

A man in a green jumpsuit, blue scarf, and bowler hat is running on a rooftop at night. The background shows a city skyline with illuminated windows. The man has a determined expression and is looking off to the side. The blue scarf is flowing behind him as he runs.

The Girl Who Forgot to Sing Badly

Streaming Performances For Schools



TEACHER RESOURCE GUIDE

The Girl Who Forgot to Sing Badly

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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), Mathematics (2017), Physical Education (2015), 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 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.



ABOUT THE SHOW

Sometimes it takes a girl-sized human to solve an adult-sized problem. Peggy O' Hegarty and her parents are packers. They squeeze fruit into tins, foxes into boxes, even bikes into brown paper bags. And all the while Peggy sings with the voice of an angel – a grossly unfortunate angel, who can't sing at all. But one day work stops working, and the jobs stop coming, and Peggy steps outside to find that winter has arrived... and everyone in her city gone!

Written by Finegan Kruckemeyer, this comedic but heartfelt one-man show is led by performer Louis Lovett as Peggy. The audience will journey on an untamed adventure that crosses snowy lands and wild seas. As Peggy desperately tries to save the day, we learn about love, loss, the reassurance of goats and the courage to sing gloriously on or off-key.



ABOUT THEATRE LOVETT

Theatre Lovett creates enchanting performances for all ages, delighting both the young and the young at heart. Known for national and international tours, they recently co-produced the opera *Hansel and Gretel* with Irish National Opera and The Abbey Theatre. Each year, they present the festive family event *This Way to Christmas* at Ireland's National Concert Hall.

Theatre Lovett has opened the Edinburgh International Children's Festival twice and has been featured in major festivals like On the Edge (UK) and IPAY (North America). With five premieres at the Dublin Theatre Festival, their popular productions include *FRNKNSTN*, *The Girl Who*

Forgot to Sing Badly and *The Memory Bank*. They are currently developing a new adaptation of Hans Christian Andersen's *The Tin Soldier*.

Led by married duo Muireann Ahern and Louis Lovett as Joint Artistic Directors, Theatre Lovett thrives on collaboration with a close-knit group of associate artists who share their passion. Under the management of Jeanine MacQuarrie, the company is known for transforming theatre into thrilling adventures and crafting extraordinary experiences for families.

For more information, visit www.theatrelovett.com

Characters

Storyteller – The first character we meet, a super-silly narrator who dramatically leads us through the play.

Ominous Voice – A serious announcer who's very strict about the rules. The Ominous Voice makes sure the Storyteller does not get too off track, so every part of the story is told right.

Peggy O'Hegarty – Peggy is the main character, a young girl living in a big city with her parents. She is the only child in her family, and although she loves to sing, she is not very good at it!

Mrs. and Mr. O'Hegarty – Peggy's parents, who work packing things for a living. They live in a small city apartment and rarely take a day off. One of them cannot hear while the other has tons of patience. Because of this, neither of them notices how bad Peggy's singing really is.

Peter – The villain of the story, Peter is an old, sneaky man who finds Peggy in a snowstorm. He is mean and works alone building boats. He wants to make the city less crowded by sending people away on his boat.

Hildegard Zelma Von Maus – A tiny mouse who belongs to Peter with an amazing squeak and sense of smell.

Townpeople – Peggy's neighbors and friends of all ages who eventually get tricked into going onto Peter's boat. They hope Peggy can save them and cheer her on during her journey.

A Goat – A surprise character from a key moment in the play.

Key Themes

Courage and Resilience

The theme of courage is central as Peggy embarks on a journey to face challenges and restore her village. Characters demonstrate resilience in overcoming obstacles and maintaining hope in difficult circumstances.

Power of Music and Voice

Music and singing are portrayed as powerful forces that connect people, express emotions and restore harmony to the community.

Community and Tradition

The importance of community traditions are highlighted, showing how daily and shared rituals or values unite people and provide strength during adversity. Characters work together to preserve their way of life and overcome threats to their community.

Identity and Self-Discovery

Peggy's journey involves self-discovery and finding her own voice, both literally and metaphorically. The play explores themes of identity as Peggy navigates challenges and learns about herself and her place within her community.

Imagination and Fantasy

The play encourages imagination and creativity through its fantastical elements and storytelling style. It invites audiences to suspend disbelief and engage with a world where magical creatures and extraordinary events shape the narrative.



PACKING A PLAY as told by Louis Lovett

Making a theatre show is a bit like making a sandcastle or a mud-castle. Depends on what kind of beach you're building on. Foundations. The stuff you use to build can be squishy. Maybe feels nice to play with? Maybe feels like muck? Does the sandcastle splodge in certain places? Do cracks appear? Or is it solid? No creaking anywhere. Well, almost nowhere.

Who's with you in the work? Filling buckets. "We need more water in sector 4!" "Collapsing moat – pack in more sand! More mud!!"

Making theatre means working with a team. A team of people doing many different things for the one same show –

- **Lights** (The sun)
- **Sound** (Waves, laughter, tears, wasps!)
- **Set** (Sandcastle designer, builders, choice of sun lounger)

- **Costumes** (Swimwear, type of hat, flippers)
- **Technicians** (Mother Nature, Mothers, Others, that guy in the yellow hat who thinks he knows everything, and those that help and help and help)
- **Ideas** ("I think you should put the bucket down over there and THEN do the handstand. It's obvious really.")
- **Sweat** ("Can I stop now? Pleeese!")
- **Support** ("Don't cry, darling.")

