



GIRAFFES CAN'T DANCE

THE MUSICAL

Based on the book by Giles Andreae & Guy Parker-Rees
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BOOK & LYRICS by Gloria Bond Clunie

MUSIC by Elton Bradman & Leela Oleszkiewicz

School Matinee Performances

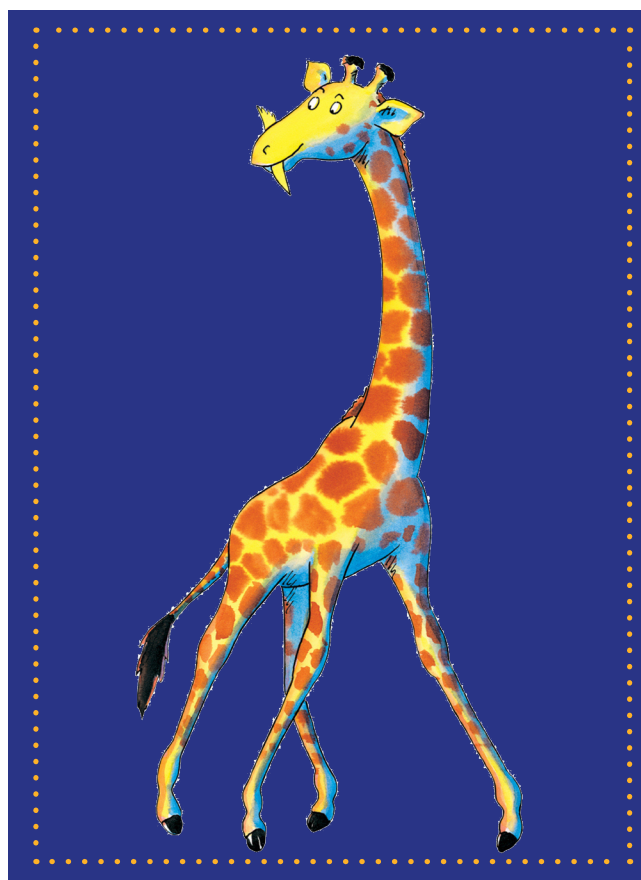


TEACHER RESOURCE GUIDE

Giraffes Can't Dance – The Musical

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COMMUNITY ENGAGEMENT & 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 (2012), Social and Emotional Learning (2019) and Science (2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted by Jeanine Tesch in partnership with Playhouse Square's Education Department. Excerpts from Bay Area Children's Theatre study guide have also been included with permission.



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.

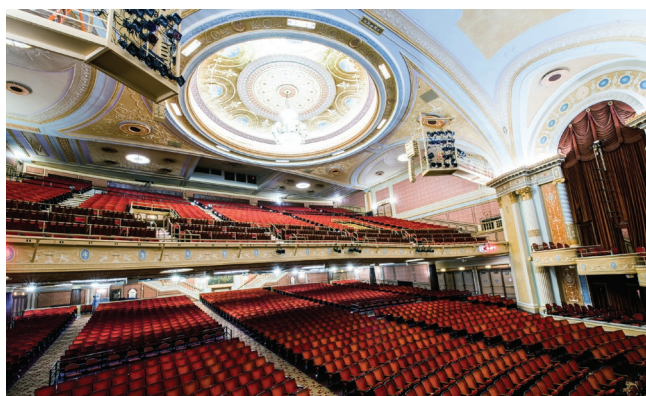
ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces 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 by Playhouse Square's seven resident companies: 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 GE Chandelier, the largest outdoor chandelier in North America, and the retro Playhouse Square sign with its 9-foot-tall letters!



COMING TO THE THEATER

This discussion and attendance at one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: K.1CE, K.5CE, K.6CE, 1.4CE, 1.5CE, 1.6CE, 2.3RE, 2.5CE, 2.6CE

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers can also too.
- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice, and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.

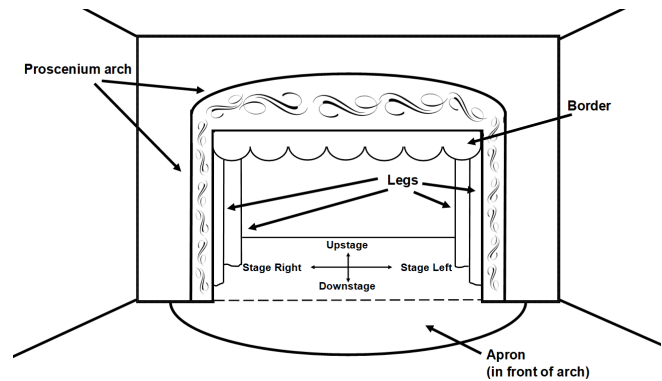


Parts of a Theater

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 at 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

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 stand 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

Book and Lyrics by Gloria Bond Clunie
Music by Elton Bradman and Lila Oleszkiewicz

Based on the book by Giles Andreae and illustrated by Guy Parker-Rees

All the animals in the jungle know their own special dance, but Gerald the Giraffe can't seem to move without a clumsy step. But with the help of a wise cricket, he finds his own song and dances to the beat of his own drum! In this stage adaptation of the beloved children's book, with puppets, African rhythm and lots of dancing, Gerald learns that his differences are what make him special.

