

SHH! We Have a Plan

TEACHER RESOURCE GUIDE

School Matinee Performances



University Hospitals

Presented by



Rainbow
Babies & Children's



Playhouse Square®



Teacher Resource Guide

SHH! WE HAVE A PLAN



TABLE OF CONTENTS

About Playhouse Square	3
Coming to the Theater	4
About the Show	5
Pre-Show Activities	6
Post-Show Activities	9
Resources	13
Curriculum Standards Index	14

COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards (2017) in English Language Arts, Science and Mathematics.

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students

to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.





ABOUT PLAYHOUSE SQUARE

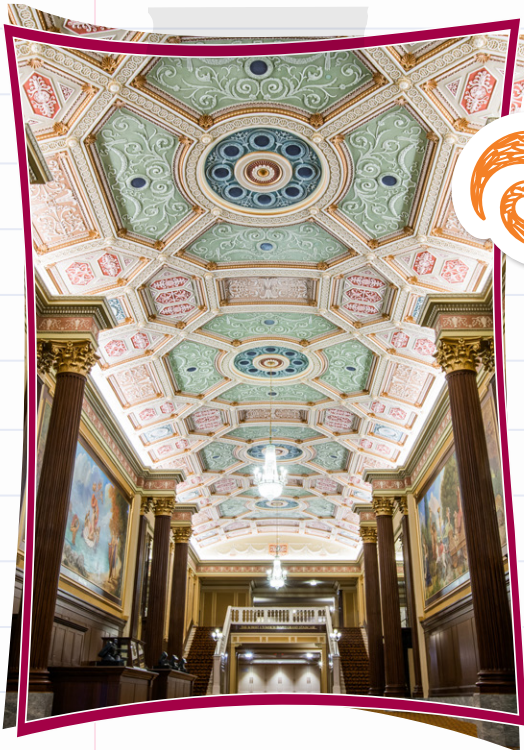


Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

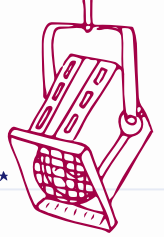
You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's six resident

companies: Cleveland Ballet, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!



Coming to the Theater



We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Here are a few points to start the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, the performers can too.
- As you watch the performance, feel free to respond by laughing or applauding.
- Food, drink and gum are not permitted in the theater for school matinee performances.

- Photography and recording of performances are not permitted.
- Mobile phones and other devices that make noise or light up should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school group by bus number. Check around your seat to make sure you have all of your personal belongings before leaving.



ABOUT THE SHOW

The Story

Shh! We Have a Plan is a nonverbal tale featuring magic, music, and puppetry based on the Chris Haughton book of the same name. Follow the delightful and surprising journey of three madcap characters, each of whom has a plan to capture a beautiful bird perched high in a tree!

Sounds simple, but the quest soon becomes an obsession and the obsession becomes the absurd! Where will it all end? Join us as the characters learn to love and look after nature while discovering that perhaps freedom and kindness are more important than getting what you want at any cost!

The Company

Cahoots NI is at the forefront of Northern Irish theatre and is the leading professional theatre company producing work for children.

Since beginning operations in November 2001, Cahoots NI has produced original, boldly innovative work for children, some staged in conventional theatre venues and some in purpose-designed sites or specific locations, including schools and healthcare settings. Its work concentrates on combining the visual potential of theatre with the age-old popularity of magic and illusion.



The Author

Chris Haughton is an acclaimed Irish illustrator and author based in London. Before becoming a picture book author, Chris traveled the world and worked as a waiter in San Francisco, a handyman in London's Paddington Station, an English teacher in Hong Kong, and an art teacher in India. On his trips to India and Nepal, he became interested in fair trade and got involved with a number of non-profit projects. In 2007, he was listed in Time magazine's "DESIGN 100" for the design work he did for People Tree.

