

The Children's Education Program  
Of Performing Arts Fort Worth  
At Bass Performance Hall  
*— presents —*

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Prokofiev's  
**PETER AND THE WOLF**

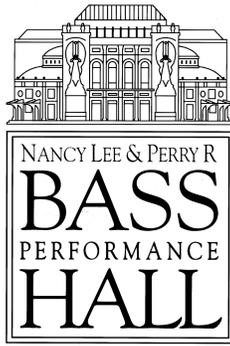
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*—performed by—*

The Fort Worth Symphony Orchestra  
*—and—*  
Texas Ballet Theater

For Second Grade Students

February 7-10, 2017



Dear Teachers,

Second grade students are in for a wonderful treat when they attend the delightful presentation of Prokofiev's *Peter and the Wolf* performed by the Fort Worth Symphony Orchestra and the Texas Ballet Theater.

There are many TEKS objectives met with the materials covered in this lesson. We have listed a few options collectively. Please choose the ones that would be of most use to your students. We have selected these from second grade objectives, but similar ones can be found for other grades.

**110.4 English Language Arts and Reading**

- 1) Determine the purpose for reading and listening: to get information, to enjoy and appreciate; to interpret and respond to stories read, including classic works
- 4) Communicate thoughts and feelings in words
- 7) Read classic works
- 8) Read and discuss meanings and develop vocabulary
- 9) Read and establish purpose for reading and listening: to be entertained, retell and act out important events in stories, draw and discuss visual images and represent in different ways
- 10) Respond to stories in ways to reflect understanding and interpret in discussion, writing, through music, art and drama
- 11) Analyze characters and traits in stories
- 12) Demonstrate learning through production and displays
- 13) Compare experiences across cultures

**113.4 Social Studies**

- 15) Explain significance of selected stories and other examples of local cultural heritage

**117.9 Music**

- 1) Identify instruments aurally and visually and use terminology to explain sounds and performance
- 5) Identify music from various periods and cultures; identify relationship between music and other subjects
- 6) Respond and evaluate the distinction between higher/lower, faster/slower, soft/loud, etc.; show appropriate audience behavior during live performance

If you have any questions, please feel free to call at 817/212-4302 or e-mail me at [sburatto@basshall.com](mailto:sburatto@basshall.com).  
Thanks.

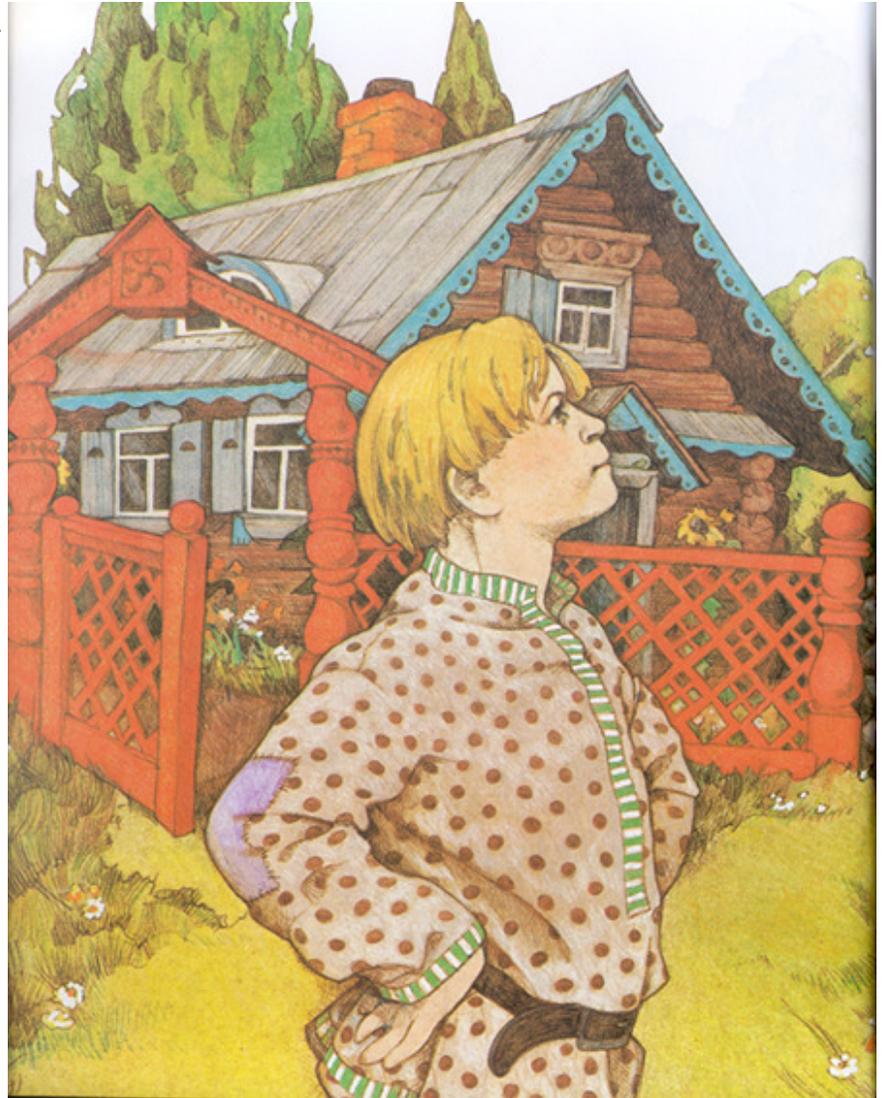
Sue Buratto  
Director of Education

These materials are for educational use only in connection with the Children's Education Program of Performing Arts Fort Worth.  
These materials are to be used in preparation for an educational performance only.

# The Story of Peter and the Wolf

Once upon a time there was a boy named Peter. He lived with his grandfather in a little wooden house surrounded by a high wall. Outside the wall lay a meadow with a pond and a tall tree. Beyond the meadow was a deep, dark forest.

Early one morning, Peter opened the gate and went out into the big green meadow.



From *Peter and the Wolf*, published by Puffin Books, New York, 1982.

Peter has the jaunty and confident notes of the violin.



From *Peter and the Wolf*, published by Alfred A. Knopf, Inc., New York, 1940

High up in a big tree in the meadow sat a little bird, who was Peter's friend. "All is quiet, all it quiet!" chirped the bird gaily.

