

ORLANDO REPERTORY THEATRE
IN PARTNERSHIP WITH UCF



CUE TO CUE

A RESOURCE GUIDE FOR EDUCATORS
AND AUDIENCE MEMBERS

WELCOME to CUE to CUE, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING **HARRY CONNICK, JR.'S THE HAPPY ELF**

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Harry Connick, Jr.'s
The Happy Elf



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The RI P ABOUT THE PLAY

ACT ONE

Harry Connick, Jr. appears in voice-over and encourages the kids in the audience to sit up, pay attention, and get ready to get happy, because he is about to tell the story of The Happy Elf. The elf in question is named Eubie. He is a good, happy, and creative elf who loves Christmas more than anything. Harry introduces the kids to Molly, who is a pretty bad kid. Her dad is a workaholic, her mom is just trying to hold it all together, and nobody gives Molly much attention or affection. She does not care about Christmas; she has been on the bad list for twelve years running and she is proud of that. Harry informs us that this quality is what will bring Molly and Eubie together, but they are skeptical.

The story begins the day before the day before Christmas at Santa's workshop at the North Pole. Eubie and his friend, Hamm, are at work, and Eubie is singing. Just as Hamm is reminding Eubie that their supervisor, Norbert, hates music at work, Norbert bursts in and reprimands Eubie for singing. He tells the elves that they are on lockdown; there is no time for merriment. Gilda, another elf and friend of Eubie's, runs on, clutching her cell phone. She announces that they all have a Tree-mail from Santa. Santa is going to be picking three special elves to fly with him on Christmas Eve – a Sleigh Team – and he is picking these elves tonight. Gilda, Hamm, and Eubie get excited that they could be the three elves on the Sleigh Team, but Norbert scoffs and tells them to get back to work.

Gilda sees a mischievous look on Eubie's face and reminds him to be good; she warns him that, if he loses his hat (a punishment for misbehavior), he will not be able to travel, talk to animals, or go to elf karaoke. Eubie agrees, but he is so excited that he ends up leading the other elves in a massive song and dance that messes up toy production ("The Happy Elf"). Norbert returns to see the mess and is furious. He fires Eubie and he tells him that, if he pulls another stunt like this, he will take his hat. He tells everyone else to get back to work. Hamm and Gilda feel bad for Eubie, but he already has a crazy idea.

Eubie spies on Santa's Snow Board meeting that is being led by Norbert. The meeting begins with a pledge to please Santa. Then it is time for Santa (with a strong influence from Mrs. Claus) to pick the Sleigh Team ("The Pole Leaders"). Norbert expects to be chosen. He delivers Santa a Night Before Christmas status report; Santa decides that things are in good shape and he is going to have a cookie when Eubie crashes the meeting. Norbert cannot believe it! Norbert tells Santa that Eubie is not supposed to be there because he fired him earlier. Eubie, however, wins by telling him how much he loves and respects him ("Santarrific"). Norbert is not pleased. Santa is getting ready to discuss Eubie's future, when Norbert interrupts: Eubie is late for work. Norbert has re-hired him and assigned him to the Naughty and Nice Department. Santa tells Eubie that he better get back to work; the Naughty and Nice Department works the longest. Santa leaves. Eubie is crushed. Norbert is thrilled.

Eubie does the tedious work of going over the naughty and nice lists when he makes a discovery: all of the children in Bluesville, including Molly, are on the naughty list ("The Naughty Children of Bluesville"). Hamm and Gilda join him, and they all cannot believe that there is a whole town with only naughty children. They begin to formulate a plan: if they can make it so that one child in Bluesville does not get a lump of coal in their stocking, then that will impress Santa, and they will surely make the Sleigh Team. Eubie decides that it is settled: they are going to find the naughtiest child in Bluesville and turn them nice before Christmas. However, making an unauthorized trip to Bluesville is a big risk, with severe penalties if they get caught. Gilda and Hamm are not ready to take the risk, but Eubie tells them that they do not have to come. This is his mission.

The RI-P ABOUT THE PLAY

ACT ONE CONTINUED...

