



DANCE ALIVE

NATIONAL BALLET

Artistic Director.....Kim Tuttle
Based on A Book by Kim Tuttle
Choreography.....Kim Tuttle
Costume Design..... Catherine
Goldman Bloomfield
Set Design.....Kim Tuttle and
Ulises Daza
WindFire Design Kites.....Tim
Elverston and Ruth Whiting

Dance Alive National Ballet is a professional ballet company touring the Southeastern United States and Latin America representing the State of Florida.

Dance Alive National Ballet lives up to its name. Movement is at the heart of everything it does. With an extraordinary group of dancers from all over the world, and dynamic leader and Artistic Director, Kim Tuttle, Dance Alive National Ballet has developed into one of the most distinguished and creative ballet companies in the Southeast.

Dance Alive National Ballet continues to develop innovative arts education programming and is involved in artist residencies, developing dance curriculum and outreach performances for public schools.

DANB is sponsored in part by a grant from the National Endowment for the Arts, which believes a great nation deserves great arts, by the Southern Arts Federation, The State of Florida, Department of State, Division of Cultural Affairs, and the Florida Arts Council, the City of Gainesville, Department of Parks, Recreation and Cultural Affairs and the Alachua County Commission.



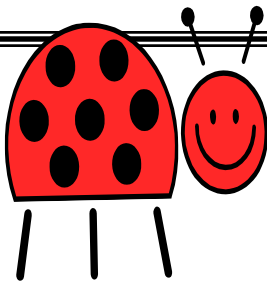
Dance Alive National Ballet Presents LADY BUG: ACTION HERO!

"LADY BUG: ACTION HERO is first rate—from the kite flying overhead and the exquisite set to the imaginative costumes and dance movements that captured realistic mannerisms blended with fantasy.

Our senses were delightfully riveted from beginning to end."

"Lady Bug - Action Hero! is the story of a beautiful, sweet, and very strong little Lady Bug who lives in the 'forest of forever.' She is friends with a ditsy blond butterfly, wise old Mr. Turtle, and a hip-hopping frog. Your students will meet a tap-dancing caterpillar and ferocious fire ants! Lady Bug saves old Mr. Turtle using her Karate skills. Into the forest fly two Love Birds. A hunter creeps in, and captures one of the Love Birds. To make matters worse, a wasp flies in, and heads straight towards the frog. Lady Bug rushes to protect him, and the Wasp, so taken aback by the courage of this little bug, breaks down in tears.. They all become fast friends. Lady Bug now has to find the lost Love Bird. She finds her in the home of a young family who has a little girl. The little girl convinces her parents to let the Love Bird return to the forest. Lady Bug and the Love Bird fly home. But the Hunter returns to finish the job, not realizing there is another member of the family - the Wasp! She attacks him, sending him off howling in pain. And remember the caterpillar? Well from the depths of the forest appears a fuzzy little face - it squirms and rolls around and soon we see a beautiful butterfly - a friend for Betsy. And the moral of the story? A hero can be small in size, but is always big of heart.

Permission is granted for material included in this Resource Guide to be copied for use in the classroom.



There are LOTS of materials in this guide! Great ways to use this arts education field trip to enhance your curriculum. Please use our suggestions as springboards and ENJOY!

FIRST Read aloud or provide a copy of Lady Bug: Action Hero! to your students. You can download a copy, minus illustrations, on our website www.dancealive.org. Click on education, curriculum, Lady Bug! That's it.

(You can order a copy from Trafford Publishing. www.trafford.com Search: author Tuttle)

SECOND Use whatever format you'd like. Focus on FCAT or SSS activities. NOTE: FCAT friendly words, "25 of the words students need to understand to be successful on the Science FCAT, are in bold.

FCAT Cognitive Level I:

1. Read the story your field trip performance is based on. **Summarize**
2. Name and describe the main character. **Describe, analyze, identify**
3. What animals did the book describe? **Summarize, identify**
4. What ways did the various animals move? **Analyze, characteristics, describe, properties**
5. Identify the setting **Analyze, characteristics, describe, properties, identify**
6. List the story/ballet events in the order they happened. **Analyze, identify, summarize**
7. Contrast and compare the animals in the story. **Analyze, conclude, determine, explain, support**
8. Explain the problem or conflict in the ballet/story. **Analyze, conclude, determine, explain, support**
9. Explain how the dancers used movement to tell the story or develop the characters. **Analyze, conclude, determine, explain, support**
10. Discuss how technical elements were used in the performance. **Analyze, describe, conclude**
11. Draw a picture of a character. **Describe, illustrate**
12. Illustrate or make a diorama of a scene from the ballet. **Describe, illustrate, identify**
13. Draw a poster to advertise the performance. **Illustrate, describe, analyze, determine, support**
14. Work with other students to act out a scene. **Describe, identify, illustrate, analyze**
15. Write a narrative story to summarize the plot of the ballet. **Describe, illustrate, conclude, explain**
16. Make a mobile showing events in the story. **Identify, illustrate, describe**

FCAT Cognitive Level II:

1. Would the main character make a good friend? Write an expository essay explaining why or why not. **Analyze, determine, explain, support**
2. Create a graph that records performance data such as: female characters, male characters, animal characters, etc. **Analyze, compare, explain, identify, illustrate**
3. Compare/contrast a character to someone you know or compare/contrast the setting to a different location or time. **Analyze, compare, conclude, determine, illustrate, support**
4. Imagine the story in a different time or place. Design sets or costumes for the new setting. **Analyze, determine, illustrate, conclude, compare, contrast**
5. As director, plan the performance or a scene in your classroom. Include cast, set, costumes, scenery, props, etc. **Analyze, determine, explain, illustrate**
6. Create a new ending to the story. **Analyze, conclude, determine, explain, illustrate**
7. Write a letter convincing a friend to go see this ballet. **Explain, support, describe, infer, illustrate**
8. Write a letter to Dance Alive National Ballet nominating a performer for "Best Dancer Award". Explain why. **Compare, contrast, describe, explain, support, determine, identify**
9. Rate the performance. Decide on criteria for judging—sets, costumes, dancing, lighting, etc. **Analyze, conclude, compare, contrast, explain, support**
10. Discuss the feelings of the various characters. **Analyze, describe, explain, infer, support**
11. How do the dancer characters differ from real life animals? **Analyze, compare, contrast, explain, identify, illustrate, support**

