

AROUND THE AMERICAS

1 2 3[®]

ANDRÉS



School Matinee Performances



TEACHER RESOURCE GUIDE

Around the Americas

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (adopted 2022), English Language Arts (2017), Fine Arts (2024), Social & Emotional Learning (2019), Social Studies (revised 2019), Science (2017) and World Languages and Cultures (2025).

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 Maddie Weber 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.



COMING TO THE THEATER

This discussion and attendance at one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: K.1RE, K.2RE, K.5RE, 1.1RE, 2.1RE, 2.3CO, 2.5RE

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. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square’s staff and “RedCoat” volunteers.
- The Westfield Studio Theatre is a versatile **blackbox theater**, designed to be adaptable for various types of performances. Its cozy, immersive setting fosters close engagement between the audience and performers. Seating accommodates 183 guests downstairs and 60 upstairs. Did you know the seats can even be removed entirely?
- 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, but the performers can also too.

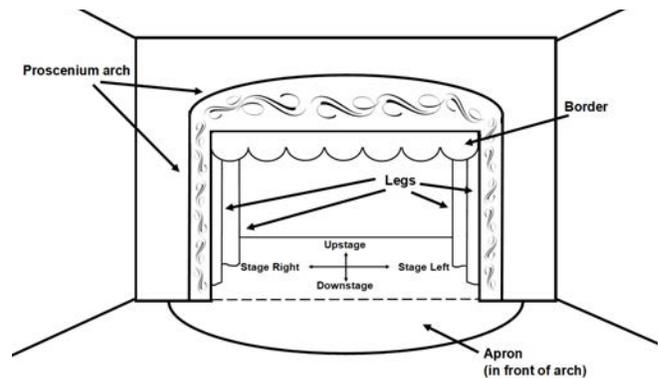
- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices 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 by group number. Check around your seat to make sure you have all your personal belongings before leaving.



Parts of a Theater

Theater is both a place *and* a thing. It's the art of creating and producing plays, the act of performing plays, and it's a place where plays are performed. Theater can take place anywhere – at school, a big fancy building or even outside.

There are many types of theaters, including thrust stages, amphitheatres, black boxes and proscenium theaters. The diagram to the right shows an example of a proscenium theater and other elements that are visible during a theater performance. Review the glossary below prior to the show and ask students how many terms they can recognize and point out during their visit. These terms may reappear in other pre- and post-show activities provided in this guide.



Glossary

Apron – the section of the stage floor which projects towards or into the auditorium. In proscenium theatres, it's the part of the stage in front of the proscenium arch, above the orchestra pit.

Blackout – an absence of stage lighting, often cued to distinguish the start or end of a show or scene

Borders and Legs – curtains or panels framing the stage. Legs are flown vertically to hide the wings or offstage areas. Borders are flown across the top of the stage.

Cast – a group of actors in a play

Character – a person in a novel, play or movie portrayed by an actor

Choreography – rehearsed movement or dance

Chorus – a group of singers and dancers in a play or musical

Costumes – the clothing worn by the actors onstage

Cyclorama – a curved, plain cloth filling the rear of the stage, often used as a sky backing or to project lighted backgrounds

Main Rag, or Main Curtain – large, heavy curtain (often red) that separates the stage from the audience

Playwright – someone whose job is to write plays, creating the story, characters, dialogue and stage directions

Props – objects used by characters on stage, usually small enough to be carried easily

Proscenium – an arch framing the opening between the stage and the auditorium in some theaters

Scene – a division of an act or play. Often, scenes change when characters or set pieces change to indicate a new place or time.

Set – the environment of the play; scenery and furniture used on the stage

Stage directions – movements or placements of actors on stage

- **Onstage** means standing where an audience is able to see you. **Offstage** usually means outside of view but still on the actual stage.
- If you are standing in the center of the stage, you are **center stage**. If you are standing center stage, you are facing **downstage** and the area behind you is **upstage**.
- If you are standing center stage, facing the audience, **stage right** is to your right and **stage left** is to your left.

ABOUT THE SHOW

English

Christina and Andrés can't find their friend Juana, and their only clue is that she's somewhere in the Americas. Join GRAMMY and Latin Grammy Award-winning 123 Andrés in this lively, interactive concert to search the continents and learn about geography and music along the way. The audience will be a key part in this rich journey brought to the stage with colorful, exciting visuals. Andrés and Christina, both native Spanish speakers, incorporate language seamlessly, inviting students (and grown-ups!) to sing, move and learn.

Español

¡Christina y Andrés no encuentran a su amiga Juana! Sólo saben que está en algún lugar de las Américas. Junto a 123 Andrés – ganadores del GRAMMY y del Latin Grammy – ven a explorar la geografía de las Américas en un concierto bilingüe, interactivo, ¡y lleno de energía! Tú ayudarás a Andrés y Christina a resolver el misterio, con música y con un mapa enorme. Andrés y Christina son colombianos y hablan español, para traerte un concierto bilingüe que pone a chicos y grandes a bailar y aprender.



About 123 Andrés

Billboard calls GRAMMY winners 123 Andrés “rock stars for little language learners.” Andrés and Christina perform lively concerts in Spanish and English on stages across the US and Latin America, and are even co-hosts of the award-winning PBS podcast *Jamming on the Job*.

123 Andrés has released three bilingual books, published by Scholastic, and their YouTube channel has over 4 billion views.

The Americas

The Americas are a huge landmass in the Western Hemisphere of the world and include two main continents: North America and South America. These two continents are connected by a narrow strip of land called Central America. It also has many islands nearby.

