



School Matinee Performances



TEACHER RESOURCE GUIDE

The Magic of Bill Blagg LIVE!

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English/Language Arts (2017), Fine Arts (2024), Science (2018-2019) and Social & Emotional Learning (2019).

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 Jeanine Tesch 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.1CR, K.1RE, K.2RE, K.3CO, K.5RE, 1.1RE, 1.3CO, 1.5RE, 2.1RE, 2.3CO, 2.5RE, 3.1RE, 3.5RE, 4.1RE, 5.1RE

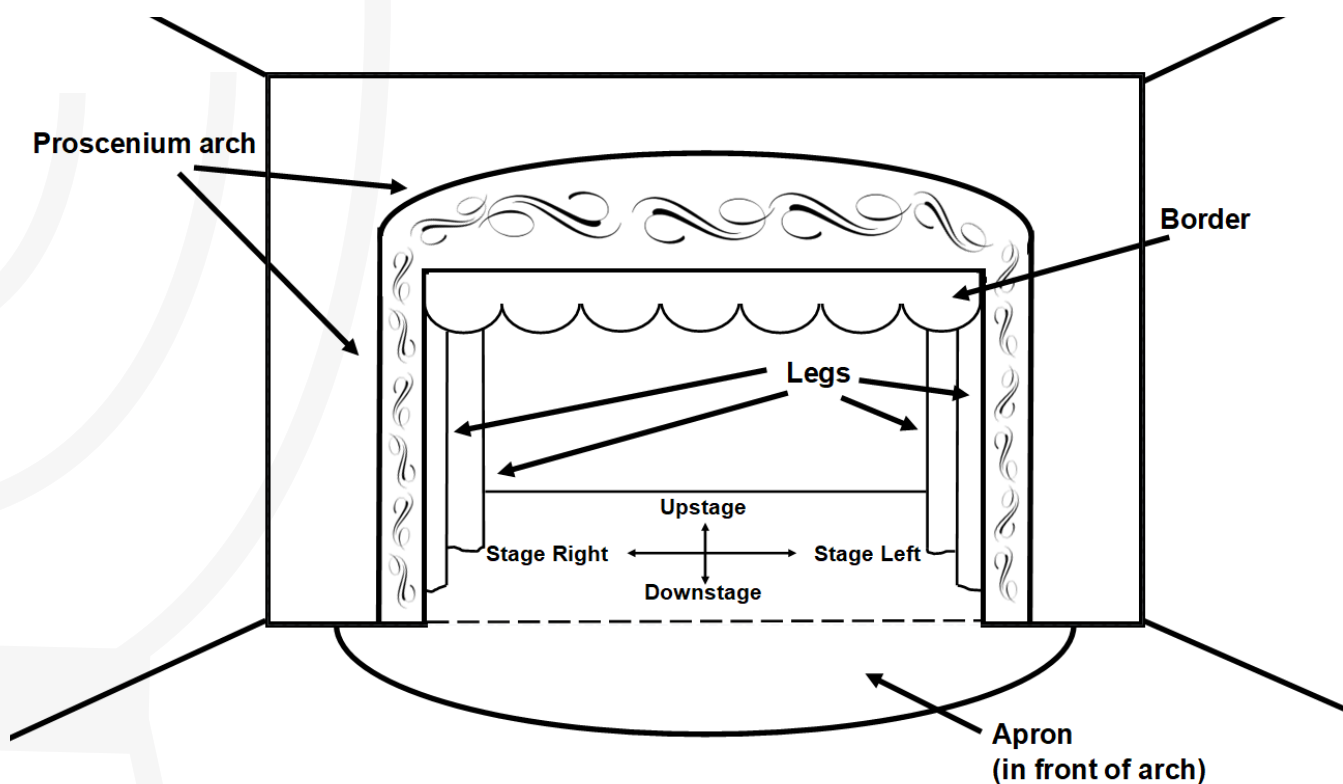
We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students 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.
- 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



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.

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

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

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.

