FIRST GRADE
Discussion & Study Guide
with lessons based on
Common Core State Standards

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The Fisherman and his Wife

FIRST GRADE
DISCUSSION & STUDY GUIDE

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The Fisherman and his Wife
Discussion & Study Guides
for kindergarten through 5th grade
developed by
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Dear Classroom Teachers & Administrators,

Live theatre is a powerful learning tool. This study guide is designed to help you and your students get the most from this exciting experience.

The activities in this study guide are designed to help your students meet Common Core State Standards. You’ll find valuable information on how to prepare your students for the play. After the performance, we encourage you to try the lesson plans that use the play as a springboard for meeting standards in language arts and mathematics.

Research has shown that the arts are especially powerful strategies for students whose learning styles respond well to nontraditional instructional techniques.

We hope you take advantage of this opportunity to give all of your students a unique and exciting learning experience.

This study guide is intended to be flexible: use it however you see fit. If the lessons are too simple or too complicated for your students, please feel free to adjust them to meet your needs. Check out the study guides for the other grade levels too. You may find a lesson that your students would love.

Thank you for giving your students the chance to experience the thrills of live theatre!

Aloha,

David C. Johnston
Executive & Artistic Director
Maui Academy of Performing Arts

Carolyn Wright
Director of Programs
Maui Academy of Performing Arts
MAUI ACADEMY OF PERFORMING ARTS

Since 1974, Maui Academy of Performing Arts (MAPA) has been enriching individuals, building community, and connecting our world through the performing arts. MAPA provides a broad spectrum of classes, camps and performances presented by professional artists for community members of all ages.

• MAPA School Partnerships
  o Educational Theatre Tours bring professional productions and study guides to students in preschools and elementary schools on Maui.
  o Voices uses drama to teach literacy skills to elementary school students.
  o Take Note brings music education to elementary school students.
  o Arts Infusion provides creative movement, drama and music residencies taught by professional teaching artists.

• MAPA Academy offers 100 classes each week in dance and drama for hundreds of Maui students ages 3 to adult as well as performing arts camps during school breaks.

• MAPA LIVE presents Broadway-quality theatre and dance productions for audiences of all ages at Maui Arts & Cultural Center’s Castle Theater and other venues across Maui.

Connect with MAPA online!

Website: mauiacademy.org
Facebook: Maui Academy of Performing Arts
Twitter: @MapaMaui
Instagram: @MapaMaui
THE ARTISTS

Hoku Pavao Jones (Director) is a graduate of Baldwin High School and the American Musical & Dramatic Academy in New York City. Since returning to Maui to perform in MAPA’s Educational Theatre tour show, *We Call Dem Slippahs*, Hoku has been seen in a variety of roles (including Gigi in *Miss Saigon* and Jovie in *Elf*). In recent years, Hoku has branched out and begun to develop her directing skills as well. For the last 5 years, she has served as MAPA’s Front Office Administrator & Academy Registrar. Recently Hoku has taken on a new and important role in the organization as MAPA’s Assistant Artistic Director.

Kathy Collins (Playwright & Actor) is an actress, storyteller, comedienne, emcee, radio & TV host, Maui News columnlist and freelance writer. She is eternally grateful to Sue Ann Loudon and the Baldwin High Theatre Guild for putting the greasepaint in her blood, over 40 years ago, while presenting *The Wizard of Oz* for hundreds of Maui schoolchildren. Her pidgin-speaking alter ego “Tita” performs throughout the state and the mainland, sharing Hawaiian legends and the spirit of Aloha. Kathy is delighted to be part of MAPA’s educational tour of *The Fisherman and his Wife*.

Kahala Greig (Composer, Musical Director & Mele Man) has been playing Hawaiian music for over 40 years. In the fourth grade he won a public service announcement contest on the KMVI radio station with two of his classmates. They recorded an anti-smoking jingle that was played over the radio and from then on he was hooked on music! Performing Hawaiian music has taken him to all the major Hawaiian islands as well as California and the east coast. In his spare time he teaches music to the Lahainaluna Hawaiian Club and Boarder’s Chorus to help them prepare for their yearly David Malo Day Ho’olaule’a.

