

# THE SUMMER SHOW

## Text Synopsis

*The Summer Show* is a play about a community of insects. They collaborate to create a dance show to celebrate the first day of summer. Caterpillar is in charge, and asks various insects — bees, moths, ants, crickets, grasshoppers, fireflies, and spiders — to be part of the show. Some happily agree to dance, some to create costumes, and so on. They work hard for weeks, but on the day of the show, Caterpillar is nowhere to be found. The insects search, and eventually find — a Butterfly! *The Summer Show* opens links easily with the other arts strands: dance, music, and visual arts.

## Overall Learning Opportunities



Students will:

- use a range of independent and collaborative art-making strategies
- demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music
- communicate understanding of works in drama and dance through discussion, writing, movement, and visual artwork



Students will:

- communicate ideas (thoughts, feelings, experiences) for specific purposes
- express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience
- use the conventions of oral language, and of the various media, that are appropriate to the grade level

## ACTIVITY MENU

**Shared Reading**, pages 43–44

**Exploration: Putting on a Show**, page 45

**Guided Reading**, pages 46–47

**As a Group**, pages 48–50



- **Getting Into Character**: demonstrating movements used by insects

- **Music, Please!**: choosing musical pieces for dances

- **We Love to Dance**: exploring different dance movements

- **Making a Banner**: designing and making an advertisement banner



- **Insect Research**: researching the characteristics of different insects

- **Act It Out**: portraying insects without using words

**Independent Work**, pages 51–53



- **BLM 18**: words for “The More We Get Together”

- **BLM 19**: locating information from the text



- **BLM 20**: recording information from research



### LITERACY ELEMENTS

dialogue in play format  
comma  
period  
question mark  
exclamation mark

### WORDS TO DISCOVER

narrator  
caterpillar  
bees  
moths  
ants  
crickets  
grasshoppers  
spiders  
fireflies  
butterfly  
compound words:  
everyone, nowhere,  
around, nobody, without  
contractions: it's, we'll,  
I'm, you're, let's, don't,  
hadn't, can't, I've,  
we've, haven't

### ESL CONSIDERATIONS

The students will benefit from a detailed conversation about insects. The school librarian may be able to provide you with some pictures of a variety of insects.



## LEARNING OPPORTUNITIES

Students will:

- use a variety of reading strategies to understand a piece of writing
- use their knowledge of sentence structure to determine the meaning of a sentence
- use clues from the text to gain an understanding of character

## YOU WILL NEED

- chart paper and marker

## OBSERVING FOR ASSESSMENT

Does the student:

- follow the print as you read the play aloud?
- appear to connect with and respond to the storyline?
- participate in the oral reading?
- read his or her part enthusiastically with expression and apparent interest?

## Getting Ready to Read

Invite the children to talk about times they've "performed" for others, e.g., reading aloud in a reading group, going into role for a class drama, performing in a school recital, playing in a music recital, or dancing in front of an audience. Encourage the children to talk about how they felt before, during, and following the performances.

Show the class the cover of *The Summer Show* and encourage their verbal observations. Ask:

- What different colours do you see on this cover? What colour do you see most?
- What creatures do you see? (bee, caterpillar) What do you know about these insects?

Invite the children's responses. Say:

- This story is written as a play. Does anyone know what we call a character that acts as the storyteller? Yes, that's right, it's the Narrator. And it's the Narrator who begins the story of *The Summer Show*, written by Lalie Harcourt and Ricki Wertzman and illustrated by Graham Bardell.

## First Reading

Open the book to page 2 and encourage the children to look at the illustration to determine the setting of the play. Then have them look at the illustration on page 3 to be introduced to the first two characters: Caterpillar and Bee.

Read to the end of page 15, sweeping your hand under each line of text as you read it and pointing to any details in the story that could help the children to understand the storyline as it develops. For example, on page 5, as you read the words "Ants love to march!" you could point to the marching ants in the picture. To help the children understand how the punctuation helps reading aloud, observe and point to the various punctuation marks. Pay particular attention to the commas, the question marks, and the many exclamation marks.

At the end of page 15, ask the children to think about whether Caterpillar will return in time for the show. Then turn the page and, before reading the text, let the children look at the illustration.

## Returning to the Text

Engage the children in conversation by asking open-ended questions, such as:

- Did the ending surprise you? Why? Why not?
- Do you think the Summer Show was a success? Why? Why not?
- Could this story really have happened? Why? Why not?
- What did you enjoy most about the artwork in this book? Do you have a favourite page?
- Why do you think the authors chose to write *The Summer Show* as a play and not as a story?



