

Student Learning Objectives - *Do You See What I See in the Sea?*

30-minute preparatory session, 45-minute performance

Students Will Be Able To (SWBAT):

- Identify animals living in the Great Barrier Reef
- Associate two-dimensional shapes with corresponding three dimensional objects
- Differentiate between reality and make-believe
- Demonstrate the use of imagination
- Apply speaking and listening skills to an interactive theatre experience
- Dramatize ensemble roles in a performance

NYS Learning Standards met with *Do You See What I See in the Sea?*

The Arts

- Standard 1: Creating, Performing and Participating in the Arts
- Standard 2: Knowing and Using Arts Materials and Resources
- Standard 3: Responding to and Analyzing Works of Art
- Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

English Language Arts

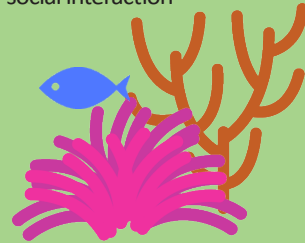
- Standard 1: Students will read, write, listen, and speak for information and understanding
- Standard 2: Students will read, write, listen, and speak for literary response and expression
- Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation
- Standard 4: Students will read, write, listen, and speak for social interaction

Career Development and Occupational Studies

- Standard 1: Career Development

Mathematics, Science, and Technology Education

- Standard 1: Analysis, Inquiry, and Design
- Standard 3: Mathematics
- Standard 6: Interconnectedness: Common Themes
- Standard 7: Interdisciplinary Problem Solving



Additional Resources

Books

- Dunphy, Madeleine. *Here Is the Coral Reef*. New York: Hyperion Books for Children, 1998.
- Medina, Nico. *Where is the Great Barrier Reef?* New York: Grosset & Dunlap, an imprint of Penguin Random House, 2016.

Websites

- http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=349
-Article about fostering creativity in children.
- <http://www.teachmag.com/archives/5618>
-Article about the use of puppets as teaching aids.

For more information on this production, including a Crosswalk of Common Core Instructional Shifts and a downloadable Activity Page, please visit our website:
www.MGReducation.com

Glossary

Scuba diver – a person who goes underwater wearing special equipment that helps them breathe. They wear a mouthpiece joined by hoses to a tank of compressed air that they wear on their back.

Doubleloon – a gold coin of Spain or a general word for pirate money.

Treasure map – a map containing clues that marks the location of a hidden treasure.

Seaweed – a type of plant that grows in the sea.

Pre-Performance Activities

1. Ask your students to describe the qualities of a good friend. After a group discussion, have your class decide the most important qualities and create a poster you can hang in your classroom. This poster can serve as a good reminder to students on how to be a good friend.

2. Ask your students if they have ever been to the beach or an aquarium. Have them draw a picture of an animal they have seen or imagine they might see at one of these places.

Post-Performance Activities

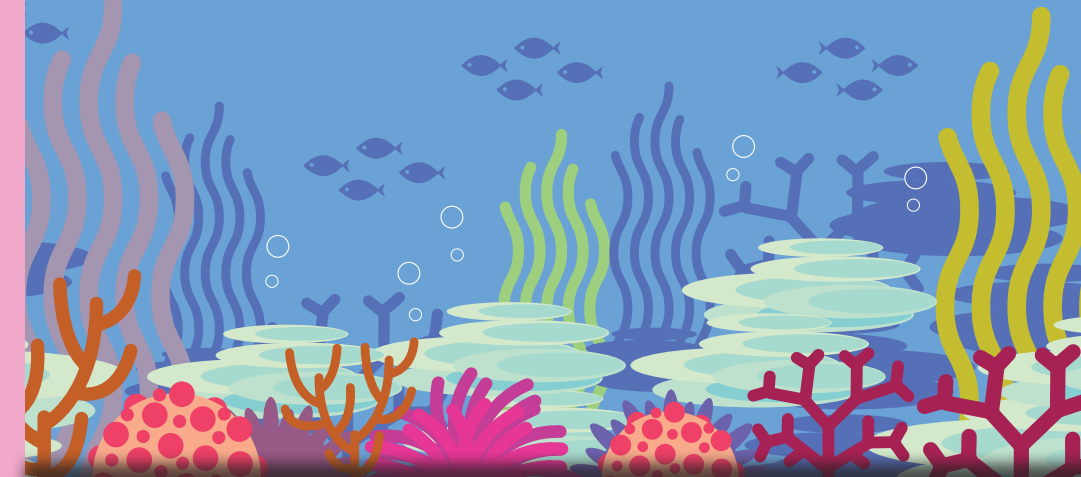
1. In *Do You See What I See in the Sea?* Goby and Sharky use a map to go on a treasure hunt. Have your students work in pairs to create their own treasure maps. Using pictures or words for clues, remind your students to provide enough information to find the treasure. Once they finish their maps, have each pair trade maps with another pair and see if they can follow their peers' map.