Francis Taua (Actor) has been a drama teacher, director, writer, and touring actor with MAPA off and on since 1989. He has been part of the directing team of MAPA’s children’s summer theatre productions such as *The Hobbit, The Wiz, Aladdin, Honk,* and *Narnia*. He worked for the Utah Shakespearean Festival for 4 seasons, writing original material for *The Greenshow, The Royal Feast* and several Company Original Works Competitions which won him a "Bard" award in 1999 while attending Southern Utah University studying Directing and Musical Theatre. This year he participated in the Maui Fringe Festival with an Original work entitled *Dream*. Since returning home to Hawaii he has performed in *South Pacific, Evita, Rent, The Miracle Worker, Inherit the Wind, Man of La Mancha, The Hunchback of Notre Dame, The Elephant Man* as well as co-writing and starring in the widely popular *Lesser Ahi* and *Fresher Ahi*.

Brett Marynn Wulfson (Actor) is stoked to be working with MAPA again, previously being assistant to the director for *Disney’s 101 Dalmatians Kids*. Creative Director/Head Photographer for the Wulf Pack Creative Team, she also is educational assistant/teacher at Maui OnStage and a counselor at Camp CenterStage’s youth arts camps. Youth productions she has assisted on Maui: *Seussical, Willy Wonka And The Chocolate Factory, Peter Pan, Alice In Wonderland,* and *The Trial of the Big Bad Wolf*. 
THE PRODUCTION

Adapted by Kathy Collins from the Brothers Grimm fairy tale, with original music by Kahala Greig, *The Fisherman and his Wife* is produced by Maui Academy of Performing Arts (MAPA). The production is directed by MAPA’s Assistant Artistic Director Hoku Pavao Jones with set design by Kristyl Gomes and costume design by Vicky Nelson. MAPA’s professional company of actors is based in Wailuku, Maui.

THE STORY

Once upon a time, there lived a fisherman and his wife who lived near the ocean on the island of Maui. Every day the fisherman goes to his favorite fishing spot to catch fish for dinner. The fisherman loves his simple life, but his wife is not so happy. While the fisherman goes fishing every day, she stays home to do the chores. Their house has a leaky roof and a broken fence and the cupboards squeak.

One day the fisherman catches an ulua who talks to him. She tells the fisherman that she’s a magic ulua and if he’ll release her back into the ocean, she’ll grant him a wish. He tells her he doesn’t need anything, so he releases her and rushes home to tell his wife. The wife demands that the fisherman return to the ocean the next day to find that ulua and ask for a brand new house.

The next day, the fisherman returns to the ocean and finds the magic ulua who agrees to grant the wife’s wish for a new house. When the fisherman returns home, he finds his wife in a big beautiful home on a farm with chickens and cows. The next morning the wife asks the fisherman to find the magic ulua and ask for a bigger house fit for a millionaire. The fish grants the wish and the fisherman returns home to find a mansion filled with people working in the house and garden. But this is not enough for the wife who asks her husband to find the fish again and make her the Queen.

Of course the fish grants that wish too and the fisherman returns home to find the mansion has been replaced by Iolani Palace and his wife is the Queen. The wife decides that she’s still not happy and now she’d like to be Pele. When the fisherman asks the fish to grant that wish, the fish tells him to go home because now his wife truly has everything she needs to be happy. When the fisherman returns home, he finds his wife in their simple little hale and they live happily ever after.
COMMON CORE STATE STANDARDS

Designed to enrich your students’ understanding of the play and its messages, the discussion guidelines and follow-up lessons in this study guide are based on the Common Core State Standards for your grade level.

Even if you don’t have time to use the lessons in this study guide, your students can meet the following Common Core State Standards simply by watching and discussing the play.

<table>
<thead>
<tr>
<th>Common Core State Standards » English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading: Literature » Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1.RL.1 Ask and answer questions about key details in a text.</td>
</tr>
<tr>
<td>1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
</tr>
<tr>
<td>1.RL.3 Describe characters, settings, and major events in a story, using key details.</td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>Speaking &amp; Listening » Comprehension and Collaboration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
</tr>
<tr>
<td>1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
</tr>
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<tr>
<th><strong>Speaking &amp; Listening » Presentation of Knowledge and Ideas</strong></th>
</tr>
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<tbody>
<tr>
<td>1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
</tr>
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</table>
PREPARING THE STUDENTS

- Show the students the front page of this study guide and ask the students to make predictions about the story based on the picture.
- Talk about the title of the play. Ask the students to make predictions about the story based on the title.
- Read the story synopsis on page 6 and discuss it.
- Let the students know that they will play a very important role in the play as audience members. Share the rules for audience etiquette listed below.