And then the tide comes in and it all splurbs apart in front of your face. And what do we do? Depends...start again? Give up? Have a mudbath then run screaming and zigzagging into the sea. Nice.

And remember the funny looks people give our sandcastle as they walk past. Want to join in? Want to play? Roll up your sleeves and muck in.



Excerpt from the Theatre Lovett company guide.

KEY TERMS & EVENTS

Adventure – an exciting or unusual experience

Chorus – a part of a song that is repeated after each verse

Cartography – the art and science of making maps

Community – a group of people living in the same place or having a particular characteristic in common

Conflict – a serious disagreement, argument or challenge

Courage – the ability to do something that frightens you

Creativity – the use of imagination or original ideas to create something new

Empathy – the ability to understand and share the feelings of another

Harmony – the combination of different musical notes played or sung at the same time to produce a pleasing sound

Hero/Heroine – someone who does brave and good things to help others

Imagination – the ability to create new ideas or images in the mind

Isolation – the state of being separated from others

Journey – an act of traveling from one place to another, especially a long distance

Melody – a sequence of single notes that is catchy or satisfying

Resilience – the ability to recover quickly from difficulties

Unity – the state of being united or joined as a whole

Village – a small community or group of houses in a rural area



KEY TERMS & EVENTS

Peggy's Packing Particulars



Packmen

In the days before buses, trains and automobiles, the very first traveling salesmen walked from door to door selling their wares. They carried heavy backpacks which were a treasure-trove of trinkets and treats, all neatly tucked away in tiny drawers. These master-packers carried an entire store worth of goods on their backs and were called packmen, peddlers, duffers or dustyfoots.



Soapboxes

Soapboxes are useful containers for packing and transporting soap. But that's not all. In the past, old wooden crates such as soapboxes also made useful makeshift stands for people who wanted to make public speeches and be seen above the crowd. People who did this were called "sopaboxers." Wooden boxes were also used to make go-carts. In 1933, the first "Soapbox Derby" was held in Dayton, Ohio, where over 300 children raced in homemade box-cars.



Gloveboxes

A glove-compartment or glovebox is a small storage space in the front section of a car. Gloves were an essential accessory for drivers in the early days, as cars did not have windshields to stop the cold breeze from turning their hands cold and numb. These days, a carefully packed glovebox can hold a range of items, from CDs to driving documents to bananas and strange squished-up men called Peter. In Idaho and Montana gloveboxes are called "jockey boxes." In South Africa they are called "cubby-holes" and in Turkey they call them "torpedo compartments."

Excerpt from the Theatre Lovett company guide.

■ PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: 1-6)

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

Fine Arts: Drama: 1.3PE, 2.1PE, 3.1PE, 4.1PE. 6.6CR

Physical Education: 1A.1.3, 3B.1.4, 3B.2.4, 1A.3.4, 3B.3.4, 3B.4.4, 3B.5.4



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 share the elements of a one-person show, warm-up and embody character through a game.

Additional Terms

Neutral – a natural way of being without anything extra added (for the game below, how a student naturally moves is neutral)

One-person show – one actor plays all the characters in the story, changing their voice and physicality to become each new person

Instructions for Move Throughout The Space Game

In this exercise, the entire classroom will be explored by moving as a group through the space. If necessary, rearrange the desks to create more room, while maintaining a safe distance from one another. Listening is key, as prompts will be called out to act upon. After each prompt, return to a neutral position, ready to respond to the next suggestion.

LEVEL 1) Emotions: Happy, Sad, Angry, Excited, Scared

LEVEL 2) Characters: Superhero, Robot, Grandparent, Dancer

LEVEL 3) Environment: Jungle, Desert, Snowstorm, Underwater

After practicing with Molly and AJ's prompts, work together as a class to come up with new prompts and challenge each other. The excitement grows when mixing prompts from all three levels!

Vocabulary Crossword (Grades: 1-6)