PRE-SHOW ACTIVITIES

AUDIENCE MANNERS

SUNSHINE STATE STANDARDS

Grades PreK-2

- MU.E.2.1.2 Knows appropriate audience behavior in a given setting.
Evaluation: Demonstrates behavior as defined by teacher.
- TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills.
Evaluation: Students contrast appropriate and inappropriate behaviors through role-play
- VA.B.1.1.2 Understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, technique, and process.
Evaluation: Students will create art work that expresses an idea.
- LA.B.2.1.2 Uses knowledge/experience to tell/write about experiences.
Evaluation: Students discuss experiences at other events.
- LA.C.1.1.3 Carries on a conversation, seeking answers/explanations through questioning or answering.
Evaluation: Students will discuss, compare, and contrast experiences.

Grades 3-5

- MU.E.2.2.2 Knows and applies appropriate audience behavior in various settings.
Evaluation: Demonstrates behavior as defined by teacher
- TH.C.1.2.2 Understands how theatre (dance) is an interpretation of actual events in history and everyday life.
Evaluation: Students contrast appropriate and inappropriate behaviors through role-play
- TH.E.1.2.3 Understands theatre is a social function and theatre etiquette as the function of the audience.
Evaluation: Students identify the difference between behavior at various entertainment venues.
- VA.B.1.2.3 Knows how to identify the intensions of those creating works of art.
Evaluation: Students will identify intensions of 5 works of art created by fellow students.
- LA.B.2.2.1 Writes notes, comments, observations that reflect comprehension of content/experiences.
Evaluation: Students discuss or write about experiences at other events.
- LA.C.3.2.2 Asks questions, makes comments/observations to clarify understanding of content, processes, and experiences.
Evaluation: Students will discuss, compare, and contrast experiences.

OBJECTIVE

Students will be able to recommend appropriate behavior for attending a dance performance.

ACTIVITY

1. Initiate a discussion with your students on the effects different kinds of audience behavior can have on people's enjoyment of a performance.
2. Make a list of short statements which express the ideas of your students on the chalkboard or a chart. Ask the students to offer ideas in the form of audience behavior they would recommend.
3. Ask each student to choose one statement, draw a picture to illustrate it, and write the statement at the bottom of the page. Make copies of the pages. Help your students collate and staple the pictures together to make books to share with each other and with other classes.

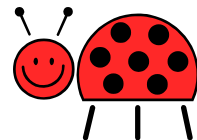
EXTENSIONS/VARIATIONS

1. Have the students color and display their pages on a bulletin board.
2. Have the students act out skits demonstrating different appropriate and inappropriate audience actions.

* * * * *

GREAT RESOURCES!

<http://insectlore.stores.yahoo.net/ladybugs.html> (Order a ladybug kit!)
<http://webtech.kennesaw.edu/jcheek3/ladybugs.htm>
<http://www.geocities.com/athens/atrium/5924/schoolyardscience.htm>
www.enchantedlearning.com/subject/insects/ladybug.shtml
www.kinderkorner.com/ladybugs.html
<http://www.ent.iastate.edu/imagegallery/lady/>
<http://www.dltk-teach.com/rhymes/ladybug.htm>



DANCE IS EVERYWHERE

SUNSHINE STATE STANDARDS

Grades PreK-2

- DA.A.2.1.2 Uses improvisation to explore/create movement ideas
Evaluation: Student illustrates word or phrase.
- DA.B.1.1.1 Understands how gestures and movement communicate meaning.
Evaluation: Student illustrates word or phrase
- DA.E.2.1.1 Knows how to express a visual image through movement.
Evaluation: Given a visual image, student demonstrates.
- TH.A.1.1.2 Creates, individually and in groups, animate and inanimate objects through the movement of the human body.
Evaluation: Given word or phrase, demonstrate through movement of the body.
- SC.A.1.1.1 Knows objects can be described, classified, and compared by their physical properties
Evaluation: Students can describe, contrast and compare the movement of animals.
- S.C.C.1.1.1 Understands that different things move at different speeds.
Evaluation: Student will compare and contrast three animals that move at different speeds.

Grades 3-5

- D.A.A.1.2.1 Uses underlying principles of body movement.
Evaluation: Using activity, students can demonstrate movement elements.
- DA.D.1.2.1, Understands how individual solutions to movement are based on personal choices.
Evaluation: Student will reach a prescribed goal using different methods of movement.
- SC.C.1.2 Student understands that types of motion may be described, measured, and predicted.
Evaluation: Students will describe, measure, and graph 3 ways of moving.

OBJECTIVE

The students identify and demonstrate movement elements common to dance.

ACTIVITY

This is charades with an instructional purpose! In order to begin this activity, first create a space in the classroom that provides room for individual students to move freely and room for other students to observe.

1. Introduce the activity with a discussion of types of movements present in all areas of life. Encourage students to come up with examples from areas such as sports (ice skating, catching a fly ball), animals (hop like a bunny, run like a deer), occupations (policeman directing traffic, carpenter hammering a nail), everyday activities (sweeping the floor, driving a car), and recreation (catching a fish, riding a roller coaster).
2. Have each student take a small piece of paper, write on it a type of movement to be acted out, and drop it into a large container. NOTE: For younger students, teachers may want to make the charade cards for them.
3. The charades will be played in the order the teacher pulls the slips of paper from the container or let the children take turns. A timekeeper says, "Begin," and the student on the "stage" dramatizes the movement chosen. A charade should be guessed by the audience within a ten-second time.

