

Billy Goats Gruff

and Other Tales

Produced by Mermaid Theatre of Nova Scotia



School Matinee Performances



TEACHER RESOURCE GUIDE

Billy Goats Gruff and Other Tales

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (2022), English/Language Arts (2017), Fine Arts (2024), Physical Education (2015), Science (2018-19) and Social & Emotional Learning (2019). Ohio Learning Standards – Extended with Learning Progressions (Revised September 2018) drive the Exceptional Student Education activity. Life Skills Standards were coordinated by OCALI in 2006.

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 Davida Pantuso and 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 Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you'll see on the next page. Can you point them out when you get to the show?
- 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.

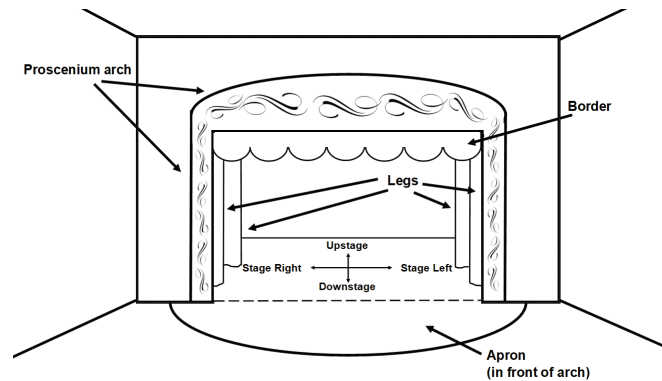


Parts of a Theater

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. The Mimi Ohio Theatre, our main stage for school matinee performances, is over 100 years old and seats over 1,000 guests.

There are many types of theaters, including thrust stages, amphitheaters, black boxes and proscenium theaters. The Mimi Ohio Theatre is an example of a proscenium theater, or a theater that features a proscenium, or “picture frame” arch. The diagram below shows an example of this 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.

An exact paper model of the Mimi Ohio Theatre is linked on our Resources page and can be printed out. Work individually or as a class to assemble your own replica, learn hands-on about the parts of the theater, and stage your very own productions!



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.

ACCESSIBLE ENGAGEMENT STRATEGIES

Playhouse Square is committed to the value of *belonging*.

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To support educators in meeting every student's needs, this Teacher Resource Guide offers universally engaging pre- and post-show activities aligned with the Ohio Learning Standards. Be sure to keep an eye out for the adaptation options (noted within the teal boxes throughout this guide) to support diverse learning styles and individual needs.
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Educators know their students best. The Accessible Engagement Strategies are designed to complement the universal activities in this guide, offering equitable options that honor the diverse needs of every student.

The inclusions feature:

- Accessibility best practices
- Inclusive modification options to personalize learning experiences
- Sensory-friendly adjustments to ensure a welcoming and supportive atmosphere

The activity on pg. 16 also aligns with the Ohio Learning Standards – Extended with Learning Progressions for Exceptional Student Education.

What can you expect from a sensory-friendly performance?

The *Billy Goats Gruff & Other Tales* performance on January 27, 2026 is a sensory-friendly performance.

Playhouse Square's sensory-friendly initiative is dedicated to increasing access and inclusion for those with sensory needs, including autistic individuals.

For this performance date only, the following adjustments will be made:

- Lower sound levels, especially for startling or loud sounds
- Guests are free to talk, leave their seats and move freely during the performance
- House lights in the theater are left on low throughout the performance
- Designated calming areas staffed by specialists (wearing purple "Volunteer" shirts) are available
- American Sign Language interpreters are positioned to be seen for those sitting on the right side of the theater house
- All are welcome in a judgment-free environment

Video social stories describing a visit to Playhouse Square are available in Resources (pg. 20).



ABOUT THE SHOW

Mermaid Theatre of Nova Scotia's newest production, *Billy Goats Gruff & Other Tales*, presents a fresh and engaging reimagining of three cherished children's stories – *Goldilocks and the Three Bears*, *The Three Little Pigs* and *The Three Billy Goats Gruff*. Filled with adventure, humor and heroism, the story follows a brave raccoon and clever mouse who are on a journey to collect

treasure. Along the way, they unknowingly help the goats, bears, and pigs, preventing disaster – without any of the animals ever encountering a true villain. This imaginative retelling seamlessly interweaves three classic tales into a heartwarming adventure that celebrates friendship and courage.