ABOUT THE AUTHOR



Giles Andreae is one of the United Kingdom's most popular picture book authors, with many best-selling and award-winning titles, including *Giraffes Can't Dance*. He is also known for other favorites such *Rumble in the Jungle*, *Commotion in the Ocean* and the *I Love...* series. Recent work includes *Winnie-the-Pooh: The*

Great Heffalump Hunt, commissioned to celebrate the 90th anniversary of the first Winnie-the-Pooh book publication. He is the creator of Purple Ronnie, one of the most successfully licensed cartoon characters in his native England.

World of Happy, his first animated television series, was commissioned by CBBC in 2010. *Captain Flinn & the Pirate Dinosaurs* was released in 2016 as a 52-part animated series.

Giles lives with his wife and three children in Notting Hill, England.

ABOUT THE PLAYWRIGHT



Gloria Bond Clunie is an award-winning playwright, director and educator. She is a founding member of the Playwriting Ensemble at Chicago's Regional Tony Award winning Victory Gardens Theater where her plays *North Star*, *Living Green* and *Shoes* premiered. She is also the founding Artistic Director of Evanston's

Fleetwood-Jourdain Theatre where she directed scores of productions including *Ain't Misbehavin'*, *Ceremonies in Dark Old Men*, *Home* and *Raisin*.

Ms. Clunie has been recognized for her work in theater and education by the NAACP, AKA and DST Sororities, American Alliance for Theatre and Education and the Vision Keepers. Awards include a Chicago Jeff, a Children's Theater Foundation of America Orlin Corey Medallion, a Scott McPherson, a Dramatists Guild Fellowship, Theodore Ward African-American Playwriting Prizes, New York's New Professional Theater Award, Chicago Black Theatre Alliance Awards, NEA and Illinois Arts Council Fellowships, a YWCA YWomen Leadership Award, and the Evanston Mayor's Award for the Arts.

KEY TERMS & EVENTS

Ancestors – the people (or animals) who were in someone's family long ago

Boogied – danced with high energy and fun

Celebrate – to recognize something or someone with joy and festivities

Clumsy – lacking skill or grace in movement

Confidence – belief in one's own abilities and judgment

Drenched – very wet or soaked

Encouraged – gave support, hope or confidence to someone, inspiring them to keep going

Graceful – moving in a smooth, elegant way

Inspirational – providing encouragement, motivation, or positive thoughts to others

Jungle – a dense, tropical forest that is home to many plants and animals

Melody – a sequence of musical tones that create a pleasing sound

Mocked – to have made fun of someone in a hurtful way

Rhythm – the pattern of long and short sounds as you move through music

Savanna – an area of grassland with scattered bushes and trees, common in parts of Africa

Unique – one of a kind

Wondrous – extraordinarily good or great



GIRAFFE FACTS



THEY CAN GROW UP TO
18 FEET TALL,
MAKING THEM THE
TALLEST
LIVING LAND MAMMAL.

DID YOU KNOW?

The Cleveland Zoo has multiple giraffes, named Jada, Jhasmin, and the newest, Rocket.

Giraffes are only found in the wild in Africa, though you can see them at many zoos.

THEY ARE
HERBIVORES,
WHICH MEANS THAT
THEY ONLY EAT
PLANTS.

A group of giraffes is called a tower. They are social animals and travel in these "towers" that typically contain about 15 giraffes.



They only need between 10 minutes to two hours of sleep, which is the least amount needed by any mammal.

**THEY ALSO
SLEEP
STANDING UP!**

Giraffes need to eat a lot of leaves and twigs to be full. They can eat almost 100 lbs in a day.

The two "horns" on top of a giraffe's head are called **OSSICONES** and aren't horns at all! They are cartilage (like what your ears are made of!) that are covered in skin and fur.

Acacia trees are a giraffe's favorite food. These trees are special to humans because they produce gum arabic, which can be used to make inks, adhesives and certain medicines.



Just like humans all have unique fingerprints, no two giraffes have the same spots and pattern!

In addition to a long neck, giraffes have tongues that can grow to be more than 2 feet long!