Follow the charades with a summary discussion about some of the following movement elements:

- **non-locomotor movements** such as bend, twist, stretch and swing.
- **simple locomotor movements** such as walk, run, hop, jump.
- **compound locomotor movements** such as gallop, slide and leap.
- **kinesthetic awareness** such as high, middle and low movements in space.
- **tempo and rhythmic pattern of repetitive movements**
- **movement follows straight and curved pathways.**

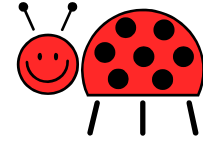


Encourage students to identify and describe rhythmic movements in everyday situations.

EXTENSIONS/VARIATIONS

1. One or more "movements" in the same space can "dance" together, representing their relationships (For example, a fox stalking a rabbit or a baseball catcher and pitcher).
2. Classify movements into categories such as high, middle or low, fast or slow, straight or curved and round or square/angular.
3. Students can play the game using movements which convey a particular emotion or feeling.

DISCOVERING DANCE



SUNSHINE STATE STANDARDS

Grades PreK-2

- DA.B.1.1.1 Understands how gestures and movement communicates meaning.
Evaluation: Students act out a story without words.
- DA.E.2.1.1 Knows how to express a visual image through movement.
Evaluation: Students, given a visual image, act out.
- MU.D.1.1.1 Knows how to respond to selected characteristics of music through movement.
Evaluation: Students move to a variety of tempos, styles, qualities of movement or sound.
- MU.D.1.1.4 Understands how music can communicate ideas suggesting events, feelings, moods, or images.
Evaluation: When 3 selections communicating "sad, happy, angry" are played, student can identify.
- TH.A.1.1.1 Creates imagined characters, relationships and environments, using basic acting skills.
Evaluation: Students create their own "ballet" based on their own story.
- TH.A.1.1.2 Communicates with others ideas about characterization and plot development within dramatic-play.
Evaluation: Students create their own "ballet" based on their own story.
- LA.C.1.1.4 Retells specific details of information heard, including sequence of events.
Evaluation: Students relate sequence of student created or demonstrated works.
- LA.C.1.1.1 Determines main idea in a non-print communication.
Evaluation: Students name main idea of student created or demonstrated work.
- LA.E.1.1.2 Identifies story elements: setting, plot, character, problem, solution/resolution.
Evaluation: Students identify above in a student created or demonstrated work.

Grades 3-5

- DA.B.1.2.3 Creates a dance that communicates experiences/ideas of personal significance.
Evaluation: Demonstrates such a dance.
- DA.D.1.2.1 Understands how individual solutions to movement are based on personal choices.
Evaluation: After observing 2 different works, ask the creators why choices were made.
- TH.A.1.2.1 Creates imagined characters, relationships, and environments, using basic acting skills.
Evaluation: Creates a "ballet" based on a created story.
- TH.B.1.2.1 Knows how improvised scenes are used to tell stories/create characters based on historical, literary and everyday situations.
Evaluation: Student can describe what happens in a scene demonstrated by fellow students.
- LA.E.1.2.2 Identifies story elements: setting, plot, character, problem, solution/resolution.
Evaluation: Student can chart the above after seeing a "ballet" created or demonstrated by fellow students.

OBJECTIVE

Students can demonstrate movement elements and choreographic principles, processes and structures.

ACTIVITY

1. Divide the students into small groups. Have each group choose a familiar children's song that tells a story and create a dance to tell the story. Some examples are THREE BLIND MICE, and PUFF THE MAGIC DRAGON. Encourage the students to use a variety of movements, high/low levels in space, floor patterns and groupings in telling their stories.
2. Have the groups perform their "ballets" for each other. Ask the "audience" to make observations about the presentation. In order to ensure a trusting atmosphere where the students are willing to take risks, all comments need to be kept to observations about the movements. For example, the comment, "I liked John's dance" might be restated as "I thought the jumps in John's dance really made him look like he was flying."

EXTENSIONS/VARIATIONS

1. Teach the children the five basic ballet positions. Tell them that all ballet movements begin and end in one of these five basic positions. Have them use the basic positions at the beginning and ending of their dances.
2. Have the students bring in contemporary music selections that have story lines and create "ballets" to their selections.
3. Have the students work with "round" or "circular" movements in their presentations.
4. Have the students work with "square" or "sharp/angular" movements in their presentations.
5. Have the students work with movements that create rhythmic patterns such as ABA forms in poetry.
6. On a large piece of paper, trace students in various dance poses. Have the students fill in the tracings with crayons or paint and make a display of the poses

MEET THE COMPANY

SUNSHINE STATE STANDARDS

Grades PreK-2

- LA.A.2.1.5 Uses simple materials of the reference system to obtain information.
Evaluation: Uses map and computer to determine where dancers performed.
- LA.B.1.1.1 Makes a plan for writing that includes a central idea and related ideas.
Evaluation: Student selects a dancer and what he wants to know about him.
- LA.C.1.1.1 Listens for a variety of informational purposes.
Evaluation: Student listens to information teacher and classmates provide.
- LA.C.1.1.4 Retells specific details of information heard, including sequence of events.
Evaluation: Student is able to retell information about a dancer and locate where he comes from once the indicator is removed from the map/bulletin board.
- SS.B.1.1.2 Uses simple maps, globes, and other 3 dimensional models to identify and locate places.
Evaluation: Student can locate a country where two of the dancers come from.
- MA.E.1.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
Evaluation: Prepares and presents graph.

