

King of the Fairies

Interactive Study Guide

A Faery Hunt presents *King of the Fairies*; 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 see *King of the Fairies* learn through 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 *King of the Fairies*, 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, *King of the Fairies* 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 *King of the Fairies* 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:

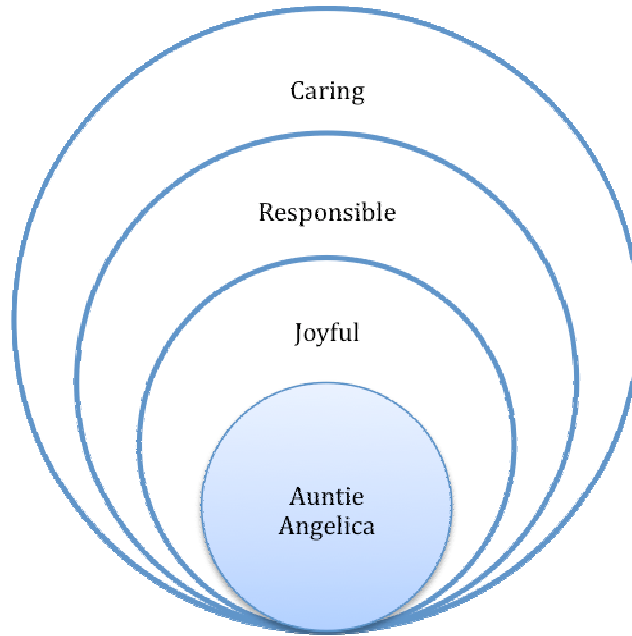
- For many students, this may be their first experience seeing a play. You may want to discuss behavior expectations; applause, calling out, respecting the performers and other audience members, etc.
- Ask students their thoughts on Faeries. Have they ever heard stories about faeries? Do they have any 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.
- Children may write a short personal narrative about a time when they had lost something that had great value to them.

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 students write or discuss a time when someone took something from them without asking. What were the reasons that person took what didn't belong to them? Ask the students if they have ever taken anything that didn't belong to them. Why should we respect other people's things?
- Use the attached activity and lesson to discuss ecosystems. Students may work on their own or in collaborative groups.

Along with our commitment to providing a creative outlet for students to access Common Core Academic Standards, A Faery Hunt 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.

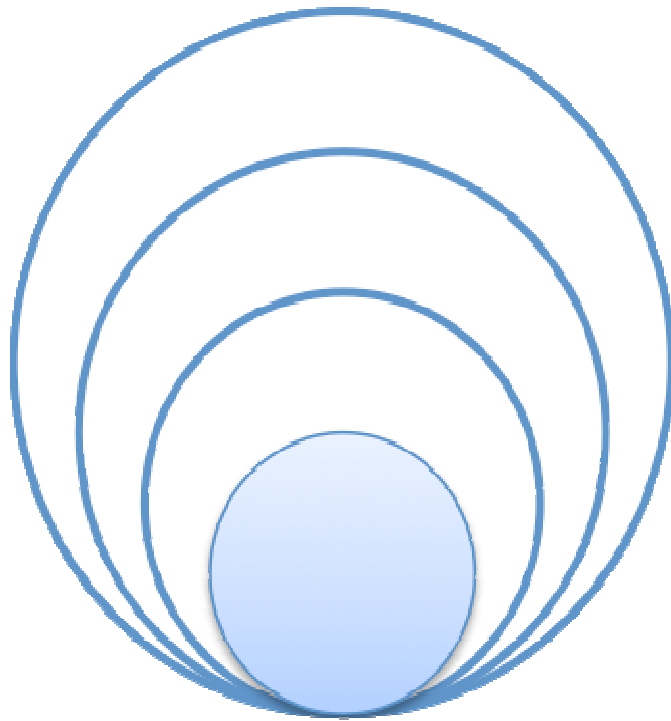
This is a graphic organizer that shows words to describe the character **Auntie Angelica**.



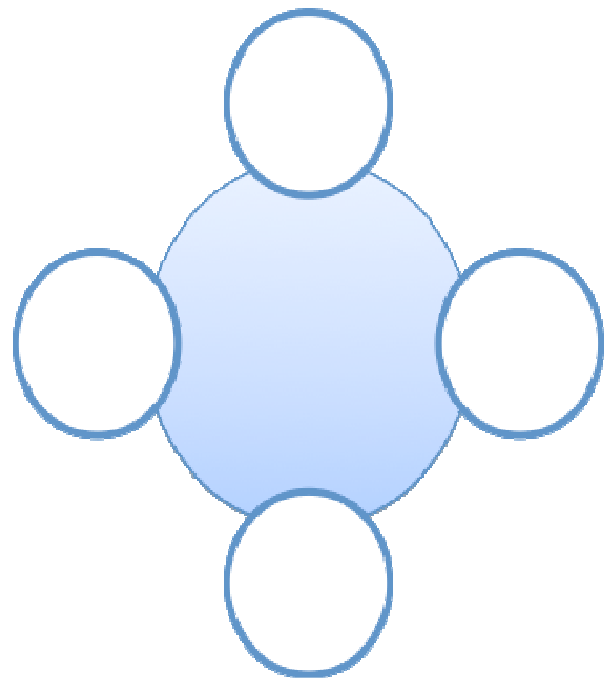
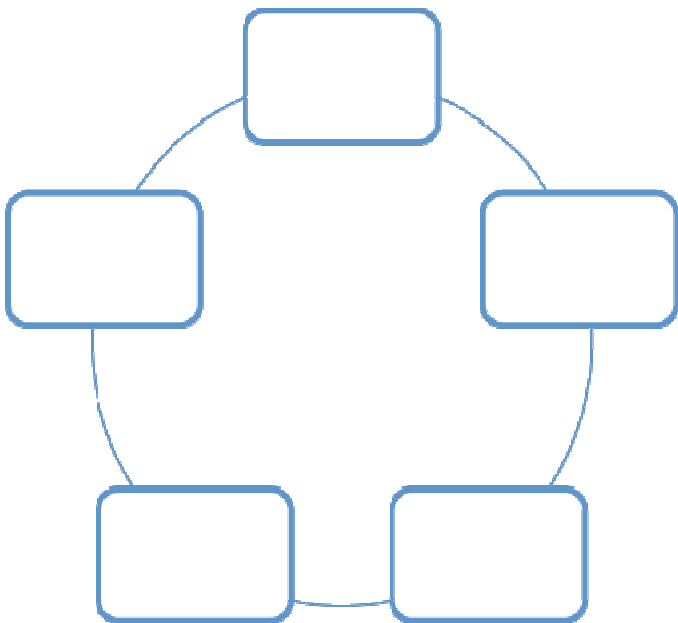
Can you think of other words to describe **Auntie Angelica**?

