



## EDUCATION @ MESA ARTS CENTER



## MESA ARTS CENTER PRESENTS THE GRUFFALO

Piper Theater | March 19 | 9:30AM & 11:45AM | Grades: Pre-K - 3

## 2017/2018 EDUCATOR RESOURCE GUIDE



## EDUCATION @ MESA ARTS CENTER

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### ABOUT THE GRUFFALO...

*The Gruffalo* brings the picture book by Julia Donaldson to life in an imaginative romp through the deep, dark wood with a quick thinking mouse, a trio of hungry forest creatures, and the monster himself – the Gruffalo! On a stroll through the forest, the mouse meets up with a variety of characters who want to eat him for dinner but he manages to scare them away with some imaginative storytelling about the Gruffalo. Imagine the mouse's surprise when he bumps into the actual Gruffalo! What will the mouse do to keep from being eaten by the terrifying Gruffalo? In this hilarious adaptation of the beloved book, the actors include original new songs to show how the mouse gets himself in and out of trouble. Get ready to laugh and maybe have a gasp or two as you join the daring mouse on his adventure in the deep, dark wood.

*The Gruffalo* is presented by Tall Stories, a not-for-profit theatre company presenting old, new and timeless stories in fresh and exciting ways. Their goal is to create a lively theatrical experience that all can enjoy. They tell stories in a physical, visual style and link their performances with original music, movement, and lots of laughs. We hope you enjoy the Tall Stories' presentation of *The Gruffalo*.



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WELCOME!

Dear Educator,

Thank you for selecting a **Performing Live for Students!** field trip with the Mesa Arts Center. We have a dynamic season planned and we look forward to connecting you to our many artists and performances. With Performing Live, students are able to experience live theatre and make educational connections well beyond the classroom.

We also recognize and appreciate the energy and time spent on your part in coordinating field trips. In this guide we have provided information to help make this the best experience possible.

In addition, the Mesa Arts Center has many open and inviting spaces that make good places to hold a brown bag lunch. Prior arrangements for lunch accommodations need to be made by either calling (480) 644-6540 or emailing [outreach@mesaartscenter.com](mailto:outreach@mesaartscenter.com).

Please contact our offices should you have any additional questions (contact info on last page).

Enjoy the show!

## TEACHER AND CHAPERONE INFORMATION

### Chaperones

- ◆ Assign each chaperone a designated group of students and provide him/her with a written list of the students in that group.
- ◆ Ask chaperones to stay with their assigned group throughout the field trip. Adult chaperones are responsible for the students' conduct and behavior throughout their visit to the Center.
- ◆ Please review theater etiquette rules and responsibilities with all chaperones.
- ◆ Have the phone numbers of every chaperone in your group to quickly access each other in case of emergency.

### Theater Etiquette

- ◆ No Food or Drink inside the theatre (besides bottled water).
- ◆ Students must be accompanied by chaperones at all times.
- ◆ Cameras and recording devices may not be used during the performance.
- ◆ Please silence cell phones and resist the urge to text message.
- ◆ Listening and following the House Managers and Ushers will help the seating and dismissal process.
- ◆ Feel free to laugh, clap and enjoy the show but also to be respectful of those around you.



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## CURRICULUM CONNECTIONS

### The Gruffalo

#### Arizona Academic Standards in the Arts

*These standards can be achieved through discussion questions or activities included in the study guide.*

#### **Theatre**

**TH.CR.1.K-3a** — Create roles, imagined worlds and improvised stories in a theatrical work.

**TH.CR.1.1-3c** — Identify or determine how characters move or speak to create or retell a story in guided theatrical experiences.

**TH.PR.4.K-3b** — Use body and voice to communicate character traits and emotions in a guided theatrical experience.

**TH.PR.5.1-3a** — Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for a theatrical work.

**TH.RE.8.K-2b-c** — With prompting and support, name and describe settings, characters, or emotions in a guided theatrical experience.