■ PRE-SHOW ACTIVITIES

Vocab Activities (K-2)

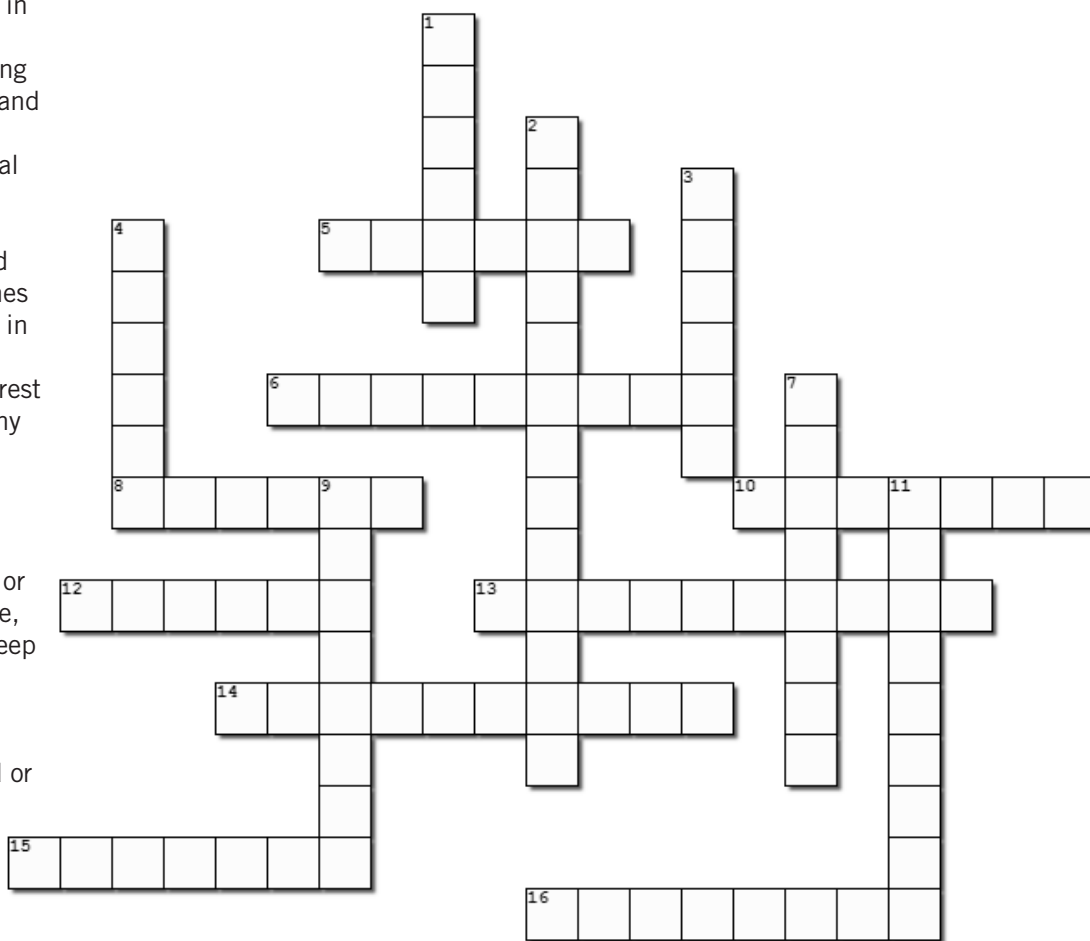
The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: L.K.4, L.1.4, L.2.4

With your students, review the vocabulary words listed in the Key Terms & Events section of this guide. Individually or in groups, have students complete the crossword puzzle below to familiarize themselves with these words and definitions related to *Giraffes Can't Dance*.

ACROSS

5. lacking skill or grace in movement
6. to recognize something or someone with joy and festivities
8. a sequence of musical tones that create a pleasing sound
10. an area of grassland with scattered bushes and trees, common in parts of Africa
12. a dense, tropical forest that is home to many plants and animals
13. belief in one's own abilities and judgement
14. gave support, hope or confidence someone, inspiring them to keep going
15. danced with high energy and fun
16. extraordinarily good or great



DOWN

1. one of a kind
2. providing encouragement, motivation or positive thoughts to others
3. to have made fun of someone in a hurtful way
4. the pattern of long and short sounds as you move through music
7. moving in a smooth, elegant way
9. very wet or soaked
11. the people (or animals) who were in someone's family long ago

Name: _____

ANCESTORS
BOOGIED
CELEBRATE
CLUMSY
CONFIDENCE
DRENCHED
ENCOURAGE
GRACEFUL
INSPIRATIONAL
JUNGLE
MELODY
MOCKED
RHYTHM
SAVANNA
UNIQUE
WONDROUS
GIRAFFE

.....

D R E N C H E D U W P J M P J U B N L R
X K N M N Z C T A F G V E Y G C Z P C H
C G D Y E W E C B N D J U Z U Y Q N F X
Y P N H C U Z T I L E E Q R H Y T H M S
E K P W N D K T A F N I I J F R K U Q N
W C O W B L G H C R L X N G H S A W K S
T E N Q V B U G J R B B U A O R U B L R
D L L E X N K F X I U E B E R O K X L O
I I Q W D W L E E A S G L A Y S B H A T
K Y F P D I H L T C U U N E L X Q K N S
R D B V E R F G E W A L Y Q C U W O O E
T O I L K P E N C O U R A G E M A V I C
R L F S C U R E J V C G I F U N P T S A N
Q E P U O G E J V C G I F U N P T S A N
D M E O M Q X G Y N G A B A Y S Y M R G
F R L R P S Q D G S R D V A Z O J U I Z
D B H D P S B Y M I S A C X U K S L P P
Z F K N C F Q Z G F S S A V O Y N C S Y
B D B O N C F Q Z G F S S A V O Y N C S Y
Z S U W S H W Q V C P P I R E M A L I F

