

STUDY GUIDE

ELEMENTARY • 1st GRADE

AESOP BOOPS!

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Plot Summary

Who is Aesop?

Aesop pronounced (EE-SOP) was a man who told stories thousands of years ago. His stories almost always had animals in them, and the stories always taught lessons. Because the stories showed people how to behave, people told the stories over and over again. The stories in this performance are like stories Aesop told.

What is a Storyteller?

Storytellers tell stories without any sets or costumes. They use their words, voices, and bodies to tell you where the story happens and what the characters say, feel, and do.

At the performance, you will hear three stories:

The Lion and The Mouse

One day while a lion sleeps, a mouse runs across his paw. The lion wakes up with a big ROAR! He wants to eat the mouse, but then the mouse says something that makes the lion laugh. If the lion sets him free, the mouse says he might be able to help the lion some way. Do you think a little mouse could help a big lion? How?

The Fisherman and His Wife

One day, a fisherman catches a magic fish. The fish says he will grant all the fisherman's wishes if the fisherman lets him go. When the fisherman tells his wife what happened, she makes him go back. Ask the fish to make you the king and me the queen, she says! When the fish grants those wishes, the wife asks for more. Will the fish keep granting the wife's wishes?

The Turtle's Shell

Why do turtles' shells look like they do? The answer comes from the story of the world's first turtle. The turtle loved the blue sky and wanted to live there. Then he met a big bird called a vulture. The vulture let the turtle climb on his back. They began to fly. But there was one problem. The turtle complained about the vulture's smell, and that made the vulture mad. What will happen to the turtle?

During the show, think about the lessons each story teaches us!

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.*

Language Arts Connections

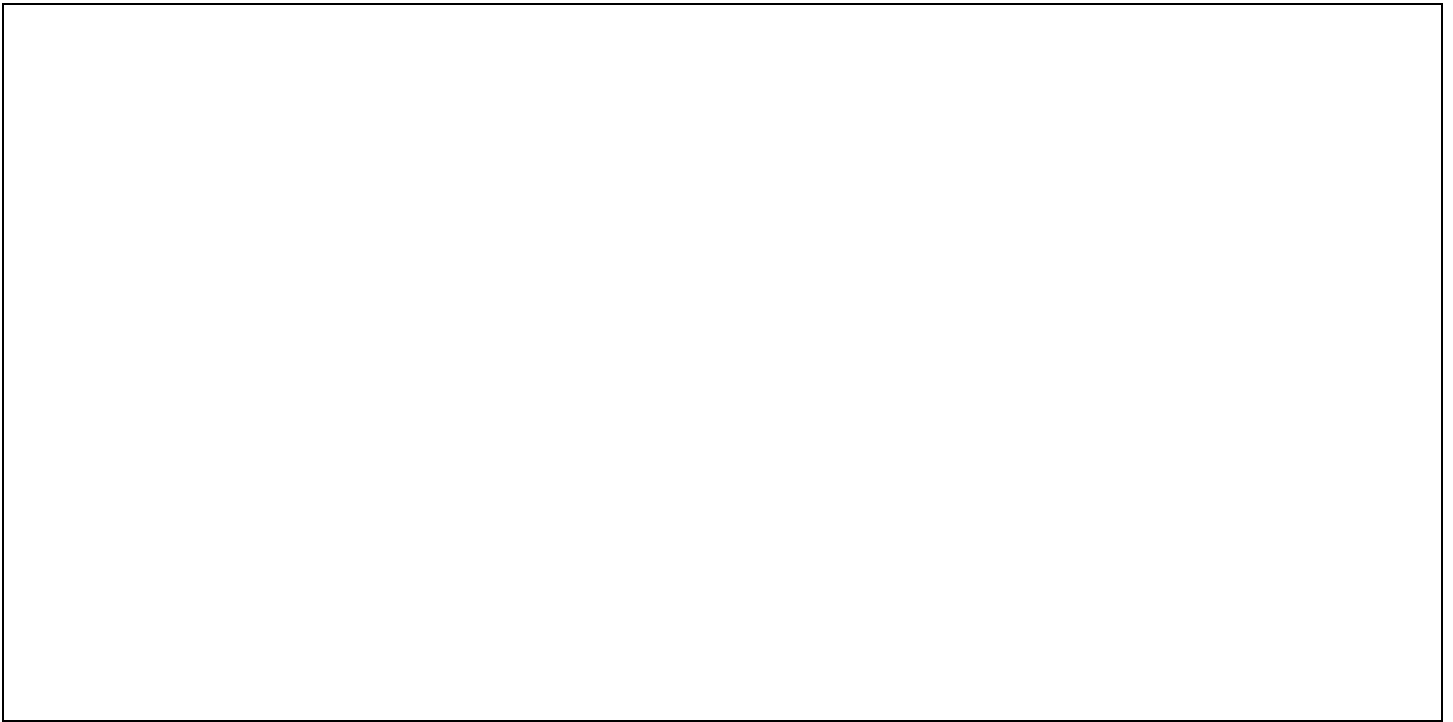
Name: _____

In each box, draw and label a character from the play. Write a sentence with one detail about the character. (ELA.1.R.1.1)

Character	Detail: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Character	Detail: <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. (ELA.C.1.3, 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.

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).

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

The stories in Aesop Bops! contain morals, or lessons about doing the right thing. After the performance, discuss what you learned from each story. (For example, be happy with what you have.) Then, in groups of 2 or 3, have the students think of another lesson that is important for people to remember and create a short performance of a story that could teach that lesson.

Academic Vocabulary

- **Squeak**— a short, high, shrill sound or cry
- **Paw**— the foot of an animal that has four legs and claws
- **Roar**— to make a deep, loud cry or shout, as in anger, pain, or excitement
- **Lesson**— useful knowledge or a principle that is learned
- **Fable**— a short story that teaches a lesson
- **Grant**— to give what is asked for or wanted
- **Fisherman** – someone who catches fish for fun or as a job

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.

BENCHMARK FOR EXCELLING STUDENT THINKING (BEST)	
Grade 1	
Reading Prose and Poetry	
ELA.1.R.1.1	Identify and describe the main story elements in a story (characters).
Communicating Through Writing	
ELA.1.C.1.3	Write opinions about a topic or text with at least one supporting reason from a source and a 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.