**TH.CN.11.K-3a** — Identify or explore similarities and differences in stories in a guided theatrical experience.



#### Arizona's College and Career Ready Standards

*These standards can be achieved by participating in the study guide.*

#### **Reading**

**Grades K-3.RL.2** — Summarize the key supporting details and ideas.

**Grades K-3.RL.3** — Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In Grades K-3 students explore narrative elements and how characters develop.

**Grades 1-3.RL.6** — Assess how point of view or purpose shapes the content and style of a text.

**Grades K-3.RL.7** — Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. In grades K-3 students focus on the relationship between the illustrations and the text.

**Grades K-3.RL.9** — In Grades K-3 students compare and contrast events or versions of related stories.





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## CURRICULUM CONNECTIONS CONTINUED

### The Gruffalo

#### Arizona's College and Career Ready Standards

*These standards can be achieved by participating in the study guide.*

#### Language

**Grades 1-3.L.1** — Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking (*specifically adjectives in this study guide*).

#### Writing

**Grades K-3.W.3** — Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Speaking and Listening

**Grades K-3.SL.1** — Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Grades K-3.SL.2** — Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Grades 2 & 3 focus more on narrowing to main idea and key details.

**Grades K-3.SL.4** — Describe people/events or tell/recount a story including relevant details in a clear manner.

**Grades K-3.SL.5** — Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.





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### PRE-PERFORMANCE CLASSROOM ACTIVITIES

Included in this resource guide are a variety of activities created to correspond with the Arizona College and Career Readiness Standards to enhance the students' growth, reading skills, and overall comprehension.

#### Questions to Ponder

**Question 1** – The characters in *The Gruffalo* are all animals in the book but in the play they will be actors pretending to be animals. What do you think the actors will do to show they are animal characters? (Grades K-3.SL.1; TH.CR.1.1-3c)

**Question 2** – The mouse has to think quickly to get out of his problems in the story. Have you ever had to think quickly to solve a problem? Was there ever a problem you could not solve? (Grades K-3.SL.1, K-3.SL.4)

#### Activities to Explore

In the book, the mouse describes a little bit about the Gruffalo to each of the characters. When he actually sees the Gruffalo, it has all the parts he described. Read *The Gruffalo* to your students without showing them the pictures. Create a list of descriptors for the Gruffalo each time the mouse describes it. Then have students draw what they think the Gruffalo looks like based on the description. Compare their drawings to the illustrations and discuss how the author's words help you understand a character.

**Standards Implemented:** Grades K-3.RL.3, RL. 7, SL.5

**Approximate time:** 30-45 min

**Materials Needed:** A copy of *The Gruffalo*, pencils or coloring utensils, paper

Read aloud *The Gruffalo* to your class. Make a class chart (or students can make their own charts) of the important plot elements in the story: characters, setting, problem, and solution. If time allows, discuss how the mouse's problem changed throughout the story.

**Standards Implemented:** Grades K-3.RL.2 & RL. 3

**Approximate time:** 30-45 min

**Materials Needed:** A copy of *The Gruffalo*, pencils, paper

To help students visualize the story on a stage, play an acting game with them. Split the students into two groups and, as a team game, give them a variety of 'situations' that they have to portray in a 'photograph'. The teams have 10 seconds to create each picture and the best picture wins a point. Sample situations are: climbing, swimming, tea party, space, the zoo. Move on to situations from *The Gruffalo*, perhaps using the deep dark wood, the owl's nest, or when the fox meets the mouse.

