

# Doodle POP



Streaming Performances  
for Schools



## TEACHER RESOURCE GUIDE

# Doodle POP

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## EDUCATION |

The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (2022), English Language Arts (2017), Fine Arts (2024), Science (2018-2019), Social & Emotional Learning (2019) and Social Studies (revised 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 Playhouse Square's Education Department.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

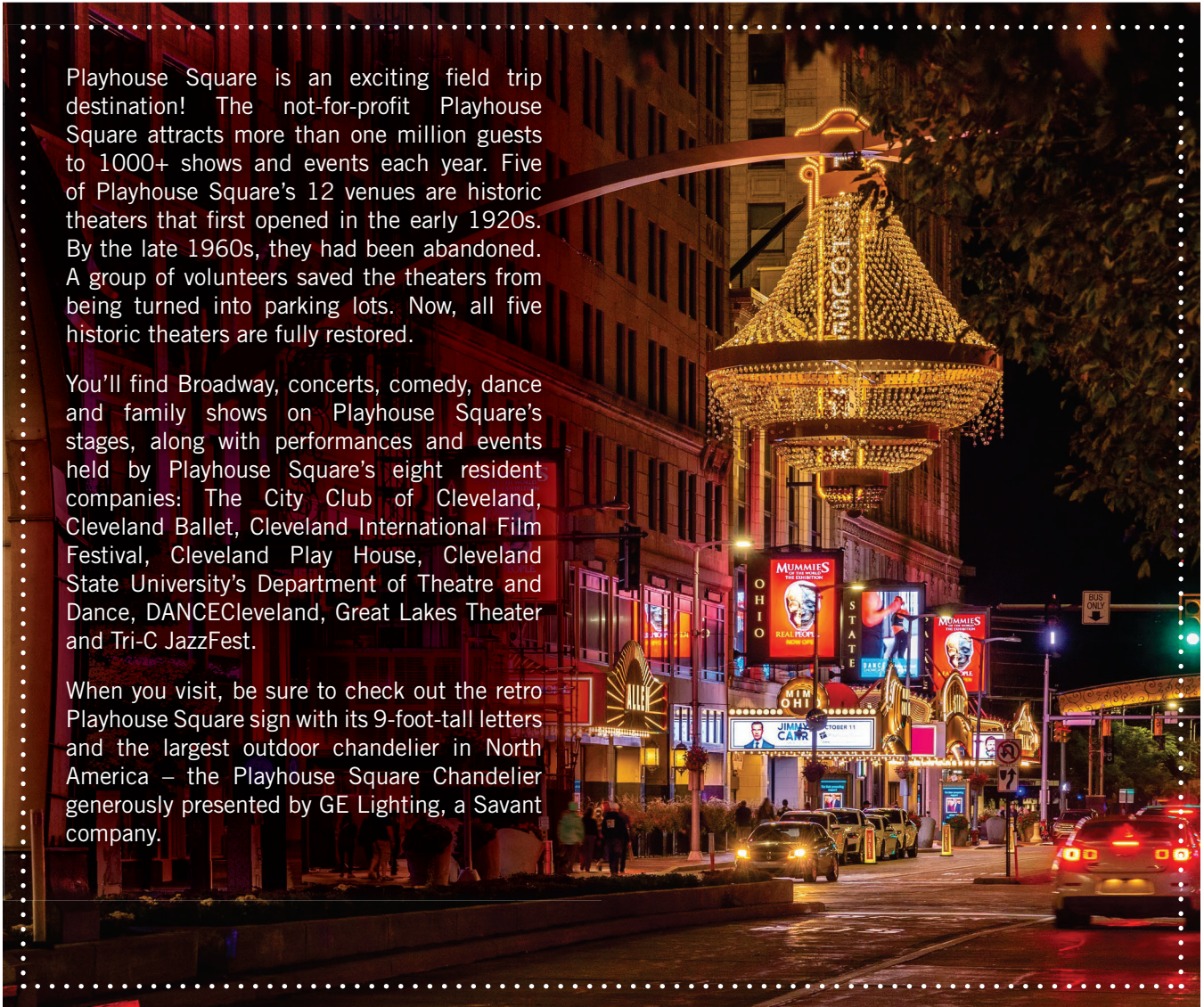
Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

# ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.



## ABOUT THE SHOW

Woogie and Boogie invite us to the delightful doodling world!

The mischievous duo starts to doodle... and ends up creating a whole imaginative world! They invite us along on their sea adventure with a tiny little turtle. What will happen as we follow their vivid drawings into this beautiful watery world, and will they return the turtle to the sea safely?