About Mermaid Theatre of Nova Scotia

Mermaid Theatre is best known for their unique stage adaptations of children's beloved literary classics. Since 1972, their innovative puppetry, striking scenic effects, evocative original music and gentle storytelling has been applauded by over six million spectators in fifteen countries.

The company's choice of material is based on the belief that young people can benefit substantially both in their emotional and aesthetic development, from early exposure to literature, the arts and the power of imagination. The company's objective is to produce

work which is good theatre-entertaining, informative and stimulating to all the senses.

MERMAID THEATRE OF NOVA SCOTIA

KEY TERMS & EVENTS

bridge – a structure that is built across a river or road that someone travels over

build – to make something by putting things together

clue – a small hint that helps someone figure something out

cottage – a small, cozy house

cross – to travel from one side to the other

troll – a creature found in fairy tales who often plays tricks on other characters

meadow – an open field of grass that grows in the wild

porridge – soft hot cereal, like oatmeal

story – a made-up or real tale that explains something that happens with a beginning, middle and end



first

being number one and coming before everything else



second

being between number one and number three



last

coming after everything else



small

something that is little compared to others



medium

something that is in the middle of small and large



large

something that is big compared to others



beginning

the first part



middle

the in-between part



end

the last part

■ PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: PreK-2)

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

Early Learning and Development: AL.1.b, CO.2.a, CR.1.b, CR.2.a, LL.1.b, LL.1.d, PW.1.a, PW.1.d, SE.3.a

English/Language Arts: SL.K.1, SL.1.1, SL.2.1

Fine Arts: Drama: K.1PE, 1.3CO, 1.3PE, 2.1PE, 2.4CO;

Music: K.1CO, K.3CO, K.3PE, K.5PE, K.6RE, 1.3CO, 1.3PE, 1.5PE, 1.6RE, 2.1CO, 2.3PE

Physical Education: 1A.K.3, 3B.K.4, 1A.1.3, 3B.1.4, 3B.2.4

Science: K.LS.1, K.LS.2, 1.LS.1, 1.LS.2

Social & Emotional Learning: C1.2.a, C3.3.a, D2.1.a, D2.3.a



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join Molly and AJ as they lead a warmup, explore transformation and learn a song about friendship.

Guest star: Mo Eutazia, Musician and Lead Artist in Population of One

Run time: 14:27

“Make New Friends” Song

Make new friends but keep the old
One is silver and the other's gold
A circle's round, it has no end
That's how long I want to be your friend.

ADDITIONAL TERMS:

entrepreneur – a French word for a person who dreams up products and services

habitat – the natural place or landscape where a plant or animal lives

nocturnal – a creature that sleeps during the day and is awake and active during the night

pupils – the black dots in the center of eyes (Fun Fact! Goats have rectangular pupils.)

snout – a pig's nose

traffic light – invented in 1923 by Cleveland's Garrett Morgan to help keep drivers safe; uses green for go, yellow for caution and red for stop

triangle – a shape made of three joined angles

whiskers – the long stiff hairs around the mouths of many animals that help them sense the world around them

Vocabulary Bingo (Grades: PreK-2)

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

Early Learning & Development: LL.1.b

English/Language Arts: L.K.4, L.K.5, L.K.6, L.1.4, L.1.5, L.K.6, L.2.4, L.2.5, L.2.6

Fine Arts: Visual Arts: K.2CR, 1.2CR, 2.2CR

Students will create their own bingo boards to reinforce their understanding of each Key Term listed on page 8.

TO SET UP:

- Print a blank bingo board and a set of bingo spaces for each student (pg. 11-12)
- Print one copy of the calling card page (pg. 13) for the person who will lead the game

Each student should color the vocabulary pictures on their sheet, which will help them build familiarity with all of the words. Once done coloring, have them cut out all the squares and arrange them how they would like within the board. This is no “right way to do this. Encouraging variety makes the game more engaging and ensures that each board is unique. Students then need to glue the squares onto their board.

When it is time to play, use whatever materials are available in the classroom for students to mark their bingo boards (ex: math cubes, counters, bingo dabbers, or even crayons). For early learners, it is helpful to say the vocabulary word aloud and show the corresponding picture so they can find the match on their board. For more advanced students, consider reading just the definition or clues before revealing the word.

