

TEACHER RESOURCE GUIDE

Junie B.'s Essential Survival Guide to School

TABLE OF CONTENTS

About Playhouse Square	3
Coming to The Theater	4
About the Show	6
Key Terms & Events	8
Pre-Show Activities	10
Post-Show Activities	14
Resources	18
Curriculum Standards Index	19
English/Language Arts	19
Fine Arts	21
Mathematics	23
Social & Emotional Learning	23
Social Studies	24



EDUCATION |

The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2012), Mathematics (2017), Social and 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.

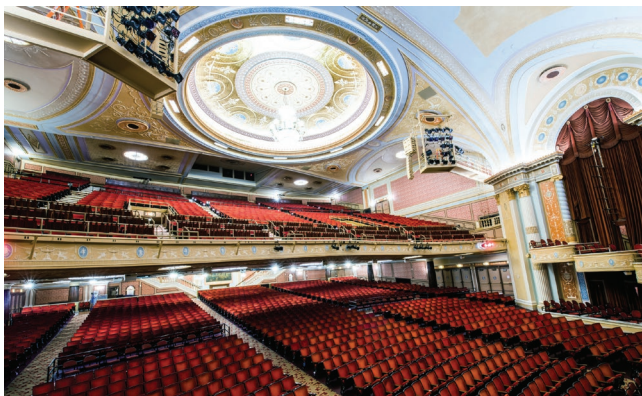
ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! 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.

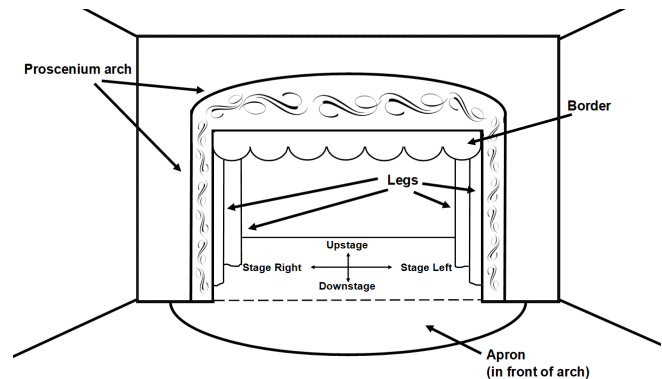


Parts of a Theater

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

Based on the best-selling book by Barbara Park

Directed by Peter Flynn

Book and lyrics by Marcy Heisler

Music by Zina Goldrich

Choreographed by Devanand Janki

Now that Junie B. Jones has been going to school for over one-and a-half years, who better to write the book on EVERYTHING you need to know? From bus rules and Band-Aids to carpools to cookies, Junie B. and her friends deliver the definitive word on surviving and thriving in style. With a jillion tips, tricks, and trip-ups, Junie B. shares her hard-won expertise and shows us all how school is sometimes scary, sometimes super-fun, and ALWAYS something to sing about!

Cast of Characters

Junie B. Jones – First grader extraordinaire! Wildly smart, energetic, and full of ideas that sometimes get her into a bit of trouble!

May – Junie’s classmate who also wants to be an expert of the first grade. Junie and May don’t always agree, but they’re both super smart and full of ideas.

Herb – Junie’s best friend. Charming, sweet, and a bit shy, he trusts that Junie has all the answers.

Lucille – an ultimate diva who is full of spunk and LOVES her clothes

Sheldon – Junie’s super smart classmate who LOVES backpacks. He’s also lactose intolerant.

ABOUT THEATERWORKSUSA

TheaterWorksUSA’s mission is to create exceptional, transformative theatrical experiences that are accessible to young and family audiences in diverse communities throughout New York City and North America. TWUSA believes that access to art – and theater in particular – is vital for youth. Programming to address the disproportionate accessibility of art for young people across the country. Now more than ever, TheaterWorks not only entertains but creates experiences that bring audiences together by encouraging compassion, inclusivity and anti-racism, and inspiring young people by giving them a reason to look up with optimism and hope.

