measure and estimate lengths in standard units.**

**MGSE2.MD.3:** Estimate lengths using units of inches, feet, centimeters, and meters.

## **GEOMETRY**

### **Reason with shapes and their attributes.**

**MGSE2.G.1:** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

**MGSE2.G.3:** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.

Recognize that equal shares of identical wholes need not have the same shape.

## **GEORGIA PERFORMANCE STANDARDS IN FINE ARTS**

### **FINE ARTS: VISUAL ARTS, PRODUCTION**

#### **VA2PR.1 Creates artworks based on personal experience and selected themes**

- a. Creates artworks to express individual ideas, thoughts and feelings from memory, imagination, and observation.
- c. Combines materials in new and inventive ways to make a finished work of art.

#### **VA2PR.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**

- a. Creates sculpture using a variety of materials and methods (e.g., papier-mâché, paper sculpture, assemblage, found objects).

### **FINE ARTS: VISUAL ARTS, CONNECTIONS**

#### **VA2C.1 Applies information from other disciplines to enhance the understanding and production of artworks**

- a. Explores and creates art 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).

#### **VA2C.2 Develops life skills through the study and production of art**

- a. Manages goals and time.
- b. Adapts to change.
- c. Works in teams.
- d. Guides and leads others.

## **GEORGIA PERFORMANCE STANDARDS FOR HEALTH EDUCATION**

**HE2.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- a. Demonstrate healthy ways to express needs, wants, and feelings. (*Demonstrate empathy for others.*)
- b. Demonstrate listening skills to enhance health. (*Show how body language and eye contact can enhance communication. Demonstrate techniques of effective listening.*)

## **GEORGIA PERFORMANCE STANDARDS FOR PHYSICAL EDUCATION**

PE2.2: Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.

PE2.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Has self-control and begins to take personal responsibility for own actions and participation.
- b. Works respectfully within a diverse setting and begins to problem solve and use simple strategies to increase the success of group activities.
- c. Works cooperatively in a group with students of different abilities.

PE2.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## **GEORGIA PERFORMANCE SCIENCE STANDARDS**

### **CHARACTERISTICS OF SCIENCE**

#### **Habits of Mind**

S2CS1. 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.

S2CS5. Students will communicate scientific ideas and activities clearly.

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

### **CONTENT**

#### **Physical Science**

S2P3. Students will demonstrate changes in speed and direction using pushes and pulls.

- a. Demonstrate how pushing and pulling an object affects the motion of the object.
- b. Demonstrate the effects of changes of speed on an object.

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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**

ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### **Craft and Structure**

ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

ELAGSE2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### **Integration of Knowledge and Ideas**

ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

ELAGSE2RI8: Describe how reasons support specific points the author makes in a text.

ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.

## **ENGLISH LANGUAGE ARTS READING FOUNDATIONAL**

### **Phonics and Word Recognition**

ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

### **Fluency**

ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension.

## **ENGLISH LANGUAGE ARTS SPEAKING AND LISTENING**

### **Comprehension and Collaboration**

ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

## **ENGLISH LANGUAGE ARTS LANGUAGE**

### **Vocabulary Acquisition and Use**

ELAGSE2L4: 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.

# **GEORGIA PERFORMANCE STANDARDS IN FINE ARTS**

## **FINE ARTS: VISUAL ARTS, CONTEXTUAL UNDERSTANDING**

### **VA2CU.1 Identifies artists as creative thinkers who make art and share their ideas**

- a. Recognizes unique contributions of contemporary and historical Georgia artists and art forms.

### **VA2CU.2 Views and discusses selected artworks**

- a. Names subject and theme.
- b. Uses context clues to identify time and place.
- c. Theorizes and suggests how culture and environment provide inspiration for creating artworks.
- d. Recognizes media and technique.

## **FINE ARTS: VISUAL ARTS, ASSESSMENT AND REFLECTION**

**VA2AR.1 Discusses his or her artwork and the artwork of others**

- a. Demonstrates a respect for art forms and art objects.
- b. Identifies the differences between photographs, paintings, drawings and sculptures.
- c. Uses art terminology with emphasis on the principles of design: contrast, rhythm/movement, and pattern/repetition.
- n. Distinguishes between the textures of materials, such as fabric, yarn, paper, clay, and found objects.

**VA2AR.2 Uses a variety of approaches to understand and critique works of art**

- c. Compares and contrasts artworks based on subject, theme, and or elements.
- d. Expresses preference for one of two or three artworks.

**FINE ARTS: THEATRE ARTS**

**TAES2.8 Examining the roles of theatre as a reflection of past and present civilizations**

- a. Identifies and describes various theatrical experiences.
- b. Identifies basic periods in theatre history.

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