As each call is made, allow time for students to locate and mark the matching square on their board. The first student to mark five in a row is the winner. The winner might become the next caller or receive a small prize. Regardless of the reward, the main goal is to provide a fun and interactive way for students to practice and reinforce their vocabulary!

ACCESSIBLE ENGAGEMENT STRATEGIES:

- For each new word students are learning, provide a physical visual aid or tactile example
- Offer pre-fill boards for students who may be overwhelmed with arranging
- Allow students to work in pairs or small groups to help them learn from each other
- Do a practice round before actually playing
- Complete one bingo board together as a class, instead of each student completing individually
- Ensure students with fine motor challenges can participate with a helper or with tools like adaptive scissors or glue sticks
- Let students choose crayons, markers or colored pencils to support sensory preferences

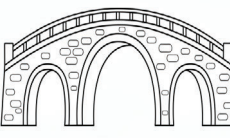
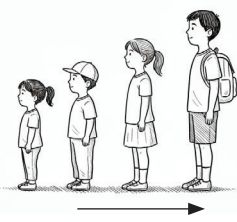






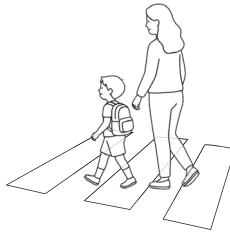










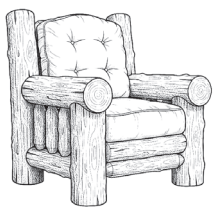









Blank Bingo Board

V	O	C	A	B

Bingo Spaces

				
Bridge	Last	Porridge	Straw House	Wood House
				
Brick House	Build	Cottage	Cross	First
				
Second	Wolf	Troll	Meadow	Medium
				
Small	Large	Baby Bear's Chair	Mama Bear's Chair	Papa Bear's Chair
				
Smallest Billy Goat	Medium Billy Goat	Biggest Billy Goat	Free Space	Goldilocks

Calling Card 1

Bridge A structure that is built across a river or road that someone travels over.	Last Coming after everything else.	Porridge Soft hot cereal, like oatmeal.
Brick House	Build To make something by putting things together.	Cottage A small, cozy house.
Second Coming after first and before third.	Wolf	Troll A creature found in fairy tales who often plays tricks on other characters.
Small Something that is little compared to others.	Large Something that is big compared to others.	Baby Bear's Chair
Smallest Billy Goat	Medium Billy Goat	Biggest Billy Goat

Calling Card 2

Straw House	Wood House	Cross To travel from one side to the other.
Meadow An open field of grass that grows in the wild.	First Being number one and coming before everything else.	Medium Something that is in the middle of small and large.
Mama Bear's Chair	Papa Bear's Chair	Goldilocks
Last Coming after everything else.	Build To make something by putting things together.	Troll A creature found in fairy tales who often plays tricks on other characters.
Medium Billy Goat	Cottage A small, cozy house.	Large Something that is big compared to others.

Foreshadowing (Grades: PreK-2)

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

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

English/Language Arts: RL.K.1, RL.K.3, RL.K.7, SL.K.1, SL.K.2, RL.1.1, RL.1.3, RL.1.7, SL.1.1, SL.1.2, RL.2.1, RL.2.3, RL.2.7, SL.2.1, SL.2.2

Begin by explaining to the class that sometimes stories provide little hints about what might happen next or how the story will end. These hints are like puzzle pieces that help readers make predictions. Foreshadowing occurs when a story provides clues about what is coming next. It helps build anticipation and engagement.

foreshadowing when a story gives clues about what is coming next

Read *The Three Billy Goats Gruff* picture book aloud as a class (see Resources). Encourage active listening by asking students to focus on any clues about how the story might end. Pause at key moments in the story, especially when each goat speaks to the troll. Ask students to think about whether the dialogue suggests what might happen next. Re-read specific lines where foreshadowing occurs. Encourage discussion by asking, “What do you think will happen next?” Reinforce that all predictions show good thinking, even if they do not match the actual ending.