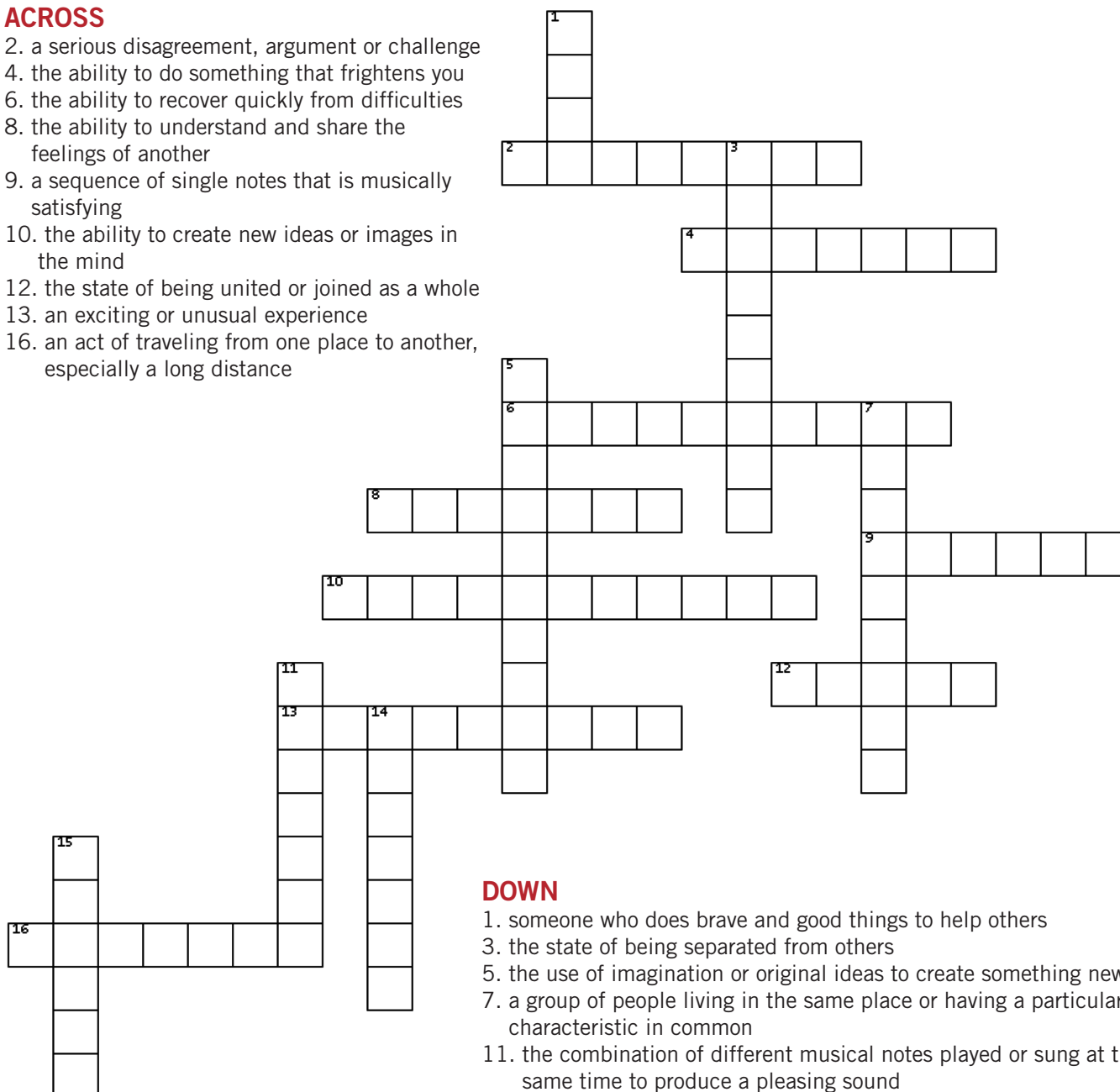
The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: L.1.4, L.2.4, L.3.4, L.4.4, L.5.4, L.6.4

Directions: Use the Key Terms to fill in the crossword puzzle.

ACROSS

- 2. a serious disagreement, argument or challenge
- 4. the ability to do something that frightens you
- 6. the ability to recover quickly from difficulties
- 8. the ability to understand and share the feelings of another
- 9. a sequence of single notes that is musically satisfying
- 10. the ability to create new ideas or images in the mind
- 12. the state of being united or joined as a whole
- 13. an exciting or unusual experience
- 16. an act of traveling from one place to another, especially a long distance



DOWN

- 1. someone who does brave and good things to help others
- 3. the state of being separated from others
- 5. the use of imagination or original ideas to create something new
- 7. a group of people living in the same place or having a particular characteristic in common
- 11. the combination of different musical notes played or sung at the same time to produce a pleasing sound
- 14. a small community or group of houses in a rural area
- 15. a part of a song that is repeated after each verse

Magical Map Making (Grades: 1-6)

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

Fine Arts: Visual Arts: 1.1CR, 2.1CR, 3.1CR, 4.1CR, 5.1CR, 6.1CR

Mathematics: 1.MD.2, 2.MD.1, 3.MD.3, 4.MD.1, 5.MD.1, 6.RP.1

Social Studies: 1.GEO.4, 2.GEO.5, 3.GEO.4, 4.GEO.9, 5.GEO.4, 6.GEO.3

Students will soon be introduced to the play's main character, Peggy O'Hegarty, and her world. This activity will help students grasp the imaginative world of a one-performer show that uses only one intricate set piece, enabling them to better connect with the spirit and world of the play. Students will imagine their own villages and create maps that showcase key locations and unique features of that village.

To begin, tell the students that the performer in the play will tell the audience a story using descriptive language, their body and their voice. For new-theatre goers, review the themes of the show ahead of time, to help students get a better base understanding of what they will see. Key Themes are listed on page 5.

Next, explain that students will use their own creative minds to create an imaginary village. Feel free to show some examples of real and imaginary maps to guide the students (see Resources on page 19). Encourage students to brainstorm ideas for their imaginary villages. What kind of creatures might live there? Are there special traditions or celebrations? How is the village structured?

Provide each student with a standard-sized sheet of paper and art supplies. Have them sketch a draft of the basic layout and key buildings or landmarks found in their imaginary village. Emphasize creativity and encourage them to incorporate magical or fantastical beings. Be sure to explain the importance of mapping and cartography.