2. Have each student draw a picture of their favorite character from *Do You See What I See in the Sea?* Then, have the students share their artwork with the rest of the class and explain why the character they chose is their favorite.



Do You See What I See in the Sea?

By Lisa Chase
Music by Jeff Sawyer



STUDY GUIDE
KINDERGARTEN

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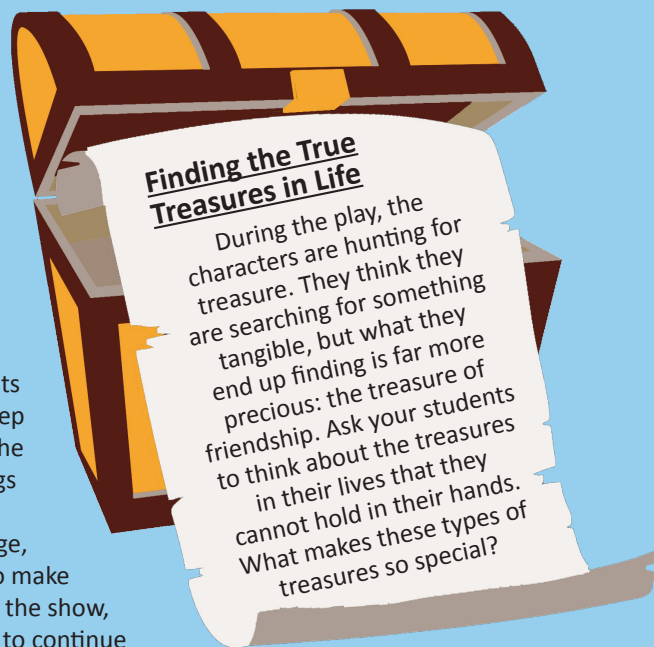
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Summary

Do You See What I See in the Sea? begins above water on land. Three people sitting on the beach decide to go scuba diving so they can see what is happening under the water. The audience is then invited to put on their own imaginary scuba gear and to join them under the sea. Once below the surface, we meet Goby, a young fish whose best friend just moved away and who thinks she doesn't need any new friends. When she finds part of a map in an old chest her mother had, she decides to embark on an adventure to find the treasure. Goby collects clues and counts her way through the ocean and on her journey, meets many different characters, including Señor Shrimp, Madame Clam, and Mr. Sea Turtle. When she approaches a thick patch of seaweed, she meets Sharky, another young resident of the sea who also has trouble making friends. When they realize that Sharky has the other half of Goby's map, the two head off together to find the treasure. The map leads them directly to Mr. Crabby, a grumpy old crab who is desperately trying to fix the holes in his door with items he has collected. When he continues to be unsuccessful, he reluctantly accepts help from Goby, Sharky, and the student scuba divers. Together, they match the shapes of the objects to the holes in Mr. Crabby's door and mend it. Once the door is fixed, a big red X is revealed marking the treasure. Sharky and Goby scramble around searching for the treasure, but Mr. Crabby has already found the real treasure: friendship. All three learn their lives will be much richer if they have others to share it with.