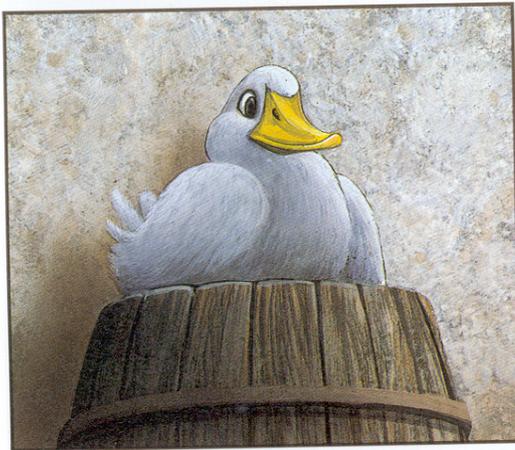


From *Peter and the Wolf*, published by Alfred A. Knopf, Inc., New York, 1986.

Bird has the jumpy and sweet notes of the flute.



From *Peter and the Wolf*, published by Alfred A. Knopf, Inc., New York, 1940



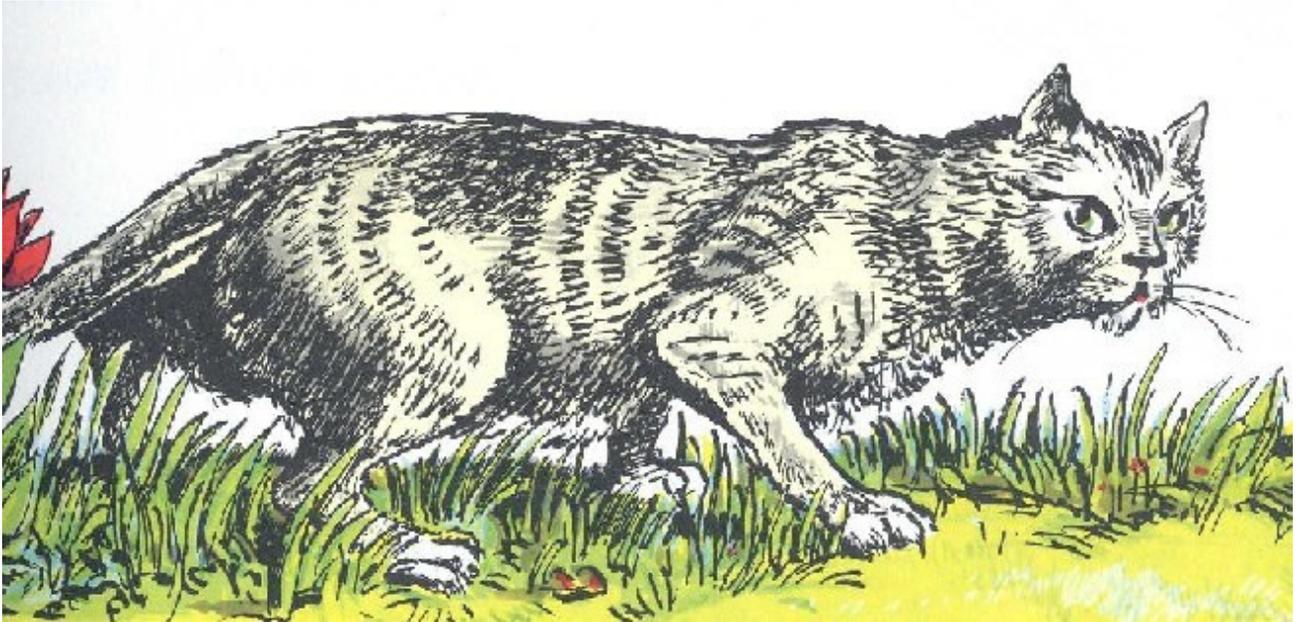
A duck came waddling around. She was glad that Peter had not closed the gate and decided to take a nice swim in the deep pond in the meadow. The little bird saw the duck and flew down upon the grass, settled next to her and shrugged his shoulders. "What kind of bird are you if you can't fly?" said he. To this the duck replied "What kind of bird are you if you can't swim?" and dived into the pond.

From *Peter and the Wolf*, published by Alfred A. Knopf, Inc., New York, 1986.

Duck has the short and determined notes of the oboe.



The bird and the duck argued and argued, the duck swimming in the pond and the little bird hopping along the bank. Suddenly something caught Peter's attention. He looked around and noticed a sly cat, creeping slowly through the high grass.



From *Peter and the Wolf*, published by Alfred A. Knopf, Inc., New York, 1940.

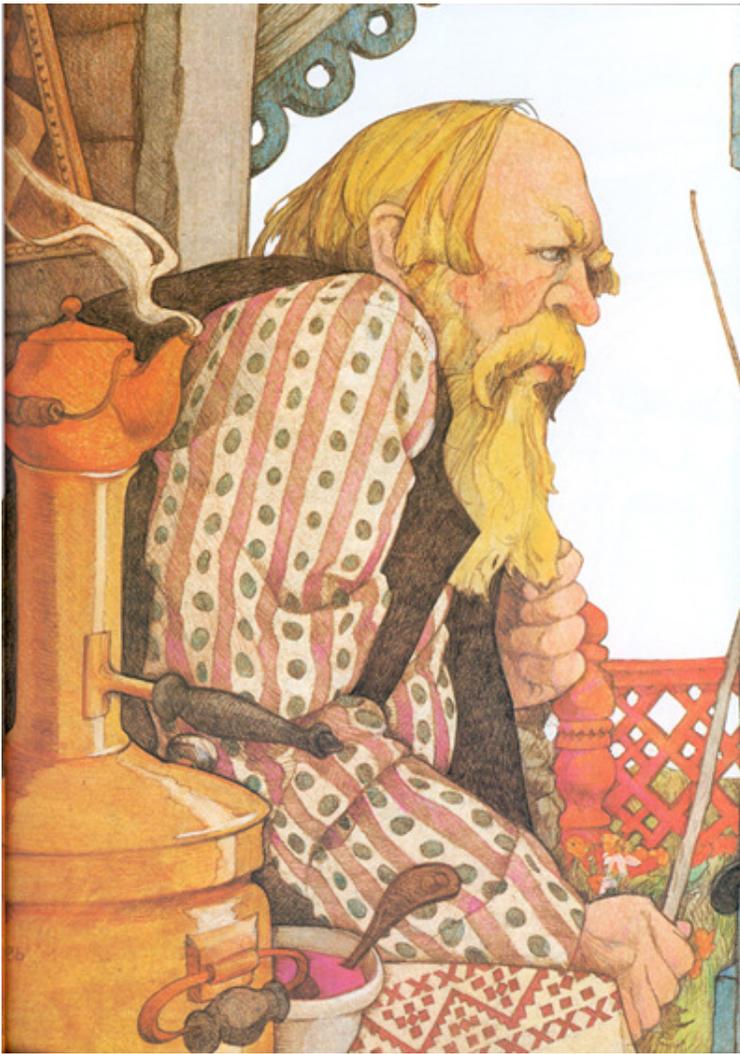
The cat thought, “While that little bird is busy arguing with the duck, I’ll just grab him!” Stealthily, on her velvet paws, she crept towards him.