This touching and playful non-verbal show uses live musicians who perform the accompanying score and sound effects, stunning interactive animation projections and live whiteboard drawings, and an abundance of theatrical imagination.

## ABOUT BRUSH THEATRE

BRUSH Theatre is a theatrical performing arts company based in Seoul, Korea, who produces and presents live performances all around the world.



Inspiring young audiences to live their daily lives with art is the main purpose of offering our productions. We believe that they have the right to enjoy quality performing arts regardless of their social, financial and geographical situations.



# KEY TERMS & EVENTS

**adventure** – a fun and exciting trip or activity where you might see or try new things

**bubble** – a round ball of air made from soap and water

**create** – to make something new with your hands or ideas

**dance break** – a short time to stop and dance for fun

**doodle** – a quick, fun drawing you make from your imagination

**fish** – an animal that lives in water and swims with fins

**pop** – a quick sound or action when something like a bubble bursts

**shadow** – a dark shape made when something blocks the light

**share** – letting someone else use or have part of what you have

**turtle** – an animal with a hard shell that lives in water or on land

## OPPOSITES

- **Above/Below** – *Above* means something is higher up. *Below* means something is lower down.
- **Empty/Full** – *Empty* means nothing is inside. *Full* means it has a lot inside.
- **Fast/Slow** – *Fast* means moving quickly. *Slow* means moving gently or not quickly.
- **Light/Shadow** – *Light* helps us see. A *shadow* is a dark shape made when something blocks the light.
- **On/Off** – *On* means working or open. *Off* means not working or closed.
- **Small/Big** – *Small* means tiny. *Big* means large.
- **Top/Bottom** – *Top* is the highest part. *Bottom* is the lowest part.



## PRE-SHOW ACTIVITIES

# Classroom Connections Video Workshop (Grades: PreK-2)

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

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

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



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join AJ and Molly as they lead a physical warm-up, explore how sound helps to tell a story and teach an activity on transforming a circle.

**Run time:** 10:06

### SOUND TELLING THE STORY

1. Find a partner
2. Have your partner make faces
3. Play with what sounds you think those faces would have
4. Switch
5. Have fun making faces and coming up with sounds that make those faces even bigger and bolder

### SOUND FX

1. Choose someone in the room to conduct or direct the rest of the class
2. Establish a clapping pattern that can be repeated
3. When the conductor points at someone, they must do the clapping pattern
4. Once everyone has had a chance to be included, play with dynamics or how the clapping is done
5. The conductor will give the person or group they turn to an energy or emotion
6. The role of the person being conducted is to try to match the energy and emotion through their clapping
7. Change your conductors as you like. You may also do this activity in small groups. How well can you mirror emotion and energy? How might this help you understand how someone is feeling at other times?

### TRANSFORMING THE CIRCLE

1. Find a piece of paper and something to draw with
2. Draw a big circle on your paper
3. Transform or change your circle into something else – example, ladybug, flower, the sun.
4. Share your creations with your class
5. You can do this activity with any shape. Remember to challenge yourself to think outside of the box – or circle!

# Make Your Doodles Dance! Vocabulary Activity

(Grade: PreK-3)

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

**Early Learning & Development:** AL.1.a, AL.2.a, CR.1.a, LL.4.a, LL.3.a, MA.1.a, MA.3.a, MA.4.a

**Fine Arts:** Visual Art: K.1CR, K.2PE, K.1RE, 1.1CR, 1.2PE, 1.1RE, 2.1CR, 2.2PE, 2.1RE, 3.1CR, 3.2PE, 3.1RE

Inspired by the imaginative world of *Doodle POP*, this activity invites young artists to bring their own drawings to life, just like the characters on stage! The show will have simple doodles transform into playful, animated adventures through the magic of live performance and projection.

Using paper, drawing tools and a little creativity, students will create their very own flipbook animation. Whether it is a bouncing ball, a dancing fish or a floating bubble, their doodles will leap off the page and into motion, just like Boogie and Woogie's!

## Supplies:

- Paper (thicker cardstock works best, but feel free to also use brown paper bags, sticky notes, or anything else that may be available in your classroom)
- Pens, crayons or markers
- Stapler, binder clips, or metal fasteners to bind the book

1. If applicable, cut the paper into the desired size (i.e., 3x6). Consider what size would work best for students to hold in their hands and manipulate. The more pages in the book, the better and more smoothly it will flip – however, this will require more drawing.
2. Use the stapler, clips, fasteners, etc. to bind the book. Be sure to leave some margins for drawings.
3. Review the Key Terms on pg. 5. Each student should select one term that will inspire their animated drawing within their flipbook. For example, they may draw a bubble floating up and down, a fish swimming or someone seeing their shadow.
4. Sit in a circle as a class and have students demonstrate their flipbooks to help everyone learn each of the terms. If permitted, share the creations with our team by sending them to [schoolprograms@playhousesquare.org](mailto:schoolprograms@playhousesquare.org).



