Georgia Bright from the Start, Georgia Performance Standards and Common Core connections for

**THE ADVENTURES OF MIGHTY BUG**

**PRE-K & KINDERGARTEN**

All three areas of programming at the Center for Puppetry Arts (performances, Create-A-Puppet Workshops and Museum exhibits) support Georgia Pre-K Bright from the Start Content Standards and Georgia Performance Standards (GPS) across the curriculum. Listed below are relevant Georgia Pre-K and Georgia Performance Standards for Kindergarten for all three programming areas. Access a complete list of Georgia Performance Standards at [http://www.georgiastandards.org/](http://www.georgiastandards.org/). Georgia Pre-K Bright from the Start Content Standards: [http://www.decal.state.ga.us/](http://www.decal.state.ga.us/).

NOTE: Classroom Implementation for the national Common Core standards in the state of Georgia is being rolled out during academic year 2012-2013. Please visit [http://www.corestandards.org](http://www.corestandards.org) for more information about the Common Core State Standards Initiative in English Language Arts and Mathematics and [https://www.georgiastandards.org/Common-Core/Pages/default.aspx](https://www.georgiastandards.org/Common-Core/Pages/default.aspx) for specifics as they relate to Georgia.

**A visit to the Center for Puppetry Arts can support Common Core standards/initiatives in the following ways:**

1) Encourage higher-level thinking skills and rich conversation as students analyze how their lessons are a part of the puppet play/workshop/Museum exhibits
2) Introduce live performance as a type of text
3) Provide a living, breathing example of the blend of informational and literary text
4) Present new academic vocabulary
5) Reinforce content-area knowledge

I. PERFORMANCE

Here are some of the Georgia Pre-K Bright from the Start Content Standards and Georgia Performance Standards for Kindergarten that can be met when your students attend a puppet theatre performance at the Center for Puppetry Arts:

**GEORGIA PRE-K BRIGHT FROM THE START CONTENT STANDARDS**

**CREATIVE DEVELOPMENT**

CD 3 -- Children will use drama to express individuality

**LANGUAGE AND LITERACY DEVELOPMENT**

LD1 – Children will develop skills in listening for a purpose.

LD1d – Listens to stories read aloud and shows understanding through body language or by interacting appropriately.

LD1g – Becomes increasingly familiar with the structure of stories (Characters, events, plot, resolution of story).

LD3 – Children will develop an understanding of new vocabulary introduced in conversations activities, stories or books.

LD3b – Uses new vocabulary words correctly in the context of play and other classroom experiences.
SCIENTIFIC DEVELOPMENT
SD 1 -- Children will use processes of science to actively explore and increase understanding of the environment
   SD1a -- Asks questions about objects, organisms, or events in environment
   SD 1b -- Uses senses to observe, classify, and learn about objects
   SD 1c -- Uses language to describe observation

SD 2 Children will acquire scientific knowledge related to life science
   SD2a -- Observes, explores, and describes a wide variety of animals and plants
   SD2b -- Recognizes there are basic requirements for all common life forms
   SD2c -- Observes, explores, and describes a variety of living and non-living objects
   SD2d -- Understands that plants and animals have varying life cycles

SOCIAL & EMOTIONAL DEVELOPMENT
SE3 – Children will increase the capacity for self-control.
   SE3b – Follows rules and routines within the learning environment. (Field Trip/Audience Etiquette)

SE4 – Children will develop interpersonal and social skills for relating with other members of the learning community.
   SE4a – Interacts appropriately with peers and familiar adults. (Field Trip/Audience Etiquette)
   SE4b – Begins to recognize the needs and rights of others. (Field Trip/Audience Etiquette)
   SE4c – Shows empathy and understanding to others. (Field Trip/Audience Etiquette)
   SE4d – Participates successfully as a member of a group. (Field Trip/Audience Etiquette)

KINDERGARTEN GEORGIA PERFORMANCE STANDARDS

ENGLISH LANGUAGE ARTS & READING, READING VOCABULARY
ELAKR5 The student acquires and uses grade-level words to communicate effectively.
   The student
      a. Listens to a variety of texts and uses new vocabulary in oral language.

ENGLISH LANGUAGE ARTS & READING, READING COMPREHENSION
ELAKR6 The student gains meaning from orally presented text. The student
      a. Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.

ENGLISH LANGUAGE ARTS & READING, LISTENING/SPEAKING/VIEWING
ELAKLSV1 The student uses oral and visual skills to communicate. The student
      f. Increases vocabulary to reflect a growing range of interests and knowledge.

FINE ARTS, VISUAL ARTS, CONTEXTUAL UNDERSTANDING
VAKCU.1 Identifies artists and offers ideas about what art is and who artists are.
      b. Identifies artists in the community.

