

## CONCEPT

Peter & the Wolf Post-Show Curricula - Developing Characters and Writing Dialogue

### GRADE

1

### SUBJECT

ELAR - Writing

### LENGTH

40 minutes

## PRIMARY STUDENT EXPECTATIONS (TEKS)

### 110.3 English Language Arts and Reading, Grade 1

- 1.1 (A): Students will listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
- 1.1 (B): Students will follow, restate, and give oral instructions that involve a short, related sequence of actions
- 1.1 (C): Students will share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- 1.1 (D): Students will work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
- 1.1 (E): Students will develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings

**\*Additional Student Expectations in ELAR, Music, and SEL on the next page**

## ACTIVITY GOAL

Students will learn to develop characters and write dialogue, prompted by textual cues such as words, and non-textual cues such as music and movement.

### MATERIALS

- A device to access audio links in this lesson
- A speaker for the device so that all of the students can hear the music
- Music
  - Peter and the Wolf (Decca, 1936, narrated by Sean Connery)\_  
<https://www.youtube.com/watch?v=7TDntA6hz70>

### PREPARATIONS

- Test your audio equipment
- Prepare a space in which students can move freely without making unintentional contact with other students or items in the room.
- Provide each student with writing paper and pencil (if you choose to have them write the dialogue).

## ADDITIONAL STUDENT EXPECTATIONS (TEKS/STANDARDS)

### 110.3 English Language Arts and Reading, Grade 1 (continued)

- 1.3 (A): Students will use a resource such as a picture dictionary or digital resource to find words
- 1.3 (B): Students will use illustrations and texts the student is able to read or hear to learn or clarify word meanings
- 1.3 (D): Students will identify and use words that name actions, directions, positions, sequences, categories, and locations.
- 1.6 (B): Students will generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance
- 1.6 (C): Students will make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance
- 1.6 (D): Students will create mental images to deepen understanding with adult assistance
- 1.6 (E): Students will make connections to personal experiences, ideas in other texts, and society with adult assistance
- 1.6 (F): Students will make inferences and use evidence to support understanding with adult assistance
- 1.7 (D): Students will retell texts in ways that maintain meaning
- 1.7 (E): Students will interact with sources in meaningful ways such as illustrating or writing; and
- 1.7 (F): Students will respond using newly acquired vocabulary as appropriate
- 1.5 (A): Students will read grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time
- 1.9 (A): Students will demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes
- 1.10 (D): Students will discuss how the author uses words that help the reader visualize
- 1.10 (E): Students will listen to and experience first- and third-person texts
- 1.11 (B): Students will develop drafts in oral, pictorial, or written form by:
  - i. organizing with structure; and
  - ii. developing an idea with specific and relevant details
- 1.13(C): Students will identify and gather relevant sources and information to answer the questions with adult assistance

### 117.106 Music, Grade 1

- 1.1 (A): Students will identify the known five voices and adult/children singing voices
- 1.1 (B): Students will identify visually and aurally the instrument families
- 1.3 (C): Students will move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement
- 1.6 (A): Students will identify and demonstrate appropriate audience behavior during live or recorded performances
- 1.6 (B): Students will recognize known rhythmic and melodic elements in simple aural examples using known terminology

### SEL Competencies

- Goal III, Objective D: Student can read social cues and respond appropriately
- Goal IV, Objective A: Student uses positive communication and social skills to interact effectively with others
- Goal V, Objective A: Student considers ethical, safety and societal factors in making decisions

## ACTIVITY 1 - MAKING INFERENCES

### **SECTION GOAL:**

Students will explore dialogue from the characters in Peter & the Wolf to develop inferences related to the story.

### **LENGTH:**

15 minutes

### **INSTRUCTIONS:**

1. Explain to the students that the composer of Peter & the Wolf, Sergei Prokofiev, wrote the music and the story for Peter & the Wolf at the same time, so he was able to make the music fit the story and the characters perfectly.
2. Discuss with students the story of Peter & the Wolf. Let students tell the story in their own words.
3. Play the following excerpts for them from Peter & the Wolf. Ask them to expand upon the known story by imagining possible events that could be related to the story even if they did not occur on stage.
  - "It was early morning when Peter walked out of the house."
    - Ask students what they imagine that Peter did when he walked out of the house and into the meadow. Prompt them with questions if necessary. Did he look up at the sky, did he smell the flowers, did he throw a ball around?
    - Remind them that they are imagining things that could have happened in the story even if they did not see it happen in the ballet.

