



School Matinee Performances



## TEACHER RESOURCE GUIDE

# Cat Kid Comic Club: The Musical

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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), Social & Emotional Learning (2019), and Social Studies (2018).

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 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: 1.1RE, 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.
- 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 onstage can also.
- 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.

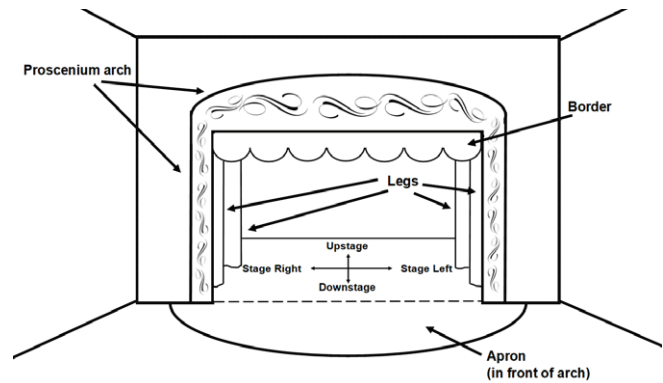


## Parts of a Theater

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 theatres, such as a thrust stage, amphitheater, or black box. The most common of them feature a proscenium arch, including the Mimi Ohio Theatre. The diagram to the right shows an example of this, and other elements visible or related to a theater performance. Review the glossary below prior to the show and ask students to see how many they can point out during their visit. These terms may reappear in other pre- and post-show activities provided by this guide.

An exact paper model of the Mimi Ohio Theatre is also available for printing and linked on our Resources page. 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.

# ABOUT THE SHOW

This musical adaptation of Dav Pilkey's *Dog Man* spin-off series, *Cat Kid Comic Club*, features a book and lyrics by Kevin Del Aguila and music by Brad Alexander.

Cat Kid and Molly Pollywog have started an epic club to teach 21 rambunctious baby frogs how to make their own comics! Their fishy father Flippy is overjoyed that his

kids will learn to unleash their creativity, but when the frogs' constant bickering and outrageous imaginations send their comics comically off the rails, Flippy flips out! Will the club survive? Will the frogs ever get along? And will creativity finally save the day? All will be answered in this madcap musical based on Dav Pilkey's irreverently hilarious book series.



## About the Author



Dav Pilkey is the author and illustrator of the bestselling *Cat Kid Comic Club*, *Dog Man* and *Captain Underpants* series. Born in Cleveland in 1966, he was diagnosed with ADHD and dyslexia at a young age. These challenges made school difficult but sparked his creativity.

He often drew comics when sent out of class for being disruptive, laying the foundation for his future success.

Pilkey's *Dog Man* series has sold over 70 million copies worldwide, been translated into 48 languages and adapted into a feature film by DreamWorks Animation and Universal Pictures. He received a Caldecott Honor for *The Paperboy*, and his books are celebrated for their humor, heart and ability to connect with reluctant

readers, proving that learning differences do not define a child's potential.

## About TheaterWorksUSA

TheaterWorksUSA has been a leader in Theater for Young and Family Audiences in New York City and across North America for over half a century.

Since 1961, this not-for-profit organization has captured the imaginations of over 100 million theatergoers with an award-winning repertoire of more than 140 original plays and musicals. Acclaimed alumni include Kristen Anderson-Lopez and Robert Lopez (*Frozen*), Daphne Rubin-Vega (*Rent*), Jerry Zaks (*The Music Man*), Benj Pasek and Justin Paul (*Dear Evan Hansen*) and Miguel Cervantes (*Hamilton*).



# KEY TERMS & EVENTS

**adopt** – to take something or someone and care for it

**antidote** – something that stops poison or helps a person feel better when sick or hurt

**bionic** – having body parts that are like machines

**club** – a group of people who do something fun or special together

**comic** – a funny story told with pictures and words

**cyber kinetic** – moving or controlling things using computers or machines

**destruction** – when something is broken or ruined

**firefly** – a small bug that lights up at night

**guilty** – a feeling someone has when they think they did something wrong

**idea** – something a person thinks of that could help solve a problem

**mayhem** – a lot of wild or noisy mess

**mighty** – very strong or powerful

**nemesis** – an enemy or someone who always tries to stop another person

**perspective** – how someone sees or thinks about something

**sidekick** – a hero's helper or friend

**solemnly** – in a serious, quiet, or respectful way

**tadpoles** – tiny baby frogs that live in water and have tails

**telekinetic** – able to move things just by thinking about it, without touching them

**trial** – a meeting where people talk and decide if something wrong was done, usually done in court

**villain** – a character in a story who causes trouble or tries to stop the hero



# COMICALLY KINETIC ENERGY

The Ohio Learning Standards listed below are addressed in the following Fact Sheet:

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

Kinetic energy is the  
**ENERGY OF MOTION.**  
If something moves,  
it has kinetic energy.

Kinetic energy is all  
around. **A bird flying,**  
a fan spinning and  
blinking eyes  
all have motion.

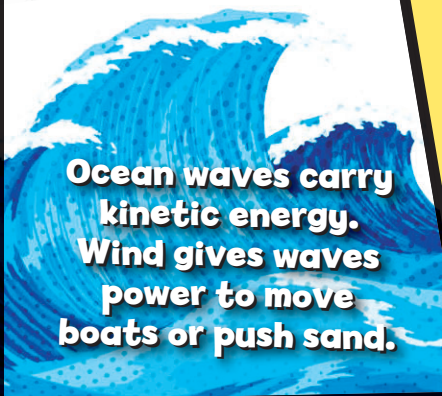


**ROLLER COASTERS**  
use kinetic  
energy. As they  
go down hills,  
they change  
stored energy  
into speed.



**FAST THINGS**  
have more kinetic energy.  
A race car has more than  
a bike because it moves  
faster and weighs more.

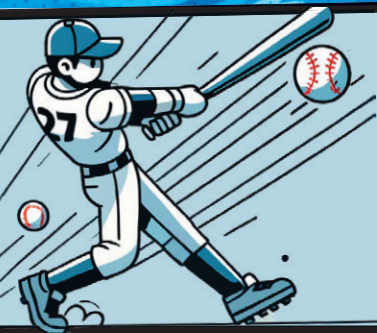
Ocean waves carry  
kinetic energy.  
Wind gives waves  
power to move  
boats or push sand.



**BOOM!**

Kinetic energy can  
make **sound.** When  
a drumstick hits  
a drum, it turns  
motion into sound.

Kinetic energy can  
send a **rocket** into  
space. Burning  
the rocket  
fuel  
makes the  
rocket  
move fast.



