

A Mobile Puppet Theater



<https://www.puppetshowinc.org/>
puppetshowinc@gmail.com 919-599-4604
Kathie Guild, Executive Director

Puppet Show Incorporated's puppetry arts programs teach Social Emotional Learning (SEL) and Character Education. All of the puppetry programs are aligned with the North Carolina Teaching Essential Standards in Healthful Living, the North Carolina Guidance Essential Standards, English Language Arts, Social Studies, Theatre Arts, the North Carolina Foundations for Early Learning and Development Emotional and Social Development Domains, and the North Carolina Character Education Traits through the Department of Public Instruction (D.P.I.). A list of the standards integrated with the puppetry programs and identified by a corresponding number is on page 11,

Puppet Show Inc. is a registered 501(c)3 non-profit organization. The mission and goals are to preserve and promote puppetry arts by offering affordable programs at cost. All funds go towards the purchase of puppets, props, books, art supplies, and materials needed to produce the performances and lessons. We are an all-volunteer staff and do not receive salaries.

We offer a variety of programs for different groups We have puppetry programs for single classrooms, small assemblies/grade levels or school wide assemblies. We also offer 2 hour Teacher Workshops, 2 hour Student Workshops and 5 Day and/or 5 Hour Puppet Residencies for both K-2 and 3-5. We have puppetry performances for special events such as a book fair, school festival or a Corporation's Family Appreciation Day.

Puppet Shows for Single Classroom or Small Group settings between 4-30 students. These shows teach specific social skills with an academic focus primarily designed for an educational setting. They all include a story time, discussion, puppet show and make and take art activity. Time length 45 minutes-1 hour rate is \$125.00 per hour/per show. (Using a small portable puppet theater)

Suggested Month	Children's Book & Puppet Show Themes	Character Ed. Traits	*Standards by Number (pg14)
Any Month	Social Skill: Bragging & Boasting Franklin Fibbs by Paulette Bourgeois	Integrity Self-Discipline Good Judgement Responsibility Self-Awareness Social Awareness	1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,51,52,55,57,58,61-67,69,72,74,75,77,78,79,80,83,84,86,87,90,93,96,97,98-139,142,143
Any Month	Social Skill: Bossiness Franklin is Bossy by Paulette Bourgeois	Responsibility Respect Good Judgement Self-Discipline Self -Awareness Social Awareness	1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,51,52,55,57,58,61-67,69,72,74,75,77,78,79,80,83,84,86,87,90,93,96,97,98-139,142,143
Any Month	Social Skill: Honesty Finders Keepers by Paulette Bourgeois or Jamaica's Find by Juanita Havill	Integrity Responsibility Respect Good Judgment Self-Discipline Self-Awareness Social Awareness	1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,51,52,55,57,58,61-67,69,72,74,75,77,78,79,80,83,84,86,87,89,90,93,96,97,98-139,142,143,148
Any Month	Social Skill: Sharing Rainbow Fish by Marcus Pfister	Kindness Good Judgment Self-Discipline Self-Awareness	1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,51,52,55,57,58,61-

		Social Awareness	67,69,72,74,75,77, 78,79,80,83,84,86, 87,90,93,96,97,98- 139,142,143,146,
Any Month	Social Skill: Blurting and Calling Out <u>Interrupting Chicken</u> by David Ezra Stein	Responsibility Respect Good Judgment Self-Discipline Self-Awareness Social Awareness	1-4,7-13,17-21,25, 26,30,31,33,34,36, 37,41,44,46,47,51, 52,55,57,58,61- 67,69,72,74,75,77, 78,79,80,83,84,86, 87,90,93,96,97,98- 139,142,143
Any Month	Social Skill: Aggressive Behavior/ Bullying <u>One</u> by Kathryn Otoshi	Integrity Responsibility Respect Good Judgment Self-Discipline Self-Awareness Social Awareness	1-4,7-13,17-21,25, 26,30,31,33,34,36, 37,41,44,46,47,50, 51,52,55,57,58,60, 61-67,69,71, 72, 74,75,77,78,79,80, 83,84,86,87,90,93, 96,97,98-139,142, 143,148
Any Month	Social Skill: Friendship Triangles <u>Two</u> by Kathryn Otoshi	Kindness Empathy Cooperation Responsibility Respect Good Judgment Self-Discipline Self-Awareness Social Awareness	1-4,7-13,17-21,25, 26,30,31,33,34,36, 37,41,44,46,47,51, 52,55,57,58,61- 67,69,72,74,75,77, 78,79,80,83,84,86, 87,90,93,96,97,98- 139,142,143
Any Month	Social Skill: Reporting Versus Tattling <u>Tattle Tale Tongue</u> by Julia Cook	Good Judgment Self-Discipline Self-Awareness Social Awareness Responsibility	1-4,7-13,17-21,25, 26,30,31,33,34,36, 37,41,44,46,47,51, 52,54,55,57,58,61- 67,69,72,74,75,77, 78,79,80,83,84,86, 87,90,93,96,97,98- 139,142,143,148

Any Month	Social Skill: Teasing <u>The Berenstain Bears and the Trouble with Teasing</u> by Stan Berenstain	Respect Responsibility Good Judgment Self-Discipline Self-Awareness Social Awareness Kindness Empathy Cooperation	1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,50,51,52,55,57,58,60,61-67,69,71,72,74,75,77,78,79,80,83,84,86,87,89,90,93,96,97,98-139,142,143
Any Month	Social Skill: Consideration <u>Responsible Rascal</u> by Linda Schwartz	Respect Responsibility Good Judgment Self-Discipline Self-Awareness Social Awareness Kindness Empathy Cooperation	1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,50,51,52,55,57,58,60,61-67,69,71,72,74,75,77,78,79,80,83,84,86,87,90,93,96,97,98-139,142,143
Any Month	Social Skill: Peer Pressure <u>Monkey See Monkey Do</u> by Linda Schwartz	Respect Responsibility Good Judgment Self-Discipline Self-Awareness Social Awareness	1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,50,51,52,55,57,58,60,61-67,69,71,72,74,75,77,78,79,80,83,84,86,87,90,93,96,97,98-139,142,143,146,148
Any Month	Social Skill: Sportsmanship <u>Howard B. Wigglebottom Learns about Sportsmanship</u> by Howard Binkow	Perseverance Good Judgement Self-Awareness Social Awareness Respect Responsibility Integrity Self-Discipline Cooperation	1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,50,51,52,55,57,58,60,61-67,69,71,72,74,75,77,78,79,80,83,84,86,87,90,93,96,97,98-139,142,143
Any Month	Social Skill: Inclusion/Tolerance <u>Big Al</u> by Andrew Clements	Respect Responsibility Good Judgement	1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,49,50,51,52,55,57,