**Standards Implemented:** TH.CR.1.K-3a, TH.PR.5.1-3a, TH.PR.4.K-3b

**Materials Needed:** None

**Approximate time:** 15-20 min



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## POST-PERFORMANCE CLASSROOM ACTIVITIES

### Questions to Discuss

- Question 1** – Was the mouse telling the truth about the Gruffalo? Does this make him a good or bad character? What is a word you would use to describe the mouse? (Grades K-3.SL.1& SL.4, Grades 1-3.L.1)
- Question 2** – If you were the mouse would you have gone into any of the animals' homes? Why or why not? (Grades K-3.SL.1)
- Question 3** – If your class had read *The Gruffalo* before coming to the performance you can ask how similar the performance was to the book. How was the story the same or different being shown as a play instead of in a book? (Grades K-3.SL.1 & SL.4, K-3.RL.9, TH.CN.11.K-3a)

### Activities for the Classroom

After seeing the performance have students practice retelling the play or scenes from the play. Younger students can act out or use the finger puppets on page 8. Older students can write a retelling in small groups and present to the class or create a comic strip retelling of a scene in the play.

**Standards Implemented:** Grades K-3.RL.2, TH.RE.8.K-2b-c      **Approximate Time:** 30 - 45 min  
**Materials Needed:** Pencils, paper, finger puppets on page 8

This story was told in third person by a narrator. Ask students to imagine if the story was told from one of the character's point of view instead. How would that change the story? Have students choose a character and rewrite a scene from *The Gruffalo* from that character's point of view. Students could also work in pairs or groups and then act out their rewritten scene for the class.

**Standards Implemented:** Grades 1-3.RL.6, 1-3.W.3      **Approximate time:** 30 - 45 min  
**Materials Needed:** Pencils, paper

This performance was based on a book, but sometimes actors need to make up their own stories collaboratively. Have your students play one of the improvisational story games described on page 9 to improve their storytelling abilities.

**Standards Implemented:** Grades K-3.W.3, TH.CR.1.K-3a, TH.PR.5.1-3a  
**Materials Needed:** Page 9, pencils & paper optional      **Approximate time:** 15 - 30 min

# The Gruffalo and Friends Finger Puppets!

It's really easy to make these fantastic finger puppets. Just follow these simple instructions and very soon you will be acting out the story of **THE GRUFFALO** using your fingers!

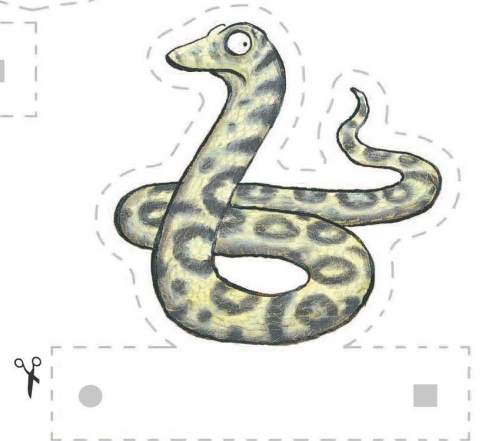
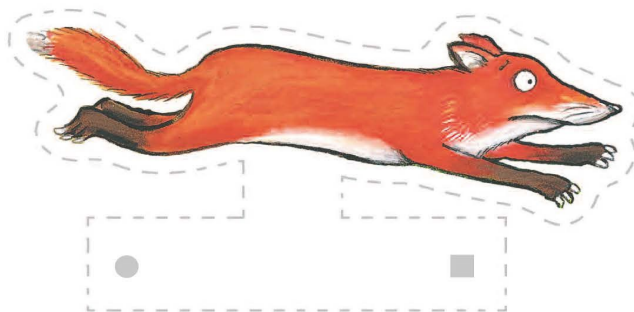
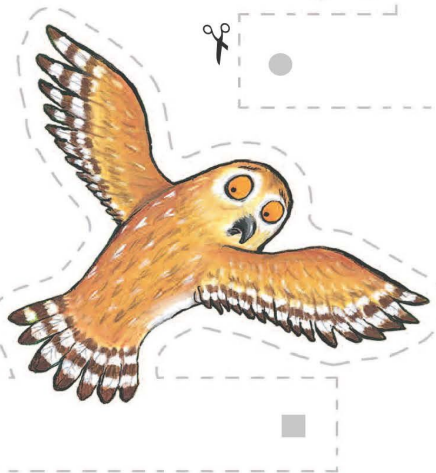
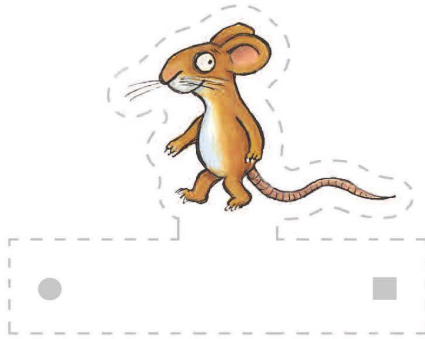
## **you will need:**