Harry introduces the kids to Bluesville, explaining that it is a dark, dismal, and depressed town. Its only natural resource is coal. The Mayor and his wife, Gurt, reiterate this sentiment ("Bluesville"). Eubie arrives and is gobsmacked. The Mayor demands to know who he is, so Eubie explains. Eubie knows that Christmas can perk up this sad town of theirs, but the Mayor replies that the town is not sad; it is mad because all they do is work and worry about work. The Mayor's entire life is consumed with trying to figure out what to do with all of the coal in town. Eubie suggests that they burn it, but this coal doesn't burn; it just sits in a lump. The only thing it is good for is throwing.

Just then, the Mayor and Gurt's daughter, Molly, arrives. Eubie is excited to meet her, as she is the one he hopes to convert to the nice list this Christmas. Molly is not impressed and is quite upset that Eubie has brought up Christmas, which she hates. Her friend, Curtis, has the same mindset. Mid-argument about whether Eubie can turn them nice, an angry lady announces that it is sunrise. Everyone stops and soaks in the daily 23 seconds of sun. For this brief moment, everyone in Bluesville is nice and happy. Then, the sun sets, and they go back to their grumpy selves. Eubie makes a deal with Molly that he will try to convince her to like Christmas and, if he fails, she will get to throw things at him.

Molly takes Eubie on a tour of Bluesville to show him just how bad it is. Their first stop is the world's one and only question mark-making factory. It is a bad job, but someone has to do it ("The What Song"). Eubie suggests that question marks are good for finding out answers to questions, but Curtis explains that they never get the answers in Bluesville, which makes them mad and bad. Despite the desperation of the situation, Eubie suspects that there might be something good underneath all the bad in Bluesville.

Next, Molly takes Eubie to Gurt's music shop. Eubie is very excited about a music shop, but Gurt explains it is hard to find people to play music in Bluesville. She misses her old life in another town before they came to Bluesville ("The PH Song"). She breaks down crying, and Curtis and Molly tell Eubie that he is only making things worse. Christmas cannot survive in Bluesville. They are about to make him leave when Eubie asks Curtis if there is anything that makes Molly happy. Curtis reveals that Molly likes candy. Eubie describes Christmas in wonderful candy terms and gets Molly laughing and smiling ("Two Scoops of Christmas").

Molly is still suspicious of Eubie, though: nobody cares about Bluesville, so why does he? Eubie explains that humanity is like strings of Christmas lights: if one goes out, everyone is dark. To her surprise, his statement genuinely moves Molly. Eubie gives Molly his elf hat, which is what holds all of his magic – he thinks she needs it more than he does. However, an elf cannot just give away his hat. He is suddenly warped back to the North Pole, where Norbert is waiting. Norbert explains that the worst offense an elf can do is give away his hat and he puts Eubie on Gingerbread House Arrest ("That Magic Hat").

ACT TWO

Eubie is lamenting his fate when Gilda and Hamm appear to rescue him. Gilda has stolen Norbert's hat so Eubie can go back to Bluesville and finish what he started. Eubie, though, has lost his elf-esteem; he does not believe he can help. Gilda explains that is why she and Hamm are going with him: together, the three of them can do anything ("Three").

Meanwhile, back in Bluesville, Molly is despondent. Things have gotten worse now that she has seen what she could have had, but has lost, because of Eubie's disappearance. Just then, Eubie, Gilda, and Hamm arrive. Eubie gets straight to

The RI-P ABOUT THE PLAY

ACT TWO CONTINUED...

business; they have one day to prove to Santa that Bluesville deserves Christmas. The plan is that Molly will take Hamm to the factory so he can do his mechanic thing, Gilda and Curtis will go to the cliffs with Windex and hand sanitizer and, finally, Eubie is going to get a tree. Together, they will turn things around for Bluesville ("Operation Yule Tide Turning").

In another part of Bluesville, Norbert and Coppa arrive, ready to grab Eubie and Norbert's hat before Santa finds out. Hamm tells Molly who Norbert and Coppa are, and she vows to protect her friends, which she begrudgingly admits the elves are. Norbert catches Eubie with the tree and tries to arrest him. Molly distracts Norbert so Eubie can get away. During an elaborate chase scene, Eubie, Gilda, and Hamm work the rest of their elf magic on Bluesville, making it ready for Christmas. Now, all they need is Santa.

