

Auntie Angelica's Faery Garden

Interactive Study Guide

A Faery Hunt presents Auntie Angelica's Faery Garden; a creative, structured, experience for children and adults to be entertained while providing an opportunity to expand on themes and ideas rooted within the Common Core Educational Standards. Students who come to see Auntie Angelica's Faery Garden learn through their interactive participation with professional performers during the performance. The following study guide was prepared to assist you, the educator, to prepare students for the performance experience and then follow up by expanding on educational themes and character content put forth through our production. Our goal is to entertain, inspire and excite the imaginations of children of all ages by encouraging hands-on theater arts and communication skills through cross-curricular activities and follow up lessons.

While enjoying the performance of Auntie Angelica's Faery Garden, students have the opportunity to participate in the experience as Auntie Angelica and the students determine the central message, lesson, or moral and explain how it is conveyed through key details within the play through characters that are based out of fables, folktales, and myths from diverse cultures. Through the journey of theater, students determine the theme of the story within the drama, as well as poetry from details in the production. This includes how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

Identifying core Reading Standards for Literature, Auntie Angelica's Faery Garden will prompt and support students to describe the relationship between performed characters and the story in which they appear (e.g., what moment in a story a specific character may depict). We introduce scenic elements that allow students to use illustrations and details to describe its characters, setting, and events. The students will then use information gained from the illustrations and performance to demonstrate understanding of the play's characters, setting, and plot.

Students will explain how specific aspects of a theatrical performance contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). We help students make connections between the context of a drama and a visual and oral presentation of the text, allowing the identification of where each version reflects specific descriptions and directions in the context of the play. Followed by the performance, students will have the opportunity to analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., multimedia presentation of fiction, folktale, myth, poem).

While Auntie Angelica's Faery Garden provides a creative resource for access to Common Core Academic Standards, we are keenly aware of the presence of English Language Development standards and the role they have for emergent readers within largely diverse communities such as we have in major metropolitan areas.

*Content based on California's Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects

Suggestions **before** you see the show:

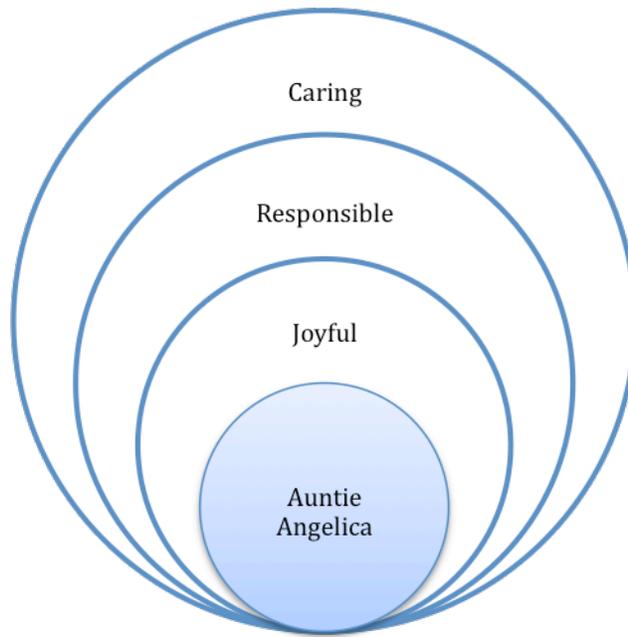
- For many students, this may be their first experience seeing a play. You may want to discuss behavior expectations; applause, calling out, respecting the performers and other audience members, etc.
- Ask students their thoughts on Faeries. Have they ever heard stories about faeries? Do they have any stories or legends within their ethnic culture about faeries or any other mysterious “little creatures?”
- Ask the class to recall any narratives you may have read as a class. Discuss what they liked about the stories, the characters and the events in the stories.

Suggestions **after** you see the show:

- Ask students to draw/color/paint a picture of a scene from the show. They can follow that with writing a brief description of the scene and what is happening at that moment in the play.
- Use the graphic organizers attached to help students describe the characters in the play.
- Use the attached lesson plan and have students make a faery house of their own.
- Ask the students to describe how the characters Fand and Fauni resolve their disagreement. This can be a class discussion or a written assignment.
- Use the attached activity to discuss what makes plants grow. Students may work on their own or in collaborative groups.
- Ask students to think about a time they had to wait. Allow them to reflect upon how hard it can be to wait, the value in having patience and how their patience was rewarded.

Along with our commitment to providing a creative outlet for students to access Common Core Academic Standards, Auntie Angelica’s Faery Garden is committed to the highest level of character and behavioral education. Teaching, among other things, Honesty, Respect, Politeness, Friendship and Personal Value, our narrative takes students on a collaborative exploration of patience and growth through the journey of our fanciful folk and their task at hand.