KEYBANK STATE THEATRE FUN FACTS

Opened on
**FEBRUARY
5, 1921**

The **largest** of the Playhouse
Square theaters with

3,200 SEATS



Originally designed
for Vaudeville and movies
by architect

THOMAS W. LAMB



INFLUENCED BY
**ROMAN, GREEK,
AND EUROPEAN
BAROQUE**
THEATER DESIGN

At **320 feet long**, it has the
**LONGEST LOBBY
IN THE WORLD**
serving a single theater



**THERE ARE
FOUR COLORFUL
MURALS
IN THE LOBBY:**

*The Spirit of Pageantry – Africa,
The Spirit of Drama – Europe, ▶
The Spirit of Cinema – America,
and The Spirit of Fantasy – Asia*



RESTORED WITH A **NEW \$7 MILLION
STAGEHOUSE** IN 1984, MAKING IT THE
**LARGEST THEATER RESTORATION
IN THE WORLD**

When it was last repainted,
it took a whopping **12,500
hours, 25 painters and
595 GALLONS
OF PAINT**



Aside from theatrical performances, many celebrity comedians performed here including
**JAY LENO, JERRY SEINFELD, TINA FEY, AMY POHLER,
STEVE MARTIN AND MARTIN SHORT**

ABOUT THE SHOW

Critics and audiences alike rave about Bill's interactive magic and jaw-dropping illusions that will have you rubbing your eyes in disbelief. The performance combines his mind-blowing magical talents along with his trademark off-the-cuff personality to take you on a magical journey you'll never forget! You'll witness objects float in mid-air, vanish in the blink of an eye and so much more! *The Magic of Bill Blagg LIVE!* is more than a magic show, it's an interactive magic experience!

He's changing reality one city at a time and Cleveland is next.

INTRODUCING BILL BLAGG

To say that Bill Blagg has a magical life would be no exaggeration. From the moment he received his first magic kit in 1985, his world was never the same. His first professional magic book was given to him by his great-grandfather, which eventually led to building magic props with his dad. Bill launched his professional magic performing career in 1996, at the ripe age of sixteen. He became a stand-out in the magic community, due in part to his off-the-cuff personality and his high-energy performance style. Bill's first big break occurred in 1998 when he became the youngest contestant to win the Adult Stage Competition at the Abbott Magic Get-Together. At that remarkable showcase, he debuted his now-signature effect, The Dancing Hank. Members of the audience, including many magicians, were astounded by his routine. Not only did he give the hank attitude and style, he made the hank dance in ways that were all but impossible! In his first major competition, Bill had joined the ranks of his idols. After graduating from Carthage College (Kenosha, WI) with honors, Bill hit the road to perform magic full-time. Today, he has one of the largest touring theatrical magic and illusion shows in the country and performs close to 200 shows a year! Bill lives in Milwaukee, Wisconsin with his wife Kristen and their dog Daisy. When not performing, he can be found at his magic workshop creating new illusions to thrill audiences.

Find out more at billblagg.com



The MAGIC of
BILL BLAGG
LIVE!

EXAMINING MAGIC

The fascination with tricks and illusions is universal and timeless. But what are magic tricks anyway? Both magic tricks and science experiments can leave people scratching their heads in amazement. Magic tricks are really just illusions that the magician knows the secret to, and many magic tricks are just simple science experiments. The magician adds a few magic words and makes others believe that something supernatural and mysterious is happening. Magicians are master showmen and work very hard to fool audiences by using misdirection and manipulating their senses. In the end, there's a scientific explanation for how the trick works that has nothing to do with magic or magic words.

Before you can examine magic in detail, however, it is helpful to let children discover the broadness of the topic. As you are introducing magic to the class,

brainstorm all the different types of activities that might fall under the category of magic.

Making things disappear, appear and change form is described as magic. Things that defy the “natural” order of the world (ex: defying gravity, walking through walls) are called “magical.” Moreover, amazing feats that stun or surprise are deemed “magical.” You may soon find your list of magic acts getting quite lengthy! It is helpful to look at some synonyms for magic acts, such as illusions, tricks, stunts and deceptions. Discuss with your students why something might be called a “stunt,” whereas something else is called an “illusion.” Decide how broadly you would like to define the category of “magic” and work with your students to create a working definition of the topic for the class.



