



# The Gruffalo





## TEACHER RESOURCE GUIDE

# The Gruffalo

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## EDUCATION |

The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (2012), English Language Arts (2017), Fine Arts (2012), Science (adopted 2019) and Social and Emotional Learning (2019).

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

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

The lessons and activities in this guide are created and adapted by Davida Pantuso and Jeanine Tesch in partnership with Playhouse Square's Education Department.

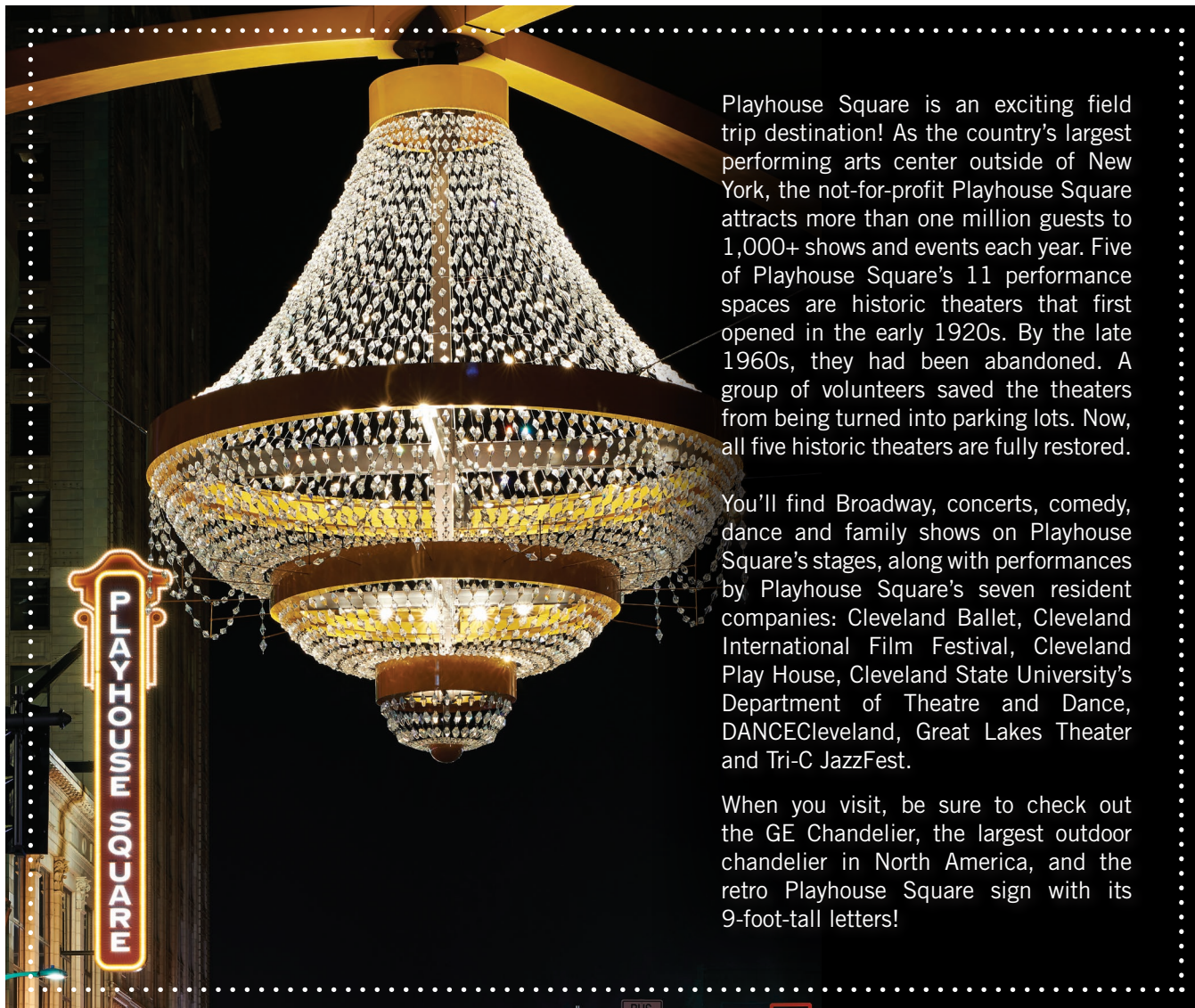


The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

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



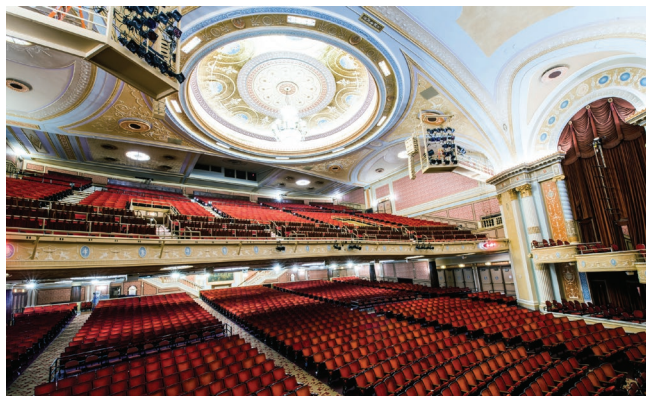
# ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! 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!





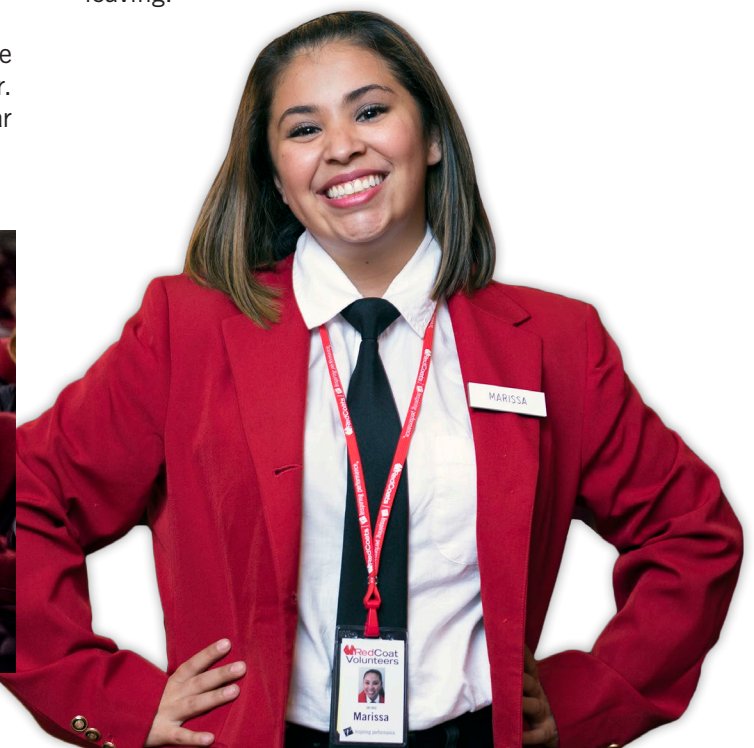
# COMING TO THE THEATER

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, 2.5CE, 2.6CE, 2.3RE, 4.4CE, 4.6CE, 4.3RE