The clock strikes midnight (when official toy delivery begins), but nothing happens; Molly is devastated. She believes Eubie and the elves have tricked her, and she says that they were just using her so they could get on the Sleigh Team. Eubie agrees. He realizes Santa has not come because of him. Eubie came to Bluesville to prove something about himself to Santa, not to prove something about the town and that is not the true Christmas spirit. He reminds Molly how wonderful Christmas is and insists that she has the Christmas spirit based on her actions in helping him ("Christmas Day"). Eubie gives her back his hat and also a lump of coal, explaining that "You never know what you may find on the inside."

Frustrated, Molly smashes the coal on the floor and, to her surprise, it breaks away to reveal a shining diamond! Excited, Molly calls Curtis and all of the citizens of Bluesville. She explains that Eubie showed her how everyone has goodness inside of them, and that lesson has come true with the coal. They will all be rich now! If they smash the coal, they will find diamonds inside, too. She tells her father that, even if he does not care about her, he should care about that. The Mayor is shocked – she is worth more to him than all the diamonds in the world. In order to make up for leading her to believe anything else, he promises to help bring Christmas to Bluesville.

As a result of the Mayor's and the elves' actions, Bluesville starts to change. The What Factory starts manufacturing exclamation points instead of question marks and becomes the Wow Factory ("The Wow Song"). In the Bluesville town square, the Mayor and Gurt officially welcome Christmas to Bluesville ("What a Night!"). Eubie, Gilda, and Hamm enter with jingle bells and start having a snowball fight with Molly. Suddenly, they look to the sky and see a sleigh with eight reindeer. Santa has arrived!

Norbert rushes to Santa to try to tell the story in a way that most favors him, but Curtis and Molly tell Santa the truth about Norbert's attempts to ruin their Christmas. Eubie tells him that is not the Christmas spirit. Santa agrees that Norbert has been naughty this year and assigns him to the job of reindeer pooper-scooper. He then asks Eubie, Gilda, and Hamm to hand out toys, which they do, much to everyone's delight.

Santa names Eubie, Hamm, and Gilda to the Sleigh Team, and Molly convinces Eubie to kiss Gilda, his new girlfriend. Molly and Eubie agree, rather than saying goodbye, they will just see each other next year. Curtis notices that the sun is rising and not setting right away. The residents of Bluesville are shocked. Gilda explains that it was Eubie's idea: they discovered shiny diamonds after clearing the coal off the mountain. Santa and the Sleigh Team take off as everyone wishes one other a Merry Christmas. Harry reminds the kids in the audience that they should be good to everyone, be nice to elves, and let their best selves shine ("The Happy Elf – Reprise").

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MEET THE CREATORS

Composer & Lyrist | Harry Connick, Jr.

Joseph Harry Fowler Connick, Jr. was born in New Orleans, Louisiana. He is the son of Anita Frances (Levy), a lawyer and judge, and Harry Connick, Sr. (Joseph Harry Fowler Connick), who served as District Attorney of New Orleans from 1973 to 2003. His parents owned a record store and encouraged their son's interest in music. He won piano competitions while playing French Quarter clubs and attending the New Orleans Center for the Creative Arts. At eighteen, he studied at New York's Hunter College and later on at the Manhattan School of Music. At nineteen, he released his first album for Columbia Records and began an extended run performing at the Algonquin's Oak Room, followed a year later by his second album. He wrote the score and sang several songs for Rob Reiner's *When Harry Met Sally* (1989), the soundtrack for which went multi-platinum. While bringing back swing and big band music, he earned one gold, four platinum, and three multi-platinum albums, plus two Grammys. His film acting debut was as B-17 tail-gunner Clay Busby in *Memphis Belle* (1990). Other film and television roles include: Daryll Lee Cullum in the Sigourney Weaver and Holly Hunter film *Copycat* (1995), Captain Jimmy Wilder in *Independence Day* (1996), Justin Matisse in *Hope Floats* (1998), Leo Markus in *Will and Grace* (2002-2006), Daniel in *P.S. I Love you* (2007), Dr. Clay Haskett in *Dolphin Tale* (2011), and Dr. Clay Haskett in *Dolphin Tale 2* (2014). Connick's talents extend to include Broadway, where Harry received Tony nominations as both composer and lyricist for the musical *Thou Shalt Not* and as the lead actor in the Tony-winning revival of *The Pajama Game*. He starred in the Broadway revival of *On a Clear Day You Can See Forever*, and brought his live show for an extended residency at the Neil Simon Theatre, where the Emmy Award-winning *Harry Connick, Jr. In Concert On Broadway* television special was filmed. He adapted *The Happy Elf* to the stage for young audiences from his television animated special of the same name. Harry lives in Connecticut, is married to the former model, Jill Goodacre, and has three daughters, Georgia Tatom, Sara Kate, and Charlotte.