Cartography – the art and science of making maps

Provide students with larger sheets of paper to make a master copy of their map. List the required elements for students to include on their map (see list on the next page). Instruct students to mark key locations and features on their maps. These could include:

- Main square or gathering place
- Houses
- Places of significance (e.g., the singing tree, the enchanted forest)
- Landmarks or geographical features (e.g., mountains, rivers, magical portals)

Make sure students also add details such as roads, paths and labels for each location. They can include descriptive elements that explain the purpose or magical properties of each place. Have students share their creations with each other when complete!



Magical Map Making – Elements List

Grades 1-2

Title: Teach students how to give their map a clear and descriptive title, such as “My Imaginary Village” or “Adventure Island.”

Legend: Introduce basic symbols and colors to represent different elements on the map (e.g., houses, trees, rivers).

Compass Rose: Explain the concept of directions (north, south, east, west) and include a simple compass rose to show orientation.

Main Features: Focus on labeling and drawing main features like houses, a central square, a river and a forest. These should be clearly labeled and easily recognizable.

Scale: For simplicity, introduce a basic concept of scale using symbols like stars or footprints to represent distances.

Grades 3-4

Title and Subtitle: Encourage students to create a title and possibly a subtitle that give more specific information about the map, such as “Amaze-dom: The Magical Kingdom of [Student’s Name].”

Legend with Symbols: Introduce a more detailed legend with symbols for various features (e.g., houses, mountains, lakes, paths).

Compass Rose with Intermediate Directions: Expand the compass rose to include intermediate directions (northeast, northwest, southeast, southwest) to enhance understanding of direction.

Landmarks and Features: Instruct students to include and label landmarks such as a castle, a magical tree, a cave and a wizard’s tower.

Scale Bar: Introduce a basic scale bar using units appropriate for the map size (e.g., centimeters or inches) to give an idea of distance.



Grades 5-6

Detailed Title and Description: Guide students to create a title that captures the essence of their map and a description that provides context about the imaginary world.

Complex Legend: Create a legend that includes more detailed symbols and colors to represent features like different types of buildings, terrain and vegetation.

Detailed Compass Rose: Include a detailed compass rose with precise directional indicators, possibly using degrees to show exact orientation.

Key Landmarks and Features: Encourage students to include and label key landmarks and features with descriptive names and additional details (e.g., bridges over rivers, secret caves).

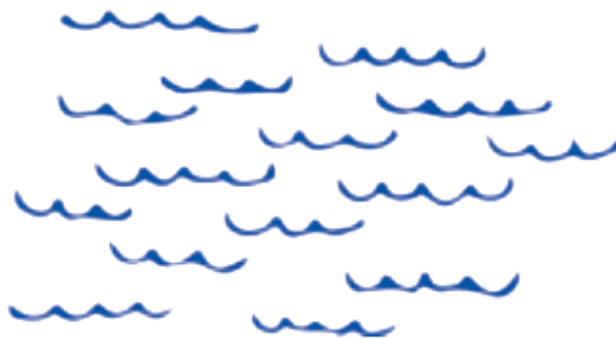
Scale with Measurement Units: Use a scale with specific measurement units (e.g., kilometers or miles) to accurately represent distances on the map, promoting understanding of map scale.

All Grades – Additional Ideas

Color Coding: Encourage students to use colors effectively to distinguish between different elements on the map, such as water bodies, forests and roads.

Creativity: Allow students to incorporate imaginative elements from stories or their own ideas into their maps, fostering creativity and storytelling skills.

Collaboration: For older grades, consider group projects where students collaborate to create larger maps or interconnected maps of different regions.



Sneaky Statues (Grades: 1-6)

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

Fine Arts: Drama: 1.2CR, 1.3CO, 2.2CR, 2.4CO, 3.2CR, 3.4CO, 4.2CR, 4.4CO, 5.2CR, 5.4CO, 6.2CR, 6.4CO

Social & Emotional Learning: A1.1.a, C1.1.a, 3-5: A1.1.b, C1.1.b, A1.1.c, C1.1.c

Students will learn that Peggy is a problem solver! This theater game fosters creativity and problem-solving skills while improving focus, body awareness, physical expression and listening abilities as students respond to musical cues and freeze in poses. The game promotes teamwork as students move together and respect each other's spaces.

To play the game, one person is the character of the museum caretaker, getting ready to close for the night. They walk into their favorite exhibit in the museum and they see their favorite statue, but every time they turn around the statue manages to move without their knowing it! The statue's job is to move so quietly that they do not get caught and the caretaker's job is to try to catch them at it. Take turns with who is the caretaker and who is the statue. Multiple students can play statues! Remember, statues are still and do not talk when the caretaker can see them.

Extensions for Further Learning: Choose an exhibit theme for each round. The statues must freeze in poses that fit the chosen theme. For example, if the exhibit is zoology, the statues should pose as animals. If the exhibit is mythology, the statues could represent mythical creatures. In a history exhibit, they might take on the appearance of historical figures. Statues can also represent characters from stories read in class. To make it more challenging for the caretaker, consider adding music to the game so they might not hear the statues moving!

After playing the game a few times, host a classroom discussion using the prompts below:

- How did you show what character you were portraying?
- How did others show what characters they were? What did you notice?
- How did you feel thinking of your statue idea? Was it hard to choose a pose or stay quiet?
- What was it like to be the caretaker? What was your strategy?
- What did you learn about paying attention as the caretaker?
- What did you learn about using your body to show feelings?
- Did you have any challenges pretending to be a statue or guessing? How did you solve them?
- What did you learn from playing this game?
- What was the most fun part of being a statue or a caretaker?



