

AirPlay

Rosie Revere, Engineer & Friends (L-R) Jenna Perez-Kalilah Black, Kyle Sherman-Daisy Carriella, Kiani Nelson. Photo By Jeremy Daniel Photography

Streaming Performances For Schools



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University Hospitals
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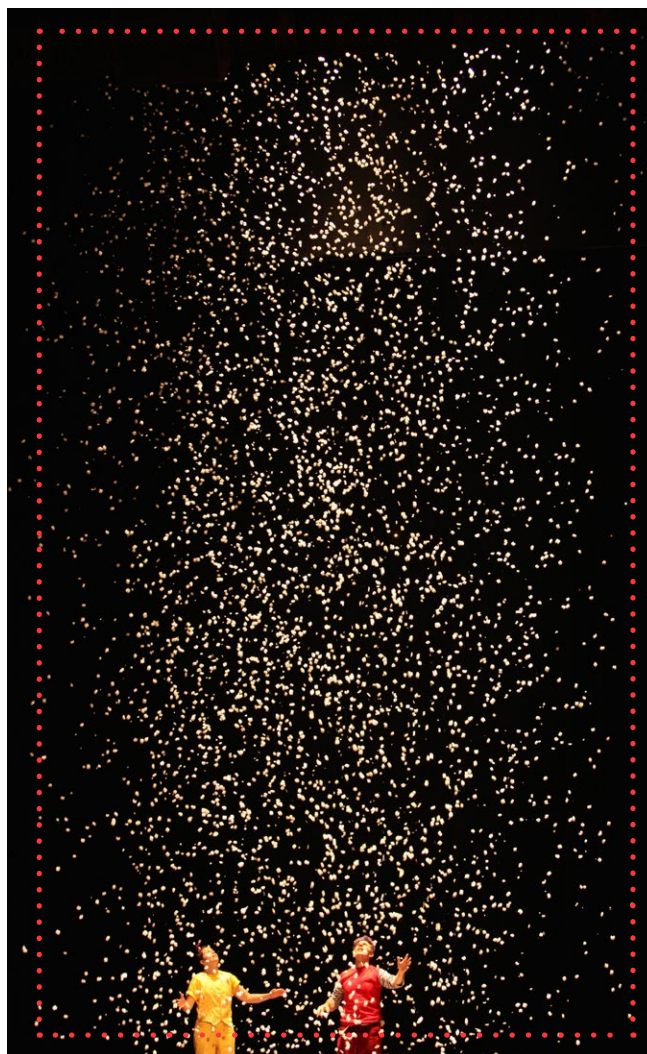


TEACHER RESOURCE GUIDE

Air Play

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2012), Science (2018-2019), Social and Emotional Learning (2019), and Social Studies (revised 2019) and Technology (2017).

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 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 lessons and activities in this guide are created and adapted by Hannah Kalmeyer in partnership with Playhouse Square's Education Department.



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! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues 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 and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, 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 retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.



ABOUT THE SHOW

Air Play is a visual poem using no words and brings to life the very air we breathe. It lives on the edge of definition: part comedy, part sculpture, part circus, part theater. To audiences around the world, the wonder and discoveries of *Air Play* are bold reminders of childhood and growing up.

Created by the Acrobuffos – the world-famous husband & wife circus performers, Seth Bloom and Christina Gelsone – in collaboration with kinetic sculptor, Daniel Wurtzel,

Air Play was devised through years of experimentation with simple materials, movement and technology.

Circus and science collide in a gorgeous homage to the power of air. Flying umbrellas, larger-than-life balloons, giant kites floating over the audience and the biggest snow globe you've ever seen will make you gasp in wonder and laugh until it hurts while you watch the adventure of two siblings journeying through a surreal land of air.



ABOUT THE CREATORS AND PERFORMERS

Christina Gelsone grew up in Texas and has worked in 40 countries as a non-verbal clown, stilt walker, mask performer, juggler, puppeteer and acrobat. Previously a ballet dancer, she majored in Shakespeare at Princeton University and studied corporeal mime at the Dell'Arte School of Physical Theatre. For many years, she worked with New York City-based Bond Street Theater in multiple post-war zones. Other professional adventures include starting a social circus program in Egypt, creating curriculum-based comedy and teaching at universities.

Seth Bloom spent his childhood in Kenya, India and Sri Lanka. His college years were interrupted multiple times with national tours as a juggler and silent comedian. He worked extensively in Afghanistan with the Mobile Mini Circus for Children. Seth received his MFA in London for Lecoq theatre technique and co-founded Split Knuckle Theatre, a 5-star physical theater company. He is a graduate of Wesleyan University, Ringling Brothers Barnum & Bailey Clown College, Dell'Arte School of Physical Theatre, and LISPA (MFA). He has performed in 30 countries and 49 US States.

Seth and Christina met at a circus in Afghanistan, were engaged while street performing in Scotland, married in China and occasionally go home to New York City. Since 2005, they have created seven shows together, competed in international circus festivals, performed

in over 25 countries, headlined at the Big Apple Circus and were featured on a postage stamp. Christina and Seth have built a reputation for making original work that challenges genres and mines big laughs with no words.