# Korean Culture (Grade: PreK-3)

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

**Early Learning & Development:** AL.1.a, CO.2.a, LL.1.a, LL.1.b, LL.1.c, LL.1.e, LL.4.a, SS.1.a

**English/Language Arts:** RL.K1, RL.1.1, RL.2.1, RL.3.1, SL.K.2, SL.1.2, SL.2.2, SL.1.4, SL.3.2

**Social Studies:** K.GEO.6, K.HIS.3, 1.GEO.4, 1.GEO.5, 1.GEO.6, 1.GEO.7, 2.GEO.8, 2.GEO.9, 3.GEO.5

**Social & Emotional Learning:** C3.2.a, C3.2.b

Before viewing the performance, this activity will help students better connect with the culture in South Korea, the home of lovable characters, Woogie and Boogie!

This activity introduces the rich traditions, modern innovations, and artistic spirit that define Korean culture. From the colorful national flag to delicious dishes and cutting-edge technology, there is so much to discover!

Read the following aloud to the class or have students read sections aloud. Prompt a discussion and encourage students to ask questions.

## The Flag of South Korea

The **South Korean flag**, known as the **Taegeukgi**, consists of a white background, a red and blue Taegeuk in the center, and four black trigrams at each corner.

As you look at the image of the flag, consider what the following elements tell us about South Korea.



The white background represents peace and Korea's nickname, "The Land of the Morning Calm."

The red and blue shapes, known as Taegeuk, symbolize the balance of opposites – red for positive forces (yang), blue for negative forces (yin).

The four black shapes, known as trigrams, represent the following:

- Geon (top left) (☰) – Heaven
- Ri (top right) (☲) – Fire
- Gon (bottom left) (☷) – Earth
- Gam (bottom right) (☴) – Water

Together, these elements reflect the harmony of the universe and the balance of opposing forces– a key idea in Korean philosophy.

Ask students which elements they would include on a flag for a country of their own. How do their choices inform their core values and self-expression?

## Major Cities

**Seoul:** A bustling metropolis known for its skyscrapers, palaces and street food.

**Busan:** Famous for its beaches.

**Incheon:** Home to one of the world's top airports.

Ask students which city they would most like to visit and why.

## Food & Flavor

Kimchi (fermented vegetables) and bulgogi (marinated beef) are traditional favorites.

Gochujang, a spicy red chili paste, is a staple in many dishes – and fun fact: Playhouse Square's neighborhood has a Korean street food restaurant of the same name! Be sure to stop by the next time you visit.

Ask students about their favorite foods and traditional foods in their cultures. You may even ask them to bring in recipes to create a class cookbook.

*(continued)*

## Korean Culture *(continued)*

### Pop Culture

South Korea is one of the most tech-savvy countries in the world. It is home to global tech giants like Samsung and LG and boasts some of the fastest internet speeds on the planet.

South Korea is the birthplace of K-Pop, a global music phenomenon led by groups like BTS and BLACKPINK. Artists from groups like BRUSH Theatre, who created **Doodle POP**, are highly respected and celebrated in Korean culture.

### Traditions and Language

The hanbok is a traditional Korean outfit worn during festivals and celebrations.

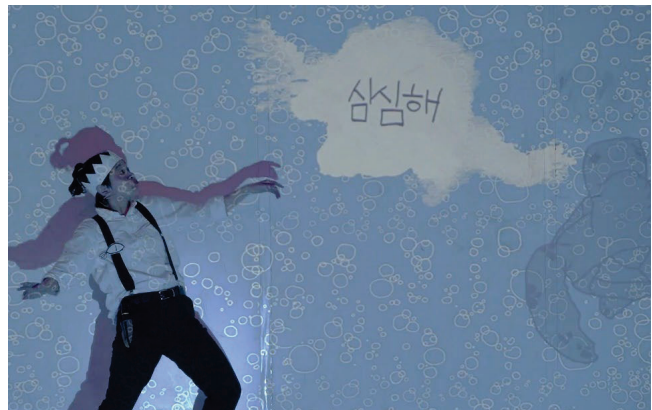
Ask students which festivals and celebrations are important to them and why. Do any of your students wear traditional cultural outfits for certain occasions? Older students may wish to research Korean festivals and celebrations and share their findings with the class.

