

Young Patronesses of the Opera

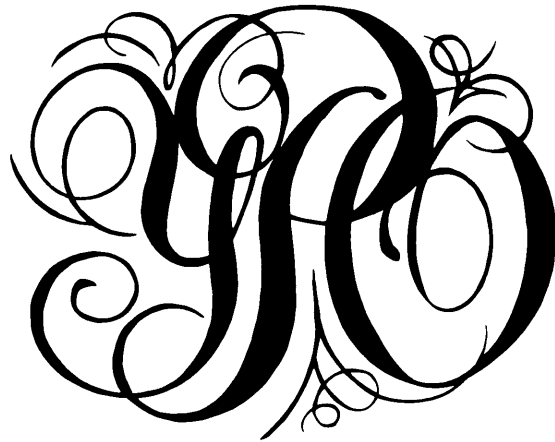
Opera Funtimes Presents

LA CENERENTOLA STUDY GUIDE



GO

A children's opera by Gioachino Rossini



Young Patronesses of the Opera

“LA CENERENTOLA”

An Opera Funtime Curriculum Guide with lesson plans.

Created by YPO members who are also teachers

NOTE TO TEACHERS:

This is a teaching guide which includes **Lesson Plans** for up to 12 days to use in your classroom. These guides will help you use YPO's *Opera Funtimes* in the classroom. Feel free to use all the activities, or just the ones that fit the needs of your classroom.

If you have a different idea for a lesson plan, please feel free to share it with us at info@ypo-miami.org.

Opera Funtime Target Audience: Grades 2-5 Language Arts

Lesson Plans for “La Cenerentola” (Cinderella) Day 1

Learning Objectives: To introduce students to the opera *La Cenerentola*, to gain a greater understanding of the composer, plot, characters and vocabulary, and to respond to literature by acting out the story.

Activities: Introduce students to the language of opera.

Learning to Love Opera:

- Motivation to know the story
- Involvement through participation
- Empathy with the characters
- Exposure to the music – nothing takes the place of hearing the music

Preparation:

Discuss different ways to tell a story:

- Pantomime
- Reading
- Dance (ballet)
- Listening
- Drawing
- Singing (opera)
- Seeing a play
- Movies

Opera and Musicals

- An opera: the story is told mostly by singing
- A musical: the story is told mostly by talking with some singing
- Students suggest musical plays/movies they have seen such as *Mary Poppins*, *Wizard of Oz*.

What does a musical play have?

- Scenery
- Costumes
- Orchestra
- Ballet
- Acting
- Fun

Define “story”:

What makes a good story?

Every story has three parts:

1. A beginning. This serves as an introduction to the characters and sets the mood.
2. A middle. There has to be some tension, a problem to be solved or an obstacle to overcome, for the story to keep your interest.
3. An end. This story can be resolved to teach a lesson, and/or can be a happy or sad ending.

Assessment:

- Review sheet with definitions, composer, and voice types.
- Be able to compare and contrast Venn diagram or columns.
- Be able to summarize sequence of events in the opera, or put stated events on timeline
- Subjective opinion and feelings about the opera.

Creating Visuals to Music:

- Students listen to the opera while drawing and coloring pictures from the story.
- Students may trace pictures from their Opera Funtime book.
- This is another way to expose them to the sound of opera while remembering visually characters and story.

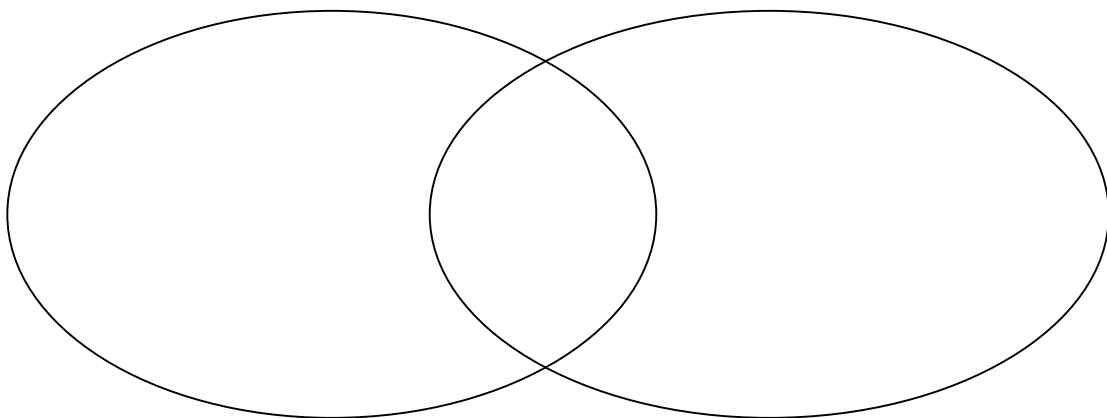
Opera Funtime Books:

- Review the plot before handing out books. Review books.
- Students take turns reading, or jump-in reading. Summarize for grade 2, select passages for them to read, or echo the teacher.
 1. The composer
 2. The characters – discussion of voice types
...Compare and contrast personalities
 3. The scenes in each Act
- Sing-song the scene the book selects to act out:
 - Boys sing-song the male part
 - Girls sing-song the female part
 - Piano parts are played, students learn the themes

Assessment: Test students on what they have learned in today's discussion.