Students will use the provided worksheet (next page) to track foreshadowing clues and their predictions. After reading the full story, have a conversation about how the clues helped predict the ending. Ask guiding questions like:

- Did any of your predictions match the ending?
- What clues were the most helpful?
- How does foreshadowing make stories more interesting?

Be sure to encourage reflection on the concept of foreshadowing and how it can make stories more engaging.

ACCESSIBLE ENGAGEMENT STRATEGIES:

- For a more interactive experience, make list on the board each time foreshadowing happens in the story
- Note that foreshadowing can be a bit tricky for some learners and plan extra time to complete this activity
- Let students draw their predictions if writing is challenging
- Provide audio versions of stories and allow students to view individually with headphones, turn on close captions or change the video playback to a slower speed



Foreshadowing Worksheet

Name: _____

Directions: Listen to the story and write down or draw the clues that hint at what might happen next. Then, make predictions and compare them to the actual ending.

Clue	What I think will happen...
CLUE #1 (Little Billy Goat Gruff)	
CLUE #2 (Middle Billy Goat Gruff)	
CLUE #3 (Big Billy Goat Gruff)	
How the story really ended...	

Taming the Worry Werewolf

(Exceptional Student Education
& Grades PreK-2)

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

Early Learning & Development: CO.2.a, CO.3.a, CO.4.a, CR.1.a, SE.2.a

Fine Arts: Visual Arts: K.1CO, K.2PE, 1.3CO, 1.2PE, 2.2CR

Social & Emotional Learning: B1.2.a, B1.3.a

Extended with Learning Progressions for Standards Based Life Skills:

Social Skills: SS.1:2, SS.1:3, SS.1:4

The Big Bad Wolf, the troll and even Goldilocks...all of these characters could be seen as the villains of their stories. Students will explore mindfulness strategies to manage big feelings.

Begin with a discussion about storybook characters who sometimes act like villains. These characters make choices that cause problems for others. In real life, challenges can feel like villains too. A bully, a tough test or even thoughts in one's own thoughts can become obstacles. Worry is one of those invisible villains.

ART MATERIALS REQUIRED:

- Paper
- Stickers
- Watercolor paints and brushes or coloring materials
- Paper bag
- Tape

Have students sit how they are most comfortable, like on the floor, in a cozy corner of the classroom or with sunglasses and/or noise-canceling headphones. Give each student a sheet of paper and coloring materials or paints. Encourage them to scribble freely, using color and movement to release frustration or anxious energy. Offer gloves or different texture options for students who dislike the feeling of the supplies or the paper. Once finished, have them crumple the paper into a ball, then uncrumple and smooth it out.

This scribbled paper becomes the foundation for a "worry werewolf." Students should decorate their werewolf using stickers and drawings or words that represent their own personal worries. Be sure to include wolf ears and a face. Model affirming phrases throughout the process, such as "It's okay to feel big feelings" and "You're not

alone in this." Each worry werewolf should then be taped to the front of a paper bag, creating a symbolic home for these feelings.

With the classroom lights dimmed, offer students the option to have blankets, plushies, a weighted toy or fidget tools to help them settle. Lead a calming mindfulness exercise, with breathing techniques like rainbow breathing or box breathing (see Resources noted on pg. 20). Have students stretch and let any wiggles out.

Invite students to place their worry werewolf somewhere safe like inside a desk, folder or cubby. Provide small scraps of paper that students are free to use if they need it. Throughout the day, they can "feed" their werewolf by whispering or writing down their worries and placing them in the bag. This symbolic act helps students externalize their anxious thoughts and feel a sense of control over them.

Mindfulness is a powerful tool. The worry werewolf is a reminder that big feelings can be faced with creativity, calmness and courage.

ACCESSIBLE ENGAGEMENT STRATEGIES:

- Before the main activity, let students doodle or decorate scrap paper to ease anxiety about mistakes
- Offer alternatives for overwhelmed students: create a smaller "mini-werewolf," work with a partner or keep their werewolf private instead of sharing
- Provide a visual design bank so students can choose a style rather than generating ideas on the spot

■ POST-SHOW ACTIVITIES

Story Study (Grades: PreK-2)

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

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

English/Language Arts: RL.K.1, RL.K.3, RL.K.7, SL.K.1, SL.K.2, RL.1.1, RL.1.3, RL.1.7, SL.1.1, SL.1.2, RL.2.1, RL.2.3, RL.2.7, SL.2.1, SL.2.2

Students will compare and contrast the three well-known children's stories that the play followed: *Goldilocks and the Three Bears*, *The Three Little Pigs* and *The Three Billy Goats Gruff*.