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

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you'll see on the next page. Can you point them out when you get to the show?
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers 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.

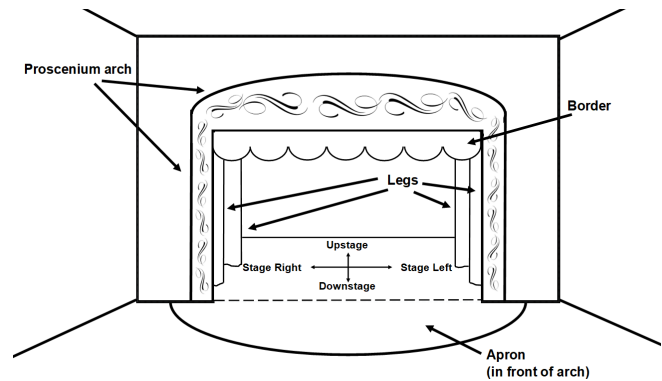


## Parts of a Theater

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

Director – Olivia Jacobs  
Creative Producer – Toby Mitchell  
Designer – Isla Shaw  
Lighting Designer – James Whiteside  
Composers – Jon Fiber & Andy Shaw of Jollygoodtunes  
Puppet Designer – Yvonne Stone

Join Mouse on a daring adventure through the deep, dark wood in Tall Stories' magical, musical adaptation of the classic picture book by Julia Donaldson and Axel Scheffler. Searching for hazelnuts, Mouse meets the cunning Fox, the eccentric old Owl and the high-spirited Snake. Will the story of the terrifying Gruffalo save Mouse from ending up as dinner for these hungry woodland creatures? After all, there's no such thing as a Gruffalo – is there?