Pre-Performance Preparatory Workshop

With the goals of the Common Core Standards in mind, the purpose of the preparatory workshop ("prep") is to give students the tools to "unpack," or to dissect and think critically about, a text—the text in this lesson being the performance of *Do You See What I See in the Sea?* Rather than attempt to outline the performance in its entirety, the intent in the prep is to introduce students to the language, characters, settings and type of story they will see. Based on that knowledge, students will then be able to make their own predictions about the show, allowing for critical thinking to continue throughout the performance.



Finding the True Treasures in Life

During the play, the characters are hunting for treasure. They think they are searching for something tangible, but what they end up finding is far more precious: the treasure of friendship. Ask your students to think about the treasures in their lives that they cannot hold in their hands. What makes these types of treasures so special?

STEAM is everywhere in our play today!

Components of Science, Technology, Engineering, Arts and Mathematics are highlighted throughout our show. Here are some examples:



Students will explore and identify different animal and plant species found in the ocean.



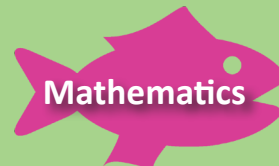
Students will discover the ways that light sources can create shadow puppets and help tell a story.



Students will get to ask questions about how our set, costumes and props are built, which can help young minds apply the concepts of engineering to a theatrical performance.



Students will view a live theatrical performance that is rich in many art forms including written, visual, and performing arts. Students will experience how these arts forms come together to create the world of the play.



Students help the characters find treasure through counting, map reading, and shape recognition.

Journey to the Great Barrier Reef

Our story takes place in our world's largest living structure, the Great Barrier Reef. Stretching over 1400 miles, it can actually be seen from space. This intricate maze of colorful reefs is home to a multitude of marine creatures, including over 1500 types of fish, over 100 varieties of sharks and rays, and more than 20 species of marine mammals.

The Importance of Dramatic Play

Do You See What I See in the Sea? will submerge students into a sensory wonderland to inspire their imaginations. Throughout the play, the actors will invite students to use their imaginations to help further the story through guided dramatic play. Many studies have been conducted on the importance of dramatic play or "make believe" in early childhood development, and results have shown that it can be a vital tool for early social and cognitive development. Longitudinal studies found that students who engaged in dramatic play at a young age became highly creative adults, making them more likely to be flexible thinkers, astute problem solvers, to have stronger social and emotional skills, and to be better self-regulators.

About the Characters

During the performance, your students will use their imaginations to become scuba divers and go under water to meet several creatures, including:

Goby – a young goby fish whose best friend just moved away. She is certain she doesn't need any new friends and embarks on a treasure hunt.

Ray and Rae – two stingrays that live near Goby. They try to become friends with Goby.

Sharky – a young reef shark that doesn't have any friends because he thinks others are afraid of him. He joins Goby on her treasure hunt.

Mr. Crabby – an old, crabby crab who wants nothing more than to be left alone. Goby and Sharky's treasure map leads them directly to his house.

Not all characters in today's show will be played by actors in a costume. Many of the characters that Goby meets will be played by puppets.

Students will view two types of puppetry in this show. The first will be shadow puppetry, where moving silhouettes are created by placing an object between a light source and a screen. In shadow puppetry, the actor is always behind the screen, remaining unseen by the audience. The second type of puppetry in this production is rod puppetry, where 3D characters are animated by an actor by controlling them with long rods attached in specific places. In rod puppetry, actors are on stage with the puppet, and can be seen moving the parts of the puppet to bring it to life.

Other sea creatures Goby meets on her journey:

Shrimp



Clownfish



Jellyfish



Clam



Starfish



Sea Turtle



Seahorse



Eel



Whale