Read or reread the stories aloud, encouraging active listening. While reading, create a word cloud on the board that highlights descriptive words, new vocabulary, examples of alliteration and other notable language patterns. To encourage creative thinking, some digital word cloud tools are linked in Resources on pg. 20.

After reading, use an attribute chart to compare the three stories. Contributions can be added by students through hand-raising or by writing words and drawing pictures directly on the board.

Here is an example of the chart to follow:

Title	Good Characters	Evil Characters	Problem	Solution	Setting	Lesson	Other Details

Using the completed attribute chart as a guide, compare and contrast the three stories. Encourage deeper analysis with guiding questions:

- What similarities exist between the stories? What differences stand out?
- Which story presents the greatest challenge for the characters?
- How do the solutions reflect important lessons?
- Which story was most enjoyable, and why?

ACCESSIBLE ENGAGEMENT STRATEGIES:

- Visual aids like props or paper puppets are highly recommended
- Create oversized attribute charts when putting this on the board
- Assign students specific roles (ex: Character Spotter) to make the list more manageable
- Provide audio versions of stories and allow students to view individually with headphones, turn on close captions or change the video playback to a slower speed

Act a Story with a Twist! (Grades: PreK-2)

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

Early Learning & Development: CR.1.a, PW.1.b, PW.1.d

English/Language Arts: RL.K.2, RL.K.10, SL.K.6, RL.1.2, SL.1.6, RL.2.2, SL.2.6

Fine Arts: Drama: K.1PE, K.2CR, K.2PE, K.3PE, 1.1CR, 1.1 PE, 1.2CR, 1.2PE, 2.1PE, 2.2CR 2.2PE, 2.3PE

Social & Emotional Learning: A2.2.a, D1.1.a

Folk tales have been passed down for generations across many cultures and languages, often changing over time. *Goldilocks and the Three Bears*, *The Three Little Pigs* and *The Three Billy Goats Gruff* have been retold in countless ways, sometimes with different characters or unexpected changes.

Students should work in small groups to select one of these stories and create a retelling with a twist. A twist can change an important part of the story to make it fun, silly or surprising. Encourage at least one big twist to make the story fresher and more exciting! For example:

- Maybe Goldilocks eats all the Cinnamon Toast Crunch instead of porridge!
- Maybe the Three Little Pigs build houses, but the silly elephant tries to blow them down with his trunk instead of the wolf!
- Maybe when the Billy Goats Gruff go over the bridge, the “troll” is actually a friendly princess who wants to play a game!

Once groups select a story and decide on a twist, students will take on character roles and prepare to act. Actors use three key tools to bring stories to life:

Voice: Use strong, clear voices so everyone can hear the story!

Body: How would the character walk? Would they be bouncy, sleepy, sneaky or stompy? Show it with the body!

Imagination! What would the character think or do? Really try to be them!

Create a stage area somewhere in the classroom. Students can use simple props or their imaginations for storytelling. Students will act out their story while incorporating their chosen twist. The storytelling should highlight how the twist changes the original events.

To help young storytellers, Twist Cards are available on the next page. Cut out the cards and place them in a bowl or small bags. If students struggle to create a twist, they can pick a card for guidance. This will help spark creativity and keep the activity moving.

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ACCESSIBLE ENGAGEMENT STRATEGIES:

- Provide a full “bank” of ideas printed out so when students are brainstorming, they can point to one from their list that they like, if needed
- Allow students multiple opportunities to practice their acting, instead of doing it on the spot
- Instead of performing the skit in front of the entire class, which could be intimidating to some, perform it in front of a partner or smaller groups
- Offer simple costume pieces or props to help students feel more transformed in their roles as well as boost confidence
- Put name tags with the character name on each person performing so it is more clear to the audience
- Designate a calm space for students who prefer low-stimulation environments
- Allow students to pre-record their scenes and show it to the class in video format

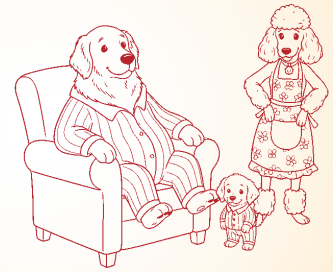
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Twist Cards