*The Gruffalo* uses a physical storytelling style combined with original songs to create a lively theatrical experience that embraces every audience. It premiered in the United Kingdom in 2001 and has been touring successfully around the world ever since, performing in 16 countries on 5 continents – including twice at the Sydney Opera House, twice on Broadway, ten West End seasons in London and once at the National Theatre. It has been translated into five languages (German, Spanish, Hebrew, Arabic and isiXhosa).

The picture book is a winner of numerous awards including the Nestle Smarties Book Gold Award & Blue Peter Book Award and has sold over 13.5 million copies worldwide and been translated in over 57 different languages. It was voted the UK's favorite bedtime story by BBC Radio 2 listeners.

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# ABOUT TALL STORIES

Tall Stories brings great stories to life for audiences of all ages. The company is a nonprofit theatre which tours the UK and the world with its exciting blend of physical storytelling theatre, original music and lots of laughs. It was inspired by the work of Storybook Soldiers, an organization dedicated to helping British military personnel abroad record CDs of bedtime stories for their children back home.

Over the last quarter of a century, Tall Stories' unpretentious approach has engaged countless audience members and brought the magic of physical storytelling to the stage through 31 productions, in 6 languages, in 15 countries, over 6 continents. The company's most noted and popular productions include *The Gruffalo*, *Room on the Broom*, *Emily Brown and the Thing*, *The Snow Dragon* and *Wilde Creatures*

This year, Tall Stories proudly celebrates 25 years of bringing great stories to life for audiences of all ages. Founded in 1997 by Toby Mitchell and Olivia Jacobs, the company first found success with two shows at the Edinburgh Fringe – *The Happy Prince* and *Alice and Mr. Dodgson*.

Learn more at [tallstories.org.uk/](http://tallstories.org.uk/).