Animal Moves (Grades: PreK-2)

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

Early Learning & Development: AL.1.a, CO.1.a, CO.2.a, CR.2.a, LL.1.d, LL.1.e, PW.1.d, SC.1.a

English/Language Arts: RL.K.7, RL.K.10, SL.K.1, RL.1.7, SL.1.1, RL.2.7, SL.2.1

Fine Arts: Dance: K.3PE, K.1PR, 2.4PE; Drama: K.1PR, K.5CE, K.5PR, 1.3PR, 1.6PR, 2.1PR, 2.5PR

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

In this activity, students will use imaginative play to explore the way animals communicate, move and interact with each other.

As a class, read or listen to the book *Giraffes Can't Dance*. Make a list of all the animals mentioned in the book. What do students know about each of the animals? Have any students seen any of the animals before, by visiting the zoo or safari? Use the illustrations and experiences to describe the animals' different features. Can they express any of the sounds they may make? How about any other animals? Practice by shouting out an animal name and having the class make their sound (i.e., they may choose to roar for a lion, or whinny for a zebra or horse).

Talk about other ways animals may communicate using their bodies, vocalizations, visual displays and smells. Explain the purposes of each communication method. Examples include:

- Vocalizations used for mating calls or warning alarms
- Body language used for expressing dominance or submission
- Visual displays used for attracting others
- Chemical signals, or pheromones, used for marking territory

Have students practice moving like each animal. With their imagination, what can they do to portray the different species? How would they stand or walk? For example, the lion may glide gracefully and assertively around the room while a bird may flit quickly from spot to spot.

Split the class into two groups. Have each group sit and observe while the other students move about like their animal. Can they guess which creatures are portrayed? Did two or more students have the same animal? Did they portray the animal in the same way? After seeing *Giraffes Can't Dance – The Musical* at Playhouse Square, discuss how the actors portrayed each of their animals in the show!

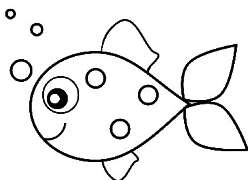


Animal Communication Cards

Fish

Body Language: Fish use their bodies to show how they feel. Some fish puff up or spread their fins to look big and scary when they're feeling angry or want to protect their space.

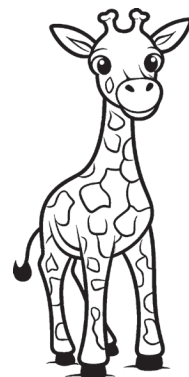
Sounds: Some fish make special sounds underwater to talk to each other. They use these sounds to say, "I'm here!" or "Watch out!"



Giraffes

Body Language: Giraffes can stretch their long necks high into the air to look around for danger or to find food. "Necking" is a special way giraffes show their strength and settle disagreements.

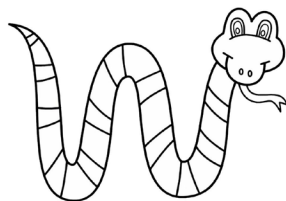
Sounds: They can make low humming sounds or even snort and hiss. These sounds help them say things like, "I'm here," "Stay away," or "Let's be friends."



Snakes

Body Language: Snakes can change the way they move, coil, or position their bodies to show different emotions or intentions. They may puff up their body, hiss or strike.

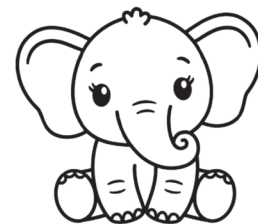
Sounds: Some snake species can produce sounds. For example, some rattlesnakes have a rattle on their tail that they shake to create a warning sound when feeling threatened.



Elephants

Body Language: The position of their ears show their mood. If they are open out they are curious or calm. Pinned back ears mean they are aggressive or sense fear. Swishing their tails can show annoyance.

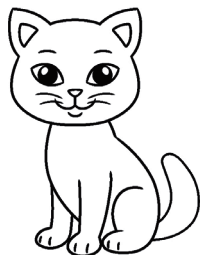
Sounds: They produce infrasound, which is sound at a frequency too low for humans. These sounds travel over long distances, helping elephants keep in touch with each other.



Cats

Body Language: Cats use rubbing and head-butting to mark their territory. That is also a way of claiming their area. Poofy tails shows they are aggressive or scared.

Sounds: When cats purr and knead with their paws, it can tell that they are relaxed and happy. If they purr, they are also happy. Hissing shows they are scared or feel threatened.



Birds

Body Language: Birds use their bodies to communicate too! They might puff up their feathers to look bigger and scare away enemies. They also use their body movements to show they are happy, scared, or want to play.

Sounds: Birds talk to each other using special sounds. They don't have words like we do, but they have different calls and songs for different messages.