■ POST-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: 1-6)

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

English/Language Arts: SL.1.1, W.1.3, SL.2.1, W.2.3, SL.3.1, W.3.3, SL.4.1, W.4.3, SL.5.1, W.5.3, SL.6.1, W.6.3



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 explore the concept of conflict in story and lead students in a collaborative writing prompt.

Additional Terms

Plot – how a story unfolds

Wit – a sense of humor

Ingredients of a Story Activity Instructions

1. Generate Three Nouns

Write or draw person/s, place/s or thing/s. Who or what is the main character of the story?

2. Generate Three Adjectives

Write or draw descriptive words that provide more detail. What does the character look like?

3. Generate Three Verbs

Write or draw action words. What is the character doing?

4. Generate Two Conflicts

Write or draw challenges or obstacles. What does the character have to overcome?

5. Combine Ingredients

A class leader will randomly select three nouns, adjectives and verbs, along with two conflicts. Write these on the board.

6. Collaborative Storytelling

As a class, work together to craft a story that includes a beginning, middle and end. Each student can contribute by saying one line at a time, passing the story along.

7. Performance Option

Consider acting out the story as a class for added engagement.

Tip: Embrace unexpected twists in the story; they often lead to the most enjoyable storytelling experiences!

Comic Problem-Solving (Grades: 1-6)

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, SL.6.1, SL.6.4

Fine Arts: Visual Arts: 1.1CR, 1.3CR, 2.1PE, 2.3CO, 2.3CR, 3.1CR, 3.2CR, 5.2CR, 5.3PE, 6.2CR

Social & Emotional Learning: D3.2.a, E1.2.a, D3.3.b, E1.1.b, E1.2.b, D3.3.c, E1.1.c

PART 1

After watching *The Girl Who Forgot to Sing Badly*, students will practice problem solving like Peggy had to on her journey. Start the discussion by having students try to think of examples from the play when Peggy showed perseverance. Have students share examples of conflicts from the story.

Then, present students with hypothetical challenges similar to those faced by Peggy (see list below). Discuss different strategies for solving these problems, finding a compromise together as a group. Together, talk about why perseverance is important when facing challenges. Be sure to discuss that there are various ways to solve each problem.

Make-Believe Situations to Solve

The Lost Key

Imagine Peggy needs to retrieve a key from a deep, dark cave to unlock a door that holds an important secret. The cave is filled with twists, turns and mysterious creatures blocking her path.

The Broken Bridge

Peggy must cross a bridge to reach safety, but halfway across, she discovers that the bridge is broken and needs to find a way to repair it or find an alternative route.

The Enchanted Forest

Peggy ventures into an enchanted forest where the trees move and change paths, making it difficult to find her way out. She must navigate through without getting lost.

The Sleeping Giant

Peggy needs to pass through a valley guarded by a sleeping giant. She must find a way to sneak past without waking the giant, who stirs at the slightest noise.

The Riddle Master

To gain access to a magical artifact, Peggy encounters a mysterious figure who challenges her with riddles and puzzles that she must solve correctly to proceed.

The Drought

Peggy's village faces a severe drought. She must find a hidden oasis known only in legends to bring back water to her community.

The Voiceless Curse

A curse has silenced everyone in Peggy's village. She must uncover the source of the curse and find a way to break it to restore their voices.

The Stormy Sea

Peggy needs to sail across a stormy sea to reach an island where an ancient treasure is said to be hidden. She must navigate turbulent waters and unpredictable weather.

The Time Loop

Peggy finds herself trapped in a time loop where the same day repeats over and over. She must discover the cause of the loop and break free from it to move forward.

PART 2

After the discussion, divide students into small groups. Each group will create a comic strip illustrating Peggy overcoming a challenge. Students can brainstorm scenarios from the play, from class discussions or their own ideas. Print multiple copies of the comic strip template and cut-outs provided on the next pages. Students can use the template to illustrate each "scene" in the comic boxes and use the cut-outs for exclamations, dialogue and thoughts. Once completed, each group will present their comic to the class.