FINE ARTS, THEATRE ARTS
TAESK.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media.
a. Identifies simple theatre vocabulary. *(audience, house lights, on stage, backstage, puppet manipulation, live voices)*
b. States the difference between real and pretend. *(Are puppets real? Can they move on their own without people manipulating them?)*
c. Identifies how theatre experiences are like and unlike real life. *(In what specific ways can/did puppetry illustrate real life?)*

**TAESK.8** Examining the roles of theatre as a reflection of past and present civilization.
   a. Describes why people dramatize stories.
   b. Identifies theatre experiences in the community.

**TAESK.9** Exploring the relevance of theatre to careers.
   a. States that people have jobs in theatre.
   b. Names actors and acting as a career in theatre. *(also puppeteers and puppeteering)*

**TAESK.10** Critiquing various aspects of theatre/other media using appropriate supporting evidence.
   a. Expresses personal preferences about theatre experiences
   b. Describes what is seen, felt, and heard in a theatre experience.
   c. Asks questions about what is seen, felt, heard in a theatre experience.
   d. Reflects on theatre experiences (written, graphic, non-verbal, and/or oral responses).

**TAESK.11** Engaging actively/appropriately as audience member in theatre/other media experiences.
   a. Participates as audience.
   b. Identifies the basic elements of theatre etiquette.

**SCIENCE, HABITS OF MIND**

**SKCS1.** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
   a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

**SCIENCE, LIFE SCIENCE**

**SKL1.** Students will sort living organisms and non-living materials into groups by observable physical attributes.
   a. Recognize the difference between living organisms and nonliving materials.
   b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. *(Example: A green frog has four legs and hops. A rabbit also hops.)*

**SKL2.** Students will compare the similarities and differences in groups of organisms.
   a. Explain the similarities and differences in animals. *(color, size, appearance, etc.)*
   c. Recognize the similarities and differences between a parent and a baby.

   *Teacher note:*
   
   *Be sensitive to the fact that some children have parents who are not their biological parents.*

**SOCIAL STUDIES, GOVERNMENT/CIVIC UNDERSTANDINGS**

**SSKCG1** The student will demonstrate an understanding of good citizenship. *(audience etiquette)*
   a. Explains how rules are made and why.
   b. Explains why rules should be followed.
The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.

II. PUPPET-MAKING WORKSHOPS

Here are some of the Georgia Pre-K Bright from the Start Content Standards and Georgia Performance Standards for Kindergarten that can be met across the curriculum when your students participate in a Create-A-Puppet Workshop (where they will construct, decorate and perform with their very own puppet):

GEORGIA PRE-K BRIGHT FROM THE START CONTENT STANDARDS

CREATIVE DEVELOPMENT
CD1 – Children will explore and use a variety of materials to develop artistic expression.
CD1a – Experiments with a variety of materials and activities for sensory experience and exploration.
CD1b – Uses materials to create original work and for self-expression.
CD1c – Shares details about personal creations (paintings, drawings, 3-d sculptures, block structures)
CD1d – Expresses interest in and shows appreciation for the creative work of others.

MATHEMATICAL DEVELOPMENT
MD 1 – Children will begin to develop an understanding of numbers
MD1b – Arranges sets of objects in one to-one correspondence
MD1d – Compares sets of objects using language

MD 4 – Children will develop a sense of space and an understanding of basic geometric shapes
MD4a – Recognizes, describes, compares basic geometric shapes
MD4c – Uses language to indicate where things are in space: positions, directions, distances, order

MD 5 Children will learn how to use a variety of non-standard and standard means of measurement
MD5D – Measures the length of objects using non-standard or standard measures

SOCIAL & EMOTIONAL DEVELOPMENT
SE2 – Children will develop curiosity, initiative, self-direction and persistence
SE2a – Shows interest in learning new concepts and trying new experiences.
SE2c – Demonstrates self-direction in use of materials.
SE2e – Sustains attention to a task or activity appropriate for age.

SE3 – Children will increase the capacity for self-control.
SE3b – Follows rules and routines within the learning environment.
SE3c – Uses classroom materials purposefully and respectfully.
SE3d – Manages transitions and adapts to changes in routine.

SE4 – Children will develop interpersonal and social skills for relating with other members of the learning community.
SE4a – Interacts appropriately with peers and familiar adults.
SE4b – Begins to recognize the needs and rights of others.
SE4c – Shows empathy and understanding to others.
SE4d – Participates successfully as a member of a group.

KINDERGARTEN GEORGIA PERFORMANCE STANDARDS

FINE ARTS, VISUAL ARTS, CONTEXTUAL UNDERSTANDING
VAKCU.1 Identifies artists and offers ideas about what art is and who artists are.
   a. Recognizes self as an artist
   b. Identifies artists in the community.
   c. Understands own ideas as unique to him/her.

FINE ARTS, VISUAL ARTS, MEANING AND CREATIVE THINKING
VAKMC.2 Formulates personal responses.
   a. Generates visual images by manipulating art materials.
   b. Makes connections between visual images and personal experiences.

FINE ARTS, VISUAL ARTS, PRODUCTION
VAKPR.1 Creates artworks based on personal experience.
   c. Combines materials in new and inventive ways to make a finished work of art.

VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art
   (e.g. drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate
   manner to develop skills.
   j. Develops manual dexterity through craft techniques.

VAKPR.3 Understands and applies media, techniques, and processes of three-dimensional works of art
   (e.g. ceramics, sculpture, crafts, and mixed media) using tools and materials in a safe and appropriate
   manner to develop skills.
   c. Employs simple construction techniques.
   d. Recognizes form as not flat.
   f. Creates composition using traditional and/or contemporary craft materials and methods

FINE ARTS, THEATRE ARTS
TAESK.3 Acting by developing, communicating, and sustaining roles within a variety of situations and
   environments.
   f. Assumes roles in a variety of dramatic forms (narrated story, pantomime, puppetry, role play).

MATHEMATICS, MEASUREMENT
MKM1. Students will group objects according to common properties such as longer/shorter, more/less,
   taller/shorter, and heavier/lighter.
   a. Compare and order objects on the basis of length.
   c. Compare and order objects on the basis of height.

MATHEMATICS, GEOMETRY
MKG1. Students will correctly name simple two and three-dimensional figures, and recognize them in
   the environment.
a. Recognize and name the following basic two-dimensional figures: triangles, quadrilaterals (rectangles, squares) and circles.
e. Compare geometric shapes and identify similarities and differences of the following two and three-dimensional shapes: triangles, rectangles, squares, circles, spheres, and cubes.

**MKG2. Students will understand basic spatial relationships.**
- a. Identify when an object is beside, above, or below another object.
- b. Identify when an object is in front of, behind, inside, or outside another object.

**III. MUSEUM**
Here are some of the Georgia Pre-K Bright from the Start Content Standards and Georgia Performance Standards for Kindergarten that can be met across the curriculum when your students tour our Special Exhibit Gallery and global puppetry museum featuring the Center’s permanent collection: PUPPETS: The Power of Wonder (including the rotating PASSPORTS exhibit):

**GEORGIA PRE-K BRIGHT FROM THE START CONTENT STANDARDS**

**SOCIAL STUDIES DEVELOPMENT**
**SS2 – Children will develop a respect for differences in people.**
- SS2a – Identifies similarities and differences in people.
- SS2b – Demonstrates an emerging awareness and respect for culture and ethnicity.

**SS3 – Children will express beginning geographic thinking.**
- SS3e – Recognizes characteristics of other geographic regions and cultures.

**SOCIAL & EMOTIONAL DEVELOPMENT**
**SE2 – Children will develop curiosity, initiative, self-direction and persistence.**
- SE2a – Shows interest in learning new concepts and trying new experiences.
- SE2e – Sustains attention to a task or activity appropriate for age.

**SE3 – Children will increase the capacity for self-control.**
- SE3b – Follows rules and routines within the learning environment.

**SE4 – Children will develop interpersonal and social skills for relating with other members of the learning community.**
- SE4a – Interacts appropriately with peers and familiar adults.
- SE4b – Begins to recognize the needs and rights of others.
- SE4c – Shows empathy and understanding to others.
- SE4d – Participates successfully as a member of a group

**KINDERGARTEN GEORGIA PERFORMANCE STANDARDS**

**FINE ARTS, VISUAL ARTS, MEANING AND CREATIVE THINKING**
**VAKMC.2 Formulates personal responses.**
- e. Makes connections between visual images and personal experiences.
VAKMC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.
   b. Understands that symbols can convey different kinds of meaning.
   c. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.

FINE ARTS, VISUAL ARTS, ASSESSMENT and REFLECTION
VAKAR.1 Discusses his or her own artworks and the artwork of others.
   a. Shows an interest in art.
   c. Compares and contrasts artworks based on subject, theme, and/or elements.

FINE ARTS, VISUAL ARTS, CONTEXTUAL UNDERSTANDING
VAKCU.2 Views and discusses artworks.
   a. Talks about artworks of significant artists that have recognizable subjects and themes
      (Example: Jim Henson’s Muppets)
   b. Discusses art from a variety of world cultures.
   c. Recognizes the unique contributions of Georgia artists and art forms (Example: Wayland Flowers, Janie Geiser, Jon Ludwig)
   d. Points out clues in selected artworks that determine time and place.

FINE ARTS, THEATRE ARTS
TAESK.8 Examining the roles of theatre as a reflection of past and present civilization.
   a. Describes why people dramatize stories.
   b. Identifies theatre experiences in the community.

TAESK.9 Exploring the relevance of theatre to careers.
   a. States that people have jobs in theatre.
   b. Names actors and acting as a career in theatre (also puppeteers and puppeteering).

TAESK.10 Critiquing various aspects of theatre/other media using appropriate supporting evidence.
   a. Expresses personal preferences about theatre experiences.
   b. Describes what is seen, felt, and heard in a theatre experience.
   c. Asks questions about what is seen, felt, heard in a theatre experience.
   d. Reflects on theatre experiences using a variety of written, graphic, non-verbal, oral responses.