“Look out!” shouted Peter. And the bird immediately flew high into the tree, while the duck flapped and quacked at the cat from the middle of the pond. The cat paced around the tree and thought, “Is it worth climbing up so high? By the time I get there the bird will have flown away.”

Cat has the slinky and swift notes of the clarinet.



From *Peter and the Wolf*, published by Alfred A. Knopf, Inc., New York, 1940



Just then Grandfather came out of the house. He was angry that Peter had gone out into the meadow. “The meadow is a dangerous place. Suppose a wolf were to come out of the great, dark forest. What would you do then, eh?”

But Peter paid no attention to his grandfather’s words. Boys like *him* are not afraid of wolves! But Grandfather took Peter by the hand, led him home, and locked the garden gate.

From *Peter and the Wolf*, published by Puffin Books, New York, 1982.

Grandfather has the deep and strong notes of the **bassoon**.



From *Peter and the Wolf*, published by Alfred A. Knopf, Inc., New York, 1940

No sooner had Peter gone than a big gray wolf *did* come slinking out of the forest! In a twinkling the cat climbed up into the tree. The duck quacked and flapped and in her excitement jumped out of the pond. But no matter how hard the duck tried to run, she just couldn’t outrun the wolf. With every step he was getting nearer and nearer...catching up with her...and with one huge gulp, swallowed her whole!



Now this is how things stood: the cat was sitting on one branch of the tree and the little bird on another (not too close to the cat), while the wolf walked round and round the tree, looking up at them with greedy eyes.

In the meantime, Peter, without the slightest fear, stood behind the closed gate, watching all that was going on. He ran quickly into the house, fetched a strong rope and climbed the high stone wall. One of the branches of the tree, around which the wolf was walking, stretched out over the wall. Grabbing hold of the branch, Peter lightly climbed over on to the tree.

“Fly down and circle round the wolf’s head,” he said to the little bird. “Only watch out that he doesn’t catch you!” The little bird flew as close as he could, almost touching the wolf’s head with his wings, while the wolf snapped angrily at him, from this side and that. How that bird teased the wolf; how that wolf wanted to catch him! But the little bird was too clever and the wolf simply couldn’t do anything about it.

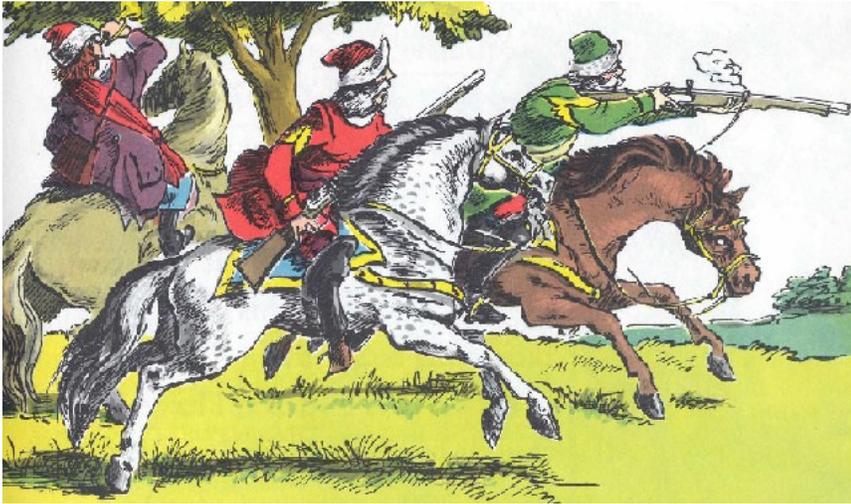
From *Peter and the Wolf*, published by Puffin Books, New York, 1982.

Wolf has the ominous and sure notes of the French horns.



From *Peter and the Wolf*, published by Alfred A. Knopf, Inc., New York, 1940

Meanwhile, Peter made a lasso and carefully letting it down...down...down, caught the wolf by the tail and pulled with all his might. Feeling himself caught by the rope, the wolf began to jump wildly trying to escape. But Peter tied the other end of the rope to the tree. And the wolf’s jumping only made the rope round his tail tighter. Just then, the hunters came out of the woods, following the wolf’s trail and shooting their guns as they went.



But Peter, sitting in the tree, said, “Don’t shoot! We have caught the wolf, the little bird and I. Please help us take him to the zoo!”

Imagine the splendid procession, led by Peter. After him came the hunters, leading the wolf. Then Grandfather. Followed by the cat. But, Grandfather shook his head discontentedly, “It’s all very well...but what if Peter *hadn’t* caught the wolf? What would have happened then, huh?”

From *Peter and the Wolf*, published by Alfred A. Knopf, Inc., New York, 1940.

Hunters have the sudden and booming notes of the kettle drum.



From *Peter and the Wolf*, published by Alfred A. Knopf, Inc., New York, 1940

The little bird flew above them, chirping his triumphant song, “My, what brave fellows we are, Peter and I! Look what we have caught!”

And, if you listen *very* carefully you might just hear the fat duck quacking inside the wolf because the wolf, in his hurry, had swallowed her...whole!

## The End

From—

Some of these Internet sites are interactive, with the music sound files and a verbal as well as written version of the story. Worth looking in to!

<http://grotesmurf.madscience.nl/music/petereng.htm>

<http://www.dsokids.com/2001/>

<http://www.philtulga.com/Peter.html>

<http://www.myschoolonline.com/>

<http://www.hvpuppets.org/>

[http://www.thinkquest.org/library/lib/site\\_sum\\_outside.h](http://www.thinkquest.org/library/lib/site_sum_outside.h) Hooked on Symphonics

*Peter and the Wolf* software by 7<sup>th</sup> Level and IBM Multimedia

- Books *Peter and the Wolf* retold by Michèle Lemieux. Morrow Junior Books.  
*Peter and the Wolf* retold by Ian Beck. Atheneum Books for Young Readers.  
*Peter and the Wolf* retold by Selina Hastings. Henry Holt and Co.  
*Peter and the Wolf* retold by Vladimir Vagin. Scholastic Press.  
*Peter and the Wolf* adapted by Carin Dewhirst. Friedman Press.  
*Peter and the Wolf* adapted by Jorg Muller. Alfred Knopf

Several of these editions are to be found at the FW Public Library.

