The Ugly Duckling
Study Guide

Based on the fairy tale the *Ugly Duckling* by Hans Christian Andersen and adapted for Wild Swan Theater by resident playwright Jeff Duncan with music by Brian Buckner
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*Attending a performance of *The Ugly Duckling* and using the Suggested Classroom Activities can meet and reinforce the Common Core Standards and the Michigan GLCEs.
ABOUT THIS STUDY GUIDE

The Ugly Duckling Study Guide is an educational resource providing concrete learning experiences along with background and summary information to aid in understanding concepts of each production and Wild Swan Theater. We have identified related Common Core Standards and Grade Level Content Expectations in a separate section at the end of this Study Guide so you can see how classroom curriculum goals can be explored and reinforced. We strive to ensure that each Study Guide is useful and useable, so please do not hesitate to contact us if you have any suggestions at wildswan@wildswantheater.org. Thank you!

ABOUT WILD SWAN THEATER

MISSION STATEMENT:
Wild Swan Theater is dedicated to producing professional theater of the highest artistic quality for families and to making that theater accessible to everyone including low income, minority, and disabled children through low ticket prices and innovative outreach programs.

HISTORY AND ACTIVITIES:
In 1980, Dr. Hilary Cohen and Ms. Sandy Ryder founded Wild Swan Theater with a desire to reach youth and families with affordable, accessible theater productions of the highest quality. They set out to create theater that was so thrilling and relevant for youth that it had the power to inspire a lifelong love of drama, art, history, and literature. More than 33 years later, Wild Swan Theater is still delighting children with a potent combination of some of the world’s greatest stories and myths, original composition music, dance, masks, puppets, and the visual poetry of American Sign Language (ASL).

Since its founding, Wild Swan made a commitment to make theater accessible to patrons with special needs. In the early 1980s, we were one of the first theater companies in the nation to incorporate ASL into all of our mainstage performances, and invented a new aesthetic for the theater by fully integrating ASL actors into the central action of the play. We also pioneered other audience accessibility tools such as onstage touch tours and audio described performances for audience members who are blind; and pre-performance workshops for audiences who are developmentally disabled. In addition to providing a warm welcome to children with special needs, our productions have also introduced the poetry of sign language to hundreds of thousands of hearing children and adults while also raising their awareness and understanding of people whom they might consider to be different.

Wild Swan's performance style, which incorporates storytelling and live action with puppets, masks, music and dance, has received critical acclaim as well as an enthusiastic following. The Detroit News has praised the work as "professional children's theater at its very best," and the Flint Museum of Art has described it as "superb theater that enhances life and its joys." The Henry Ford has called Wild Swan "one of the finest theaters for families in the nation."

Wild Swan has won recognition for its artistic excellence through support from the National Endowment for the Arts, the National Endowment for the Humanities, the Michigan Council for Arts and Cultural Affairs, and the Michigan Humanities Council.
Wild Swan Theater won one of Michigan’s highest honors in 1998—the Governor’s Arts-in-Service Award. In 2001 we received the James A. Neubacher Award from the University of Michigan (for 22 years of making theater accessible for more than 10,000 special needs children and adults). Other awards include the 2001 Great Lakes Community Arts Award (one of Michigan’s highest honors), the 2001 NEW Center’s Excellence in Management Award, and the 2003 NEW Center’s Excellence in Community Education Award. In 2008, we were selected to receive the Heartspring Award for Innovation and Creativity in Special Education. This national award recognized the company’s commitment to making drama accessible to all audience members, including those with visual, auditory, or mobility impairment.

ABOUT HANS CHRISTIAN ANDERSEN
Hans Christian Andersen was a Danish author and poet (April 2, 1805 – August 4, 1875). He is best remembered for his fairy tales which have been translated into more than 125 languages and have inspired motion pictures, plays, ballets, and animated films. Among Andersen's other best known fairy tales are the *The Little Mermaid*, *The Emperor's New Clothes*, *The Princess and the Pea*, and *The Steadfast Tin Soldier*.