Kinetic energy  
helps in sports.  
Kicking a ball,  
**swinging a bat**  
or jumping to  
catch all use  
motion.

Learning about  
**KINETIC ENERGY**  
helps people understand  
how things move and  
work in everyday life.

## ■ PRE-SHOW ACTIVITIES

# Firefly Vocabulary Search (Grades: 1-5)

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

**English/Language Arts:** L.1.4, L.2.4, L.3.4, L.4.4, L.5.4

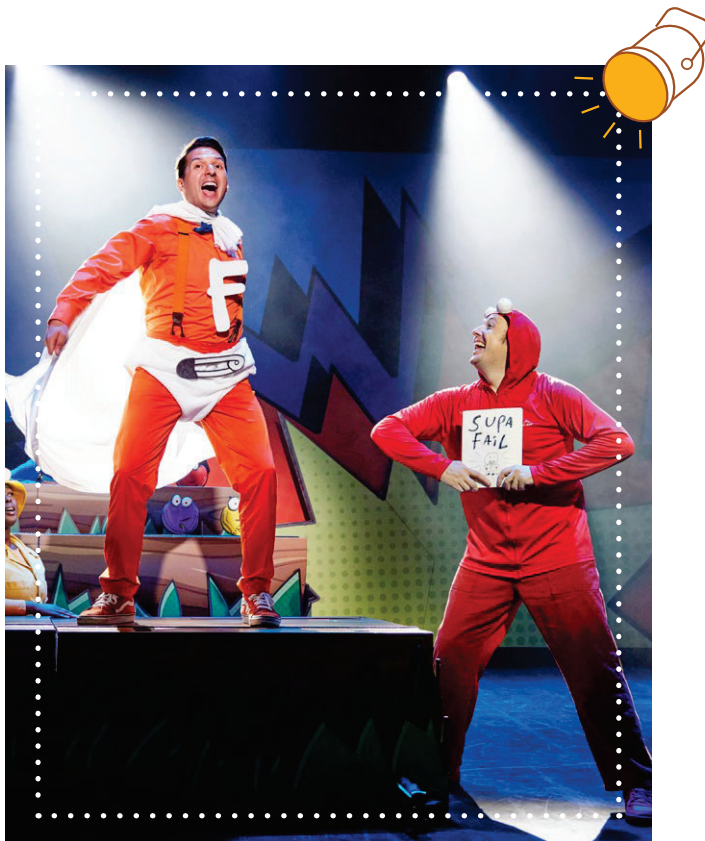
Begin by ensuring students are familiar with the Key Terms listed on pg. 7. Consider spending multiple days on this activity to build familiarity, possibly focusing on a few words per day.

Then, move on to the game, which will help students build word recognition and deepen their understanding of new terms in a fun, interactive way. Aim to blend movement, listening, reading and speaking to help students internalize new words while enjoying an imaginative and playful classroom environment.

To play, read the definition of one vocabulary word at a time aloud. Students should carry their prop around the room and use it to point to the word card that matches the definition. Once a student locates the correct word, they must either explain its meaning in their own words or use it in a sentence. After a correct response, the rest of the class gives a firefly high-five: a silent high five with flapping motion to a nearby classmate. Continue until all vocabulary words have been reviewed. Ensure all students have an opportunity to participate, and be sure to foster a fun, engaging learning atmosphere.

### TO SET UP THE GAME:

1. Tape the eight vocabulary word cards (see next page) around the classroom walls
2. Dim the lights to create a glowing “firefly” atmosphere
3. Provide each student with some sort of prop (Think a flashlight, glowstick or similar item to enhance the theme!)





**adopt**

**perspective**

**firefly**

**sidekick**

**guilty**

**tadpoles**

**mighty**

**villain**

# Fill in the Blank (Grades: 1-5)

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

**English/Language Arts:** L.1.4, RF.1.4, L.2.4, RF.2.4, L.3.4, RF.3.3, L.4.4, RF.4.3, L.5.4, RF.5.3

**Name:** \_\_\_\_\_

**Directions:** Review the Key Terms on pg. 7 and complete the sentences below, using the words you learned.

firefly guilty idea club nemesis  
sidekick tadpoles adopt trial villain



1. I had a great \_\_\_\_\_ for our class project about animals.
2. At night, I saw a little \_\_\_\_\_ glowing in the backyard.
3. She was a good \_\_\_\_\_ who always helped the superhero save the day.
4. We started a reading \_\_\_\_\_ where we share our favorite books.
5. My sister looked \_\_\_\_\_ when she admitted to breaking the vase.
6. The frog pond was full of wiggly baby \_\_\_\_\_.
7. He is my biggest \_\_\_\_\_ because he always tries to beat me in races.
8. I hope to \_\_\_\_\_ a puppy from the shelter this weekend.
9. During the \_\_\_\_\_, the judge listened to both sides of the story.
10. There was a \_\_\_\_\_ in the movie who tried to take over the city.

# Poetry with Personality (Grades: 1-5)

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

**English/Language Arts:** RL.1.10, SL.1.5, W.1.5, RL.2.10, SL.2.5, W.2.5, RL.3.10, SL.3.5, W.3.5, RL.4.10, SL.4.5, W.4.5, RL.5.10, SL.5.5, W.5.5

**Fine Arts:** Music: 2.7RE, 3.8RE, 5.3RE, 5.5RE; Visual Arts: 1.3CO, 2.3CO, 3.3CO, 4.3CO, 5.3CO

This lesson invites students to explore self-expression through short, imaginative poems, inspired by the haiku creations of Summer and Starla from the story!

## Part 1

Begin by reading excerpts from the *Cat Kid Comic Club* book (Summer and Starla's "Haiku Photo Comic" is on pg. 118-126) or other texts that feature haikus. Some recommended read-alouds and interactive tools are listed in Resources on pg. 20. While reading, invite students to identify descriptive words and explore the syllable patterns in each line. For younger students, it may be helpful to review what a syllable is: a beat in a word. Together, clap out syllables or underline them on the board to provide a visual aid and reinforce understanding.

### Introduce the haiku structure:

- 3 lines
- Syllable pattern: 5 – 7 – 5
- Traditionally inspired by nature, but can reflect emotions, moments or character perspectives

Re-read a haiku example together. Reinforce the rhythm of haiku by clapping out the syllables as a class.

Next, work together to create a collaborative class word bank on the board to assist students in writing their poems. Include nature words (breeze, moonlight or thunder) as well as emotion words (calm, excited, scared). Provide sentence starters to help spark ideas, such as "The stars say...", "Hope sounds like..." or "If clouds dream..."

