

3rd Grade Production- *The Magic Paintbrush* Aligned with Common Core Shifts

ELA 1: Balancing Informational & Literary Text	Students access information about Chinese culture, language, and folktales through a common text: the play script. Teachers utilize resources provided in the MGR study guide to provide students with content-rich informational texts.
ELA 3: Staircase of Complexity	Students complete the Grade 3 “step” of growth on the sequential dramatics “staircase,” linking knowledge of audience etiquette and pillars of good character from previous years’ productions. Actors provide scaffolding and supports to check for understanding during the in-class workshop prior to the performance.
ELA 4: Text-based Answers	Students use the common text (the play script) to make predictions during the workshop and identify major themes in the performance, such as selflessness and bravery. The workshop and performance experiences stay deeply connected to the text, encouraging students to use evidence from the text to evaluate predictions made during the workshop.
ELA 6: Academic Vocabulary	Students build vocabulary during the workshop and performance and by using the glossary provided in the MGR study guide. These experiences emphasize comprehension of pivotal and commonly found words related to the subject matter, such as “culture,” “folktale,” and “adaptation.”
Math 1: Focus	Students focus deeply on the Folktale storytelling method. The actors use elements of Chinese culture to help students reach strong foundational knowledge and deep conceptual understanding, while reinforcing audience etiquette.
Math 2: Coherence	Students build on knowledge of theatre and storytelling they have gained from previous MGR performances. Actors reinforce audience expectations and methods of storytelling, emphasizing Folktales. Concepts of Chinese culture explored during the preparatory workshop are extended into the performance.
Math 4: Deep Understanding	Students access storytelling from the perspective of the Chinese culture and connect this perspective to universal themes, such as the pillars of good character. They apply inferences made during the preparatory workshop to their understanding of the performance
Math 5: Application	Students apply content from the preparatory workshop, such as Chinese vocabulary and the concept of a story adaptation, to the viewing of the performance. Actors encourage students to apply the morals of the folktale to situations in their own lives.

Source: engageNY.org

The Magic Paintbrush & The 4C’s: Super Skills for the 21st Century

1. Communication

Students practice listening skills by actively viewing the play and engaging with actors during the in-class preparatory workshop.

2. Collaboration

This play highlights the importance of teamwork and friendship. This theme is illuminated through the lens of the collaborative art form of theatre.

3. Critical Thinking

Students make predictions about the content of the show, and then evaluate those predictions. They also discuss what it means to create an adaptation of a story.

4. Creativity

One of the play’s major themes is the power of art to transform the world around us. Students see this theme come to life and are exposed to a performance that includes professional sets, props, and costumes.

Source: Partnership for 21st Century Skills