VENN DIAGRAM

_____ **BOTH** _____



Opera Funtime Target Audience: Grades 2- 5 Language Arts

Lesson Plans for “La Cenerentola” (Cinderella) Day 2

Learning Objectives: To introduce students to the opera *La Cenerentola*, and to gain a greater understanding of the composer, plot, characters and vocabulary. To demonstrate oral fluency by reading aloud to the class.

Materials: Opera Funtime “*La Cenerentola*” book, 3x5 index cards, markers, and the KWL ditto.

“*La Cenerentola*” **vocabulary:** (#) indicate page numbers

1. **Librettist:** Writer of a libretto (2)
2. **Censors:** A person who examines and, if necessary, changes letters, books, plays, etc., to make their content satisfactory to the government or some organization. (2)
3. **Composer:** A person or thing that composes (3)
4. **Anecdotes:** Short accounts of some interesting incident or single event (3)
5. **Overture:** A musical composition played by the orchestra as an introduction to an opera, oratorio, or other long musical composition. (5)
6. **Bel Canto:** A style of operatic singing. (5)
7. **Shamefully:** In a shameful manner (9)
8. **Lowly:** Low or inferior in station or quality(9)
9. **Conceited:** Holding or characterized by an unduly high opinion of oneself; vain. (10)
10. **Shooed:** To be drove away by someone crying "shoo" (11)
11. **Tatters:** Torn and ragged pieces(11)
12. **Tutor:** One that gives additional, special, or remedial instruction (11)
13. **Courtiers:** Attendants at a sovereign's court(11)
14. **Proclamation:** Something proclaimed (11)
15. **Maidens:** Unmarried girls or women, virgins. (11)
16. **Tizzy:** A statement of nervous excitement or confusion. (11)

Activities:

1. Distribute the Opera Funtime books to each student. As a class, review the book then ask the students to predict what the opera will be about (pp.7-12) and whether they have ever heard of the fairytale, *Cinderella*. Use the of KWL ditto. Next, brainstorm several ideas about the opera. Ask the students to write down what they **Know** under the **K** column, then **What** they want to know under the **W** column.
2. Distribute 3’x5’ index cards, crayons and markers. Students will develop their own flashcards.
3. Write the first five vocabulary words and the definitions on the board. The students should copy the words on the front of the index card and the definition on the back. They should use different color markers for the words and the definitions. Finally, ask students to look for the words in their books and highlight them.
4. Create a Word Wall (post all the words on a bulletin board) with the vocabulary words.
5. **Assessment** Using their KWL ditto, ask students to write what they learned today under the L column.

Name: _____ Date _____

Directions: Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

| <u>What I Know</u> | <u>What I Want to Know</u> | <u>What I Learned</u> |
|--------------------|----------------------------|-----------------------|
| | | |

Opera Funtime Target Audience: Grades 2- 5 Language Arts

Lesson Plans for “La Cenerentola” (Cinderella) Day 3

Learning Objectives: To introduce students to the opera *La Cenerentola*, and to gain a greater understanding of the composer, plot and characters and vocabulary.

Materials: Operafuntime book, “La Cenerentola”, flashcards, markers and the KWL ditto.

Activities:

1. Review vocabulary flashcards from Day 1: librettist, censor, composer, anecdotes, and overture.
2. Using jump in reading, the students will read and discuss page 2 “Librettist”. Turn to page 6 “Rossini on The Map” and ask students to point to the maps of France and Italy. With a partner, have the students unscramble the words to find the cities.
3. Turning to page 3 of the Opera Funtime, read about the “Composer”.
4. Using the KWL ditto, students are to complete information they learned about the composer.
5. As the teacher plays the piano, the students listen to the music on page 4.
6. Students discuss the music: the tempo, beat, rhythm.

Assessment:

Exit Sheets-ask students to write down one or two sentences describing what they learned in class today. They may use their KWL for help in the assignment. Collect the KWL graphic organizer.

Home Learning:

Continue to study the five words from Day 2.

Lesson Plans for “La Cenerentola” (Cinderella) Day 4

Learning Objectives: The same as Day 2

Materials: Opera Funtime “La Cenerentola” book and 3x5 index cards, and Xeroxed copies of page 6 “Rossini on the Map...”

Activities:

1. Review vocabulary from Day 1.
2. Review vocabulary the next 5 words from the Day 1 list: bel canto (5), shamefully (9), lowly (9), hearth (9) and bel canto (5), have students develop their own vocabulary flash cards with the word on the front and the definition on the back. Also they are to draw a picture depicting the definition of at least three words.
3. Turning to page 5 of the booklet, ask for volunteers to read the parts of Bellini and Donizetti, Child, and Three Composers.
4. After Reading about the Composer, have the students watch a short PowerPoint presentation on three Italian composers mentioned in the book.
(See PowerPoint presentation on disk)
5. Ask students to get into groups by counting 1-4. All the ones sit together, the twos form a group, etc. Distribute page 6 “Rossini on the Map...” Read the directions, and then ask students to work together in unscrambling the words found on the page.

Assessment:

Administer a short quiz on Rossini:

1. Who is Rossini?
2. Name one city where Rossini lived.
3. What does bel canto mean?
4. Rossini loved to eat. True or False

Home Learning:

Choose any of 5 words from Day 2 and Day 3, then use them in a sentence.

Opera Funtime Target Audience: Grades 2-5 Language Arts

Lesson Plans for “La Cenerentola” (Cinderella) Day 5

Learning Objectives: To introduce students to the opera *La Cenerentola*, and to gain a greater understanding of the composer, plot, characters and vocabulary.