# KEY TERMS & EVENTS

**Brave:** showing courage and strength

**Claws:** a curved nail on hands or feet of animals

**Clever:** to act in quick way, showing skill and intelligence

**Creature:** an animal or being, often imaginary

**Habitat:** the place where an animal or creature lives

**Poisonous:** something that can cause harm to person or animal

**Sneaky:** to act in a sly or secretive manner

**Stroll:** a slow walk

**Survival:** what someone does to stay alive

**Teeth:** the pointed bones in our mouth we chew with

**Terrible:** very bad or serious

**Tusks:** long, pointed teeth that often stick out

**Wart:** a small, hard bump on skin

**Woods:** large forest-like area

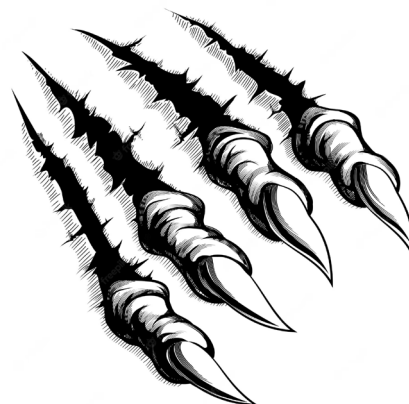


# ADAPTIVE LEARNING VOCABULARY CARDS

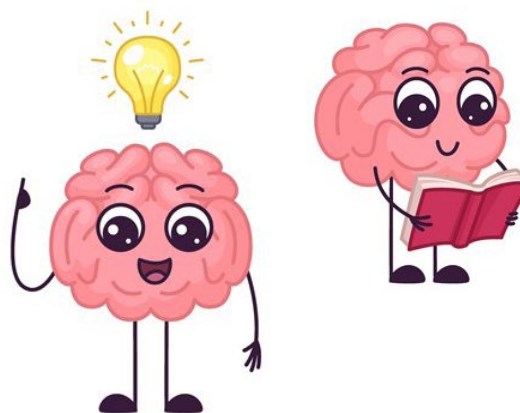
**brave**



**claws**



**clever**





**creature**



**habitat**



**poisonous**



sneaky



stroll



survival





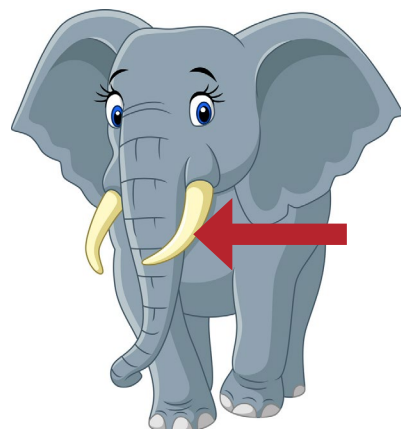
**teeth**



**terrible**



**tusks**



**wart**



**woods**





## PRE-SHOW ACTIVITIES

# Crossword and Flashcards (Grades PreK-3)

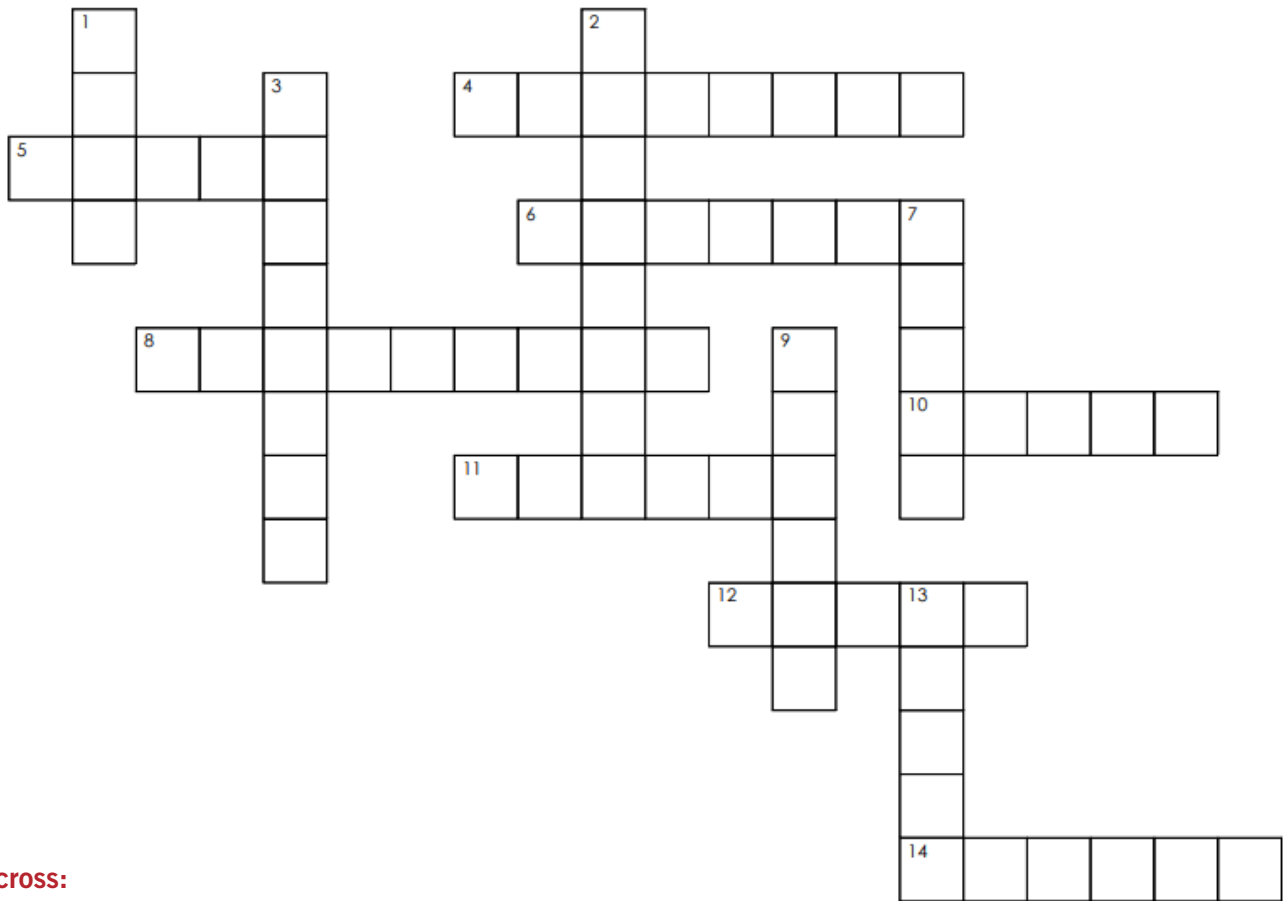
The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

**Early Learning & Development:** LL.PK.1.2.7

**English/Language Arts:** L.K.4, L.1.4, L.2.4, L.3.4

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 *Gruffalo* related words.

**Preschool Adaptation:** Have the students use the Adaptive Learning Vocabulary cards in the Key Terms & Events section of this guide to match the pictures with the appropriate vocabulary words.