**Goldilocks
tries...
tacos!**



**The bears
are...
friendly dogs!**



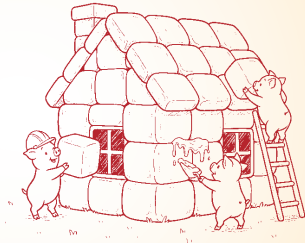
**The wolf
wears...
roller skates!**



**Baby bear
has... brothers
and sisters!**



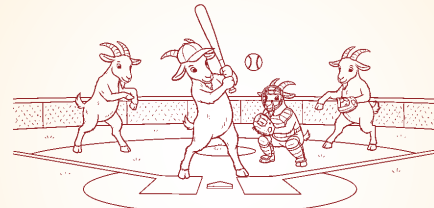
**The pigs build
houses out of...
marshmallows!**



**The troll
loves...
to sing!**

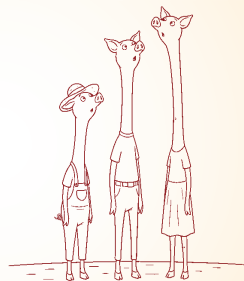


The bridge is made of... fluffy clouds!



The billy goats... love to play baseball!

**The three
little pigs...
are very tall!**



**Goldilocks...
has a
cell phone!**



RESOURCES

BOOKS



Goldilocks and the Three Bears, by James Marshall (Dial Books Publishing)

The Three Billy Goats Gruff, by Paul Galdone (Clarion Books Publishing)

The Three Little Pigs, by Paul Galdone (Clarion Books Publishing)



Recommended reads curated by Cleveland Public Library

➤ *Mrs. Chicken and the Hungry Crocodile*, by Won-Ldy Paye

A chicken tricks a crocodile into believing they are sisters to avoid being eaten.

➤ *The Man and the Fox*, Idries Shah

A fox escapes a trap using clever thinking and determination.

➤ *The Opposite*, by Tom MacRae

A boy outsmarts a mischievous creature that reverses everything he does.



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For more information,
visit [CPL Youth Services](https://www.cpl.org)
or go to [cpl.org](https://www.cpl.org).

WEB



Classroom Connections Workshop Video

Billy Goats Gruff & Other Tales Pre-Show Workshop
Video. Password: Raccoon&31
<https://vimeo.com/1120966359>

“Ohio Theatre Letterbox” Activity

<https://playhousesquare.org/assets/doc/Printable-Ohiomodel-4dad95fd76.pdf>

“Story Study” Activity

“Literary Elements Mapping Interactive Tool,”
ReadWriteThink. https://interactives.readwritethink.org/lit-elements?_gl=1*13zz4ey*_ga*MTI0MTQ5MjQ3LjE3NjE1ODQ4MTQ.*_ga_PPJBE9BR3H*cze3NjQ3Nzg3MjMkbzlkZzEkdDE3NjQ3Nzg5ODgkajYwJGwWJGgw

“Visual Thesaurus Interactive,” Jake Wood – GitHub.
<https://jzwood.github.io/Interactive-Thesaurus/>

“Create a Word Cloud,” WordItOut.
<https://worditout.com/word-cloud/create>

“Taming the Worry Werewolf” Activity

Box Breathing for Kids, YouTube, uploaded by Learn With Ms. Prima from LittleYellowStar,
<https://www.youtube.com/watch?v=dv77qUpu02A>

Pufferfish Breathing – Mindfulness for Kids, YouTube,
uploaded by EdTomorrow, <https://youtu.be/s3IDJb8zi-E>

“Rainbow Breath Video,” GoNoodle. <https://www.gonoodle.com/videos/OYZVOY/rainbow-breath>

