

# Curriculum Guide 2012 - 2013

Music by Robert Reale  
Book & Lyrics by Willie Reale  
Based on the Books by Arnold Lobel



ORLANDO  
SHAKESPEARE  
THEATER  
IN PARTNERSHIP WITH UCF

## A YEAR WITH FROG AND TOAD THE MUSICAL!



### Sunshine State Standards

#### Language Arts

LA.7-12.2.1.4  
LA.7-12.2.3.1  
LA.7-12.5.2.1  
LA.7-12.5.2.2  
LA.7-12.5.2.4  
LA.7-12.5.2.5

#### Theater Arts

TH.D.1.4  
TH.S.1.5  
TH.S.1.7  
TH.S.3.2  
TH.S.3.3

### Common Core Standards

RL. 9-10.5  
RL. 9-10.3  
SL 9-10.1  
SL. 8.4

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## A letter from the Director of Education

“All the world’s a stage,” William Shakespeare tells us, “and all the men and women merely players.” I invite you and your class to join us on the world of **our** stage, where we not only rehearse and perform, but research, learn, teach, compare, contrast, analyze, critique, experiment, solve problems and work as a team to expand our horizons.



We’re “Shakin’ It Up” at Orlando Shakes, with new Lesson Plans designed to assist teachers with curriculum needs while sharing what is unique and magical about the Theater Arts. We’ve designed our Curriculum Guides with Sunshine State Standards in mind. You’ll find a first section which will help you prepare your students for the theatrical experience, a second section suggesting what to watch and listen for during the performance, and lastly, discussion questions and lesson plans to use when you are back in your classroom, to help your students connect what they’ve learned to their lives and your diverse and demanding curriculum.

I believe that as an Educator it is imperative that I continue learning as I teach and teaching as I learn. It is my sincere hope that you will find our Curriculum Guides helpful to you and eye opening for your students. Feel free to contact us at Orlando Shakes should you have any questions or suggestions on how we can better serve you. We are always learning from you.

Thank you for the tremendous work you do each and every day in nurturing our audiences of tomorrow.

Curtain Up!!

Anne Hering  
Director of Education

## About the Playwrights

### Willie Reale (Book and Lyrics)

**Willie Reale** is a free-lance writer, living in New York. He has collaborated with his brother, Robert, on a musical called ***Once Around The City***, which was produced by New York Stage and Film and at the Second Stage Theatre in New York. ***Quark Victory***, another musical written with his brother, was produced by the Williamstown Theatre Festival. Other plays have been produced at the Ensemble Studio Theatre, the Actors Theatre of Louisville, and Circle Repertory Company. With his brother he has written ***A Year With Frog and Toad***, which was performed at the Childrens' Theater Company in Minneapolis, the New Victory Theatre and at the Cort Theater on Broadway. Willie received two Tony nominations for his book and lyrics.

In 1981, he founded The 52nd Street Project, an organization that brings inner-city children together with professional theater artists to create theater. He served as the theater's artistic director for 18 years. With the Project, he produced hundreds of plays. The programs of The 52nd Street Project are currently being replicated at 12 sites across the country through a series of publications entitled The Kid Theater Kit. For the Kit he wrote "52 Pick Up," the Project how-to manual, as well as numerous plays and the lyrics to hundreds of songs and two full-length musicals. In June of 1994, he was awarded a MacArthur in recognition of his ingenuity in creating theater and theater education programs for young

### Robert Reale (Music)

Musicals-Broadway: *A Year With Frog and Toad* (Tony nomination). Off-Broadway: *Once Around The City* (2nd Stage), *Quark Victory* (Williamstown Theater Festival). Music for plays: Richard Dresser's *Rounding Third* (directed by John Rando) *Diva*, (WTF), *Salvation's Moon*. Film: *Ten-13*, *Passing Over*, *Wigstock*, *Dealers Among Dealers*, *The Victim*, others. Television: *PrimeTime*, *20/20*, *Inside Edition*, *Out There* (theme), *Invent This* (theme), *Mugshots*, *Crime Stories*, *The System*, *The Mailman and the Piranha*, *Case Closed*, *Beating The Rap*, *The Royals: Dynasty or Disaster?*, others. As composer and record producer he has worked with Julie Andrews, Mel Torme, Sid Caesar and Imogene Coca.