Playwright | Lauren Gunderson

Lauren Gunderson is one of the most produced playwrights in America. She won the Lanford Wilson Award and the Steinberg/ATCA New Play Award. She was a finalist for the Susan Smith Blackburn Prize and John Gassner Award for Playwriting, and a recipient of the Mellon Foundation's 3-Year Residency with Marin Theatre Company. She studied Southern Literature and Drama at Emory University, and Dramatic Writing at NYU's Tisch School, where she was a Reynolds Fellow in Social Entrepreneurship. Her work has been commissioned, produced, and developed at companies across the US including South Coast Rep (*Emilie, Silent Sky*), The John F. Kennedy Center for the Performing Arts (*The Amazing Adventures of Dr. Wonderful (And Her Dog!)*), which was also produced at The REP), Eugene O'Neill Theater Center, The Denver Center, Berkeley Rep, Shotgun Players, TheatreWorks, Crowded Fire, San Francisco Playhouse, Marin Theatre, Synchronicity, Olney Theatre, Geva, and more. Her work is published at Playscripts (*I and You; Exit, Pursued By A Bear; and Toil And Trouble*), Dramatists Play Service (*Silent Sky, Bauer*), and Samuel French (*Emilie*). In collaboration with Harry Connick, Jr. and Andrew Fishman, she wrote the book for *Harry Connick Jr.'s The Happy Elf*. She is a Playwright in Residence at The Playwrights Foundation, and a proud Dramatists Guild member. She is from Atlanta, GA and lives in San Francisco, CA.

Playwright | Andrew Fishman

Andrew Fishman has a long career in multiple aspects of the live entertainment industry, strong commercial sensibility, and history of creative programming. He has experienced leadership roles in administration, fundraising, advocacy, board governance, fiscal management, public relations, personnel management, and community collaboration.



POST-SHOW DISCUSSION

1. What did you notice when you first entered the theatre? Describe the stage.
2. What was the setting of the story? Did the set and scenery help to establish the show's location? What specific things did you notice about the set and stage lights: color, shape, and texture? Did you notice anything about the set or lights that you thought was unique?
3. Harry Connick, Jr.'s *The Happy Elf* includes many familiar holiday characters in the play. How did the costume designer bring the characters to life? What specific details did you notice about the costumes: color, shape, and texture? What did the costumes say about the characters?
4. Did the performance have music or sound in it? Did the characters sing or was music used in the background? Do you think the music helped to tell the story? Why?
5. Which character do you relate to the most? Why? What words describe that character?
6. What did the characters learn about themselves or the world in the play? Was there a moral or lesson?
7. What did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?
8. What was the story about? Describe the beginning, middle, and end. What was the climax of the story? Why? If you had to summarize the play in one sentence, what would it be?



ACTIVITIES ACROSS THE CURRICULUM

LANGUAGE ARTS

Activity: Bell Work

Directions: In Harry Connick, Jr.'s *The Happy Elf*, Eubie is convinced he can help the town of Bluesville with one of his favorite things, Christmas. What makes you fill with joy during the holiday season? Describe your favorite things, traditions, and holiday activities through an illustration, sentence, or short paragraph. Share with a friend and spread the joy of the holiday season with your classmates.

Standard: LAFS.K-8.W.1.3

Activity: Word Wall

Directions: Draw a line from the word to its meaning. Use context clues from the play, the root word, and if needed, look up the definition using a dictionary resource.

ridiculous	no longer obedient, belonging, or accepted
mechanic	grandeur; glory; brilliant distinction
incident	having pleasing qualities; strikingly effective in appearance, like a picture
rogue	a master of any art, usually music
nuisance	absurd; preposterous; laughable
splendor	an individual occurrence or event
tender	to make or produce by hand or machinery, especially on a large scale
manufacture	calm, peaceful, or tranquil
picturesque	a person who repairs and maintains machinery, motors, etc.
maestro	an obnoxious or annoying person, thing, condition, practice, etc.
eternal	soft or delicate in substance; not hard or tough
serene	lasting forever

Extension: Pick three words from the list and use them in an original sentence or paragraph. You can choose to write about the play or something else. You can also draw a picture, illustrating the definitions of the words you choose.