Grades 3-5

- LA.A.2.2.5 Reads and organizes information for a variety of purposes.
Evaluation: Researches data on a dancer and reports to the class.
- LA.A.2.2.8 Selects and uses a variety of appropriate reference materials to gather information for research projects.
Evaluation: Utilizes computer, map, and material from a library to prepare a report on a dancer.
- LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension.
Evaluation: Takes notes from a classmates reports and compares to another.
- LA.C.1.2.5 Responds to speakers by asking questions, making contributions, and paraphrasing what is said.
Evaluation: Teacher observation.
- LA.C.3.2.2 Asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.
Evaluation: Teacher observation.
- MA.E.1.2.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
Evaluation: Prepares and presents graph

OBJECTIVE

The students can locate, on a world map or globe, the geographical places where members of Dance Alive National Ballet have lived or performed.



ACTIVITY

- Using Dance Alive National Ballet biographical information pages www.dancealive.org/company/dancers.html have the students locate the geographic places where members of the Company have lived or performed on a map of the world or a globe.
- Display a bulletin-board sized map of the world. Print out and mount each biographical sketch separately. Optional, label the sketches according to their roles in the ballet. Place the sketches around the map and use colorful pieces of yarn or thin strips of construction paper to the geographical locations related to each member of Dance Alive National Ballet, or have the children take turns locating the geographical places on another map or globe.
- Dance has been called a "universal language." Have the students discuss what they think this means. Also discuss the advantages and disadvantages of developing a company with such a variety of background

EXTENSIONS/VARIATIONS

- Write the names of Dance Alive National Ballet members on small slips of paper and place them in a container. With the students working alone or in teams, have them play a game of "20 Questions" using the biographical information to guess which name was drawn. Remind the students that they can only ask questions which can be answered "yes" or "no" and that they can only ask a total of twenty questions.
- Research the training and daily lives of dancers or the "behind the scenes" work of a ballet production.
- Have students select one of the geographic areas from a cast biography and research the area.
- Graph dancers by countries. Determine the ratio of Russian dancers to Hispanic dancers. Hispanics to Americans.

POST-SHOW ACTIVITIES FIRST IMPRESSIONS

SUNSHINE STATE STANDARDS

Grades PreK-2

- DA.D.1.1.3 Understands that critical analysis of dance performances are based on personal opinion.
Evaluation: Listens to classmates respectfully.
- MU.D.1.1.4 Understands how music communicates ideas, events, feelings, moods, images
Evaluation: Can tell what feeling the music for the wasp or the fire ants communicated.
- TH.D 1.1.2 Gives reasons for personal preferences for formal/informal performances.
Evaluation: Student can list two things they liked about the performance.
- VA.A.1.1.1 Uses 2 or3 dimensional media to depict works of art derived from personal observation.
Evaluation: Prepares illustration of one scene in Lady Bug.
- LA.B.2.1.2 Uses knowledge and experience to tell about experiences.
Evaluation: Is able to explain/describe favorite scene and why.
- LA.C.2.1.1 Determines the main idea in a non-print communication
Evaluation: Can tell main idea of Lady Bug.
- MA.E.1.1.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
Evaluation: Prepares and presents graph

Grades 3-5

- DA.D.1.2.3 Knows possible aesthetic criteria for evaluating dance.
Evaluation: Uses phrases such as “jumps high”, “turns fast”, “graceful”.
- MU.E.1.2.2 Understands relationship between music and other subjects.
Evaluation: Can describe how dance or dancer matched music.
- TH.D.1.2.1 Knows how theatre uses visual elements, sound and movement to communicate.
Evaluation: Can describe how each are used in Lady Bug.
- VA.A.1.2.1 Uses 2/3 dimensional media to depict works of art derived from personal observation
Evaluation: Prepares illustration of one scene in Lady Bug.
- LAC.2.2.1 Determines main concept and supporting details in a non-print message.
Evaluation: Can tell main idea of Lady Bug.
- MA.E.1.2.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
Evaluation: Prepares and presents graph

OBJECTIVE

Students are able to express their reactions to the dance presentation.

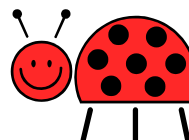
ACTIVITY

Provide a non-judgmental atmosphere where the students will feel confident to give their first reactions and where students' reactions will be accepted. Students must be made to feel that their unique contributions will be valued, that their opinions are valid, and that the opinions and perspectives of others are to be respected. This is a time to remind students that different people respond in different ways to the same dance presentation.

1. Prepare students by asking them to think about such things as:
 - a. What parts of the performance they liked the most, the least?
 - b. How particular parts of the dance made them feel?
 - c. Which was their favorite dancer/dancers?
 - d. Which costumes they liked the most, the least?
 - e. How the different parts of the music made them feel?
2. Ask students to draw a picture or write a reaction about their favorite scene from the performance.
3. Encourage the students to share their reactions with each other.
4. Chart or graph class reactions to “favorite character” or “favorite costume”
5. Choose one of the characters in the story and explain why they liked that character.
(expository)

