

# 1st Grade TEKS Skills at School Days at Texas Renaissance Festival

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## English Language Arts and Reading

15 – Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. → Students may use age appropriate worksheet (provided in Curriculum Guide) combined with TRF site map to follow directions on a scavenger hunt while on site.

17, 18, and 19 – Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. → School Days sponsors an Essay Contest which is open to all students at all grade levels. Prompts and judging are based on the grade level of the student and appropriate for the level. School Days also sponsors a Poetry contest divided by grade level. For more information on the Essay or Poetry contest contact [schooldays@texrenfest.com](mailto:schooldays@texrenfest.com).

## Mathematics

1.6.a and b– Describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares. Describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones. → While walking around site and at various stages, point out shapes and ask students to identify it.

1.8.b – Read time to the hour and half-hour using analog and digital clocks. → Within each group of students with their chaperones, ensure at least one person is wearing a watch. Have the students take turns being in charge of keeping track of time to the next show or event the group attends.

## Science

4 – Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. → Students of all grade levels may enter the TRF School Days Science Fair

6.d – Demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow. → Have the students take the time to observe the various rides around the site (or ride one themselves). What kind of momentum did that ride use?

## Social Studies

5. a – Geography. The student understands the purpose of maps and globes. → Students use maps to make their way around the TRF Site.

7-10 Economics → At the Texas Renaissance Festival, all classes of Tudor England are represented. From the begging peasants in rags, to the merchant middle class selling their wares, to the upper class

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court nobles, students can see how these people live. Have the students compare these people. Students can prepare questions to ask or write a compare/contrast paper when they return to the classroom based on what they saw.

16 a-c – Science, technology, and society. The student understands how technology has affected daily life, past and present. → Demonstrations around the Festival include some of the earliest technology including a working Gutenberg Printing Press. Have students watch and discuss how modern technology such as computers now allows everyone to print from home or school in a matter of seconds. The various characters who inhabit the Festival also “live” without the connivances of modern technology. Have students speak with them about the activities they like to do for fun, their means of transportation, their jobs, and how they live without ever hearing of modern technology.

### **Physical Education**

5.b – Describe the importance of protective equipment in preventing injury → Take the students to the Joust. Discuss how important it is that the knights wear protective equipment to prevent injury.

5.c - Describe how to protect himself/herself from harmful effects of the sun. → TRF is an outdoor event. Prepare students for the trip about what to wear the day of the Festival. While on site, discuss the importance of finding shade and hydration.

### **Art**

2 – Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. → All students in all grades are invited to enter original artwork into the art contest.

3 & 4 – Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. → All finalists in the art contest are displayed on School Days for students to view throughout the day. Also various craft vendors throughout the site make and display a variety of styles of art pieces in their shops. They also include demonstrations on how the craft and art are created throughout the day. For extra added bonus, visit the Glassblowing demonstration to watch how historically glass objects such as vases were created with an oratory explanation of what the Glassblower is doing and the historical culture of the craft. Also demonstrated around site are the art of: weaving, making armor, candle making, and blacksmithing. For a small fee there is also a vendor that uses the children’s hand to create wax sculptures.

### **Music**

\*\*Note – All TRF Entertainment holds a strict G rating for School Days. Acts that are inappropriate for all ages are either eliminated or altered to fall within this G rating guideline.

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1 – Perception. The student describes and analyzes musical sound and demonstrates musical artistry. → All day around site there are various musical acts performing age appropriate songs for children. These range from types of instruments and vocal performances.

2 – Creative expression/performance. The student performs a varied repertoire of music. → The music contest including vocal performance and instrumental performance is open to all grades and judged by grade level. Several elementary schools combine grade levels in the choir competition. Email [schooldays@texrenfest.com](mailto:schooldays@texrenfest.com) for more information on the rules and specifics of the contest. This is a very relaxed competition, especially for the elementary level more for the experience of the music styles and first time performance experiences.

5 – Historical/Cultural heritage. The student relates music to history, to society, and to culture. → Various music acts around the festival site introduce students to styles of music they do not normally hear on the radio from a variety of cultures. Students can experience everything from the bagpipes of Scotland to the lute to accordion to the hammer dulcimer to brass to folk pirates. Included in watching the performances, each performer wears clothing that is appropriate to the culture from which that instrument and style originated. Have students watch and listen – then determine what styles the students like and why.

6 – Response/evaluation. The student responds to and evaluates music and musical performances. → As the students watch, have them clap to the beat. Some performances (such as the Pirates) will invite the students to join in a song (such as Spongebob theme) or dance with them while they perform.

### Theatre

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2.b – Assume roles through imitation. → Encourage the students incorporate into their speech basic “Old English” terms they hear others around site say.

4 – Historical/cultural heritage. The student relates theatre to history, society, and culture. → Encourage your students to dress up in costume for the day and pretend they are in the Renaissance time. Have the students come up with their name and title for the day (ex – Lord Brandon, Princess Jennifer, etc). All ages and styles of costumes are welcome to participate in the daily costume contest which is judged based on grade level.

5 – Response/evaluation. The student responds to and evaluates theatre and theatrical performances. → The site is full of Theatrical performances appropriate for all ages. All of these performances have some form of audience participation – from cheering at appropriate moments to being actually pulled on stage into the performance. These performers engage the children and provide experiences they will not receive in traditional theatrical performances and range from jousts to jesters to magicians to musicians. The actors around site treat the entire site as a stage and performances take place everywhere – from set stages at specific times to impromptu performances in the middle of the street.