Did you know that South Korea has its own alphabet, known as “Hangul”? It was created in the 15th century to promote literacy. Keep an eye out for these moments in the show:



22:27 minutes

Translates to “I miss my turtle”



27:19 minutes

Translates to “I’m bored”



# Opposites at Play (Grade: PreK-3)

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

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

**Fine Arts:** Drama: K.1 PE, K.3 CO, 1.2 RE, 1.3 CO, 2.1 PE, 3.2 CR, 3.3 PE

**English/Language Arts:** L.K.5.b, SL.K.5, L.1.5, L.2.5

Opposites are a key theme in the show. Big and small, on and off and many others are brought to life entirely without words. Instead, the actors rely on expressive movement, physical storytelling and drawings to communicate meaning.

To begin, break students up into pairs. Assign each pair a set of opposites, making sure they know to keep their opposites a secret and not share with other students. A list of ideas is to the right.

One by one, each group will come to the front of the classroom and act out their opposites without using any words. The rest of the class will then guess what their opposites are. Repeat this until every pair has gone.

- **Up and down**
- **Big and small**
- **On and off**
- **Above and below**
- **Empty and full**
- **Fast and slow**
- **Top and bottom**
- **Happy and sad**
- **Hot and cold**
- **In and out**
- **Heavy and light**
- **Tall and short**
- **Push and pull**
- **Loud and quiet**



## POST-SHOW ACTIVITIES

# Classroom Connections Video Workshop (Grades: PreK-3)

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

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

**English/Language Arts:** SL.K.1, SL.1.1, SL.2.1, SL.3.1

**Fine Arts:** Drama: K.1PE, 1.3CO, 1.3PE, 2.1PE, 2.4CO; Visual Arts: K.2PE, K.3PE, 1.2PE, 1.3CR



Playhouse Square teaching artists invite students to join them once again as they continue to explore themes found throughout the show. Join AJ and Molly as they dive into big ideas from the show like opposites, sea life and shadows.

**Run time:** 9:40

### Additional Terms .....

**opposites** – pairs of words that mean two very different things

**shadow** – a dark shape that appears when an object blocks light

# Sketch the Story (Grades: PreK-3)

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

**Early Learning & Development:** AL 1.b., CO 1.a., CR 1.a, CR 2.a.

**English/Language Arts:** W.K.3, W.1.3, W.2.3, W.3.3, SL.K.1, SL.1.1, SL.2.1, SL.1.4, SL.2.4, SL.K.6, SL.1.4, SL.1.6, SL 2.4, SL.3.1, SL.3.4

**Fine Arts:** Visual Arts: K.1CR, K.1PE, K.3RE, K.1CO, 1.3PE, 2.3CR, 2.3CO, 3.3CO

Woogie and Boogie use their imagination and some doodles to work together to tell exciting stories; this activity will reflect just that. Students will work together in groups to bring the drawing from their imagination to life through storytelling. Each student will draw their own creation, then as a small group connect each drawing through storytelling.

## Supplies:

- Option 1
  - Individual dry erase boards
  - Dry erase markers
- Option 2
  - Paper
  - Crayons or markers

1. Divide the class into small groups of about 4-5 students
2. Give each student the drawing supplies. Ask them to draw one person, place, or thing from their imagination. Give them about 5 minutes or so to complete.
3. When time is up, have students share their drawings with the rest of their group.
4. Once everyone has shared, tell the students to come up with a short story that involves everyone's drawing in their group.

5. Give each group a piece of paper to write down their short story.
6. Groups will then take turns presenting their short story to the class, showing each drawing when it appears in the story.
7. After all groups have presented, have a class discussion:
  - a. What did you notice about the stories?
  - b. How did the drawings inspire different ideas?
  - c. How did working together help bring your imagination to life?

To amend this activity for early learners, write out the stories as a class on the board or have samples started for them to fill in.



# Turtle Time (Grades: PreK-2)

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

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

**English/Language Arts:** SL.K.3, SL.K.4, SL.K.5, SL.1.3, SL.1.4, SL.1.5, SL.2.2, SL.2.5, SL.2.6

**Fine Arts:** Visual Art: K.1CR, K.2CR, K.3CR, K.1PE, K.2PE, K.3PE, K.1CO, 1.1PE, 1.2PE, 2.1CR, 2.2CR, 2.3CR, 2.1PE, 2.2PE