North America includes countries like Canada, the United States, and Mexico. Countries that are found in South America are Argentina, Bolivia, Brazil, Chile, Columbia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, and Venezuela. The Americas see both arctic tundra climates like Northern Canada, Greenland, and Alaska, as well as tropical rainforests in Central and South America. Many languages are spoken in all of the countries in the Americas, but the most spoken languages are Spanish, English, Portuguese, and French.

Map of the Americas



KEY TERMS & EVENTS



across
a través de
Link to ASL Hand Sign for Across
one side to the other



help
ayudar
Link to ASL Hand Sign for Help
to make something easier for
someone



country
el país
Link to ASL Hand Sign for
Country
a place with its own land, people
and government



jump
salta
Link to ASL Hand Sign for Jump
to hop up into the air



find
encontrar
Link to ASL Hand Sign for Find
to discover or locate something



map
el mapa
Link to ASL Hand Sign for Map
a drawing that shows places and
where they are



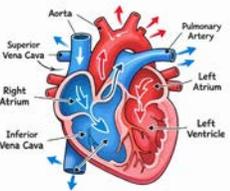
globe
el mundo
Link to ASL Hand Sign for Globe
a round model of the earth



music
la música
Link to ASL Hand Sign for Music
sounds put together in a way that
people can enjoy



guitar
la guitarra
Link to ASL Hand Sign for Guitar
a musical instrument with strings
that you play



heart
el corazón
Link to ASL Hand Sign for Heart
the part of the body that pumps
blood

PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: PreK-3)

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

Early Learning & Development: AL.1.a, AL.1.b, CO.2.a, CR.1.b, LL.1.c, LL.1.b, LL.1.d, MA. 3.c, MA.4.b, PW.1.a, PW.1.d, PW.2.e, SE.3.a

English/Language Arts: SL.7.1, W.7.4, SL.8.1, W.8.4, SL.9-10.1, W.9-10.4, SL.11-12.1, W.11-12.4

Fine Arts: Music: K.1CO, K.3CO, K.3PE, K.5PE, K.6RE, 1.3CO, 1.3PE, 1.5PE, 1.6RE, 2.3PE

Social Studies: K.GEO.6, 1.GEO.4, 2.GEO.5



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join AJ and Molly as they lead a warm-up, explore the power of maps and learn a song from their friend, Diwe.

Guest star: Diwe Augustin-Glave, Artist

Run time: 12:45

Four Directions on a Map

North (N) = Up
South (S) = Down
East (E) = Right
West (W) = Left



I'M GOING TO A PLACE

By: Diwe Augustin-Glave

I'm going to a place
A place I do not know
I'm bringing my suitcase
There's space for me to grow

I'm going to a place
There're people that I'll meet
I hope to get a plate
Of brand-new foods to eat

I'm going to a place
I'm in a curious mood
There's so much to embrace
I'm filled with gratitude

Use Your Context Clues – Vocabulary Activity (Grades: PreK-3)

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

Early Learning & Development: CR.1.b, CR.2.a, LL.1.a, LL.1.b

English/Language Arts: L.K.4, L.1.4a, L.2.4a, L.3.4a, RF.K.3, RF.K.4, RF.1.3, RF.1.4, RF.2.3, RF.2.4, RF.3.3, RF.3.4

World Languages and Cultures: P-LIT.NL.1, P-LIT.NL.3

In this activity, students will practice using their context clues to determine the correct missing word. They will also practice writing the same word in Spanish.

For early learners, read the sentences on the next page aloud and fill in the blanks together using the words from Key Terms on pg. 8.

For older learners, present the sentences or distribute copies of the following page. Also, display the Key Terms and translations from page 8 on the board. Instruct students to circle any context clues or the word they used to find the answer. Have them finish the sentences by filling in the blanks with the correct words. Have them write in the Spanish word on the line below it.



Use Your Context Clues – Printable

Name: _____

Directions: Look at the words on the board. Read the sentences below. Circle any clues in the sentences to help you figure out the missing word. Then, fill in the blanks. Repeat below with the Spanish version of the word.

1. The classroom has a _____ of the United States of America.
El cuarto de clase tiene un _____ de los Estados Unidos.
2. That _____ was played by a famous musician.
Esa _____ la tocaba un músico famoso.
3. Can you please turn the _____ louder?
¿Puedes gire más fuerte la _____, por favor?
4. Jamie was so nice to _____ her friend on the playground.
Jamie fue muy amable _____ a su amiga en el patio.
5. The grocery store is _____ the street.
El supermercado está _____ la calle.
6. In our class, the new student is from a different _____.
En nuestra clase, el estudiante nuevo es de un _____ diferente.
7. She needs someone to _____ her lost book.
Ella necesita alguien _____ su libro perdido.
8. When it rains we like to _____ in the puddles.
Cuando llueve, nos gusta _____ en los charcos.
9. Please color the _____ red.
Colorea el _____ rojo, por favor.
10. A _____ is like a small, round model of our big world.
Un _____ es como un pequeño, redondo modelo de nuestro mundo grande.