Assume a different voice for each of the characters, while using your usual voice to read the part of the narrator.



Help the children to recall specific details by asking questions, such as:

- What was the setting of the play? (Where did the story take place?)
- Who were the characters in the play?
- Who was the main character? Why do you think so?
- What was the job of the Narrator in the play?
- What was the play about?
- All the characters in the play are insects. What do they all have in common? What makes some different from others? (e.g., ants can't fly)
- When you look at any page in this book, how can you tell it's a play?

## Second Reading

To prepare for the second reading, invite various children to point to and read the title of the play, the names of the authors, and the illustrator. Talk about the use of, and reason for, various features of a title: upper-case letters, the number of words, the placement of the title on the cover.

Tell the children that as you read the play aloud this time, you would appreciate it if they would read aloud the names of the various characters, to remind you of the particular voice to use as you portray each character.

Turn to page 2. Point to and signal the children to read aloud the word Narrator, thus beginning the second reading.

## Extending the Reading Experience

Assign the roles of Caterpillar and Bee to individuals, and the parts of the other insect groups to pairs or small groups. Depending on the size of your class, either you or the rest of the class can read the part of Narrator.

Remind the children to observe the punctuation so their oral reading will be expressive and meaningful.

### TEACHING tip

Have the students look closely at the illustrations to decide what features insects have in common and in what ways insects are different from each other. You could chart their observations.



# Putting on a Show

## LEARNING OPPORTUNITIES

Students will:

- speak in role as characters in a story, assuming the attitude and gestures of the characters they are playing
- use language and non-verbal means of communication effectively for a variety of purposes both in and out of role

## YOU WILL NEED

- chart paper and marker

## OBSERVING FOR ASSESSMENT

Does the student:

- participate in the planning and preparation of the play?
- take turns working on specific tasks?
- enjoy performing in a group?
- confidently play the part of a character while enacting the story?



Keep copies of *The Summer*

Show at a centre so students can spontaneously engage in memorizing their parts or rehearsing the play.

## Reading the Text

Before reading *The Summer Show*, explain that it is a play, written for actors to play the parts of different characters. Present pages 2–3, and point out the word *Narrator*. Explain that a narrator is a storyteller. Ask:

- Who speaks first on page 3? What does this character say?
- Who else speaks on page 3?

Tell the children that they will be Caterpillar, and you will be the Narrator and all the other insects. Then read pages 2–3. Continue to share the roles as you read the play together.

## Starting the Exploration

Tell the children that they are going to plan, prepare, and present a play called *The Summer Show*. Begin planning by asking questions, such as:

- Where does the play take place?
- Who are the characters? In what order do they appear? (List on a chart.)
- What will we need to do in order to put on the play?

You may find it helpful to record the children's ideas so they can be revisited, extended, or revised in the days ahead.

## Working on the Show

Have the children decide what roles and responsibilities they would like to assume in preparing for the play.

The activities on pages 48–49 are provided to facilitate the preparation of the children's play:

**Getting into Character** (page 48) lets the children explore characterization.

**Music, Please!** (page 48) lets children work together to choose music for their play.

**We Love to Dance** (page 49) encourages the children to experiment with using dance movements to represent a character.

**Making A Banner** (page 49) has the children design and make a banner to advertise their play.

Once the roles and responsibilities are assigned, support the children in their preparations and give them the opportunity to make decisions about bringing all the parts of the production together. Remind children that while not all are performers, they all have an important role to play in the overall performance. Say:

- We are going to learn a song about how important it is to work together.

Then play the song “The More We Get Together” (Grade 2 Audio CD Track 2). The words are on **BLM 18**.

## Sharing

Decide together who the audience will be (just you, or another class, and so on).

After presenting the play, reflect on the experience by asking questions, such as:

- What did you enjoy most about putting on the play?
- What problems did you have? How did you solve them?
- What would you do differently (the same way) next time you put on a play?

## Extension

For an extended audience, children might like to make invitations.

This Exploration works well with Stand-Alone Activity 1: “Scatter and Freeze” on page 129 and with Stand-Alone Activity 24: “Styrofoam Tray Prints” on page 152.



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## LEARNING OPPORTUNITIES

Students will:

- identify and use some key elements of drama and dance in exploring source materials
- ask and respond appropriately to relevant questions, in and out of role, about characters and dramatic situations being explored

## TEACHING tip

As you name each of the insects, engage the students' participation by asking them to help you with the spelling.

## Setting the Scene

Engage the children in conversation about insects. Ask:

- What's an insect?
- What do insects do?
- What are the names of some insects?