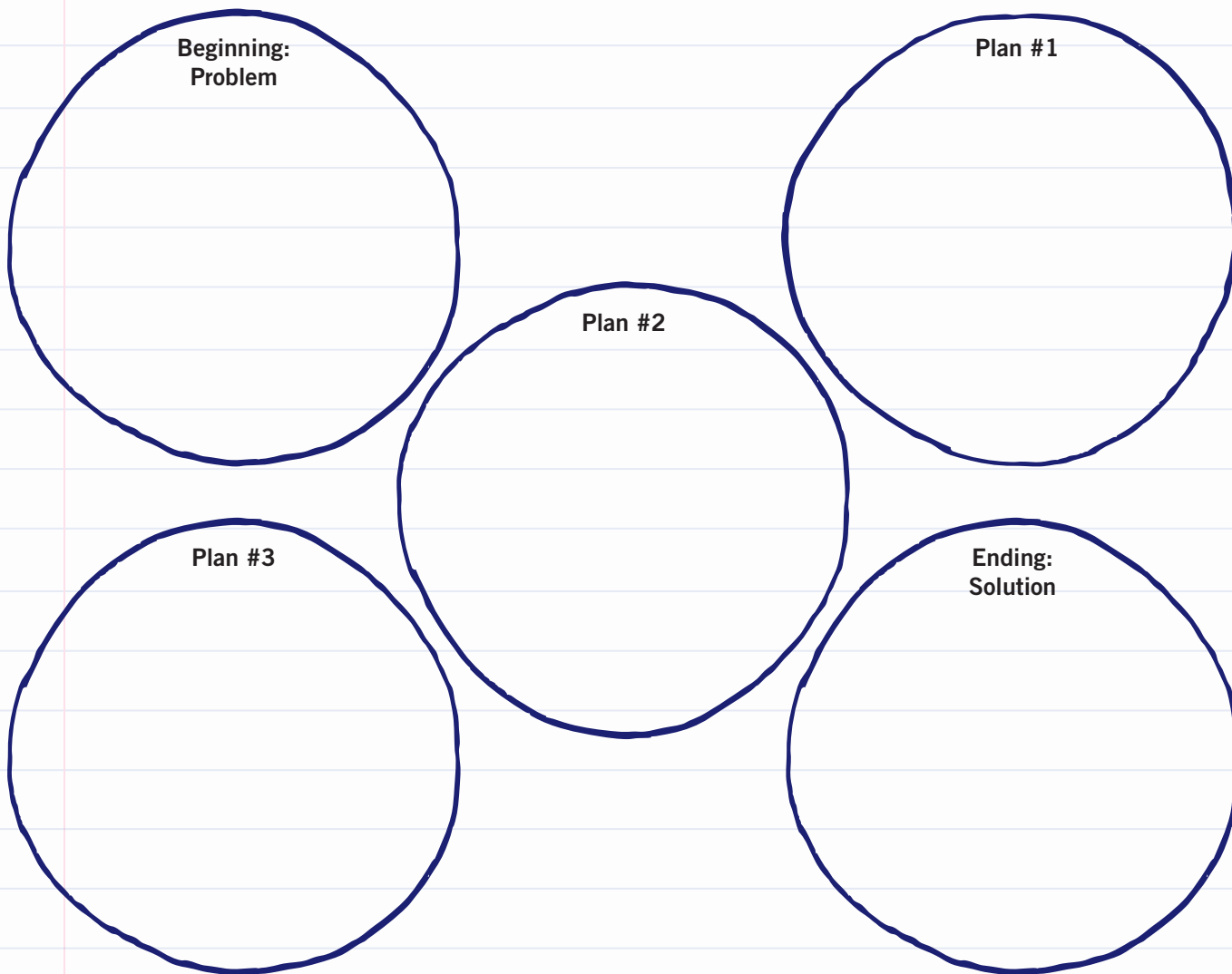
Chris's debut book *A Bit Lost* was first published in Korean. It has been translated into 27 languages and has won 10 awards in 8 countries. His howlingly funny *Oh No George* (Walker Books, 2012) was an Amazon Top 10 Picture Book of 2012. With *Shh! We Have a Plan* (Walker Books, 2014) he won, among other prizes, the Ezra Jack Keats Award and the Irish Book Award. His beautiful bedtime book *Goodnight Everyone* (Walker Books, 2016) was nominated for the Kate Greenaway Award and received a starred review in *School Library Journal*. His interactive projects include *Hatmonkey*, an app which released in 2014, and *Little Earth*, a virtual reality experience launched in August 2017. Chris is currently working on his new picture book about a little crab who doesn't love the sea. The book will be published by Walker Books in Spring 2019.