KEY TERMS & EVENTS

Appear – to suddenly be seen

Astonish – to surprise someone

Cause – to make something happen

Conjure – to make something appear by magic

Deal (cards) – to give out cards to people in a game

Deck of cards – a set of cards used to play games

Disappear – to go away so no one can see you

Distraction – something that takes your attention away

Effect – what happens because of something

Float – to stay on top of water or in the air

Illusionist – a person who does magic tricks

Improvisation or improv – making something up as you go

“In the blink of an eye” – very fast, like a quick look

Invisible – something you can't see

Levitate – to float in the air without touching the ground

Mystify – to make someone feel confused or puzzled

Perceive – to notice or see something

Prop – an object used in a play or show

Pyrotechnics – fireworks or special effects using fire

Reality – things that are real and true

Reveal – to show something that was hidden

Shuffle – to mix up the cards

Sleight of hand – quick hand movements to do magic tricks

Spectator – a person who watches something

Trickery – using tricks to fool someone

Vanish – to disappear suddenly



■ PRE-SHOW ACTIVITIES

Fill in the Blank (Grades: K-5)

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

English/Language Arts: L.K.4, L.K.5, L.1.4, L.1.5, L.2.4, L.2.5, L.3.4, L.3.5, L.4.4, L.4.5, L.5.4, L.5.5

Name: _____

Directions: Print the Key Terms on page 9 and use them to solve this story!

Once upon a time, there was an _____ who loved to _____ everyone with her mind-bending magic. In one of her magic tricks, she used a _____ to assist her onstage. She showed the audience a seemingly normal _____, like one you would use to play games with. However, as she began to _____ cards to one member in the audience, the cards started to turn _____. The _____ was astonished! What could possibly _____ the cards to do such a thing? The illusionist revealed that she used _____ to _____ the cards. Using this _____ to take the audience's attention away, she was able to fool the spectator with her _____.

The magic show continued as she started to _____ a rabbit out of a hat. As soon as the rabbit began to _____, it quickly then started to _____ from sight! It happened _____! The illusionist began to make up an _____ to cover this mistake. Even though the rabbit had _____ -ed, she had one more trick up her sleeve. She began to show the audience the _____ that gravity had on certain objects. She explained how light objects, like balloons, _____ in the air, while heavier objects stay on the ground. "Now remember," she said, "_____ isn't always as it seems. It's all about how you _____ the world around you." With the press of a button, a display of _____ created a show of lights and fire. The energy from this trick was enough to make heavy objects _____ in the air!

The audience cheered and clapped with delight. They loved the show and couldn't wait to see more of the illusionist's magic tricks!

Imagination Innovation (Grades: K-5)

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

English/Language Arts: SL.K.1, SL.K.5, SL.K.6, SL.1.1, SL.1.5, SL.1.6, SL.2.1, SL.2.5, SL.2.6, SL.3.1, SL.3.5, SL.3.6, SL.4.1, SL.4.5, SL.4.6, SL.5.1, SL.5.5, SL.5.6

Fine Arts: Visual Arts: K.1CR, K.2CR, 1.2CR, 1.3CR, 2.2CR, 2.3CR, 3.2CR, 3.3CR, 4.1CR, 4.2CR, 5.1CR, 5.2CR, 5.3CR

Science: K.PS.1, K.PS.2, 1.PS.1, 1.PS.2, 2.PS.1, 3.PS.2, 3.PS.3, 4.PS.1, 4.PS.2, 5.PS.1, 5.PS.2

Begin with a class discussion on imagination and innovation. Ask the students questions like:

- What does it mean to imagine something?
- Can you think of something new and exciting that someone has invented?
- Why do you think new ideas are important?

Share some simple examples of inventions (ex: telephones, airplanes or computers) and explain how these inventions started with someone's imagination and innovative ideas. Have students try to imagine what life was like before these inventions. Imagination helps people create new things and solve problems.

Divide the students into small groups or have a group discussion. Give students a common object, like a rock, spoon, paper clip, piece of paper etc. Ask students to brainstorm as many different uses or ideas for that object as they can. Compile their ideas as a list on the board. Highlight the creativity and innovation in their answers.

Give each student a piece of drawing paper and crayons or markers. Ask them to draw something new or imaginative – something that may not exist yet, but they wish did. Perhaps it is something like a pet communication collar or self-cleaning clothes. Once finished, students can share their drawings with the class and explain their invention or idea.

Optional Extension: Provide various craft supplies or playdough and ask students to create something new using their imagination. It could be an invention, an animal or a place. Allow students to present their creations to the class and explain what they made and why.



Magic Riddles (Grades: K-5)

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

English/Language Arts: SL.K.2, SL.1.2, SL.2.2, SL.3.2, SL.4.2, SL.5.2

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

Magic is the art of thinking you know something but discovering there's always more to learn – a riddle that always keeps you guessing.

Magic is about discovering something new and using prior knowledge to find the answers. Discuss these riddles with your class and work through them with problem solving strategies.