Instrument Island Hop (Grades: PreK-3)

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

Early Learning & Development: K.2RE, LL.1.a, LL.1.b

English/Language Arts: SL.K.1, SL.K.3, SL.K.6, SL.1.1, SL.1.3, SL.1.6, SL.2.1, SL.2.3, SL.2.6, SL.3.1, SL.3.3, SL.3.6

Fine Arts: Music: K.2RE, 1.2RE, 1.3RE, 2.2RE, 2.3RE, 3.2RE, 3.3RE

Prepare for the Activity

Place a large, labeled picture (or actual versions) of the following instruments around the room:

- Guitar (la guitarra)
- Drum Set (la batería)
- Bongo Drums (tambores bongo)
- Clave Sticks (la clave)
- Clarinet (el clarinete)
- Saxophone (el saxofón)

Pull up sound clips to be played during the game. These linked are noted in the Resources on pg. 22.

How to Play

1. Play a 10-15 second clip of one instrument.
2. Instruct students to “travel to the island” of the instrument they hear once the music starts playing. They should move to the area of the room labeled for that specific instrument. For added fun, encourage students to “hop” or “swim” to the correct island!
3. After students arrive at the “island” have them mimic the physical motion (ex: strumming the air for guitar, tapping their lap for bongos) while they stand at the “island.”
4. Discuss what family the instrument belongs to:
 - a. The String Family – Instruments in this family produce sound when their strings vibrate.
 - b. The Woodwind Family – Woodwinds produce sound by blowing air into a tube.
 - c. The Brass Family – While these are also “wind” instruments, they are separate because of how the sound starts.

OPTIONAL EXTENSION:

Once students reach an “island” consider asking these questions:

If they’ve landed on...

- Guitar – Was the sound created by plucking strings or by blowing air?
- Drum Set – That was a loud instrument! How many different types of drums did you notice in the picture?
- Bongo Drums – These are two connected drums. Did they produce a high-pitched or low-pitched sound?
- Clave Sticks – The instruments made a ‘click’ sound. Were these sticks wooden or made from metal?
- Clarinet – Typically black in color, did the clarinet sound smooth like a singing bird or sharp like a whistle?
- Saxophone – The saxophone is shiny and gold. Compared to the clarinet, does it appear larger or smaller?

Where in the Americas? (Grades: PreK-3)

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

Early Learning & Development: CO.2.a, LL.3.a, MA.1.b, MA.4.b

English/Language Arts: W.K.8, W.1.8, W.2.8, W.3.8

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

Grades PreK-K

Complete this activity as a whole group by displaying the map of the Americas found on page 7. Review definitions of basic directional terms like above, below, across, next to, left and right.

Looking at the map as a class, ask questions like:

- What is Columbia above?
- Is _____ in North America or South America?
- What countries are next to Brazil?
- Is _____ below or above _____?

Grades 1-3

Break students into small groups, with each group receiving a copy of the map of the Americas on page 7 and a copy of the worksheet on the next page.

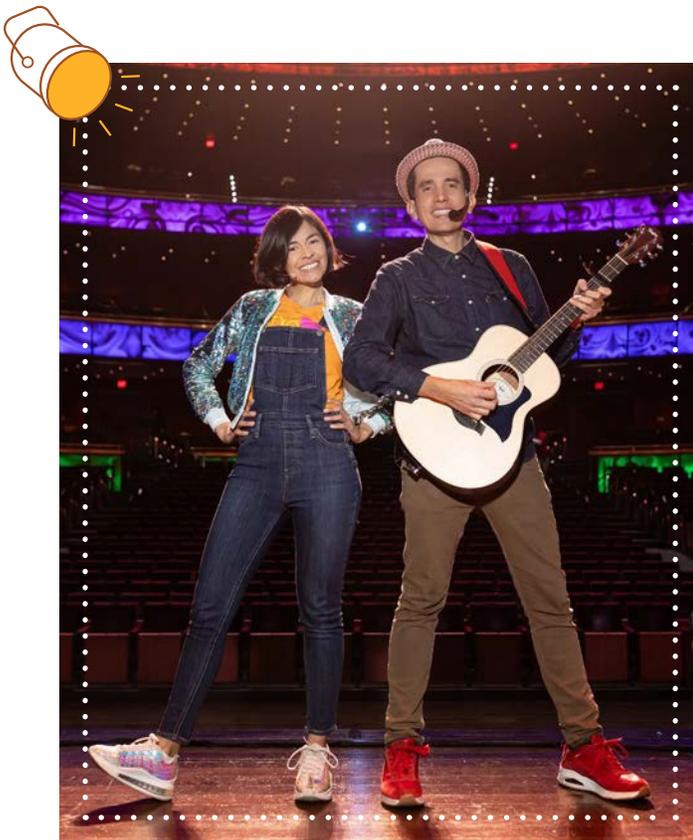
Display a copy of the map on the board. As a class, follow these steps and complete the map together:

- Add a compass rose displaying cardinal directions to the map.
- Label North America and South America.
- Label the capital city of each country.
- Mark the bodies of water surrounding each country.

Then, have students work in their small groups to complete the worksheet on the next page, referencing their labeled maps for guidance. While students are working, circulate throughout the room and engage them with additional directional questions, such as:

- If you traveled from Washington D.C to Mexico City, which direction would you be flying?
- If a plane flies from Ottawa to Washington D.C., is it traveling North or South?
- Is Brazil on the Eastern or Western side of South America?
- If you are standing in Santiago and you look toward the Pacific Ocean, which cardinal direction are you facing?

Conclude by reviewing the worksheet answers together as a class.