Seth Bloom and Christina Gelsone

About the Director



An award-winning theater director from Broadway, **West Hyler** was associate director for Broadway's *Jersey Boys* and *How the Grinch Stole Christmas* and has directed at theaters including Primary Stages, Ars Nova, Playwright's Horizons, York Theater Company, HERE Arts Center, Actors Theater of Louisville and the

Colony Theater in Los Angeles. West created *Legendarium* for Big Apple Circus.

About the Sculptor



Daniel Wurtzel has created sculptures out of multiple mediums since 1989. In 2009, his air flow piece "Magic Carpet" went viral with more than 1.8 million views. Since then, he has worked with Cirque du Soleil, Robert LePage, Julie Taymor, the Jonas Brothers and the Latin Grammy Awards to

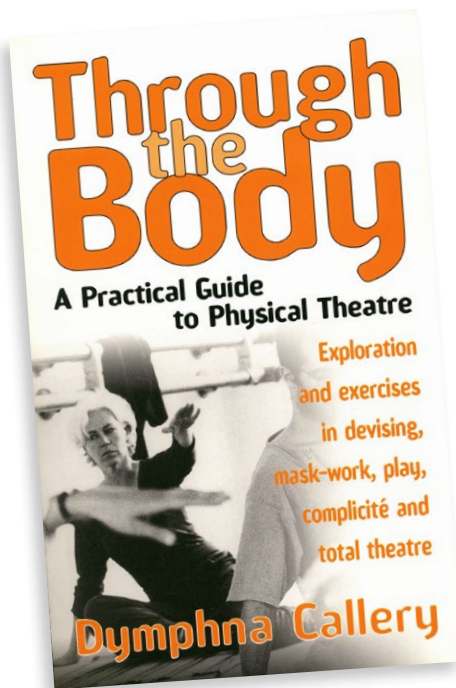
name only a few. He exhibits all over the world, and creates new work in his studio in Brooklyn, transforming the ordinary into the extraordinary.

What is Physical Theater?

Physical theater is a genre of theatrical performance that pursues storytelling through primarily physical means. Several performance traditions all describe themselves as “physical theater,” but the unifying aspect is a reliance on physical motion of the performers rather than or combined with text to convey the story. In basic sense, a performer speaks through hand gestures, body language and physical features.

Dympha Callery suggests from her book *Through the Body: A Practical Guide to Physical Theatre* that all physical theater shares some common characteristics. Each performance does not need to show all such characteristics but at least have some of the elements such as:

- Devised origins, rather than originated from a pre-existing script
- Emphasis on the actor as creator rather than the actor as interpreter
- A collaborative working process
- A somatic practice (techniques that work the entire body)
- Inter-disciplinary origins (theater that crosses between music, dance or visual art)
- Challenging the traditional, proscenium arch and the traditional performer/audience relationship (also known as “breaking the fourth wall”)
- Encouraging audience participation



What is the Fourth Wall?

Most dramatic plays pretend that the audience is not present, creating an invisible barrier between the actors on stage and the audience, technically called the fourth wall. Theatrical actors are trained to ignore the audience. Of course, actors can always hear an audience reacting, but they rarely look directly at the public. If a spectator sneezes, for instance, an actor on stage will not break the scene to say “Bless you!”

However, clowns are taught the opposite because they originally came from circus and street performing. In circus, an acrobat must be able to do difficult tricks: an acrobat doesn’t pretend to do a handstand the way an actor does pretend to be a character. Likewise, clowns don’t pretend the audience isn’t there. Instead, clowns look right at the audience, and often go into the audience.

One of the biggest tricks in a clown’s bag is looking at the audience and sharing their emotional reaction with the public. It’s one thing to put your hand in the cookie jar. It’s quite a different thing to put your hand in the cookie jar and then look up and realize someone is watching you. That “uh-oh!” moment – if the audience can see it – is what is funny.



KEY TERMS & EVENTS

Air Sculpture (Kinetic Sculpture) – sculpture in which movement (as of a motor-driven part or a changing electronic image) is a basic element

Altitude – height of something compared to the ground, or sea level

Barometric Pressure – the pressure of the Earth's atmosphere, as measured by a barometer

Body Heat – heat produced in the body of a living animal by metabolic and physical activities

Clown – a comedic actor in a costume such as a fool or jester

Continent – a large solid area of land (There are 7 on Earth: Africa, Antarctica, Asia, Australia, Europe, North America and South America)

Country – piece of land within a continent that is controlled by a single government

Elevation – a rise or the raising of something

Fabric – cloth or other material produced by weaving together cotton, nylon, wool, silk or other threads

Kite – a light frame covered with paper, cloth or plastic, often provided with a stabilizing tail, designed to be flown in the air at the end of a long string

Ocean – the whole body of salt water that covers nearly three-fourths of the earth's surface

Temperature – the measure of hotness or coldness expressed in terms of any of several scales, including Fahrenheit and Celsius