Materials: Opera Funtime “*La Cenerentola*” book, 3x5 index cards, and markers, Xeroxed ditto of page 8, scissors, glue and plain paper.

Activities:

1. Review the next five words: conceited (10) shooed (11), tatters (11), tutor (11), courtiers (11).
2. Students continue to develop their flashcards.
3. Review the previous words.
4. Teacher selects student groups.
5. Distribute page 8 dittos to each group and ask students to cut out each picture. When the task is completed, start reading the story “Once Upon a Time...” found on page 7 orally. Instruct the students to organize the cut out circles according to the sequence of events in the plot and glue them on paper. Continue with the story stopping at the end of page 10.

Assessment:

Administer a short quiz on today’s reading.

1. The stories were handed down by word of mouth? True or False (T)
2. Rossini was an Italian composer. True or False (T)
3. Rossini set “La Cenerentola” to music. True or False (T)
4. There are over _____ versions of Cinderella. (300)

Exit Sheets: The children summarize what they learned today.

Home Learning:

Review vocabulary for a test on Day 6

Opera Funtime Target Audience: Grades 2-5 Language Arts

Lesson Plans for “La Cenerentola” (Cinderella) Day 6

Learning Objectives: To introduce students to the opera *La Cenerentola*, and to gain a greater understanding of the composer, plot, characters and vocabulary.

Materials: *Opera Funtime* and students’ group work from page 8.

Activities:

1. Allow students to review the five words: conceited (10) shooed (11), tatters (11), tutor (11), courtiers (11)
2. Administer the vocabulary test by dictating the words.
3. Review yesterday’s plot:
 - a. What is the title of the story? “La Cenerentola”
 - b. What does Angelina mean? Angel
 - c. Who did Cenerentola live with? Stepsisters and stepfather
 - d. Describe Cenerentola’s sisters. They were “silly and selfish”, and mean
4. Ask students to get into the same groups from the previous class. Distribute page 8 work. Use Jump-in-reading to continue with the story. Start reading on page 11 and continue until page _____. As students listen, they continue to organize the circles by gluing them in sequential order. Finish page 13 and students sing.
5. Assign the next words and distribute index cards (proclamation (11), maidens (11) and tizzy (11)). They should review all the words for a test on Day 8.

Assessment:

The students write a summary sentence (s) to describe what they read today.

Home Learning:

Study for a vocabulary test.

Opera Funtime Target Audience: Grades 2-5 Language Arts

Lesson Plans for “La Cenerentola” (Cinderella) Day 7

Learning Objectives: To introduce students to the opera *La Cenerentola*, and to gain a greater understanding of the composer, plot, characters and vocabulary.

Materials: Opera Map, page 8, Xerox pages 14 and 15 for the masks for each character, and character lines.

Activities:

1. Ask for volunteers to take on the character roles; each student should have a copy of the script. The musical section should be sung by the entire class.
2. Ask for other volunteers for another reading of the parts
3. At the completion of the role playing, ask students to get into their original groups. Have them complete the sequencing assignment. Also, with their peers, they are to complete the Opera Map.

Assessment:

Opera Map, Sequencing assignment, and participation.

Character Lines

RAMIRO: Tell me, tell me, and be truthful – your opinion of Clorinda and her sister!

DANDINI: Softly, softly, I assure you! Flirty, flighty and conceited as can be!

RAMIRO: Zitto, zitto, piano, piano. Must I marry either Tisbe or Clorinda?

DANDINI: Don't be silly, don't be silly! They're both selfish and bad tempered as can be.

RAMIRO: But how can Alidoro be wrong? He promised I would find my true love in Don Magnifico's home.

DANDINI: Oh, my Prince, do you really believe Alidoro is a royal match maker?

NARRATOR: Suddenly, everyone's attention is drawn to the arrival of a mysterious lady in a fancy carriage.

DANDINI: Good evening.

CENERENTOLA: Thank you. This is indeed a wonderful ball.

DANDINI: How lovely you are even under this delicate ceil. Would you please reveal the beauty beneath it?

CENERENTOLA: (slowly removes the veil that covers her face)

MAGNIFICO: She looks so like Cenerentola.

TISBE: She can't be Cenerentola!

CLORINDA: Cenerentola is not elegant, and she certainly doesn't have a fancy ball gown.

RAMIRO: I think she's looking at me. She likes me!

ALIDORO: Prince Ramiro is surely in love. The plan is working.

DANDINI: Oh, fairest lady, will you marry me?

CENERENTOLA: I cannot accept because my heart belongs to another, your valet.

DANDINI: (insisting) Would you so easily give up riches and a princely title?

CENERENTOLA: A true and faithful heart means more to me than rank and riches.

NARRATOR: Upon hearing these words, the true Prince rushes to Cenerentola.

RAMIRO: My heart is bursting! That soft and loving voice – it must be hers!
(takes Cenerentola's hand) Will you marry me?

CENERENTOLA: Take this bracelet. Search until you find its companion. Only then will I give you my answer.
(exists)

RAMIRO: What shall I do? Where will I find her?

ALIDORO: You must follow your heart. (turning to the audience) The masquerade must now end!

Dandini confessed to Don Magnifico that he was not really the Prince. Don Magnifico left with Tisbe and Clorinda in a huff. Don Magnifico left with Tisbe and Clorinda in a huff. Prince Ramiro, Alidoro, and Dandini were caught in a storm outside Don Magnifico's mansion. Seeking shelter, they entered. Don Magnifico was shocked to learn the identity of the real Prince. The Prince was amazed to find the beautiful bracelet he was looking for. Cenerentola was wearing it! Ramiro exclaimed: "You were the veiled lady at the ball!"