Where in the Americas Worksheet

Group Member Names: _____

| City | Country | Nearby Country |
|----------------|---------|----------------|
| Ottawa | | |
| Mexico City | | |
| Washington D.C | | |
| Havana | | |
| Panama City | | |
| Brasilia | | |
| Lima | | |
| Buenos Aires | | |
| Bogóta | | |
| Santiago | | |

■ POST-SHOW ACTIVITIES

Drip, Drop, Melt! (Grades: PreK-3)

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

Early Learning & Development: SC.1.a, SC.1.b

English/Language Arts: SL.K.5, SL.1.5, SL.2.5, SL.3.5, W.K.8, W.1.8, W.2.8, W.3.8

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

Read this passage aloud to students:

All across North and South America, we can find water in many different forms. At the very top and bottom of the Americas, the weather is very cold. When water gets very cold, it freezes into solid ice and creates big icy rocks called glaciers. Glaciers are found in places like Alaska and Canada in the north, and Patagonia in Chile and Argentina in the south. (Response Cue: “Thumbs up if ice is solid water.”)

Now let’s think about the middle of the Earth. There is an imaginary line called the Equator. Places near the Equator are very warm because the sun shines strongly there.

(Turn and Talk to a Neighbor: “Why do you think places near the Equator are warmer?”)

Because it is so warm near the Equator, water does not freeze. Instead, it stays as a liquid, like the Amazon River. When liquid water gets warm, it can evaporate and turn into water vapor. Water vapor mixes with the air and makes it feel warm and humid, like in the Amazon rainforest. (Response Cue: “Thumbs up if you think water can be in the air even when we can’t see it.”)

The ocean is made of liquid water and surrounds North and South America. Some parts of the ocean are warmer, and some are colder. This depends on how close the ocean is to the Equator. (Shout It Out: “Is the ocean near the Equator warmer or colder?”)

So, across the Americas, water can be found as solid ice, liquid water and gas in the air.

In this lesson, students will experiment with how energy (heat) changes the form of water and how those changes relate to weather.

Give students ice cubes and have them place them in different environments:

- A. Under a heat lamp or by the window (the sun)
- B. In a dark cupboard
- C. In a bowl of room-temperature water

Students should be given a chance to observe the ice. Their observations can either be discussed as a whole class, notated on the following worksheet, or written in science journals/notebooks. As they observe, remind students that the heat represents the sun’s energy hitting the continents of North and South America.

For younger students, use simple “Before and After” drawing boxes for observing the ice and water. Focus heavily on the words Ice and Water when discussing the experiment.

For older students, encourage them to use a ruler to measure the height of the ice cube before and after the lamp session to quantify the physical properties.

Drip, Drop, Melt! Worksheet

Name: _____

1. My Resources

Look at your ice cube and the water in the bowl. Describe the **properties** you see.

| Resource | Describe its Property (Is it hard, cold, clear, wet?) |
|----------|---|
| Ice Cube | |
| Water | |

2. My Observations

Draw what happens to the water in each station. Label it as **Solid** or **Liquid**.

| STATION A: Heat | STATION B: In the Dark Cupboard | STATION C: In Room Temperature Water |
|-----------------------------|---------------------------------|--------------------------------------|
| | | |
| What form is the water now? | What form is the water now? | What form is the water now? |



Drip, Drop, Melt! Worksheet

3. Making Connections

Circle the correct word to finish the scientific sentences:

1. The heat lamp added (**Energy / Ice**) to the cube.
2. This energy caused a (**Short-term / Long-term**) change that happened quickly.
3. If this happened every year in North America, we would call it a (**Season / Property**).

4. Thinking Critically

Imagine the Heat Lamp is the Sun over South America. Imagine the Dark Cupboard is the cold Winter in North America.

Where would the ice melt the fastest? _____

Why? _____

Connected by Culture (Grades: PreK-3)

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

Early Learning & Development: SS.1.a

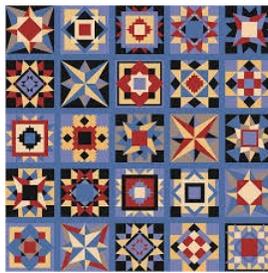
English/Language Arts: SL.K.1, SL.K.4, SL.K.5, SL.K.6, SL.1.1, SL.1.4, SL.1.5, SL.1.6, SL.2.1, SL.2.4, SL.2.5, SL.2.6, SL.3.1, SL.3.4, SL.3.5, SL.3.6, W.K.8, W.1.8, W.2.8, W.3.8

Social and Emotional Learning: C1.2.a, C1.2.b, C1.3.a, C1.3.b, C2.3.a, C2.3.b, C3.1.a, C3.1.b, C3.2.a, C3.2.b, D1.1.a, D1.1.b, D2.2.a, D2.2.b

Social Studies: K.GEO.8, K.HIS.3, K.HIS.4, 1.GEO.7, 2.GEO.8, 2.GEO.9, 3.GEO.8

During the show, Christina and Andrés traveled to many different countries. Those countries all have different cultures and important symbols.

To begin, review the following symbols as a class. For extended learning, it may be interesting to assign students a symbol or country and have them research symbols themselves and then review them all together.

| | |
|---|---|
| <p>The United States – The U.S. is known as a “patchwork” or “quilt” nation made of many cultures. There is also a long-standing oral tradition that quilts may have been used as signals of safety or to tell stories along the Underground Railroad, making them symbolic for African Americans.</p> |  |
| <p>Canada – The Maple Leaf represents national pride, strength, unity, and connection to nature.</p> |  |
| <p>Mexico – The Sugar Skull, associated with Dia de los Muertos, represents honoring family.</p> |  |

| | |
|---|---|
| <p>Guatemala – The Quetzal bird is a symbol of liberty.</p> |  |
| <p>Panama – The Mola is a traditional art form where layers of colorful fabric are sewn together to create intricate designs of animals or nature.</p> |  |
| <p>Trinidad & Tobago – The Steel Drum represents creativity as they were originally fashioned from industrial oil drums to create music.</p> |  |
| <p>Peru – The Alpaca is a symbol of the Andes mountains.</p> |  |
| <p>Brazil – The Carnival Mask represents one of the world's largest celebrations that comes from Brazil.</p> |  |
| <p>Argentina – The Gaucho hat represents life in the countryside.</p> |  |

The next part of the activity will show students how their varying backgrounds may overlap and come together to create something beautiful.