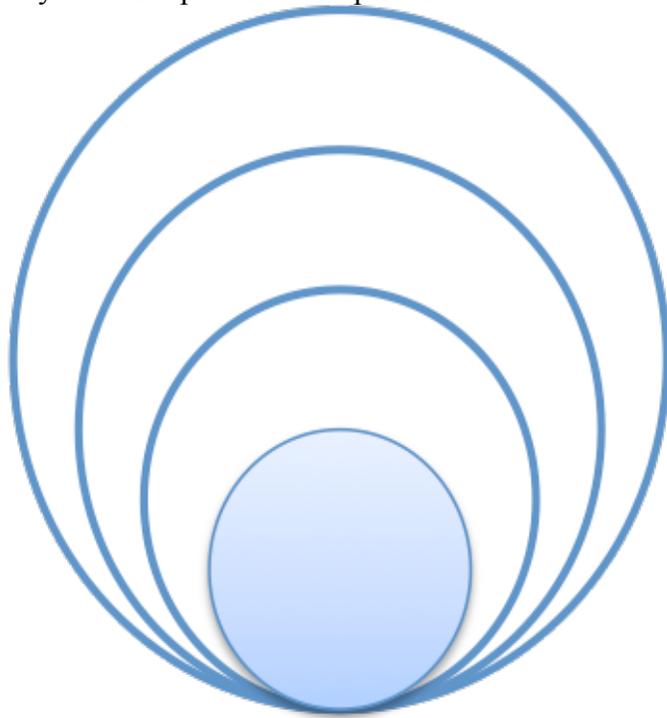
This is a graphic organizer that shows words to describe the character **Auntie Angelica**.



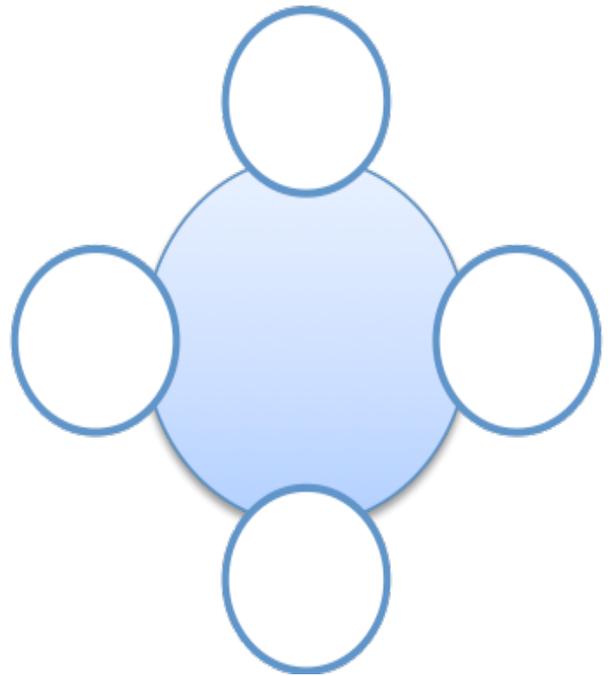
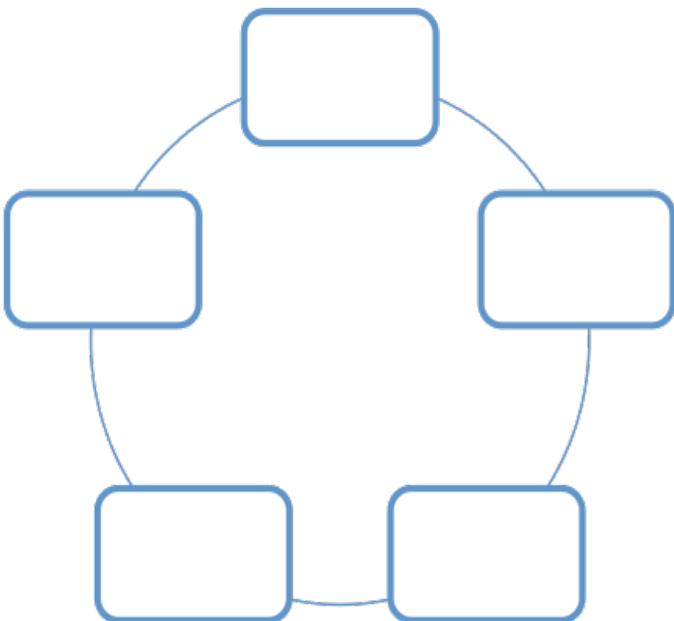
Can you think of other words to describe **Auntie Angelica**?