Clowning Terms

Circus – a form of entertainment that features many different spectacular acts

Comedy – a drama which usually has funny content and a happy ending

Costume – what a performer wears (recognizable circus clowns usually wear colorful wigs, red noses and oversized shoes but they may also dress in character such as court jester clowns wearing attire from the Middle Ages like bright motley coats and tights)

Drama – an exciting, emotional or unexpected series of events performed onstage

Mime – a performer specializing in big expressions and gestures to act something out without words

Pantomime – a theater technique suggesting action, character or emotion without words, using only gestures, expressions or body movements to tell the story

The Three Secrets of Clowning

Every clown learns how to clown from another clown. The clown performers from the show, Christina and Seth, shared these three secrets:

- 1 **Size** – make yourself bigger to be seen in a big space using big movements, bright colors or big clothes/hair
- 2 **Chicken** (check in) – connect with the audience by looking and acknowledging the audience
- 3 **Rule of Three** – use of a pattern that is broken to surprise the audience and make them laugh

■ PRE-SHOW ACTIVITIES

Hot Seat (Grades: K-4)

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

English/Language Arts: L.K.4, L.1.4, L.2.4, L.3.4, L.4.4

Review the Key Terms & Events section as a class and familiarize students with the new words. Then, select one student to sit in the “hot seat” and hold one of the word cards below on their forehead without looking at it. The class should then give clues as to what the word may

be. It must be clues that give away the word's meaning and not indicators of the word itself, i.e., don't say things like “It starts with an O” or “it rhymes with cat.” Once the word is guessed correctly, other students in the class can be next to take the “hot seat.”

Circus

Clown

Comedy

Continent

Costume

Country

Drama

Elevation

Fabric

Kite

Ocean

Temperature

Pinwheel Play (Grades: K-4)

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

Fine Arts: Visual Arts: 1.1PR, 2.1PR, 2.4PR, 4.6PR

Science: K.ESS.1, 1.PS.2, 2.ESS.1, 2.PS.1, 3.ESS.1, 3.ESS.2, 4.PS.2

In the show *Air Play*, students will see the creative power of wind as the artists of the show use large fans to “play” with different objects. Explain to the students that their own breath can be a form of wind and therefore affect ordinary objects in extraordinary ways.

Wind outside is caused by the sun heating the Earth. Hot air rises from the land faster than it does from the water. This difference in air rising causes the movement of air that we call wind. When things move from wind, that wind acts as a force. Students will create a pinwheel to control with their own “wind.”

From the invention of windmills thousands of years ago, people found a way to generate the energy needed to lift and pump water from the earth to cook, bathe, drink or water crops with all using wind power. Now, modern wind turbines can harness so much energy that the power of the wind creates electricity to power homes and businesses. Wind is a renewable energy source because the wind will blow on Earth as long as the sun is shining. Since wind does not blow all the time, electrical engineers have thought of ways to ensure that extra energy generated during windy periods can be stored for use during calmer times.