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.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 Taming the Worry Werewolf	9 16
CO.3.a	Uses increasingly complex strategies to solve problems	PreK	Taming the Worry Werewolf Story Study	16 17
CO.4.a	Develops ability to be flexible in own thinking and behavior	PreK	Taming the Worry Werewolf	16
CR.1.a	Expresses ideas and feelings through visual art.	PreK	Taming the Worry Werewolf	16
CR.1.b	Expresses self creatively through music and dance.	PreK	Pre-Show Video Workshop	9
CR.2.a	Develops ability to express new ideas through imagination and inventive play.	PreK	Pre-Show Video Workshop Act a Story with a Twist!	9 18
LL.1.b	Develops and expands understanding of vocabulary and concepts.	PreK	Pre-Show Video Workshop Vocabulary Bingo Foreshadowing	9 10 14
LL.1.d	Participates in conversations with increasing application of turn-taking skills	PreK	Pre-Show Video Workshop	9
MA 3.a	Develops knowledge of measurement to compare and describe objects.	PreK	Vocabulary Bingo	10
PW.1.a	Develops competency in a variety of locomotor and non-locomotor skills.	PreK	Pre-Show Video Workshop	9
PW 1.b	Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.	PreK	Act a Story with a Twist!	18
PW.1.d	Uses senses to guide movement and interactions with objects and other people.	PreK	Act a Story with a Twist!	18
SE.2.a	Begins to manage emotions and actions.	PreK	Taming the Worry Werewolf	16
SE.3.a	Develops empathy toward and understanding of others.	PreK	Pre-Show Video Workshop	9

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	Vocabulary Bingo	10
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	K	Vocabulary Bingo	10

L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts	K	Vocabulary Bingo	10
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Foreshadowing Story Study	14 17
RL.K.2	With prompting and support, retell familiar stories, including key details.	K	Story Study Act a Story with a Twist!	17 18
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	Foreshadowing Story Study	14 17
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	K	Foreshadowing	14
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K	Story Study	17
RL.K.10	Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	K	Story Study Act a Story with a Twist!	17 18
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 Foreshadowing Story Study	9 14 17
SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	K	Foreshadowing	14
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K	Act a Story with a Twist!	18
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	Vocabulary Bingo	10
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	Vocabulary Bingo	10
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	1	Vocabulary Bingo	10
RL.1.1	Ask and answer questions about key details in a text.	1	Foreshadowing Story Study	14 17
RL.1.2	Analyze literary text development.	1	Story Study Act a Story with a Twist!	17 18

RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	Foreshadowing Story Study	14 17
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	1	Foreshadowing	14
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	1	Story Study	17
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 Foreshadowing Story Study	9 14 17
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	Foreshadowing Story Study	14 17
SL.1.3	Describe characters, settings, and major events in a story, using key details.	1	Story Study	17
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	1	Act a Story with a Twist!	18
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	Vocabulary Bingo	10
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	2	Vocabulary Bingo	10
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	2	Vocabulary Bingo	10
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2	Foreshadowing Story Study	14 17
RL.2.2	Analyze literary text development.	2	Story Study Act a Story with a Twist!	17 18
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2	Story Study	17
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	2	Story Study	17
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 Foreshadowing	9 14

SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).	2	Foreshadowing	14
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	Act a Story with a Twist!	18

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1PE	Imitate movements, voices, and feelings of people, animals and objects through dramatic play.	K	Pre-Show Video Workshop Act a Story with a Twist!	9 18
K.1RE	Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen.	K	Coming to the Theater	4
K.2CR	Demonstrate observations and listening skills in a theatrical context.	K	Act a Story with a Twist!	18
K.2PE	Work cooperatively to create characters using costumes and props to dramatize a story.	K	Act a Story with a Twist!	18
K.2RE	Describe what a playwright does.	K	Coming to the Theater	4
K.3PE	Imagine and create a physical environment for stories (arrange classroom furniture, recommend lighting or sound effects to suggest mood, choose characters' clothing).	K	Act a Story with a Twist!	18
K.5RE	Demonstrate ways an audience can show respect when watching a theatrical performance.	K	Coming to the Theater	4
1.1CR	Identify the beginning, middle and ending of stories and retell in proper sequence.	1	Act a Story with a Twist!	18
1.1PE	Work cooperatively to retell or dramatize stories and fairy tales from various time periods and cultures.	1	Act a Story with a Twist!	18
1.1RE	Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences.	1	Coming to the Theater	4
1.2CR	Use body and voice to imitate the characters seen in media presentations of stories, myths, and fairy tales.	1	Act a Story with a Twist!	18
1.2PE	Create and tell stories based on personal experience (orally, written, by drawing a picture or pictures).	1	Act a Story with a Twist!	18
1.3CO	Engage in dramatic and theatre experiences to explore concepts from other academic areas.	1	Pre-Show Video Workshop	9
1.3PE	Demonstrate various movements, voices, and feelings by performing a variety of familiar roles.	1	Pre-Show Video Workshop	9