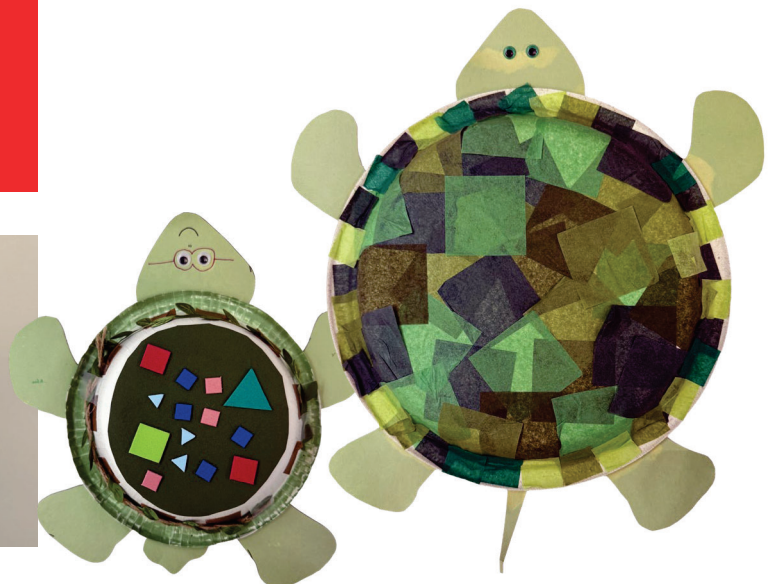
**Science:** K.LS.1, K.PS.1, 1.PS.1, 1.PS.2

Inspired by the curious and comical turtle from *Doodle POP*, this hands-on activity invites students to create their own turtle friend using simple craft materials. In the show, the turtle becomes the heart of an imaginative underwater adventure as Woogie and Boogie work together to return it safely to the sea. As students cut, glue, and decorate their turtles, they will explore shapes, colors, and textures while practicing fine motor skills and expressing their creativity. Get ready to dive into the world of imagination!

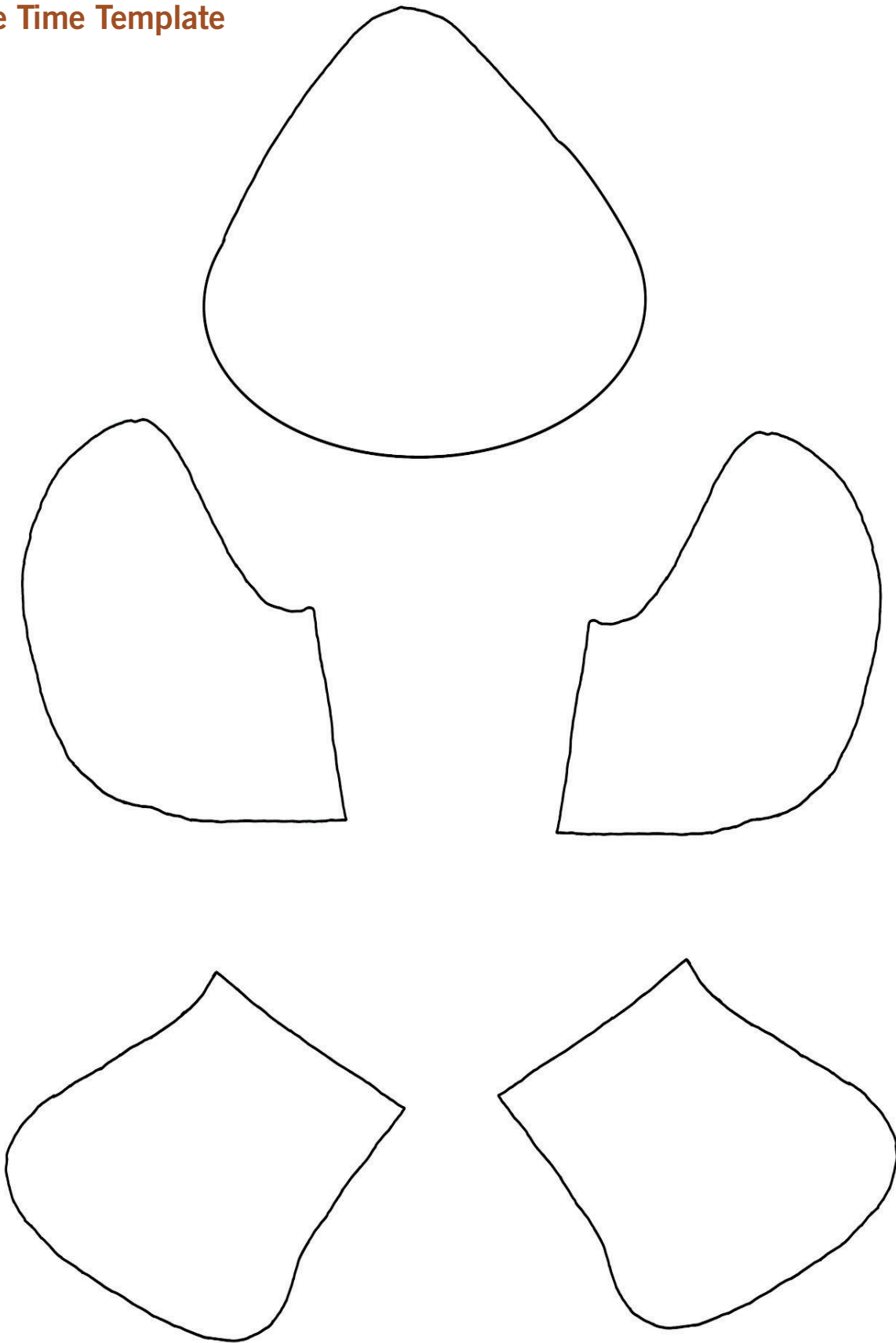
## Supplies:

- Paper plates or bowls
- Tissue paper in various shades (mostly greens)
- Green construction paper
- Glue or glue sticks
- Black markers
- Scissors
- Googly eyes (optional)
- Paint (optional)
- Toilet paper rolls (optional)
- Turtle head template (optional; see below)
- A pipe cleaner or other item for the turtle's tail (optional)

1. Cut a head, tail, and four legs for the turtle out of the green construction paper. Draw eyes or glue googly eyes on the head piece. Students may choose to paint the plate green, or can keep it white and decorate later.
2. Glue the legs, head, and tail to the back side of the paper plate.
3. Cut squares (1-1.5 inches) out of the tissue paper and glue them to the front/domed side of the plate. One option to decorate the turtle's shell is to use a toilet paper roll, painted inside and outside with any color. Once the paint is dry, cut it into thin pieces. These can be made into shapes- rectangles, trapezoids, and pentagons work well.
4. Let dry and, if permitted, send photos of the class's turtles to [schoolprograms@playhousesquare.org](mailto:schoolprograms@playhousesquare.org) You may also wish to display these turtles in your classroom or around your school!



# Turtle Time Template



# RESOURCES

## WEB



### “Make Your Doodles Dance!” Vocabulary Activity

“Create a DIY Flip-Book With Your Little Artist,” Scholastic. <https://www.scholastic.com/parents/school-success/learning-toolkit-blog/create-diy-flip-book-your-little-artist.html>

“How to Make a Flip Book,” Innovation Kids Lab. <https://innovationkidslab.com/make-flip-book/>

“How to Make a Flip Book with Index Cards,” *Welcome To Nana’s*. [welcometonanas.com/how-to-make-a-flip-book-with-index-cards](http://welcometonanas.com/how-to-make-a-flip-book-with-index-cards)

### “Korean Culture” Activity

“57 Interesting Facts About South Korea,” *The Fact File*. [thefactfile.org/south-korea-facts](http://thefactfile.org/south-korea-facts)

“K-Culture Kit,” Korean Cultural Center New York, [koreanculture.org/learning-resources/2023/8-kculturekit](http://koreanculture.org/learning-resources/2023/8-kculturekit)

“Korean Cultural Center New York,” *Korean Cultural Center*. [koreanculture.org](http://koreanculture.org)

### “Turtle Time” Activity

“Easy Paper Plate Turtle Craft with Free Printable,” *Crafts By Ria*. <https://craftsbyria.com/easy-paper-plate-turtle-craft>

“Turtle Paper Plate Craft {with ‘I Had a Little Turtle’ Lyrics},” *Totschoolresources.com*. <https://totschoolresources.com/turtle-paper-plate-craft>

### Classroom Connections Workshop Videos

*Doodle POP* Pre-Show Workshop Video.  
Password: b3st@un0  
<https://vimeo.com/1177380943>

*Doodle POP* Post-Show Workshop Video.  
Password: b3st@un0  
<https://vimeo.com/1185297659>