Shh! We Have a Plan

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
CCR.RL.K.2, CCR.RL.1.2, CCR.RL.2.2, CCR.RL.3.2b
CCR.W.K.3, CCR.W.1.3, CCR.W.2.3, CCR.W.3.3

Before your field trip, read the book *Shh! We Have a Plan* with your students. Have them retell the story by drawing a picture for each part. For younger students, provide pictures for them to place in each circle.



The story ends with a friend saying “look! a squirrel!” Ask your students what they think this means and why. They should be able to say that the book started with a friend saying “look! a bird!” and then they tried to catch

the bird. The students should be able to predict that the friends will now try to catch a squirrel. Have your students draw or write a plan for how they could catch a squirrel.



Shadow Detectives

The Ohio Learning Standard listed below is addressed in the following Pre-Show Activity:

Science Inquiry & Applications: Observe and ask questions about the natural environment.

The play *Shh! We Have a Plan* uses shadows to tell a story. Before your students see the play, have them explore shadows over several days. Provide students with a “shadow journal” and tell them that they are shadow detectives. Their job is to find and draw as many shadows as they can over several days **and** to try to determine what allows shadows to form.

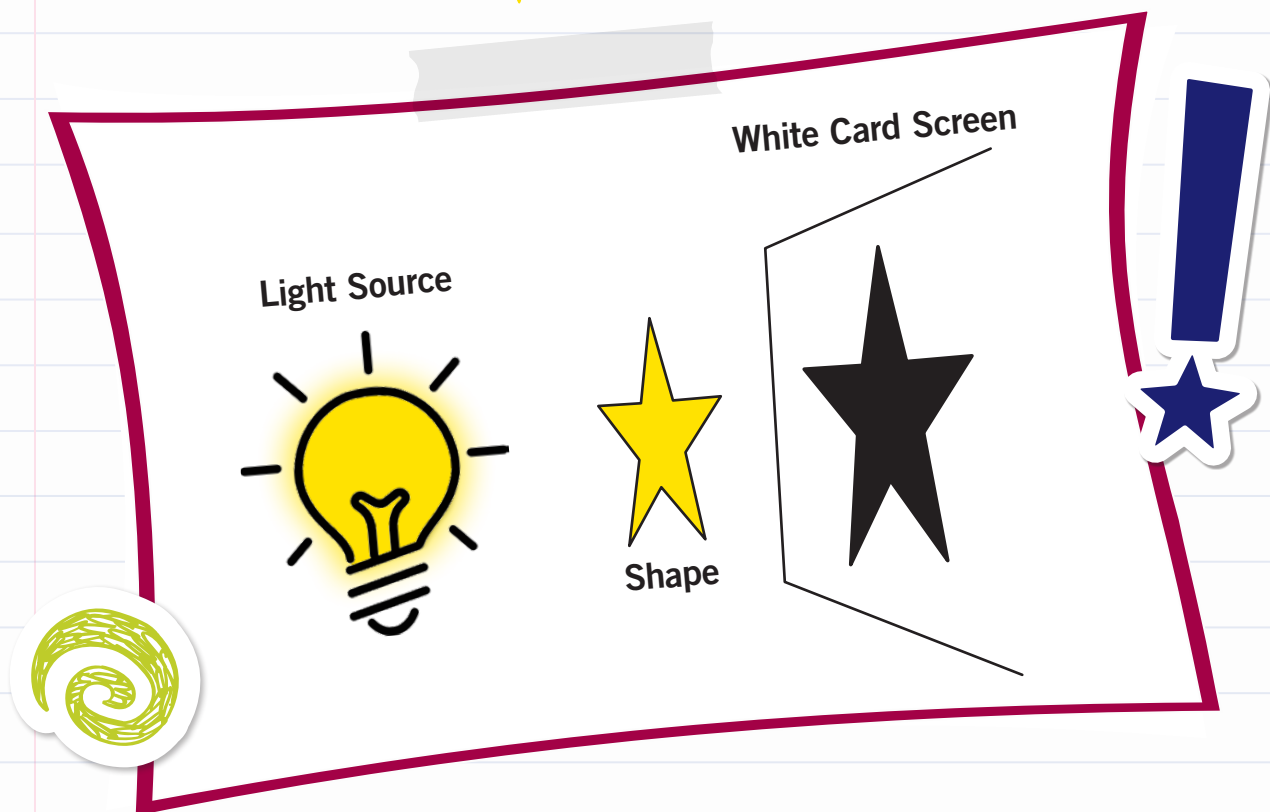
This activity can be done outside on a sunny day. If the sun is out one day and not the next, prompt your students with question to make them think about what is different. (Why are there no shadows today? What is different today from yesterday?) Some students might notice that the sun is not out, and therefore it is the sun that produces shadows. Others may need more help. Facilitate the conversation until someone notices that the sun is not out. Discuss how the light from the sun produces the shadow.

