TEACHER RESOURCE GUIDE

What Do You Do With An Idea?

School Matinee Performances

Presented by

University Hospitals
Rainbow Babies & Children's

TEACHER RESOURCE GUIDE

What Do You Do With An Idea?

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	14
Curriculum Standards Index	15

COMMUNITY ENGAGEMENT & EDUCATION

The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017) and Mathematics (2017). The College and Career Readiness (CCR) anchor standards in Reading, Writing, Speaking and Listening, and Language define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

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.

cuyahoga arts & culture

Ohio Arts Council

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

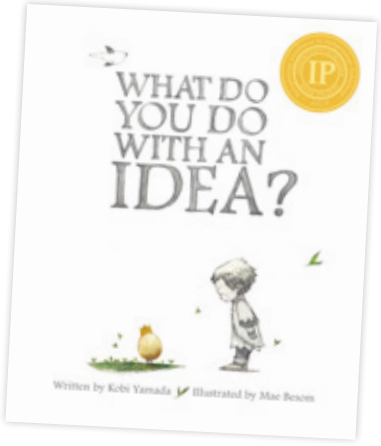
What do you do with an idea? Especially an idea that's different, or daring, or a little wild? This is the story of one brilliant idea and the child who helps to bring it into the world. It's a story for anyone, at any age, who's ever had an idea that seemed too big, too odd or too difficult. It's a story to inspire you to welcome that idea, to give it space to grow, and to see what happens next.

About the Book

What Do You Do With An Idea? is the New York Times best-selling book by Seattle based author Kobi Yamada and illustrated by Mae Besom. The book follows the journey of a young child who has an idea, but doesn't quite know what to do with it. Depicted in beautiful illustrations, we follow the journey of the young child as he finds the courage to share his idea with the world!

Kobi Yamada is a New York Times best-selling author and the CEO of Compendium, a company of amazing people doing amazing things. Kobi lives happily with the love of his life and their two super fun kids in the land of flying salmon, where he gets to see unbelievable possibilities unfold every day. He wonders if maybe life is even more beautiful than he imagines.

Illustrator Mae Besom began her career as a character designer in Sichuan, China, after graduating from the Sichuan Fine Arts Institute. She then decided to embrace her love of illustration and now works as a full-time children's illustrator. She uses traditional media – both pencil and watercolor – to create texture and light within her enchanting illustrations.



About Inlet Dance Theatre

Inlet Dance Theatre is one of Northeast Ohio's most exciting professional contemporary dance companies. Founded in 2001 by Founder and Executive/Artistic Director Bill Wade, Inlet embodies his longstanding belief that dance viewing, training and performing experiences serve as tools to bring about personal growth and development. Inlet's collaborative artistic staff builds the company's solid reputation for uplifting individuals and engaging new audiences via performances and education programming.

Inlet Dance Theatre's ensemble-based culture intentionally focuses on craftmanship and mastery while employing a collaborative creative process in the development of new work. As a result of this unique creative process, each piece that Inlet has created is the direct result of the artists in the studio at the time the work was created, often including artists of other mediums.

The company's work is focused on human life issues and speaks to what could be, rather than only what is. In contrast to an industry where people are often used to further dance, Inlet Dance Theatre is committed to using dance to further people.

What Do You Do With An Idea? was created by Inlet Dance Theatre as part of the LAUNCH residency program at Playhouse Square, in close collaboration with the author of the book, Kobi Yamada.

Idea Portrait

The College and Career Readiness anchor standards listed below are addressed in the following Pre-Show Activity:
CCR.RL.K.1, CCR.RL.1.1, CCR.RL.2.1, CCR.RL.3.1, CCR.RL.4.1

Have a copy of *What Do You Do With An Idea?* ready to read to your students.

Before reading the story, ask students to discuss the following questions:

- What are ideas?
- Why are ideas important?
- What are some synonyms for the word "idea?"

After reading pages 1-2, ask students to discuss these questions:

- How does the illustrator represent the idea?
- In what ways is the illustration similar to the idea?
- In what ways is the illustration different from the idea?

Finish reading the story. Once you are finished, refer to the pre-reading questions. Do students have different answers? Can they elaborate on the answers that they provided?