Use the words you've chosen in a complete sentence. Pretend you are introducing **Auntie Angelica** to your family. What would you say? How would you introduce her?

Make your own diagram describing another character (Fauni, Fand, Gerome, Daisy, Tea Rosie, Eunice or King Lugh). Use one of these templates or create your own. After you fill in your template, write your descriptions in complete sentences.



There are other ways to organize your thoughts and words. Here are some other examples:



Lesson Plan: Subject: Visual Art Grade K-5

Lesson Topic: Found Object Art and Sculpture

Materials:

Natural objects found by students such as leaves, twigs, feathers, shells, rocks and the like. Anything! Faeries love nature!

Optional:

Glue and/or tape

Scissors

Shoe boxes

Crayons/Colored Pencils/Markers etc.

Grade K-5 Visual Arts Content Standards:

Artistic Perception Gr. K-5

1.0 Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Creative Expression Gr. K-5

2.0 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.

2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.

Aesthetic Valuing Gr. K-5

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).

4.2 Identify and describe various reasons for making art.

4.4 Select something they like about their work of art and something they would change.

Written and Oral English Language Conventions Gr. K-5

1.0 Students write and speak with a command of standard English conventions appropriate to this grade level.

1.1 Sentence Structure: Use simple and compound sentences in writing and speaking.

Rationale:

Creative expression is an essential tool to learning, especially at the elementary level. To see, understand and create within the context of your personal creative idea and vision builds confidence and joy into the learning process.

Learner Outcomes:

Students will develop confidence and personal aesthetic as they create their Faery Houses.

Students will describe and connect the essential ideas of Faery Folklore as they construct their Faery Houses.

Students will utilize the vocabulary words discussed in this lesson to explain their Found Object Art as well as analyzing the aesthetic of their peers' Faery Houses.

This will be evident by their completion of their Faery Houses and the accompanying evaluation sheet students will fill out as they view others' works of art.

Resources:

CA Visual and Performing Arts Content Standards, www.afaeryhunt.com

Learning Activities:

Introduction:

How to build a Faery Home

Where do Faeries live? Our Folklore stories tell us they love all things from nature we can presume they live in houses made from natural object. What might an example of a natural object be?

Allow students to answer . . .

Today you are going to make faery houses of your own. In art we call this an assemblage. An **assemblage** is a three-dimensional composition in which a collection of objects is unified in a sculptural work. If you can, make the frame of the faery house out of stone, wood, or other natural objects. You can use leaves, dried grass, sticks, moss for the walls and the roof.

Explicit Instruction – (Model, Demonstrate, Check for Understanding)

Try wrapping twigs together with a green stem or a long leaf. Decorate the house with flowers, colorful rocks, pebbles, acorns or crystals. You can even use some pretty jewelry for faeries love shiny and bright objects. Do not use paint, iron or nickel for the faeries do not like these substances. When you are finished place your faery house somewhere in your garden or in the flowerbeds. The faery house should almost be hidden because of the natural things you used to build it. Plant your favorite flowers and plants that will attract the kinds of faeries you like. Let the faeries know that this home is for them by calling out to them in a loving voice or perhaps a little song. You can also place some milk or honey cakes near the house to let them know you are their friend, but don't put out food if you're afraid of attracting unwanted animals. Your faery friends will surely feel welcomed with all the care, work and love you've put into their new home and will visit you often.

Differentiating Strategies:

This lesson was designed specifically to attend to all students regardless of academic ability. Identified Sheltered, SLD, ELL, LEP students and any student with special needs within the class should be addressed prior to the activity to prepare for any need they may have.

Learning Activities: Guided Practice (Check for understanding and provide feedback and re-teaching)

Option 1: Teachers may choose to invite students to create their Faery Houses on their own time as part of a competition among other students with prizes given out for participation and creative problem solving.

Option 2: Students may work in collaborative groups to create Faery Houses for the classroom.

Option 3: Take a nature walk as a class around your school campus and have students collect their objects then make Faery Houses individually within the context of the lesson on Faery-Lore.

Assessment and Evaluation:

Students could write a reflection on their creating process or a short narrative involving their faery house. Students should perform a gallery walk to view one another's faery houses and give supportive critique both verbally and written via attached evaluation sheet.

Independent Practice: Practice that supports learning outcome

Students build their own house, assess other's art, write a narrative using established vocabulary and write a short reflection on their experience. Lessons are intended to be accessible to multiple grade levels and ability levels. Evaluation sheets and narratives should be graded accordingly.

Closure: Student reflection on learning

Have a class discussion and share highlights of this lesson and this lesson's activities.