### Across:

4. what someone does to stay alive
5. showing courage or strength
6. place where an animal or creature lives
8. can cause harm to person or animal
10. long, pointed teeth that often stick out
11. act in quick way, showing skills and smarts
12. a curved nail on hands or feet of animals
14. to act in a sly or secretive manner

### Down:

1. a small, hard bump on skin
2. an animal or being, often imaginary
3. very bad or serious
7. pointed bones in our mouth we chew with
9. a slow walk
13. large forest-like area

# What is a Gruffalo? (Grades PreK-2)

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

**Early Learning & Development:** LL.PK.1.2.1, LL.PK.1.2.4, LL.PK.1.2.6, SCI.PK.4.1.1,

**English/Language Arts:** SL.K.1, SL.K.5, SL.1.1, SL.1.5, SL.2.1, SL.2.5, SL.3.1

**Fine Arts:** Visual Arts: K.2PR, 1.1PR, 2.2PR, 2.3PR, 3.1PR

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

Prior to introducing students to *The Gruffalo*, ask them to brainstorm what they think a Gruffalo is! Generate a list of descriptions on the board. Then, read the description of the Gruffalo to the students and have the students visualize it in their mind:

*'Terrible tusks. Terrible claws. Terrible teeth in its terrible jaws. Knobbly knees. Turned out toes. Poisonous wart at the end of his nose. Eyes are orange. Black tongue. Purple prickles all over his back.'*

You may need to review with them some of the vocabulary words in the Key Terms & Events page, such as tusks and wart. Have them discuss the following questions in small groups and give reasons for their answers:

- Does this Gruffalo sound friendly?
- What size do you imagine he is?
- Who would his friend be?
- What do you think a Gruffalo eats?
- Is there an existing animal it reminds them of?
- What other animals have tusks? Claws? Terrible jaws? Why?

Groups should later share their collaborative answers with the class. Add a science connection by guiding the discussion towards how the behaviors and characteristics of animals might be important to their survival. Give examples, such as owls have night vision because they're nocturnal and can turn their necks around 270 degrees to more easily hunt for food, or frogs have colorations on their back to blend into their environment and avoid capture.

Then, take the class through a guided drawing of what their version of a Gruffalo is, using the worksheet on the next page. Tell them to be creative!





**Directions:** Draw your version of the Gruffalo in the box below. Check off each characteristic as you draw your creature!  
Have fun and be creative.



- Terrible tusks
- Terrible claws
- Terrible teeth in its terrible jaws
- Knobbly knees
- Turned out toes
- Poisonous wart at the end of his nose
- Eyes are orange
- Tongue is black
- Purple prickles all over his back

# Emotions (Grades PreK-3)

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

**Early Learning & Development:** LL.PK.1.2.2, LL.PK.2.1.1, LL.PK.2.1.3, LL.PK.2.1.10, SED.PK.1.1.1

**English Language Arts:** RL.K.1, RL.K.3, RL.K.10, RL.1.1, RL.1.4, RL.1.10, RL.2.1

**Fine Arts:** Drama: K.3.RE, 1.3PR, 2.1PR

**Social and Emotional Learning:** A1.1.a, A1.2.a, A1.1.b, A1.2.b

During the production of *The Gruffalo*, students will notice that the animals portray a variety of emotions. This activity will help students become familiar with some of these feelings in a safe and supportive environment. Create a word cloud of emotions as a class, asking student volunteers to demonstrate each emotion, if they can, through a physical expression. Are there more ways to show each one? Are there any that students do not know how to express?

Recognize as a class that having emotions is natural, important, and that not everyone may feel the same way about different situations. Next, using the worksheets on the next few pages, have students draw and write what the emotions look like, how they feel when they are experiencing each individual emotion and ideas of what they can do to support a friend who is feeling that way.

Finally, read or listen to the book *The Gruffalo* as a class (see resources page for YouTube read-aloud link). After hearing the story, have students identify characters who were expressing emotions throughout. What was happening in the story when they were feeling them? Can they recall an instance for Brave, Excited, Scared, and Nervous? How about any others?

Revisit this activity after the field trip. After viewing the play, do the students' answers remain the same? Are there any additional examples of emotions in the show?