# CURRICULUM STANDARDS INDEX

## Early Learning & Development

Standard	Description	Grade	Activity	Page
AL.1.a	Engages in new and unfamiliar experiences and activities.	PreK	Pre-Show Video Workshop Make Your Doodles Dance! Korean Culture Post-Show Video Workshop Turtle Time	6 7 8 11 13
AL 1.b.	Completes activities with increasingly complex steps.	PreK	Pre-Show Video Workshop Post-Show Video Workshop Sketch the Story Turtle Time	6 11 12 13
AL.1.c	Persists in completing a task with increasing concentration.	PreK	Turtle Time	13
AL.2.a	Develops a growth mindset.	PreK	Make Your Doodles Dance!	7
CO.1.a.	Develops the ability to recall information about objects, people, and past experiences.	PreK	Sketch the Story	12
CO.2.a	Demonstrates increasing ability to think symbolically.	PreK	Pre-Show Video Workshop Korean Culture Opposites at Play Post-Show Video Workshop	6 8 10 11
CR 1.a	Expresses ideas and feelings through visual art.	PreK	Make Your Doodles Dance! Opposites at Play Post-Show Video Workshop Sketch the Story Turtle Time	7 10 11 12 13
CR 2.a	Develops ability to express new ideas through imaginative and inventive play.	PreK	Pre-Show Video Workshop Post-Show Video Workshop Sketch the Story Turtle Time	6 11 12 13
LL.1.a	Demonstrates understanding of increasingly complex language.	PreK	Korean Culture	8
LL.1.b	Develops and expands understanding of vocabulary and concepts.	PreK	Pre-Show Video Workshop Korean Culture Opposites at Play Post-Show Video Workshop Turtle Time	6 8 10 11 13
LL.1.c	Communicates using increasingly complex language.	PreK	Korean Culture Post-Show Video Workshop Turtle Time	8 11 13
LL.1.e	Develops comprehension of read-aloud text.	PreK	Korean Culture	8
LL.2.a	Develops awareness of syllables in spoken words.	PreK	Pre-Show Video Workshop	6

LL.3.a	Develops knowledge of print organization.	PreK	Make Your Doodles Dance!	7
LL.4.a	Develops understanding that writing represents spoken language.	PreK	Make Your Doodles Dance! Korean Culture	7 8
MA.1.a	Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.	PreK	Make Your Doodles Dance!	7
MA.1.b	Develops understanding of one-to-one correspondence and cardinality.	PreK	Turtle Time	13
MA.1.c	Develops ability to subitize small quantities.	PreK	Turtle Time	13
MA.3.a	Develops knowledge of measurement to compare and describe objects.	PreK	Make Your Doodles Dance! Turtle Time	7 13
MA.3.b	Develops the ability to sort.	PreK	Turtle Time	13
MA.3.c	Develops understanding of patterns.	PreK	Pre-Show Video Workshop Post-Show Video Workshop Turtle Time	6 11 13
MA.4.a	Develops ability to recognize shapes and their attributes.	PreK	Make Your Doodles Dance! Turtle Time	7 13
MA.4.b	Develops understanding of spatial relationships.	PreK	Pre-Show Video Workshop Post-Show Video Workshop	6 11
PW.1.a	Develops competency in a variety of locomotor and non-locomotor skills.	PreK	Pre-Show Video Workshop Post-Show Video Workshop	6 11
PW.1.b	Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.	PreK	Turtle Time	13
PW.1.d	Uses senses to guide movement and interactions with objects and other people.	PreK	Pre-Show Video Workshop Post-Show Video Workshop Turtle Time	6 11 13
SS.1.a	Develops awareness of own culture and other characteristics of groups of people.	PreK	Korean Culture	8
SS.1.d	Develops ability to take care of materials in the environment.	PreK	Turtle Time	13

## English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	K	Opposites at Play	10
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Korean Culture	8
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Post-Show Video Workshop	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	Korean Culture	8
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K	Turtle Time	13
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K	Turtle Time	13
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	K	Opposites at Play Turtle Time	10
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K	Sketch the Story	12
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	Opposites at Play	10
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Post-Show Video Workshop Sketch the Story	11 12
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	Korean Culture Sketch the Story	8 12
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	Turtle Time Sketch the Story	13 12
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1	Korean Culture Sketch the Story Turtle Time	8 12 13
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1	Turtle Time	13
SL.1.6	Produce complete sentences when appropriate to task and situation.	1	Sketch the Story	12
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	2	Opposites at Play	10
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2	Korean Culture	8
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Post-Show Video Workshop	11

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	Korean Culture Turtle Time	8 13
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2	Sketch the Story	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	Turtle Time	13
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	Turtle Time	13
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3	Korean Culture	8
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	3	Post-Show Video Workshop	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	Korean Culture	8
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	Sketch the Story	12

## Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1PE	Imitate movements, voices, and feelings of people, animals and objects through dramatic play.	K	Pre-Show Video Workshop Opposites at Play Post-Show Video Workshop	6 10 11
K.3CO	Engage in dramatic experiences to explore concepts from other academic areas.	K	Opposites at Play	10
1.2RE	React to character actions and choices, both personal and peer, following a guided drama experience.	1	Opposites at Play	10
1.3CO	Engage in dramatic and theatre experiences to explore concepts from other academic areas.	1	Pre-Show Video Workshop Opposites at Play Post-Show Video Workshop	6 10 11