Tell students that they are going to illustrate some ideas that they have. They will begin by drawing a portrait of themselves (see resource page for a website that can provide step-by-step directions on drawing a self-portrait). After they have drawn their self-portrait, they will cut their head, above the eyes, in order to illustrate ideas that are in their heads. They will glue the bottom portion of the head onto construction paper. Tell them that they will glue the top part, but it should look like the head is open and ideas are flowing out (see illustration below).

Make Something Magnificent

The College and Career Readiness anchor standards listed below are addressed in the following Pre-Show Activity:
CCR.RL.K.2, CCR.RL.1.2b, CCR.RL.2.2b, CCR.RL.3.2b CCR.RL.4.2

Prepare for this activity at least two (2) weeks in advance. The books ship from Canada, so plan a few extra days for shipping.

The Most Magnificent Thing, is another story about a girl with an idea. This story highlights the struggles that people have when trying to implement their ideas. At first, they might not succeed, but if they keep trying they can learn from what didn't work and they can eventually succeed.

The great thing about this book is that the publishing company will send free copies of the book to teachers. The books are miniature size (approximately 4" X 4") and they are made of thin paper. The reason why free copies of the books are available is because they want students to deconstruct the book to make their own idea from the book! (See resource page for ordering information.)

Before having students create their own idea, read the book with the students. Since they will all have their own copy of the book, you may also choose to have them read the story in small groups. If so, assign each group a literary element that they will be responsible for when they retell the story to the class.

Literary Elements

- Setting
- Characters
- Problem
- Events
- Solution

After students retell the story, tell them that they are going to make an idea with the book and other craft supplies (pipe cleaners, tissue paper, googly eyes, etc.). With partners, have students discuss some of the ideas that they have in their heads. Allow them to use this time as a brainstorming session for how to create their idea. Once they have completed their brainstorming session, give them some time to design and assemble their idea.

One Plastic Bag

The College and Career Readiness anchor standards listed below are addressed in the following Pre-Show Activity:
CCR.W.K.1, CCR.W.1.1, CCR.W.2.1, CCR.W.3.1, CCR.W.4.1

Not all ideas focus on creating things. Some ideas solve problems and make life better for people. The story *One Plastic Bag* tells the inspirational story of Isatou Ceesay, a woman in Njau, Gambia. Plastic bags were littered all over the land and this was creating serious problems for the people in her village. She had the idea to pick up the plastic bags, wash them and weave them into purses. Soon, many women joined her and they were able to sell the purses and bags at the market (for more information about Isatou Ceesay, visit the website www.oneplasticbag.com).

Before reading the story *One Plastic Bag* to your students, ask them what problems need ideas or solutions. Introduce Isatou Ceesay to the class and tell them that Isatou's village had a serious problem. Ask them to pay attention to what the problem was, and the idea that she had to solve this problem.

After reading the story, discuss the following questions as a class:

- What was the problem in Isatou's village?
- Why was this a problem?
- What was Isatou's idea to solve the problem?
- How did people react when they first heard about Isatou's idea?
- Why did people eventually accept Isatou's idea?

After discussing the book, have students respond to these writing prompts.

- What problem exists in your community or school?
- What is your idea for how to fix it?

Students may include illustrations to further communicate their ideas.

Easter Egg Tower Challenge

ENGINEERING DESIGN FOR GRADES K-2

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
K.MD.1, K.MD.3, 1.MD.2, 1.MD.4, 2.MD.1, 2.MD.9

Children's books about ideas, such as *What Do You Do with an Idea?* are excellent books to incorporate into an engineering lesson. Engineers often develop an idea, test the idea, and then realize that their original idea isn't going to work. So, they go back to the "drawing board" and try again. They often follow a design plan that is similar to the one below:

- Identify a problem
- Create a few plans and select the best one
- Try your selected plan
- Evaluate your plan and revise
- Try your new plan and identify remaining problems

There are many variations to this design plan, and it can be modified for various age groups.

Give your students an engineering challenge (problem). Tell them that they will work in groups to build the tallest tower using only plastic Easter eggs. They will have three chances to build the tallest tower that they can. However, before they can start building, they will need to create a plan and draw or write it down. They will need to have a teacher check the plan before they can start building. To help guide their design process, have them use the design plan template on the following page.