Student Evaluation of Faery House: Gr. K-2

Draw the shapes you see:

Draw a picture of a faery house other than yours.

Now draw a picture of that same faery house but make changes to it that you think would improve it.

Student Evaluation of Faery House: Gr. 3-5

What shapes do you see in other faery houses?

Pick a faery house that you like other than your own. Describe what you like about that house.

Tell why a faery might want to live there.

How would you change that faery house to improve it?

Lesson Plan: Subject: Science Grade K-5

Lesson Topic: Living Organisms

Materials:

Seeds (Beans tend to work best)

Potting soil

Ceramic pots or planter

Water

Copies of attached charts

Grade K-5 Content Standards:

Life Science

Plants and animals have predictable life cycles. As a basis for understanding this concept:

- Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
- Students know there is variation among individuals of one kind within a population.
- Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
- Students know flowers and fruits are associated with reproduction in plants.

Common Core Writing Gr. K-5

Students write and speak with a command of Standard English conventions appropriate to this grade level.

- Sentence Structure: Use simple and compound sentences in writing and speaking.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Rationale:

Understanding the growing process of plants is a wonderful introduction for students as they learn about the biology of living organisms.

Learner Outcomes:

Students will chart the growth of seeds and analyze the data related to amounts of water, sunlight, soil and time as their plants grow.

Students will understand the relationship between the water, sunlight, soil and time as their plant grows.

Resources:

California's Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects

Learning Activities:

Introduction:

How do plants grow? What can we do to help a plant grow?

What is a seed? How do all of our fruits and vegetables, trees and flowers come from such a tiny thing like a seed?

We are going to plant some seeds and take care of them so that they will grow. This is how we are going to find out exactly what goes into growing a plant.

Explicit Instruction – Model, Demonstrate, Check for Understanding)

In front of you, you will find a clay pot, a few seeds, potting soil and a small cup of water. (This can also be a wonderful collaborative activity) Pour the dirt, the potting soil, into your clay pot.

Now poke your index finger into the soil in 3 (three) places. Only poke your finger in up to the first knuckle.

Place 1 (one) seed in each hole and cover it with dirt. Do not push down on the dirt over the seed. Why would we not push down hard? How does that help our plant?

Pour your water around the seeds where you planted them and place your pot in a place where it can get some sunlight each day.

Differentiating Strategies:

This lesson was designed specifically to attend to all students regardless of academic ability. Identified Sheltered, SLD, ELL, LEP students and any student with special needs within the class should be addressed prior to the activity to prepare for any need they may have.

Learning Activities: Guided Practice (Check for understanding and provide feedback and re-teaching)

Any of the attached worksheets can be turned into a graphing activity as well as being explained in an expository essay or presentation.

Students may work in collaborative groups to plant and monitor their plants.

Assessment and Evaluation:

Monitor student progress as they keep track of their plants' growth and progress, making sure they are charting progress successfully.

Make sure students know that success is not *if* their plant grows but how well they observe the process of growth or non-growth and the reasons for either.

Independent Practice: Practice that supports learning outcome

Students plant their own seeds and chart growth on their own. They should, likewise, write a short reflection on their experience at the conclusion of their six weeks of observation. Lessons are intended to be accessible to multiple grade levels and ability levels. Evaluation sheets and narratives should be graded accordingly.

Closure: Student reflection on learning

Have a class discussion and share highlights of this lesson and this lesson's activities.

Student Evaluation of Plant Growth: Gr. K-2

Don't forget to water your plant every few days and give it sunlight every day.

Draw your plant after 1 week:	Draw your plant after 2 weeks:
Draw your plant after 3 weeks:	Draw your plant after 4 weeks:
Draw your plant after 5 weeks:	Draw your plant after 6 weeks:

Describe what you did to help your plant to grow.

Student Evaluation of Plant Growth: Gr. 3-5

You are going to follow your plant's growth for the next 6 weeks. Below are some suggestions to help you work and think like a biologist.

- Keep track of when you water it, when you give it direct sunlight and for how long, as well as progress as it grows.
- Use a notebook to make sketches of your plant as it grows and develops.
- Write down any interesting observations you make about your plant as it grows. For example: do the leaves curl as it grows? Does your plant lean in a direction toward the sunlight? Why? Think about these things as you watch your plant develop.

Make a schedule to remind yourself to give your plant water and sunlight using the calendar below.

Monday	Tuesday	Wednesday	Thursday	Friday

Here are some other things to think about and reflect on in your scientific notebook:

- After taking care of your plant for 6 weeks, what changes have you noticed?
- Did any insects munch on your plant? If so, what kind? If you don't know what kind, how can you find out?
- What are the things you did to help your plant grow and what are some things you could change if you were to grow another one?