I Like To Move It, Move It (Grades: PreK-2)

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

Early Childhood & Development: CR.1.b, CR.2.a, LL.1.d, LL.1.e, PW.1.a, SE.1.a, SE.1.b

English/Language Arts: RL.K.1, RL.K.10, SL.K.2, RL.1.1, RL.1.4, SL.1.2, RL.2.1, SL.2.2.

Fine Arts: Dance: K.2PR, K.3PE, K.3PR, 2.1PR, 2.3PR

Social & Emotional Learning: A2.1.a, A2.2.a, C1.2.a, C3.1.a, D2.3.a

After reading or listening to *Giraffes Can't Dance*, discuss the following questions as a class:

- What is the book about?
- When the other animals make fun of Gerald, how does he feel? How do you know?
- What were some harmful words used by the other animals? How might that have made Gerald feel?
- How does Gerald discover that he can, in fact, dance?
- What can you say if you see someone being teased for being different? How can you help?
- Have you ever felt different, and why?

Explain that Gerald discovers his unique dancing style when he decides to embrace what makes him different and stops thinking he needs to do things the same way as others. Really help the students understand that everyone has their own special way of doing things, including dancing.

Re-read aloud the book *Giraffes Can't Dance* while

showing the illustrations to the students. Pause at different parts of the story where Gerald tries different dance styles. Encourage the students to mimic those movements. After each style, ask the children how they felt trying those moves and discuss how everyone has different preferences. Divide the students into small groups or pairs and assign them different animals from the book (giraffes, monkeys, crickets, etc.). Play a rhythmic song and ask students, in their groups, to create a short dance routine inspired by the movements of their assigned animal. Remind them that they can add their own creative touches and that there are no right or wrong ways to dance! The whole point is to have fun and move your body.



■ POST-SHOW ACTIVITIES

My Perfect Spot (Grades: PreK-2)

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

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

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

Fine Arts: Visual Arts: K.1PE, K.1RE, K.5PR, 1.2PR, 1.4PR, 1.4RE, 2.3PR

Science: K.LS.1

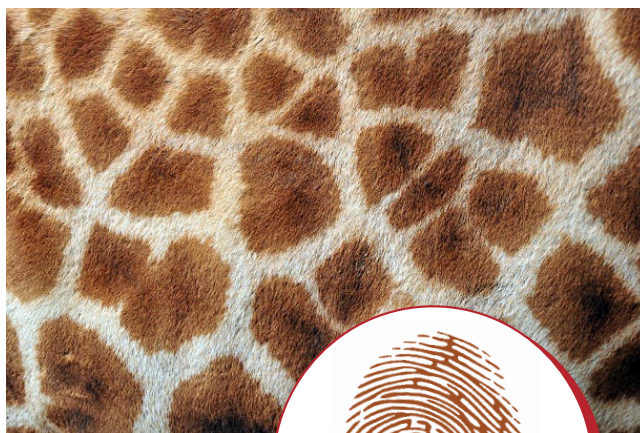
Social & Emotional Learning: A2.1.a, C3.1.a

The story of *Giraffes Can't Dance* teaches children valuable lessons about embracing their individuality, having self-confidence, and overcoming challenges. It emphasizes the importance of accepting and celebrating differences, reminding readers that everyone has their own special talents and abilities.