		Integrity Kindness Empathy Social Awareness Self-Awareness	58, 60, 61-67, 69, 71,72,74,75,77,78, 79,80,83,84,86,87, 89, 90,92, 93, 96,97,98-139, 142, 143
Any Month	Social Skill: Playing Too Rough <u>Hands are not for Hitting</u> by Martine Agassi	Good Judgement Social Awareness Responsibility Respect Integrity Kindness Empathy Self-Discipline	1-4,7-13,17-21,25, 26,30,31,33,34,36, 37,41,44,46,47,50, 51,52, 55, 57, 58,60, 61-67,69,71, 72,74,75,77,78,79, 80,83,84,86,87,89, 90,93,96,97,98- 139142,143,146,14 8
Any Month	Social Skill: Listening <u>Howard B. Wigglebottom Learns to Listen</u> by Howard Binkow	Good Judgement Social Awareness Responsibility Respect Integrity Kindness Empathy Self-Discipline Self-Awareness	1-4,7-13,17-21,25, 26,30,31,33,34,36, 37,41,44,46,47,51, 52,55,57,58,61- 67,69,72,74,75,77, 78,79,80,83,84,86, 87,90,93,96,97, 98-139,142,143
Any Month	Social Skill: Arguing, Fighting and Bickering <u>The Crayon Box that Talked</u> by Shane DeRolf	Good Judgement Social Awareness Responsibility Respect Integrity Kindness Empathy Self-Discipline Self-Awareness Cooperation	1-4,7-13,17-21,25, 26,30,31,33,34,36, 37,41,44,46,47,50, 51,52, 55, 57, 58, 60, 61-67,69,70, 71,72, 74, 75, 77, 78,79,80,83,84,86, 87,90,93,96,97,98- 139,142,143,148
Any Month	Social Skill: Bee Safe <u>Officer Buckle and Gloria</u> or <u>Careful</u> by Peggy Rathmann or	Good Judgement Responsibility Respect Cooperation	1-4,7-13,17-21,25, 26,30,31,33,34,36, 37,41,44,46,47, 51,52, 55, 57, 58, 61-

	<u>Stay Safe or A Little Book About Safety</u> by Abbie Schiller	Social Awareness Self-Awareness	67,69,72,74,75,77, 78,79,80,83,84,85, 86,87,90,93,96,97, 98-139, 142,143,146
Any Month	Social Skill: Manners <u>What if Everybody Did That</u> by Ellen Javernick	Self-Awareness Social Awareness Responsibility Respect Good Judgement Cooperation	1-4,7-13,17-21,25, 26,30,31,33,34,36, 37,41,44,46,47,48, 50, 51,52, 55, 57, 58, 60,61-67,69,71, 72,74,75,77,78,79, 80,83,84,85, 86,87,90,93,96,97, 98-139,142,143
Any Month	Social Skill: Feelings <u>The Brown Bear who Wasn't</u> by Carol Kaplan or <u>How are you Peeling</u> by Saxton Freymann	Self -Awareness Social Awareness Empathy Responsibility	1-4,7-13,17-21,25, 26,30,31,33,34,36, 37,41,44,46,47,51, 52,55,57,58,61- 67,69,72,74,75,77, 78,79,80,83,84,86, 87,90,93,96,97,98- 139,142,143
Any Month	Social Skill: Personal Best <u>The Carrot Seed</u> by Ruth Kraus or <u>Matthew's Dream</u> by Leo Lionni	Perseverance Self-Discipline Self Awareness Good Judgement Responsibility Courage	1-4,7-13,17-21,25, 26,30,31,33,34,36, 37,41,44,46,47,51, 52,55,57,58,61- 67,69,72,74,75,77, 78,79,80,83,84,86, 87,88, 90, 93, 96, 97,98-139,142,143
Any Month	Social Skill: Self Esteem <u>I Want to be Somebody New</u> by Robert Lopshire or <u>Zero</u> by Kathryn Otoshi	Self-Awareness Perseverance Courage Good Judgement	1-4,7-13,17-21,25, 26,30,31,33,34,36, 37,41,44,46,47,51, 52,55,56, 57, 58,61- 67,69,72,74,75,77, 78,79,80,83,84,86, 87,90,91, 93,96,97,98-139, 142,143

The following Puppet Shows are geared for groups of 30-120 students and are ideal for grade levels and/or smaller assemblies. Each program uses well known children's literature, teaches a lesson with a moral and or a skill. All Puppet Shows include a story time, puppet show with a make and take art activity and a time limit of one hour. (Tabletop puppet stage with a large screen, speakers and projector on a utility cart). Space requirements are an area 6 ft x 6 ft. Cost is \$125.00 per show/per hour.

Suggested Months	Children's Book & Puppet Show Theme	Character Education Traits	Standards by Number (page 14)
July	<u>Grouchy Ladybug</u> by Eric Carle An argumentative ladybug encounters various creatures throughout the day who gently encourage and advise her on the power of positivity.	Kindness Self -Control Positive Interaction with others Respect Responsibility Good Judgement	1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,48,51, 52, 55, 57, 58, 61-67, 69, 72, 74, 75, 77, 78, 79,80,83,84,86,87,90,93, 96,97,98-139,140-143, 146,148
Aug.	<u>Mind Your Manners B.D. Wolf</u> by Judy Sierra A wolf attempts to change his bad reputation through courteous and considerate behavior at a tea party.	Self-Awareness Courtesy Integrity Self-Control Social - Awareness Responsibility Respect	1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,48, 50, 51, 52,55,57,58,60, 61-67, 69, 71- 75, 77, 78, 79, 80-87,90,93,96,97, 98-139,142,143
Sept .	<u>The Kissing Hand</u> by Audrey Penn A mom teaches her young child the value of managing emotions and gaining independence through an enduring and	Self-Control Self-Awareness Social Awareness Courage Perseverance	1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,51, 52,55,57,58,61- 67,69,72,74,75,77,78,79, 80,83,84,86,87,90,93,96, 97,98-139,142,143