## SERGEI PROKOFIEV (1891-1953)

Sergei Prokofiev [pruh-COFFEE-ehf] heard music even before he was born! His mother, while pregnant, played the piano for hours each day. She was his first piano teacher. He never wanted to be anything other than a musician and composer. Prokofiev was what they call a child prodigy (a person with exceptional talents or powers); at the age of nine he wrote his first opera, called *The Giant*.

Prokofiev was born in Russia in 1891 and he became a major composer of modern music, writing symphonies, ballets, operas, and works for children like *Peter and the Wolf*, which teaches children about the instruments of the orchestra while it tells a story.



From <http://www.filarmonicamusike.it/Italiano/progetti/ProkofievBernstein/images/Prokofiev.gif>



From *Lives of the Musicians*, Kathleen Krull, Harcourt Brace, 1993.

As a boy, Prokofiev was not popular with other students. He entered the St. Petersburg Conservatory of Music (which is like a music college) when he was 13! But, he was a difficult student who argued with his teachers. He studied music with another famous composer, Rimsky-Korsakov. In the beginning most people did not like his music. He had long, dangly arms and huge hands. Some people said that when he played the piano, it sounded like he was hitting the piano with hammers.



From *Coloring Book of Great Composers*, Bellerophon Books.

He had a wolf-like dog named Mendoza, and a cat who liked to sleep in his favorite armchair. And he loved the game of chess. Next to music, he loved best to play chess.



From *Lives of the Musicians*, Kathleen Krull, Harcourt Brace, 1993.

Taken from—  
*Lives of the Musicians* by Kathleen Krull  
*Coloring Book of Great Composers* Bellerophon Books  
*Musical Mysteries* by Kathleen Fergusson

# Prokofiev Puzzler

**Draw a line through the incorrect answer.**

Sergei Prokofiev was born in (~~Poland~~, Russia) in 1891.

Prokofiev's first piano teacher was his (mother, ~~brother~~).

Prokofiev composed his first opera, (~~The Fugitive~~, *The Giant*), when he was nine.

Prokofiev studied theory and composition with (~~Tchaikovsky~~, Rimsky-Korsakov).

Prokofiev composed *Peter and the Wolf* to teach young people about (instruments, ~~history~~).

Prokofiev was a great composer of the (~~classical~~, contemporary) period.



Taken from *Meet the Composers*, Alfred Publishing Co.

## Science

# Who's Afraid of the Big Bad Wolf?



### Are they really big and bad?

Everyone thinks that wolves are evil, waiting to attack people, but it's not true. There are no records of a wolf attacking a human in America...they will run away from humans. The real problem between man and wolves came when man moved into the wolves' territory, pushing them out of their hunting grounds. To survive, the wolves had to hunt man's animals...sheep, cattle, goats, pigs.

### Are all wolf stories about the Big Bad Wolf?

No, quite the opposite. In *The Jungle Book*, Mowgli was raised by a wolf. In fact, that has actually happened many times: there are 49 recorded cases of wolves caring for children in India alone. In 1978 a lost little girl in the Soviet Union was cared for by a wolf who took care of her and kept licking her face. American Indians admired the wolf and had many legends in which wolf packs helped lost travelers by guiding them to safety.

### Why do they howl at night...to scare people?

Actually, they will howl at any time...morning, noon or night...because they like to howl. By howling, wolves can let members of other packs know their whereabouts and warn them against trespassing into their own territory.

### Do they have families?

Yes, they are very social animals, living in **packs** of 6 to 15 members. An older and experienced couple, kind of like our moms and dads, are called the **alpha male** and **alpha female**, and they are the pack leaders. Members of a pack protect each other, hunt together, share food and follow the lead of the alpha couple, much like human families do. There are even **pupsitters**, adults assigned to watch young **pups** when mom and dad are away hunting.

### Are wolves like dogs?

They are cousins of the dog...they are all members of the genus *Canis*, which also includes foxes, coyotes and jackals, but they tend to be larger and have longer legs and longer snouts than dogs. There are basically two kinds of wolf: the gray wolf (or the timber wolf), and the red wolf. The Mexican wolf is a subspecies of the gray wolf.

## Are there a lot of wolves in the woods?

No, and there is a reason for that. Because of the importance of the cattle industry as a main source of food for Americans, the U. S. government tried to get rid of all wolves so that they wouldn't eat the cattle that fed the people. Unfortunately, too many of the wolves were lost and now the wolf is an endangered species here, which means that they are close to disappearing forever.

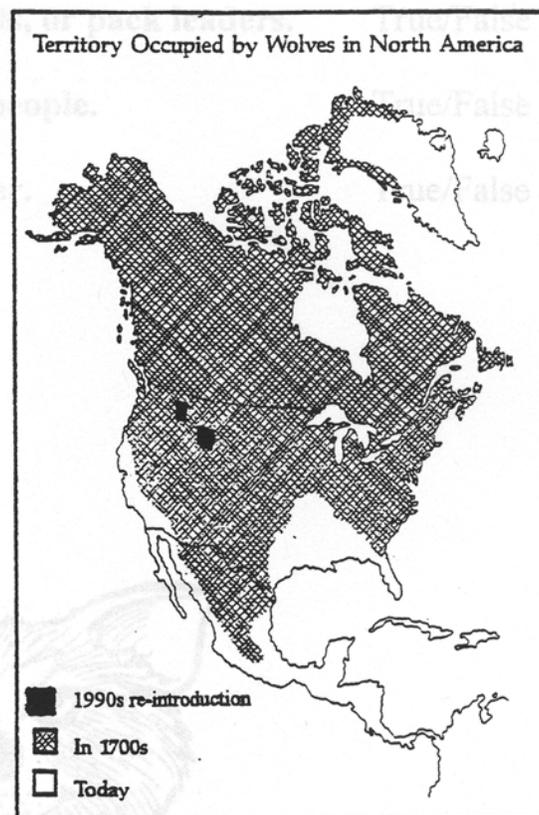
## Where are most of the wolves today?

The majority of gray wolves are found in Canada, Alaska and Eurasia. The gray wolf has almost disappeared in Europe, the place where most of our Big Bad Wolf stories come from!

## Will they disappear?

Their numbers are slowly rising in the U. S. The gray wolf has been brought back to the mountains of Idaho and Yellowstone National Park, the red wolf to the coast of North Carolina, and the Mexican wolf has been reintroduced into Arizona and New Mexico. There is a debate, however, between ranchers who want to support their families and feed Americans and those groups who want to reintroduce the wolf.