Say:

- The name of the book we're going to read is *The Summer Show*. It's a play about insects that are invited by Caterpillar to perform in a show. The performers are Bees, Moths, Ants, Crickets, Grasshoppers, Spiders, and Fireflies.

Ask:

- How are all these insects the same? How are they different?
- Which of the insects is your favourite? Why?
- Caterpillar wants to do a dance show. What dance do you think the Bees will want to do? the Moths? the Ants? (and so on)

Show the children the cover of the book.

Ask:

- What can you see on this cover that also appears on many other book covers?

As the children respond and you point to the features, say:

- Yes, that's right. There's a title (*The Summer Show*), the authors' names (Lalie Harcourt and Ricki Wortzman), the illustrator's name (Graham Bardell), and a picture.
- What can we learn about the play from looking at the cover picture?

Encourage a variety of responses and, whenever possible, ask a question that requires the children to validate their answers: How do you know that? How can you tell? Why do you say that? Why do you think the illustrator made that decision?

## Reading the Text

Ask the children to open their books to pages 2 and 3, then say:

- Look at the pages. How can you tell this is a play? What makes the look of a play different from the look of a story and the look of a poem?

To assist the students in formulating their answers regarding the look of a play, show them a page from a story and a page from a poem.

- Now look at the illustrations. Where does the play take place? That's right, the setting is a garden. How do you know that?

- The Narrator starts the play. Read page 2 to find out who is in charge of this year's Summer Show, and when it will be held.

- Read page 3 to find out Bee's response to being asked to perform in a dance show.

Turn to page 4. Ask:

- Who were the next characters that Caterpillar approached? That's right, Ants and Moths. Read page 5 to find out what dances they chose to perform.

Turn to page 6. Say:

- Caterpillar continues asking different insects to be in the show. Read pages 7, 8, and 9 to find out which insects want to do a hip-hop dance, which insects offer to make music, and which insects will make costumes, posters, and tickets.

Turn to pages 10 and 11. Say:

- Look at the illustration. Everyone is so busy getting ready. But there's a problem. Read page 10 to find out what it is.
- Read page 11 to find out when the Moths and Ants last saw Caterpillar.

## OBSERVING FOR ASSESSMENT

Does the student:

- attempt to respond to your questions by thinking about or searching for answers?
- use the illustrations as a source of information?
- appear to read at a pace commensurate with his or her ability?
- stay focused on reading the play from beginning to end?

Turn to pages 12 and 13. Say:

- Look at the illustration on pages 12 and 13 as I read. Can you see the sign that the Spiders have made to advertise the show?

Turn to page 14. Say:

- Read page 14 to find out what the Fireflies know about the mystery.
- What do you think the insects should do?

Invite many responses from the children as to the action the insects should take. Then say:

- Read page 15 to find out what they did to try to find Caterpillar.
- Do you think they'll find Caterpillar? Raise your hand if you think yes. Raise your hand if you think no.
- Turn your books over and listen as I read the last page to you. (Begin by reading the last line on page 15 to lead into "Here I am. Greetings, everyone.")

Ask:

- So, who was right? Did they find Caterpillar? Look at the illustration on page 16 to find out where Caterpillar was.
- Are you surprised by the ending? What did you think the last page would be?

## Independent Reading

Invite the children to enjoy the play again by reading the whole book independently with as little assistance as possible.

## After Reading

Ask the children:

- If you could be in a dance show, what dance would *you* want to do? Why?

## Revisit the Text

Use open-ended prompts to engage the children in conversation:

- Why could this play never happen?
- What was one event that happened in the play that happens in "real life"? That's right, a caterpillar *does* turn into a butterfly.
- Do you know what kind of butterfly this caterpillar turned into? That's right, a Monarch butterfly. How do you know?
- On page 16, Butterfly says, "I have a dance of my own to show you." What do you think the dance will be?

Engage the children in recalling and/or locating specific information from the play. Ask:

- Which insects wanted to do a hip-hop dance? Where did you find that information?
- Which insects wanted to do the music for the hip-hop performance?
- As well as from the title, how else can you tell that the play takes place in summer?
- Look at the picture on page 3. How do you know which is a bee and which is a caterpillar?

For practice locating specific information, have children complete **BLM 19**.



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## Reinforce the Text

Talk about how the insects might sound if they were able to speak. Then invite the children to read the play as a Reader's Theatre, using the voice qualities they suggested.



# As a Group

## LEARNING OPPORTUNITIES

Students will:

- recognize and demonstrate movement sequences used by specific characters or found in their natural surroundings

## OBSERVING FOR ASSESSMENT

Does the student:

- demonstrate an understanding of the differences in movement/shapes?
- show willingness to participate?