AUDIENCE ETIQUETTE

- Use the restroom before seeing the show so that you don’t miss anything!
- Please arrive promptly.
- Be considerate of others around you. While waiting for the performance to begin, talk quietly and keep your hands, arms, and feet to yourself.
- Theatre is LIVE. The performers are real people who can see and hear everything you do and say. Show respect for the actors by giving them your full attention during the performance.
- When the play is over, the actors will bow as their way of saying “Thank you for coming to our play.” Please let them know how much you enjoyed the show by clapping your hands.
DISCUSSION GUIDELINES

After the performance, discuss the play to deepen your students’ understanding of the artistic process and the themes of the play. Scaffold the classroom discussion using the following three levels of response. Here are some questions to get the discussion rolling.

Description
First, ask the students to describe what they saw and heard during the performance.

- How many performers were in the play?
- Who were the characters in the play?
- Describe the costumes.
- Describe the scenery.
- Did the performers use props? Describe them.
- Which instruments did the performers play?
- Describe the house at the beginning of the play.
- Describe how the house changes during the play.
- Describe how the fish speaks compared to the other characters.
- Describe how you used your bodies to become the ocean.

Interpretation
Second, ask the students questions that will help them wonder about the performance. Encourage the students to use the information from their answers in the Description section of the discussion to support their interpretations.

- Why is the wife unhappy with her house at the beginning of the play?
- Why do you think the fisherman likes to fish?
- Why do you think the wife wants the fish to grant so many wishes?
- How do you think the fish became a magical fish?
- What does the wife learn by the end of the play?
- What does the fisherman learn by the end of the play?
- What do you think might be the main idea or moral of this story?

Evaluation
Finally, ask the students to evaluate the characters and the production using the information from the Description and Interpretation sections of the discussion to support their judgments.

- What was the funniest part of the play to you? What made it so funny?
- What was the most surprising part of the play? What made it surprising?
- Who was your favorite character? Why?
- Did you like this play? Why or why not?
CHARACTER INTERVIEWS

Time Frame: 30-40 minutes

Overview: Students explore the characters and main ideas of *The Fisherman and his Wife* by asking and answering questions as the characters in the play.

GLOs: 3. Complex Thinker
5. Effective Communicator

Materials: Pretend Microphone (optional)

<table>
<thead>
<tr>
<th>Strand</th>
<th>Topic</th>
<th>Code</th>
<th>Common Core State Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Key Ideas and</td>
<td>1.RL.1</td>
<td>Ask and answer questions about key details in a text</td>
</tr>
<tr>
<td>Literature</td>
<td>Details</td>
<td></td>
<td></td>
</tr>
</tbody>
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Instructions:

Ask the class to name the 3 main characters in the story *The Fisherman and his Wife*. Write the characters’ names on the board (Magic Ulua, Fisherman, Wife).

Ask for a volunteer to play each character. Seat the three volunteers in front of the class. Using a pretend microphone, interview the characters, interspersing questions from the teacher with questions from the class. Ensure all the volunteers are questioned equally. Remind the volunteers to use a voice and body posture appropriate for their characters. Use questions that encourage the students to retell the plot and to analyze the characters’ intentions, such as questions beginning with “Why did you...?” and “How did you feel when...”

After volunteers have answered several questions each, have them sit down and ask for new volunteers to play the same characters. Encourage the class to ask new questions to the new volunteers.

Engage the students in a discussion about the characters in the play, the choices they made and the lessons they learned.
**ADDING AND SUBTRACTING FISH**

**Time Frame:** 20-30 minutes

**Overview:** Students use pictures of fish to practice addition and subtraction.

**GLOs:** 3. Complex Thinker

**Materials:** Fish pictures (next page – 1 copy per student)
Number sentence worksheet (page 13 - 1 copy per student)
Scissors

<table>
<thead>
<tr>
<th>Domain</th>
<th>Cluster</th>
<th>Code</th>
<th>Common Core State Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>Represent and solve problems involving addition and subtraction</td>
<td>1.OA.1</td>
<td>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</td>
</tr>
</tbody>
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**Instructions:**

Tell the students they are going to be fishermen today. Distribute the fish pictures (next page of this study guide) and instruct the students to cut along each line to make 30 fish.

Ask the students to put all of the fish in a pile at the top of their desk. Tell them to cast their pretend nets and catch 3 fish and put the fish they’ve caught in a pretend cooler on the other side of their desks. Ask them to cast their nets again and catch 2 more fish and put those 2 fish in the cooler with the other 3 fish. How many fish have they caught in all? Write the addition problem 3 + 2 = 5 on the board.