Thin card, scissors, glue and sticky tape.

## **Instructions:**

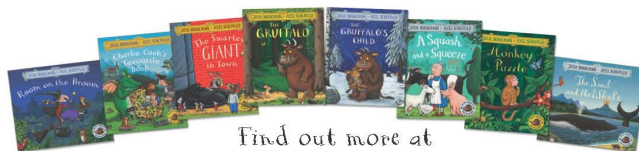
1. First you will need to print out this page.
2. Stick the printed page on to a piece of card so your finger puppets will be stronger and last longer.
3. Carefully cut around the dotted lines with a pair of scissors. Ask an adult to help you with this.
4. Your finger puppets are almost ready. Now all you have to do is create a ring to put your finger in! You will see there is a bar at the bottom of each character, with a dot and square at each end. Join the dot to the back of the square around the back of the character and secure together with sticky tape.

**Now you are ready to play!**

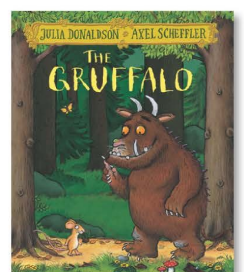


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### IMPROVISATIONAL STORY GAMES

*Most of these games work best if the students are sitting in a circle, but some could work with students seated at desks or tables.*

#### Story Circle

To play this game students will be telling a story one to three words at a time. For novice players saying multiple words is easier, for older or more advanced students they can just say one word at a time. You can start with retelling a familiar story to teach them the game. Going around the circle or room, the students will tell the story with each student only being able to say a set number of words. Students can also say period to show the end of a sentence as one of their words. After they understand how the game works, students can create their own stories as a group. It is very important that students listen to each other for this game to be successful.

#### Story, Story

This game is similar to Story Circle except students will tell the story a sentence or multiple sentences at a time. One person is the moderator and stands in the middle of the circle (you as the teacher should be this role until the students understand the game). The moderator tells the group a setting and possibly characters as well depending on how much support students need. Then the moderator points to one of the students in the circle to begin the story. This student should tell the story until the moderator points to another student to continue the story. Play until the story is resolved or all students have participated.