EXTENSIONS/VARIATIONS

1. Create a bulletin board display of the students' work.
2. Write a story about an insect in their yard. (narrative)



RECALLING THE DANCE

SUNSHINE STATE STANDARDS

Grades PreK-2

- DA.B.1.1.1 Understands how gestures and movement communicate meaning.
Evaluation: Student describes how Lady Bug communicates sorrow, intention to defend friends.
- MU.D.1.1.4 Understands how music communicates ideas, events, feelings, moods, images
Evaluation: Student is able to describe how music communicated behavior of Wasp or Hunter.
- TH.D.1.1.4 Understands how theatre communicates events of everyday life.
Evaluation: Student is able to sequentially describe events that happened to the animals in the rainforest.
- TH.E.1.1.2 Understands similarities/differences of how emotions are expressed in theatre, music, dance.
Evaluation: compare music and dance for Lady Bug, Wasp, Hunter, & Love Birds.
- LA.B.1.1.1 Makes a plan for writing that includes a central idea and related idea.
Evaluation: Contributes to a word tree.
- L.A.E.1.1.2 Identifies the story elements of setting, plot, character, problem, and solution/resolution.
Evaluation: With illustrations (or oral descriptions) from classmates, places in order.
- MA.D.1.1.2 Recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.
Evaluation: Describes patterns that the dancers moved on the stage.
- SC.C.1.1.1 Understand that different things move at different speeds.
Evaluation: Student can describe the difference in movement between the Turtle and the Frog.
- SC.C.1.1.2 Knows that there is a relationship between force and motion.
Evaluation: Students can describe the force the Frog or Love Bird uses to get up in the air.

Grades 3-5

- D.A.D.1.2.3 Knows possible aesthetic criteria for evaluating dance.
Evaluation: Students use words like "graceful", "fast", "strong", "hard", "shows emotion".
- MU.D.1.2.3 Uses perceptual skills/appropriate terminology to describe aural examples of diverse music.
Evaluation: Describes music in terms of appropriateness, tempo, quality, instrumentation, etc.
- TH.A. 3.2.1 Understands relationships among scenery/props/lighting/sound/costumes/makeup
Evaluation: Student describes how costumes and sets impact the ballet and how the characters use props meaningfully.
- TH.D.1.2.1 Knows how theatre uses visual elements, sound, and movement to communicate.
Evaluation: Student describes an element of each in Lady Bug that was used to communicate.
- LA.B.1.2.1 Prepares for writing by recording thoughts, focusing on central idea, grouping related ideas, and identifying the purpose for writing.
Evaluation: Student will create a Diamante poem.
- LA.C.1.2.1 Listens and responds to a variety of oral presentations, such as stories, poems, etc.
Evaluation: Student listens to classmates read above poems.
- LA.D.1.2.1 Understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.
Evaluation: Student creates a Diamante poem.
- SC.C.2.2.1 Knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.
Evaluation: Student can describe the impact of force on the dances of the Frog, Wasp, and Shop Keeper.



OBJECTIVE

The students will be able to state a variety of objective observations of what they heard and saw at the dance presentation.

ACTIVITY

1. Use a long strip of butcher paper or a spacious chalkboard for recording students' observations.
2. Use a separate paper or chalkboard area for each act or unit of the performance.
3. Ask the students to list as many words as they can about something they saw or heard during that time.
4. Encourage the students to stick to auditory and visual observations rather than interpretative words. Ask them

to think about the dance movements, the sets and the props, the lighting, the costumes and the music.

5. Keep students stretching into new areas by suggesting examples and categories of ideas if they get bogged down. Such examples might include:
 - a. A description of the movements; for example, strong, high leaps, fast turns, slinking movements on the floor.
 - b. The relationship of the dancers; for example, solos, duets, trios, a group of three dancers, with a fourth moving in, a pinwheel.
 - c. The way the space on the stage was used; for example, the dancers moved in a circle, on a diagonal, in a small space, in a large space, had round body shapes or angular body shapes.
 - d. The dynamics or qualities of the movements; for example, lyrical movements, fast and sharp movements, collapsing or suspended movements.
 - e. The entrances and exits of the dancers.
 - f. Description of the sound score; for example, loud, soft, high, low, fast, slow, waltz, march, ethnic rhythms, different instruments used.
 - g. Description of costumes, props, sets, lighting and special effects; for example, colors, intensity, design, texture, historical or ethnic qualities.
6. Using the list of words that were recorded, ask students (alone or in groups) to create a word tree, or webs of related words.

EXTENSIONS/VARIATIONS

1. Have the students copy their webs/trees onto different colors of construction paper. Create a class book or bulletin board with the students' pages.
2. Use the word webs/trees to form Diamante poetry

A Diamante poem is shaped like a diamond, following a pattern of parts of speech like this

noun
 adjective adjective
 participle participle participle
 noun noun noun
 participle participle participle
 adjective adjective
 noun

tree
 beautiful bright
 sparkling stretching growing
 tinsel branches ribbons candles
 twinkling dancing reaching
 higher taller
 star




BOOKS

BOOKS

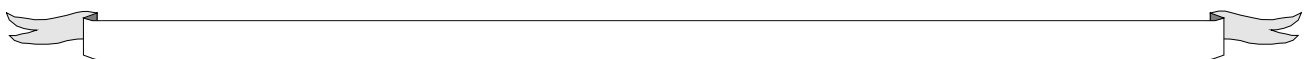
BOOKS

TITLE

- Ladybugs (Great Explorations In Math & Science)
- The Grouchy Ladybug
- The Ladybug and Other Insects
- What About Ladybugs?
- Ladybug, Ladybug
-  Eye Spy A Ladybug
- Fire Chief Ladybug
- Portable Pets: Ladybugs
- The Lady Bug
- A Ladybug's Life
- Beastly Ladybug

AUTHOR

- Jean Echols
- Eric Carle
- Pascale de Bougoin
- Celia Godken
- Ruth Brown
- Melinda Lilly
- Rita Walsh-Balducci
- Lorella Rizzati
- Sabrina Crewe
- John Himmelman
- Lynda Halley



