



BROWARD
CENTER
— for the —
PERFORMING ARTS



STUDY GUIDE

ELEMENTARY SCHOOL • 1st GRADE

ELEPHANT



PIGGIE'S

"WE ARE IN A PLAY!"

Stages Productions



Study Guides are produced in partnership with Broward County Public Schools.

Plot Summary

The story of two best friends

It is a typical day in the life of best friends Gerald and Piggie. What possibly could go wrong? Gerald is careful. Piggie is playful. And that's just one of many differences you'll see in their personalities (how they behave). After the performance, think of other words to describe Gerald and Piggie's personalities. Who are you more like?

What happens in the show

An elephant named Gerald and a pig named Piggie are best, best, "bestus" (a word Gerald and Piggie made up that means very best) friends. But Gerald worries that something could go wrong that would end their friendship. Piggie is not worried at all. She's even happier and more excited than usual. That's because she and Gerald are invited to a party hosted by the Squirrelles, three singing squirrels who love to have a good time.

And so begins a day when anything is possible. Gerald and Piggie solve problems together, sing and dance to music played by a band on stage, make each other laugh, share their favorite things, get mad and sad with each other and even do a little goofing around with you – the audience.

During the show, think about how two very different animals can be such good friends. After the show you should share what you think makes a good friend and why.

Theatre Etiquette

(Before the Show)

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing **why** these rules of behavior are important.

Audience members should:

- *listen carefully to the ushers, your teachers – this gets everyone to their seats quickly and ensures a pleasant experience*
- *walk single-file and hold hand-rails as you use steps – this also keeps everyone safe*
- *listen carefully to the performers – they are working hard to entertain and inform you with lots of clues about the story*
- *refrain from talking – this allows everyone to enjoy the performance without being distracted*
- *laugh if something is funny, but not too loudly – you don't want to miss any dialogue*
- *pay attention to the lighting, scenery, costumes, and music – all of these elements help provide more details to tell the story in an interesting way*
- *applaud at the end – this shows the performers that you respect and appreciate their work*

Teacher Instructions (After the Show) – *Choose from the activities listed on the following pages to extend student learning.*