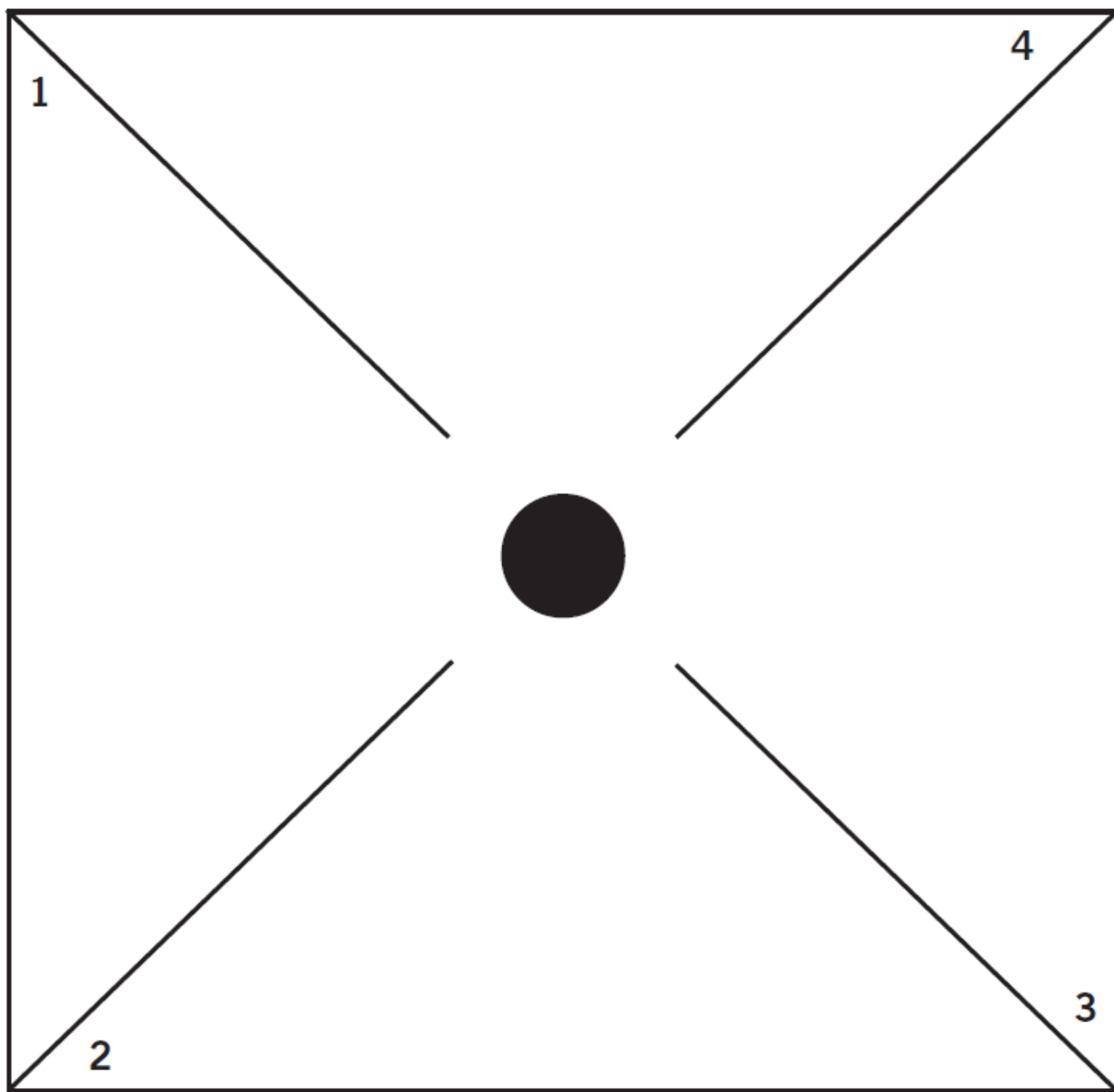


MATERIALS NEEDED:

- Colored paper
- Scissors
- Crayons or markers
- Push pins
- Pencils with eraser

DIRECTIONS:

1. Have students trace the square (pictured on the next page) on paper or print copies of the square for the students.
2. Draw the lines, the dot, and the numbers on the piece of paper to match the picture.
3. Students can decorate the square using coloring materials.
4. Cut along the four diagonal lines.
5. Bend corner number one to the center dot.
6. Bend corner number two on top of the first.
7. Bend corner number three on top of the second.
8. Bend corner number four on top of the third.
9. Help the students carefully insert a push pin through all the folded corners in the center, holding them together.
10. Help the students insert the constructed pinwheel and push pin into the eraser on top of the pencil.
11. Students can gently blow towards the push pin and watch the pinwheel go around, demonstrating the power of the wind. This is a force pushing the pinwheel causing it to spin.



Air Investigation (Grades: 5-12)

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

Science: 5.PS.1, 6.PS.1, 7.ESS.3, 8.PS.1, 8.PS.2, PS.FM.2

Air is all around us. Because air is mostly invisible, many students mistakenly assume it has no mass or weight. Air is made up of different gases, including nitrogen, carbon dioxide, water vapor, oxygen and others. All of these gases are composed of particles, or molecules.

In this investigation, balloons filled with air are compared to show that air does have mass and weight.

Inflate – to fill with air

Gravitational force (weight) – the force of gravity on an object, measured in newtons

Mass – the size or amount of something compared to its weight

MATERIALS NEEDED:

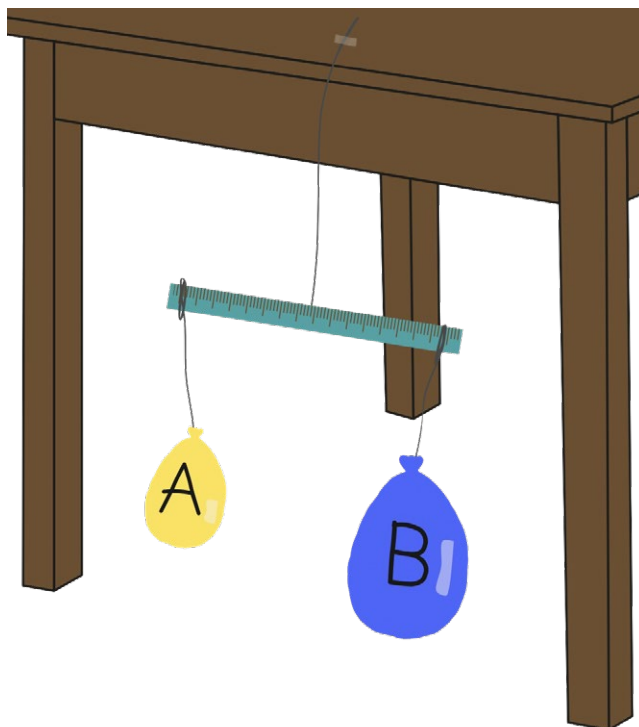
- 6 balloons (same size and shape)
- 7 pieces of string cut to 8 inches in length
- Marker
- Ruler
- Tape
- Table
- Paper for taking notes

Begin by asking students to get out a piece of paper or a notebook. Ask students to make two lists: the first listing everything they know about air and the second listing what they still have questions about. Then, prompt your students with a few questions to get them thinking, such as:

- Does air have weight?
- Does air have mass?
- What inflates a balloon?