## About the Author



When **Arnold Lobel** was growing up in Schenectady New York, he was out of school and sick through most of second grade. One of the ways he kept himself occupied was by drawing. Somewhat hesitant about returning to school, he used his animal drawings as a way to make friends with his classmates. It has been said that his sets of books about animal friends, such as Frog and Toad, were based on these experiences. Lobel himself commented, "Frog and Toad are really two aspects of myself."

His health improved, and upon graduating high school, he decided to improve his artistic skills and attended Pratt Institute in Brooklyn where he focused on illustration and met his future wife Anita, also a talented illustrator. They settled in Brooklyn and had two children Adrienne and Adam. The Prospect Park Zoo was right across the meadow from their apartment, and the family would go there often. These trips to the zoo gave him the idea for the Mister Muster book. He dedicated it to Anita, Adrianna, and Adam. He and his wife worked in the same studio, on their own projects and on collaborations.



Lobel's books are warm, funny tales of love and friendship, most featuring animals as the main characters. His book *Frog and Toad* was a Caldecott Honor book in 1971. His lighthearted yet morally instructive book *Fables* won the Caldecott Medal in 1981. He has also illustrated many books by other authors, including Charlotte Molotov's *The Quarreling Book*.

Lobel called himself a daydreamer instead of an author or an artist. He would see the pictures in his mind before he would think up the words to go with them. "I cannot think of any work that could be more agreeable and fun than making books for children." Lobel has said. He died in 1987 leaving a legacy of almost 100 books that he had written or illustrated.

## **Pre-Performance**

### **Cast of Characters you will Meet**

<b>Frog</b>	<b>Turtle</b>	<b>Mother Frog</b>
<b>Toad</b>	<b>Lizard</b>	<b>Father Frog</b>
<b>Birds</b>	<b>Squirrels</b>	<b>The Large and Terrible</b>
<b>Mouse</b>	<b>Moles</b>	<b>Frog</b>
<b>Snail</b>	<b>Young Frog</b>	

## **Pre-performance**

### **Play Synopsis**

Frog and Toad are hibernating. The birds are ready for spring, as the sleeping friends sing about their friendship and the year ahead. The friends awaken, and, Toad begins to plant a garden, impatient that his plants grow slowly, he yells at the seeds but then worries that they are afraid to grow. He sings, dances and plays the tuba to encourage them, which seems to work.

The next day, Frog writes a letter to Toad, because Toad is sad that he never receives mail, and gives it to snail to deliver. They then go swimming in the pond, but Toad is embarrassed to be seen in his bathing suit, and he tries to slip unseen into the water. But the animals come to look at Toad in his suit, and eventually, freezing, he must come out, where everyone sees him in his bathing suit.

Frog has left Toad a note that he has gone to the island and wants to be left alone on the island, and Toad worries that Frog is sad. He rides a log out to the island, bringing lunch for the two of them, but he falls off the log into the water. But it turns out that Frog is happy and simply wanted time alone to think. The two friends eat wet sandwiches. At Toad's home, the two are making dinner. They also wolf down cookies that were supposed to be for dessert. They then fly a kite with some difficulty, eventually succeeding despite heckling from the birds.

By the end of summer, leaves cover the ground. The two friends each intend to surprise the other by raking his yard, but the squirrels soon make a mess of the neat piles of leaves, so they never discover the good deed that the other has done. A storm comes, and Frog tells Toad a scary semi-autobiographical story about a young frog, which escapes from a Large Terrible Frog before being eaten.

Now it is winter, and the two friends go sledding down a hill that frightens Toad. Frog falls off the sled, which bears Toad on a dangerous and bumpy path. Toad is angry that Frog made him sled down the steep hill. Snail finally arrives with the letter that Frog had sent to Toad months earlier. The letter tells how Frog is only happy when his friend Toad is happy. Toad forgives Frog, and Snail is proud to have delivered his first letter. Frog is late on Christmas Eve, and Toad is worried about all the bad things that might have happened to him. Finally, Frog arrives, delayed by wrapping Toad's present.

Frog and Toad are hibernating again in their respective beds. The Birds sing as spring approaches.