For nearly six decades they have been a trail-blazer in the not-for-profit theater industry with a repertoire of over 140 literature and history-based plays and musicals. Having served over 100 million children, educators and families, TWUSA continues to play a leading role in the rise of theater for young audiences as an art form.



Learn more at <https://twusa.org/>

ABOUT THE CREATORS



BARBARA PARK (Author) was best known as the creator and author of the New York Times' bestselling Junie B. Jones book series, the stories of an outrageously funny elementary school student who has kept kids (and their grownups) laughing – and reading – for over two decades. Published

by Random House Books for Young Readers, the series has sold over 60 million copies in North America alone, has been translated into multiple languages, and is a beloved and time-honored staple in elementary school classrooms around the world. She passed away in the fall of 2013.



MARCY HEISLER wrote the book and lyrics to *Junie B.'s Essential Survival Guide to School*. She received the Kleban Prize for lyrics in 2012 and shared the Fred Ebb Award in 2009 with composing partner, Zina Goldrich for

“Outstanding Songwriting.” Their collaborations include *Dear Edwina* (Drama Desk nomination – Best Lyrics), *Snow White Rose Red and Fred* (Kennedy Center – Helen Hayes nomination), *Junie B. Jones* (TWUSA – Lucille Lortel nomination – Best Musical), *The Great American Mousical* (Goodspeed Musicals) and *Ever After* (Paper Mill Playhouse). Currently, Marcy is writing lyrics for *Hollywood Romance* and adapting a romantic comedy for Universal Stage Productions.



ZINA GOLDRICH wrote the music to *Junie B.'s Essential Survival Guide to School*. She is an award-winning composer, conductor, musical director and performing artist. Her romantic comedy and theatre songs have been sung around the world by Broadway stars including Audra McDonald, Kristin Chenoweth, Megan

Hilty, Sierra Boggess and Alan Cumming. She won the 2009 Fred Ebb Award for “Outstanding Songwriting” with longtime collaborator, Marcy Heisler. Ms. Goldrich was a staff songwriter for Disney's Feature Animation.

On television, she has composed for ABC's *The Middle*, *Wonderpets*, *Johnny and the Sprites*, *Pooh's Learning Adventures* and *Peg + Cat* on PBS.



PETER FLYNN (Director) is a New York-based director, writer and educator who works both in new work development, as well as reworking classic American musicals. Directing credits include the off Broadway premiere of *Smart Blonde* by Willy Holtzman starring Andréa Burns; the off-Broadway premiere of *Curvy*

Window by Bobby Goldman & Drew Brody; *Rhapsody in Seth* starring Seth Rudetsky; Lee Blessing's *Two Rooms*; the 75th Anniversary performance of Thornton Wilder's *Our Town* with Adriane Lenox, B.D. Wong, S. and Epatha Merkerson; *Chess* with Josh Groban & Julia Murney; *Funny Girl* with Bebe Neuwirth, Whoopi Goldberg, & Andrea Martin, and more.



DEVANAND JANKI

(Choreographer) began as a performer, appearing in numerous productions including Broadway's *Miss Saigon*, *Cats*, *The King & I*, and *Sideshow*. For the past 15 years, he has been a freelance director and choreographer, working regionally and in New York on

over 50 productions including *Aladdin*, *Junie B. Jones*, *Man of La Mancha*, *RENT*, *The Full Monty*, and Off-Broadway's *Zanna, Don't!* for which he won the Lucille Lortel Award.