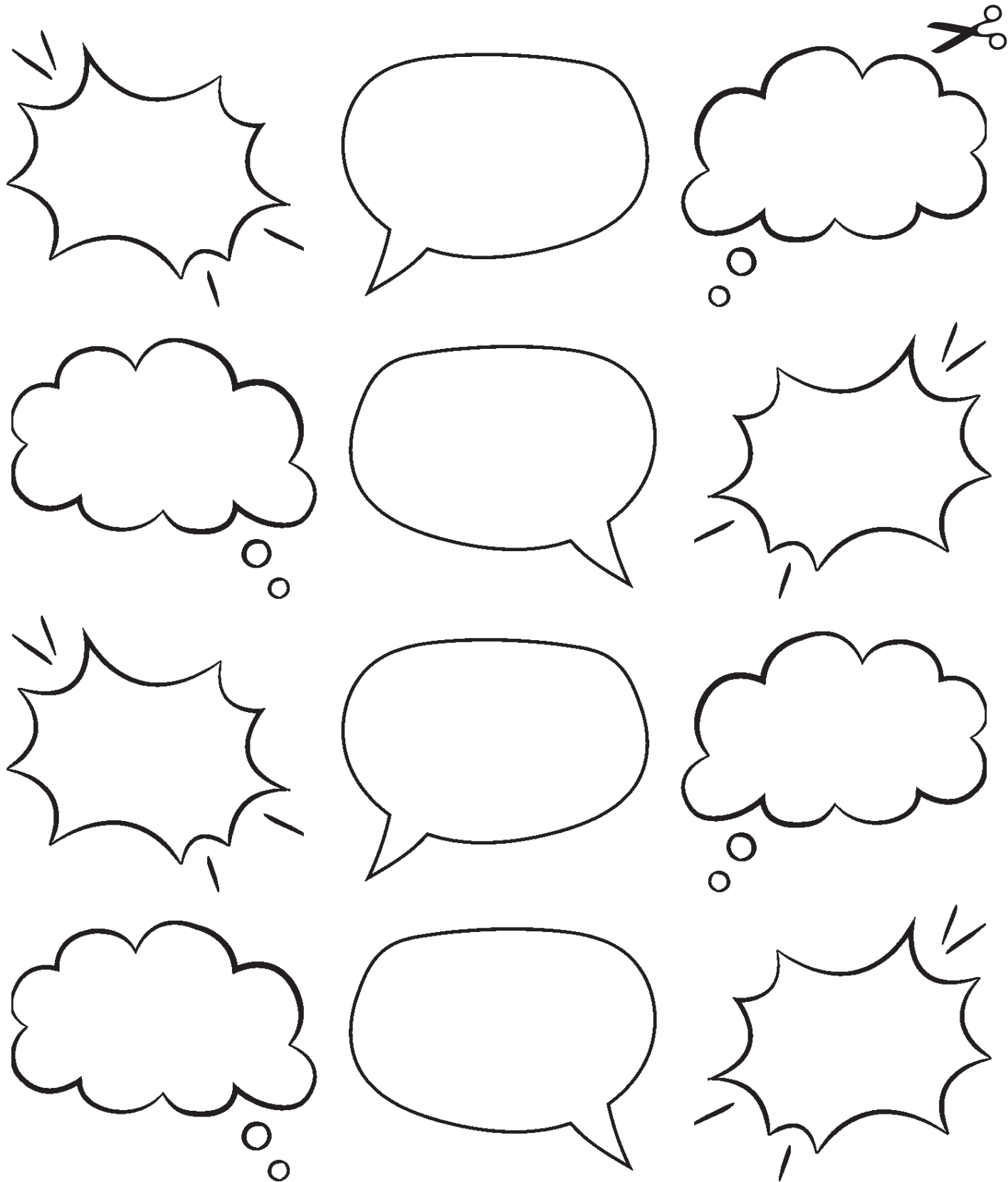
Comic Problem-Solving Worksheet (Grades 1-6)

Group Member Names: _____

SOLVING PEGGY'S PROBLEMS

A black and white illustration of a blank film strip. The strip is oriented vertically and features three large, empty rectangular frames stacked one above the other. The frames are separated by thin horizontal lines. The left and right edges of the film strip are perforated with a series of small, evenly spaced rectangular holes, characteristic of traditional film reels. The entire strip is set against a plain white background.

Comic Problem-Solving Worksheet (Grades 1-6)



Unpacking a Great Story (Grades: 1-6)

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

English/Language Arts: W.1.1, W.1.5, W.2.1, W.2.5, W.3.1, W.3.5, W.4.1, W.4.5, W.5.1, W.5.5, W.6.1, W.6.5

Social/Emotional Learning: K-2: A1.1.a, C1.1.a, 3-5: A1.1.b, C1.1.b, Middle Grades: A1.1.c, C1.1.c

After viewing the performance video, have your students take a moment of silence for self-reflection, asking them to think about the play they just watched. Have them consider the main characters, the plot and any scenes that stood out to them in particular. Ask the students: How did the play make you feel? Did you experience any strong emotions such as happiness, sadness or surprise?

Have students get out their journals or some paper. Using the list of topics below, select a prompt for the writing exercise. You may choose to challenge the students to answer one question a day for an extended period. Allow students to share their written reflections with a friend, family member or the class, as theater is an art form meant to be shared.

Journal Topics

Grades 1-3

- Describe your favorite character from the story. What qualities do they have that you admire?
- If you could have a magical adventure like Peggy's, where would you go and what would you do? Who would you bring with you?
- Write about a place in nature that is special to you, like the singing tree in the story. What makes it magical or important?
- Describe a time when you or someone you know showed bravery just like Peggy did in the story.
- If you could write a song that makes people happy or helps them feel better, what would it be about? What would the lyrics be?
- If you could meet a talking animal like those in the story, what would you talk about? Where would you go together?
- Write about a time when you helped someone just like Peggy helps her village in the story. How did it make you feel?
- Describe a secret place where you like to go to think, read or play. Why is it special to you?

Grades 4-6

- Identify and discuss the main themes present in *The Girl Who Forgot to Sing Badly*. How do these themes resonate with you personally?
- Describe a time when you or someone you know showed courage in a difficult situation. How did you show bravery?
- Reflect on the lessons Peggy learns throughout her journey. How can these lessons be applied to your own life experiences?
- Write about a personal experience or challenge. How did you overcome it, and what did you learn from the experience?
- Write about a situation where you showed empathy towards someone else. How did you understand their feelings and support them?
- Choose a person, real or fictional, who demonstrates resilience. Describe their story and explain what makes them a role model for resilience.
- Think about a time when you made a mistake or faced a setback. How did you learn from this experience and grow as a person?