Cenerentola replied, "And you are the Prince, not the valet?" This time Cenerentola accepted Prince Ramiro's proposal.

Alidoro now spoke: "Cenerentola, perhaps now we should call you by your real name, Angelina,"

And so they celebrated a wedding blessed with love. Don Magnifico, Clorinda and Tisbe, humbled by the power of Angelina's goodness, attended the festivities and came to live with her in the Palace.



Opera map

Directions: Complete the opera map below:

Title of Opera: _____

Characters:

Don Magnifico, _____

Alidoro, _____

Dandini, _____

Prince Romiro, _____

Cenerentola, _____

Clorinda, _____

Tisbe, _____

Setting: _____

Problem: _____

Solution: _____

Opera Funtime Target Audience: Grades 2-5 Language Arts

Lesson Plans for “La Cenerentola” (Cinderella) Day 8

Learning Objectives: To introduce students to the opera and to gain a greater understanding of the composer, plot, characters and vocabulary.

Activities

1. Review the plot of the story.
2. Review vocabulary and administer a test choosing any 10 words from the list.
3. Students choose a partner to compose a different conclusion to the story.
4. Read and review opera etiquette found on page 21.
5. Assign parts for a classroom adaptation of “La Cenerentola.”
6. Characters, Director, Prop Person, Musical Director (should be two different shows involving all the children)

Assessment:

Vocabulary test

New conclusion

Home Learning:

Study roles

Opera Funtime Target Audience: Grades 2- 5 Language Arts

Lesson Plans for “La Cenerentola” (Cinderella) Day 9

Learning Objectives: To introduce students to the opera and to gain a greater understanding of the composer, plot, characters and vocabulary.

Activities

1. Students practice assigned roles and jobs.
2. Presentations will occur on Day 12.
3. Children who have no roles will create invitations for parents to attend the opera.
4. Others will plan a party at the conclusion of the operas.
5. Review the stage directions by using the attached ditto.
5. Rehears without props or costumes.

Assessment:

Oral quiz concerning the characters, and the story.

INFORMATION ABOUT THE STAGE

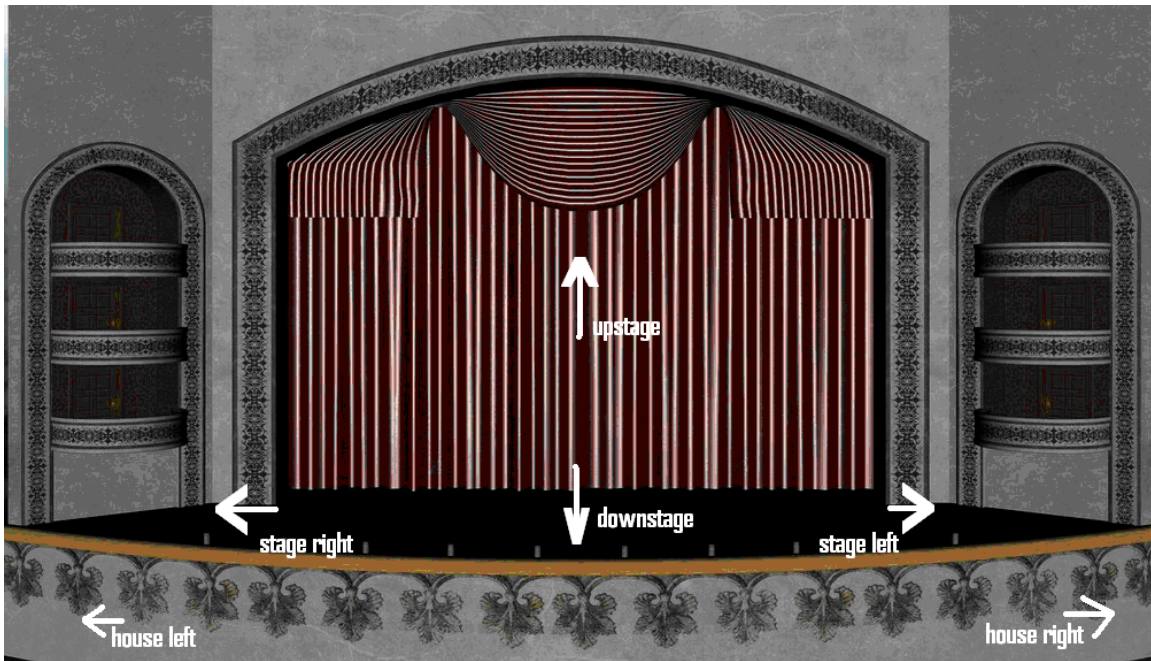
MEMBERS OF THE THEATRE

- **ACTORS**- the actors act out the play and are directed by the director
- **DIRECTOR**- the director plans the blocking of the characters on the stage
- **CONDUCTOR**- the conductor is in charge of directing the orchestra
- **STAGE MANAGER**- the stage manager is in charge of the set and props
- **ASSISTANT STAGE**- the assistant stage manager helps the stage manager

STAGE TERMS

- “BLOCKING”- the movements made on the stage
- “HOUSE”- another term for the audience
- “ON BOOK”- having someone feed you the lines when you forget (usually
offstage in the wings)
- “WINGS”- the sides of the stage (behind the curtains)
- “PROP TABLE”- the table where the props are kept so they don’t get lost
- “PROPS”- the items used throughout the play
- “APRON”- the edge of the stage in front of the curtains