KEY TERMS & EVENTS

Behave – to act in a certain way

Dangerous – able or likely to cause harm

Demonstration – a showing of how something is done

Essential – absolutely necessary or important

Flutterflies – feeling nervous-excited

Imagination – the ability of the mind to be creative

Insufferable – unacceptable, too extreme to tolerate

Insulting – disrespectful or intentionally offensive

Lavatory – a bathroom

Pack-Wagon – a cart with wheels

Pressure – to push yourself or others to meet expectations

Privilege – a special right or advantage not given to everyone

Ridiculous – extremely silly or unreasonable

Satisfactory – meeting expectations

Tattletale – telling someone in charge that someone else has done something bad; someone who tells, or tattles, on someone else

Tussle – a physical struggle or fight



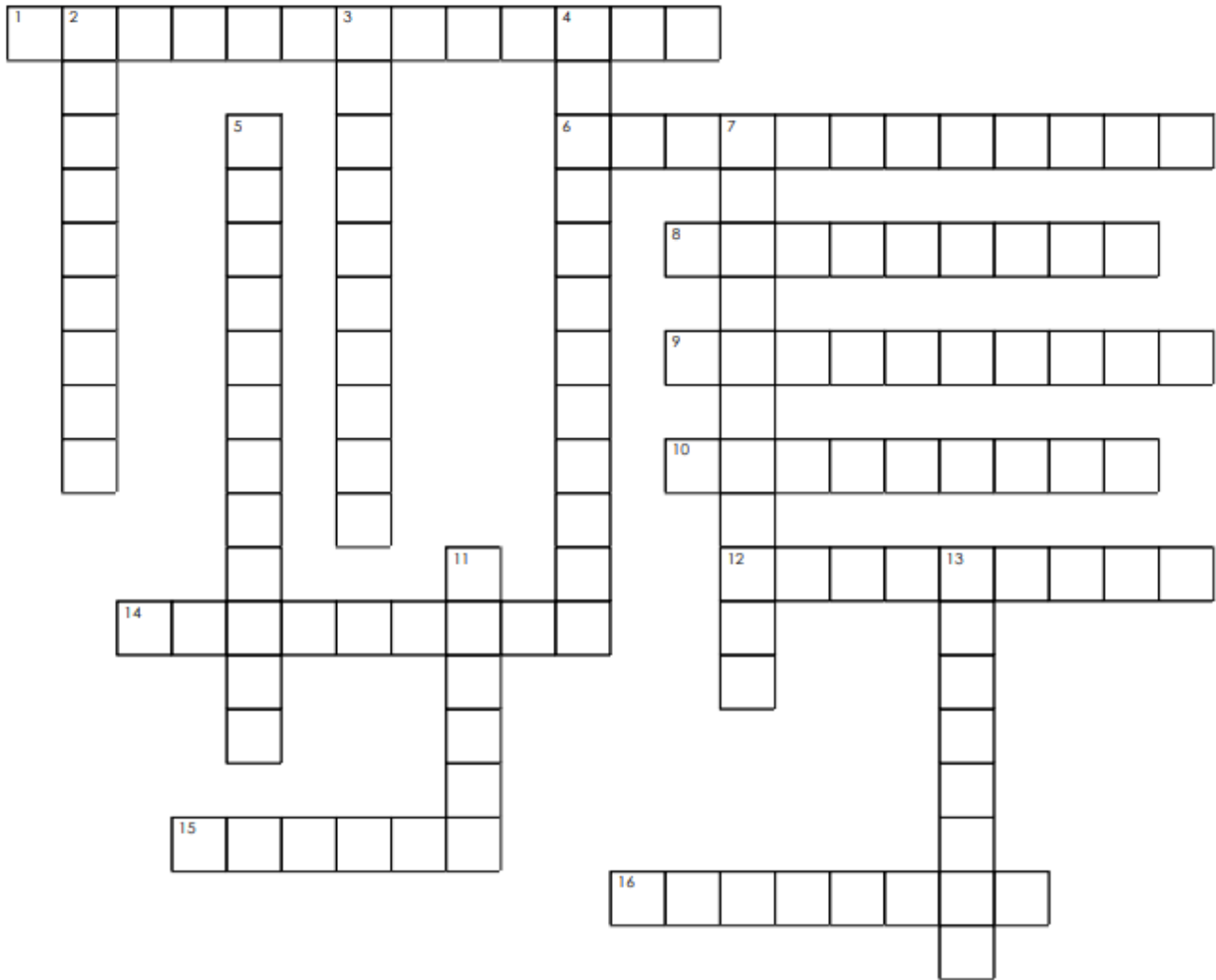
Crossword Puzzle (Grades 1-4)

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

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 used in the show *Junie B.'s Essential Survival Guide to School*.