**Draw what the emotion looks like.**

**How do you feel when you are experiencing this emotion?**

# **BRAVE**

**What can you do to help or support a friend feeling this way?**

**I feel this way when...**

**What character from The Gruffalo experienced this emotion?**



**Draw what the emotion looks like.**

**How do you feel when you are experiencing this emotion?**

# EXCITED

**What can you do to help or support a friend feeling this way?**

**I feel this way when...**

**What character from The Gruffalo experienced this emotion?**

**Draw what the emotion looks like.**

**How do you feel when you are experiencing this emotion?**

# SCARED

**What can you do to help or support a friend feeling this way?**

**I feel this way when...**

**What character from The Gruffalo experienced this emotion?**

**Draw what the emotion looks like.**

**How do you feel when you are experiencing this emotion?**

# NERVOUS

**What can you do to help or support a friend feeling this way?**

**I feel this way when...**

**What character from The Gruffalo experienced this emotion?**



## POST-SHOW ACTIVITIES

# My Own Monster (Grades PreK-3)

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

**Early Learning & Development:** LL.PK.1.2.4, LL.PK.3.2.3, LL.PK.3.2.5

**English/Language Arts:** SL.K.1, SL.K.5, SL.1.1, SL.1.5, SL.2.1, SL.2.5, SL.3.1

**Fine Arts:** Drama : K.1PR, K.3PR, 1.3PR, 1.6PR, 1.7RE, 2.1PR

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

Now that students have met the Gruffalo, it's time to imagine a creature of their very own! The Mouse in the story imagines a monster to scare away the other animals.

**'A Gruffalo? What's a Gruffalo?' 'A Gruffalo! Why, didn't you know? He has terrible tusks and terrible claws and terrible teeth in his terrible jaws.'**

Ask the children to draw pictures of their own invented monsters. This is a great opportunity to talk about characteristics of living things. Ask students to add labels to their drawings to point out features such as tusks, claws, scales, etc. Students in older grades can do this to imitate a scientific diagram of their creature's characteristics.

When the students are done with their monsters, individually or as a group, ask the class to create a monster noise for each picture. Can they create very different sounds or do all monsters sound the same? Do the same for other characters in the story – what noises do foxes, owls, snakes and mice make? In the play, the characters also speak and each have unique vocal traits. Take this exercise one step further – if animals could speak English, how would they sound and why?

**Optional extension** – Have students use available craft supplies and clothing to create a costume for their monster. Plan a small period of free play, asking students to play as though they are the characters they created. Are there any storylines that emerge?



# Whose Story Is It Anyway? (Grades K-3)

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

**English/Language Arts:** L.K.1, W.K.3, W.K.8, L.1.1, RL.1.6, W.1.3, W.1.8, L.2.1, RL.2.6, W.2.3, W.2.8, L.3.1, RL.3.6, W.3.3

What happens if a story is told from a different point of view? Take the story of *The Gruffalo* and explore how the story might change if told from the point of view of the fox? Or the Gruffalo? Or if the mouse was telling the tale to his mates? Ask different students to tell the story using the first person from different perspectives. Do all the characters have the same version? Are there things that a particular character doesn't know?

Students can use the worksheet on the next page to help flip the story. They can also take it one step further to write an alternative version of the story using their ideas for first-person narration. Remind students to check for proper capitalization, punctuation and spelling.

## Share Your Stories with Us!

We'd love to hear your adaptations. If permitted, please send these to [schoolprograms@playhousesquare.org](mailto:schoolprograms@playhousesquare.org) or to:  
Playhouse Square  
Attn: School Field Trips  
1501 Euclid Ave. Ste. 200  
Cleveland, Ohio 44115



## Flipping the Point of View – *The Gruffalo*

**Directions:** The story and play that you just experienced was told from the mouse's point of view. Now it is your turn to 'flip' it. Pick a different character from the story and re-tell the story from their point of view. You can choose The Gruffalo or one of the other forest animals. What was their interpretation of what happened? Then, create an alternative ending to the story!

My character: \_\_\_\_\_

### Brainstorming

In a few words, answer each question to help guide your writing!

What was your character doing?

Where was your character at?

What did your character experience?

What emotions did your character experience?



# My Theater Review (Grades 1-3)

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

**English/Language Arts:** L.1.1, W.1.8, L.2.1, W.2.8, L.3.1, W.3.1, W.3.4

**Fine Arts:** Drama: 1.1RE, 1.2CE, 1.4CE, 2.1CE, 2.1RE, 2.5CE, 3.4RE

A theater review is a short opinion article to inform others about a play being performed. Many people read reviews to decide whether they themselves would like go see the production. They often contain thoughts about the props, costumes, actors, story and even the music. It also contains a rating. Five stars means that it was incredible, while one star means that it was not very good.