Study the map...you will see that the wolf was everywhere in North America when America began in the 1700s, but now the largest **gray** wolf populations can be found in Canada and Alaska.



# Wolves and Dogs

Do you think you know something about wolves now?  
Take this quiz and find out.

1. Dogs are descended mostly from wolves, jackals and coyotes. True/False
2. Wolves howl only when they are hungry. True/False
3. Like Mowgli in *The Jungle Book*, wolves have been known to care for children. True/False
4. Today the most wolves are found in the forests of Texas and Oklahoma. True/False
5. When wolves are young, they are called pups. They are cared for by their parents, or pack leaders. True/False
6. Wolves are bad because they eat people. True/False
7. Wolves in a pack will hunt together. True/False

# Wolves and Dogs

## Answer Key

Do you think you know something about wolves now? Take this quiz and find out.

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# Ducks

Ducks are a part of the waterfowl family, which includes ducks, geese and swans. Waterfowl spend much of their time spreading oils over their feathers with their bills. The oils are made in special glands; they keep the feathers waterproof and help keep the bird warm. Most waterfowl live in flocks or large families.

Ducks have short legs and webbed feet that work well as paddles but make it difficult to walk on land. That is why they seem to “waddle” or rock back and forth as they walk.

The two main groups of ducks are divers and dabblers. Dabblers, such as mallard ducks, feed at the surface or stick their tails in the air and dabble just below the surface. They sweep their bills from side to side, filtering out seeds, flies and other bits of food. Diving ducks swim down below the surface to peck at water plants, worms, shellfish and other small water creatures.



From <http://www.exzoobrance.com/virtual%20zoo/they%20fly/duck/Yellowbilled%20Duck%20268012.jpg>

## Duck Facts

Male: Drake

Female: Hen

Ducklings are hatched from eggs after 28 days.

# Instrument Listening Game

(Students have had previous lessons covering the classification of wind, string and percussion instruments).

Listening to this piece of music will foster the students' abilities to recognize individual instruments and the sounds they create. The art of music inspires the students to become sensitive listeners to make aesthetic judgments and appreciate the essential nature of music.

## Vocabulary

<b>Orchestra</b>	a group of performers on various musical instruments including strings, winds, and percussion, who play together
<b>Violin, Viola, Cello, Bass</b>	stringed instrument family played with a bow.
<b>Flute</b>	a wind instrument having a slender tubular body. It is played by blowing air over the hole and is played out to the side
<b>Oboe</b>	a wind instrument having a slender tubular body. Its reed is very small and is called a double reed instrument
<b>Clarinet</b>	a wind instrument having a tubular body. Its reed is a single reed and isn't as small as the double reed
<b>Bassoon</b>	a large wind instrument of low range, with a tube and a metal crook which holds its double reed
<b>French horn</b>	a brass instrument with a long coiled tube
<b>Drums</b>	a percussion instrument consisting of a hollow body, covered at one or both ends

## Procedure

Have cards with all of the instruments used in *Peter and the Wolf* on a table as well as the pictures of all the characters, which should be in your packet. Go over each instrument, pointing out several of its characteristics. Then, focus on the sound that each instrument makes. If you can arrange for a tape of the seven sounds on a cassette tape that will be good. Then, play each instrument segment, asking the children to identify the instruments. Have the children practice the game in groups, identifying the instruments as they listen to the first part of the tape.

Rewind the tape and listen to the entire story.

1. Seven students will be given a card picturing the instrument it represents. There will be seven cards.
2. Each time they hear the instrument on their card, they stand (teacher may have to prompt at first).
3. Other students will evaluate whether the students were able to identify the instruments correctly.

Once the story is completed, ask the following questions:

1. How did they decide which sound was their instrument and their character?
2. In what way does each instrument “sound” like its character?

# Quiz

## Peter and the Wolf

In *Peter and the Wolf*, each character in the story is represented by an instrument of the orchestra. Listen, read or review the story of Peter and answer the questions below. Good luck!

1. The Russian boy named Peter goes out to explore the big green meadow. The quick sounds of the \_\_\_\_\_ make you feel that Peter is happy and eager to go outside.
  - oboe
  - bassoon
  - Strings
  - French horn
2. The slow, lumbering tempo of the \_\_\_\_\_ tells us that Grandfather is more cautious and older than Peter.
  - bassoon
  - timpani and bass drum
  - clarinet
  - flute
3. Peter's friend, the Bird, is very excited to go out with Peter into the meadow. His theme music has a very fast tempo played on the \_\_\_\_\_.
  - oboe
  - flute
  - clarinet
  - strings
4. The Duck waddles out beyond the gate of the house to take a swim in the pond. As he swims along gracefully, the \_\_\_\_\_ plays his theme.
  - clarinet
  - oboe
  - French horn
  - timpani and bass drum
5. Crawling through the grass, the Cat sneaks up on the bird. The Cat's theme music is mischievous and exciting, played by the \_\_\_\_\_.
  - oboe
  - strings
  - bassoon
  - clarinet

6. The low, slow notes of the \_\_\_\_\_ sound scary and warn us that the Wolf is nearby.
- timpani and bass drum
  - strings
  - French horn
  - all of the above
7. The Hunters are not afraid to go after the Wolf. Their theme music sounds loud, steady and confident as it is played by the
- bassoon
  - French horn
  - timpani and bass drum
  - strings

Taken from Lillian Feinstein School of Music Website



From [http://home.eduhi.at/member/k.o.-l.l./Schülerbilder/Kopie\\_von\\_Peter\\_und\\_der\\_Wolf\\_-\\_nur\\_Titelbild.jpg](http://home.eduhi.at/member/k.o.-l.l./Schülerbilder/Kopie_von_Peter_und_der_Wolf_-_nur_Titelbild.jpg)

# Language Arts, Theater

## Lesson Plan

1. Peter went to visit his Grandfather
2. Peter went into the meadow and met a bird
3. Peter and the bird met a duck
4. A cat tried to eat the bird
5. The wolf came out of the woods and ate the duck
6. Peter's Grandfather got mad at Peter for going into the meadow
7. Peter caught the wolf.
8. Peter and the hunters took the wolf to the zoo

### **Snapshots:**

Give students a specific scene in the story and have them “pose” the scene as if someone were taking a snapshot of them. For example, given the scene “Peter’s Grandfather got mad at Peter for going into the meadow” one child could pose as the grandfather, shaking his fist or pointing his finger at the other child, who would be Peter. If you have several who are natural leaders, they can be the “directors” and place the other students into their scenes.