Together as a class, complete the investigation below:

1. Inflate the 6 balloons to different sizes. Share with the students that the mass of the air causes the balloons to inflate.
2. Knot the ends and tie the pieces of string to each balloon.
3. Using the marker, label the balloons A, B, C, D, E and F.
4. Instruct the students to predict which balloon is the heaviest and to write their prediction down in their notes.
5. Tape one end of a piece of string to the edge of a table so it hangs freely toward the floor below. Then, tie the other end of the string to the center of the ruler. Be sure that the ruler balances straight across when it is hanging. Move the string as needed to adjust.
6. Compare the weight of the balloons by tying different combinations of balloons to the ends of the ruler exactly one inch from the end. The balloon that tips the ruler down weighs more than the other balloon.
7. Have students record the data and findings.



Face Mask Challenge (Grades: K-8)

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

Fine Arts: Drama: K.5CE, K.1PR, K.2PR, 1.6PR, 2.6CE, 2.5PR, 4.3PR, 6.1PR, 6.4PR, 7.3PR, 8.1PR

Social & Emotional Learning: A1.1.a, A1.2.a, A1.1.b, A1.1.c, A1.2.c

Explain to the students they will be watching a show with no words and the performers in the show will use a lot of facial expressions to show emotion. Show the students the Clown Class video (see Resources on page 17) which will take the students to clown school. When giving all instructions moving forward, use “BIG” expressions.

Break students up into groups of two or more and have them practice showing emotions. For younger students, do a brainstorm of emotions together and practice how to make facial expressions “BIG.” Younger students may need extra help with this. In this instance, have the students view the Emotions for Kids video (see Resources on page 17).

Next, hand out facemasks or any object to cover the nose and mouth. Tell the students they will now need to cover the bottom halves of their faces, showing only their eyes and above. Share that they must use “BIG” facial

expressions so others can still see how they are feeling, despite not being able to see their full face of emotion.

It could be helpful to put together a “box of emotions” for the students. Students can randomly select an emotion from the box and make it “BIG” for the other students who can guess the emotion they are trying to express. As a starting point, a word bank of emotions can be found below.

To extend this activity with older students, have them work in groups and create a short skit representing their selected emotion. The skit should be performed in front of the class using different characters, timed movements and the portrayal of “BIG” emotions. Students should collaborate to dramatize the emotion, drawing on feelings from personal experiences or current events/issues.

Happy

Sad

Sleepy

Angry

Scared

Fearful

Surprised

Disgusted

Confused

Eager

■ POST-SHOW ACTIVITIES

Seven Continents and Five Oceans (Grades: K-5)

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

Social Studies: K.Geo.6, 1.Geo.4, 1.Geo.5, 2.Geo.5, 3.Geo.4, 5.Geo.4, 5.Geo.6

Technology: 3-5.ICT.1.a, 3-5.ICT.2.b, 3-5.ICT.3.a, 3-5.ICT.3.b

The performers in Air Play have been all over the world - a world full of seven continents and five oceans. Show the students the Know Your Globe video from the Resources (on page 17).

Have the students complete the worksheet on the next page using the instructions below for their grade level.

For Grades K-2

1. Fill out the map worksheet together as a class, labeling each continent and ocean.
2. Allow students to color the map if they would like.
3. Share the definitions of country, continent and ocean (see Key Terms & Events on page 7) with the students.
4. Discuss where world landmarks would appear on the map and provide information on different world cultures.