Model writing a haiku on chart paper. Count the syllables aloud to match the pattern. Students should then start to draft their own poems. Allow them to work in pairs to help them brainstorm with each other. The final copy

of the haiku should be neatly printed on lined paper or typed. Students should also add illustrations to their final copy.

**Music Extension:** During drafting, allow students to choose background music that underscores the emotional tone of their poem. Discuss how different composers and musical styles can influence the rhythm and mood of a performance.

## Part 2

Set the stage for a classroom poetry performance! Encourage students to focus on expression, silly voices and dramatic timing.

After each brief haiku reading, peers should raise their hands and each offer:

- One suggestion for improvement
- One compliment

Remind students to be kind and constructive in their feedback. At the end of the lesson, collect and bind all student poems into a classroom poetry book



# Comic Relief (Grades: 1-5)

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

**English/Language Arts:** L.1.1, L.1.2, W.1.3, W.1.5, W.1.6, L.2.1, L.2.2, W.2.3, W.2.5, L.3.1, L.3.2, W.3.3, W.3.5, L.4.1, L.4.2, W.4.3, W.4.4, L.5.1, L.5.2, W.5.3, W.5.4

**Fine Arts:** Visual Arts: 1.2CR, 1.3CR, 2.3CR, 5.2CR, 5.3CR

In this activity, students will become comic strip creators, using storytelling and visuals to explore the idea of theme.

Begin with a brief overview of comic strip elements.

- Panels** Comics are organized in structured panels that follow a sequence
- Bubbles** Speech or thought bubbles tell the story
- Sound Effects** Words that show sounds to enhance the drama, “BOOM” or “ZAP”

Comics tell a story. Explain that the **theme** is the big idea or message in a story. Use examples students can relate to such as sharing toys to show the theme of kindness.

Next, each student (or pair) will design a comic strip that tells a story with a theme. These elements **MUST** be included:

- ☐ A clear narrative with a beginning, middle and end
- ☐ Expressive characters (human or animal)
- ☐ Dialogue in speech bubbles
- ☐ Use of sound effects or expressive words
- ☐ A clearly communicated theme

Distribute the comic strip templates and materials provided on pg. 14-16. Offer sentence starters to help students develop their dialogue, such as:

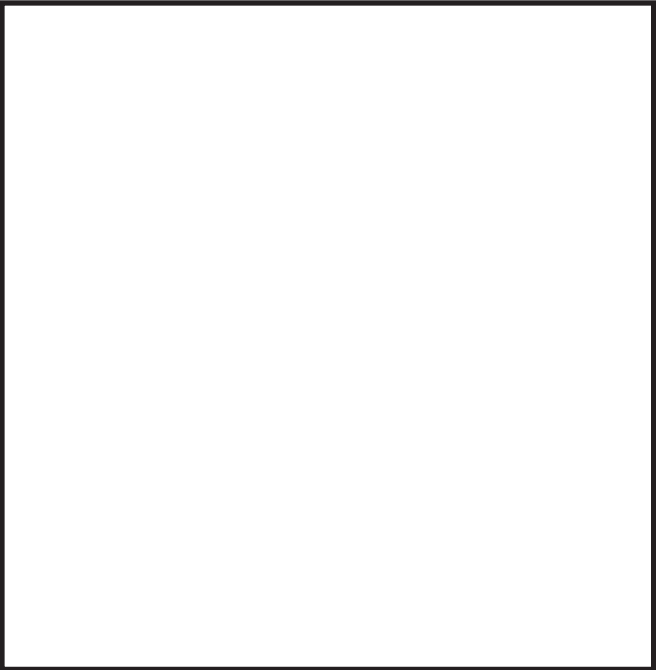
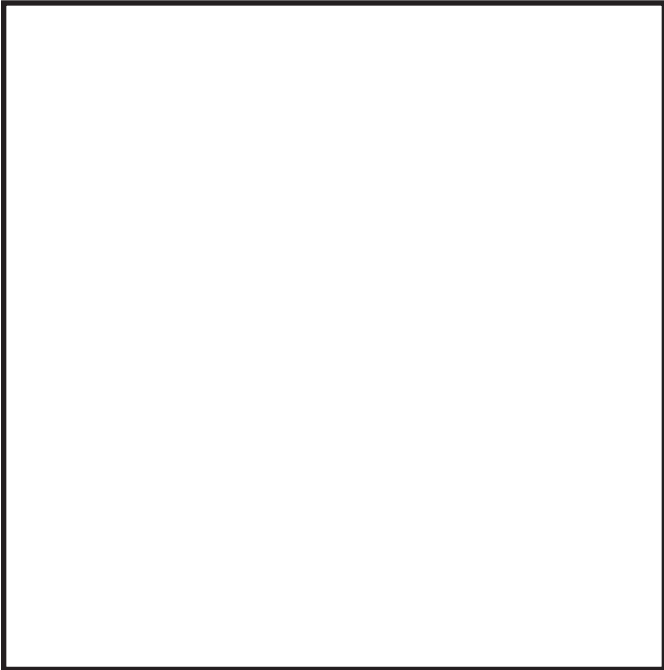
- “Can I help you with that, sir?”
- “Over here! You can sit with us!”
- “Thanks for being a great friend.”

Circulate to support students as they brainstorm and draw. Once finished, invite them to present their comics to the class or in small groups. Display the completed comics on a bulletin board or compile them into a classroom comic book.