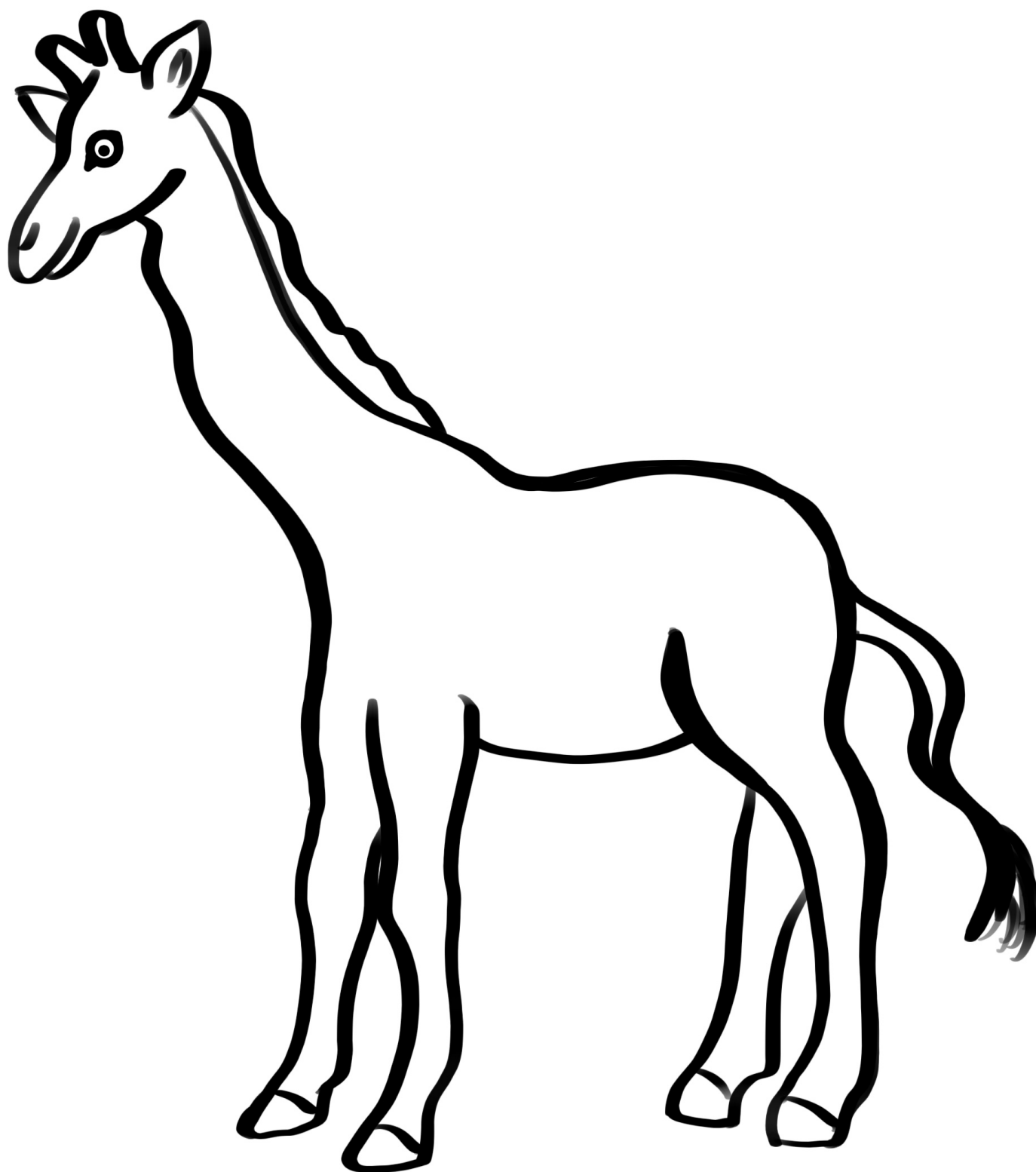
For this activity, students will celebrate everyone's differences. Ask the students to share something special about themselves that makes them unique. Then, provide each student with a copy of the giraffe coloring sheet on the next page. Have various colored spots cut out from construction paper. Instruct the students to decorate their giraffes with the spots, using different colors and patterns to represent their uniqueness. Older students may wish to cut or draw on spots to better represent their selected features.

After completing the craft, have the students share their giraffes with the class, explaining the significance of their chosen spots. Students in older grades can write a list of something that makes them special – one for each spot!

Did You Know? Giraffes' spots are all unique like humans' fingerprints. No two giraffes have the same pattern of spots! For added fun, use a stamp pad to create a class sheet of fingerprints to show how each one is different from the next!



Coloring Page



■ POST-SHOW ACTIVITIES

The Power of Yet (Grades: PreK-2)

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

Early Learning & Development: AL.2.a, CO.1.a, CR.1.a, LL.1.b, LL.4.b

English/Language Arts: W.K.5, W.K.8, W.1.5, W.1.8, W.2.8

Social & Emotional Learning: B2.3.a, B3.2.a

Gerald struggles to feel like he is a part of the other animals, because he cannot dance... YET. With perseverance and encouragement from a friend, he overcomes this insecurity. This is the power of YET. Begin the lesson by discussing the concept of a growth mindset with the students. Explain that having a growth mindset means believing that their abilities and intelligence can be developed through hard work, dedication, and learning from mistakes. Introduce the word “yet” as a powerful tool that can turn a negative statement into a positive one. For example, “I can’t dance” becomes “I can’t dance yet.”

Encourage students to think about a time where they couldn’t do something, but through perseverance, they were able to. Then, have your students complete the Power of Yet worksheet, writing about something they couldn’t do before but now can. Then, have them reflect on something they cannot do YET. Encourage them to set goals to accomplish this successfully. They can illustrate their writing and share with the class if they feel comfortable.



Name: _____

THE POWER OF YET

Directions: After hearing *Giraffes Can't Dance*, reflect on something that you couldn't do before, but were eventually able to accomplish by not giving up. Illustrate it when you are finished. Share with the class when you are done!