If the weather is bad, or if you cannot go outside, then you can have students play with shadows using a flashlight, or other light source, white construction paper and random objects.

For an extension, you can encourage students to draw a model of how shadows are formed. They should include the light source, the object that blocks the light, the surface on which the shadow is formed, and the shadow itself. An example of a model is below:

Potential Journal Prompts:

1. What do you think creates a shadow?
2. What did you notice about shadows?
3. What do you *wonder* about shadows?
4. Draw a model that illustrates how a shadow is formed. Include the light source, the object that is blocking the light, the surface on which the shadow forms, and the shadow itself.



Me and My Shadow

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Science Inquiry & Applications: Observe and ask questions about the natural environment.

K.MD.2, 1.MD.2, 2.MD.1, 3.MD.4

The following activity will allow students to see the relationship between the length of the shadow and the position of the sun. Ask the students, "What do you think will happen to the length of your shadow throughout the day?"

Have them pick a probe that best describes what they think will happen to their shadow.

Shadow Probes:

My shadow will keep getting longer throughout the day.

My shadow will keep getting shorter throughout the day.

My shadow will stay the same throughout the day.

My shadow will keep getting longer until it reaches its longest point and then it will start getting shorter.

My shadow will keep getting shorter until noon and then it will start getting longer.

Have them explain why they think that probe is correct. Encourage them to respond to other students by using

"Science Speak." They can say

- I agree with you because...
- I disagree with you because...
- I notice that...
- I want to add on to what (s)he said

Or other appropriate sentence stems.

Divide your class into groups of four. Have the students, in their groups, measure each other's shadows at multiple points throughout the day in order to answer the original question. One person will be the "shadow maker," one person will be the "recorder," and two people will measure the shadows. If possible, go outside every hour to measure the shadows. You should go to the same spot for each measurement.

After each measurement, ask the students if they still agree with the probe that they selected. Remind them that when scientists get new data, they sometimes must change their original ideas. Also remind them that their measurements are data that they are collecting.

At the end of the day, have them discuss which probe was correct. They should include their data to help justify their answers.

For older students, have them graph their results using a line plot. For younger students, graph the results as a class.