RESOURCES

BOOKS



Selections for Further Reading:

Elementary Level

Journey, by Aaron Becker

The Adventures of Beekle: The Unimaginary Friend, by Dan Santat

The Dot, by Peter H. Reynolds

The Snowy Day, by Ezra Jack Keats

Intermediate Level

The Miraculous Journey of Edward Tulane, by Kate DiCamillo

The Phantom Tollbooth, by Norton Juster

The Tale of Despereaux, by Kate DiCamillo

Where the Mountain Meets the Moon, by Grace Lin

WEB



Classroom Connections Workshop Videos

The Girl Who Forgot to Sing Badly Pre-Show Workshop Video. Password: sing241125 <https://vimeo.com/1017377069/f3bedc0c12>

The Girl Who Forgot to Sing Badly Post-Show Workshop Video. Password: sing241125 <https://vimeo.com/1017269137/a6f806986a>

“Free Storyboard Creator | Comic Strip Maker,” *StoryboardThat*. <https://www.storyboardthat.com/storyboard-creator>

“Maps for Kids: Learn How to Read a Map & Other Skills” YouTube, uploaded by Learn Bright, <https://youtu.be/UZaTK7B0doE?si=bvxMPT6abU3prTwS>

“My Adventure Educational Game,” *FunBrain*. <https://www.funbrain.com/games/my-adventure>

Summary: Recommended for grades 3-8, players navigate through rooms to collect letters of the alphabet. They must unscramble a secret word to unlock doors and access new areas. This interactive puzzle adventure promotes spelling, literacy and critical thinking.



CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Vocabulary Crossword	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 Comic Problem Solving	14 15
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1	Comic Problem Solving	15
W.1.1	Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.	1	Unpacking A Great Story	17
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	Post-Show Video Workshop	14
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	Unpacking A Great Story	17
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Vocabulary Crossword	10
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 Comic Problem Solving	14 15
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2	Comic Problem Solving	15
W.2.1	Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	2	Unpacking A Great Story	17

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	Post-Show Video Workshop	14
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	Unpacking A Great Story	17
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	Vocabulary Crossword	10
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	Post-Show Video Workshop Comic Problem Solving	14 15
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	Comic Problem Solving	15
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	3	Unpacking A Great Story	17
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	Post-Show Video Workshop	14
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3	Unpacking A Great Story	17
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	Vocabulary Crossword	10
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	Post-Show Video Workshop Comic Problem Solving	14 15
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	Comic Problem Solving	15
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4	Unpacking A Great Story	17
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	4	Post-Show Video Workshop	14

W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4	Unpacking A Great Story	17
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	Vocabulary Crossword	10
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Post-Show Video Workshop Comic Problem Solving	14 15
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	Comic Problem Solving	15
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	5	Unpacking A Great Story	17
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	5	Post-Show Video Workshop	14
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.	5	Unpacking A Great Story	17
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	6	Vocabulary Crossword	10
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6	Post-Show Video Workshop Comic Problem Solving	14 15
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	6	Comic Problem Solving	15
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	6	Unpacking A Great Story	17
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6	Post-Show Video Workshop	14

W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6	Unpacking A Great Story	17
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Fine Arts – Drama

Standard	Description	Grade	Activity	Page
1.2CR	Use body and voice to imitate the characters seen in media presentations of stories, myths, and fairy tales.	1	Sneaky Statues	13
1.3CO	Engage in dramatic and theatre experiences to explore concepts from other academic areas.	1	Sneaky Statues	13
1.3PE	Demonstrate various movements, voices, and feelings by performing a variety of familiar roles.	1	Pre-Show Video Workshop	9
2.1PE	Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation and storytelling).	2	Pre-Show Video Workshop	9
2.2CR	Create the movements and expressive voices for characters in stories, myths, and fairy tales from various time periods and cultures.	2	Sneaky Statues	13
2.4CO	Use processes of theatre to integrate information from other academic content areas.	2	Sneaky Statues	13
3.1PE	Use voice, movement, space, and physical objects to communicate a storyline and a character's thoughts, feelings, and ideas.	3	Pre-Show Video Workshop	9
3.2CR	Create the movements and expressive voice of a character to explain and solve problems in a teacher-created improvisation or text.	3	Sneaky Statues	13
3.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	3	Sneaky Statues	13
4.1PE	Manipulate voice, movement, space, design, and physical objects to communicate thoughts, feelings, and ideas in both improvised and scripted activities.	4	Pre-Show Video Workshop	9
4.2CR	Improvise movements and voices for characters to convey each character's decisions and motivations within a dramatic theme.	4	Sneaky Statues	13
4.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	4	Sneaky Statues	13
5.2CR	Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, both scripted and improvised.	5	Sneaky Statues	13

5.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	5	Sneaky Statues	13
6.2CR	Identify motivations of characters in a theatrical work and use those motivations to make choices (gesture, reaction) to events that are both scripted and improvised.	6	Sneaky Statues	13
6.4CO	Use dramatic and theatrical skills to demonstrate concepts or ideas from other academic areas.	6	Sneaky Statues	13
6.6CR	Engage in ensemble-building activities to build character, emotion, mood, and tone.	6	Pre-Show Video Workshop	9