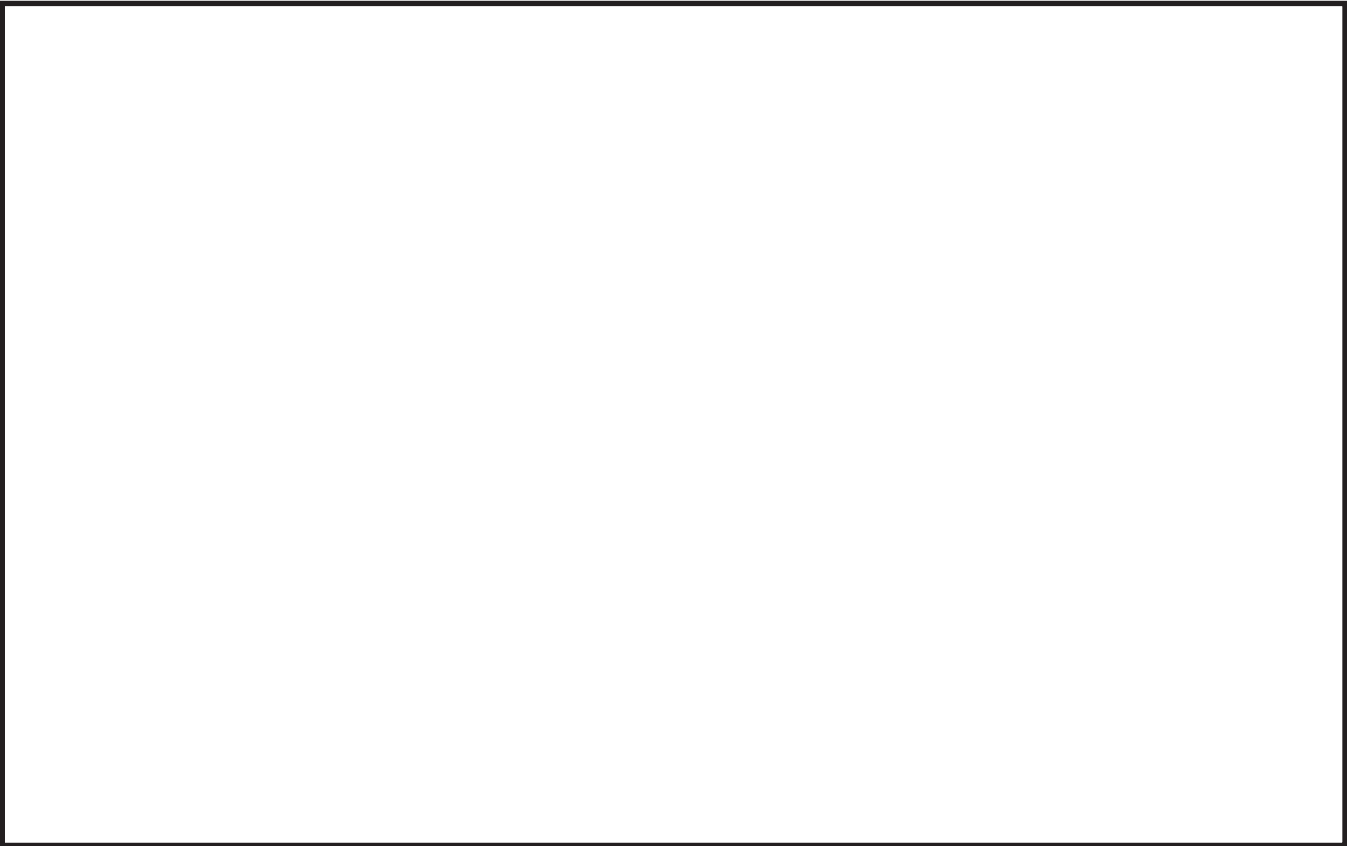
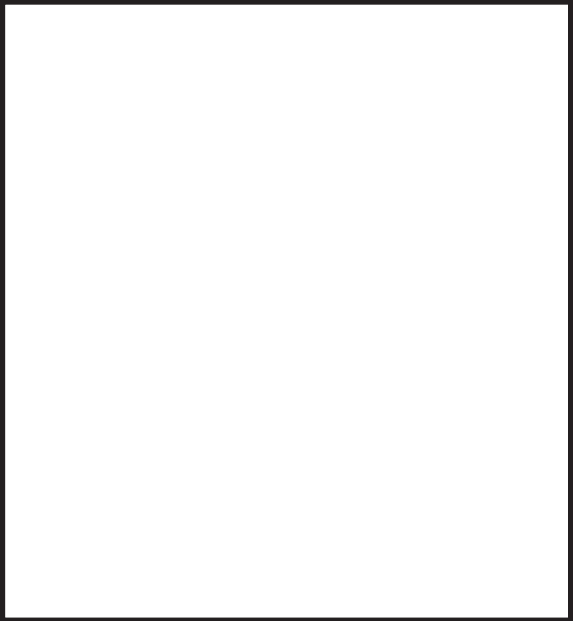
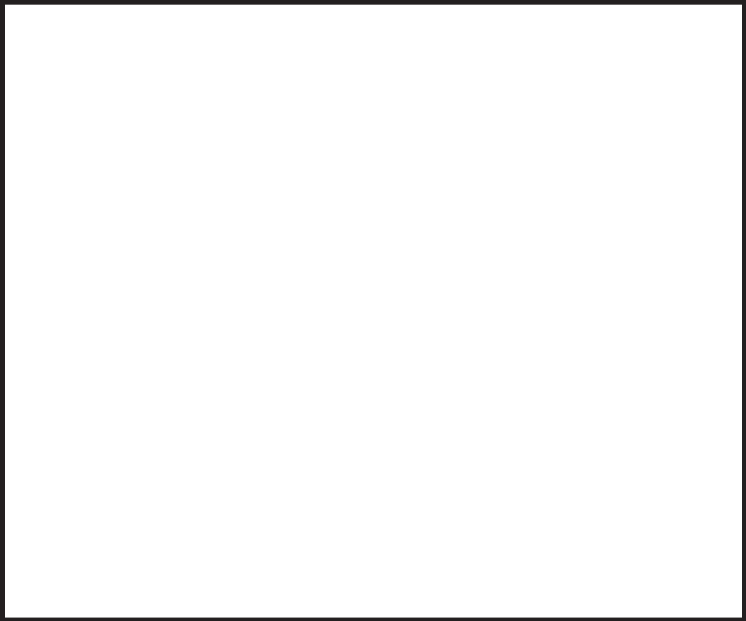