## LEARNING OPPORTUNITIES

Students will:

- recognize the effects of different musical choices
- recognize that mood can be created through music

## YOU WILL NEED

- a variety of musical selections
- chart paper and marker

## OBSERVING FOR ASSESSMENT

Does the student:

- make appropriate comments and suggestions for the musical form being discussed?

## Activity: Getting Into Character

Review the life cycle of the butterfly (caterpillar, cocoon, butterfly) with the children. Then, sit them in a circle and say that you are all going into role. You, the teacher, will be a caterpillar. They will imagine that they are butterflies. Tell them you have dreams of flying, and an irresistible urge to curl up and go to sleep. Ask for their advice and help. As the conversation unfolds, resist what they are telling you. Explain that you like being a caterpillar very much and that you do not wish to change into a butterfly. Allow them to try to convince you.

Divide the children into two groups: caterpillars and butterflies. Have the caterpillars make a large tableau of various caterpillar activities, while

the butterflies do their tableau at the opposite side of the room. Partner each caterpillar with a butterfly, so they can teach each other their respective positions, then have them go back to their original tableau. At your cue, they will cross slowly to the other side of the room and take their partner's position, recreating each other's tableau. Try having all the caterpillars go into cocoon position just before crossing as flying butterflies, while butterflies slowly shrink down and cross as caterpillars.

### Extension

Repeat the tableaux with other pairings: Bees/Moths; Ants/Grasshoppers or Crickets; Spiders/Fireflies.

## Activity: Music, Please!

Revisit pages 3, 5, and 7 from *The Summer Show* to remind children of the dance choices each insect group made. Have one of the Crickets (the “musicians” in *The Summer Show*) use chart paper to list the name of the insect and the chosen dance. (Bees — flower dance, Moths — ballet, Ants — march, Grasshoppers — hip hop). Say to the class:

- Now you have to make some choices of the best music to use. Let's begin with the Bees. How do you think music for a flower dance might sound? Loud or soft? Fast or slow?

Play two contrasting selections, like “Waltz of the Flowers” and “Can-Can” (see *Grade 2 Audio CD Tracks 15 and 14*) and ask:

- Which one would work best? Why do you think that?

Have another Cricket write the class selection on the chart. Continue for:

- Moths (“Sandpaper Ballet” and *Music from Ecuador, Grade 2 Audio CD Tracks 34 and 20*)
- Ants (“Tortoises” and “Alla Hornpipe,” *Grade 2 Audio CD Tracks 16 and 32*)
- Grasshoppers (“William Tell Overture” and *Rhythm and Blues, Grade 2 Audio CD Tracks 11 and 23*)

### Extension

Revisit page 16 (where the Butterfly has a dance to show), and have children discuss the musical style and characteristics that would suit a Butterfly Dance. Play “Waltz of the Flowers” and “Rhapsody in Blue,” *Grade 2 Audio CD Tracks 15 and 17*.

This Extension works well with Stand-Alone Activity 16: “Capture the Feeling” on page 144.



# As a Group

## LEARNING OPPORTUNITIES

Students will:

- recognize and demonstrate movement sequences used by specific characters

## YOU WILL NEED

- a variety of musical selections (see previous activity)

## OBSERVING FOR ASSESSMENT

Does the student:

- demonstrate an understanding of the elements of dance?
- show willingness to participate?

## LEARNING OPPORTUNITIES

Students will:

- identify, in a plan, their specific choices of subject matter and tools, materials, and techniques
- identify strengths and areas for improvement in their own and others' artwork, and explain their choices

## YOU WILL NEED

- paper, banner paper, paint, brushes
- chart paper and marker

## OBSERVING FOR ASSESSMENT

Does the student:

- clearly communicate the required information?
- co-operate effectively to plan and make the banner?

## Activity: We Love to Dance

If you have already done movement work with the children, you can dance your way through a reading of *The Summer Show*. Stop reading at the point where a dance is mentioned, and work with the children to create the dance. Be sure to show how the four dance elements of shape, space, time, and energy are present in all dance forms, including within the dances the children themselves create.

The four dances are:

page 3, a flower dance by the Bees  
page 5, a ballet dance by the Moths  
page 5, a marching dance by the Ants  
page 7, a hip-hop dance by the Grasshoppers

Play the music that the class chose in the previous activity.

## Extension

You may choose to explore ballet and hip hop by bringing in “experts” who know these techniques. However, you may also wish to have the children show you what they understand ballet and hip hop to be as dance forms.

This Extension works well with Stand-Alone Activity 3: “Move Your Body” on page 131.