#### Fortunately, Unfortunately

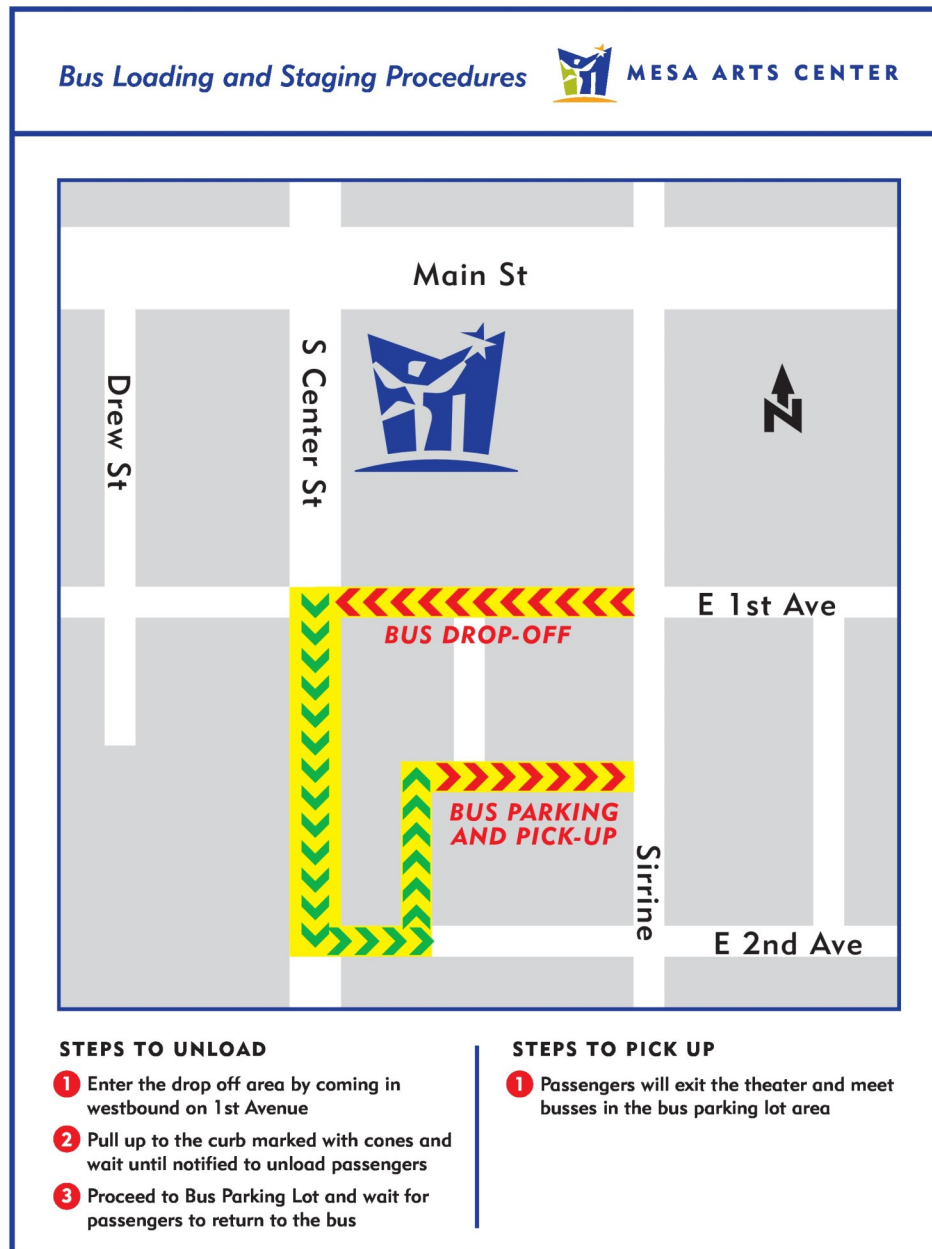
In this story game, students decide on a main character and a setting (or you can decide this as the teacher). Then going around the circle, each student says a sentence to tell the story. The sentences should alternate beginning with Fortunately and Unfortunately. For example: *Fortunately, the mouse was walking through the forest on a bright, sunny day. Unfortunately, he came across a hungry fox in his path.* And so on... The story can end naturally or when all students have had a turn.

*Any of these games can be taken to the written form once the story has been told. Students could also then act out stories that they have created together.*



# EDUCATION @ MESA ARTS CENTER

## MESA ARTS CENTER MAP



Mesa Arts Center | One E. Main St. Mesa, AZ 85201 | 480-644-6500 | [MesaArtsCenter.com](http://MesaArtsCenter.com)

**PLEASE NOTE - We ask that buses arrive approximately 30 minutes before the performance begins to allow ample time to unload and seat students.**



## EDUCATION @ MESA ARTS CENTER



### SHARE YOUR EXPERIENCE!

We'd love to hear your students' response to our shows.

We especially appreciate pictures and letters!

## THANK YOU!

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