	<p>loving kiss in the palm.</p> <p>Or</p> <p><u>The Ant & The Grasshopper Aesop Fable</u></p>	<p>Responsibility Decision Making Kindness Cooperation Good Judgement</p>	<p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,51,52, 55, 57, 58,61,67,69,72,74,75,77, 78,79,80,83,84,86,87,89 90,93,96,97,98-139,142, 143</p>
Oct	<p><u>The Little Old Lady Who Wasn't Afraid of Anything</u> by Linda Williams</p> <p>An old woman encounters strange things on a walk in the woods and puts them to a useful purpose.</p>	<p>Courage Empathy Decision Making Good Judgement</p>	<p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,51, 52, 55, 57, 58, 61-67, 69,72,74,75,77,78,79,80, 83,84,86,87,90,93,96,97, 98-139,142,143</p>
Nov	<p><u>Turkey Trouble</u> by Wendi Silvano</p> <p>Friends help one another overcome difficulties through cooperation and humor.</p> <p>Or</p> <p><u>Bear Says Thanks</u> by Karma Wilson</p> <p>Friends help one another overcome difficulties through cooperation and humor.</p> <p>Or</p> <p><u>Stone Soup</u> (fable) retold by Heather Forest</p> <p>A hungry traveler teaches villagers the importance of working together for</p>	<p>Decision Making Courage Self-Advocacy Perseverance</p> <p>Gratitude Cooperation Sharing Kindness</p> <p>Cooperation Sharing Kindness</p>	<p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,51,52, 55, 57, 58,61,67,69,72,74,75,77, 78,79,80,83,84,86,87,89 90,93,96,97,98-139,142, 143</p> <p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,51,52, 55, 57, 58,61,67,69,72,74,75,77, 78,79,80,83,84,86,87,89 90,93,96,97,98-139,142,</p>

	the benefit of all.		143
Dec	<p><u>The Wish Tree</u> by Kyho Maclear</p> <p>A young boy helps animals on his way to find a wishing tree who repay his kindness.</p> <p>Or</p> <p><u>The Elf and the Shoemaker</u> (Fairy Tale/ Fable)</p>	<p>Gratitude Kindness Empathy Cooperation Perseverance</p> <p>Kindness Empathy Gratitude</p>	<p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,48, 51, 52, 55, 57, 58, 61-67, 69,72,74,75,77,78,79,80, 83,84,86,87,90,93,96,97, 98-139,142,143</p> <p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,51,52, 55, 57, 58,61,67,69,72,74,75,77, 78,79,80,83,84,86,87,89 90,93,96,97,98-139,142, 143</p>
Jan	<p><u>Interrupting Chicken</u> by David Ezra Stein</p> <p>Chicken learns that listening is more important than talking.</p> <p>Or</p> <p><u>The Lion and the Mouse</u> <u>Aesop Fable</u></p>	<p>Self-Control Self-Awareness Social Awareness</p> <p>Kindness Empathy Gratitude Reciprocity</p>	<p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,51,52,55,57, 58,61- 67,69,72,74,75,77,78,79, 80,83,84,86,87,90,93,96, 97, 98-139,142,143</p> <p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,51,52, 55, 57, 58,61,67,69,72,74,75,77, 78,79,80,83,84,86,87,89 90,93,96,97,98-139,142, 143</p>
Feb.	<p><u>Goldi & #3 Bear Cottage</u> (a fractured fairy tale) inspired by Goldilocks and the Three Bears by James Marshall</p>	<p>Responsibility Decision Making Self -Awareness Kindness Good Judgement</p>	<p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,51,52, 55, 57, 58,61- 67,69,72,74,75,77,78,79,</p>

	<p>Goldi accidentally goes to the wrong address for an open house event and makes restitution.</p> <p>Or</p> <p><u>Mufaro's Beautiful Daughters</u> by John Steptoe</p> <p>Two sister reveal their true characters when invited to meet a king.</p>	<p>Empathy Self -Awareness Responsibility Respect Decision Making</p>	<p>80,83,84,86,87,89,90,93,96,97,98-139,142,143</p> <p>1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,51,52,55,57,58,61,67,69,72,74,75,77,78,79,80,83,84,86,87,89,90,93,96,97,98-139,142,143</p>
March	<p><u>Lucky Tucker</u> by Leslie McGuirk</p> <p>A dog's bad luck changes.</p>	<p>Gratitude Decision Making</p>	<p>1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,51,52,55,57,58,61-67,69,72,74,75,77,78,79,80,83,84,86,87,90,93,96,97,98-139,142,143</p>
April	<p><u>Little Red & The Plaid Wolf</u> (a fractured fairy tale) inspired by Little Red Riding Hood by Candice Ransom</p> <p>A wolf learns the value of honesty and integrity through a girl and her grandmother.</p> <p>Or</p> <p><u>The Empty Pot</u> by Demi (Folk Tale)</p> <p>A young boy's honesty is rewarded.</p>	<p>Responsibility Respect Decision Making Empathy Kindness Integrity</p> <p>Responsibility Honesty Decision Making Integrity</p>	<p>1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,48,51,52,55,57,58,61-67,69,72,74,75,77,78,79,80,83,84,86,87,89,90,93,96,97,98-139,142,143</p> <p>1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,51,52,55,57,58,61,67,69,72,74,75,77,78,79,80,83,84,86,87,89,90,93,96,97,98-139,142,143</p>

<p>May</p>	<p><u>The Three Billy Goats & Troll Bluff</u> (a fractured fairy tale) inspired by The Three Billy Goats Gruff by Irene Yates</p> <p>A troll realizes that in order to have friends you must be a friend.</p> <p>or</p> <p><u>The Tortoise and the Hare Aesop Fable</u></p>	<p>Self-Awareness Social Awareness Kindness Responsibility Respect Good Judgement</p> <p>Perseverance Decision Making Responsibility Diligence Good Judgement</p>	<p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,50-52, 55 57,58,60-67,69,71, 72,74,75,77,78,79,80,83, 84,86,87,89, 90-93, 96-98-139,142,143</p> <p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,51,52, 55, 57, 58,61,67,69,72,74,75,77, 78,79,80,83,84,86,87,89 90,93,96,97,98-139,142, 143</p>
<p>June</p>	<p><u>Little Red Hen</u> by Golden Classics</p> <p>A hen is able to reap the benefits of her hard work.</p>	<p>Responsibility Decision Making Good Judgement Perseverance</p>	<p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37,41, 44,46,47,51, 52,55,57,58,61-67,69,72,74,75,77,78,79, 80,83,84,86,87,90,93,96, 97,98-139,142,143</p>