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
1.1CR	Differentiate between personal ideas and the ideas of others when developing artmaking concepts.	1	Magical Map Making Comic Problem-Solving	11 15
1.3CR	Experiment with various elements of art to communicate meaning.	1	Comic Problem-Solving	15
2.1CR	Generate artmaking ideas from multiple sources.	2	Magical Map Making	11
2.1PE	Show perseverance in the creative process.	2	Comic Problem-Solving	15
2.3CO	Respect and support peer ideas and creativity.	2	Comic Problem-Solving	15
2.3CR	Investigate ways to organize elements of art to express meaning.	2	Comic Problem-Solving	15
3.1CR	Identify problems as sources in preparation for artmaking.	3	Magical Map Making Comic Problem-Solving	11 15
3.2CR	Investigate artistic challenges using various materials and tools.	3	Comic Problem-Solving	15
4.1CR	Discover and solve problems of personal relevance and interest when developing artmaking ideas.	4	Magical Map Making	11
5.1CR	Experiment with various ideas to address contemporary issues.	5	Magical Map Making	11
5.2.CR	Investigate ideas and inform artmaking through available resources.	5	Comic Problem-Solving	15
5.3PE	Communicate an interdisciplinary concept using the elements of art and principles of design.	5	Comic Problem-Solving	15
6.1CR	Reference multiple sources for visual expression.	6	Magical Map Making	11
6.2CR	Brainstorm and experiment independently with ideas.	6	Comic Problem-Solving	15

Mathematics

Standard	Description	Grade	Activity	Page
1.MD.2	Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	1	Magical Map Making	11
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2	Magical Map Making	11
3.MD.3	Create scaled picture graphs to represent a data set with several categories. Create scaled bar graphs to represent a data set with several categories. Solve two-step “how many more” and “how many less” problems using information presented in the scaled graphs.	3	Magical Map Making	11
4.MD.1	Know relative sizes of the metric measurement units within one system of units. Metric units include kilometer, meter, centimeter, and millimeter; kilogram and gram; and liter and milliliter. Express a larger measurement unit in terms of a smaller unit. Record measurement conversions in a two-column table.	4	Magical Map Making	11
5.MD.1	Know relative sizes of these U.S. customary measurement units: pounds, ounces, miles, yards, feet, inches, gallons, quarts, pints, cups, fluid ounces, hours, minutes, and seconds. Convert between pounds and ounces; miles and feet; yards, feet, and inches; gallons, quarts, pints, cups, and fluid ounces; hours, minutes, and seconds in solving multi-step, real-world problems.	5	Magical Map Making	11
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	6	Magical Map Making	11

Physical Education

Standard	Description	Grade	Activity	Page
1A.1.3	Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.	1	Pre-Show Video Workshop	9

3B.1.4	Identify ways to stretch muscles in the upper and lower body.	1	Pre-Show Video Workshop	9
3B.2.4	Identify ways to stretch muscles in various parts of the body.	2	Pre-Show Video Workshop	9
1A.3.4	Perform teacher-selected and developmentally appropriate dance steps and movement patterns.	3	Pre-Show Video Workshop	9
3B.3.4	Recognize the importance of warm-up and cool-down activities.	3	Pre-Show Video Workshop	9
3B.4.4	Identify warm-up and cool-down activities.	4	Pre-Show Video Workshop	9
3B.5.4	Identify warm-up and cool-down activities.	5	Pre-Show Video Workshop	9

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	Sneaky Statues Unpacking a Great Story	13 18
C1.1.a	Identify facial and body cues representing feelings in others.	K-2	Sneaky Statues Unpacking a Great Story	13 18
D3.2.a	Recognize that there are various ways to solve conflicts and utilize these techniques to practice solving problems.	K-2	Comic Problem-Solving	15
E1.2.a	Identify strategies to solve a problem.	K-2	Comic Problem-Solving	15
A1.1.b	Identify a range of personal emotions.	3-5	Sneaky Statues Unpacking a Great Story	13 18
C1.1.b	Identify verbal and nonverbal cues representing feelings in others.	3-5	Sneaky Statues Unpacking a Great Story	13 18
D3.3.b	Generate ideas to reach a compromise and find resolution during conflict.	3-5	Comic Problem-Solving	15
E1.1.b	Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective.	3-5	Comic Problem-Solving	15
E1.2.b	Implement strategies to solve a problem.	3-5	Comic Problem-Solving	15
A1.1.c	Identify, recognize, and name personal complex emotions.	6-8	Sneaky Statues Unpacking a Great Story	13 18
C1.1.c	Determine if verbal and nonverbal cues correspond to the feelings expressed by others.	6-8	Sneaky Statues Unpacking a Great Story	13 18
D3.3.c	Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed.	6-8	Comic Problem-Solving	15
E1.1.c	Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective.	6-8	Comic Problem-Solving	15

Social Studies

Standard	Description	Grade	Activity	Page
1.GEO.4	Maps can be used to locate and identify places.	1	Magical Map Making	11
2.GEO.5	Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.	2	Magical Map Making	11
3.GEO.4	Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions	3	Magical Map Making	11
4.GEO.9	A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	4	Magical Map Making	11
5.GEO.4	Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.	5	Magical Map Making	11
6.GEO.3	Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.	6	Magical Map Making	11