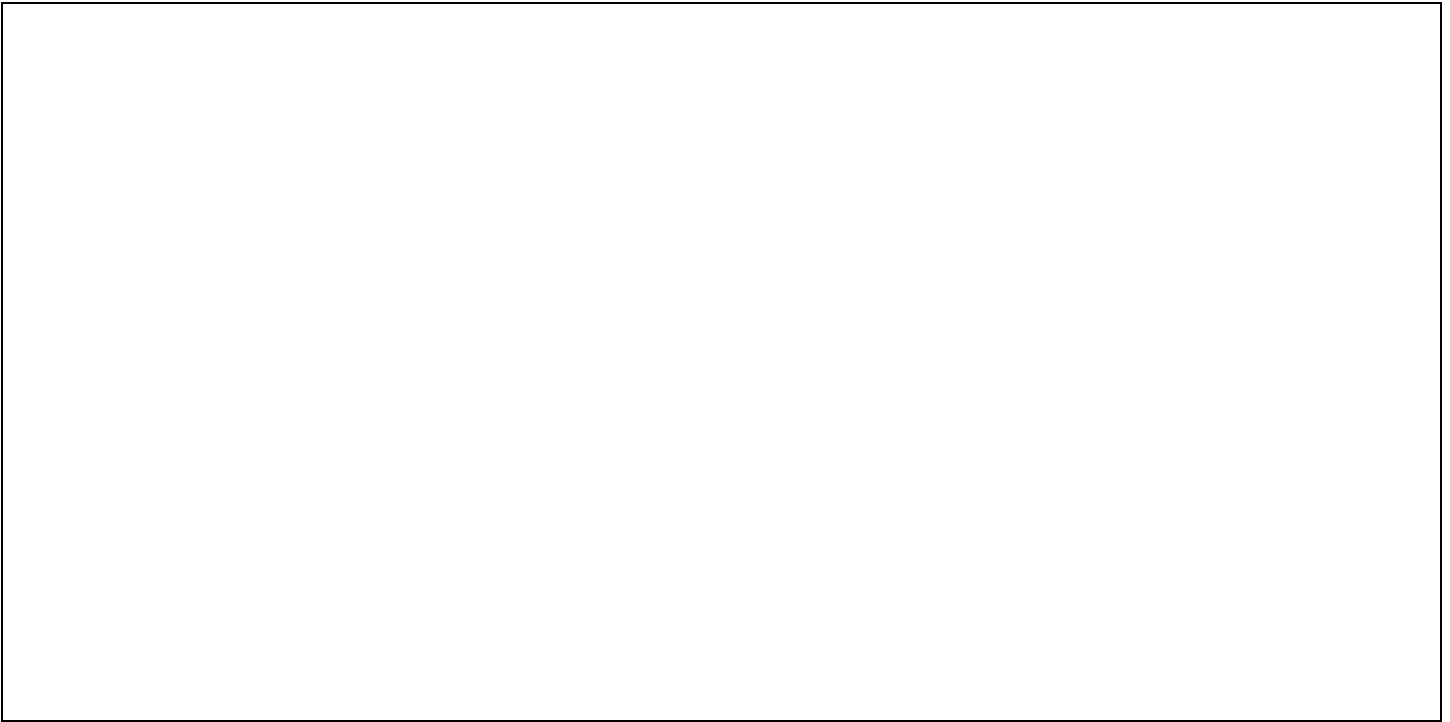
Name: _____

In each box, draw and label a character from the play. Write a sentence with one detail about the character. (LAFS.1.RL.1.3)

Character	Detail / Problem / Setting <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Character	Detail / Problem / Setting <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name: _____

In the box below, draw a picture telling about your favorite part in the show. Explain why you liked it, who your favorite character was, and what you learned from the story. (LAFS.1.W.1.1, TH.1.C.1.2)



Arts Integration

Characterization (TH.1.C.1.1, TH.1.S.3.1)

The stage production includes many characters played by a few actors. Think about how the actors can portray different roles including costumes, vocal and physical differences that help them change characters. Encourage students to recreate their favorite character from the show. Start in a frozen pose and then come to life with movements and words to pretend to be the character. Have students freeze, unfreeze, and freeze again on the teacher's commands.

Reflection (TH.1.O.2.1)

Have a class discussion asking students to describe the most exciting part of the story. Ask students to talk about what happened before and after that part.

(MU.1.C.2.1)

When Piggie sings about her favorite toy her song sounds like "Ode to Joy" that was written by Ludwig van Beethoven (LOOD-vig VAHN BAY-tohovin) almost 200 years ago. You may have heard it on a commercial or a movie (Sister Act 2, Wii Nintendo, The Muppets). Talk with students about the similarities and differences between two performances of the same song.

Creation (TH.1.C.1.1) (TH.1.F.1.1)

In groups of 2 or 3, encourage the students to create a new adventure for characters inspired by the show paying attention to the problem (what), the setting (where) and a resolution (how). These scenes may be in pantomime (without words) or with dialogue (with words).

Academic Vocabulary

- **Unintended consequences**—things that happen that surprise you
- **Pachyderm (PAK-i-durm)**—a thick-skinned animal like an elephant or hippopotamus
- **Swine**—a short-haired animal with a curly tail and hooves, like a pig
- **Contingency**—something that might happen
- **Sty (STEYE)**—a fenced area, usually for pigs
- **Manipulate**—to change what people do or the way something happens

Arts Vocabulary

- **Adaptation** – alter a text to make it appropriate for the stage
- **Cast** – the group of actors who work together to perform the show
- **Characterization** – use body, voice, and movement to create a representation of a person or animal
- **Costume** – the clothing the actor wears to help make the character more believable
- **Dialogue** – words that actors say to each other to tell the story
- **Pantomime** – performers move and express ideas without words
- **Prop** – an object an actor holds in his/her hand and uses to help make the performance realistic

Standards Alignment: The activities in this study guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternative means for students to demonstrate what they know.

Language Arts Florida Standards	
Grade 1	
Reading Literature	
LAFS.1.RL.1.3	Describe characters, settings, and major events in a story, using key details.
Writing	
LAFS.1.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Florida Theater Standards	
Grade 1	
Critical Thinking and Reflection	
TH.1.C.1.1	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
TH.1.C.1.2	Draw a picture from a favorite story and share with the class why the scene was important to the story.
Innovation, Technology, and the Future	
TH.1.F.1.1	Pretend to be an animal or person living in an imagined place.
Organizational Structure	
TH.1.O.2.1	Describe in words or by drawing a picture, the most exciting part in the story line of a play.
Skills, Techniques, and Processes	
TH.1.S.3.1	Use simple acting techniques to portray a person, place, action, or thing.

Florida Music Standards	
Grade 1	
Critical Thinking and Reflection	
MU.1.C.2.1	Identify the similarities and differences between two performances of a familiar song.

Cover Sheet

Please collect student work samples and attach it to this cover sheet. Pony all work samples to:

KCW – 3rd floor.

Attention: Lauri Foster

School Name: _____

SEAS Show: Elephant & Piggie

Grade: _____