CRITIC'S CHOICE

SUNSHINE STATE STANDARDS

Grades PreK-2

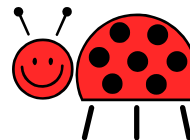
- DA.B.1.1.1 Understands how gestures and movement communicate meaning.
Evaluation: Student can describe two ways in which Lady Bug communicated meaning by gestures and movement.
- DA.D.1.1.3 Understands that critical analysis of dance performances are based on personal opinion.
Evaluation: Students discuss their evaluation of the performance and tell why they made their decision.
- MU.D.2.1.1 Identifies simple criteria for the evaluation of performances and compositions.
Evaluation: Students make list of ways they evaluated the performance as relates to the music.
- TH.D.1.1.2 Gives reasons for personal preferences for formal/informal performances.
Evaluation: Students make list of ways they evaluated the performance.
- TH.D.1.1.4 Understands how theatre communicates events of everyday life.
Evaluation: Student relates event from life that may mirror an event in Lady Bug.
- LA.B.1.1.3 Produces final simple documents that have been edited.
Evaluation: Generates "thank you" letter.
- LA.B.2.1.2 Uses knowledge and experience to tell about experiences or to write for familiar occasions.
Evaluation: Generates "thank you" letter.

Grades 3-5

- DA.D.1.2.3 Knows possible aesthetic criteria for evaluating dance.
Evaluation: Uses phrases such as "jumps high", "turns fast", "graceful".
- MU.D.2.2.1 Knows how to devise simple criteria to evaluate performances/compositions.
Evaluation: Students make list of ways they evaluated the performance as relates to the music
- TH.A.3.2.1 Understands relationships among scenery/properties/lighting/sound/costumes/makeup.
Evaluation: Students can explain how each element is critical to the performance of Lady Bug.
- TH.D.1.2.2 Understands similarities/differences between real life and theatre's representation of life.
Evaluation: Student relates event from life that may mirror an event in Lady Bug.
- LA.B.1.2.3 Produces final documents that have been edited and corrected.
Evaluation: Generates "thank you" letter.
- LA.B.2.2.3 Writes for a variety of occasions, audiences, and purposes.
Evaluation: Generates "thank you" letter.

OBJECTIVE

Students are able to evaluate Lady Bug: Action Hero!

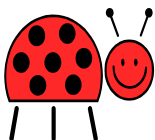


ACTIVITY

1. Ask students to imagine that they have been asked to write a review of the ballet for their local paper or television/radio station. Younger students can write a letter to a friend who has not seen the production, or prepare a review to read on the radio, similar to those produced aired on public radio.
2. Discuss the purpose of a review and what information could be included. Brainstorm a list and record it on the blackboard. The list might include ideas such as
 - a. The story of the dance (or a story it made them imagine).
 - b. The ideas and feelings expressed by the dance.
 - c. A description of the set, costumes, props, special effects and how they contributed to the presentation.
 - d. How sound or music was used and whether it suited the dance.
 - e. Whether the dance was visually interesting.
 - f. Comments about the cast of dancers and whether they were capable in their performance of the dance.
 - g. The thoughts or feelings of the reviewer (student) about the work (what did the dance mean to them).
 - h. Whether the dance worked as a whole.
3. Show examples of reviews of other performances or movies found in newspapers or magazines. Have the students analyze the reviews to see if they included the ideas they listed on the blackboard. Were there ideas the students did not include?
4. Ask students to write their reviews using some of the ideas they have listed.
5. Make a display of the students' reviews or have them share their reviews with the class.

EXTENSIONS/VARIATIONS

1. Make a videotape recording of the students giving their reviews. Let the students share their reviews live or on tape with other classes that did not attend the performance
2. Have the students write "thank you" letters to individual members in the company. Encourage them to think of "behind the scenes" people like the choreographer, set designer, technical director, lighting director and costume designer as well as some of the individual dancers.

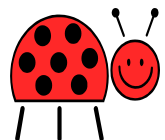
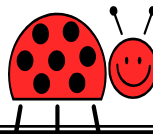
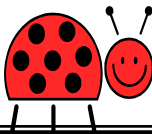


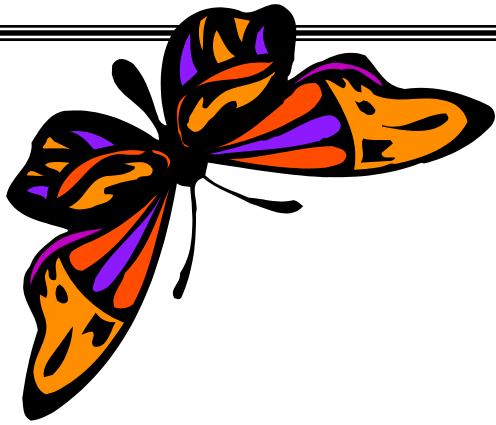
AFTER THE SHOW, MORE GOOD THINGS FROM LADY BUG JUST FOR YOU!