ABOUT THE UGLY DUCKLING
The story tells of a homely little bird born in a barnyard who suffers abuse from the others animals around him until, much to his delight (and to the surprise of others), he matures into a swan, the most beautiful bird of all. *The Ugly Duckling* is an excellent story for exploring themes of kindness, fairness, inclusion, and tolerance.

*The Ugly Duckling* was first published in November of 1843 with three other tales by Andersen in Copenhagen, Denmark to great critical acclaim. It is generally agreed that the story is autobiographical and expressed how Andersen felt growing up.

The characters in Wild Swan Theater’s version of *The Ugly Duckling* are:

- Mother Duck Margaret
- Baby Duck Henry
- Baby Duck Dinah
- Ugly Duckling (UD)
- Toby Cat
- Tess Cat
- Ma
- T.J.
- Sarey Pat

The book and lyrics for Wild Swan Theater’s *The Ugly Duckling* are by Jeff Duncan and the music is by Brian Buckner.
SUGGESTED ACTIVITIES FOR YOUR CLASSROOM

1. About American Sign Language (ASL) in Wild Swan Theater Productions: Making Theater Accessible to Everyone

Materials
- Handout # 1--American Sign Language Alphabet Chart

Objectives
By participating in this activity, students will:
- Understand the purpose and use of ASL in communications
- Develop some skill by practicing the use of ASL to communicate with others
- Reflect on the impact of ASL performers on a live theatrical production

Background
Wild Swan Theater strives to create theater productions that all audience members can enjoy. There are many things a theater company can do to make attending a play a good experience for people who have disabilities. For example, Towsley Auditorium, where Wild Swan Theater presents its season performances, has two special seating sections for people who use wheelchairs. Not only is there lots of room for wheelchairs or other kinds of mobility devices, but there is room for friends and family members to sit together. Wild Swan also offers backstage "touch tours" and "audio description" for people who are blind.

Wild Swan Theater includes American Sign Language in all its performances that are part of its season of productions at Washtenaw Community College. American Sign Language (ASL) is the language that children and adults who are deaf use to communicate. Wild Swan uses ASL so that people who are deaf will be able to understand and enjoy live theater.

When you see a Wild Swan production, you will notice several things about the signing. You will notice that the people who do the signing, the interpreters, are part of the production and wear costumes just like the rest of the actors. You will also notice that the interpreters are very good actors as well as experts at ASL. Finally, you will notice that the signing is an important part of what you see on the stage.

Sometimes when other theater companies include sign language, the interpreters are placed off to the side of the stage, and they are not part of the production. When people who are deaf come to the play, they have to look one place to see the signers and another place to see the play itself. That usually means that they miss some important parts of the play or of the sign language. Wild Swan decided that it wanted to make sure that people who are deaf never miss anything.

That is why when you attend a Wild Swan production, you will see the signing completely woven into the performance. That way people who are deaf can see what the speaking actors are doing and what the signing actors are doing at the same time. Sometimes a speaking character gets an idea from a signing actor or the signing actors help the speaking actor to make a decision.
When you watch a Wild Swan production, see if you can pick out some examples of times when the speaking and signing actors work together.

Materials Needed
- Handout #1 American Sign Language Alphabet Chart

Procedure
- Discuss with students how and why Wild Swan Theater uses ASL in all its performances. All Wild Swan Theater plays are “shadow performed for the hearing impaired. Ask students what they think that means?
- Find out whether students have used ASL to communicate or have seen ASL interpreters.
- Copy and distribute or project the American Sign Language Alphabet chart.
- Ask student to “sign the alphabet” or make the letters of the alphabet using the chart.
- Have students try spelling their name using sign language or try spelling words and phrases.

Assessment
After students have seen the play, ask them to describe the ways the ASL performers helped tell the story.

2. Getting Along—Using The Ugly Duckling to Talk About Empathy and Resolving Conflicts
Did you know October is National Bullying Prevention Month? This makes it a great time to discuss and consider what actions your students can take to reduce and eliminate teasing and bullying. Check out some of the many relevant and interactive resources for addressing bullying in our Suggested Bibliography.