Grades K-2

1. The magician has five hats: red, blue, green, yellow, and purple. He places them in a row but forgets which order they are in. Here are some clues:

- The red hat is next to the blue hat.
- The green hat is between the yellow and purple hats.
- The blue hat is not next to the purple hat.

Can you figure out the order of the hats?

2. I float in the air without wings, I can be soft and come from kings. What am I?

3. The wizard needs to say a special spell to make his cat disappear. The spell has 4 words, each word starts with the letters A, B, C, and D in that order. Here are some hints:

- The second word is the opposite of down.
- The last word is what you do with your eyes.

Can you guess the spell?

4. There are three magical doors in front of you:

- Behind the first door is a dragon.
- Behind the second door is a room full of water.
- Behind the third door is a treasure chest.

Which door would you open to get the treasure chest without getting wet or hurt?

5. I have three colors and can be mixed, to make a potion or to be fixed. I bubble and I glow, in the dark, I show. What am I?

6. The magician wrote a secret message in invisible ink. Here are the clues to decode it:

- The first word rhymes with “cat.”
- The second word is something you do with your hands.
- The last word is a synonym for “happy.”

Can you decode the message?

7. The magician has a magic wand that makes numbers appear in a pattern. The numbers are: 2, 4, 6, __, 10.

What number should go in the blank?

8. In a forest, there are trees that speak, and animals who play hide and seek. Only seen in the nighttime sky, what am I?

9. The wizard's enchanted box has three locks. Each lock has a number. The clues are:

- The sum of the numbers is 6.
- The numbers are all different.
- The numbers are between 1 and 4.

Can you guess the numbers?

10. I shine bright in the night but disappear at dawn's light. What am I?

Answer Key

1. Yellow, Green, Purple, Red, Blue,
2. A feather,
3. Up, Blink, and See,
4. The third door (the treasure chest),
5. A potion,
6. Cat, Claps, and Happy,
7. 8,
8. The moon,
9. The numbers are 1, 2, and 3,
10. A star

Grades 3-5

1. I speak without a mouth and hear without ears. I have no body, but I come alive with the wind. What am I?
2. I can be cracked, made, told, and played. What am I?
3. I have keys but open no locks. I have space but no room. You can enter, but you can't go outside. What am I?
4. I am not alive, but I can grow; I don't have lungs, but I need air; I don't have a mouth, but water kills me. What am I?
5. I fly without wings; I cry without eyes. Whenever I go, darkness flies. What am I?
6. I am taken from a mine, and shut up in a wooden case, from which I am never released, and yet I am used by almost every person. What am I?
7. The more you take, the more you leave behind. What am I?
8. I can travel around the world while staying in a corner. What am I?
9. I'm tall when I'm young, and I'm short when I'm old. What am I?
10. I'm light as a feather, yet the strongest man can't hold me for much more than a minute. What am I?

Answer Key

1. An echo, 2. A joke, 3. A keyboard, 4. fire, 5. A cloud, 6. Pencil lead, 7. Footsteps, 8. A stamp, 9. A candle, 10. Breath

Magical Extension!

Distribute white drawing paper and a white crayon to each student. Instruct students to write a secret message or draw a picture using the white crayon, encouraging them to press down firmly to ensure the drawing or message is clear. Remind students that a solid layer of crayon is essential for this to work. Once the drawings or messages are complete, provide washable markers in a variety of colors. Students will trade their paper with a classmate and color over the entire sheet. As the coloring progresses, the hidden message or drawing will magically appear. Encourage creativity and patience throughout the process, as the activity is all about unveiling the surprise that lies beneath the surface. Incorporate this same technique with answers to the riddles or with clues!



■ POST-SHOW ACTIVITIES

Read All About It (Grades: K-5)

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

English/Language Arts: W.K.1, W.K.2, W.K.3, W.1.1, W.1.2, W.1.3, W.2.2, W.2.3, W.3.2, W.3.3, W.4.2, W.4.3, W.5.2, W.5.3

Fine Arts: Visual Arts: K.2CR, 1.3CR, 2.3CR, 3.3CR, 4.3CR, 5.3CR



Extra! Extra! Read all about it! Students will put on their writing caps for a magical writing adventure. Either allow them to pick a prompt from below or assign a prompt to them. Then, have them create a newspaper page and illustrate their article using the worksheet on the next page.