ACROSS:

- 1. a showing of how something is done
- 6. meeting expectations
- 8. able or likely to cause harm
- 9. extremely silly or unreasonable
- 10. a cart with wheels
- 12. disrespectful or intentionally offensive
- 14. a special right or advantage not given to everyone
- 15. a physical struggle or fight
- 16. to push yourself or others to meet expectations

DOWN:

- 2. absolutely necessary or important
- 3. telling someone in charge that someone else has done something bad
- 4. unacceptable, too extreme to tolerate
- 5. feeling nervous-excited
- 7. the ability of the mind to be creative
- 11. to act in a certain way
- 13. a bathroom

■ PRE-SHOW ACTIVITIES

Pre-Show Poem (Grades K-4)

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

English/Language Arts: RF.K.2, RF.1.2, RF.2.3, W.3.2, W.4.2

We will learn so many essential lessons from Junie B. in this story. Many of these are outlined in the poem below! Read through the poem with your class and see what important lessons they can spot. Can they come up with new lessons to be mindful of? What do they mean to your students?

Activities by grade levels:

Grades K-2: If able, project the poem on your screen or print a copy for each student. Read through the poem and see if the students can be Junie B. rhyme detectives

and find the rhyming pairs in the poem. Have them generate lists of additional words that rhyme with the pairs they spot in the poem.

Grades 3-4: Review the poem below. Talk about various types of poems. (Haikus, acrostics, concrete). Have the students choose a style of poem that they want to try. Then, have them write a poem about their own school, classroom or what their favorite parts are of *Junie B.'s Essential Guide to School*. Encourage them to use some of the vocabulary from the show.



The 'Essential' Poem

by: Jeanine Tesch

In Junie B.'s Essential Guide to School,
we learn how to be brave and cool!

On the first day, we might be scared, but Junie B.
shows us how to be prepared.

She teaches us how to make new friends,
and that learning never really ends.

We'll learn to share and play fair,
and always show our teachers we care.

When the bullies come around, Junie B.'s advice is sound.

We stand up tall and stay strong, and know we belong all day long.

In Junie B.'s Essential Guide to School, we learn every single rule.

So here's to a school year full of fun! With Junie B.'s guide,
we've already won!

We'll laugh and learn and grow each day and make memories
that will never fade away!

Rules! (Grades K-4)

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

English/Language Arts: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1

Social & Emotional Learning: A4.1.a, A4.1.b,

Social Studies: K.Gov.9, 1.Gov.10, 2.Gov.12, 3.Gov.11, 4.Gov.17

In *Junie B.'s Essential Survival Guide to School*, Junie B. generates a large list of important things that people should and shouldn't do. Discuss the importance of rules and following directions with your class. Use questions such as: Why do we have rules? Why should we follow rules? Where are some places where there are rules? Who makes the rules? What could happen if we don't follow rules?

Break students into smaller groups. Give each group a different location that would have rules, such as school, home, bus, grocery store, airport, shopping mall, etc. Using the worksheet on the next page, have the groups generate a list of rules to follow and consequences if they don't for each of their assigned locations. Ask each group to present what they have brainstormed. Finally, as a class, discuss how some rules and consequences are the same or different depending on the location.

Students in grades 3-4 should also discuss the differences between rules and laws. Can they name an example of a rule that isn't also a law, or a rule that is? Ask students why they think a rule might be made into a law, and how it might benefit them.