Use the fish to demonstrate how subtraction can undo addition: If you throw two fish back into the ocean (at the top of your desk), how many fish do you have left in your cooler? Write 5 – 2 = 3 on the board. Repeat with varying amount of fish.

Have the students use their fish to complete the worksheet on page 13.
Use your fish pictures to fill in the following equations.

\[
\begin{align*}
5 + & \quad 2 & & 7 - & \quad 5 & & 5 + & \quad 4 & & 9 - & \quad 4 \\
7 + & \quad 1 & & 8 - & \quad 7 & & 10 + & \quad 3 & & 13 - & \quad 3 \\
8 + & \quad 8 & & 16 - & \quad 8 & & 14 + & \quad 10 & & 24 - & \quad 10 \\
20 + & \quad 5 & & 25 - & \quad 20 & & 30 + & \quad 0 & & 30 - & \quad 0 
\end{align*}
\]
ACT IT OUT!

**Time Frame:** 30 minutes

**Overview:** Students act out characters and elements of the setting from *The Fisherman and his Wife*.

**GLOs:** 5. Effective Communicator

**Materials:** none

<table>
<thead>
<tr>
<th>Strand</th>
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<th>Common Core State Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Literature</td>
<td>Key Ideas and Details</td>
<td>1.RL.3</td>
<td>Describe characters, settings, and major events in a story, using key details.</td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>Presentation of Knowledge and Ideas</td>
<td>1.SL.4</td>
<td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
</tr>
</tbody>
</table>

**Instructions:**

Tell the students that today they will be using their bodies and their imaginations to act out the setting and characters from *The Fisherman and his Wife*.

Ask the students to identify the settings for the play (the small house, the farm, the mansion, Iolani Palace, the ocean). Brainstorm with the students the details of those settings. List the details of the settings on the board.

Next, ask the students to identify the main characters in the story (the fisherman, the wife, the magic ulua). List the characters on the board.

The students will need to follow 3 cues in this activity. Explain, model and have the students practice the following:

1. **Action!** When the teacher says “Action!” the students will begin moving their bodies.
2. **Freeze!** When the teacher says “Freeze!” the students will freeze every muscle in their bodies. (They may breathe and blink!) Encourage them to freeze in a position they can maintain (e.g., freeze with both feet on the floor).
3. **Neutral.** When the teacher says “Neutral,” the students return to a position with feet shoulder width apart, hands hanging straight down at their sides, no expressions on their faces. (Note: Neutral is making your body like a blank sheet of paper.)

continued on next page
Instruct the students to find a personal space in the classroom that meets the following three criteria:

1. The student can see the teacher from the personal space.
2. The student can stand up in the personal space.
3. The student is at least one arms-length away from other students.

Have the students begin the activity by standing in neutral. They will act out the parts of the setting and the characters using the following pattern of activity:

“When I say “Action” you will use your body and imagination to become a fisherman (mansion, fish, etc.). Please remember to stay in your personal space. Do not move around the room. Ready? Action! (Comment on students’ creative uses of their bodies.) Freeze! I see frozen statues of fishermen (fish, etc.). Now, return to neutral.”

(Remind students this is a silent activity. When they return to neutral, they need to demonstrate self-control by not talking. Let them know that they will have a chance to talk after the activity is over.)

After the students have acted out the characters and the details of the setting, instruct them to return to the carpet (or their desks) to talk about the activity.

Ideas for prompts for the discussion after the activity:

Describe how you used your body to become a ______________.
Which part was your favorite? Why?
Which part was the hardest? Why?
Which part was the easiest? Why?
Thank you for taking a minute out of your busy day to fill out this evaluation. Your feedback is an important part of our program. We appreciate your honesty!

Please rate the following criteria on a scale of 1-5.

- Were the students engaged in the play? 1 2 3 4 5
- Was the length of the performance appropriate? 1 2 3 4 5
- Was the cost affordable? 1 2 3 4 5
- Do you plan to use the study guide? 1 2 3 4 5

Note: Study guides are available online at mauiacademy.org

How does this program benefit your students?

What could make this program stronger?

Other comments:
Maui Academy of Performing Arts
Educational Theatre Tour

School: ________________________________

Who was your favorite character? Explain why.

What was your favorite moment in the play? Explain why.

What is the main idea or lesson of this play?

Draw your favorite moment from the play on the back of this paper.