



The Adventures Of ECO-MAN

-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 PLAYWRIGHT

The author of a play is called a “Playwright”. The play you are seeing is written by Don Gruel from The Atlantic Coast Theatre (A.C.T.) For Youth. Don has written 38 plays for A.C.T. For Youth, as well as scripts for theme parks in Orlando.

ABOUT THE COMPOSER

The person who writes the music for a play or film is called the “Composer”. The background music is known as the score. Noel Holland composed the score for Eco-Man. She wanted the music to have the feeling of classic super-hero movies like Superman.

Florida Standards Connections:

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

WHAT DOES IT MEAN...TO GO GREEN?

We are the caretakers of our beautiful planet. So let’s keep our Earth healthy by
GOING GREEN.

“GOING GREEN” means making choices that help the planet Earth.
TO “GO GREEN” YOU NEED TO...

- Care about the planet Earth-
- Find ways you can protect our planet-
- Help others learn how to help the Earth-

Florida Standards Connections:
SP.PK12.US.9.2a

DRAW A LINE FROM EACH TRASH ITEM TO THE BUCKET WHERE IT BELONGS BELOW! HOW MANY OF THE ITEMS ARE TRUE TRASH?

Sort The Trash Activity



Florida Standards Connections: SP.PK12.US.9.2a

“What Happens After The Show?”

Write your own Play 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 an existing book or story, or an important concept that the playwright is trying to teach to the audience.

A SEQUEL is a continuation of a story!
~Try Writing a Sequel to The Adventures Of Eco-Man~

1-Choose characters that will make your play interesting. You can use characters from the show you saw, AND you can create new characters. Remember it is your play!

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 Standards Connections:

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

VOCABULARY WORDS FROM THE SHOW

ECO- Short for ECOLOGY- the study of protecting the Earth.

ALTERNATIVE ENERGY- New energy sources- such as solar, wind, and hydro power.

GREENHOUSE GASSES- Gasses released into the air that affect our environment. Some Greenhouse Gasses are good. Finding the balance is a challenge in our modern world.

CARBON FOOTPRINT- A measurement of how much greenhouse gas we release.

FOSSIL FUELS- Non-renewable fuels used for energy (Coal, Oil, Natural Gas).

COMPOST- To collect organic food/plant scraps to make plant fertilizer.

HYDROGEN FUEL CELL TECHNOLOGY- New ways to use hydrogen and oxygen to power large batteries.

HYDRO-ELECTRIC POWER- Using water to help create energy and electricity.

MONOFILAMENT- Fishing line- it should always be disposed of properly.

RECYCLING- The process of creating new materials from "trash".

RE-PURPOSE- Using something in a new way instead of throwing it away.

(Florida Standards Connections:

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)

Can you write a sentence using three of these words?

Can you write a short story using all of the words?

(FLORIDA STANDARDS CONNECTIONS:

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)

DRAW YOUR OWN COMIC-BOOK ACTIVITY

The play you saw was performed in the style of a SUPERHERO COMIC BOOK. The playwright came up with the idea for the show from his imagination. Try creating your own "GREEN TEAM" Superhero, and draw a comic book about you're hero's adventures. Use this page as a start, but feel free to add your own pages to tell a complete story.

Florida Standards Connections:
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

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)

- **READ OTHER WORKS IN THE SAME STYLE**- The play you are seeing is performed in the style of a Super-Hero Comic Book. Read a comic book to see how the story is told with words and pictures.

(Florida Standards Connections: 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)

- **YOUR FAVORITE SUPERHEROES**- As a class discuss each student's favorite Super-Heroes. What do you like about them? What Super-Powers would you like to have? Write about it.

(Florida Standards Connections: 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)

After The Show Activities

- **COMPARE & CONTRAST**- Think about other Super-Hero stories you have read or seen. Discuss as a class elements of THE ADVENTURES OF ECO-MAN that were similar to those stories, and how they were different.
(Florida Standards Connections: LAFS.K.RL.3.9, LAFS.1.RL.3.9, LAFS.2.RL.3.9, LAFS.3.RL.3.9, LAFS.4.RL.2.6, LAFS.5.RL.3.9)
- **WRITE A “BACK-STORY”**- Actors and writers must both decide on the “Back-Story” of their characters...the events that make each character who they are. Choose a character from the play, and write about how they came to be the person you saw in the show. It is up to you. Use your imagination. What events happened to them one day before the show? One week? One Month? One year? What about 10 years?
(Florida Standards Connections: 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)
- **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)

BONUS ECO-MAN

After The Show Activities

- Re-Purposing is a great way to turn trash into useful items. Brainstorm as a class ways to Re-Purpose the following items: Old Socks, Broken Jewelry, Hairbrush, Block Of Wood, Old Metal Frying Pan, Old Towels
- Start a Recycling Program at your school. It may take some work to begin, but once everyone is used to it, you can really make a difference. Try bringing a scale to school and weigh how much you were able to recycle.
- The Internet is a great source for information on GOING GREEN. Check out the following Kid-Friendly websites to learn more.

www.epa.gov/kids/

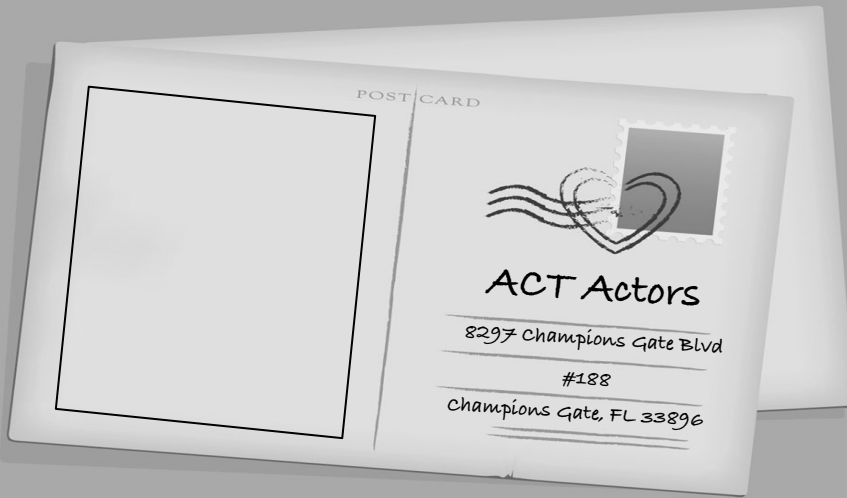
www.eia.doe.gov/kids/

www.thinkgreen.com/students

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

(Florida Standards Connections:

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)



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:

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 Words From The Show, 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

-About The Composer, 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 7

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, Read Other Works In The Same Style, Page 7

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 9

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 Super-Heroes, Page 7
- After The Show Activities, Write A “Back-Story”, Page 8
- Draw Your Own Comic-Book Activity, Page 6

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 8

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 7

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 8

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 8

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-Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.

ACTIVITIES:

-What Does It Mean To Go Green, Page 2

-Sort The Trash Activity, Page 3

-Bonus Eco-Man After The Show Activities, Page 9