Large School Assembly Shows for over 120 students. Includes puppet show and Questions and Answers for approximately 45 minutes. All of the puppet shows are based around well-known children's stories and serve as visual texts teaching a moral and illustrating character education traits. Electronic teaching guides including art activities upon request. For 120-200 students cost is \$225.00 per show; 200 + students \$325.00 per show. (Tabletop Puppet Theater, Projector, on a utility cart, Screen and Sound System). Space Requirements are an area 10 feet by 10 feet

Suggested Month	Children's Book & Puppet Show Themes	Character Education Traits	Standards by Number (pg. 14)
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<p>Any Month</p>	<p><u>The Paper Bag Princess</u> by Robert Munsch</p>	<p>Responsibility Courage Respect</p>	<p>1-4,7-13,17-21,25, 26,30,31,33,34,36,37, 41,44,46,47,51,</p>
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	A dutiful princess sets off to rescue a prince by using her wits to outsmart a dragon and discovers what being a hero and true love are really about.	Decision Making Perseverance Integrity Kindness Duty	52, 55-57, 58, 61-67, 69,72,74,75,77,78,79, 80, 83-86, 87,90, 93, 96,97,98-139,142, 143,146
Any Month	<u>The Big Bad Wolf and the Three Pound Pig</u> A fractured fairy tale inspired by The Big Bad Wolf and the Three Little Pigs A wolf and a pig learn that re-adjusting their beliefs about each other and altering their behaviors towards one another creates positive changes.	Respect Decision Making Courage Empathy Responsibility Kindness	1-4,7-13,17-21,25, 26,30,31,33,34,36,37, 41,44,46,47,51, 52,55,57,58,61-67,69,72,74,75,77,78, 79,80,83,84,86,87,89, 90-93,96,97,98-139, 140-143,146
Any Month but usually done in Nov. & Dec.	<u>Gingy: The True Story of the Gingerbread Boy.</u> A fractured fairy tale inspired by The Gingerbread Boy. The gingerbread boy learns the importance of diligence, respect and kindness.	Responsibility Respect Courage Perseverance Empathy Good Judgement Integrity	1-4,7-13,17-21,25, 26,30,31,33,34,36,37, 41,44,46,47,51, 52, 55,57,58,61-67,69,72,74,75,77,78, 79,80,83,84,86-88,90,93,96,97,98-139,142,143
Any Month	<u>The Magic Pebble</u> by William Steig A little donkey's wishes lead him to realize what is most important in life.	Perseverance Courage Self-Discipline Empathy Cooperation Responsibility Respect	1-4,7-13,17-21,25, 26,30,31,33,34,36,37, 41,44,46,47,51,52, 55-58,61-67,69,72,74,75,77,78, 79,80,83,84,86,87,90, 93,96,97,98-139,140-143,146
Any Month	<u>Brave Irene</u> by William Steig A responsible girl undertakes a daunting task encountering challenges along the way.	Courage Perseverance Good Judgement Responsibility Respect Self-Discipline Empathy Kindness	1-4,7-13,17-21,25, 26,30,31,33,34,36,37, 41,44,46,47,51, 52,55,57,58,61-67,69,72,74,75,77,78, 79,80,83,84,86,87,90, 93,96,97,98-139,140-142, 143,146

Any Month	<p>The Amazing Bone by William Steig (new show available starting spring 2019)</p> <p>A chance encounter with a resourceful bone turns out to be life changing for a grateful pig.</p>	<p>Courage Perseverance Good Judgement Responsibility Respect Self-Discipline Empathy Kindness Cooperation</p>	<p>1-4,7-13,17-21,25,26,30,31,33,34,36,37,41,44,46,47,51,52,55-58,61-67,69,72,74,75,77,78,79,80,83,84,86,87,90,93,96,97,98-139,140-143,146</p>
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Teacher Workshop: Puppets for S.E.L. Learn how to use puppets to teach Social Emotional Learning (S.E.L.) to students. Participants will learn the different types of puppets, developing a puppet character, using puppet voices, staging, script writing, using props, working with more than one puppet. Identification of several popular and classic children's literature that teach S.E.L. Learn how to plan and deliver an arts integrated curriculum. Where to find follow up educational and art activities online to reinforce the lesson. This workshop is hands on. Length is two hours. Cost is \$200. for up to 24 teachers at the school site. We also have a 2 hour **Student Workshop** on learning the basics of puppetry (voice. movement, characterization, simple scripts, etc.). The cost is \$200.00 for 2 hours.(up to 30 students)

Private Tutoring is offered to individuals wanting to learn the basics of puppetry for \$50.00 per hour. We can design a custom program that fits your needs.

We have two **Puppet Residencies** for students in grades K-2 and in grades 3-5. Both residencies are for 5 days or 5 hours (one hour a day for 5 days). The K-2 Puppet Residency teaches students Social Emotional Learning Skills through a discussion, story time, puppet show and art activities. The 3-5 Residency teaches students how to stage their own puppet shows using fairy tales/fables from around the world. The cost of the residencies are \$100.00 per hour with a 5 hour minimum.

Puppet Show Incorporated's puppetry arts programs incorporate the following N.C. Essential Standards and Character Education Traits.

Theatre Arts Essential Standards K-5

#	Focus Area	State Std.#	State Std.	State Obj.#	Objective
1	Communication	K.C.1	Use movement voice, and writing to communicate ideas and feelings.	K.C.1.1	Use non-verbal expression to communicate movement elements.
2	Communication	K.C.1	Use movement voice, and writing to communicate ideas and feelings.	K.C.1.2	Recognize how vocal variety is used to demonstrate feelings
3	Communication	K.C.2	Use performance to communicate ideas and feelings.	K.C.2.1	Use dramatic play to improvise stories and situations.
4	Communication	K.C.2	Use performance to communicate ideas and feelings.	K.C.2.2	Use dramatic play to re-enact stories from texts from texts read aloud.
5	Analysis	K.A.1	Analyze literary texts and performances.	K.A.1.1	Recall the basic parts of a story, such as characters, setting ,and events.
6	Analysis	K.A.1	Analyze literary texts and	K.A.1.2	Analyze events in relationship to the