INFORMATION ABOUT THE STAGE



- DOWNSTAGE is away from the front of the stage
- UPSTAGE is closer to the front of the stage
- STAGE LEFT is the left of the stage when looking into the house
- STAGE RIGHT is the right of the stage when looking into the house
- HOUSE LEFT is the left of the stage when looking at the stage from the audience
- HOUSE RIGHT is the right of the stage when looking at the stage from the audience
- CENTER STAGE is the middle of the stage
- APRON is the part of the stage in front of the curtain

Opera Funtime Target Audience: Grades 2-5 Language Arts

Lesson Plans for “La Cenerentola” (Cinderella) Day 10

Learning Objectives: To rehearse, prepare and present “La Cenerentola”

Activities:

1. The children will rehearse their individual roles using their scripts.
2. Work on staging, Pass out ditto of “Information about the Stage”.
3. Work on stage placement.
4. Rehearse with music.

Home Learning:

Study Lines.

Students invite their parents for the performance scheduled for Day 12.

Please remind them to bring in their props, costumes, lines, etc.



You're Invited!

The Prince would like you,

*and your family to attend “La
Cenerentola”. It will be held at*

A reception will follow.

Lesson Plans for “La Cenereentola” (Cinderella) Day 11

Learning Objectives: Students will develop their own “La Cenereentola” story book.

Materials: 8 1/2”x14” white paper, glue, scissors, markers, and crayons.

Activities:

1. Assign groups
2. Distribute the materials
3. Demonstrate the folding method to make the long paper into a small book (see page 26)
4. Ask the students to write the part of “La Cenereentola” that was most interesting to them. Remind them that their adaptation of the story must have a beginning, middle and end. You may offer extra credit if the students use the vocabulary that they have studied.
7. Collect their books. If you wish, punch a hole in the corner of each book and string a piece of fishing line through each to display their work on the bulletin board.

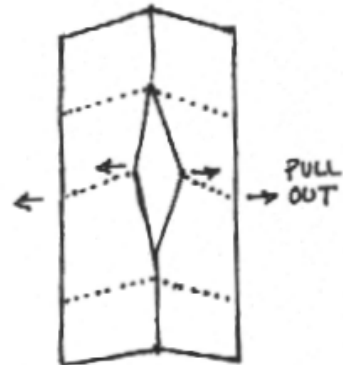
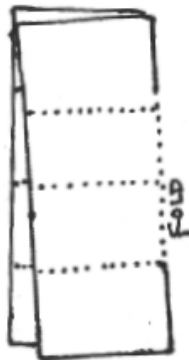
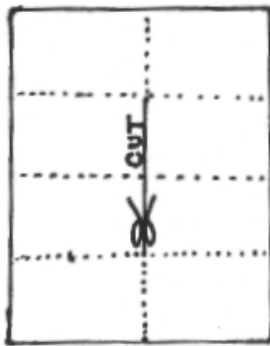
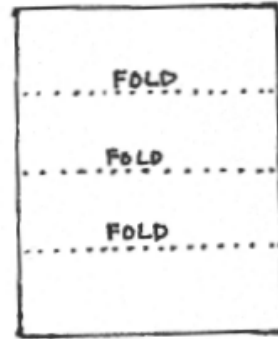
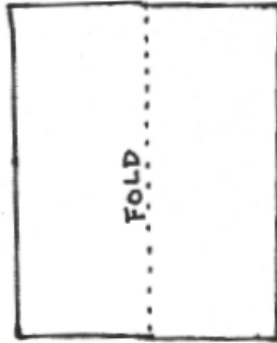
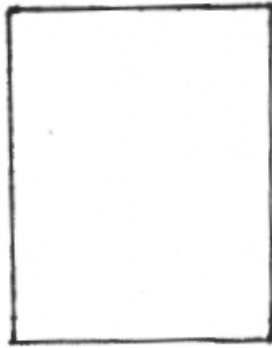
Home Learning:

Students put the finishing touches on their book and continue to prepare for their performance on Day 12.

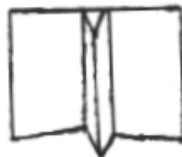
Assessment:

Final Test

Make a book from one sheet of paper! You can make an 8 page, pocket-sized book from one sheet of paper. These are perfect for little kids and grownups too! Start with your favorite paper (8 1/2 x 11 works very well).



CREASE



FOLD



FOLD

Opera Funtime Target Audience: Grades 2-5 Language Arts

Lesson Plans for “La Cenerentola” (Cinderella) Day 12

Learning Objectives: Students will hand in their “La Cenerentola” books that they created. The long awaited performances will take place today.

Activities:

1. Students will hand in their books
2. Read the review in front of the class.
3. Collect their books. If you wish, punch a hole in the corner of each book and string a piece of fishing line through
4. Collect their books. If you wish, punch a hole in the corner of each book and string a piece of fishing line through each so as to display their work on the bulleting board.
5. The presentations of the opera.
6. When the performance is concluded, a reception will follow.