Rule guidelines for how people should behave, based on what is right and wrong

Law a rule that has been passed by a government's legislature



Group Names: _____

Location: _____

RULES

CONSEQUENCES

Junie B. Journaling (Grades K-4)

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

English/Language Arts: W.K.1, W.K.5, W.1.5, W.2.1, W.2.5, W.3.1, W.3.5, W.3.10, W.4.1, W.4.5, W.4.10

Junie B. loves writing down her thoughts and feelings and has a unique writing style all her own! Now it is your students' turn to be creative, be unique and have fun! Have your students pick one or more of the Junie B.-inspired writing prompts and journal it! Again, have fun, be quirky, silly and unique. Encourage or prompt students in older grades to add entries over several days or weeks. They can continue to select from the list below or create a prompt of their own.

Optional modification: Have the students write the journal from Junie B.'s point of view or in her 'voice'. What words or phrases would she use? Could they incorporate some of the new vocabulary from the story?

Journal Topics:

- “If I ruled the school, my 3 new rules would be...”
- “Three essential things I need in my backpack are...”
- What would happen if your day went backwards?
- Pick two characters from *Junie B.'s Essential Guide to School* that switch lives and personalities!
- If you could be any character from the story, what character would you be and why?
- “As Junie B., my favorite ice cream toppings are...”
- “This week I have been so busy, I went....”
- “School is so.....”
- “If I were the teacher I would change.....”
- “My goal for this school year was.....”
- “My biggest challenge for this school year was....”
- “I feel nervous or anxious when....”
- Junie B. talks about the importance of making new friends at school. Have you made any new friends this school year? How did you meet them?
- In the book, Junie B. talks about how to handle bullies. Have you ever witnessed someone being bullied? What did you do? How can you be an ally to someone who is being bullied?
- Junie B. says that it's important to be honest, even if it's difficult. Write about a time when you were honest in a difficult situation. How did it make you feel?
- In the book, Junie B. says that asking for help is a sign of strength. Have you ever needed help with something at school? How did you ask for help? Did you feel better after getting help?
- Junie B. talks about different ways to handle stress at school. What are some things that make you stressed at school? How can you manage your stress in a healthy way?
- In the book, Junie B. talks about the importance of being organized. How do you stay organized at school? Do you have any tips for staying organized?
- Junie B. talks about the importance of being kind to others. Write about a time when someone was kind to you at school. How did it make you feel? How can you be kind to others?
- In the book, Junie B. talks about the importance of having a growth mindset. What is a growth mindset? How can you develop a growth mindset?
- Junie B. talks about diverse ways to get involved at school. Have you ever been involved in a school club or activity? How did it benefit you? If you haven't been involved in any school activities, what is one club or activity you'd like to join and why?
- What is one new thing you learned about time management from the book? How can you apply it to your daily routine?

■ POST-SHOW ACTIVITIES

Discussion Questions (Grades K-4)

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

English/Language Arts: SL.K.2, SL.1.2, SL.2.2, SL.3.2, SL.4.2

Fine Arts: Drama: K.1RE, 1.1RE, 3.4RE, 4.4RE

Following the field trip, take some time to reflect on the play with your students. Lead the class in a discussion about what they saw using the following questions:

- What was your favorite scene or moment in the show and why?
- How did the sound, costumes, or set help make that moment special for you?
- Which character do you relate to most and why?
- What was the main problem or conflict in the musical? How did the characters solve that problem?
- Was there a lesson or moral in the musical? How can we use that lesson in our classroom or with our friendships?
- Was there a moment in the story that surprised you?
- If you had to summarize your theatre experience at *Junie B.'s Essential Guide to School* in three words, what would they be?

Discussion questions prepared by TheaterWorksUSA study guide.



Junie B.'s Week (Grades 1-4)

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

English/Language Arts: W.1.8, W.2.8, W.3.4, W.4.4

Mathematics: 1.OA.1, 2.OA.1, 3.MD.1a, 4.MD.2b

Introduce the lesson by explaining that time management is an important skill that helps us use our days effectively and accomplish our goals. Our weeks are all busy! A week is made of 7 days. A day has 24 hours. An hour has 60 minutes. A minute has 60 seconds! Here are some fun Junie B.-themed word problems to get your students' thinking! Split them up or take turns solving these or similar word problems together! You will need to explain the 12-hour clock for many of these scenarios. For teachers with younger classrooms, use the class board to draw images representational of objects or time.