Start by giving each student the blank puzzle piece template on the next page. Ask them to decorate their pieces with symbols that represent their heritage or family traditions. Some ideas they can pull from would be specific foods, a pattern from traditional clothing, a word in their family's native language or a holiday they celebrate.

Once all students have completed their puzzle piece, join all the pieces together to create a connected classroom "culture quilt."

Reflect together and ask the class a few of the following discussion questions:

- When you look at the quilt from far away, what is the first thing you notice? What happens when you step closer?
- Look at where the pieces touch. Even though the designs are different, they are all part of the same quilt. What are some things that "hold us together" as a class, regardless of our backgrounds?
- Does anyone see a symbol on someone else's square that reminds them of their own culture or upbringing? (ex: They drew a soccer ball and my family loves soccer too!")
- What is one new thing you learned about a classmate or a country just by looking at this quilt?
- If a new student joined our class tomorrow, what would we need to do to our quilt? How can we make them feel like their piece belongs?
- Sometimes we see a symbol or a tradition we don't understand right away. Instead of saying it's "weird," what is a better question we could ask to learn more?

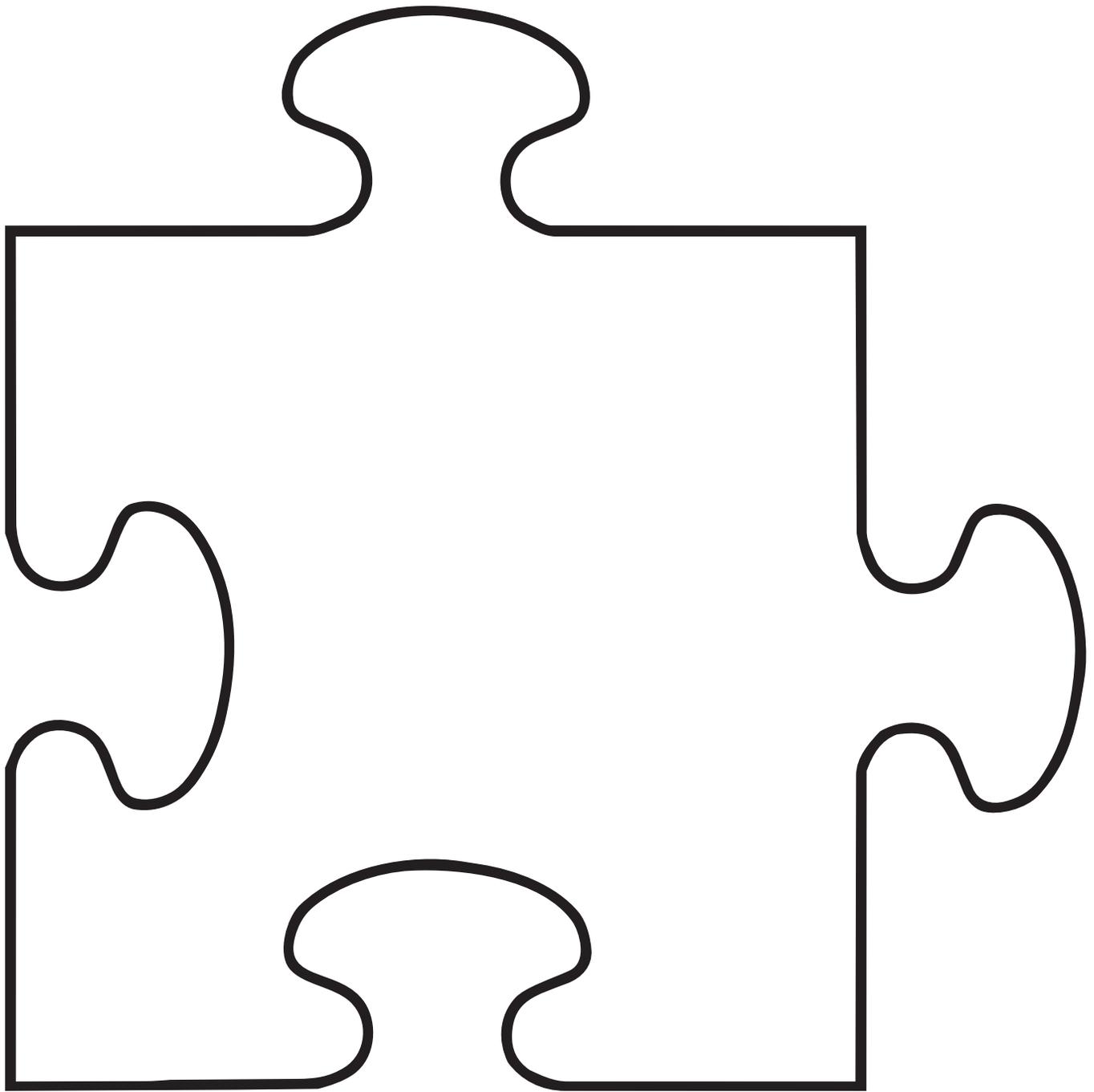
To conclude, have every student go around complete this sentence themselves:

"Our class quilt is stronger because [Name] brought their [Symbol] to the group."