1.3PE	Demonstrate various movements, voices, and feelings by performing a variety of familiar roles.	1	Pre-Show Video Workshop	6
2.1PE	Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation and storytelling).	2	Pre-Show Video Workshop Opposites at Play Post-Show Video Workshop	6 10 11
2.4CO	Use processes of theatre to integrate information from other academic content areas	2	Pre-Show Video Workshop	6
3.2 CR	Create the movements and expressive voice of a character to explain and solve problems in a teacher-created improvisation or text.	3	Opposites at Play	10
3.3 PE	Work collaboratively to perform a dramatic task or action.	3	Opposites at Play	10

## Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1CO	Connect ideas, stories, and personal experiences to works of art.	K	Turtle Time Sketch the Story	12 13
K.1CR	Explore environments and experiences to generate original artmaking ideas.	K	Make Your Doodles Dance! Turtle Time Sketch the Story	7 13 12
K.1PE	Demonstrate willingness to try new processes.	K	Turtle Time Sketch the Story	13 12
K.1RE	Use visual art vocabulary to distinguish between art forms.	K	Make Your Doodles Dance!	7
K.2CR	Engage in self-directed play with various materials.	K	Turtle Time	13
K.2PE	Explore a variety of materials and tools to create works of art.	K	Make Your Doodles Dance! Post-Show Workshop	7 11
K.3PE	Communicate an idea using the elements of art.	K	Post-Show Workshop	11
K.3RE	Observe and describe works of art.	K	Sketch the Story	12
1.1CR	Differentiate between personal ideas and the ideas of others when developing artmaking concepts.	1	Make Your Doodles Dance!	7
1.1PE	Develop independence during artmaking.	1	Turtle Time	13
1.1RE	Describe the meaning of symbols and images in works of art.	1	Make Your Doodles Dance!	7
1.2PE	Engage with materials and tools to develop artmaking skills.	1	Make Your Doodles Dance! Post-Show Video Workshop Turtle Time	7 11 13
1.3PE	Convey ideas and emotions using the elements of art.	1	Sketch the Story	12

2.1CR	Generate artmaking ideas from multiple sources.	2	Make Your Doodles Dance! Turtle Time	7 13
2.1PE	Show perseverance in the creative process.	2	Turtle Time	13
2.1RE	Compare works of art using descriptive language.	2	Make Your Doodles Dance!	7
2.2CR	Combine materials to explore personal artistic ideas.	2	Turtle Time	13
2.2PE	Apply increasing skill in the appropriate use of materials and tools.	2	Make Your Doodles Dance! Post-Show Video Workshop TurtleTime	7 11 13
2.3CO	Respect and support peer ideas and creativity.	2	Sketch the Story	12
2.3CR	Investigate ways to organize elements of art to express meaning.	2	Turtle Time Sketch the Story	13 12
3.1CR	Identify problems as sources in preparation for artmaking.	3	Make Your Doodles Dance!	7
3.1RE	Compare and contrast personal interpretations of works of art with those of peers.	3	Make Your Doodles Dance!	7
3.2PE	Demonstrate expressive and purposeful use of materials and tools.	3	Make Your Doodles Dance!	7
3.3CO	Consider the opinions of others when working toward a common goal in art.	3	Sketch the Story	12

## Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Turtle Time	13
K.PS.1	Objects and materials can be sorted and described by their properties.	K	Turtle Time	13
1.PS.1	Properties of objects and materials can change.	1	Turtle Time	13
1.PS.2	Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.	1	Turtle Time	13

## Social & Emotional Learning

Standard	Description	Grade	Activity	Page
C3.2.a	Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups.	K-2	Korean Culture	8
C3.2.b	Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other.	3-5	Korean Culture	8

## Social Studies

Standard	Description	Grade	Activity	Page
K.HIS.3	Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.	K	Korean Culture	8
1.GEO.4	Maps can be used to locate and identify places.	1	Korean Culture	8
1.GEO.5	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).	1	Korean Culture	8
1.GEO.6	Families interact with the physical environment differently in different times and places.	1	Korean Culture	8
1.GEO.7	Diverse cultural practices address basic human needs in various ways and may change over time.	2	Korean Culture	8
2.GEO.8	Cultures develop in unique ways, in part through the influence of the physical environment.	2	Korean Culture	8
2.GEO.9	Interactions among cultures lead to sharing ways of life.	2	Korean Culture	8
3.GEO.5	Daily life is influenced by the agriculture, industry and natural resources in different communities.	3	Korean Culture	8