Elements of Newspaper Writing

Catchy Headline Title

Journalist's Name

Date

Full Sentences

Direct Quote/s

Answers the Who? What? Where? When? Why? How?

Photo Related to Story

Grades K-1 Prompts:

- Draw a picture of your magic wand. Write a sentence about what your magic wand can do.
- Draw a magical creature you made up. Write a sentence about what it can do.
- Imagine you can fly on a broomstick. Draw a picture and write a sentence about where you would fly.
- Draw a magic hat. Write a sentence about what comes out of the hat when you wear it.
- Draw a bottle of magic potion. Write a sentence about what happens when you drink it.
- Imagine you have an invisible cloak. Draw a picture of yourself wearing it and write a sentence about what you would do.
- Draw a picture of a magic castle. Write a sentence about who lives inside the castle.
- Imagine animals can talk. Draw a picture of your favorite animal and write a sentence about what it would say.
- Draw a picture of a magic garden. Write a sentence about what magical things grow there.
- Draw a picture of yourself as a wizard. Write a sentence about what magic you would do.

Grades 2-5 Prompts:

- Imagine you found a magic wand in your backyard. What happens when you wave it, and what adventures do you go on?
- You discover a secret door in your school that leads to a magical land. Describe what you find on the other side and the magical creatures you meet.
- Write about a typical day for a young wizard attending magic school. What classes do they take, and what spells do they learn?
- Describe a journey through an enchanted forest where the trees talk, and the animals have special powers. What challenges do you face, and how do you overcome them?
- If you could have any magical creature as a pet, what would it be? Write about your adventures together and the tricks your pet can do.
- Imagine you are a magician performing at a big show. Write about the tricks you perform and the audience's reactions.
- You find an old, dusty book in the library that contains real magic spells. Describe what happens when you read one of the spells aloud.
- High in the sky, there's a castle that floats on clouds. Write about your visit to this magical castle and the people who live there.
- You discover a recipe for a magic potion that grants you one special power. What power do you choose, and how do you use it?
- You meet a genie who grants you three wishes. Write about what you wish for and how those wishes change your life.

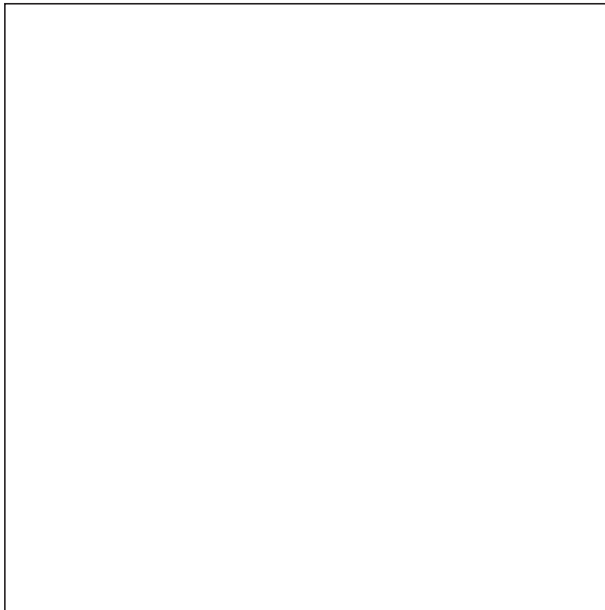
Read All About It Worksheet

EXTRA! EXTRA!

(Headline)

(Date)

By _____
(Journalist Name)



Mirror Mirror (Grades: K-5)

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

Science: K.PS.1, K.PS.2, 1.PS.1, 1.PS.2, 2.PS.1, 3.PS.2, 3.PS.3, 4.PS.1, 4.PS.2, 5.PS.1, 5.PS.2

Social & Emotional Learning: E1.1.a, E1.2.a, E1.1.b, E1.2.b

In this lesson, students will learn the science of reflection and how it is used in magic tricks. Students will need small mirrors (one per student or pair), flashlights, white paper, markers, small objects (ex: small toys, blocks, Legos or pictures), chart paper and markers.

Begin with a discussion about magic and the tricks they saw Bill Blagg perform. Did they enjoy the show? What was their favorite trick? Do they think Bill uses science to help with his magic tricks?

Then, transition to the science lesson.

Reflection when light bounces off something, making it possible to see the object's image

Show them a small mirror and demonstrate how it reflects light. Reflection happens when light hits an object and bounces off, just like a ball bouncing off the ground. It is the reason a person can see themselves in a mirror. Through the following experiment, students will learn how reflection is used in many magic tricks.