### **Other ideas:**

1. Do the scenes out of sequence and have the class guess which scene is being portrayed.
2. Students add their own snapshots to the story, even changing up the ending.
3. After having read the story to the group, divide them into four small groups and give them sentence strips with these scenes on them.
4. Have them put the scenes in the order as they occurred in the story.  
This idea will help children pursue different points of view and arrange ideas and information. Read the story to the class and have them brainstorm about how the story would change if it were told from the point of view of the wolf, the duck or the bird.
5. Ask them for other ways that the story might end.

# Language Arts

## Lesson Plan

**Objective:** To analyze *Peter and the Wolf* experience by writing and illustrating a class “I Saw” book. Explain that each student is going to write and illustrate his or her own page and that the pages will be bound together to create a class book.

**Teaching Sequence:** Ask them to write a short paragraph, telling of the instruments they saw and the dancers, the conductor, etc. The students decide together what the cover will look like, what the title page will look like and the dedication. [It is good to have another published book that you can use as an example.] Explain that because they are “publishing” their book, the text needs to be free of errors.

Ask them to consider the following items:

- Sentence structure
- Grammar
- Punctuation
- Capitalization
- Spelling
- Neatness

If the cover can then be laminated and spiral bound at Kinko’s, they will be much prouder of their final product.

**Objective:** To analyze the aural experience of *Peter and the Wolf*. Tell them that they are going to interview each other and create an audio tape report “This is what I heard at the Children’s Education Program at Bass Hall.”

**Preparation:** ask students to spend a few minutes thinking about the different sounds they heard at the *Peter and the Wolf* performance. Ask detailed questions about the sounds that they heard. Encourage them to use words describing instruments by:

loud-soft (dynamics)	flute
high-low (pitch)	oboe
fast-slow (tempo)	clarinet
smooth-bouncy movement (rhythm)	bassoon
describe instruments by tone color	French horn
woodwind	strings—violin, viola, cello, bass
brass	timpani
strings	bass drum
percussion	

**Teaching Sequence:** Ask the class to think of two or three interview questions about what they heard. Find time during the day for students to take turns interviewing each other and being interviewed. It would be wonderful if you choose to include some music from the symphony on the tape. *Ask for volunteers to create an introduction for the tape.*

**Note:** *Of course, another option is to make a videotape. This can lead to students dressing up for their interviews, having a “make believe” microphone, etc. [See Peter and the Wolf: A Special Report CD, distributed by National Public Radio for another idea]*

# Visualizing, Theater, Language Arts Lesson Plan

**Objective:** Students will learn to illustrate the characters in *Peter and the Wolf* by identifying their unique characteristics, learn to describe them verbally and physically and identify the music that represents each character.

Ask students if they have ever pretended to be someone or something else. Have them talk about how they pretended, where they were, and what they did when they pretended.

1. Read the story of *Peter*. Review the basic sequence of the story.
2. Play the introduction to *Peter and the Wolf* and list each character on a marker board in a graph-like pattern. Have students imagine how each character might move in terms of **speed, quickness, shape, size and weight**. Have students imagine how Peter might move differently than his grandfather. Have them think of descriptive words which might pertain to each character. Your list might look like this:  
**Peter:** loose, carefree, light, playing, skipping, walking  
**Bird:** quick, fast, light, small  
**Duck:** slow, steady, broad movements, waddling, shaking itself  
**Cat:** slow, steady, slinky, smooth, pauses to arch back  
**Grandfather:** slow, stern, strict, heavy  
**Wolf:** low, heavy, broad, licking lips, sniffing the air, sneaky  
**Hunters:** alert, brave, quiet, deliberate, march-like
3. Moving down your list one character at a time, have students practice imitating each of them.
4. Listen to the opening themes from *Peter*. Ask students to describe why the music sounds like its character in terms of speed, quickness, shape, size and weight. Example: Does the music sound slow and old like the grandfather, or does it sound steady and smooth like the cat? Low and heavy like the wolf, or loose and carefree like Peter?
5. As you play each character's theme, have the students move appropriately with the music.

You will probably notice that the children adopt movement patterns that they think are typical of the character involved—particularly if that character is an animal. Look for and encourage, however, movements that seem to mirror what is going on in the music itself. For example, children will often:

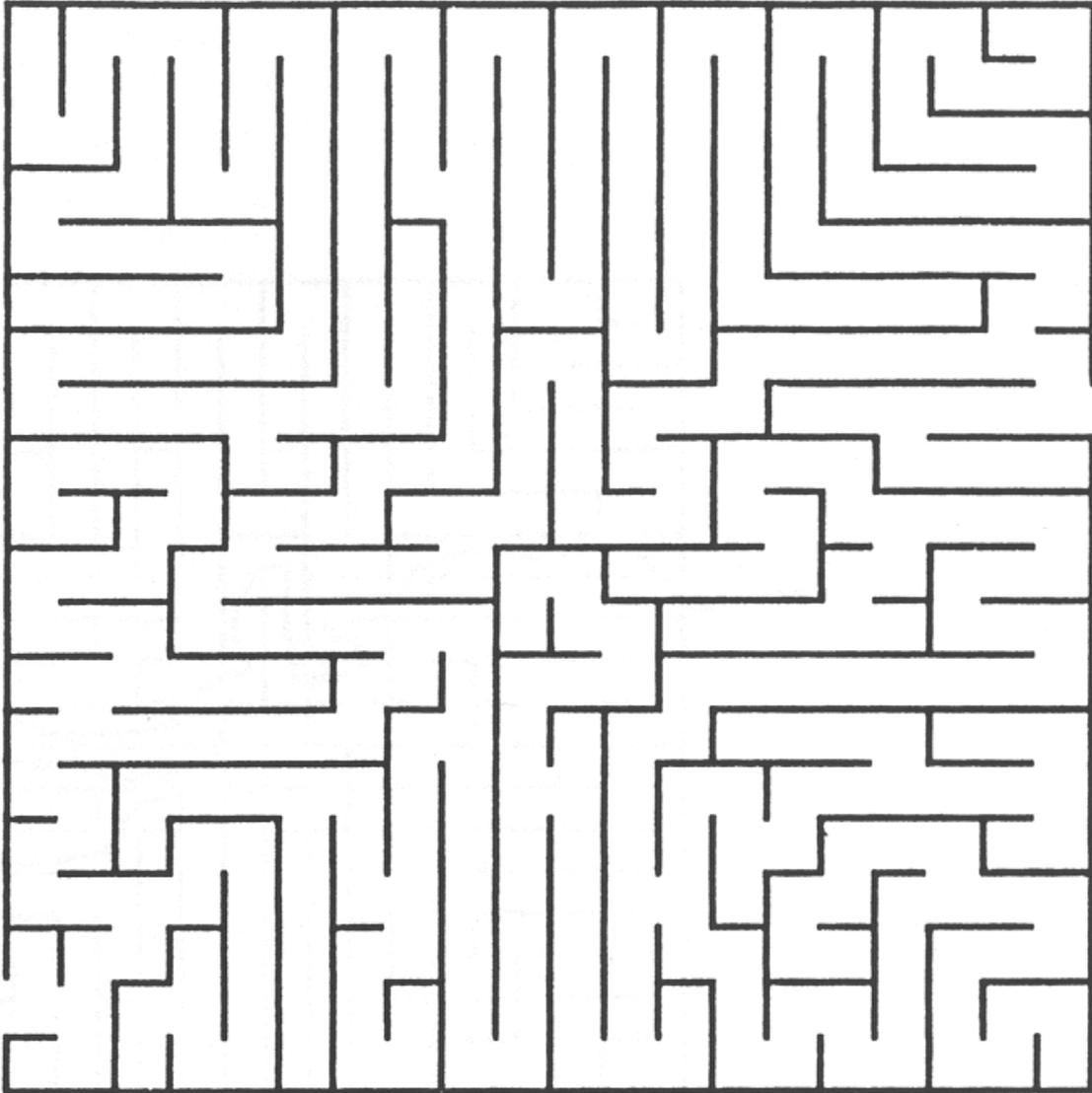
- use bigger movements as the music gets louder
- use steps or other movements timed to match the rhythm of the music
- use movements that rise up as the melody goes up or lower their bodies as the music went down
- use movements that are faster as the music gets faster