## Pre-performance

### Frog and Toad Fancy Words and Phrases

**Adieu** - French for farewell or goodbye

**Agast** - shocked and amazed

**Agog** - eager and excited

**Bamboo Shoot** - the hard, woody stems of the bamboo plant.

**Chew the fat** - to chat, have a lengthy talk

**Dusky** - somewhat dark

**Escargot** - an edible snail dish, often served as an appetizer before the meal.

**Exhausting** - very tiring

**Fleeter** - faster

**Hibernation** - to spend the winter in a dormant (sleeping) state

**Hubbub** - loud noise

**Indisputable** - certain to be true, undeniable, without a doubt

**Magnanimous** - unselfish, generous in forgiving

**Rutabaga** - a root vegetable somewhat like a turnip

**Underrated** - underestimated, rated too low, not given enough credit



# **Pre-performance Building A Story**

Grade level K-2

Standards Addressed:

The Student:

- Identifies the characters and setting in a story (LA.1.2.1.3)
- Retells the main events (e.g., beginning, middle, end) in a story. (LA.1.2.1.2)
- The student will locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text; (LA.1.2.1.5)

General Goal(s):

- Foster vocabulary growth,
- Practice prediction skills,
- Practice speaking to groups,
- Develop creative writing skills,
- Facilitate collaboration.

Objectives:

The student:

- Demonstrates a basic understanding of internal story grammar.
- Illustrates the beginning, middle and end in a story.
- Collaborates with classmates to create a resolution to the problem posed within the given story.

Required Materials:

- “Frog and Toad are Friends”
- Chart Paper
- Crayons

Anticipatory Set (Lead-In):

The class may be broken into small groups or arranged in a small circle on the floor around the storyteller? Ask students to share a time when they lost something important to them. How did they work to find what was lost? Was the item ever found? How did this loss make them feel? Then, display the cover of the book and ask for ideas on what might happen in the book.



### Step-By-Step Procedures:

- Read the book "Frog and Toad are Friends" stopping to clearly show the pictures to the students.
- Stop reading about 3/4 of the way through the story.
- Distribute crayons and a sheet of paper divided in to 3 columns.
- Ask the students to illustrate the events that occurred in the beginning and middle of the story. These drawings should be placed in the first and second column on the sheet of paper.
- In the last column students should draw how they imagine the story will conclude.
- Have students volunteer to share their conclusions with the rest of the class.
- Teacher proceeds to finish reading the book so that the students can see how the author finished the book.

### Assessments:

#### The student:

- Demonstrates a basic understanding of internal story grammar.
- Uses a Story Map to identify and diagram the characters, settings, problems and solutions within a story.
- Accurately retells the events in the beginning, middle and end of a given story.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Chain of Events

Title: \_\_\_\_\_

<u>Event 1: Beginning</u>          
↓
<u>Event 2: Middle</u>          
↓
<u>Event 3: Ending</u>          

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## Pre-performance

### Theater is a team sport

The **Playwright** writes the script. Sometimes it is from an original idea and sometimes it is adapted from a book or story. The Playwright decides what the characters say, and gives the Designers guidelines on how the play should look.

The **Director** creates the vision for the production and works closely with the actors, costume, set and lighting designers to make sure everyone tells the same story.

The **Actors** use their bodies and voices to bring the author's words and the director's ideas to life on the stage.

The **Designers** imagine and create the lights, scenery, props, costumes and sound that will compliment and complete the director's vision.



Stage Manager Amy Nicole Davis  
Photo: Rob Jones

The **Stage Manager** assists the director during rehearsals by recording their instructions and making sure the actors and designers understand these ideas. The Stage Manager then runs the show during each performance by calling cues for lights and sound, as well as entrances and exits.

The **Shop and Stage Crew** builds the set, props and costumes according to the designer's plans. The Stage Crew sets the stage with props and furniture, assists the actors with costume changes and operates sound, lighting and stage machinery during each performance.

The **Front of House Staff** welcomes you to the theater, takes your tickets, helps you find your seat and answers any question you may have on the day of performance.

**The Theater** is where it all takes place. Orlando Shakespeare Theater In Partnership with UCF is the only professional, classical theater company in Central Florida, reaching students and audiences in the surrounding eight counties.

#### Mission/Vision:

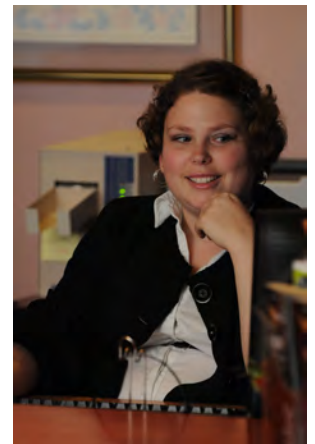
With Shakespeare as our standard and inspiration, the Orlando Shakespeare Theater In Partnership with UCF produces bold professional theater, develops new plays, and provides innovative educational experiences that enrich our community. Our vision is to create theater of extraordinary quality that encourages the actor/audience relationship, embraces the passionate use of language, and ignites the imagination.