SHADOW BOOK CLUB

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

CCR.RL.K.10, CCR.RL.1.10, CCR.RL.2.10.,

CCR.RL.3.10

CCR.SL.K.1, CCR.SL.1.1, CCR.SL.2.1, CCR.SL.3.1

After seeing the play *Shh! We Have a Plan*, your students might be interested to learn more about shadows. Children's books can be excellent sources to help teach abstract science concepts to young children. Explain to your students that they will participate in a Shadow Book Club to learn more about shadows. Over multiple days, they will read a different book about shadows with a group of students. Each student will have a book club role. Roles and descriptions are provided, or you can use roles that you already use for literacy circles.

Literature Circle Roles

- **Arty the Artist:** Your job is to draw parts of the story that your group finds interesting.
- **Creative Connector:** Are there parts of the story that you or your group members experience in your life? Your job is to find those connections.
- **Discussion Director:** Your job is to help your book club members discuss the questions that your teacher gave you.
- **Curious Questioner:** Does your group have questions after reading the story? Your job is to write these questions down and share them with the whole class.
- **Speedy Summarizer:** Your job is to be able to tell the main events of the story.
- **Word Wizard:** Your job is to look for interesting words, unfamiliar words, or words that stand out to you and your group.



Before they begin their book club, begin a class K-W-L chart. Ask students what they **KNOW** about shadows. They can mention parts of the play if they wish, or they can talk about what they may already **KNOW** from their own experiences with shadows. Then ask them what they **WANT** to know.

Explain that their book club will read a series of four books on shadows. After they have finished reading the book and completed their book club role, assemble the whole class and continue your K-W-L chart. Ask them what they **LEARNED** and if there is anything else that they **WANT** to learn. Ask them if they agree with all the statements in the **KNOW** column or if they need to change the statements based on what they have learned.

You will repeat this after the class has finished each book.

If you are pressed for time, you can have each group read a different book. The group would then summarize the book for the class and then share what they learned about shadows.

A list of engaging fiction and non-fiction books are provided on the resources page of this guide.



SHADOW THEATER

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
CCR.SL.K.1, CCR.SL.1.1, CCR.SL.2.1, CCR.SL.3.1

As your students watched the play, they were able to watch the shadows tell a story. The following activity will give your students the chance to create their own shadow play for their classmates. Teachers you may want to prepare the stage and animal cut-outs prior to working with your students.

* What you'll need:

- Cereal box
- Thin white paper or wax paper
- Box cutter
- Scissors
- Tape or glue
- Popsicle stick, straw or skewer
- Flashlight

* Creating the Stage:

1. Take a cereal box and draw a rectangle 1½ inches from the edge. You will draw this rectangle on the front and the back of the cereal box.
2. Using a box cutter, cut the rectangles out on both sides of the cereal box.
3. On one side, tape the thin white paper or wax paper. The paper should cover the entire opening.
4. The side with the white paper will face the audience.

* Animal cut-outs

1. Identify which animal print-outs you'd like to provide for your students (find websites with animal templates on the resource page of this guide).
2. Print enough templates for each group.
3. Paste or tape the paper template onto the cardboard.
4. Cut each figure out.
5. Glue each figure to a stick, straw or skewer.

Divide your class into groups of three or four. With their group members, students will write a short play (2-3 minutes long) using the cutouts that you provide for them. Just like *Shh! We Have a Plan*, the students will not speak during this play. Instead, as they write their plot, they should focus on the events that will take place and how the movements of the cutouts will tell the story.

After the students have developed the plot of their story, they will practice "telling" their story by making shadows with their objects. Give each group a theater stage. Tell them that the white paper is the side that faces the audience. They will have a light source (flashlight) shining on the back of the box. They will perform the play in between the light source and the box, creating a shadow. Once students have had ample time to practice, they will perform their play for their classmates.



SUNDIALS

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Science Inquiry and Applications: Plan and conduct simple investigations; Employ simple equipment and tools to gather data and extend the senses; Use appropriate mathematics with data to construct reasonable explanations

This activity is adapted from Eye on the Sky (found on the resource page of this guide).