Take notice and comment when students show with movements that they are really hearing the structure of the music. Praise them for catching on to the way that the music is put together.

**Evaluation:** Did students learn to identify the characters of Peter and the other characters by identifying their unique characteristics? Could they translate this to movement? To the music?

*Taken in part from the Dallas Symphony Orchestra Website.*

**Help Peter find the way home.**



From *Peter and the Wolf*, published by Alfred A. Knopf, Inc., New York, 1986.



# Peter and the Wolf

## Word Find

Q N Z S L Y O H P S X R I K O R E P  
 F O R Y G C B G E E C H E Z A T O M  
 Z O K K R N N U P H T H S D Z O B G  
 U S O C O E I O Z L Q E G Y R S O Y  
 G S X B U A V R D X F P R X D Z C B  
 X A H R F D F R T I S W A T I Q F B  
 C B N F F F I V T S N S D Q W E O A  
 X N H Y Z B Y I Z S N N C L L V A H  
 E V O D I N I L H B F B Q P Y W E E  
 Z V M Z L N Y U P N I X L O N T V R  
 R B U M A N C N D C V A Q D O T E K  
 D X D P M H P Y Q K O F I C G T H A  
 M G M S G K S U A Q T L O E U O X Y  
 P I E X X F L O W B Z U G T R Y H V  
 T S E M O Y V Y H C A T K N N Y M V  
 Q Q K T E N I R A L C E S Z J T G G  
 I X C H B R D B C U N E D I X L Q M  
 G R A N D P A R K F O G P X V S T F

BASSOON  
 CLARINET  
 GRANDPA  
 PETER  
 WOLF

BIRD  
 DUCK  
 HORNS  
 STRINGS

CAT  
 FLUTE  
 OBOE  
 TIMPANI

# Peter and the Wolf

## Word Find Solution

```

+ N + S + + + + P + + + + + E +
+ O + + G + + + + E + + + + + O +
+ O K + + N + + + + T + + + + + B +
+ S + C + + I + + + + E + + + + O +
+ S + + U + + R D + + + R + + + + +
+ A + + + D + R T + + + + + + + +
+ B + + + + I + + S + + + + + + +
+ + + + + B + + + + + + + + + +
+ + + + + I + + + + + + + + + +
+ + + + + N + + + + + + + + + +
+ + + + A + + + + + + + + + + +
+ + + P + + + + + + + F + + + + H +
+ + M + + + + + + + + L + + + + O + +
+ I + + + F L O W + + U + + R + + +
T + + + + + + + + C A T + N + + + +
+ + + T E N I R A L C E S + + + + +
+ + + + + + + + + + + + + + +
G R A N D P A + + + + + + + + + +

```

(Over, Down, Direction)

BASSOON (2, 7, N)

BIRD (6, 8, NE)

CAT (10, 15, E)

CLARINET (11, 16, W)

DUCK (6, 6, NW)

FLUTE (12, 12, S)

GRANDPA (1, 18, E)

HORNS (17, 12, SW)

OBOE (17, 4, N)

PETER (9, 1, SE)

STRINGS (10, 7, NW)

TIMPANI (1, 15, NE)

WOLF (9, 14, W)

**Other activities might include:**

Using each of these words in a sentence, have students find small words contained in each word: flute=flu, lute; clarinet=net; bassoon=bass, so, on; strings=string, ring, rings; timpani=Tim, pan; find words that rhyme with 'horn'=born, corn, torn, worn

## Peter and the Wolf, a madlib

One day in the far away country of \_\_\_\_\_ (name of a country) a little boy named Peter awoke and went out to climb the \_\_\_\_\_ (noun) in his back yard. Although his grandfather had warned Peter to stay in the yard, the boy opened the gate and went into the big \_\_\_\_\_ (a color) meadow. He wasn't afraid, even though a dangerous \_\_\_\_\_ (animal) lived in the forest nearby.

Peter soon heard a \_\_\_\_\_ (animal) chirping as it flew through the sky. It joined Peter in song as they went to the cool pond, where they met a \_\_\_\_\_ (adjective), \_\_\_\_\_ (color) duck. As the duck and the bird soon began to argue, a cat slowly crawled toward them on his soft, \_\_\_\_\_ (adjective) paws, looking for some tasty \_\_\_\_\_ (a food) to eat. Just as the cat was ready to pounce, Peter cried " \_\_\_\_\_ " (a command), and the animals escaped.