## Activity: Making a Banner

Reread *The Summer Show* with the children, and identify the behind-the-scenes jobs involved in the show. Say:

- How did the spiders help? (by making costumes, posters, tickets)
- Why would they make posters? (so people know about the event)
- Have you seen posters for events at our school? What should be on a poster?

On chart paper, list the things that should go on a poster: name of event, date, place, type of performance, names of performers, cost of tickets, colourful decoration, etc. Then say:

- To advertise our play, we are going to make a giant poster. It's called a banner. It is very large so people will notice it from far away.
- What should the words be like so they can be read? (large, clear, spaces between words, bright colours)

In consultation with the class, divide the work into parts. Have the children rotate through the Art Centre to complete their portion. Some children can work on the graphics elsewhere and glue them onto the banner later. (Use chalk to lightly sketch the words onto the banner paper.)

Ask the children to check the finished banner:

- Let's look at the banner from across the room. Are all of the words clear? How could we make them easier to see? (outline shapes in black, add white highlights)
- Where would be a good place to hang our banner? Why?

## Extension

• Children could use fat chalk to create a banner-style drawing on the paved part of the playground. Sketch guidelines to help keep the words large and even.



## LEARNING OPPORTUNITIES

Students will:

- restate information in a short nonfiction text in their own words
- use titles to summarize content
- use words and pictures to create a message

## YOU WILL NEED

- a variety of art materials, e.g., modelling clay, construction paper, scissors, glue, crayons, paper pie plates, paper cups

## Activity: Insect Research

On chart paper, make a list of the different insects in the play: bee, butterfly, moth, ant, firefly, grasshopper, cricket, spider.

Organize the children into groups of two, three, or four to research one of the insects from the play. (Involve the librarian at your school or at the Public Library by requesting easy-to-read nonfiction books and other resource materials that focus on the various insects in the play.)

Have the children record their information on **BLM 20** and, in their own words, report back to the group on four characteristics of the insect.



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## Extension

Have the children use a variety of art materials to make a model of the insect they researched.

This Extension works well with Stand-Alone Activity 26: "Bugs with Rhythm" on page 154.

## LEARNING OPPORTUNITIES

Students will:

- identify and describe symbols that are relevant to the meaning of stories and poems
- identify specific aspects (e.g., movements, words) of their work and that of others that were effective

## YOU WILL NEED

- a box and some word cards

## OBSERVING FOR ASSESSMENT

Does the student:

- use a distinctive characteristic of the chosen insect?
- show more than one characteristic of the chosen insect?

## Activity: Act It Out

Print the names of the various characters from the play on word cards. Put the cards in a box and have the children, in turn, take a card from the box, read it, think about how to "become" the insect, and then act it out using actions and sounds, but no words. The other children can watch and then guess the various insects being portrayed.

## Extension

Following their portrayals and subsequent identification by the others, the children can tell and then discuss the features that they were trying to convey through their portrayals: size, movement, particular body parts (e.g., antennae), and so on.

Name \_\_\_\_\_ Date \_\_\_\_\_

## The More We Get Together

The more we get together

Together, together

Oh, the more we get together

The happier we'll be!

For your friends are my friends

And my friends are your friends

Oh, the more we get together

The happier we'll be!

Name \_\_\_\_\_ Date \_\_\_\_\_

Find the answers and print the page numbers.

1. Who was in charge of the summer show? \_\_\_\_\_ page \_\_\_\_\_
2. What insects could do a flower dance? \_\_\_\_\_ page \_\_\_\_\_
3. Moths could do a \_\_\_\_\_ dance for the show. page \_\_\_\_\_
4. Caterpillar gave the costumes to the \_\_\_\_\_ . page \_\_\_\_\_
5. Caterpillar gave the tickets to the \_\_\_\_\_ . page \_\_\_\_\_
6. The \_\_\_\_\_ were over at the stage doing the lights. page \_\_\_\_\_
7. \_\_\_\_\_ called out very loudly. page \_\_\_\_\_
8. \_\_\_\_\_ said, "The summer show was beautiful." page \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

The insect I researched: \_\_\_\_\_

Use the information you've collected to complete the sentences.

Something very interesting about the \_\_\_\_\_  
(name of insect)

is that \_\_\_\_\_

It's also true that the \_\_\_\_\_  
(name of insect)

has \_\_\_\_\_

Something most people don't know about the \_\_\_\_\_  
(name of insect)

is \_\_\_\_\_

What surprised us most about the \_\_\_\_\_  
(name of insect)

is \_\_\_\_\_

**Make a picture of the insect on the other side of this page.**