Materials
- Handout #2--Excerpt from the play, The Ugly Duckling written by Jeff Duncan
- Flipchart paper and markers

Objectives
By participating in these activities, students will:
- Describe characters in a story and explain how their actions influence events.
- Compare and contrast characters, settings, or events in a story.
- Describe how a particular story’s plot unfolds in a scene from a play.
- Imagine and role play a new set of actions and solutions to a conflict.
- Collaborate as a group to imagine better behaviors and solutions that reduce bullying and teasing.
A. Re-Imagine and Re-Write!

Procedure
- Read aloud or select students to read and act out the dialogue excerpted from the play *The Ugly Duckling* in Handout #2. Afterwards ask students to further explore the characters, setting, and story by asking:
  - Who are the characters in this scene?
  - Describe what is happening in this scene?
  - How would you describe each character’s feelings? How are the characters interacting with each other in this scene?
  - What decisions are being made in this scene? What are the consequences of these decisions or actions?
  - What do you think happens next? Why?

Assessment
- Have students work as a class or in small groups to imagine a different ending to the scene. What word and actions would they add so that the ugly duckling does not feel left out or unhappy. Have students describe or perform their new stories and discuss the various endings and solutions they imagined.

B. Oh Yes, You Are! Oh No, I’m Not!

Procedure
This excerpt (Handout #2) and the story of *The Ugly Duckling* also offer opportunities to talk about rivalry, building empathy, and resolving conflicts. In the play, the Ugly Duckling gets picked on because he is different. Lead the students in a discussion by asking questions such as:
- What happens when we judge people by the way they look (their appearance) and not by the way they are (their character)?
- Put yourself in the Ugly Duckling’s place or shoes. How do you think the ugly duckling’s brother and sister made him feel?
- What can we learn from placing ourselves in another person shoes?
- What do you think are the qualities of a good brother or sister or friend or classmate?
- Have you ever been teased by a brother or sister or friend or classmate?
- How did you deal with it? Was it successful? Would you change how you dealt with it if it happened again? If so, how?
- What steps can you take as a brother, sister, friend, classmate, or school to stop teasing and bullying?

Assessment
- Have students work as a class or in small groups to create an illustrated or written chart of words, actions, or rules that lead to a kinder classroom, playground, or cafeteria.
- Invite students to use their imagination to come up with a name or title for this chart or document and have it signed by the entire class.
- Brainstorm ways students can share this document with their families, schoolmates, and the whole school community.
3. Ducks and Geese and Swans, Oh My!

Materials
- Access to computer/internet

Objectives
By participating in these activities, students will:
- Compare and contrast the characteristics of ducks, geese and swans

Procedure
- Arrange for a visit to the computer lab or project the websites listed below on a large screen to introduce students to a variety of ducks, geese, and swans.
- Explore the Cornell Lab of Ornithology at [http://www.allaboutbirds.org/guide/browse_tax/6/](http://www.allaboutbirds.org/guide/browse_tax/6/) to look at photos and maps to learn about the characteristics, life history, and sounds of ducks, geese, and swans.

Assessment
Ask students to identify the similarities and differences between selected ducks, geese, and swans.

4. Hands-on Arts and Crafts

Materials
- Handout #3--Make an Origami Swan
- Paper, crayons, colored pencils, small paper cup

Objectives
By participating in these activities, students will:
- Create arts and crafts related to the characters, setting, and story of *The Ugly Duckling*

Procedure
- Make an origami swan by using Handout # 3 or by following video and written instructions at [http://www.origami-instructions.com/origami-swan.html](http://www.origami-instructions.com/origami-swan.html).
- Have the students draw a picture or make a diorama of a scene from the performance.
Handout # 1  American Sign Language Alphabet Chart
Handout #2—Excerpt from the play, *The Ugly Duckling* written by Jeff Duncan

HENRY
Do baby wild geese look like him?