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 from the show. 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: Science Grade K-5

Lesson Topic: Ecosystems – Faery Pond

Materials:

An empty flowerpot

A cork

Sand and little pebbles

One smooth larger stone

Glitter gel or sparkles

Lily pad or floating plant

Copies of attached charts

Grade K-5 Content Standards:

Life Science

All organisms need energy/matter to live and grow and living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

- Students learn that producers and consumers are related in food chains and food webs and may compete with each other for resources in an ecosystem.
- Students know there is variation among individuals of one kind within a population.
- Students observe that ecosystems can be characterized by their living and non-living components.
- Students analyze that within a particular environment, some kinds of plants and animals survive well, some survive less well and some cannot survive at all.

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:

Creating, observing and/or analyzing an ecosystem gives students a broader understanding of the role individual plants/animals play in the success of that ecosystem as well as the role they play or the impact they can have within the natural world.

Learner Outcomes:

Students will research ponds and the plant and animal life that can and does exist within that particular ecosystem.

Students will understand the relationship between the plants and animals within a pond ecosystem.

Resources:

California's Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects, www.afaeryhunt.com (A Scouting Adventure)

Learning Activities:

Introduction:

Vocabulary: Ecosystem, Organism, Pond, Algae, Amphibian

What is an ecosystem? Does anyone know?

An ecosystem is any environment in which organisms can live and thrive. Some examples are Deserts, the Plains in the Central United States, even the side of a mountain can be its own ecosystem. Did you know that ecosystems exist in bodies of water like the oceans, rivers and lakes? A Pond is a body of water and it, too, is an example of an ecosystem. In *King of the Fairies*, the faeries said that Gerome the Gnome at from the bottom of Heavenly Pond.

What is a pond? (A body of water that is not fed and does not feed another body of water.)

What kind of organisms might we find in a pond? (Algae, Fish, Amphibians, Plants)

Today you are going to make your own pond.

Explicit Instruction – Model, Demonstrate, Check for Understanding)

Place the cork in the hole at the bottom of your flowerpot from the inside. Now decorate your flowerpot with your glitter, gel and/or sparkles. Faeries love all things sparkly, so use a lot. Don't forget to decorate the inside of your pot as well as the outside.

After you've decorated your pot, add some sand to the bottom of your flowerpot. Put some stones on the sand. Fill your flowerpot with water. You may need to wait a little bit for the sand to settle and for the water to become clear. Add some more glitter to the water if you want for an extra shimmer.

Once the water has settled and is clearer, add your floating plants. You can take your pot home and put it outside for the faeries to enjoy. You can set it on your front or back steps or you can find a nice shady spot outside and dig a hole about the same size as the bottom of your flowerpot and put it in the hole. You can add small steps going up into your faery pond so the faeries can walk up into the pool.

The faeries will come out at night and have parties and celebrations in the water. If you have a lot of faeries use the pond, make sure you clean it out every few weeks.

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)

The attached worksheet can be used to help develop vocabulary and further students' understanding of pond and ecosystems.

Students may work in collaborative groups to continue and expand upon their research. The worksheet activity can be turned into a research paper for the upper grades to further students' understanding of the importance of their research and to parley their science work into a cross-curricular, English Language Arts assignment.

Assessment and Evaluation:

Monitor student progress as they work together to research ecosystems as well as their use of the vocabulary in proper sentences.

Make sure students know to cite each of the websites they find information on. Monitor their use of the Internet closely so as to keep them focused on the task at hand as well as staying aware of any and all websites they may be on.

Independent Practice: Practice that supports learning outcome

In their collaborative groups and/or pairings, students work together, as organisms in an ecosystem, to complete the tasks noted. 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.

Companion Activity to building your Faery Pond:

With a partner or in a small group, use a dictionary and look up the following vocabulary words. Write the definition and use each word in a sentence.

Ecosystem

Organism

Pond

Algae

Amphibian

With your teacher's guidance, go online and research Pond ecosystems. Try to answer the following questions as you read and discover. Answer each using complete sentences please.

What is the difference between a pond and a lake?

What animals might you find living in and around a pond?

Are there ponds on every continent?

Why and how are ponds important to our environment?

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

Shoebboxes

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?