



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

## **GRADE 5**

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**

**ELAGSE5RL2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**ELAGSE5RL3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

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

**ELAGSE5RL5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

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

**ELAGSE5RL7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

### **Comprehension and Collaboration**

**ELAGSE5SL1:** 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.

**ELAGSE5SL2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### **Presentation of Knowledge and Ideas**

**ELAGSE5SL4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## **ENGLISH LANGUAGE ARTS LANGUAGE**

### **Vocabulary Acquisition and Use**

**ELAGSE5L4:** 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.

**ELAGSE5L6:** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships

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

### **FINE ARTS, THEATRE ARTS**

#### **TAES5.1 Analyzing and construction meaning from theatrical experiences, dramatic literature, and Electronic media**

- a. Applies theatre vocabulary in discussions.
- b. Analyzes how theatrical experiences reflect and impact society.
- c. Identifies and analyzes the structural elements of dramatic literature such as scenes, acts, characters and stage directions, in plays read, viewed, written and performed.
- d. Analyzes and summarizes theatrical experiences, dramatic literature, and electronic media experiences.

#### **TAES5.8 Examining the roles of theatre as a reflection of past and present civilizations**

- a. Describes how theatre arts connect to self and society.
- b. Relates a dramatic work to information about its historic period.
- c. Describes cultural influences on theatre.
- d. Identifies and/or uses theatre resources in the community.

#### **TAES5.9 Exploring the relevance of theatre to careers**

- a. Describes major artistic and production careers in theatre: director, actor, (puppeteer), designer, technician, playwright, and stage manager.
- b. Describes skills used in theatre arts that relate to the workplace.

#### **TAES5.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence**

- a. Generates a response to theatre experiences that is interpretive, evaluative or reflective.
- b. Responds to theatre experiences through a variety of media.

**TAES5.11 Engaging actively and appropriately as an audience member in theatre or other media experiences**

- a. Attends theatre as an audience member.
- b. Demonstrates appropriate audience etiquette.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

**GEORGIA PERFORMANCE SCIENCE STANDARDS**

**CHARACTERISTICS OF SCIENCE**

**Habits of Mind**

**S5CS1.** 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**

**HE5.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- a. Apply effective verbal and nonverbal communication skills to enhance health. (*Demonstrate effective friendship/pro-social communication skills to build and maintain relationships.*)

**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**

**ELAGSE5SL1:** 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.

**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.

## **5.G GEOMETRY**

### **Classify two-dimensional figures into categories based on their properties.**

**MGSE5.G.3:** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

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

### **FINE ARTS, THEATRE ARTS**

#### **TAES5.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence**

- a. Generates a response to theatre experiences that is interpretive, evaluative or reflective.
- b. Responds to theatre experiences through a variety of media.

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

#### **VA5C.1 Applies information and processes from other disciplines to enhance the understanding and production of artworks.**

- a. Makes interdisciplinary connections applying art skills, knowledge, and ideas to improve understanding in other disciplines.

## **GEORGIA PERFORMANCE SCIENCE STANDARDS**

### **CHARACTERISTICS OF SCIENCE**

#### **Habits of Mind**

**S5CS1.** 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.

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**HE5.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- a. Apply effective verbal and nonverbal communication skills to enhance health. (Demonstrate effective friendship/pro-social communication skills to build and maintain relationships.)

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

**PE5.2:** Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.

**PE5.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Demonstrates the ability to work together in a group setting.
- b. Performs activities safely and follows class rules of conduct.

PE5.6: 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**

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### **Craft and Structure**

ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### **ENGLISH LANGUAGE ARTS READING FOUNDATIONAL**

#### **Phonics and Word Recognition**

ELAGSE5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

#### **Fluency**

ELAGSE5RF4: Read with sufficient accuracy and fluency to support comprehension.

### **ENGLISH LANGUAGE ARTS LANGUAGE**

#### **Vocabulary Acquisition and Use**

ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

### **Comprehension and Collaboration**

**ELAGSE5SL1:** 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.

### **ENGLISH LANGUAGE ARTS LANGUAGE**

#### **Vocabulary Acquisition and Use**

**ELAGSE4L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.

**ELAGSE5L6:** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relations.

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

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

**VA5CU.1 Investigates and discovers personal relationship to community, culture, and the world through creating and studying art.**

- a. Recognize the unique contributions of contemporary and historical artists and art form.
- b. Explores and articulates ideas, themes, and events from diverse cultures of the past and present.

**VA5CU.2 Views and discusses selected artworks.**

- a. Identifies elements, principle themes, and/or time period in a work of art.
- b. Investigates how art history shapes contemporary life.
- c. Discusses how social events inspire art from a given time period.

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

**VA5AR.2 Uses a variety of approaches to understand and critique works of art.**

- a. Develops multiple strategies for responding to and reflecting on artworks (e.g., formal and informal art criticism techniques).
- b. Explains features of a work, including media, subject matter, and formal choices, that influence meaning.
- c. Distinguishes between representational, abstract art and non-objective forms.
- d. Analyzes and assesses an artist's intent by looking past the superficial and readily apparent meaning in an artwork and scrutinizing not only what is present but what is missing.
- e. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.

**VA5AR.3 Explains how selected principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.**

- a. Uses art terms with emphasis on the elements of art: line, shape, form, color, space, value, texture.
- b. Uses art terms with emphasis on principles of design: balance, proportion, rhythm, emphasis, unity, contrast.
- d. Explains how the relationship of size between objects affects the scale and proportion in a work of art.
- n. Analyzes proportion in artworks as the relationship of one part to another or to the whole.

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

**VA5C.1 Applies information and processes from other disciplines to enhance the understanding and production of artworks.**

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## **GEORGIA PERFORMANCE STANDARDS IN SOCIAL STUDIES**

### **Historical Understandings**

SS5H8: The student will describe the importance of key people, events, and developments between 1950-1975.