First I couldn't _____

_____ ,

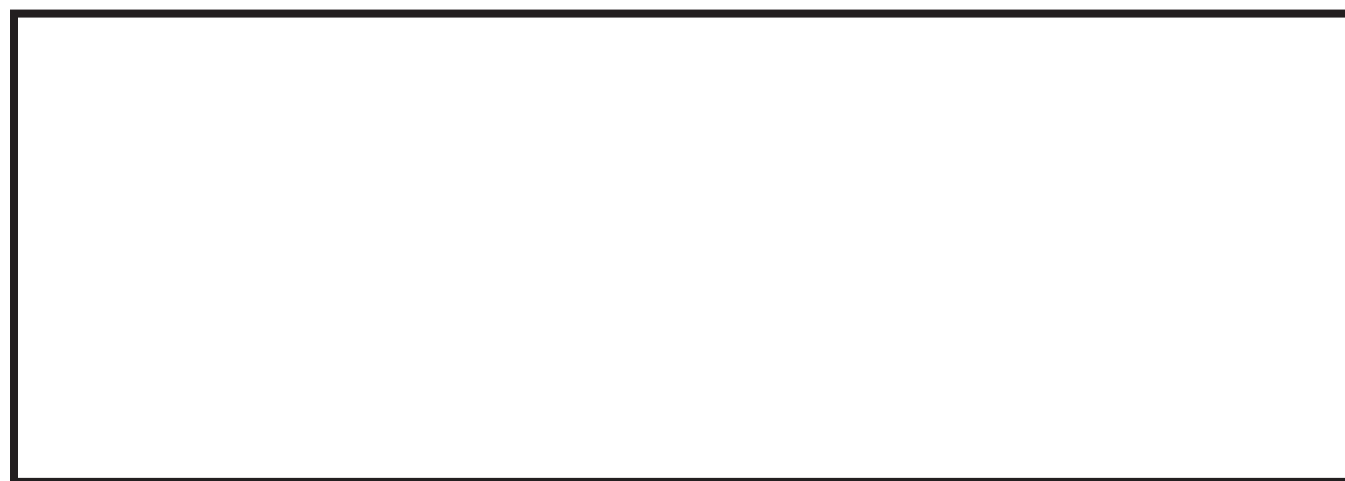
but I kept trying and was finally able to by _____

_____ .

I cannot _____ YET.

But, I am going to _____

_____ .



RESOURCES

BOOKS



A Bad Case of Stripes, by David Shannon

Commotion in the Ocean, by Giles Andreae, illustrated by David Woljtowycz

Elmer, by David McKee

Giraffes Can't Dance, by Giles Andreae, illustrated by Guy Parker-Rees

Rumble in the Jungle, by Giles Andreae, illustrated by David Woljtowycz

Stand Tall, Molly Lou Melon, by Patty Lovell, illustrated by David Catrow

The Dot, by Peter H. Reynolds

The Mixed-Up Chameleon, by Eric Carle

WEB



"10 Giraffe Facts," *National Geographic Kids*.
<https://www.natgeokids.com/uk/discover/animals/general-animals/ten-giraffe-facts/>

"15 Fantastic Giraffe Facts for Kids," *Toucan Box*.
<https://www.toucanbox.com/facts-for-kids/giraffe-facts>

Giraffes Can't Dance kid yoga.
<https://youtu.be/QMqHy-KvDPO>

Giraffes Can't Dance read-aloud.
https://youtu.be/1a2Smau__Dk

Visiting Playhouse Square Social Stories

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

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

Ohio Theatre Letterbox Activity

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



CURRICULUM STANDARDS INDEX

Early Learning & Development

Standard	Description	Grade	Activity	Page
AL.1.a	Engages in new and unfamiliar experiences and activities.	PreK	Animal Moves	11
AL.2.a	Develops a growth mindset.	PreK	The Power of Yet	16
CO.1.a	Develops the ability to recall information about objects, people and past experiences.	PreK	Animal Moves The Power of Yet	11 16
CO.2.a	Demonstrates increasing ability to think symbolically.	PreK	Animal Moves My Perfect Spot	11 14
CR.1.a	Expresses ideas and feelings through visual art.	PreK	My Perfect Spot The Power of Yet	14 16
CR.1.b	Expresses self creatively through music and dance.	PreK	I Like to Move It	13
CR.2.a	Develops ability to express new ideas through imaginative and inventive play.	PreK	Animal Moves I Like to Move It	11 13
LL.1.b	Develops and expands understanding of vocabulary and concepts.	PreK	The Power of Yet	16
LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	Animal Moves I Like to Move It	11 13
LL.1.e	Develops comprehension of read-aloud text.	PreK	Animal Moves I Like to Move It	11 13
LL.4.b	Draws and writes using increasingly sophisticated grasp.	PreK	The Power of Yet	16
PW.1.a	Develops competency in a variety of locomotor skills and non-locomotor skills.	PreK	I Like to Move It	13
PW.1.d	Uses senses to guide movement and interactions with objects and other people.	PreK	Animal Moves	11
SC.1.a	Explores and investigates objects and events in the environment.	PreK	Animal Moves	11
SE.1.a	Develops and expands understanding of oneself as a unique person.	PreK	I Like to Move It My Perfect Spot	13 14
SE.1.b	Develops understanding of emotions.	PreK	I Like to Move It	13
SS.1.a	Develops awareness of own culture and other characteristics of groups of people.	PreK	My Perfect Spot	14