- Make a chart of the ways animals in the rainforest move. **Analyze, characteristics, classify, describe.**
 - SC.C.1.1.1 Understands that different things move at different speeds.
 - SC.C. 1.2.1 Understands that the motion of an object can be described and measured.
 - SC.H.1.1.1 Knows that in order to learn, it is important to observe the same things often and compare them.
 - SC.H.1.2.2 Knows that a successful method to explore the natural world is to observe and record, then analyze and communicate the results.
 - MA.E.1.1.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
 - MA.E.1.2.1 Solves problems by generating, collecting, organizing, and analyzing data using Histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
- Find out what lady bugs eat. Why are they important to our environment? **Conclude, data, describe, determine, explain, hypothesis, infer, predict, support.**
 - SC.F.1.1.1 Knows the basic needs of all living things.
 - SC.F.1.2.2 Knows how all animals depend on plants.
- Add up the things that a lady bug eats, Add up the things a butterfly eats. Make a chart to show what each eats. **Analyze, compare, contrast, conclude, data, describe, determine, explain, summarize.**
 - SC.F.1.1.1 Knows the basic needs of all living things.
 - SC.F.1.2.2 Knows how all animals depend on plants.
 - MA.E.1.1.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
 - MA.E.1.2.1 Solves problems by generating, collecting, organizing, and analyzing data using Histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
- Make a chart of the foods the animals and insects in Lady Bug eat. **Analyze, characteristics, classify, describe.**
 - SC.H.1.1.1 Knows that in order to learn, it is important to observe the same things often and compare them.
 - SC.H.1.2.2 Knows that a successful method to explore the natural world is to observe and record, then analyze and communicate the results.
 - MA.E.1.1.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
 - MA.E.1.2.1 Solves problems by generating, collecting, organizing, and analyzing data using Histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
- Make a food web using the plants and animals in the story. What had to be added to make the web complete? **Conclude, determine, explain, illustrate, infer, support.**
 - SC.G.1.1.2 Knows that plants and animals are dependent upon each other for survival.
 - SC.G.2.2.1 Knows that all living things must compete for Earth's limited resources.
- Describe what you learned about the animals of the rainforest at Lady Bug. **Analyze, compare, contrast, conclude, data, describe, determine, explain.**
 - SC.F.2.1.2 Knows that there are many different kinds of living things that live in a variety of environments.
 - SC.H.1.2.2 Knows that a successful method to explore the natural world is to observe and record, then analyze and communicate the results.
- Locate, on a world map or globe, the rainforests of the world. Compare the rainforest today with the rainforests 10 years ago. Discuss the difference. **Analyze, calculate, compare, contrast, conclude, data, determine, explain, hypothesis, infer, predict, summarize, support. WOW!**
 - SC.G.2.1.2 Knows that the activities of humans affect plants and animals in many ways.
 - SC.G.2.2.3 Understands that changes in the habitat of an organism may be beneficial or harmful.

- Observe an insect over a period of time. Record or tell what you observed. **Conclude, describe, explain, illustrate, summarize, expository.**
 - SC.H.1.1.5 Uses the senses, tools, and instruments to obtain information from his or her surroundings.
 - S.C.H.1.2.2 Knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.
- Tell or write a story about an insect you have observed. **Describe, explain, illustrate, expository.**
- Research Lady Bug's "sticky stuff". What is it? (Note: one of our male dancers once had a ladybug in his mouth and reported that it "tasted bitter!") **Describe, determine, explain.**
 - SC.H.1.1.5 Uses the senses, tools, and instruments to obtain information from his or her surroundings.
 - SC.H.1.2.2 Knows that a successful method to explore the natural world is to observe and record, then analyze and communicate the results.
- Find out how many colors a lady bug comes in. Graph your results. **Research, data, explain.**
 - SC.H.1.1.1 Knows that in order to learn, it is important to observe the same things often and compare them.
 - SC.H.1.2.2 Knows that a successful method to explore the natural world is to observe and record, then analyze and communicate the results.
 - MA.E.1.1.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
 - MA.E.1.2.1 Solves problems by generating, collecting, organizing, and analyzing data using Histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
- Where do love birds come from? Why are some exotic birds protected? What does it mean when an animal is "protected"? Why is it important to protect animals in their own environment? **Conclude, data, describe, determine, explain, infer, predict, support.**
 - SC.F.2.1.2 Knows that there are many different kinds of living things that live in a variety of environments.
 - SC.H.1.2.2 Knows that a successful method to explore the natural world is to observe and record, then analyze and communicate the results.
 - SC.G.2.1.2 Knows that the activities of humans affect plants and animals in many ways.
 - SC.G.2.2.3 Understands that changes in the habitat of an organism may be beneficial or harmful.
- The ants in the story frightened the other animals, but they really serve a useful purpose in the rainforest. What purpose do the ants serve? **Conclude, data, describe, determine, explain, infer, predict, support.**
 - SC.G.1.1.2 Knows that plants and animals are dependent upon each other for survival.
 - SC.G.1.2.5 Knows that animals eat plants or other animals to acquire the energy they need for survival.
- Tell why plants and animals are important to each other. **Data, describe, determine, explain, summarize, support.**
 - SC.G.1.1.2 Knows that plants and animals are dependent upon each other for survival.
 - SC.G.1.2.5 Knows that animals eat plants or other animals to acquire the energy they need for survival.
- On your way to and from your field trip, you saw many living and non-living things. Make a list of the living and non-living things you saw. **Analyze, characteristics, classify, compare, contrast, conclude, data, describe, determine, identify, properties.**
 - SC.G.1.1.1 Knows that environments have living and non-living parts.
 - MA.E.1.1.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
 - MA.E.1.2.1 Solves problems by generating, collecting, organizing, and analyzing data using Histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
- Create a mural using the living and on-living things you saw. Label. **Analyze, characteristics, classify, compare, contrast, conclude, data, describe, determine, identify, properties.**
- Discuss what you think dancers need to do to perform the way that they do. **Analyze, hypothesis, infer, predict, support.**
 - SC.B.1.1.5 Knows that every human action requires energy that comes from food.
 - SC.B.2.2.1 Knows that some source of energy is needed for organisms to stay alive and grow.
- How did the dancers' movements replicate the animals' movement? **Analyze, compare, contrast conclude, describe, support.**

Follow Lady Bug to the next page to learn more about her best friend,
Betsy the Ditsy Butterfly!





EXPLORE LEARNING WITH
ANOTHER INSECT FROM
LADY BUG: ACTION HERO!

Great resources for learning about butterflies—including where you can purchase a pupae for watching a life-cycle.