Standard: LAFS.3-5.L.3.3-8



ACTIVITIES ACROSS THE CURRICULUM ELTA & LANGUAGE ARTS



Engaged Learning Through the Arts

Subject: An “Engaged Learning Through the Arts” Moment

Directions: Part of Harry Connick, Jr.’s *The Happy Elf* takes place in the North Pole, where everything is frozen. What types of things do you think you would see there? You might see frozen trees, snow, fuzzy animals, and cozy houses with fireplaces. Break into small groups and work together to create a frozen image or tableau that represents an image from the North Pole. Are there characters or creatures in your image? Can you and your group work to create the scenery only using your bodies? For example, how might you represent a tree with your body? How can you work with your other group members to create a cozy house? As a group, create a caption for your image. For example, an image of a snowy forest might have the caption: “Evergreens sparkle in the snow.”

Perform your images and share your captions with your classmates.

Extension: Use your image as the jumping off point for a story. If the scene begins with a snowy forest, what might happen next? What characters might we meet in your story? What challenges do they face? How do they overcome those challenges like Eubie and his friends?

Standard: LAFS.K-8.W.1.3, TH.1.F3.1, TH.1.F1.1, TH.1.S.3.1

Subject: Language Arts

Directions: In Harry Connick, Jr.’s *The Happy Elf*, Eubie discovers the importance of helping others versus serving his own self interests. The holidays can be a joyous time filled with family, friends, and fun, but it is also an important time to help those that are in need. Write a letter to your fellow classmates outlining a project, which helps others during the holidays. A project example might include starting a food drive or collecting supplies for an animal shelter. Use persuasive language and specific examples for how your project will benefit the community. Share your letter with your classmates.

Extension: As a class, identify which project will be implemented by voting. Identity and designate roles for everyone. For example, is there a project manager, a marketing manager, a secretary (who writes the meeting minutes, another word for detailed notes), inventory coordinator, etc? The most important goal is to work well as a team and ensure everyone participates.

Standard: LAFS.2-5.W.1.1



ACTIVITIES ACROSS THE CURRICULUM

SCIENCE & MATH

Subject: Science

Directions: In December, the North Pole is known for being a cold and snowy environment. But, around the world, weather in December can look and feel very different.

Break into small groups and pick one of the following locations. Research the weather for the month of December. What are the average temperatures? What types of precipitation are present in those environments? How might people living in those environments dress and prepare for the season? Present your findings to your class. Compare and contrast the different environments and weather around the world in the month of December.

- Orlando, Florida, US
- Anchorage, Alaska, US
- Sydney, Australia
- The Canary Islands, Spain
- Cape Town, South Africa
- St. Petersburg, Russia
- Dublin, Ireland
- Beijing, China
- Nuuk, Greenland
- Akranes, Iceland
- Cairo, Egypt
- Bangkok, Thailand
- New Delhi, India
- Vostok, Antarctica

Standard: SS.K.G.3.3, SS.1.G.1.6, SC.2.E.7.5, SC.2.E.7.1, SC.5.E.7.4

Subject: Math

Directions: In Harry Connick Jr.'s *The Happy Elf*, the story begins with only 48 hours before toy deliveries begin! Time is running out and there is a lot to do. Answer the following word problems about Eubie and his friends.

- 1.) In order to ensure all of the toys will be made before the deadline, the elves are very busy! Each elf needs to make 10 toys every hour. The first hour of the day comes to a close and Eubie has only made 2 bears, 1 Jack-in-the-box, and 3 puzzles. How many toys has Eubie made? How many toys is he behind the goal?
- 2.) It is 7pm on the day before Christmas. All of the toys must be ready by midnight. How many hours do the elves have left?