- Junie and her friend race to the playground! If Junie reached the monkey bars in 5 seconds, and Herb makes it in 3, who won? How many less seconds did Herb take?
- If there are 7 days in a week, and Junie has class 5 days a week, how many days does she not attend school?
- If Junie's homeroom class is 45 minutes long, how many more minutes would it take to make it an hour?
- The school day starts at 7:00 AM. How many hours does Junie need to wait before her 12:00 PM lunch time?
- If Junie has 5 hours after school before bed, and spends 1 hour doing homework, how many hours does she have left for other adventures?
- Junie B. Jones wakes up at 6:30 AM and takes 20 minutes to get dressed. What time will she be ready for breakfast?

- Junie B. Jones watches her favorite TV show, which starts at 4:00 PM and lasts for 30 minutes. What time will the show end?
- Junie B. Jones has a piano lesson that starts at 3:15 PM and lasts for 45 minutes. What time will the lesson end?
- Junie B. Jones starts reading a book at 7:00 PM and finishes it in 40 minutes. What time does she finish reading the book?
- Junie B. Jones has a dance class that starts at 2:45 PM and lasts for 1 hour. What time will the dance class end?
- Junie B. Jones has a playdate with her friend that starts at 1:30 PM and lasts for 2 hours. What time will the playdate end?

Now ask students to imagine themselves in Junie B.'s shoes! How would she spend her week? Have students use the calendar on the next page to schedule her time. They can use pictures, words, sentences, or phrases to complete and should list at least a morning, afternoon, and evening activity each day.

Name: _____

Directions: Time flies! If you were Junie B. how would you spend your time in a week? Think about everything that Junie B. does. Goes to school, helps her mom and dad, spends time with friends, or has a disagreement

with May! Use the calendar below to write how Junie would spend the week. You can use sentences, phrases, draw pictures or just words. Have fun!

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

El Toro Fabuloso (Grades K-4)

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

English/Language Arts: SL.K.1, SL.K.5, SL.K.6, SL.1.1, SL.1.5, SL.2.1, SL.3.1, SL.4.1

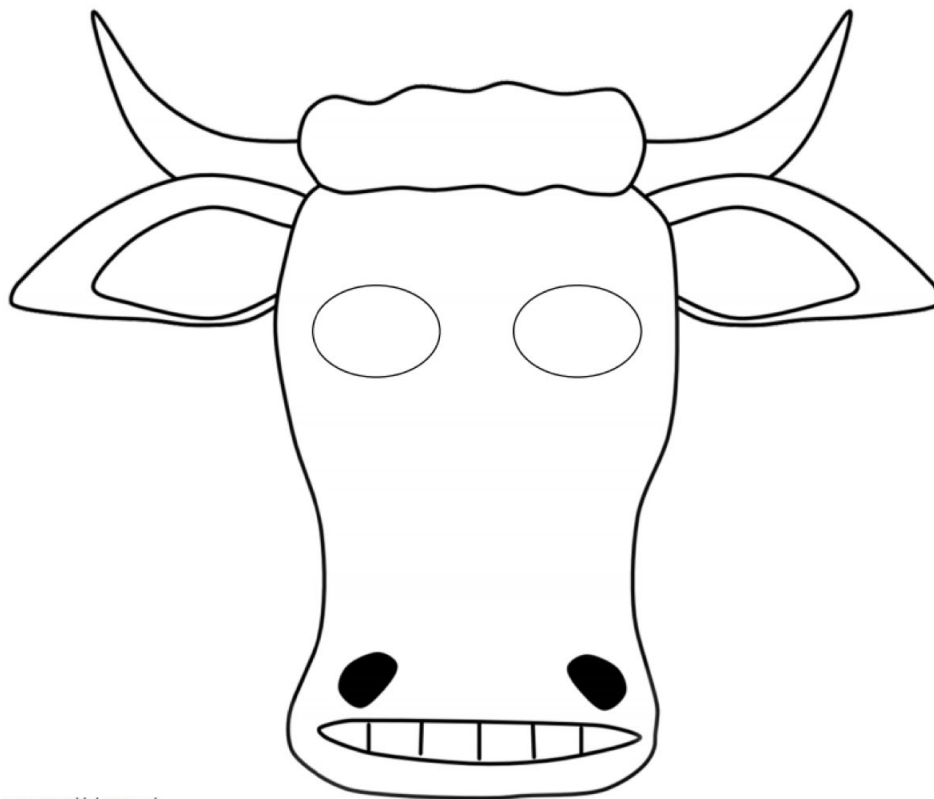
Social Emotional Learning: A1.1.a, A1.2.a, A1.3.a, A1.1.b, A1.2.b, A1.3.b