Ask your students if they know how people were able to tell time before they had smartphones and computers, or watches, or even clocks! People used the sun and the shadows that were produced by the sun to tell time. In the following activity, students will create their own sundials and use them to tell time!

What you'll need for each sundial:

- Paper plate
- Straw
- Pencil
- Ruler
- Scissors
- Tape

Building Sundials:

(teachers, you can choose to pre-make these for your students if you prefer)

1. Tell students to find the center of the paper plate and mark it with a dot.
2. With a pencil have students place 4 registration marks along the edge of the paper plate (picture b). Make one mark longer than the others. These marks will help students reposition their sundials for taking measurements throughout the activity.
3. Ask students to make four 1/2-inch cuts in one end of the straw. Flare out the cut portion of the straw and tape it onto the center of the paper plate. The straw should be perpendicular to the surface of the plate.
4. Measure and cut the straw to a 2-inch length. (picture a)

Using the Sundial to Collect Data

1. In the morning, distribute pencils, rulers, chalk and sundials to students.
2. Ask students to place their sundials in a sunny spot on the playground. Mark the playground with chalk at the four registration points on the edge of their sundials. Remember to make one of the chalk marks longer so the sundials can be correctly repositioned (picture b). The longer chalk mark should be pointed to the north. If your school does not have compasses available, there are free compass apps available for both Apple and Android products.
3. Have students carefully trace the straw's shadow with a pencil. Ask them to darken in the shadow with the pencil and write the time at the tip of the shadow.
4. Ask students to note where the Sun is in the sky. Warn them NOT to look directly at it. For younger students this could be as simple as identifying if the sun is high or low in the sky. For older students, they can indicate direction (North, East, South, West)
5. After tracing, ask students to measure the shadow length and fill in their data sheets.
6. Students will take more measurements later in the morning, at midday, and in the early afternoon.
7. At the end of the day, ask students to predict where they think shadows will fall in the late afternoon. Ask them to look at their sundials and guess where the shadow would be at 2 PM (or any other afternoon time). Using a red pencil, have them outline the predicted shadow on their sundials (picture c).
8. At 2:00 pm, go back outside. Have students trace the real shadow and compare it with their guesses.
9. Compare their results with their classmates.



Data Sheet:

(for younger students you can take pictures of their sundials and complete the data table together)

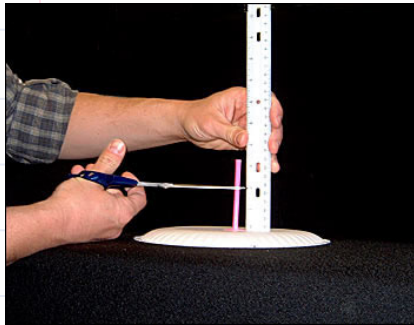
	Time	Location of the sun	Length of shadow	Direction of shadow
#1				
#2				
#3				
#4				
#5				
#6				
#7				

Discussion Questions:

Encourage students to use their data tables when answering these questions.



1. What did you observe about shadows? Describe what the shadows did throughout the day.
2. When was the shadow the longest? Where was the Sun at that point?
3. When was the shadow the shortest? Where was the sun at that point?
4. Why do you think the shadows change length? How can you explain what you are observing?
5. How could you use a shadow to tell the time of day?
6. How accurate were your predictions? What could you do to make them more accurate?



a.) After taping the flared ends of the straw to the approximate center of the paper plate, use a ruler and cut the straw so it is two inches long.



b.) A sundial on the playground with several shadow markings. Notice chalk registration marks which help students realign sundials for each measurement throughout the activity.



c.) Sundial with markings for 9:00 am, 10:00 am, 11:00 am, noon, and with a student's guess in red pencil for where the shadow will fall at 2:00 pm.