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Vocab Activities	9

RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	I Like to Move It	13
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	K	Animal Moves	11
RL.K.10	Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	K	Animal Moves I Like to Move It	11 13
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Animal Moves	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	I Like to Move It	13
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K	The Power of Yet	16
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K	My Perfect Spot The Power of Yet	14 16
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	Vocab Activities	9
RL.1.1	Ask and answer questions about key details in a text.	1	I Like to Move It	13
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1	I Like to Move It	13
RL.1.7	Use illustrations and details in a story to describe its characters, setting or events.	1	Animal Moves	11
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Animal Moves	11
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	1	I Like to Move It	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	The Power of Yet	16
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	My Perfect Spot The Power of Yet	14 16
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	Vocab Activities	9
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	2	I Like to Move It	13
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	2	Animal Moves	11
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Animal Moves	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	I Like to Move It	13
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	My Perfect Spot The Power of Yet	14 16

Fine Arts – Dance

Standard	Description	Grade	Activity	Page
K.1PR	Explore and experiment with locomotor and non-locomotor movements using changes in body shape, time, space and movement quality to construct meaning.	K	Animal Moves	11
K.2PR	Explore movement ideas for dance-making based on observation, memory, imagination and experience.	K	I Like to Move It	13
K.3PE	Demonstrate awareness of moving safely within personal and general space.	K	Animal Moves I Like to Move It	11 13
K.3PR	Explore, select and combine dance concepts and improvisational elements to communicate subject matter in dance-making	K	I Like to Move It	13

2.1PR	Explore the basic elements of dance with an emphasis on expression, focus and confidence.	2	I Like to Move It	13
2.3PR	Share responsibility for collaborating with peers to create movement sequences and informal dances.	2	I Like to Move It	13
2.4PE	Notice and point out the expressive details of dances made and shared.	2	Animal Moves	11

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CE	Demonstrate observation and listening skills in a theatrical context.	K	Coming to the Theater	4
K.1PR	Imitate movements, voices and feelings of people, animals and objects through dramatic play.	K	Animal Moves	11
K.5CE	Listen to and follow directions in both classroom and theatrical settings.	K	Coming to the Theater Animal Moves	4 11
K.5PR	Engage in drama and theatre experiences to explore concepts from other academic areas.	K	Animal Moves	11
K.6CE	Use basic, appropriate vocabulary while engaging in dramatic play and attending theatrical productions.	K	Coming to the Theater	4
1.3PR	Demonstrate various movements, voices and feelings by performing a variety of familiar roles.	1	Animal Moves	11
1.4CE	Use appropriate dramatic and theatrical vocabulary (e.g., character, time and place) to describe dramatic and theatrical experiences.	1	Coming to the Theater	4
1.5CE	Demonstrate audience behavior appropriate for the forms and styles of theatre (e.g., live theatre, film, television, film and media).	1	Coming to the Theater	4
1.6CE	Identify how audience behavior differs among dramatic forms (e.g., live theatre, film, video and broadcast media).	1	Coming to the Theater	4
1.6PR	Work cooperatively to present a tableau, improvisation or pantomime.	1	Animal Moves	11
2.1PR	Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (e.g., skits, puppetry, pantomime, improvisation and storytelling).	2	Animal Moves	11
2.3RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4

2.5CE	Use appropriate dramatic and theatrical vocabulary (e.g., plot, setting) to describe dramatic and theatrical experiences.	2	Coming to the Theater	4
2.5PR	Describe and model effective social and group skills when participating in dramatic play with partners.	2	Animal Moves	11
2.6CE	Listen to and follow directions from instructor and peers in both classroom and theatrical settings.	2	Coming to the Theater	4

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1PE	Describe the meaning in the marks they make on paper.	K	My Perfect Spot	14
K.1RE	Describe their artworks and efforts and share their artmaking processes.	K	My Perfect Spot	14
K.5PR	Engage in artmaking that explore and combine various forms of symbolic representation including words, symbols, images, music and movement.	K	My Perfect Spot	14
1.2PR	Invent imagery and symbols to express thoughts and feelings.	1	My Perfect Spot	14
1.4PR	Create an artwork based on observation of familiar objects and scenes.	1	My Perfect Spot	14
1.4RE	Explain how personal interests and experiences are reflected in the subject matter of artworks.	1	My Perfect Spot	14
2.3PR	Create artworks based on imagination and observation of familiar objects and scenes.	2	My Perfect Spot	14

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A2.1.a	Identify personal interests and Qualities.	K-2	I Like to Move It My Perfect Spot	13 14
A2.2.a	Explore opportunities to develop skills and talents.	K-2	I Like to Move It	13
B2.3.a	Describe what action steps can be taken to reach a short-term goal.	K-2	The Power of Yet	16
B3.2.a	Explain how practice improves performance of a skill and can help in overcoming a challenge or setback.	K-2	The Power of Yet	16
C1.2.a	Identify word and actions that may support or hurt the feelings of others.	K-2	I Like to Move It	13

C3.1.a	Discuss how people can be the same or different.	K-2	I Like to Move It My Perfect Spot	13 14
D2.3.a	Recognize that people may influence each other with words or actions.	K-2	I Like to Move It	13

Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Giraffe Facts Animal Moves My Perfect Spot	8 11 14
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Giraffe Facts Animal Moves	8 11
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Giraffe Facts	8