<http://insectlore.stores.yahoo.net/butterflies.html>
<http://www.greathousebutterflyfarm.com/webdocs/teachers.htm>
<http://www.flmnh.ufl.edu/butterflies>
www.enchantedlearning.com/subjects/butterfly
www.billybear4kids.com/butterfly/flutter-fun.html
<http://kidskonnnect.com/Butterflies/ButterflyHome.html>
<http://www.butterflywebsite.com>

1. Compare and contrast two butterflies. **Analyze, characteristics, classify, compare, contrast, describe, explain, identify, illustrate, summarize, support, expository.**
2. Construct a two, and then a three dimensional butterfly. Fly them from your ceiling. **Illustrate**
3. Tell why the butterfly is crucial to our ecosystem. **Explain, support, illustrate, conclude, determine, expository.**
4. Demonstrate the flight of 2 or 3 butterflies that you observe. Illustrate or chart the flight. **Compare, contrast, identify, illustrate, properties.**
5. After researching your pupae and the environment it needs to survive, create an environment for your pupae. **Analyze, classify, compare, contrast, conclude, describe, determine, explain, hypothesis, infer, predict, support**
6. With your class, observe and chart the life cycle of your pupae. **Analyze, classify, compare, contrast, conclude, data, describe, determine, explain, hypothesis, infer, predict, support**
7. Name your butterfly and write a story about it. **Narrative**
8. List ways to make a butterfly friendly environment. **Data, describe, determine, explain, summarize, support**



Ladybug

by Maria Fleming

Ladybugs all dressed in red
Strolling through the flowerbed.
If I were tiny just like you
I'd creep among the flowers too!



Five Little Ladybugs

Five little ladybugs, climbing on some plants,
Eating the aphids, but not the ants!
The first one said: "Save some aphids for me!"
The second one said: "These are tasty as can be!"
The third one said: "Oh, they're almost gone!"
The fourth one said: "Then it's time to move on!"
The fifth one said: "Come on, let's fly!"
So they opened their wings and flew through the sky.



Little Red Bug

by Susan M. Paprocki

Little red bug, oh so cute,
Here's a black spot for your suit.
Now you go and have some fun
With your spot, your very first one.
Little red bug, oh so cute,
Here's a black spot for your suit.
It's so nice to own a few,
So enjoy these lovely two.
Little red bug, oh so cute,
Here's a black spot for your suit.
We are very pleased to see
How nice you look with all three.
Little red bug, oh so cute,
Here's a black spot for your suit.
You might feel that you need more,
So we proudly give you four.
Little red bug, oh so cute,
Here's a black spot for your suit.
Heaven, heaven, sakes alive,
Look at you, you're wearing five!

Illustrate one of these poems that we found on
Victoria Smith's Kinder Korner website.

ADDITIONAL ACTIVITIES FOR OLDER STUDENTS

Arts-Dance

- Research the impact of the computer on dance.
- Dance and mime excerpts from the ballet. Or: Create another act for the ballet.

Dance exercises:

Define a space with chalk or desks and have the students create movement that touches every corner or all sides.

Working in partners, ask students to create movement without touching. Now ask them to do the same thing WITHOUT losing contact with each other.

Working in partners, have students face each other and take turns mirroring each other's movements.

In partners, have students "dance" a conversation using large gestures and movements. Encourage them to incorporate emotions such as: anger, amazement, disbelief, boredom or surprise.

- Have the class teach dance steps to a class of younger students.
- Have students present dance creations to a class of younger students.
- Compare and contrast two different styles of dance.
- Find another version of a ballet or story on video and encourage the students to compare this to the Dance
- Alive National Ballet production.

Arts-Music

- Research the impact of the computer on music.
- Explore how different music or different musical instruments "inspire" different moods and styles of dance.

Arts-Theater

- Research the impact of the computer on theater.
- Compare and contrast musical and non-musical versions of the same story.
- Act out a scene from the ballet, with a script or improvised dialogue.

Arts-Visual Arts

- Research the impact of the computer on the visual arts.
- Design and make a poster advertising a ballet or concert.
- Make a diorama of a scene from the ballet.

Design and make a costume for a dance presentation

Foreign Language

- Learn the French words used for simple ballet movements. Follow and give ballet directions in French. Depending on the ballet, have students figure out how to encode their names in the Russian alphabet, or act out a scene from the ballet using American Sign as well as dance movement

Health Education

- Research how healthy living practices such as proper nutrition, adequate sleep and daily exercise contribute to enhanced movement and abilities.
- Research the care and prevention of injuries and diseases common to dancers.
- Have the students create dances about healthy/unhealthy and safe/unsafe behaviors

Mathematics

- Define specific geometric shapes with chalk and have students create a dance which utilizes that specific shape.
- Have students create different two or three dimensional geometrical shapes with their bodies, alone or with other students.
- Obtain a full casting list, make a graph of the number of costumes needed for each dance. Calculate how many costumes the wardrobe mistress must keep in order

Language Arts

- Imagine what a world without dance would be like and write a story about it.
- For a story ballet:

Do a "talk show" with students acting the roles of ballet characters.

Write a story for a sequel to the ballet.

Create a word search puzzle using character names and words associated with this story. Share with the class.

Write a story about a modern day version of these characters' adventures.

Use the computer to find information on topics related to dance or to this particular story

Physical Education

- Compare and contrast the training and lifestyles of professional athletes and professional dancers.
- Compare and contrast respiration and pulse rates during different physical activities including different types of dance.
- Research the use of dance therapy for people with illnesses and disabilities

Science

- Have students dance the three states of matter (solid, liquid, gas).
- Explore the concept of gravity, force and energy in jumps, turns and aerial movements.
- Have the students create "dances" to illustrate different weather patterns.
- Have students "dance" the life cycle of a plant.
- Research the use of different surfaces for dance performances.
- Explore all of the ways science contributes to a dance performance.

Social Studies

- Have students create dances about different periods in history.
- Have an international dance festival and explore music and dance from around the world.
- Have students write letters to the city commissioners in support of funding dance performances for the community.