MARGARET
Well, they do have a lot of black and gray.

DINAH
And is their down all scraggly and silly-looking?

MARGARET
Well, I don't really know, but I suppose so.

DINAH
So wild geese are ugly.

MARGARET
Now I didn’t say that, Dinah. I think, in his own way, he’s rather attractive.

HENRY
You're just being nice, Mama.

MARGARET
And there's nothing wrong with being nice, Henry. *(Heading for pond, downstage center.)* Come along, children. Let’s start exploring the world by going to the pond for a swim. And if he is a goose, he’ll be able to swim the same as we.

*(They reach the pond and jump in, UD as well.)*

UD
Oh, this is wonderful!

MARGARET
Well, children, whatever else he may be, he is a water bird, that’s for sure. Look how he just glides! How graceful he is!

HENRY
*(Splashing with wings.)* Well look at this, Mama! I can really splash!

MARGARET
That's very good, Henry. Such energy you have.

DINAH
And look at this, Mama! *(Ducking her head in the water.)* What do you think of that?
MARGARET
I think that's wonderful, Dinah. You're so adventuresome. All three of you are wonderful water birds.

HENRY
Yeah, but he’s still not like us.

DINAH
Just look at him!

UD
Hey! I can’t help how I look! I don’t even know how I look!

HENRY
Look at your reflection in the water, then look at us. Then you’ll see what we mean.

UD
(UD does as told.) I am different looking. But that doesn’t mean I’m ugly.

DINAH and HENRY
Oh yes it does!

UD
No it doesn’t!

DINAH and HENRY
Yes it does!

MARGARET
Stop, you two! Beauty is as much about behavior as looks. Deportment, we call it. Now, out of the pond, all three of you (They get out of the pond.)—good—and now I want you to learn how to walk correctly. (Demonstrating.) Like this, see—toes straight ahead. (Demonstrating.) Not like this, all pigeon-toed, the way so many ducks do alas. That is so inelegant! And you’re not pigeons. But like this. (Demonstrating.) See? Like proper ducks. Now, you do it.

(The ducklings mess up a little, MARGARET corrects them, and then DINAH and HENRY, as one distracts MARGARET, the other starts bumping UD, knocking him off balance.)

UD
Hey, stop!

HENRY
Stop what?

UD
Bumping me.
HENRY
No one’s bumping you!

DINAH
You’re just clumsy’s all!

HENRY
Got no deportment.

MARGARET
Children! Deportment can be learned. You must be patient!

UD
It’s alright, Mama. I--

DINAH
Don’t you call her Mama!

HENRY
She’s no more your mother than I am!

MARGARET
Children, listen! I am his mother! I hatched his egg the same as yours! (Hugging UD.) And I love him the same as you, even though he’s different.

DINAH
But his egg wasn’t the same as ours!

HENRY
Not even close!

MARGARET
I don’t care! He’s my baby, and like it or not, he’s your brother!

(While Margaret, Henry, and Dinah group upstage to “discuss” UD, UD turns to the audience.)

UD
Mama may want me, but they don’t. If I stayed, they would make my life miserable. They already are making my life miserable! I can’t stay. I have to leave.

(UD Exits)
Handout #3 -- Make an Origami Swan

Swan

This is a variation on an ancient and elegant fold which is often elaborated on by folders the world over.

1. Begin with the colored side face up. Fold in half.

2. Unfold.

3. Turn over.

4. Kite fold.

5. Fold up.

6. Unfold.

7. Unfold.

8. Origin American Style
SUGGESTED BIBLIOGRAPHY

*The Ugly Duckling Resources*


For over one hundred years *The Ugly Duckling* has been a childhood favorite, and Jerry Pinkney's new adaptation brings it to new generations of readers. With keen emotion and fresh vision, the acclaimed artist captures the essence of the tale's timeless appeal: The journey of the awkward little bird -- marching bravely through hecklers, hunters, and cruel seasons -- is an unforgettable survival story; this blooming into a graceful swan is a reminder of the patience often necessary to discover true happiness.