Repeat until something is said about everyone in the class.



Puzzle Piece Template



RESOURCES

BOOKS



Recommended reads curated by Cleveland Public Library

- ▶ *A Flicker of Hope*, by Cynthia Harmony
- ▶ *Border Patrol*, by Joseph Bruchac (Middle grades only)
- ▶ *Kamau & Zuzu Find a Way*, by Aracelis Girmay
- ▶ *Oh Give Me a Home: A Mostly True Story in Verse*, by Jane Kurtz (Middle grades only)
- ▶ *The Invisible String*, by Patrice Karst



CLEVELAND
PUBLIC
LIBRARY

For more information,
visit CPL Youth Services
or go to cpl.org.

Further Learning for the “Connected by Culture” Activity

“American Quilts: Art and Crafts,” The Smithsonian, <https://www.si.edu/spotlight/american-quilts>

“An In-depth Look at the Carnival History,” Bookers Rio Carnival, <https://www.riocarnaval.org/brazil-carnival/carnival-history>

“Gaucho’s Symbol and Traditions in Argentina,” Borispatoagonia, <https://www.borispatoagonia.com/en/symbol-traditions-gaucho-argentina>

“Resplendent Quetzal,” American Bird Conservancy, <https://abcbirds.org/birds/resplendent-quetzal/>

“Steel Drums,” PanWorld Productions, <https://panworld.ca/steel-drums-605400/>

“The Colorful History Behind Panama’s Mola,” Smithsonian Magazine, <https://www.smithsonianmag.com/travel/the-colorful-history-behind-panamas-mola-180980536/>

“The Role of Alpacas in Andean Culture,” Andes Alpaca, <https://andesalpaca.de/en/blogs/alpaca-culture/alpacas-in-andean-culture>

“Instrument Island” Activity

- **Guitar:** Includes a head, neck and body that gets strummed

Guitar Lesson for Kids - Bluey Theme, YouTube, uploaded by Kasey’s Music Method, https://youtu.be/zK3Ve00tBAG?si=7kFu_Td2_r06LdQc

- **Drum Set:** It has many parts (cymbals, bass drum, snare)

Baby Shark Dance – Drum Cover, YouTube, uploaded by 7 yo Drummer Torataro, <https://www.youtube.com/watch?v=AeP2Dwree4M>

- **Bongo Drums:** Two drums “stuck together” like best friends

Playing the Bongos, YouTube, uploaded by arlenyvlogs, <https://www.youtube.com/shorts/G6RhIgHHSi4>

WEB



Classroom Connections Video Workshops

Around the Americas Pre-Show Video. Password: tresandr3

<https://vimeo.com/1157720249>

“About Andrés and Christina,” 123 Andrés, <https://123andres.com/about/>

“Learn Baby Sign Language,” Baby Sign Language Inc., <https://babysignlanguage.com/>

WEB (continued)

- **Clave Sticks:** Two simple wooden sticks being hit together
Claves Demo, YouTube, uploaded by Shaw Percussion, <https://www.youtube.com/watch?v=BODYFCnWLC0>
- **Clarinet:** Straight, black, and looks like a “magic wand”
Pink Panther Clarinet Cover, YouTube, uploaded by Anitik Aaron Maharana, <https://youtu.be/Lvzm1SSuUs0?si=gOWsmET-fEXYA80y>
- **Saxophone:** Shiny, golden and curvy
Jingle Bells on the Alto Saxophone, YouTube, uploaded The Saxophone Kid, <https://www.youtube.com/watch?v=nfijpanYTWA>

“Ohio Theatre Letterbox” Activity

<https://www.playhousesquare.org/assets/doc/Printable-Ohio-model-4dad95fd76.pdf>

Visiting Playhouse Square Social Stories

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

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



CURRICULUM STANDARDS INDEX

Early Learning & Development

| Standard | Description | Grade | Activity | Page |
|----------|---|-------|--|---------------|
| AL.1.a | Engages in new and unfamiliar experiences and activities. | PreK | Pre-Show Video Workshop | 9 |
| AL.1.b | Completes activities with increasingly complex steps. | PreK | Pre-Show Video Workshop | 9 |
| CO.2.a | Demonstrates increasing ability to think symbolically. | PreK | Pre-Show Video Workshop Where in the Americas? | 9 13 |
| CR.1.b | Expresses self creatively through music and dance. | PreK | Pre-Show Video Workshop Use Your Context Clues | 9 10 |
| CR.2.a | Develops ability to express new ideas through imaginative and inventive play. | PreK | Use Your Context Clues | 10 |
| LL.1.a | Demonstrates understanding of increasingly complex language. | PreK | Pre-Show Video Workshop Use Your Context Clues Instrument Island Hop | 9 10 12 |
| LL.1.b | Develops and expands understanding of vocabulary and concepts. | PreK | Pre-Show Video Workshop Use Your Context Clues Instrument Island Hop | 9 10 12 |
| LL.1.d | Participates in conversations with increasing application of turn-taking skills | PreK | Pre-Show Video Workshop | 9 |
| LL.3.a | Develops knowledge of print organization. | PreK | Where in the Americas? | 13 |
| MA.1.b | Develops understanding of one-to-one correspondence and cardinality. | PreK | Where in the Americas? | 13 |
| MA.3.c | Develops understanding of patterns. | PreK | Pre-Show Video Workshop | 9 |
| MA.4.b | Develops understanding of spatial relationships. | PreK | Pre-Show Video Workshop Where in the Americas? | 9 13 |
| PW.1.a | Develops competency in a variety of locomotor and non-locomotor skills. | PreK | Pre-Show Video Workshop | 9 |
| PW.1.d | Uses senses to guide movement and interactions with objects and other people. | PreK | Pre-Show Video Workshop | 9 |
| PW.2.e | Participates in preferred physical activities and develops understanding that being physically active is healthy. | PreK | Pre-Show Video Workshop | 9 |
| SC.1.a | Explores and investigates objects and events in the environment. | PreK | Drip, Drop, Melt! | 15 |
| SC.1.b | Develops ability to reason about cause and effect. | PreK | Drip, Drop, Melt! | 15 |
| SE.3.a | Develops empathy toward and understanding of others. | PreK | Pre-Show Video Workshop | 9 |