After each group has had a chance to build a tower three times, have them record their tallest tower on the class chart.

Kindergartners and first graders can count the number of egg halves. Second graders will need to measure their tower using a ruler.

	Draw or write out your plan.	How tall is it?	What worked well?	What did not work well?
Design #1				
Design #2				
Design #3				

Animal Towers Challenge

ENGINEERING DESIGN FOR GRADES 3-4

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
3.MD.3, 3.MD.4, 4.MD.1, 4.MD.4

Children's books about ideas, such as *What Do You Do with an Idea?* are excellent books to incorporate into an engineering lesson. Engineers often develop an idea, test the idea, and then realize that their original idea isn't going to work. So, they go back to the "drawing board" and try again. They often follow a design plan that is similar to the one below:

- Identify a problem
- Create a few plans and select the best one
- Try your selected plan
- Evaluate your plan and revise
- Try your new plan and identify remaining problems

There are many variations to this design plan, and it can be modified for various age groups.

Give your students an engineering challenge (problem). Divide your class into groups of three to four. Give each group a stuffed animal (they should all be approximately the same size), 100 3X5 index cards, and twelve (12) inches of tape. Using only the index cards and the tape, they will need to build a tower that can hold their stuffed animal for 30 seconds. The team with the tallest tower that is able to hold the stuffed animal for 30 seconds wins.

Before the students can begin building their tower, have them draw and write out their plan. Their drawing should include measurements for their towers. Students can test their plan once and make any necessary changes to their plan. You may need to have extra index cards and tape to replace any cards or tape that were ruined during their testing period. After they have tested their design, have them redraw and rewrite their plan. Once all teams are finished with their second plan, have them build their towers. Once all towers are built, have each team place their stuffed animal on their towers at the same time. Start timing. If more than one team's animal is still on the tower after 30 seconds, keep timing until one of the animals falls.

To help guide their design process, have students use the design plan template on the following page.

	Draw or write out your plan.	How tall is it?	What worked well?	What did not work well?
Practice Design				
Final Design				

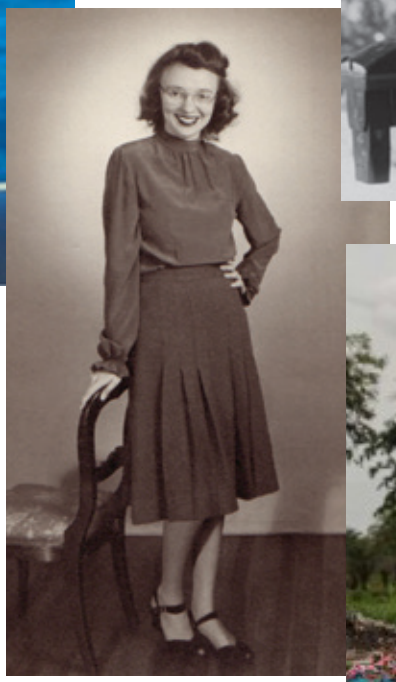
Women with Ideas

The College and Career Readiness anchor standards listed below are addressed in the following Post-Show Activity:
CCR.RL.K.1, CCR.RL.1.1, CCR.RL.2.1, CCR.RL.3.1, CCR.RL.4.1

March is Women's History Month and there have been numerous women who have had brilliant ideas. Celebrate Women's History Month by highlighting some of these women's accomplishments.

Have students pick a book about a female scientist (or another important historical female). A list of engaging books is provided in the resource section.

After reading their book, students will create a bag book report. Using a paper bag, they will write a summary, decorate the outside of the bag to represent a scene in the book, and place five items in the bag that represents something about their person. At a minimum, the summary should include the following: name of the person, the problem that she wanted to solve, the idea that she had to solve the problem, and five interesting facts about the person.