This collection, retold by writer and critic Naomi Lewis, contains twelve of Hans Christian Andersen's stories. It includes *Thumbelina,* a little girl no more than a thumb-joint high, *The Emperor's New Clothes,* the tale of a man who cares only for his appearance and *The Little Mermaid,* who longs to one day marry a human prince.

Online version of *The Ugly Duckling*

Shorter, online version of *The Ugly Duckling*

*Anti Bullying Resources*

The Fall 2013 *Teaching Tolerance* guide provides a comprehensive view of school-culture issues and direction for educators trying to build an inclusive, nurturing school climate. Bullying is a behavior, and it can be changed. In this issue, *Teaching Tolerance* offers strategies for helping students who bully find a better way.

Founded in 2006, PACER’s National Bullying Prevention Center unites, engages, and educates communities nationwide to address bullying through creative, relevant, and interactive resources:

- **PACER.org/Bullying:** This is the portal page for parents and educators to access bullying resources, which include educational toolkits, awareness toolkits, contest ideas, promotional products and more.

- **PACERKidsAgainstBullying:** A creative, innovative, and educational website designed for elementary school students to learn about bullying prevention, engage in activities, and be inspired to take action.
No Kidding About Bullying: 125 Ready-to-Use Activities to Help Kids Manage Anger, Resolve Conflicts, Build Empathy, and Get Along by Naomi Drew

No Kidding About Bullying gives educators and youth leaders a diverse range of activities they can use to help kids in grades 3–6 build empathy, manage anger, work out conflicts, and stop bullying by peers. Featuring 125 mini-lessons that may be completed in 20 minutes or less, the book is a flexible resource that can be used as a stand-alone curriculum or a complement to bullying prevention and character education programs already in place.

Free downloads from No Kidding About Bullying:

- Table of Contents
- Introduction “Session 1: Introducing the Concept of a ‘Get Along’ Classroom”
- “Session 23: Standing Up for Those Who Are Mistreated”
- “Session 42: Things We Do When We Get Angry”
- “Session 68: The Dignity Stance”
- “Session 79: Dealing with Exclusion and Rejection”
- “Session 82: Taking Responsibility for Mean Words”
- “Session 97: What to Do If Someone Bullies You”

Selected, Free Downloadable Lessons, Tools, and Information from the New Jersey Education Association to Prevent and Address Bullying:

- Teaching Tolerance Tools and Info [http://www.tolerance.org/supplement/resources-and-project-partners](http://www.tolerance.org/supplement/resources-and-project-partners)
- Dear Bully, a book where 70 children’s authors tell their stories about being bullied as a child [http://www.dearbully.com/](http://www.dearbully.com/)

School violence is an issue in the news and on the minds of educators and administrators alike. [Education World](http://www.educationworld.com/a_special/bully.shtml) takes a look at the problem of bullying and how to stop it.


Education World offers lessons focused on messages of tolerance.

- **Bursting Stereotypes** Balloons serve as the conduit for this lesson in which students "burst" stereotypes. (Grades 2-12)
- **Those Tear-Me-Apart, Put-Me-Back-Together, Never-Be-the-Same-Again Blues** This powerful activity illustrates how unkind words can hurt. (Grades PreK–8)
- **Teaching About Tolerance Through Music** Invite students to analyze the lyrics of Peter, Paul and Mary songs that express themes of tolerance. (Grades 3-12)
- **Everybody Is Unique: A Lesson in Respect for Others Differences** Teach about respect for others unique qualities in this lesson that combines art and language arts. (Grades K-8)
CONNECTIONS TO COMMON CORE STANDARDS