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|--------|--|------|----------------------|----|
| SS.1.a | Develops awareness of own culture and other characteristics of groups of people. | PreK | Connected by Culture | 18 |
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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. | K | Use Your Context Clues | 10 |
| RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | K | Use Your Context Clues | 10 |
| RF.K.4 | Read emergent-reader texts with purpose and understanding. | K | Use Your Context Clues | 10 |
| SL.K.1 | Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups. | K | Pre-Show Video Workshop Instrument Island Hop Connected by Culture | 9 12 18 |
| SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | K | Instrument Island Hop | 12 |
| SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | K | Connected by Culture | 18 |
| SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | K | Connected by Culture Drip, Drop, Melt! | 18 15 |
| SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. | K | The Instrument Island Hop Connected by Culture | 12 18 |
| W.K.7 | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | K | Connected by Culture | 18 |
| W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | K | Connected by Culture Drip, Drop, Melt! Where in the Americas? | 18 15 13 |
| 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 | Use Your Context Clues | 10 |
| RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | 1 | Use Your Context Clues | 10 |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. | 1 | Use Your Context Clues | 10 |
| SL.1.1 | Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. | 1 | Pre-Show Video Workshop Instrument Island Hop Connected by Culture | 9 12 18 |

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| SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | 1 | Instrument Island Hop | 12 |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | 1 | Connected by Culture | 18 |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) | 1 | Instrument Island Hop Connected by Culture | 12 18 |
| W.1.7 | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | 1 | Connected by Culture | 18 |
| W.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 1 | Connected by Culture Drip, Drop, Melt! Where in the Americas? | 18 15 13 |
| 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 | Use Your Context Clues | 10 |
| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | 2 | Use Your Context Clues | 10 |
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. | 2 | Use Your Context Clues | 10 |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | 2 | Drip, Drop, Melt! Connected by Culture | 15 18 |
| SL.2.1 | Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. | 2 | Pre-Show Video Workshop Instrument Island Hop Connected by Culture | 9 12 18 |
| SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | 2 | Instrument Island Hop | 12 |
| SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | 2 | Connected by Culture | 18 |
| SL.2.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | 2 | Connected by Culture Drip, Drop, Melt! | 18 15 |
| SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) | 2 | Instrument Island Hop Connected by Culture | 12 18 |

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| W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | 2 | Connected by Culture | 18 |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. | 2 | Connected by Culture Drip, Drop, Melt! Where in the Americas? | 18 15 13 |
| 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 | Use Your Context Clues | |
| RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | 3 | Use Your Context Clues | 10 |
| RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. | 3 | Use Your Context Clues | 10 |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. | 3 | Pre-Show Video Workshop Instrument Island Hop Connected by Culture | 9 12 18 |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | 3 | Instrument Island Hop | 12 |
| SL.3.4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | 3 | Connected by Culture | 18 |
| SL.3.5 | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | 3 | Connected by Culture Drip, Drop, Melt! | 18 15 |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) | 3 | Instrument Island Hop Connected by Culture | 12 18 |
| W.3.7 | Conduct short research projects that build knowledge about a topic. | 3 | Connected by Culture | 18 |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | 3 | Connected by Culture Drip, Drop, Melt! Where in the Americas? | 18 15 13 |

Fine Arts – Drama

| Standard | Description | Grade | Activity | Page |
|----------|--|-------|-----------------------|------|
| K.1RE | Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen. | K | Coming to the Theater | 4 |

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| K.2RE | Describe what a playwright does. | K | Coming to the Theater | 4 |
| K.5RE | Demonstrate ways an audience can show respect when watching a theatrical performance. | K | Coming to the Theater | 4 |
| 1.1RE | Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences. | 1 | Coming to the Theater | 4 |
| 2.1RE | Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance. | 2 | Coming to the Theater | 4 |
| 2.3CO | Identify the arts that are used to create a theatrical performance. | 2 | Coming to the Theater | 4 |
| 2.5RE | Recognize and demonstrate acceptable audience behavior when participating in a drama experience. | 2 | Coming to the Theater | 4 |