2.1PE	Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation and storytelling).	2	Pre-Show Video Workshop Act a Story with a Twist!	9 18
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	Coming to the Theater	4
2.2CR	Create the movements and expressive voices for characters in stories, myths, and fairy tales from various time periods and cultures.	2	Act a Story with a Twist!	18
2.2PE	Explore and demonstrate various design components of a scene (create live sound effects and identify clothing items appropriate to the character).	2	Act a Story with a Twist!	18
2.3CO	Identify the arts that are used to create a theatrical performance.	2	Coming to the Theater	4
2.3PE	Listen to and convey familiar stories, sequence events, and identify characters, settings, and conflict.	2	Act a Story with a Twist!	18
2.4CO	Use processes of theatre to integrate information from other academic content areas	2	Pre-Show Video Workshop	9
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.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
1.3CO	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
1.5PE	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
2.1CO	Identify how music communicates feelings, moods, images, and meaning	2	Pre-Show Video Workshop	9
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

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1CO	Connect ideas, stories, and personal experiences to works of art.	K	Taming the Worry Werewolf	16
K.2CR	Engage in self-directed play with various materials.	K	Vocabulary Bingo	10
K.2PE	Explore a variety of materials and tools to create works of art.	K	Taming the Worry Werewolf	16
K.3PE	Communicate an idea using the elements of art.	K	Act a Story with a Twist!	18
1.2CR	Explore materials to devise imagery and symbols.	1	Vocabulary Bingo	10
1.2PE	Engage with materials and tools to develop artmaking skills.	1	Taming the Worry Werewolf	16
1.3CO	Communicate personal emotions and read emotional content in works of art.	1	Taming the Worry Werewolf	16
2.2CR	Combine materials to explore personal artistic ideas.	2	Vocabulary Bingo Taming the Worry Werewolf	10 16

Physical Education

Standard	Description	Grade	Activity	Page
1A.K.3	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.	K	Pre-Show Video Workshop	9
3B.K.4	Identify ways to stretch muscles in the body.	K	Pre-Show Video Workshop	9
1A.1.3	Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.	1	Pre-Show Video Workshop	9
3B.1.4	Identify ways to stretch muscles in the upper and lower body.	1	Pre-Show Video Workshop	9
3B.2.4	Identify ways to stretch muscles in various parts of the body.	2	Pre-Show Video Workshop	9

Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Pre-Show Video Workshop	9
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Pre-Show Video Workshop	9
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment	1	Pre-Show Video Workshop	9
1.LS.2	Living things survive only in environments that meet their needs.	1	Pre-Show Video Workshop	9

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A2.2.a	Explore opportunities to develop skills and talents.	K-2	Act a Story with a Twist!	18
B1.2.a	Describe verbal and nonverbal ways to express emotions in different settings.	K-2	Taming the Worry Werewolf	16
B1.3.a	Identify and begin to use strategies to regulate emotions and manage behaviors.	K-2	Taming the Worry Werewolf	16
C1.2.a	Identify words and actions that may support or hurt the feelings of others.	K-2	Pre-Show Video Workshop	9
C3.3.a	Discuss the concept of, and practice, treating others the way you would want to be treated.	K-2	Pre-Show Video Workshop	9
D1.1.a	Identify and engage in positive communication skills.	K-2	Act a Story with a Twist!	18
D2.1.a	Demonstrate an awareness of roles in various relationships.	K-2	Pre-Show Video Workshop	9
D2.3.a	Recognize that people may influence each other with words or actions.	K-2	Pre-Show Video Workshop	9

Learning Extensions Life Skills

Standard	Description	Grade	Activity	Page
SS.1:2	Demonstrates appropriate responses to emotions.	PreK-12	Taming the Worry Werewolf	16
SS.1:3	Adapts to changes in routine/ environment.	PreK-12	Taming the Worry Werewolf	16
SS.1:4	Demonstrates ability to deal with stress.	PreK-12	Taming the Worry Werewolf	16