			performances.		setting where they take place in formal and informal productions.
7	Culture	K.CU.1	Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	K.CU.1.1	Use theatre arts to illustrate how people express themselves differently.
8	Culture	K.CU.2	Understand the traditions, roles, and conventions of theatre as an art form.	K.CU.2.1	Understand how to attend to others when they are sharing.
9	Communication	1.C.1	Use movement voice, and writing to communicate ideas and feelings.	1.C.1.1	Use non-verbal expression to communicate movement elements, including size, weight, and rate.
10	Communication	1.C.1	Use movement voice, and writing to communicate ideas and feelings.	1.C.1.2	Use creative drama techniques, such as storytelling or puppetry to demonstrate vocal variety.
11	Communication	1.C.1	Use movement voice, and writing to communicate ideas and feelings.	1.C.1.3	Understand that stories have a beginning middle, and end.
12	Communication	1.C.2	Use performance to communicate ideas and feelings.	1.C.2.1	Use improvisation to communicate activities in a variety of situations.

13	Communication	1.C.2	Use performance to communicate ideas and feelings	1.C.2.2	Use dramatic play to perform stories while texts are read aloud.
14	Analysis	1.A.1	Analyze literary texts and performances.	1.A.1.1	Analyze texts in terms of the relationships among characters, setting, and event.
15	Analysis	1.A.1	Analyze literary texts and performances	1.A.1.2	Explain qualities of characters and sequence of events in formal and informal productions.
16	Culture	1.CU.1	Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	1.CU.1.1	Recognize how theatre is used in customs and traditions of various cultures.
17	Culture	1.CU.2	Understand the traditions, roles, and conventions of theatre as an art form.	1.CU.2.2	Understand how to use appropriate behavior as an audience member.
18	Communication	2.C.1	Use movement voice, and writing to communicate ideas and feeling	2.C.1.1	Use non-verbal expression to communicate elements of characterization ,including age and physicality.
19	Communication	2.C.1	Use movement voice, and writing to communicate	2.C.1.2	Use vocal variety and animation to create distinct voices for

			ideas and feelings.		characters.
20	Communication	2.C.1	Use movement voice, and writing to communicate ideas and feelings.	2.C.1.3	Use dialogue to enhance the clarity of stories.
21	Communication	2.C.2.1	Use performance to communicate ideas and feelings.	2.C.2.1	Use improvisation to communicate problems and resolutions.
22	Communication	2.C.2.1	Use performance to communicate ideas and feelings.	2.C.2.2	Interpret stories from previously read texts by acting them out.
23	Analyze	2.A.1	Analyze literary texts and performances.	2.A.1.1	Distinguish the setting, characters, sequence of events, main idea, problem, and solution for a variety of stories.
24	Analyze	2.A.1	Analyze literary texts and performances.	2.A.1.2	Analyze the relationships between events, characters, and settings
25	Communication	3.C.1	Use movement voice, and writing to communicate ideas and feelings.	3.C.1.1	Use non-verbal expression to communicate elements of characterization, including age and physicality.
26	Communication	3.C.1	Use movement voice, and writing to	3.C.1.2	Apply appropriate volume and

			communicate ideas and feelings.		variation in pitch, rate, and tone to express character.
27	Communication	3.C.1	Use movement voice, and writing to communicate ideas and feelings.	3.C.1.3	Understand how to transform stories into written dialogue.
28	Communication	3.C.2	Use performance to communicate ideas and feelings.	3.C.2.1	Use improvisation to present a variety of simple stories or situations.
29	Communication	3.C.2	Use performance to communicate ideas and feelings	3.C.2.2	Interpret stories from different texts by acting them out.
30	Analyze	3.A.1	Analyze literary texts and performances.	3.A.1.1	Differentiate specific character traits in texts or scripts.
31	Culture	3.CU.2	Understand the traditions ,roles and conventions of theatre as an art form.	3.CU.2.1	Illustrate theatre etiquette appropriate to the performance situation.
32	Culture	3.CU.2	Understand the traditions, roles and conventions of theatre as an art form.	3.CU.2.2	Understand the role of the actor in relation to performance responsibilities, such as memorization, blocking and characterization.
33	Communication	4.C.1	Use movement voice, and writing to	4.C.1.1	Use a variety of postures, gaits, and mannerisms

			communicate ideas and feelings.		to express character in the presentation of stories.
34	Communication	4.C.1	Use movement voice, and writing to communicate ideas and feelings.	4.C.1.2	Apply appropriate vocal elements of pitch, rate, tone, articulation, and vocal expression to various types of literature and storytelling.
35	Communication	4.C.1	Use movement voice, and writing to communicate ideas and feelings.	4.C.1.3	Understand how to adapt sources, such as literature texts, poetry, and speeches, into scripts.
36	Communication	4.C.2	Use performance to communicate ideas and feelings.	4.C.2.1	Use improvisation to tell stories and express ideas.
37	Communication	4.C.2	Use performance to communicate ideas and feelings.	4.C.2.2	Interpret multiple characters from stories through the use of the body and voice.
38	Analysis	4.A.1	Analyze literary texts and performances.	4.A.1.1	Analyze texts or scripts in terms of specific character traits and relationships among them.
39	Analysis	4.A.1	Analyze literary texts and performances.	4.A.1.2	Critique choices made about characters, settings, and events as seen, or portrayed in, formal and

					informal productions.
40	Culture	4.CU.2	Understand the traditions, roles and conventions of theatre as an art form.	4.CU.2.1	Use critiques to improve performances.
41	Communication	5.C.1	Use movement voice, and writing to communicate ideas and feelings.	5.C.1.1	Use a variety of postures, gaits, and mannerisms to express character in the presentation of stories.
42	Communication	5.C.1	Use movement voice, and writing to communicate ideas and feelings.	5.C.1.2	Apply appropriate vocal elements of pitch, rate, tone, articulation, and vocal expression to various types of formal and informal presentations.
43	Communication	5.C.1	Use movement voice, and writing to communicate ideas and feelings.	5.C.1.3	Construct original scripts using dialogue that communicates ideas and feelings.
44	Communication	5.C.2	Use performance to communicate ideas and feelings.	5.C.2.1	Use improvisation to create characters and solve problems.
45	Communication	5.C.2	Use performance to communicate ideas and feelings.	5.C.2.2	Interpret various characters from different genres of given texts through the use of the body and

					voice.
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Healthful Living Essential Standards K-5