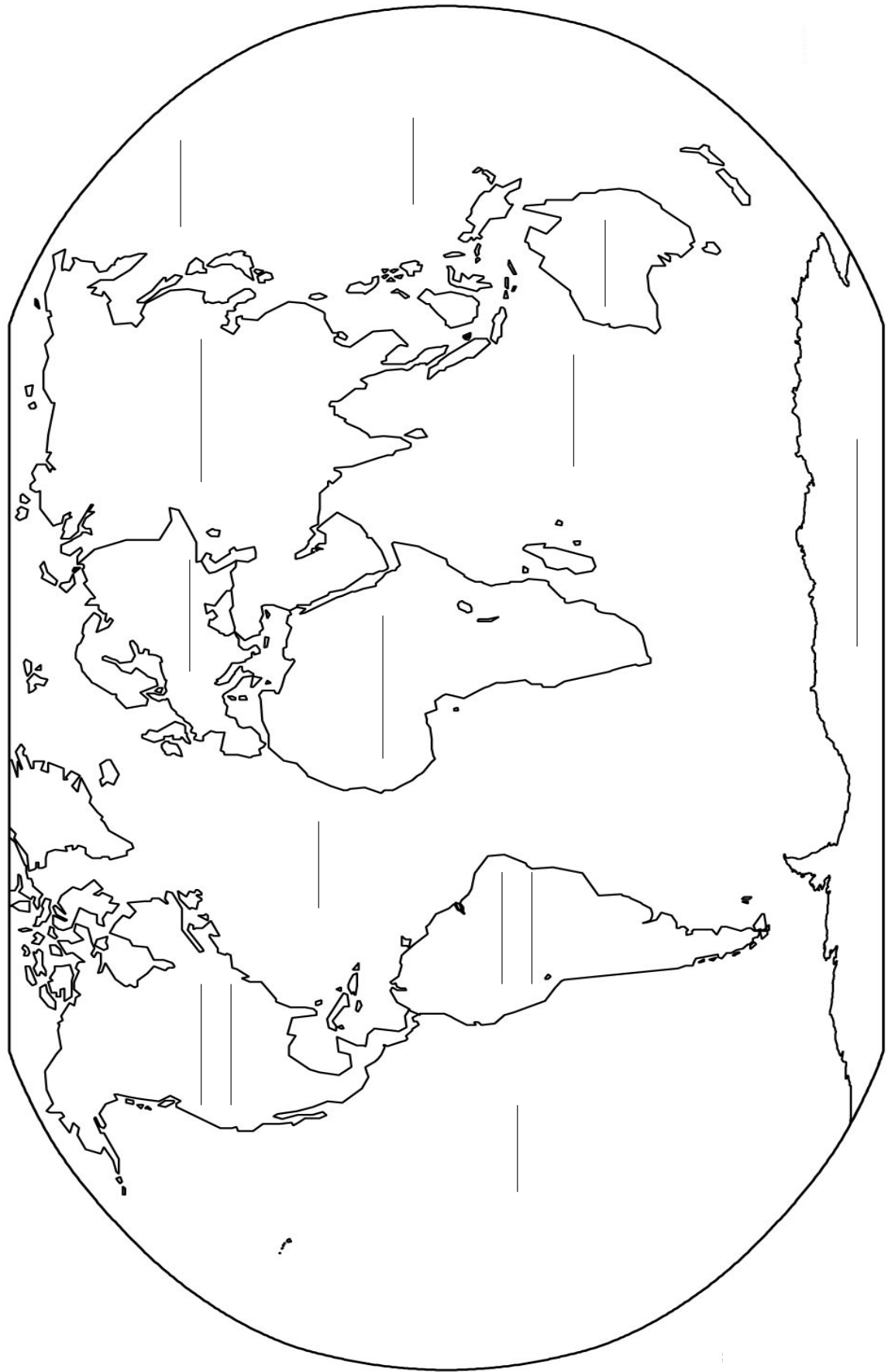


For Grades 3-5

1. Have the students attempt to label the continents and oceans on the map worksheet themselves. They should use digital learning tools (see Resources on page 17) to check their map and conduct further research.
2. Have students label at least five world landmarks on their map, such as the Eiffel Tower found in France on the continent of Europe.
3. Next, have students search online for facts about each continent/ocean.
4. On the backside of the map worksheet or on a separate sheet of paper, have students list each fact they found for the continents/oceans and cite their source for each fact. Students can use websites, online images, maps or videos to find the needed information.

Name: _____

Directions: On each line, label the continent or ocean.



Tell vs. Show (Grades: 6-12)

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

English/Language Arts: L.6.4, L.6.5, W.6.3, W.6.4, L.7.4, L.7.5, W.7.3, W.7.4, L.8.4, L.8.5, W.8.3, W.8.4, L.9-10.4, L.9-10.5, W.9-10.3, W.9-10.4, L.11-12.4, L.11-12.5, W.11-12.3, W.11-12.4

Discuss the term “inference” with the class and anything the students may have inferred while watching the nonverbal *Air Play* performance.

INFERENCE

a conclusion reached based on evidence and reasoning

Next, transition to a writing activity. Have students get out paper and a writing utensil. Students should write a paragraph in first person about a time they felt a very strong emotion (anger, excitement, sadness, joy, disgust, surprise). However, the students are not to use that specific word or synonyms for that word within the paragraph. Instead, the students must paint a picture of this emotion to show the reader when describing characters, setting and conflicts.

Here is an example using the emotion of anger:

X TELL

I was so angry when I got my test back and realized I had failed.

vs.

✓ SHOW

When the teacher placed the test on my desk, I glanced down at the red circled number at the top of the page. My muscles tensed and I felt my face grow hot. My eyes narrowed in on the page. Fuming, I realized that the work I had done was for absolutely nothing.

To adapt for younger students, write a paragraph together with the class on the board. To extend this activity, have older students switch papers with a classmate and guess the emotion they are writing about. Students might find this exercise challenging, but it will help them understand the meaning of inference. Students should refine their abilities to read between the lines, use context clues and write with descriptive language.