English Language Arts

Kindergarten
- Reading Standards for Literature 2: With prompting and support, retell familiar stories, including key details.
- Reading Standards for Literature 3: With prompting and support, identify characters, settings, and major events in a story.
- Reading Standards for Literature 9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- Speaking and Listening Standards 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Grade 1
- Reading Standards for Literature 2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Reading Standards for Literature 3: Describe characters, settings, and major events in a story, using key details.
- Reading Standards for Literature 9: Compare and contrast the adventures and experiences of characters in stories.
- Speaking and Listening Standards 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Speaking and Listening Standards 3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Speaking and Listening Standards 4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Speaking and Listening Standards 5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Grade 2
- Reading Standards for Literature 2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Reading Standards for Literature 3: Describe how characters in a story respond to major events and challenges.
- Speaking and Listening Standards 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Speaking and Listening Standards 3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Speaking and Listening Standards 4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CONNECTIONS TO MICHIGAN GRADE LEVEL EXPECTATIONS (GLCES)

English Language Arts
Kindergarten
- L.CN.00.02 Listening and Viewing Conventions: ask appropriate questions during a presentation or report.
- L.CN.00.03 Listening and Viewing Conventions: listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.
- L.CN.00.04 Listening and Viewing Conventions: begin to evaluate messages they experience, learning to differentiate between sender and receiver.

Grade 1
- S.DS.01.02 Speaking Discourse: tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.
- L.CN.01.02 Listening and Viewing Conventions: ask appropriate questions during a presentation or report.
- L.CN.01.03 Listening and Viewing Conventions: listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea.

Grade 2
- S.DS.02.01 Speaking Discourse: engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.
- S.DS.02.02 Speaking Discourse: tell or retell stories (e.g., fantasy, legends, drama), using story grammar (e.g., elaborated information about characters, characters’ actions and motivations, plot, and setting as related to plot), while maintaining appropriate intonation and tone of voice.
- L.CN.02.02 Listening and Viewing Conventions: ask appropriate questions during a presentation or report.
- L.CN.02.03 Listening and Viewing Conventions: listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.

Arts Education
Kindergarten
- ART.T.I.K.1 Imitate and recreate the sounds of objects, animals, and people.
- ART.T.II.K.1 Recognize characters, environments, and situations that support the creation of a classroom dramatization.
• ART.T.I.1.1 Imitate and recreate the sounds of objects, animals, and people.
• ART.T.I.1.2 Role-play a variety of real and non-real characters through guided dramatization.
• ART.VA.II.K.1 Explore the basic uses of art materials to produce artwork.
• ART.VA.II.K.5 Express thoughts and ideas through the creation of artwork.

Grade 1
• ART.T.II.1.1 Identify characters, environments, and situations that support the creation of a classroom dramatization.
• ART.T.III.1.2 Recognize sequence of events.
• ART.T.III.1.4 List character choices, story settings, and plot lines.
• ART.T.III.1.6 Reinforce the recognition of the character's wants and needs.
• ART.T.III.1.7 Describe emotions and thoughts evoked by performances.
• ART.T.I.2.2 Dramatize real and non-real characters with prompting and side-coaching.
• ART.VA.II.1.1 Explore and experiment with materials and processes while creating artwork based on personal routines, activities, or environments.

Grade 2
• ART.T.II.2.1 Describe characters, environments, and situations that support the creation of a classroom dramatization.
• ART.T.III.2.1 Describe the characters and setting in stories.
• ART.T.III.2.2 Convey elements of character, setting, and events after reading a story or script (The Five Ws).
• ART.T.III.2.4 Make predictions about characters, setting, and events based on story content.
• ART.T.III.2.6 Describe the character's wants and needs.
• ART.T.III.2.7 Give examples of emotions and thoughts evoked by performances.
• ART.T.V.2.2 Express various ideas and emotions through a variety of dramatic art forms reflecting life situations.
• ART.VA.II.2.1 Demonstrate how materials, techniques, and processes can be used creatively to communicate ideas.

Science
Kindergarten
• L.OL.00.11 Life Science Organization of Living Things: Identify that living things have basic needs.
• S.IP.00.13 Science Inquiry Process: Plan and conduct simple investigations.

Grade 1
• S.IP.01.13 Science Inquiry Process: Plan and conduct simple investigations.

Grade 2
• S.IP.02.13 Science Inquiry Process: Plan and conduct simple investigations.