#	Focus Area	State Std. #	State Std.	Obj. #	Objective
46	Mental and Emotional Health	NCES,K.MEH.1	Remember the association of healthy expression of emotions and mental health.	NCES.K.MEH.1.1	Recognize feelings and ways of expressing them.
47	Mental and Emotional Health	NCES,K.MEH.1	Remember the association of healthy expression of emotions and mental health.	NCES.K.MEH.1.3	Illustrate personal responsibility for actions and possessions.
48	Interpersonal Communication and Relationships	NCES.K.ICR.1	Understand healthy and effective interpersonal communication and relationships.	NCES.K.ICR.1.1	Explain reasons for sharing.
49	Interpersonal Communication and Relationships	NCES.K.ICR.1	Understand healthy and effective interpersonal communication and relationships.	NCES.K.ICR.1.2	Compare people in terms of what they have in common and how they are unique.
50	Interpersonal Communication and Relationships	NCES.K.ICR.1	Understand healthy and effective interpersonal communication	NCES.K.ICR.1.4	Recognize bullying, teasing, and aggressive behaviors and

			on and relationships.		how to respond.
51	Mental and Emotional Health	NCES.1.MEH.1	Understand the relationships among healthy expression of emotions and mental health.	NCES.1.MEH.1.1	Use effective communication to express and cope with emotions.
52	Mental and Emotional Health	NCES.1.MEH.1	Understand the relationships among healthy expression of emotions and mental health.	NCES.1.MEH.1.2	Use methods of positive coping with disappointment and failure.
53	Interpersonal Communication and Relationships	NCES.1.ICR.1	Understand healthy and effective interpersonal communications and relationships.	NCES.1.ICR.1.1	Explain the importance of demonstrating respect for personal space and the body.
54	Interpersonal Communication and Relationships	NCES.1.ICR.1	Understand healthy and effective interpersonal communications and relationships.	NCES.1.ICR.1.3	Contrast tattling with reporting aggression, bullying, and violent behavior.
55	Mental and Emotional Health	NCES.2.MEH.1	Understand the relationship among healthy expression of emotions and mental	NCES.2.MEH.1.1	Identify appropriate standards for behavior.

			health.		
56	Mental and Emotional Health	NCES.2.MEH.1	Understand the relationship among healthy expression of emotions and mental health.	NCES.2.MEH.1.4	Explain the influence of self-concept on performance and vice versa.
57	Interpersonal Communication and Relationships	NCES.2.ICR.1	Understand healthy and effective interpersonal communication and relationships.	NCES.2.ICR.1.1	Classify behaviors as helpful or hurtful to friendships.
58	Interpersonal Communication and Relationships	NCES.2.ICR.1	Understand healthy and effective interpersonal communication and relationships	NCES.2.ICR.1.2	Interpret the feelings of others and how to respond when angry or sad.
59	interpersonal Communication and Relationship	NCES.2.ICR.1	Understand healthy and effective interpersonal communication and relationships	NCES.2.ICR.1.3	Explain why it is wrong to tease others.
60	Interpersonal Communication and Relationships	NCES.2.ICR.1	Understand healthy and effective interpersonal communication and relationships.	NCES.2.ICR.1.4	Recognize bullying behaviors and what to do if someone is bullied.
61	Interpersonal Communication and Relationships	NCES.2.ICR.1	Understand healthy and effective interpersonal	NCES.2.ICR.1.5	Exemplify how to communicate with others with

			communication and relationships.		kindness and respect.
62	Interpersonal Communication and Relationships	NCES.3.ICR.1	Understand healthy and effective interpersonal communication and relationship.	NCES.3.ICR.1.1	Summarize qualities and benefits of a healthy relationship.
63	Interpersonal Communication and Relationships	NCES.3.ICR.1	Understand healthy and effective interpersonal communication and relationship.	NCES.3.ICR.1.2	Plan how to show compassion for all living things and respect for all people.
64	Interpersonal Communication and Relationships	NCES.3.ICR.1	Understand healthy and effective interpersonal communication and relationship.	NCES.3.ICR.1.4	Illustrate how to effectively and respectfully express opinions that differ.
65	Mental and Emotional Health	NCES.4.MEH.2	Understand the relationship among healthy expression of emotions and mental health	NCES.4.MEH.2.1	Identify unique personal characteristics that contribute to positive mental health
66	Mental and Emotional Health	NCES.4.MEH.2	Understand the relationship among healthy expression of emotions and mental health.	NCES.4.MEH.2.2	Explain how effective problem solving aids in making healthy choices.
67	Interpersonal	NCES.4.ICR.	Understand	NCES.4.IC	Explain the

	Communication and Relationships	1	healthy and effective interpersonal communication and relationships.	R.1.1	importance of showing respect and empathy for others.
68	Interpersonal Communication and Relationships	NCES.4.ICR.1	Understand healthy and effective interpersonal communication and relationships.	NCES.4.IC R.1.2	Exemplify empathy toward those affected by disease and disability.
69	Interpersonal Communication and Relationships	NCES.4.ICR.1	Understand healthy and effective interpersonal communication and relationships.	NCES.4.IC R.1.3	Interpret facial expressions and posture to emotions and empathy,
70	Interpersonal Communication and Relationships	NCES.4.ICR.1	Understand healthy and effective interpersonal communication and relationships.	NCES.4.IC R.1.4	Recognize situations that might lead to violence.
71	Interpersonal Communication and Relationships	NCES.4.ICR.1	Understand healthy and effective interpersonal communication and relationships.	NCES.4.IC R.1.5	Exemplify how to seek assistance for bullying.
72	Interpersonal Communication and Relationships	NCES.4.ICR.1	Understand healthy and effective interpersonal communication and relationships.	NCES.4.IC R.1.6	Contrast healthy and unhealthy relationships.
73	Interpersonal	NCES.5.ICR.	Understand	NCES.5.IC	Explain the

	Communication and Relationships	1	healthy and effective interpersonal communication and relationships.	R.1.3	impact of stereotyping and discrimination on other people's self-concept.
74	Interpersonal Communication and Relationships	NCES.5.ICR.1	Understand healthy and effective interpersonal communication and relationships.	NCES.5.ICR.1.4	Summarize how to solve problems and resolve conflict without avoidance or violence.