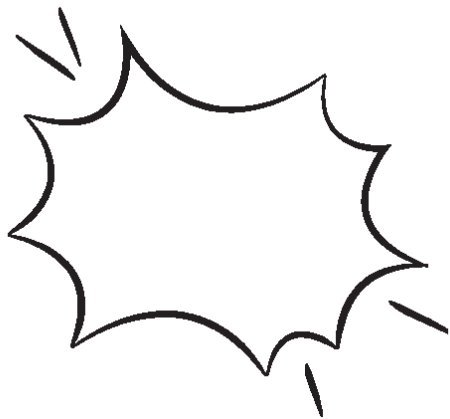
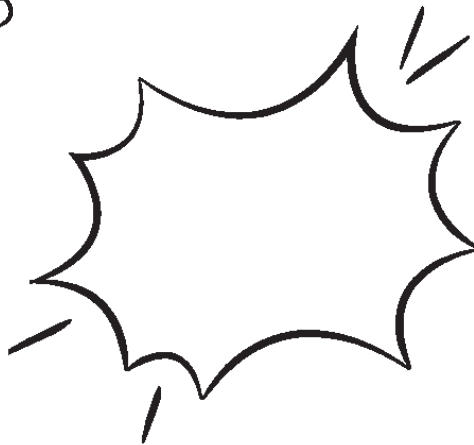
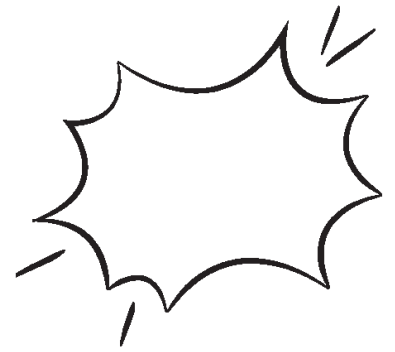
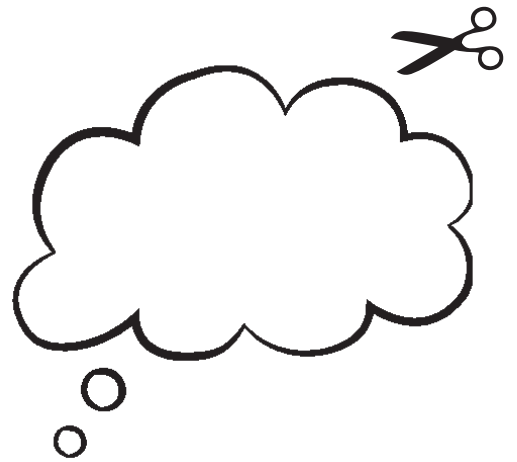
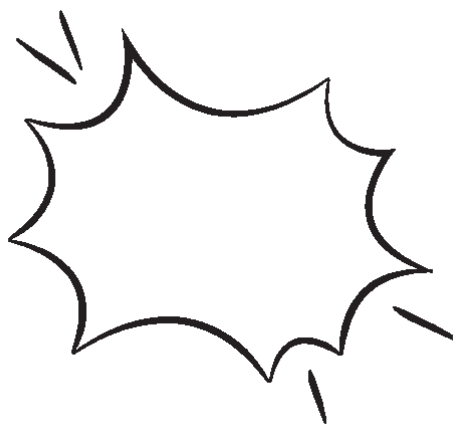
Comic Title





Comic Title





## ■ POST-SHOW ACTIVITIES

# Courage Circle (Grades: 1-5)

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

**English/Language Arts:** SL.1.1, SL.1.4, SL.2.1, SL.2.4, SL.3.1, SL.3.4, SL.4.1, SL.4.4, SL.5.1, SL.5.4

**Fine Arts:** Drama: 1.2CO, 1.3CO, 2.4CO, 3.4CO, 4.4CO, 5.4CO

**Social & Emotional Learning:** B1.1.a, B1.2.a, B1.3.a, B1.1.b, B1.2.b, B1.3.b

After the show, students will gather in a circle to explore the importance of friendship, honesty and courage.

### Part 1

Begin with a class discussion about the traits of the characters in *Cat Kid Comic Club*. Use guiding questions to prompt student thinking:

- Can anyone think of a moment in the story when a character showed courage?
- What qualities make someone a good friend?
- Why is it sometimes difficult to tell the truth?

Next, distribute paper hearts to each student (see examples on next page). Ask them to write or draw one example from their own lives that reflects a time they showed courage. Have them think of moments when they were kind to someone, stood up for a friend, told the truth in a difficult situation or tried something even though they were afraid to fail. It might be helpful to remind them of the definition of courageous:

**courageous** to be brave, even when you feel afraid

Invite students to share what they wrote on their hearts with the class if they would like to. Remind them to practice active listening and to offer supportive, encouraging comments.

### Part 2

Reconvene in a circle. Share a few short role-play statements (see list on right) that demonstrate how to express feelings honestly and gently. Highlight how these phrases use “I” statements and show empathy.

Invite students to practice using the sample phrases in pairs or small groups. Then, assign each group a scenario (ex: a disagreement over a game, feeling left out or making a mistake) and ask them to role-play how

the scenario would play out. Encourage creativity and reassure them that it is okay to make mistakes while learning.

Bring the class back together and invite volunteers to share what they practiced. Ask reflective questions such as:

- How did it feel to speak honestly?
- Was it hard to be kind and truthful at the same time?
- What did you learn about being a good friend?

Remind students that speaking kindly and honestly builds trust, strengthens friendships and shows courage. Encourage them to use these skills at school, at home and in their communities.

### Sample Role-Playing Scripts

- I like playing with you, but I need a little break right now.
- I do not really like that game, but I still want to play something with you.
- That hurt my feelings a little, but I know you did not mean to.
- I am not ready to share that yet, but I will when I feel more comfortable.
- I do not agree with that, but I understand your side.
- I did not really enjoy that story, but I liked the part you read out loud.
- That is not my favorite food, but thank you for offering.
- I am not sure I want to play today, but maybe tomorrow.
- I made a mistake, and I am sorry. I did not mean to upset you.
- I do not like when people laugh at me, even if it is a joke.
- I like your drawing, even though it is different from mine.
- I like being your friend, even if we do not always agree



**I was kind when**

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**I was brave when**

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# Clubhouse Creators (Grades: 1-5)

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

**English/Language Arts:** SL.1.1, SL.1.2, SL.1.3, W.1.7, W.1.8, SL.2.1, SL.2.2, SL.2.3, W.2.7, W.2.8, SL.3.1, SL.3.2, SL.3.3, W.3.7, W.3.8, SL.4.1, SL.4.2, SL.4.3, W.4.7, W.4.8, SL.5.1, SL.5.2, SL.5.3, W.5.7, W.5.8

**Fine Arts:** Visual Arts: 1.2CR, 1.3CR, 2.3CR, 3.3CO, 4.3CO, 5.3CO

**Social Studies:** 1.GOV.8, 1.GOV.9, 1.GOV.10, 2.GOV.10, 2.GOV.12, 3.GOV.9, 3.GOV.10, 3.GOV.11, 4.GOV.16, 5.GOV.11

Like the 21 rambunctious, funny and talented baby frogs in the comic club, many people join clubs to bond over shared hobbies and interests. In this activity, students will work individually or in small groups to create their own original club, just like the characters from the show!

Discuss how the characters in *Cat Kid Comic Club* each contributed their own ideas, talents and personalities to the club. Highlight themes of individuality, teamwork and creative expression. Connect this to real-world examples of clubs, teams and community groups, emphasizing how people organize around shared interests and follow agreed-upon rules together in clubs, just like in government and civic life.