Chicken Rossini

Ingredients

- 4 approx. 6 oz ea. [boneless skinless chicken breasts](#)
- 4 slices [smoked ham](#) (very thin slice or shaved)
- 1 medium [tomato](#), sliced very thin, enough to cover each chicken breast
- 8 ounces fresh sliced mushrooms
- 1 lb [spaghetti](#) or [angel hair pasta](#), cooked according to box and tossed lightly with olive oil
- 1/4 cup [parmesan cheese](#)
- 1/4 cup [mozzarella cheese](#)
- 1 can [low sodium chicken broth](#)
- 1-2 tablespoon [olive oil](#), additional needed for tossing with pasta, to taste
- [garlic powder](#)
- [black pepper](#)

Cooking Directions:

1. Pre-heat oven to 350 lightly season chicken with garlic powder and black pepper.
2. Heat Olive Oil in large skillet on medium high.
3. Quickly sear chicken and remove from pan.
4. (reserve) Sauté Mushrooms in skillet until about half cooked add chicken stock.
5. Spray casserole dish (9x13) with no-stick spray.
6. Place chicken in casserole dish.
7. Add a layer of tomato to each chicken breast followed by a layer of ham and a layer of mushrooms, add stock, cover with foil and bake for 20-30 minutes or until chicken is cooked through (when poked with fork, juices run clear).
8. Add cheese to top of each breast and return to oven uncovered.
9. Bake until cheese is melted.
10. Serve chicken on bed of pasta with some of juice from pan.

Another Fun idea for the classroom – play Vocabulary BINGO.

| B | I | N | G | O |
|----------|-----------|------------|---------------|----------|
| Aria | Baritone | Scene | Trio | Maiden |
| Composer | Bel Canto | Angelina | Clorinda | Rossini |
| Quartet | Beggar | Free Space | Prince Ramiro | Tisbe |
| Saucer | Costume | Solo | Duet | Alidoro |
| Tenor | Cup | Bass | Stage | Book |

Opera Vocabulary Grades 3-5

Aria: a song for solo voice with instrumental accompaniment. Arias appear in cantatas, oratorios, and operas beginning in the 17th century. Usually they emphasize musical expression more than the text. The text is often reflective, rather than descriptive of action. Arias are usually not strophic and they provide lyric interludes that temporarily pull the listener away from the action of the story.

Tenor: the highest natural male voice.

Baritone :a male voice with a range between that of the low bass voice and the high tenor. The usual span is between G and e'.

Bass: the lowest male voice, frequently subdivided in several categories. The range is between E and c'.

Solo: anything done without a partner, companion, instructor, etc., alone.

Duet: two singers or players performing together

Trio: three singers or players performing together

Quartet: A group of four singers or players performing together.

Scene: a particular incident of a play, story, etc. The time, place, circumstances of a play or a story.

Costume: style of dress, outer clothing, etc, including the way hair is worn, kind of jewelry worn. Dress belonging to another time/place worn on stage.

| B | I | N | G | O |
|-----------|----------|----------|---------------|------------|
| Scene | Baritone | Aria | Trio | Free Space |
| Composer | Quartet | Angelina | Clorinda | Rossini |
| Bel Canto | Beggar | Maiden | Prince Ramiro | Book |
| Saucer | Costume | Tenor | Duet | Alidoro |
| Solo | Cup | Bass | Stage | Tisbe |

| B | I | N | G | O |
|----------|-----------|------------|---------------|---------|
| Aria | Baritone | Scene | Trio | Maiden |
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| B | I | N | G | O |
|-----------|----------|----------|---------------|------------|
| Scene | Baritone | Trio | Beggar | Free Space |
| Duet | Quartet | Tenor | Cup | Costume |
| Bel Canto | Aria | Maiden | Prince Ramiro | Saucer |
| Book | Rossini | Angelina | Composer | Alidoro |
| Solo | Clorinda | Bass | Stage | Tisbe |

| B | I | N | G | O |
|-----------|-----------|----------|---------------|---------|
| Composer | Rossini | Trio | Beggar | Aria |
| Duet | Quartet | Saucer | Tisbe | Cup |
| Bel Canto | Free Bass | Baritone | Prince Ramiro | Alidoro |
| Book | Costume | Angelina | Scene | Tenor |
| Solo | Space | Clorinda | Stage | Maiden |

Books available in the Miami Dade Public Library (www.mdpls.org)

- *Cinderella from the opera by Gioacchino Rossini in a version written and illustrated by Beni Montresor*
- *Cinderella James Marshall Retold by Barbara Karlin Illustrated by James Marshall*
- *The Egyptian Cinderella by Shirley Climo Illustrated by Ruth Heller*
- *The Korean Cinderella by Shirley Climo Illustrated by Ruth Heller*
- *Bravo! Brava! A Night at the Opera Behind the Scenes, with Composers, Cast and Crew*
- *Adelita A Mexican Cinderella Story Tomie de Paola*
- *Cendrillon A Caribbean Cinderella Robert D. San Souci Illustrated by Brian Pinkney*

Additional Links:

[Opera Vocabulary.doc](#)

<http://www.patriciagray.net/Operahtmls/terms.html> (Additional Opera terms)

[Venn Diagram. jpg](#)

[Two Column \(cause and effect\).jpg](#)

[Selective Underlining.jpg](#)

[A Synopsis of the Opera Cenerentola.doc](#)