Guidance Essential Standards K-5

#	Focus Area	State Std.#	State Std.	Obj. #	Objective
75	Socio-Emotional Readiness/Exploratory/Discovery	RED.SE.1.1	Understanding the meaning and importance of personal responsibility and self-awareness.	RED.SE.1.1	Understand the importance of self-control and responsibility.
76	Socio-Emotional Readiness/Exploratory/Discovery	RED.SE.1.1	Understanding the meaning and importance of personal responsibility and self-awareness.	RED.SE.1.2	Identify ways of controlling behaviors associated with emotional states, feelings and moods.
77	Socio-Emotional Readiness/Exploratory/Discover	RED.SE.2	Understand the relationship between self and others in the broader world.	RED.SE.2.1	Identify ways of making and keeping friends.
78	Socio-Emotional Readiness/Exploratory/Discover	RED.SE.2	Understand the relationship between self and others in the broader world.	RED.SE.2.2	Understand how to support positive relationship building (managing impulsivity,

					adaptability, and flexibility)
79	Socio-Emotional Readiness/Exploratory/Discovery	RED.SE.3	Use communication strategies effectively for a variety of purposes and audiences.	RED.SE.3 .1	Use oral and written communication skills to share information with others.
80	Socio-Emotional Readiness/Exploratory/Discovery	RED.SE.3	Use communication strategies effectively for a variety of purposes and audiences.	RED.SE.3 .2	Use non-verbal communication skills to share information with others.
81	Cognitive Readiness/Exploratory/Discovery	RED.C.1	Use creative strategies to make decisions and solve problems.	RED.C.1. 1	Identify problems you have encountered or are likely to encounter.
82	Cognitive Readiness/Exploratory/Discovery	RED.C.2	Use analytical strategies to better understand situations and make appropriate decisions.	RED.C.2. 2	Recognize situations in which peer pressure influences decisions.
83	Socio-Emotional Early Emergent	EEE.SE.1	Understand the meaning and importance of personal responsibility and self-awareness.	EEE.SE.1. 2	Illustrate personal responsibility in a variety of settings and situations.
84	Socio-Emotional Early Emergent	EEE.SE.2	Understand the relationship between self and others in the broader world.	EEE.SE.2. 1	Contrast the influence of self and others in relationship building.
85	Socio-Emotional Early Emergent	EEE.SE.2	Understand the relationship between self and	EEE.SE.2. 2	Explain why it is important to follow rules in order to

			others in the broader world.		build relationships.
86	Socio-Emotional Early Emergent	EEE.SE.2	Understand the relationship between self and others in the broader world.	EEE.SE.2.3	Explain why responsibility, dependability, punctuality, integrity and effort are important in all aspects of life.
87	Cognitive Early Emergent	EEE.C.1	Use creative strategies to solve problems.	EEE.C.1.1	Create strategies for solving problems that have been problems for some time.
88	Cognitive Early Emergent	EEE.C.1	Use creative strategies to solve problems.	EEE.C.1.2	Use creative strategies to achieve academic, personal, social, and professional goals.
89	Socio-Emotional Progressing	P.SE.1.	Understanding the meaning and importance of personal responsibility and self-awareness.	P.SE.1.1	Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.
90	Socio-Emotional Progressing	P.SE.1.	Understanding the meaning and importance of personal responsibility and self-awareness.	P.SE.1.2	Use self-determination to build independence (work habits, personal productivity, and leadership).
91	Socio-Emotional Progressing	P.SE.2	Understand the relationship between self and others in the broader world.	P.SE.2.1	Interpret the meaning of self-concept.

92	Socio-Emotional Progressing	P.SE.2	Understand the relationship between self and others in the broader world.	P.SE.2.2	Explain how understanding differences among people can increase self-understanding
93	Socio-Emotional Early Independent	EI.SE.1	Understanding the meaning and importance of personal responsibility and self-awareness.	EI.SE.1.1	Explain the impact of personal responsibility on others.
94	Socio-Emotional Early Independent	EI.SE.2	Understand the relationship between self and others in the broader world.	EI.SE.2.1	Exemplify respect for individual and cultural differences.
95	Socio-Emotional Early Independent	EI.SE.2	Understand the relationship between self and others in the broader world.	EI.SE.2.2	Understand the importance of dependability, productivity and initiative when working with others.
96	Socio-Emotional Early Independent	EI.SE.2	Understand the relationship between self and others in the broader world.	EI.SE.3.1	Use communication strategies that are appropriate for the situation and setting.
97	Socio-Emotional Early Independent	EI.SE.2	Understand the relationship between self and others in the broader world.	EI.SE. 3.2	Use conflict management skills to achieve desired outcomes.

English Language Arts Standard Course of Study Standards

#	Focus Area	State Std.#	State Std.	Obj.#	Objective
98	Reading: literature	CCR Anchor	Read closely to determine what the	RL.K.1	With prompting and support, ask and answer

		Standard RL.1	text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		questions about key details in a text.
99	Reading: literature	CCR Anchor Standard RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.1.1	Ask and answer questions about key detail in a text.
100	Reading: literature	CCR Anchor Standard RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.2.1	Ask and answer questions such as who, what, where, when, why and how to demonstrate key understanding of key details in a text.
101	Reading: literature	CCR Anchor Standard RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
102	Reading: literature	CCR Anchor Standard RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from

			specific textual evidence when writing or speaking to support conclusions drawn from the text.		the text.
103	Reading: literature	CCR Anchor Standard RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
104	Reading: Literature	CCR Anchor Standard RL-2	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	RL.K.2	RL.K.2 With prompting and support, retell familiar stories including key details
105	Reading: Literature	CCR Anchor Standard RL-2	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	RL.1.2	Retell stories including key details and demonstrate understanding of their central message or lesson.
106	Reading: Literature	CCR Anchor Standard RL-2	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and	RL.2.2	Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral.

			ideas.		
107	Reading: Literature	CCR Anchor Standard RL-2	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2	Recount stories including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through the key details on the text.
108	Reading: Literature	CCR Anchor Standard RL-2	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	RL.4.2	Determine a theme of a story, drama or poem from details in the text; summarize the text.
109	Reading: Literature	CCR Anchor Standard RL-2	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	RL.5.2	Determine a theme of a story, drama or a poem from details in the Text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, summarize the text.
110	Reading: Literature	CCR Anchor Standard RL-3	Analyze how and why individuals, events and ideas develop and interact over the course of a text.	RL.K.3	With prompting and support identify the characters, settings and major events of the story.