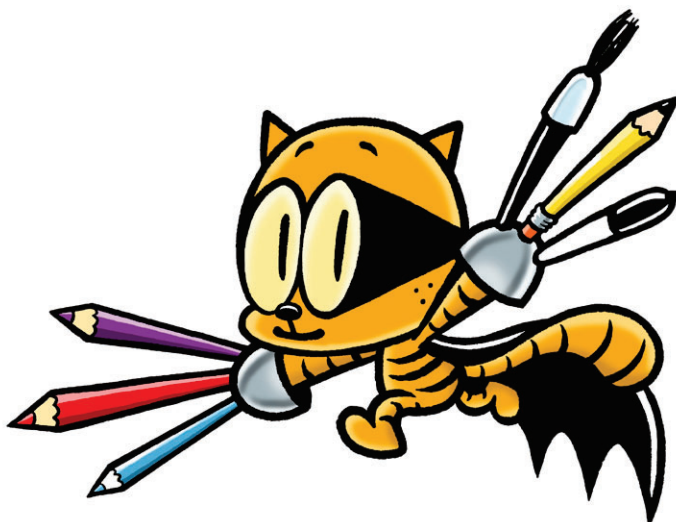
Students will work individually or in small groups to create their own original club based on a hobby or interest they love (ex: animals, outer space, baking, nature etc.)

Each club must include:

- A Catchy Club Name
- A Logo or Badge Design (Use drawing materials or digital tools to create a visual symbol that represents the club)
- A Club Poster that notes:
  - o The Club's Purpose – Why does this club exist?
  - o Club Rules – What do members agree to follow?
  - o Member Activities – What do members do together?
  - o Fun Fact or Motto – Something memorable or inspiring to entice people to join!

Provide an example of a silly or imaginative club (ex: Dragon Detective Club for kids who love dragon mysteries, or The Swiftie Society for Taylor Swift fans who enjoy finding musical Easter eggs) to spark ideas.

Each student or group will present their club materials to the class. After the presentations, lead a brief reflection on what was learned about the class's interests, how clubs help people feel included and what it means to be a club leader. Perhaps, this will inspire a new club in your school community!



# RESOURCES

## BOOKS

*Cat Kid Comic Club*, by Dav Pilkey



### Recommended reads curated by Cleveland Public Library

- *Dex Dingo: World's Best Greatest Ever Inventor!*, by Greg E. Foley
- *Dog Man*, by Dav Pilkey
- *Super Dweeb and the Pencil of Destiny*, by Jess Bradley
- *The Bad Guys*, by Aaron Blabey



**CLEVELAND  
PUBLIC  
LIBRARY**

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

## WEB



"Additional Activities for  
Cat Kid Comic Club:  
The Musical," *TheaterWorksUSA*,  
[https://twusa.org/wp-content/uploads/  
2023/09/Final-Cat-Kid-SG.pdf](https://twusa.org/wp-content/uploads/2023/09/Final-Cat-Kid-SG.pdf)

Includes  
a Cat Kid  
illustration  
worksheet and  
more!

### "Ohio Theatre Letterbox" Activity

[https://www.playhousesquare.org/assets/doc/Printable-  
Ohio-model-4dad95fd76.pdf](https://www.playhousesquare.org/assets/doc/Printable-Ohio-model-4dad95fd76.pdf)

### "Poetry with Personality" Activity

"Dogku Read Aloud," YouTube, uploaded by  
Williamson County Television, [https://youtu.be/  
cN0mT8ZVdC4?si=BkfWDu\\_wjvZFYZ2a](https://youtu.be/cN0mT8ZVdC4?si=BkfWDu_wjvZFYZ2a)

"Hi, Koo!: A Year of Seasons," YouTube, uploaded by  
Room to Bloom Preschool, [https://youtu.be/jChwLFX5\\_  
Mo?si=CC-IHbqmnuKgKK\\_x](https://youtu.be/jChwLFX5_Mo?si=CC-IHbqmnuKgKK_x)

"Interactive Haiku Poem Maker," *ReadWriteThink*  
(NCTE), [https://www.readwritethink.org/classroom-  
resources/student-interactives/haiku-poem-interactive](https://www.readwritethink.org/classroom-resources/student-interactives/haiku-poem-interactive)

"The Maine Coon's Haiku and Other Poems for  
Cat Lovers Read Aloud," YouTube, uploaded  
by Storytime with Mrs. Z, [https://youtu.be/  
uCnxBHRcdDQ?si=iEu0Nd\\_Chekw9uOK](https://youtu.be/uCnxBHRcdDQ?si=iEu0Nd_Chekw9uOK)

"THF Haiku App" (Free for iOS and Android), *The  
Haiku Foundation*, [https://apps.apple.com/us/app/thf-  
haiku/id453464896](https://apps.apple.com/us/app/thf-haiku/id453464896)

"World Children's Haiku Contest 2023-2024 Winning  
Poems," *The Japan Society*, [https://www.japansociety.  
org.uk/haiku-contest-2023-2024](https://www.japansociety.org.uk/haiku-contest-2023-2024)

### 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.1.1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                        | 1     | Comic Relief                                   | 13       |
| L.1.2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                            | 1     | Comic Relief                                   | 13       |
| L.1.4    | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.                                                       | 1     | Firefly Vocabulary Search<br>Fill in the Blank | 9<br>11  |
| RF.1.4   | Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                                           | 1     | Fill in the Blank                              | 11       |
| RL.1.10  | With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. | 1     | Poetry with Personality                        | 12       |
| SL.1.1   | Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.                                                                                                   | 1     | Courage Circle<br>Clubhouse Creators           | 17<br>19 |
| 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     | Clubhouse Creators                             | 19       |
| SL.1.3   | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.                                                                                     | 1     | Clubhouse Creators                             | 19       |
| SL.1.4   | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                                                                                                                     | 1     | Courage Circle                                 | 19       |
| SL.1.5   | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                                                                                                              | 1     | Poetry with Personality                        | 12       |
| 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     | Comic Relief                                   | 13       |
| W.1.5    | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.                                                                    | 1     | Poetry with Personality<br>Comic Relief        | 12<br>13 |

|         |                                                                                                                                                                                                                                                                                                                                          |   |                                                |          |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------|----------|
| W.1.7   | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).                                                                                                                                                                        | 1 | Clubhouse Creators                             | 19       |
| W.1.8   | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                                                                                                                                                                                             | 1 | Clubhouse Creators                             | 19       |
| L.2.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                                                                   | 2 | Comic Relief                                   | 13       |
| L.2.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                                                                       | 2 | Comic Relief                                   | 13       |
| L.2.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.                                                                                                                                                                  | 2 | Firefly Vocabulary Search<br>Fill in the Blank | 9<br>11  |
| RF.2.4  | Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                                                                                                                                                      | 2 | Fill in the Blank                              | 11       |
| 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 | Poetry with Personality                        | 12       |
| SL.2.1  | Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.                                                                                                                                                                                                              | 2 | Courage Circle<br>Clubhouse Creators           | 17<br>19 |
| 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 | Clubhouse Creators                             | 19       |
| SL.2.3  | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                                                                                                                                                                        | 2 | Clubhouse Creators                             | 19       |
| SL.2.4  | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                                                                                                                                                                                                  | 2 | Courage Circle                                 | 17       |
| 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 | Poetry with Personality                        | 12       |