### **CLICK HERE FOR THE NARRATION**

(1:53-2:00 seconds)

- "Just then, something caught Peter's eye. The Cat."
  - Ask students what they imagine the Cat's life is like. Again, prompt them with questions if necessary. Where does she sleep, what does she eat, what is her name, why is she stalking through the tall grass?
  - Again, remind them that they are imagining things that could have happened in the story even if they did not see it happen in the ballet.

### **CLICK HERE FOR THE NARRATION**

(6:19-6:30 seconds)

## ACTIVITY 1 - MAKING INFERENCES (CONTINUED)

- "Grandfather came out of the house and through the open gate."
  - Ask students what they thought Grandfather was doing in the house before he came out to take Peter back into the house. Was he cooking breakfast, milking a cow, walking his dog?
  - Again, encourage them to stretch their imaginations to think of things that Grandfather could have been doing even if they did not see it in the ballet.

**[CLICK HERE FOR THE NARRATION](#)**

(8:10-8:12 seconds)

- "No sooner had Peter gone, than a big grey hungry Wolf came out of the dark forest."
  - Ask students to imagine where the Wolf came from. Where does he live, what does he do all day, what is his name, and what is his very favorite food?
  - Remember to encourage them to stretch their imaginations to think of things to develop the Wolf's character past what they saw in the ballet.

**[CLICK HERE FOR THE NARRATION](#)**

(10:17-10:24 seconds)

## ACTIVITY 2 - DEVELOPING CHARACTERS

### **SECTION GOAL:**

Students will imagine and describe the characters from Peter & the Wolf in relation to their musical themes.

### **LENGTH:**

10 minutes

### **INSTRUCTIONS:**

1. Discuss with students the characters in relation to the music in Peter & the Wolf. Play the musical theme for each of the characters, and help the students brainstorm words to describe the music in relation to each character. Students may even recall some of the movements from the ballet related to each of the characters.:

- The Bird – (possible words: light, fluttery, airy, delicate)

**[CLICK HERE FOR THE BIRD MUSIC](#)**

(0:09-0:25 seconds)

- The Duck – (possible words: slow, heavy)

**[CLICK HERE FOR THE DUCK MUSIC](#)**

(0:25-0:40 seconds)

- The Cat – (possible words: soft, deliberate)

**[CLICK HERE FOR THE CAT MUSIC](#)**

(0:40-0:55 seconds)

- The Wolf – (possible words: scary, haunting)

**[CLICK HERE FOR THE WOLF MUSIC](#)**

(0:55-1:11 seconds)

## ACTIVITY 2 - DEVELOPING CHARACTERS (CONTINUED)

- The Hunters—(possible words: suspenseful, surprising, sounds of guns)

**[CLICK HERE FOR THE HUNTERS' MUSIC](#)**

(1:11-1:22 seconds)

- Peter's Grandfather – (possible words: slow, old)

**[CLICK HERE FOR THE GRANDFATHER'S MUSIC](#)**

(1:22-1:40 seconds)

- Peter – (possible words: bright, cheerful)

**[CLICK HERE FOR PETER'S MUSIC](#)**

(1:42-1:52 seconds)

## ACTIVITY 3 - WRITING DIALOGUE

### **SECTION GOAL:**

Students will create original dialogue for portions of the ballet that do not already contain narration or dialogue.

### **LENGTH:**

10 minutes

### **INSTRUCTIONS:**

1. Using their inferences from Activity 1 and the characteristics they described in Activity 2, help students brainstorm and write down original dialogue for portions of the story that were not narrated out loud. You may write the dialogue generated by the group on the whiteboard for students, or if they are able, have them write the dialogue down on their own sheets of paper. You may use these questions as prompts:
  - a. What did Peter and Grandfather say to each other when they got back to the house after Grandfather scolded Peter about wandering out into the meadow?
  - b. What did the Bird and the Cat say to each other as they sat on different branches of the tree, and the Wolf circled under the tree smacking his hungry jaws?
  - c. What did the Hunters and Peter say to each other when they reached the zoo with the captured Wolf?

## SHARE AND REFLECT

### **SECTION GOAL:**

Students will reflect upon their lesson, and share what they've learned about making inferences, developing characters, and writing narrative and dialogue.

### **LENGTH:**

3 minutes

### **INSTRUCTIONS:**

Have students share out loud, or share with a partner.

### **REFLECTION QUESTIONS:**

- What was your favorite part of today's activity? Why was that your favorite?
- In your opinion, what was the most interesting piece of dialogue created today? Why was that so interesting to you?
- What was the hardest part of today's lesson? Why was that the hardest?