Instructions for Experiment:

1. Break the students into pairs. Give each pair of students a small mirror, a flashlight and a piece of white paper.
2. Have the students place the white paper on the table. They should shine their flashlights on the mirrors to reflect the light onto each of the papers.
3. Have them move the flashlight and the mirror around to see how the light changes direction.
4. Encourage the students to describe what they see. Ask:
 - What happens to the light?
 - How does it change when the mirror is moved?
5. Pass around a small object. Have students place it in front of the mirror and observe its reflection.
6. Explain how magicians use mirrors to create illusions, making objects appear or disappear through reflection.

Optional extension: Provide each student with a piece of paper and markers. Ask them to draw a picture of themselves performing a magic trick using a mirror. Encourage students to label their drawing with words like “mirror,” “reflection,” “light,” and “magic,” demonstrating the information they have learned.

RESOURCES

BOOKS



Recommended reads curated by Cleveland Public Library

- *Jaden Toussaint, the Greatest: The Quest for Screen Time*, by Marti Dumas

Jaden Toussaint is a five-year-old who thinks he's a superhero. His big brain, strong negotiating skills, and adventurous spirit help him navigate the complexities of life in kindergarten.

- *My Rainy Day Rocket Ship*, by Markette Sheppard

A resourceful boy uses household items to create a rocket ship during a rainy day indoors, showcasing creativity, imagination and play.

- *What If...?*, by Samantha Berger

Explores the endless possibilities of artistic expression as a young girl imagines all the ways she can communicate her ideas when her usual tools are taken away.



**CLEVELAND
PUBLIC
LIBRARY**

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

WEB



"Easy Science Experiments That Will Amaze Kids," YouTube, uploaded by Fun Science, <https://youtu.be/19klYF2FApc?si=EIFNFXGdD-J1J8Sj>

"Illusioneering Podcast" Apple Podcasts, uploaded by University of London, <https://podcasts.apple.com/us/podcast/illusioneering/id550879705>

"Optical Illusions and How They Work," *American Museum of Natural History*, <https://www.amnh.org/explore/ology/brain/optical-illusions-and-how-they-work>

Visiting Playhouse Square Social Stories

For Schools and Groups.

<https://vimeo.com/228684472>

For Families and Homeschools.

<https://vimeo.com/228683843>

CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Fill in the Blank	10
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	K	Fill in the Blank	10
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Imagination Innovation	11
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	Magic Riddles	12
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	K	Imagination Innovation	11
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K	Imagination Innovation	11
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ...).	K	Read All About It!	14
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.	K	Read All About It!	14
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K	Read All About It!	14
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	Fill in the Blank	10
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	Fill in the Blank	10

SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Imagination Innovation	11
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	Magic Riddles	12
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1	Imagination Innovation	11
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	1	Imagination Innovation	11
W.1.1	Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.	1	Read All About It!	14
W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	1	Read All About It!	14
W.1.3	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1	Read All About It!	14
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	Fill in the Blank	10
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	2	Fill in the Blank	10
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Imagination Innovation Magic Riddles	11 12
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	Magic Riddles	12
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	Imagination Innovation	11
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	Imagination Innovation	11
W.2.2	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2	Read All About It!	14

W.2.3	Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2	Read All About It!	14
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	Fill in the Blank	10
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	3	Fill in the Blank	10
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Imagination Innovation	11
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3	Magic Riddles	12
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	Imagination Innovation	11
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3	Imagination Innovation	11
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3	Read All About It!	14
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	Read All About It!	14
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	Fill in the Blank	10
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4	Fill in the Blank	10
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	Imagination Innovation	11
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4	Magic Riddles	12

SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4	Imagination Innovation	11
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)	4	Imagination Innovation	11
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4	Read All About It!	14
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	4	Read All About It!	14
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5	Fill in the Blank	10
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	5	Fill in the Blank	10
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Imagination Innovation	11
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5	Magic Riddles	12
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5	Imagination Innovation	11
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	5	Imagination Innovation	11
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. n and examples related to the topic.	5	Read All About It!	14
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	5	Read All About It!	14