|         |                                                                                                                                                                                                                                                                                                                            |   |                                                |          |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------|----------|
| 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 | Comic Relief                                   | 13       |
| W.2.5   | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.                                                                                                                                                                                                | 2 | Poetry with Personality<br>Comic Relief        | 12<br>13 |
| W.2.7   | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).                                                                                                                                                                     | 2 | Clubhouse Creators                             | 19       |
| W.2.8   | Recall information from experiences or gather information from provided sources to answer a question.                                                                                                                                                                                                                      | 2 | Clubhouse Creators                             | 19       |
| L.3.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                                                     | 3 | Comic Relief                                   | 13       |
| L.3.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                                                         | 3 | Comic Relief                                   | 13       |
| L.3.4   | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                                                                                                                                                      | 3 | Firefly Vocabulary Search<br>Fill in the Blank | 9<br>11  |
| RF.3.3  | Know and apply grade-level phonics and word analysis skills in decoding words.                                                                                                                                                                                                                                             | 3 | Fill in the Blank                              | 11       |
| RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. | 3 | Poetry with Personality                        | 12       |
| SL.3.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                                                                                                         | 3 | Courage Circle<br>Clubhouse Creators           | 17<br>19 |
| 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 | Clubhouse Creators                             | 19       |
| SL.3.3  | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.                                                                                                                                                                                                                    | 3 | Clubhouse Creators                             | 19       |

|        |                                                                                                                                                                                                                                                                                                  |   |                                                |          |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------|----------|
| SL.3.4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.                                                                                                                          | 3 | Courage Circle                                 | 17       |
| 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 | Poetry with Personality                        | 12       |
| W.3.3  | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.                                                                                                                                                    | 3 | Comic Relief                                   | 13       |
| W.3.5  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)                                                        | 3 | Poetry with Personality<br>Comic Relief        | 12<br>13 |
| W.3.6  | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.                                                                                                                             | 3 | Poetry with Personality<br>Comic Relief        | 12<br>13 |
| W.3.7  | Conduct short research projects that build knowledge about a topic.                                                                                                                                                                                                                              | 3 | Clubhouse Creators                             | 19       |
| W.3.8  | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.                                                                                                                                | 3 | Clubhouse Creators                             | 19       |
| L.4.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                           | 4 | Comic Relief                                   | 13       |
| L.4.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                               | 4 | Comic Relief                                   | 13       |
| 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 | Firefly Vocabulary Search<br>Fill in the Blank | 9<br>11  |
| RF.4.3 | Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | 4 | Fill in the Blank                              | 11       |

|         |                                                                                                                                                                                                                                                                                                                                                   |   |                                      |          |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------|----------|
| RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 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. | 4 | Poetry with Personality              | 12       |
| SL.4.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.                                                                                                                                | 4 | Courage Circle<br>Clubhouse Creators | 17<br>19 |
| SL.4.2  | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                                                                                   | 4 | Clubhouse Creators                   | 19       |
| SL.4.3  | Identify the reasons and evidence a speaker provides to support particular points.                                                                                                                                                                                                                                                                | 4 | Clubhouse Creators                   | 19       |
| SL.4.4  | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.                                                                                                                     | 4 | Courage Circle                       | 17       |
| SL.4.5  | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.                                                                                                                                                                                                                    | 4 | Poetry with Personality              | 12       |
| W.4.3   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.                                                                                                                                                                                                     | 4 | Comic Relief                         | 13       |
| W.4.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                                                                                  | 4 | Comic Relief                         | 13       |
| W.4.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)                                                                                                         | 4 | Poetry with Personality              | 12       |
| W.4.7   | Conduct short research projects that build knowledge through investigation of different aspects of a topic.                                                                                                                                                                                                                                       | 4 | Clubhouse Creators                   | 19       |
| W.4.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.                                                                                                                                                                  | 4 | Clubhouse Creators                   | 19       |

|         |                                                                                                                                                                                                                                                                                                                            |   |                                                |          |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------|----------|
| L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                                                     | 5 | Comic Relief                                   | 13       |
| L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                                                         | 5 | Comic Relief                                   | 13       |
| 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 | Firefly Vocabulary Search<br>Fill in the Blank | 9<br>11  |
| RF.5.3  | Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.                           | 5 | Fill in the Blank                              | 11       |
| RL.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. | 5 | Poetry with Personality                        | 12       |
| 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 | Courage Circle<br>Clubhouse Creators           | 17<br>19 |
| SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                                                                 | 5 | Clubhouse Creators                             | 19       |
| SL.5.3  | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.                                                                                                                                                                                                                      | 5 | Clubhouse Creators                             | 19       |
| SL.5.4  | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.                                                                                                        | 5 | Courage Circle                                 | 17       |
| 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 | Poetry with Personality                        | 12       |
| W.5.3   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.                                                                                                                                                                              | 5 | Comic Relief                                   | 13       |

|       |                                                                                                                                                                                                                                                                            |   |                         |    |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------|----|
| W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                           | 5 | Comic Relief            | 13 |
| W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) | 5 | Poetry with Personality | 12 |
| W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.                                                                                                                                         | 5 | Clubhouse Creators      | 19 |
| W.5.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.                                                                  | 5 | Clubhouse Creators      | 19 |

## Fine Arts – Drama

| Standard | Description                                                                                                                                             | Grade | Activity              | Page |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------|------|
| 1.1RE    | Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences.                                         | 1     | Coming to the Theater | 4    |
| 1.2CO    | Identify similarities and differences in stories from one's own community in a guided dramatic experience (process drama, story drama, creative drama). | 1     | Courage Circle        | 17   |
| 1.3CO    | Engage in dramatic and theatre experiences to explore concepts from other academic areas.                                                               | 1     | Courage Circle        | 17   |
| 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    |
| 2.4CO    | Use processes of theatre to integrate information from other academic content areas.                                                                    | 2     | Courage Circle        | 17   |
| 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    |

|       |                                                                                                                                                                      |   |                       |    |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------|----|
| 3.4CO | Use elements and processes of theatre to integrate information from other academic content areas.                                                                    | 3 | Courage Circle        | 17 |
| 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  |
| 4.4CO | Use elements and processes of theatre to integrate information from other academic content areas.                                                                    | 4 | Courage Circle        | 17 |
| 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  |
| 5.2CO | Investigate how past and present drama, theatre, and storytelling forms of various cultural groups reflect their beliefs and traditions.                             | 5 | Courage Circle        | 17 |
| 5.4CO | Use elements and processes of theatre to integrate information from other academic content areas.                                                                    | 5 | Courage Circle        | 17 |