Standard: MAFS.2.OA.1.1

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ADDITIONAL RESOURCES

More Books, Movies, and Resources Inspired by the Show

Pre-K to Kindergarten

- The Biggest, Best Snowman* by Margery Cuyler
- Snowballs* by Lois Ehlert
- My First Kwanzaa* by Karen Katz
- The Night Before Christmas* by Clement C. Moore
- How the Grinch Stole Christmas* by Dr. Seuss

Grades 1-3

- The Polar Express* by Chris Van Allsburg
- Grumpy Badger's Christmas* by Paul Bright
- Snow in Jerusalem* by Deborah Da Costa
- Fireside Stories* by Caitlin Matthews
- Seven Spools of Thread: A Kwanzaa Story* by Angela Medearis
- Rudolph, the Red-Nosed Reindeer* by Robert L. May

Grades 4-5

- A Christmas Carol* by Charles Dickens
- A Season of Gifts* by Richard Peck
- The Gift of the Magi* by O'Henry
- The Magic Menorah: A Modern Chanukah Tale* by Jane Bresbin Zalben

Additional Holiday Titles for the Family

- The Night Before The Night Before Christmas* by Richard Scarry
- The Christmas Wish* by Lori Evert
- The Little Christmas Elf* by Nikki Shannon Smith
- The Christmas Tree Ship* by Carol Crane
- The Best Christmas Pageant Ever* by Barbara Robinson
- Horrible Harry and the Christmas Surprise* by Suzy Kline
- Magic Tree House #44: A Ghost Tale for Christmas Time* by Mary Pope Osborn

Recommended Movies to Accompany Harry Connick, Jr.'s The Happy Elf

- A Christmas Story* (Warner Brothers, 1983)
- A Christmas Story 2* (Warner Premier, 2012)
- Elf* (New Line Cinema, 2003)
- The Polar Express* (Castle Rock Entertainment, 2009)
- How the Grinch Stole Christmas* (The Cat in the Hat Productions, 1966)
- How the Grinch Stole Christmas* (Universal Studios, 2000)
- The Santa Clause* (Walt Disney, 1994)
- Home Alone* (Twentieth Century Fox, 1990)
- A Charlie Brown Christmas* (Lee Mendelson Film Productions, 1965)



NGSSS AND FLORIDA STATE STANDARDS

Detailed list of Next Generation Sunshine State Standards and Florida State Standards satisfied by using this guide and attending The REP's production of *Harry Connick, Jr.'s The Happy Elf*.

Language Arts Florida State Standards

Strand: Reading Standards for Literature | Cluster 1: Key Ideas and Details

(Text refers to the play, the script, or the content in this guide.)

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LAFS.1.RL.1.1 Ask and answer questions about key details in a text.

LAFS.2.RL.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.RL.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.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Language Arts Florida State Standards

Strand: Reading Standards for Literature | Cluster 2: Craft and Structure

LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

Language Arts Florida State Standards

Strand: Writing Standards | Cluster 1: Text Types and Purposes

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.

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.

LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

LAFS.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.



NGSSS AND FLORIDA STATE STANDARDS

Language Arts Florida State Standards

Strand: Language Standards | Cluster 3: Vocabulary Acquisition and Use

LAFS.3-8.L.3.3-8 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 4 reading content, choosing flexibly from a range of strategies.

Math Florida State Standards

Operations and Algebraic Thinking | Cluster 1: Represent and solve problems involving multiplication and division

MAFS.2.OA.1.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Next Generation State Standards | Science

SS.K.G.3.3 Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.

SC.2.E.7.5 State the importance of preparing for severe weather, lightning, and other weather related events.

SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

SC.5.E.7.4 Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.

Next Generation State Standards | Theatre Arts

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.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.

TH.K.O.2.1 Draw a picture of a favorite scene from a play.

TH.I.O.2.1 Describe in words or by drawing a picture, the most exciting part in the story line of a play.

TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.

TH.I.C.2.2 Identify elements of an effective performance.

TH.4.C.3.1 Identify the characteristics of an effective acting performance.

TH.K.C.3.2 Share reactions to a live theatre performance.

TH.I.S.3.2 Describe characters and plot development discovered during dramatic play.

TH.3.O.1.2 Discuss why costumes and makeup are used in a play.

TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.

TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.

TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.

TH.5.H.3.3 Demonstrate how the use of movement and sound enhance the telling of a story.

TH.6-8.O.1.3 Explain the impact of choices made by directors, designers, and actors on audience understanding.

TH.I.F.3.1 Describe and discuss how to work together as actors.

TH.I.F.1.1 Pretend to be an animal or person living in an imagined place.

TH.I.S.3.1 Use simple acting techniques to portray a person, place, action, or thing.