RESOURCES

READING

What Do You Do with an Idea?
By Kobi Yamada and Mae Besom (Compendium Inc; 9th Print edition, 2014)

The Most Magnificent Thing
By Ashley Spires (Kids Can Press, 2014)

One Plastic Bag: Isotou Ceesay and the Recycling Women of the Gambia
By Miranda Paul and Elizabeth Zunon (Scholastic, 2017)

The Girl Who Thought in Pictures
By Julia Finley Mosca and Daniel Rieley (The Innovation Press, 2017)

Shark Lady: The True Story about how Eugenie Clark Became the World's Most Fearless Scientist
By Jess Keating and Marta Alvarez Miguens (Sourcebooks Explore, 2017)

The Doctor with an Eye for Eyes
By Julia Finley Mosca and Daniel Rieley (The Innovation Press, 2017)

Mae Among the Stars
By Roda Ahmed and Stasia Burrington (HarperCollins, 2018)

Life in the Ocean: The Story of Oceanographer Sylvia Earle
By Claire Nivola (Farrar, Straus and Giroux, 2012)

Rachel Carson and Her Book that Changed the World
By Laurie Lawlor and Laura Beingessenger (Holiday House, 2014)

Solving the Puzzle Under the Sea: Marie Tharp Maps the Ocean Floor
By Robert Burleigh and Raul Colon (Simon & Schuster/ Paula Wiseman Books, 2016)

Women in Science: 50 Fearless Pioneers Who Changed the World
By Rachel Ingnotofsky (Ten Speed Press, 2016)

The Tree Lady
By Joseph Sessions and Jill McElmurry (Beach Lane Books, 2013)

WEB

Self-portrait directions: http://www.artsmudge.com/blog/2012/05/how-to-draw-proportional-self-portraits-with-kids

The Most Magnificent Thing mini-book contact information: customerservice@kidscan.com
You will need to let them know that you are a teacher, the number of copies that you need and your shipping address.

Curriculum Standards Index

Standard	Description	Grade	Activity	Page
CCR.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Idea Portrait Women with Ideas	6 13
CCR.RL.K.2	With prompting and support, retell familiar stories, including key details.	K	Make Something Magnificent	7
CCR.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ...).	K	One Plastic Bag	8
K.MD.1	Identify and describe measurable attributes of a single object using vocabulary terms such as long/short, heavy/light, or tall/short.	K	Easter Egg Tower Challenge	9
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. The number of objects in each category should be less than or equal to ten.	K	Easter Egg Tower Challenge	9
CCR.RL.1.1	Ask and answer questions about key details in a text.	1	Idea Portrait Women with Ideas	6 13
CCR.RL.1.2b	Analyze literary text development. b. Retell stories, including key details.	1	Make Something Magnificent	7
CCR.W.1.1	Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.	1	One Plastic Bag	8
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	1	Easter Egg Tower Challenge	9
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1	Easter Egg Tower Challenge	9

Standard	Description	Grade	Activity	Page
CCR.RL.2.1	Ask and answer questions such as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.	2	Idea Portrait Women with Ideas	6 13
CCR.RL.2.2b	Analyze literary text development. b. Retell stories, including fables and folktales from diverse cultures.	2	Make Something Magnificent	7
CCR.W.2.1	Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	2	One Plastic Bag	8
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	Easter Egg Tower Challenge	9
2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	2	Easter Egg Tower Challenge	9
CCR.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3	Idea Portrait Women with Ideas	6 13
CCR.RL.3.2b	Analyze literary text development. b. Retell stories including fables, folktales, and myths from diverse cultures.	3	Make Something Magnificent	7
CCR.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	3	One Plastic Bag	8
3.MD.3	Create scaled picture graphs to represent a data set with several categories. Create scaled bar graphs to represent a data set with several categories. Solve two-step "how many more" and "how many less" problems using information presented in the scaled graphs. For example, create a bar graph in which each square in the bar graph might represent 5 pets, then determine how many more/less in two given categories	3	Animal Tower Challenge	11
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by creating a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.	3	Animal Tower Challenge	11

Standard	Description	Grade	Activity	Page
CCR.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4	Idea Portrait Women with Ideas	6 13
CCR.RL.4.2	Analyze literary text development.	4	Make Something Magnificent	7
CCR.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4	One Plastic Bag	9
4.MD.1	Know relative sizes of the metric measurement units within one system of units. Metric units include kilometer, meter, centimeter, and millimeter; kilogram and gram; and liter and milliliter. Express a larger measurement unit in terms of a smaller unit. Record measurement conversions in a two-column table.	4	Animal Tower Challenge	11
4.MD.4	Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade.	4	Animal Tower Challenge	11