Fine Arts – Music

| Standard | Description | Grade | Activity | Page |
|----------|--|-------|-------------------------|------|
| K.1CO | Experience how music communicates feelings, moods, images, and meaning. | K | Pre-Show Video Workshop | 9 |
| K.2RE | Explore a variety of classroom instruments (metals, skins, woods). | K | Instrument Island Hop | 12 |
| K.3CO | Investigate concepts shared between music, other art forms, and other subject areas. | K | Pre-Show Video Workshop | 9 |
| K.3PE | Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures. | K | Pre-Show Video Workshop | 9 |
| K.5PE | Demonstrate and maintain a steady beat while performing simple rhythmic echoes. | K | Pre-Show Video Workshop | 9 |
| K.6RE | With substantial guidance, follow and respond to the basic cues of a conductor. | K | Pre-Show Video Workshop | 9 |
| 1.2RE | Explore selected musical instruments aurally and visually. | 1 | Instrument Island Hop | 12 |
| 1.3CO | Connect concepts shared between music, other art forms, and other subject areas. | 1 | Pre-Show Video Workshop | 9 |
| 1.3PE | Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm. | 1 | Pre-Show Video Workshop | 9 |
| 1.3RE | Identify elements of music using developmentally appropriate vocabulary. | 1 | Instrument Island Hop | 12 |
| 1.5PE | Demonstrate call and response songs that include a steady beat, rhythm, and meter. | 1 | Pre-Show Video Workshop | 9 |
| 1.6RE | With guidance, follow and respond to the cues of a conductor. | 1 | Pre-Show Video Workshop | 9 |
| 2.2RE | Identify selected musical instruments aurally and visually. | 2 | Instrument Island Hop | 12 |

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|-------|--|---|-------------------------|----|
| 2.3PE | Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm. | 2 | Pre-Show Video Workshop | 9 |
| 2.3RE | Identify and apply elements of music using developmentally appropriate vocabulary. | 2 | Instrument Island Hop | 12 |
| 3.2RE | Identify families of instruments aurally and visually. | 3 | Instrument Island Hop | 12 |
| 3.3RE | Distinguish elements of music using developmentally appropriate vocabulary. | 3 | Instrument Island Hop | 12 |

Social & Emotional Learning

| Standard | Description | Grade | Activity | Page |
|----------|--|-------|---|----------|
| C1.2.a | Identify words and actions that may support or hurt the feelings of others | K-2 | Connected by Culture | 18 |
| C1.2.b | Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful | 3-5 | Connected by Culture | 18 |
| C1.3.a | Define empathy and identify empathetic reactions in others | K-2 | Connected by Culture | 18 |
| C1.3.b | Demonstrate empathetic reactions in response to others' feelings and emotions | 3-5 | Connected by Culture | 18 |
| C3.1.a | Discuss how people can be the same or different | K-2 | Connected by Culture | 18 |
| C3.1.b | Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true | 3-5 | Connected by Culture | 18 |
| C3.2.a | Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups | K-2 | Connected by Culture | 18 |
| C3.2.b | Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other | 3-5 | Connected by Culture | 18 |
| D1.1.a | Identify and engage in positive communication skills | K-2 | Drip, Drop, Melt! Connected by Culture | 15 18 |
| D1.1.b | Apply active listening and effective communication skills to increase cooperation and relationships | 3-5 | Drip, Drop, Melt! Connected by Culture | 15 18 |
| D2.2.a | Recognize the need for inclusiveness | K-2 | Connected by Culture | 18 |
| D2.2.b | Demonstrate behaviors associated with inclusiveness in a variety of relationships | 3-5 | Connected by Culture | 18 |

Social Studies

| Standard | Description | Grade | Activity | Page |
|----------|--|-------|------------------------|------|
| K.GEO.5 | Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places. | K | Where in the Americas? | 13 |

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|---------|---|---|------------------------|----|
| K.GEO.8 | Individuals are unique but share common characteristics of multiple groups. | K | Connected by Culture | 18 |
| K.HIS.3 | Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language. | K | Connected by Culture | 18 |
| K.HIS.4 | Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too. | K | Connected by Culture | 18 |
| K.GEO.6 | Models and maps represent real places. | K | Where in the Americas? | 13 |
| 1.GEO.4 | Maps can be used to locate and identify places. | 1 | Where in the Americas? | 13 |
| 1.GEO.7 | Diverse cultural practices address basic human needs in various ways and may change over time | 1 | Connected by Culture | 18 |
| 2.GEO.5 | Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places. | 2 | Where in the Americas? | 13 |
| 2.GEO.8 | Cultures develop in unique ways, in part through the influence of the physical environment. | 2 | Connected by Culture | 18 |
| 2.GEO.9 | Interactions among cultures lead to sharing ways of life. | 2 | Connected by Culture | 18 |
| 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 | Where in the Americas? | 13 |
| 3.GEO.8 | Communities may include diverse cultural groups. | 3 | Connected by Culture | 18 |

Science

| Standard | Description | Grade | Activity | Page |
|----------|--|-------|-------------------|------|
| K.ESS.1 | Weather changes are long-term and short term. | K | Drip, Drop, Melt! | 15 |
| 1.ESS.2 | Water on Earth is present in many forms. | 1 | Drip, Drop, Melt! | 15 |
| 2.ESS.3 | Long- and short-term weather changes occur due to changes in energy. | 2 | Drip, Drop, Melt! | 15 |
| 3.ESS.1 | Earth's nonliving resources have specific properties. | 3 | Drip, Drop, Melt! | 15 |

World Languages and Cultures

| Standard | Description | Grade | Activity | Page |
|------------|--|-------|------------------------|------|
| P-LIT.NL.1 | Use authentic resources and familiar vocabulary and structures that are relevant to the topic. | K-3 | Use Your Context Clues | 10 |
| P-LIT.NL.3 | Use authentic resources and familiar vocabulary and structures that are relevant to the topic. | K-3 | Use Your Context Clues | 10 |