[Elementary Task Cards.pdf](#)

www.classicsforkids.com

www.mdpls.org

Competencies: CBC: L.A.C.2.2, L.A.C.2.2.1, L.A.E. 2.2.4, (Main Idea/Essential Message); L.A.E.1.2.2 (Plot Development), L.A.A.2.2.2 (Author's Purpose) L.A.E. 2.2.1, L.A.A1.2.2, L.A.C.1.2.1., And L.A.E. 2.2.5 (Inference) CBC: L.A.C.3.2.1, L.A.B.1.2.1, L.A.B.1.2.3, L.A.B. 2.2.6, L.A.B.2.2.5, L.A.B. 2.2.3, L.A.B. 2.2.4, L.A.C. 3.2.4, L.A.D.2.2.1, L.A.D. 2.2.3 CBC: L.A.C 1.2.1, L.A.C.2.2.1., L.A.C.2.2.2., L.A.C. 3.2.3, L.A.C. 3.2., L.A.E.2.1.1, And L.A.A.2.1.3. (Compare/Contrast) L.A.A.1.1.2., L.A.E.1.1.1., And L.A.A.2.1.3. (Cause and Effect) L.A.A.2.1.3. (Reference Research) L.A.A.2.1.3. And L.A.A.2.1.5. (Vocabulary) L.A.A.1.1.2., L.A.D.1.1.1., L.A.D.2.1.2., And L.A.E.2.1.2. (Fluency) L.A.C.3.1.1., L.A.C.3.1.3., And L.A.C.3.1.4. (Composition) L.A.B.1.1.1., And L.A.B.1.1.3. (Music: Cultural and Historical Connections) M.U.C.1.2.1, M.U.1.2.2., And M.U.1.2.3. (Theatre: Skills and Techniques) TH.A.1.2., TH.A. 2.2., And TH.A.3.2.

Final test for "La Cenerentola" Opera Funtime Teacher's Guide

1. What is the main idea of this story?
 - a. to describe Rossini's life
 - b. to introduce readers to opera
 - c. to describe Rossini's favorite dish (goose liver and mushrooms)
 - d. to give specific details of "Barber of Seville"
2. What does the author mean when he writes "...there were many anecdotes told about Rossini."
 - a. he wrote many operas
 - b. composers depended on rich people for support
 - c. he wrote operas as a teenager
 - d. there were many stories told about Rossini's life
3. Why did the author write the article about Rossini?
 - a. to inform readers about the life of the composer
 - b. Rossini's love for food was explored
 - c. So children in elementary schools can color Rossini's picture
 - d. to tell his date of birth
4. According to the article what two operas did Rossini write?
 - a. "Lion King" and "Peanuts"
 - b. "The Wizard of Oz" and "The Sound of Music"
 - c. "Star Trek" and "Lion King"
 - d. "The Barber of Seville" and "La Cenerentola"
5. By age 37, Rossini had written _____ operas.
 - a. good
 - b. 10
 - c. 100
 - d. 39
6. Rossini had to compose the music in time for _____.
 - a. the concert at Central Park.
 - b. his mother's birthday.
 - c. the opera for the Winter Carnival Season.
 - d. the party Ferretti was planning on having.
7. How did Rossini earn his living?
 - a. by drawing cartoons
 - b. by painting frescos
 - c. by singing at parties
 - d. by writing operas
8. 1,000 years ago there was a _____ version of the Cinderella.
 - a. better
 - b. ugly
 - c. Chinese
 - d. French

9. Charles Perrault decided to write down _____.
- the story of his life.
 - the story of Cinderella.
 - the story of the French Revolution.
 - the story of how the world came about.
10. Why are many stories begun with “Once upon a time...”?
- because people back then didn’t know any better.
 - because the stories (such as Cinderella) are as old as time itself.
 - because the stories were more exciting that way.
 - because it was a rule.
11. Read this sentence from the story.
“Rossini’s party was called ‘samedi soir’”.
What is the meaning of “samedi soir”?
- salami sandwich
 - Sunday morning
 - Saturday morning
 - Saturday evening
12. If Rossini’s birthday was on February 29, 1972 (a leap year), when would his birthday be?
- every year.
 - every four years.
 - every two years.
 - every six years.
13. Where was the first presentation _____?
- The Teatro Valle in Miami.
 - The Teatro Valle in Rome.
 - Mrs. Peterson’s classroom.
14. In 1844, the first Opera was staged in _____.
- Rome
 - Australia
 - Italy
 - India
15. Rossini’s mother was a(n) _____.
- actor
 - comedian
 - artist
 - singer

FCAT Final test for “La Cenerentola”: ANSWER KEY

1. What is the main idea of this story?
 - a. to describe Rossini’s life.

2. What does the author mean when he writes “...there were many anecdotes told about Rossini.”
 - d. there were many stories told about Rossini’s life.

3. Why did the author write the article about Rossini?
 - a. to inform readers about the life of the composer.

4. According to the article what two operas did Rossini write?
 - d. “The Barber of Seville” and “ La Cenerentola”.

5. By age 37, Rossini had written _____ operas.
 - d. 39 operas

6. Rossini had to compose the music in time for _____.
 - c. the opera for the Winter Carnival Season.

7. How did Rossini earn his living?
 - d. by writing operas

8. 1,000 years ago there was a _____ version of the Cinderella.
 - d. French

9. Charles Perrault decided to write down _____.
 - b. the story of Cinderella.

10. Why are many stories begun with “Once upon a time...”?
 - b. because the stories (such as Cinderella) is as old as time itself.