111	Reading: Literature	CCR Anchor Standard RL-3	Analyze how and why individuals, events and ideas develop and interact over the course of a text.	RL.1.3	Describe characters, settings and major events in a story using key details.
112	Reading: Literature	CCR Anchor Standard RL-3	Analyze how and why individuals, events and ideas develop and interact over the course of a text.	RL.2.3	Describe how characters in a story respond to major events and challenges.
113	Reading: Literature	CCR Anchor Standard RL-3	Analyze how and why individuals, events and ideas develop and interact over the course of a text.	RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.
114	Reading: Literature	CCR Anchor Standard RL-3	Analyze how and why individuals, events and ideas develop and interact over the course of a text.	RL.4.3	Describe in depth a character, setting or event in a story or drama, drawing on specific detail in the text.
115	Reading: Literature	CCR Anchor Standard RL-3	Analyze how and why individuals, events and ideas develop and interact over the course of a text.	RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing or specific details in the text.
116	Reading: Literature	CCR Anchor Standard RL-5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text	RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story, the

			relate to each other as a whole.		event unfolds in the middle, and the ending concludes the action.
117	Reading: Literature	CCR Anchor Standard RL-7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.K.7	With prompting and support, describe how the words and illustrations work together to tell a story.
118	Reading: Literature	CCR Anchor Standard RL-7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
119	Reading: Literature	CCR Anchor Standard RL-7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
120	Reading: Literature	CCR Anchor Standard RL-9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
121	Reading: Literature	CCR Anchor Standard RL-9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.1.9	Compare and contrast the adventures and experiences of characters in stories

122	Speaking and Listening	CCR Anchor Standard SL-2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
123	Speaking and Listening	CCR Anchor Standard SL-2	Integrate and evaluate information presented in diverse media and formats, including visually ,quantitatively, and orally.	SL.1.2	Ask and answer questions about key details from a text read aloud or information presented orally or through other media.
124	Speaking and Listening	CCR Anchor Standard SL-2	Integrate and evaluate information presented in diverse media and formats, including visually ,quantitatively, and orally.	SL.2.2	Recount or describe key details from a text read aloud or information presented orally or through other media.
125	Speaking and Listening	CCR Anchor Standard SL-2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.2	Describe the main ideas and supporting details from a text read aloud or information presented in diverse media and formats including visually.
126	Speaking and Listening	CCR Anchor Standard SL-2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2	Paraphrase portions of a text read aloud, or information presented in diverse media formats ,including visually, quantitatively, and orally.
127	Speaking and Listening	CCR Anchor Standard SL-2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively,

					and orally.
128	Speaking and Listening	CCR Anchor Standard SL-3	Evaluate a speaker's point of view, reasoning, and use of evidence	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
129	Speaking and Listening	CCR Anchor Standard SL-3	Evaluate a speaker's point of view, reasoning, and use of evidence	SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
130	Speaking and Listening	CCR Anchor Standard SL-3	Evaluate a speaker's point of view, reasoning, and use of evidence	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
131	Speaking and Listening	CCR Anchor Standard SL-3	Evaluate a speaker's point of view, reasoning, and use of evidence	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
132	Speaking and Listening	CCR Anchor Standard SL-3	Evaluate a speaker's point of view, reasoning, and use of evidence	SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
133	Speaking and Listening	CCR Anchor Standard SL-3	Evaluate a speaker's point of view, reasoning, and use of evidence	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
134	Speaking and Listening	CCR Anchor Standard SL-4	Present information, findings, and supporting evidence such that listeners can	SL.K.4	Speak audibly and express thoughts, feelings and ideas clearly.

			follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience		
135	Speaking and Listening	CCR Anchor Standard SL-4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience	SL.1.4	Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
136	Speaking and Listening	CCR Anchor Standard SL-4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience	SL.2.4	Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent and complete sentences.
137	Speaking and Listening	CCR Anchor Standard SL-4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences.
138	Speaking and Listening	CCR Anchor Standard SL-4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the	SL.4.4	Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant descriptive

			organization, development, and style are appropriate to task, purpose and audience		details to support main ideas or themes: adjust speech as appropriate to formal and informal discourse.
139	Speaking and Listening	CCR Anchor Standard SL-4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.

Social Studies Essential Standards K-5

#	Focus Area	State Std. #	State Std.	Obj. #	Objective
140	History	K.H.1	Understanding change over time	K.H.1.1	Explain how people change over time (self and others).
141	History	K.H.1	Understanding change over time	K.H.1.3	Explain how the impact of life events brings change(a new sibling, moving to a new house, a new school etc.)
142	Civics and Govt.	K.C.G.1	Understand the roles of a citizen	K.C&G.1.1	Exemplify positive relationships through fair play and friendship.
143	Civics and Govt.	K.C.G.1	Understand the roles of a citizen	K.C&G.1.2	Explain why citizens obey rules in the classroom, school, home and neighborhood.
144	Culture	K.C.1	Understand how individuals are similar and different.	K.C.1.1	Explain similarities in self and others.
145	Culture	K.C.1	Understand how individuals are similar	K.C.1.2	Explain the elements of culture (how people

			and different.		speaking, how people dress, foods they eat, etc.).
146	Civics and Government	1.C&G.1	Understand the importance of rules.	1.C&G .1.1	Explain why rules are needed in the home, school and community.
147	Civics and Government	1.C&G.1	Understand the importance of rules.	1.C&G .1.2	Classify the roles of authority figures in the home, school and community (teacher, principal, mayor, park rangers, game wardens ,etc.).
148	Civics and Government	1.C&G.1	Understand the importance of rules.	1.C&G .1.3	Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities.

North Carolina Department of Public Instruction Character Education Traits K-12

1. Courage
2. Good Judgement
3. Integrity
4. Kindness
5. Perseverance
6. Respect
7. Responsibility
8. Self-Discipline

North Carolina Foundations for Early Learning and Development Emotional and Social Development (ESD) Domains, Subdomains and Goals (Pre-K Programs)

Developing a Sense of Self

- Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.
- Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.

Developing a Sense of Self With Others

- Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
- Goal ESD-4: Children form relationships and interact positively with other children.
- Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

Learning About Feelings

- Goal ESD-6: Children identify, manage, and express their feelings.
- Goal ESD-7: Children recognize and respond to the needs and feelings of Others