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CR	Demonstrate observations and listening skills in a theatrical context.	K	Coming to the Theater	4
K.1RE	Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen	K	Coming to the Theater	4
K.2RE	Describe what a playwright does.	K	Coming to the Theater	4
K.3CO	Engage in dramatic experiences to explore concepts from other academic areas.	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
1.3CO	Engage in dramatic and theatre experiences to explore concepts from other academic areas.	1	Coming to the Theater	4
1.5RE	Identify and demonstrate audience behavior appropriate for the forms and styles of theatre (live theatre, film, television and media).	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
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Coming to the Theater	4
3.5RE	Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.	3	Coming to the Theater	4
4.1RE	Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances	4	Coming to the Theater	4
5.1RE	Use appropriate theatrical vocabulary and terminology to examine and discuss how manipulation of theatrical elements affects the interpretation of theatrical works.	5	Coming to the Theater	4

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1CR	Explore environments and experiences to generate original artmaking ideas.	K	Imagination Innovation	11
K.2CR	Engage in self-directed play with various materials.	K	Imagination Innovation Read All About It!	11 14
1.2CR	Explore materials to devise imagery and symbols.	1	Imagination Innovation	11
1.3CR	Experiment with various elements of art to communicate meaning.	1	Imagination Innovation Read All About It!	11 14
2.2CR	Combine materials to explore personal artistic ideas.	2	Imagination Innovation	11
2.3CR	Investigate ways to organize elements of art to express meaning.	2	Imagination Innovation Read All About It!	11 14
3.2CR	Investigate artistic challenges using various materials and tools.	3	Imagination Innovation	11
3.3CR	Experiment with the elements of art to explore connections with the principles of design.	3	Imagination Innovation Read All About It!	11 14
4.1CR	Discover and solve problems of personal relevance and interest when developing artmaking ideas.	4	Imagination Innovation	11
4.2CR	Select materials and processes to solve artistic problems.	4	Imagination Innovation	11
4.3CR	Consider the elements of art and principles of design to create visually effective compositions.	4	Imagination Innovation Read All About It!	11 14
5.1CR	Experiment with various ideas to address contemporary issues.	5	Imagination Innovation	11
5.2CR	Investigate ideas and inform artmaking through available resources.	5	Imagination Innovation	11
5.3CR	Select and use the elements of art and principles of design to investigate interdisciplinary concepts.	5	Imagination Innovation Read All About It!	11 14

Science

Standard	Description	Grade	Activity	Page
K.PS.1	Objects and materials can be sorted and described by their properties.	K	Imagination Innovation Mirror, Mirror	11 16
K.PS.2	Some objects and materials can be made to vibrate and produce sound.	K	Imagination Innovation Mirror, Mirror	11 16
1.PS.1	Properties of objects and materials can change.	1	Imagination Innovation Mirror, Mirror	11 16
1.PS.2	Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.	1	Imagination Innovation Mirror, Mirror	11 16
2.PS.1	Forces change the motion of an object.	2	Imagination Innovation Mirror, Mirror	11 16

3.PS.2	Matter exists in different states, each of which has different properties.	3	Imagination Innovation Mirror, Mirror	11 16
3.PS.3	Heat, electrical energy, light, sound and magnetic energy are forms of energy.	3	Imagination Innovation Mirror, Mirror	11 16
4.PS.1	When objects break into smaller pieces, dissolve, or change state, the total amount of matter is conserved.	4	Imagination Innovation Mirror, Mirror	11 16
4.PS.2	Energy can be transferred from one location to another or can be transformed from one form to another.	4	Imagination Innovation Mirror, Mirror	11 16
5.PS.1	The amount of change in movement of an object is based on the mass of the object and the amount of force exerted.	5	Imagination Innovation Mirror, Mirror	11 16
5.PS.2	Light and sound are forms of energy that behave in predictable ways.	5	Imagination Innovation Mirror, Mirror	11 16

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
D.1.1.a	Identify and engage in positive communication skills	K-2	Magic Riddles	12
D1.2.a	Practice giving and receiving feedback in a respectful way	K-2	Magic Riddles	12
E1.1.a	Identify a problem or needed decision and recognize that there may be multiple responses	K-2	Mirror, Mirror	16
E1.2.a	Identify strategies to solve a problem	K-2	Mirror, Mirror	16
D1.1.b	Apply active listening and effective communication skills to increase cooperation and relationships	3-5	Magic Riddles	12
D1.2.b	Demonstrate the ability to give and receive feedback in a respectful way	3-5	Magic Riddles	12
E1.1.b	Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective	3-5	Mirror, Mirror	16
E1.2.b	Implement strategies to solve a problem	3-5	Mirror, Mirror	16