Peter's grandfather was very angry. "Peter, don't you know that there is a dangerous \_\_\_\_\_ (animal) in the forest...do you want it to eat you?" He took Peter by the hand, locked the gate and led him home, closing the gate. No sooner Peter had gone, when a big, \_\_\_\_\_ (adjective) wolf came into the meadow. The frightened cat ran away, climbing the nearest \_\_\_\_\_ (noun) he could find. The duck, too, tried to run away, waddling as fast as he could, but the wolf came closer and closer. Finally, "gulp," the wolf swallowed the duck whole. And now this is how things stood: The cat sat on one branch, the bird on another, and wolf \_\_\_\_\_ (verb) around the tree, looking at them with greedy eyes.

When Peter saw all this, he was not one bit afraid. He ran home and got a large, \_\_\_\_\_ (adjective) \_\_\_\_\_ (noun) to catch the wolf. He threw it over his shoulders, went to the meadow and climbed the \_\_\_\_\_ (noun). While the bird flew at the wolf to distract him, Peter quickly tightened a rope around the wolf's \_\_\_\_\_ (part of

an animal) and yelled for the hunters. He pulled the rope so tight that the duck popped out, whole, healthy and scared stiff!

The hunters came to help capture the wolf, and were about to shoot him when Peter cried “No, don’t shoot him...we can take him to the \_\_\_\_\_ (a place in a village) where everyone can see him. They dragged the wolf through the village, and everyone was happy that the wolf had been captured.

Taken from—  
*Peter and the Wolf*  
Adapted by Carin Dewhirst and Joan Dewhirst  
Original Illustrations by Naomi Howland



## Online resources for *Peter and the Wolf*

<http://www.playmusic.org/stage.html>. Backstage at the symphony. Interactive—very good.

<http://grotesmurf.madscience.nl/music/petereng.htm>. Click on a picture and read the text. Hear the music and you can hear the whole story of *Peter and the Wolf*.

<http://www.csuchico.edu/educ/cguenter/FourArts/MU/Mupwolf.html>. *Peter and the Wolf* Instrument Listening Game.

<http://rinkworks.com/crazylibs/c/cl/shtml>. “Madlib” game.

<http://www.cutttime.com/ctpmusicdescriptions.htm>. Interactive rendition of the story and the music.

<http://www.hvpuppets.org/studyguides/pw/pwstudyguide.htm>. Sound Mall Study Guide.

<http://www.myschoolonline.com/page/0,1871,16656-152548-21-48223,00.html>. Hear all of the major themes of *Peter and the Wolf*. Then, listening games.

<http://www.dsokids.com/2001/dso.asp?PageID=441>. The Dallas Symphony Orchestra web page. Excellent study guide with activities.

<http://www.lillianfeinsteinschool.org/peter.html>. Wonderful listening game/quiz.

<http://www.lakelandschools.org/EDTECH/Inspiration/ptere.htm>

[http://www.eduplace.com/monthlytheme/march/music\\_activities.html](http://www.eduplace.com/monthlytheme/march/music_activities.html). All kinds of wonderful activities for music, language arts. *Peter and the Wolf* activities at <http://cbc4kids.ca/general/music/the-music-stand/classical-music-overture/overture1.html>

<http://library.thinkquest.org/1732/datea/prokofiev.html>. All kinds of activities on everything. Find at this site—“Hooked on Symphonics”—great on *Peter and the Wolf*. Glossary of music terms. Page for many musical instruments, picture, description and musical links. Read the story, text, text and music version. Short quiz. Excellent.

<http://www.wiegandmusik.de/de/noten/pudwoo1.htm>. Site is in German, but it has all of the music excerpts from *Peter and the Wolf*.

[http://www.kinderbuch.net/p\\_w.html](http://www.kinderbuch.net/p_w.html). Site is in German, but it has a wonderful multi-media effect.

<http://www.philtulga.com/Peter.html>. A wonderful site with Reading Comprehension Strategies, background on Prokofiev, music themes for each character and the original story. *However, every time I have opened this site, it has frozen my computer.*

<http://www.menc.org/guides/classictale/PeterandtheWolf.html>. Music Educators' National Convention site. Wonderful lesson plan.

<http://www.oeps.org/page/peter1.html>. Lesson plans designed by the Oakland East Bay Symphony's young people's concerts. Uses story strips for sequencing, listening skills, literacy and critical thinking. Very well done.

<http://fee.mpei.ac.ru/wolf/> All in Russian site on wolves.

[http://www.pbs.org/wgbh/nova/teachers/programs/2415\\_wolves.html](http://www.pbs.org/wgbh/nova/teachers/programs/2415_wolves.html) A follow-up on the 1997 NOVA program on wolves.

[http://www.prms.org/national/npr/peter\\_wolf.shtml](http://www.prms.org/national/npr/peter_wolf.shtml). National Public Radio product. "Special Report." Must order the CD.

<http://www.csoon.com/issue2/PETER.HTM>. A review of a CD-ROM by Time Warner which came out in 1994.

<http://www.csoon.com/issue5/peter.html> Another review of the CD-ROM by Time Warner and comparison to the IBM version.

# TEN COMMANDMENTS OF A GOOD AUDIENCE

*Thou Shalt **NOT**—*

**TALK.** The first and greatest commandment!

**HUM, SING, or TAP FINGERS OR FEET.** The musicians don't need your help, and your neighbors need silence.

**RUSTLE THY PROGRAM.** Restless readers and page skimmers aren't good listeners.

**BRING GUM OR CHEW IT.** The noise and the sight is completely inexcusable.

**WEAR LOUD-TICKING WATCHES OR JANGLE THY JEWELRY.** The added percussion is disturbing to all.

**OPEN CELLOPHANE-WRAPPED CANDIES.** Next to talking, this is the most serious offense to auditorium peace.

**SNAP OPEN AND CLOSE THY PURSE, JINGLE THY KEYCHAIN, PLAY WITH MONEY, ETC!** Enough said!

**READ.** Don't. To listen means just that.

**ARRIVE LATE OR LEAVE EARLY—EXCEPT AT INTERMISSION.** It is unfair to artists and the public.

**WALK IN HERDS.** Walking in orderly lines prevents tramping of small people and other creatures.

If just these were obeyed, going to performances would be the joy it was intended to be and we all would emerge more refreshed.

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# ANGELS IN THE WINGS

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Angels in the Wings support the Children's Education Program of Performing Arts Fort Worth at the Nancy Lee and Perry R. Bass Performance Hall with gifts of \$1,000 and above. The Children's Education Program is an integral part of Bass Performance Hall but maintains its own support independent of Performing Arts Fort Worth. Each year, more than 70,000 students from Fort Worth ISD and North Texas experience superior quality performing arts programming at Bass Performance Hall that is curriculum-related and free of charge because of the generosity of our Angels in the Wings.

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