## Fine Arts – Music

| Standard | Description                                                                                                                           | Grade | Activity                | Page |
|----------|---------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------|------|
| 2.7RE    | Explain how music is used for a variety of purposes and occasions in various cultures.                                                | 2     | Poetry With Personality | 12   |
| 3.8RE    | Identify and respond to simple music forms.                                                                                           | 3     | Poetry With Personality | 12   |
| 5.3RE    | Compare and contrast elements of music, including tonality, dynamics, tempo, and meter, using developmentally appropriate vocabulary. | 5     | Poetry With Personality | 12   |
| 5.5RE    | Justify personal preferences for certain musical pieces, performances, composers, and musical genres both orally and in writing.      | 5     | Poetry With Personality | 12   |

## Fine Arts – Visual Arts

| Standard | Description                                                               | Grade | Activity                                                      | Page           |
|----------|---------------------------------------------------------------------------|-------|---------------------------------------------------------------|----------------|
| 1.2CR    | Explore materials to devise imagery and symbols.                          | 1     | Comic Relief<br>Clubhouse Creators                            | 13<br>19       |
| 1.3CO    | Communicate personal emotions and read emotional content in works of art. | 1     | Poetry with Personality                                       | 12             |
| 1.3CR    | Experiment with various elements of art to communicate meaning.           | 1     | Poetry with Personality<br>Comic Relief<br>Clubhouse Creators | 12<br>13<br>19 |
| 2.3CO    | Respect and support peer ideas and creativity.                            | 2     | Poetry with Personality                                       | 12             |

|       |                                                                                                        |   |                                                               |                |
|-------|--------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------|----------------|
| 2.3CR | Investigate ways to organize elements of art to express meaning.                                       | 2 | Poetry with Personality<br>Comic Relief<br>Clubhouse Creators | 12<br>13<br>19 |
| 3.3CO | Experiment with the elements of art to explore connections with the principles of design.              | 3 | Poetry with Personality<br>Clubhouse Creators                 | 12<br>19       |
| 4.3CO | Consider the elements of art and principles of design to create visually effective compositions.       | 4 | Poetry with Personality<br>Clubhouse Creators                 | 12<br>19       |
| 5.2CR | Investigate ideas and inform artmaking through available resources.                                    | 5 | Comic Relief                                                  | 13             |
| 5.3CO | Select and use the elements of art and principles of design to investigate interdisciplinary concepts. | 5 | Poetry with Personality<br>Comic Relief<br>Clubhouse Creators | 12<br>13<br>19 |

## Science

| Standard | Description                                                                                                       | Grade | Activity                 | Page |
|----------|-------------------------------------------------------------------------------------------------------------------|-------|--------------------------|------|
| 1.PS.1   | Properties of objects and materials can change.                                                                   | 1     | Comically Kinetic Energy | 8    |
| 1.PS.2   | Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.                 | 1     | Comically Kinetic Energy | 8    |
| 2.PS.1   | Forces change the motion of an object.                                                                            | 2     | Comically Kinetic Energy | 8    |
| 3.PS.1   | All objects and substances in the natural world are composed of matter.                                           | 2     | Comically Kinetic Energy | 8    |
| 3.PS.2   | Matter exists in different states, each of which has different properties.                                        | 3     | Comically Kinetic Energy | 8    |
| 3.PS.3   | Heat, electrical energy, light, sound and magnetic energy are forms of energy.                                    | 3     | Comically Kinetic Energy | 8    |
| 4.PS.1   | When objects break into smaller pieces, dissolve, or change state, the total amount of matter is conserved.       | 4     | Comically Kinetic Energy | 8    |
| 4.PS.2   | Energy can be transferred from one location to another or can be transformed from one form to another.            | 4     | Comically Kinetic Energy | 8    |
| 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     | Comically Kinetic Energy | 8    |
| 5.PS.2   | Light and sound are forms of energy that behave in predictable ways.                                              | 5     | Comically Kinetic Energy | 8    |

## Social & Emotional Learning

| Standard | Description                                                                   | Grade | Activity       | Page |
|----------|-------------------------------------------------------------------------------|-------|----------------|------|
| B1.1.a   | Identify personal behaviors or reactions when experiencing basic emotions.    | K-2   | Courage Circle | 17   |
| B1.2.a   | Describe verbal and nonverbal ways to express emotions in different settings. | K-2   | Courage Circle | 17   |

|        |                                                                                                               |     |                |    |
|--------|---------------------------------------------------------------------------------------------------------------|-----|----------------|----|
| B1.3.a | Identify and begin to use strategies to regulate emotions and manage behaviors.                               | K-2 | Courage Circle | 17 |
| B1.1.b | Demonstrate strategies to express a range of emotions within the expectations of the setting.                 | 3-5 | Courage Circle | 17 |
| B1.2.b | Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings. | 3-5 | Courage Circle | 17 |
| B1.3.b | Apply strategies to regulate emotions and manage behaviors.                                                   | 3-5 | Courage Circle | 17 |

## Social Studies

| Standard | Description                                                                                                                                                                                                                       | Grade | Activity           | Page |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------|------|
| 1.GOV.8  | Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.                                                                    | 1     | Clubhouse Creators | 19   |
| 1.GOV.9  | Collaboration requires group members to respect the rights and opinions of others.                                                                                                                                                | 1     | Clubhouse Creators | 19   |
| 1.GOV.10 | Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.                                                                                                         | 1     | Clubhouse Creators | 19   |
| 2.GOV.10 | Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.                                                                                                         | 2     | Clubhouse Creators | 19   |
| 2.GOV.12 | There are different rules and laws that govern behavior in different settings.                                                                                                                                                    | 2     | Clubhouse Creators | 19   |
| 3.GOV.9  | Members of local communities have rights and responsibilities.                                                                                                                                                                    | 3     | Clubhouse Creators | 19   |
| 3.GOV.10 | Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.                                                                                                          | 3     | Clubhouse Creators | 19   |
| 3.GOV.11 | Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.   | 3     | Clubhouse Creators | 19   |
| 4.GOV.16 | Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.                                      | 4     | Clubhouse Creators | 19   |
| 5.GOV.11 | Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information. | 5     | Clubhouse Creators | 19   |