RESOURCES



Reading

Fiction:

Nothing Sticks Like a Shadow (Grades Pre-K – 3)
By Ann Tompert, illustrated by Lynn Munsinger

Moonbear's Shadow (Grades Pre-K – 3)
Written and illustrated by Frank Asch

My Shadow (Grades K-2)
By Robert Louis Stevenson and illustrated by Sara Sanchez

Non-Fiction:

What Makes a Shadow? (Let's-read-and-find-out Science 1) (Grades Pre-K-3)
By Clyde Robert Bulla and illustrated by June Otani

Web

Online animal cut-out templates:

https://images.marthastewart.com/images/content/web/pdfs/pdf3/tvs6636_shadowpuppets.pdf

http://www.coloringcastle.com/animal_coloring_pages.html

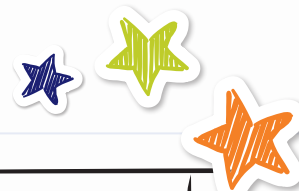
<https://www.edupics.com/coloring-pages-animals-c68.html>

Eye on the Sky

http://eyeonthesky.org/lessonplans/14sun_sundials.html



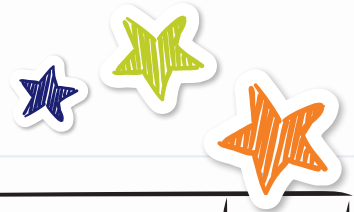
CURRICULUM STANDARDS INDEX



Standard	Description	Grade	Activity	Page
Science Inquiry & Applications	Observe and ask questions about the natural environment.	K-3	Shadow Detectives,	7
			Me and My Shadow	8
Science Inquiry and Applications	Plan and conduct simple investigations	K-3	Sundial	11
Science Inquiry and Applications	Employ simple equipment and tools to gather data and extend the senses	K-3	Sundial	11
Science Inquiry and Applications	Use appropriate mathematics with data to construct reasonable explanations	K-3	Sundial	11
CCR.RL.K.2	With prompting and support, retell familiar stories, including key details.	K	Shh! We Have a Plan	6
CCR.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K	Shh! We Have a Plan	6
K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference (i.e. taller/shorter).	K	Me and My Shadow	8
CCR.RL.K.10	Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	K	Shadow Book Club	9
CCR.SL.K.1	Participate in collaborative conversations about <i>kindergarten topics and texts</i> with diverse partners in small and larger groups.	K	Shadow Book Club	9
			Shadow Theater	10
CCR.RL.1.2	Analyze literary text development.	1	Shh! We Have a Plan	6
CCR.W.1.3	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1	Shh! We Have a Plan	6



CURRICULUM STANDARDS INDEX



Standard	Description	Grade	Activity	Page
1.MD.2	Express the length of an object as a whole number of units.	1	Me and My Shadow	8
CCR.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	1	Shadow Book Club	9
CCR.SL.1.1	Participate in collaborative conversations about <i>grade 1 topics and texts</i> with diverse partners in small and larger groups.	1	Shadow Book Club Shadow Theater	9 10
CCR.RL.2.2	Analyze literary text development.	2	Shh! We Have a Plan	6
CCR.W.2.3	Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure	2	Shh! We Have a Plan	6
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2	Me and My Shadow	8
CCR.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	2	Shadow Book Club	9
CCR.SL.2.1	Participate in collaborative conversations about <i>grade 2 topics and texts</i> with diverse partners in small and larger groups.	2	Shadow Book Club Shadow Theater	9 10
CCR.RL.3.2	Analyze literary text development.	3	Shh! We Have a Plan	6
CCR.W.3.3	Write narratives to develop real or imagine experiences or events using effective technique, descriptive details, and clear event sequences.	3	Shh! We Have a Plan	6



CURRICULUM STANDARDS INDEX

Standard	Description	Grade	Activity	Page
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.	3	Me and My Shadow	8
CCR.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	3	Shadow Book Club	9
CCR.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	3	Shadow Book Club Shadow Theater	9 10