Q&A Session (Grades: K-12)

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

English/Language Arts: SL.K.1, SL.1.1, SL.1.2, SL.2.1, SL.3.1, SL.4.1, SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

Fine Arts: Drama: 5.3RE, 6.2RE, 7.2RE, 8.1CE, 8.4RE, I.5RE

Grades K-4

- How do you think the actors get in the balloon? Do you think you'd be able to do it? Would it be easy or hard?
- How do you think the actors are able to blow up the big balloons that they climb in?
- How big do you think the Giant Balloons are?
- How many fans do you think the actors use?
- Do you think the balloons ever get stuck in the air or fall when they shouldn't?
- What do you think is the story of *Air Play*?
- Why do you think the actors use the colors red and yellow?
- How many balloons do you think the actors use during the show?
- Why do you think music was used for this show?
- What were your thoughts on the show? Did you enjoy it? Would you like to go see more shows?

Grades 5-12

- What did you think about the play?
- How did the play make you feel? Do you think the characters were trying to get some emotions across? What emotions?
- How does the plot (the sequence of happenings) unfold? Does it seem plausible?
- What kind of conflicts are in the play? Between the two characters or the objects in the play?
- What do the creators' stage directions add to your understanding and appreciation of the play?
- Do certain costumes or props strike you as symbolic?
- Do you think this play can be shown and enjoyed around the world? Why? (i.e. no words, laughs, emotions)
- How do we use body language to communicate? How did the characters use body language?
- What is the value of developing imagination through non-verbal communication?
- How do people improvise in their daily lives?

After the discussion, show the students the Q&A video found on the Resources (page 17) which features the performers from the show.

RESOURCES

BOOKS



Be a Clown by Mark Stolzenberg

Sidewalk Circus by Paul Fleischman

The Acrobat by Alborozo

The Boy Who Harnessed the Wind: Young Readers Edition by William Kamkwamba and Bryan Mealer

Through the Body: A Practical Guide to Physical Theatre by Dympha Callery

Trapeze, Perch Poles, and Other High-Flying Circus Science by Marcia Amidon Lusted

What Makes a Shadow? by Clyde Robert Bulla

Your First Day of Circus School by Tara Lazar

WEB



"Behind the Scenes," *Acrobuffos*, <https://vimeo.com/playhousesquare/review/890319424/6f6ae15a2d>

"Face Mask Challenge" Activity

"Class Clown," *Acrobuffos*, <https://vimeo.com/playhousesquare/review/890320012/66c4bdc6db>

"Emotions for Kids," *Smile and Learn* YouTube, <https://youtube.com/watch?v=jetoWelJJJk>

"Seven Continents and Five Oceans" Activity

"Know Your Globe," *SciShow Kids* YouTube, https://youtu.be/x7k7CeWDtWs?si=TbGAZz4vXx3vYC_0

Geography Resources for Schools, *Mr. Nussbaum Learning + Fun*. <https://mrnussbaum.com/geography>

Safe Visual Search Engine for Kids, *Kiddle*. <https://kiddle.co>

"Q&A Session" Activity

"Q&A Video," *Acrobuffos*, <https://vimeo.com/playhousesquare/review/890319810/c21cf2fbfe>

Visiting Playhouse Square Social Stories

For Schools and Groups.
<https://vimeo.com/228684472>

For Families and Homeschools.
<https://vimeo.com/228683843>



CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	K	Hot Seat	8
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Q&A Session	16
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Hot Seat	8
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Q&A Session	16
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	1	Q&A Session	16
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Hot Seat	8
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Q&A Session	16
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Hot Seat	8
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Q&A Session	16
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	Hot Seat	8

SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	Q&A Session	16
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Q&A Session	16
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	6	Tell vs. Show	15
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6	Tell vs. Show	15
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6	Q&A Session	16
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	6	Tell vs. Show	15
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6	Tell vs. Show	15
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	7	Tell vs. Show	15
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	7	Tell vs. Show	15
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7	Q&A Session	16
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	7	Tell vs. Show	15
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7	Tell vs. Show	15

L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	8	Tell vs. Show	15
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8	Tell vs. Show	15
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	8	Q&A Session	16
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	8	Tell vs. Show	15
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	8	Tell vs. Show	15
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	9-10	Tell vs. Show	15
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	9-10	Tell vs. Show	15
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	9-10	Q&A Session	16
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9-10	Tell vs. Show	15
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9-10	Tell vs. Show	15
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies	11-12	Tell vs. Show	15
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	11-12	Tell vs. Show	15

SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	11-12	Q&A Session	16
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	11-12	Tell vs. Show	15
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12	Tell vs. Show	15