11. Read this sentence from the story.
“Rossini’s party was called ‘samedi soir’”.
What is the meaning of “samedi soir”?
 - d. Saturday evening

12. If Rossini’s birthday was on February 29, 1972 (a leap year), when would his birthday be?
 - b. every four years.

13. Where was the first presentation _____?
 - b. The Teatro Valle in Rome.

14. In 1844, the first Opera was staged in _____.
 - b. Australia

15. Rossini’s mother was a (n) _____.
 - d. singer

Resources

Elementary Question Task Cards

MDCPS Language Arts/Reading, updated September 2005

SUPPORTING DETAILS

(LA.A.2.2.1)

Design a question for which students must identify relevant facts and details in order to form an answer. Encourage higher order thinking by asking questions which require students to infer.

How? What happened?

Why? What caused?

How does _____ support the idea that _____?

Why does _____ offer to _____?

MAIN IDEA (LA.A.2.2.1)

Design a question that requires students to find the main idea of the passage. Support answers with details and information from the story/article

- What is the MAIN IDEA of this story/article?
- Write a summary of _____.
- Why do you think this story/article has the title " _____ "?
- Retell a portion of the story.
- What would be another good title for this story?
- What is the essential message in the story/article?
- What is the primary topic of the article?

Which sentence gives the best summary?

Which accomplishment/idea is the most valuable?

Which statement best describes the lesson/moral of this story?

CHRONOLOGICAL ORDER

(LA.A.2.2.1)

Design a question for which students must use sequencing in order to form an answer.

- What happened just BEFORE/AFTER _____?
 - What happened first, last, etc. ...?
 - What happened between _____ and _____?
 - What is the first step in _____?
 - Retell the events leading up to/following _____.
-

VOCABULARY (LA.A.1.2.3)

Design a question that requires students to determine the meaning of a word in context, including the use of prefixes, suffixes, root words, multiple meanings, synonyms, antonyms, homonyms, and word relationships.

- Read this sentence from the passage.

Copy sentence or phrase from passage here.

What does the word _____ mean?

What does the author mean when he says _____?

- Choose the word that means the SAME as _____.
 - Choose the word that means the OPPOSITE of _____.
 - What two words best describe the word _____.
 - Which two words mean the same/opposite?
-

SIMILARITIES/DIFFERENCES IN TEXT

(LA.E.1.2.3)

Design a question which requires students to find similarities and differences in characters, settings, and events presented in various texts.

- How are _____ and _____ ALIKE?
- How is _____ DIFFERENT from _____?
- How is _____ both SIMILAR to and DIFFERENT from _____?
- What is one DIFFERENCE between _____ and _____?
- How is _____ dissimilar to _____?
- How did the character change from the beginning of the story until the _____?
- What are the DIFFERENCES between _____ and _____?

• What are the SIMILARITIES between _____ and _____?

The author probably compares _____ to _____ because . . . (analyzing figurative language)

PLOT DEVELOPMENT/RESOLUTION (LA.E.2.2.2)

Design a question that requires students to identify plot development and/or problem resolution in the story?

- What word/words best describe the character?
- What problem did the character face?
- What happens that causes the character to change from the beginning end of the story?
- How is the problem solved in the story?
- What in the story indicates that the problem is solved?
- What events lead to the resolution of the problem in the story?
- Which sentence first lets the reader know the character feels _____ about _____?

What words or phrases create the tone of _____?

What is the overall tone of the story?

The author probably compares _____ to _____ because . . . (analyzing figurative language)

AUTHOR'S PURPOSE (LA.A.2.2.2)

Design a question that requires students to identify the author's purpose and support it by returning to the text for details and information.

- What does the author mean when he/she writes _____?
- Why did the author write the article?
- What is the author's purpose in writing this article?
- With which statement would the author most likely agree?
- Why did the author begin the article/story with _____?

- Why did the author include the description of _____ in the article/story?
 - The author of _____ would most likely want to read which of the following article/story?
 - Why did the authors of _____ and _____ write these stories/articles?
 - Which books would the author of _____ most likely read in order to write this article/story?
-

CAUSE AND EFFECT (LA.E.2.2.1)

Design a question that requires students to describe the cause or effect of an action or event in fiction, nonfiction, poetry or drama.

- What caused _____ to _____?
- What effect did _____ have on _____?
- What are the events that caused _____?
- What might happen if _____?
- What is the effect of _____?
- Why does a character take a particular action _____?
- What were the results of an event or action?

What is the main reason/cause that _____ happens?

Which factor forces/influences _____?

REFERENCE AND RESEARCH

(MULTIPLE REPRESENTATIONS OF INFORMATION)

(LA.E.2.2.8)

This Benchmark could actually include any of the other tested benchmarks such as Cause/Effect, Compare/Contrast, etc. It requires the student to gather the information from charts, graphics, photos, maps and captions as well as the text.

Design a question using a stem from the matching benchmark task card and direct the reader to the appropriate graphic and the text to answer the

question e.g. Look at the picture next to step 5. Why is the box held up in the air?

Flashcards for Grades 2 and 3

| | |
|--|--|
| <p>conveying a story by bodily movements only</p> <p>Pantomime</p> | <p>Singing (opera) to relate or celebrate something in verse</p> |
| <p>Reading</p> | <p>Seeing a play</p> |
| <p>Dance (ballet)</p> | <p>Movies</p> |
| <p>Listening</p> | <p>Acting</p> |
| <p>Drawing</p> | <p>Orchestra</p> |

| | |
|---|---|
| a particular performance of something | Watching the stage representation of an action or story |
| perform a dance | motion-picture |
| to hear something with thoughtful attention | practice of representing a character on a stage or before cameras |
| something drawn or subject to drawing | a group of musicians organized to perform ensemble music |