In this activity, students are going to write their own review to reflect on the experience they had while watching *The Gruffalo* at Playhouse Square. They may use the graphic organizer on the next page to organize their thoughts, then should compose an article sharing their opinion of the theatre elements (plot, story, lights, etc.) as well as the show overall. Examples of reviews for the Tall Stories production of *The Gruffalo* can be found at <https://www.tallstories.org.uk/the-gruffalo/reviews>. To view the full articles, click on the name of any source listed.

If permitted, student articles can be shared with us and the company by sending them via email to [schoolprograms@playhousesquare.org](mailto:schoolprograms@playhousesquare.org) or mail at:  
Playhouse Square  
Attn: School Field Trips  
1501 Euclid Ave. Ste. 200  
Cleveland, Ohio 44115



## The Gruffalo Review

Review Title/Headline

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By \_\_\_\_\_



**Plot:** What happened? Was there anything unexpected? Did you find the story interesting? Did the story have a theme (a moral) for viewers?

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**Characters:** Who are the main characters? Did you have a favorite? Who was it, and why? How did the actors portray the characters (personality and appearance)?

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**Show Elements:** Were there any cool parts about the set or lighting? How did you like the costumes or props? What other arts were used to create the show?

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**Opinion:** Did you like the play? Why or why not? Did you have a favorite part?

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**Recommendation:** Do you recommend a friend go see the play? Why or why not?

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# RESOURCES

## BOOKS



*The Gruffalo*, by Julia Donaldson and illustrated by Axel Scheffler

*The Gruffalo's Child*, by Julia Donaldson and illustrated by Axel Scheffler

### Suggestions for Further Reading

*Charlie Cook's Favorite Book*, by Julia Donaldson and illustrated by Axel Scheffler

*The Home Builders*, by Varsha Baja and illustrated by Simona Mulazzani

*The Magic School Bus, The Magic School Bus on the Ocean Floor*, by Joanna Cole & Bruce Degen

*Room on the Broom*, by Julia Donaldson and illustrated by Axel Scheffler

*The Snail and the Whale*, by Julia Donaldson and illustrated by Axel Scheffler

*We Walk Through the Forest*, by Lisa Ferland and Yana Popova

*Where the Wild Things Are*, by Maurice Sendak

## WEB



National Geographic Habitat Study. <https://kids.nationalgeographic.com/nature/habitats>

*The Gruffalo*, YouTube read-aloud by Alan Mandel. [https://youtu.be/d2\\_1uvpHua4](https://youtu.be/d2_1uvpHua4)

*The Gruffalo's Child*, YouTube read-aloud, *Storybook Studios UK*. <https://youtu.be/5tM34biTCRg>

Reviews of *The Gruffalo*. <https://www.tallstories.org.uk/the-gruffalo/reviews>

### 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
LL.PK.1.2.1	Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	PreK	What is a Gruffalo?	14
LL.PK.1.2.2	Speak audibly and express thoughts, feelings and ideas clearly.	PreK	Emotions	16
LL.PK.1.2.4	Use drawings or other visuals to add details to verbal descriptions.	PreK	What is a Gruffalo? My Own Monster	14 21
LL.PK.1.2.6	With modeling and support, use words acquired through conversations and shared reading experiences.	PreK	What is a Gruffalo?	14
LL.PK.1.2.7	With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects.	PreK	Flashcards	8
LL.PK.2.1.1	Ask and answer questions, and comment about characters and major events in familiar stories.	PreK	Emotions	16
LL.PK.2.1.3	Identify characters and major events in a story.	PreK	Emotions	16
LL.PK.2.1.10	Actively engage in group reading with purpose and understanding.	PreK	Emotions	16
LL.PK.3.2.3	With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	PreK	My Own Monster	21
LL.PK.3.2.5	With modeling and support, discuss and respond to questions from others about writing/drawing.	PreK	My Own Monster	21
SCI.PK.4.1.1	With modeling and support, identify physical characteristics and simple behaviors of living things.	PreK	What is a Gruffalo?	14
SED.PK.1.1.1	Recognize and identify own emotions and the emotions of others	PreK	Emotions	16

## English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	K	Whose Story is it Anyway?	22
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Crossword/Flashcards	13

RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Emotions	16
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	Emotions	16
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	Emotions	16
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	What is a Gruffalo? My Own Monster	14 21
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	K	What is a Gruffalo? My Own Monster	14 21
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K	Whose Story is it Anyway?	22
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K	Whose Story is it Anyway?	22
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1	Whose Story is it Anyway? My Theater Review	22 24
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.	1	Crossword	13
RL.1.1	Ask and answer questions about key details in a text.	1	Emotions	16
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1	Emotions	16
RL.1.6	Identify who is telling the story at various points in a text.	1	Whose Story is it Anyway?	22
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	1	Emotions	16
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	What is a Gruffalo? My Own Monster	14 21
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.	1	What is a Gruffalo? My Own Monster	14 21

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	Whose Story is it Anyway?	22
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	Whose Story is it Anyway? My Theater Review	22 24
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2	Whose Story is it Anyway? My Theater Review	22 24
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	Crossword	13
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	Emotions	16
RL.2.6	Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.	2	Whose Story is it Anyway?	22
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	What is a Gruffalo? My Own Monster	14 21
SL.2.5	Create audio recordings of stories and poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2	What is a Gruffalo? My Own Monster	14 21
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.	3	Whose Story is it Anyway?	22
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	Whose Story is it Anyway? My Theater Review	22 24
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3	Whose Story is it Anyway? My Theater Review	22 24
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences.	3	Whose Story is it Anyway?	22
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Crossword	13



RL.3.6	Describe the difference between points of view in texts, particularly first- and third-person narration.	3	Whose Story is it Anyway?	22
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	What is a Gruffalo? My Own Monster	14 21
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	3	My Theater Review	24
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	3	My Theater Review	24

## 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	My Own Monster	21
K.3PR	Create an imaginary character using costumes and props.	K	My Own Monster	21
K.3RE	Describe a character's feelings in stories and make comparisons to people and events in their own lives.	K	Emotions	16
K.5CE	Listen to and follow directions in both classroom and theatrical settings.	K	Coming to the Theater	4
K.6CE	Use basic, appropriate vocabulary while engaging in dramatic play and attending theatre productions.	K	Coming to the Theater	4
1.1RE	Explain personal and collective emotional responses to dramatic and theatrical works or experiences.	1	My Theater Review	24
1.2CE	Identify the characters, time, place and major events in stories.	1	My Theater Review	24
1.3PR	Demonstrate various movements, voices and feelings by performing a variety of familiar roles.	1	Emotions My Own Monster	16 21
1.4CE	Use appropriate dramatic and theatrical vocabulary (e.g., character, time and place) to describe dramatic and theatrical experiences.	1	My Theater Review Coming to the Theater	24 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	My Own Monster	21
1.7RE	Demonstrate confidence and self-direction when engaging in dramatic play.	1	My Own Monster	21
2.1CE	Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.	2	My Theater Review	24
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	Emotions My Own Monster	16 21
2.1RE	Identify factors that influence personal opinions about a dramatic or theatrical work or experience.	2	My Theater Review	24
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	My Theater Review Coming to the Theater	24 4
2.6CE	Listen to and follow directions from instructor and peers in both classroom and theatrical settings.	2	Coming to the Theater	4
3.4RE	Share personal opinions about a play or theatre experience and respectfully consider the opinions of others.	3	My Theater Review	24
4.3RE	Explain how a theatrical experience (e.g., live theatre production, film, video and media) impacts its audience.	4	Coming to the Theater	4
4.4CE	Use a variety of dramatic and theatrical vocabulary (e.g., theme, author, conflict, resolution) to describe a dramatic experience.	4	Coming to the Theater	4
4.6CE	Identify where dramatic and theatrical activities occur in the school or community.	4	Coming to the Theater	4

## Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.2PR	Generate ideas and images for artwork based on observation, memory, imagination and experience.	K	What is a Gruffalo?	14
1.1PR	Demonstrate beginning skill and craftsmanship in the use of art materials and tools.	1	What is a Gruffalo?	14
2.2PR	Envision what cannot be observed directly and depict it visually.	2	What is a Gruffalo?	14

2.3PR	Create artworks based on imagination and observation of familiar objects and scenes.	2	What is a Gruffalo?	14
3.1PR	Demonstrate skill and expression in the use of art techniques and processes.	3	What is a Gruffalo?	14

## Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	What is a Gruffalo? My Own Monster	14 21
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	What is a Gruffalo? My Own Monster	14 21

## Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	Emotions	16
A1.2.a	Recognize emotions as natural and important.	K-2	Emotions	16
A1.1.b	Identify a range of personal emotions.	3-5	Emotions	16
A1.2.b	Identify that emotions are valid, even if others feel differently	3-5	Emotions	16