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1PR	Imitate movements, voices and feelings of people, animals and objects through dramatic play.	K	Face Mask Challenge	12
K.2PR	Perform group pantomimes and improvisations to retell stories.	K	Face Mask Challenge	12
K.5CE	Listen to and follow directions in both classroom and theatrical settings.	K	Face Mask Challenge	12
1.6PR	Work cooperatively to present a tableau, improvisation or pantomime.	1	Face Mask Challenge	12
2.5PR	Describe and model effective social and group skills when participating in dramatic play with partners.	2	Face Mask Challenge	12
2.6CE	Listen to and follow directions from instructor and peers in both classroom and theatrical settings.	2	Face Mask Challenge	12
4.3PR	Create a variety of improvisations based on a dramatic theme.	4	Face Mask Challenge	12
5.3RE	Identify factors that contribute to diverse opinions about a play or theatre experience.	5	Q&A Session	16
6.1PR	Create and perform improvisations and scripted scenes based on personal experience, imagination or heritage.	6	Face Mask Challenge	12
6.2RE	Describe, analyze and evaluate the artistic choices in a dramatic production using specified criteria.	6	Q&A Session	16
6.4PR	Compose and perform an informal production influenced by a contemporary or cultural issue.	6	Face Mask Challenge	12
7.2RE	Analyze and explain the setting, interactions of characters and conflicts in a dramatic work.	7	Q&A Session	16
7.3PR	Collaborate with peers to dramatize a contemporary social issue and its impact on society.	7	Face Mask Challenge	12

8.1CE	Analyze and discuss the conflicts and emotions of the characters in a selected dramatic work.	8	Q&A Session	16
8.1PR	Develop various characters using appropriate voice, posture, movement and language to reveal a conflict and develop a resolution.	8	Face Mask Challenge	12
8.4RE	Explain how scenery, costumes and lighting effects work together to affect an audience.	8	Q&A Session	16
1.5RE	Create and use criteria developed during theatrical study to state, discuss and defend opinions about the quality of personal or peer performances.	9-12	Q&A Session	16

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
1.1PR	Demonstrate beginning skill and craftsmanship in the use of art materials and tools.	1	Pinwheel Play	9
2.1PR	Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.	2	Pinwheel Play	9
2.4PR	Demonstrate flexibility in their creative processes and use of art materials.	2	Pinwheel Play	9
4.6PR	Demonstrate technical skill through the integration of common processes and topics from other subject areas.	4	Pinwheel Play	9

Science

Standard	Description	Grade	Activity	Page
K.ESS.1	Weather changes are long-term and short-term.	K	Pinwheel Play	9
1.PS.2	Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.	1	Pinwheel Play	9
2.ESS.1	The atmosphere is primarily made up of air.	2	Pinwheel Play	9
2.PS.1	Forces change the motion of an object.	2	Pinwheel Play	9
3.ESS.1	Earth's nonliving resources have specific properties.	3	Pinwheel Play	9
3.ESS.2	Earth's resources can be used for energy.	3	Pinwheel Play	9
4.PS.2	Energy can be transferred from one location to another or can be transformed from one form to another.	4	Pinwheel Play	9
5.PS.1	The amount of change in movement of an object is based on the mass of the object and the amount of force exerted.	5	Air Investigation	11

6.PS.1	Matter is made up of small particles called atoms.	6	Air Investigation	11
7.ESS.3	The atmosphere has different properties at different elevations and contains a mixture of gases that cycle through the lithosphere, biosphere, hydrosphere and atmosphere.	7	Air Investigation	11
8.PS.1	Objects can experience a force due to an external field such as magnetic, electrostatic, or gravitational fields	8	Air Investigation	11
8.PS.2	Forces can act to change the motion of objects.	8	Air Investigation	11
PS.FM.2	Forces	9-12	Air Investigation	11

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions	K-2	Face Mask Challenge	12
A1.2.a	Recognize emotions as natural and important	K-2	Face Mask Challenge	12
A1.1.b	Identify a range of personal emotions	3-5	Face Mask Challenge	12
A1.1.c	Identify, recognize and name personal complex emotions	3-5	Face Mask Challenge	12
A1.2.c	Explain that emotions may vary based on the situation, including people and places	3-5	Face Mask Challenge	12

Social Studies

Standard	Description	Grade	Activity	Page
K.Geo.6	Models and maps represent real places.	K	Seven Continents and Five Oceans	13
1.Geo. 4	Maps can be used to locate and identify places.	1	Seven Continents and Five Oceans	13
1.Geo.5	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).	1	Seven Continents and Five Oceans	13
2.Geo.5	Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.	2	Seven Continents and Five Oceans	13
3.Geo.4	Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	3	Seven Continents and Five Oceans	13

5.Geo.4	Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.	5	Seven Continents and Five Oceans	13
5.Geo.6	Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.	5	Seven Continents and Five Oceans	13

Technology

Standard	Description	Grade	Activity	Page
3-5.ICT.1.a	With guidance, identify and use digital learning tools or resources to support planning, implementing and reflecting upon a defined task.	3-5	Seven Continents and Five Oceans	13
3-5.ICT.2.b	Explain the use of selected digital learning tools and resources to support productivity and learning.	3-5	Seven Continents and Five Oceans	13
3-5.ICT.3.a	Gather, organize and summarize information from multiple digital learning tools and resources to build knowledge of a topic.	3-5	Seven Continents and Five Oceans	13
3-5.ICT.3.b	Interpret images, diagrams, maps, graphs, infographics, videos, animations, interactives, etc., in digital learning tools and resources to clarify and add to knowledge.	3-5	Seven Continents and Five Oceans	13