Sound Designer Bruce Bowes  
Photo: Rob Jones



Costume Designers  
Denise Warner and Mel Barger  
Photo: Rob Jones



Box Office Manager Gina Yolango  
Photo: Rob Jones

## **Pre-performance**

### **The Actor / Audience Relationship**

The Audience is the reason Live Theater exists. At Orlando Shakes, we cherish the Actor/Audience relationship, the unique give and take that exists during a performance which makes the audience an ACTIVE participant in the event. The actors see the audience just as the audience sees the actors, and every, laugh, snuffle, chuckle and gasp the audience makes effects the way the actor plays his next moment. We want you to be engaged, and to live the story with us!

There are certain Conventions of the Theatrical Event, like, when the lights go down you know that the show is about to start, and that the audience isn't encouraged to come and go during a performance. Here are some other tips to help you and your classmates be top notch audience members:

- Please make sure to turn off your cell phones. And NO TEXTING!
- Please stay in your seat. Try to use the restroom before you take your seat and stay in your seat unless there is an emergency.
- Please do not eat or drink in the theater.



## **Post Performance**

### **Reflect, Connect, Expand**

*Asking questions that lead children up the “thinking ladder”.*

Use the following pattern in asking questions:

1. Ask **OPEN** questions to encourage and engage children.
2. Ask **FOCUSED** questions to elicit and organize specific information
3. Ask **CONNECTING** questions to help children learn to see the relationships between events, characters and ideas.
4. Ask broad questions to help children **GENERALIZE** / learn to draw conclusions.

#### **OPEN question examples:**

- What did you notice at the play today....Anything at all... What did you see?
- What about the play was different from the book?
- What surprised you?
- What impressed you?
- (Accept, record and read all responses on the board, chart or overhead for all to see.)

#### **FOCUSED questions:** (questions that probe children’s’ insights)

- What was Miss Nelson sad / discouraged about? (Class misbehaving.)
- How did Miss Nelson think she could solve this problem? (By hiding out and disguising herself as Miss Swamp.)
- What did class 207 learn from Miss Swamp? (That rules in the classroom are important.)

#### **ANALYZING/CONNECTING questions:**

- What did class 207 learn as they searched for Miss Nelson?
- What do you think would be an appropriate punishment for the kids of room 207 for misbehaving so badly with Miss Nelson? Was Miss Viola Swamp’s reign enough? Will she have to come back again?



# Reading and Language Arts

## Friendly Letter Writing

Grade level K-2

Standards Addressed:

The Student:

- Identifies the characters and setting in a story (LA.1.2.1.3)
- Retells the main events (e.g., beginning, middle, end) in a story. (LA.1.2.1.2)
- The student will locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text; (LA.1.2.1.5)

General Goal(s):

- This lesson teaches students the five parts of a friendly letter. Students will be able to write friendly letters utilizing the writing process. Students will visit various websites to learn more about writing friendly letters.

Objectives:

The student:

- Uses the writing process to develop friendly letters.
- Uses the Internet to learn more about writing friendly letters.

Required Materials:

- Dry erase board,
- Dry erase markers
- Examples of friendly letters
- Computer with internet access

Anticipatory Set (Lead-In):

Students should be familiar with the writing process. Students should have basic experience with computers.

## **Friendly Letter Writing**

### Procedures/Activities:

1. Show students the slideshow from the website. Take time to discuss each part of the letter. Allow students to ask questions as the slideshow is presented.
2. Demonstrate how to write a friendly letter on the board. List the five parts of a friendly letter on the board. Have students identify and label each part of the letter on the board.
3. Show examples of other friendly letters from the website. Have students assist in editing the letters.
4. Allow students time to create a letter to Arthur on the Internet in order to reinforce what has been taught in the lesson so far.
5. Have students write drafts of their own friendly letters to Miss Nelson.

### Assessment Strategies:

- The letters will be checked for the heading, greeting, body, closing and signature.
- The letters will be assessed for correct capitalization, punctuation and spelling.

## **Tell us what you think**

After watching the play, write Orlando Shakespeare Theater a “Friendly Letter” and tell us what you think! Tell what you liked or disliked about the story, the characters, costumes, or set. Make sure to use the 5 parts of the letter listed in the lesson and to support your thoughts with examples and reasons.

**MAIL TO: ORLANDO SHAKESPEARE THEATER**  
**EDUCATION DEPARTMENT,**  
**812 E. ROLLINS STREET, ORLANDO, FL 32803.**  
**TEACHER’S COMMENTS ARE APPRECIATED!**

# Reading and Language Arts

## Friendly Letter Writing

### 1.Heading

Name\_\_\_\_\_

Address\_\_\_\_\_

City, State, Zip code\_\_\_\_\_

### 2. Salutation

Dear \_\_\_\_\_,

### 3.Body

---

---

### 4.Closing

Sincerely,

### 5.Signature

Your Name\_\_\_\_\_

Friendly Letter Check List	YES	NO
I used capital letters & punctuation correctly.		
My letter has a heading		
My letter has a greeting		
My letter has a body		
My letter has a closing		
My letter has a signature		
My letter is ready to be checked by the teacher.		

# Mathematics

## Toad Tells Time

Grade level K-4

Standards Addressed:

The Student:

- Shows respect and kindness to people and animals (SS.1.C.2.4)
- Recognizes healthy ways to express needs, wants and feelings. (HE.K.B.2.1)
- Explains the rights and responsibilities students have in the school community. (SS.1.C.2.1)

General Goal(s):

- Create a positive classroom environment by teaching students to show respect for one another and share compliments.

Objectives:

The student:

- Learns about his classmates.
- Practices sharing compliments.
- Demonstrates listening skills and self discipline

Required Materials:

- Drawing paper,
- Markers or crayons

Anticipatory Set (Lead-In):

Students should have a basic understanding of respect, manners and compliments.

Lesson Process:

- Provide each student with a piece of white drawing paper measuring 5 inches long and 4 inches wide. Provide students with 5 to 10 minutes to draw a self-portrait on the paper.
- When the drawings are completed, have students mount their pictures in the middle of an 8-1/2 x 11 inch sheet of paper and write their names in the upper-left corner of their papers.



- Gather the students for a class discussion. Start the discussion by sharing the following topics with students:
- What I Like About Me
- What I Like to Eat
- What I Like About My Family
- What I Like About School
- What I Like to Do
- What I Like to Think About
- Talk about each topic and invite two or three students to share their responses to each, so other students get an idea about what they might share in their own responses.
- Then have each student write the above topics on a piece of paper (or on a work sheet you've created). Have students write on their papers a few ideas about each topic.
- Students in grades K-1 may draw pictures to illustrate their answers or encouraged to share their ideas during a group discussion:
- Students in grades 3 or above might use their topic ideas to compose a short essay describing what they like most, drawing on their ideas about those topics.
- Have students attach their lists or essays to their self-portraits.
- Choose one willing student to share his or her list of responses to the topics or to read the brief essay she or he wrote. After that student shares, ask other students what they learned about the classmate who shared. Help students present their comments to the student as *compliments*. (If you teach young students, you might want to model this.) For example, a student might say
  - It's clear that you really love your dog.
  - I agree that your blue eyes are your best feature.
  - It's nice that you take time to help out your grandmother.
  - Jumping rope is one of my favorite activities too. I'd love to jump rope with you sometime.
  - Lasagna also is my favorite food.
  - I wish I had hair like yours!
  - I'm happy to know someone else who likes to collect stamps.
  - The Blue Jays are my favorite sports team too.
  - It's obvious that you like to read. I know a book you will really like.
  - I enjoy having a younger sister too.

- When students are comfortable giving compliments, continue the activity by having each student share his or her list or essay. Encourage students to listen carefully to one another and think about a compliment they might give in response. Instead of having classmates share aloud their compliments, however, have them just "*think*" their compliments for a little while.
- When all students have had a chance to share their lists or essays, have them return to their desks and pass their self-portraits to the person sitting behind them. (The person at the back of a row will pass his or her self-portrait to the person at the head of the next row.) Provide students with a couple of minutes to write a compliment on the white paper that surrounds the student's self-portrait. Then have students pass the papers to the next person in the row, and so on. Keep the pace moving. Give students only a minute or two to write each compliment. Remind students not to take time to read the compliments others have written; explain that they should be sharing compliments from their own minds and hearts.
- Students who have a difficult time remembering what each person read, can refresh his or her memory by referring to the student's list or essay attached to the self-portrait.
- At the end of the activity, each person's self-portrait should be surrounded by compliments. Display the self-portraits and their accompanying compliments for all to see.

#### **Extend the Lesson:**

Don't forget this lesson! You might want to set aside a couple of minutes at the end of each school day to give students an opportunity to share compliments and end the day on a positive note.