Fine Arts: Visual Arts: K.1PR, 1.5PR, 2.5PR, 3.6CE, 4.5PE

If possible, review and read aloud a relevant section of *Junie B.'s Essential Guide to School* that deals with emotions (such as Chapter 3: Feelings or Chapter 6: The Classroom). Talk about the importance of expressing emotions safely. Discuss healthy ways to manage different emotions (e.g. taking deep breaths, talking to a trusted friend or adult, engaging in a calming activity). Review the importance of understanding and expressing emotions in a healthy way.

In *Junie B.'s Essential Survival Guide to School*, Junie B. has big emotions. She has named her emotions and outbursts 'El Toro Fabuloso,' which translates from Spanish to "The fabulous bull." Fabulous can mean "extraordinary" and especially large. The big bull has big outbursts that expressed how she was accurately feeling.

After discussing emotions with your class, ask them, if you had to pick an animal that describes or represents your inside feelings/emotions, what animal would it be? Would they change depending on how you were feeling (i.e., happy vs. angry, sad vs. jubilant)? Next, have your students draw a picture of their animal and write keywords on how it represents their emotions right now. Encourage them to select colors and materials that they feel help match the emotion they would like to express. They can label the picture as it accurately represents them. Allow them to share their project with the class when completed.



www.sparklebox.co.uk

RESOURCES

BOOKS



Junie B.'s Essential Guide for School, by Barbara Park

Junie B. Jones and the Stupid Smelly Bus, by Barbara Park

Suggestions for Further Reading

Chrysanthemum, by Kevin Henkes

David Goes to School, by David Shannon

The Name Jar, by Yangsook Choi

The Recess Queen, by Alexis O'Neill

Wemberly Worried, by Kevin Henkes

WEB



Chrysanthemum, by Kevin Henkes read aloud.
https://youtu.be/YqVI_o7VJEO

Junie B. Jones Printable and Additional Activities.
<https://www.readbrightly.com/junie-b-jones-activities-printables/>

Junie B. Jones' Site. <http://juniebjones.com/>

The Name Jar read-aloud. <https://youtu.be/192ytnVUCUQ>

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

English/Language Arts

Standard	Description	Grade	Activity	Page
RF.K.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).	K	Pre-Show Poem	10
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Rules! El Toro Fabuloso	11 17
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	Discussion Questions	14
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	K	El Toro Fabuloso	17
SL.K.6	Speak audibly and express thoughts, feelings and ideas clearly.	K	El Toro Fabuloso	17
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ...).	K	Junie B. Journaling	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	Junie B. Journaling	13
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Crossword	9
RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).	1	Pre-Show Poem	10
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Rules! El Toro Fabuloso	11 17
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	Discussion Questions	14
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1	El Toro Fabuloso	17
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	Junie B. Journaling	13

W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	Junie B.'s Week	15
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	9
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	2	Pre-Show Poem	10
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Rules! El Toro Fabuloso	11 17
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	Discussion Questions	14
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	Junie B. Journaling	13
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2	Junie B. Journaling	13
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	Junie B.'s Week	15
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3	Pre-Show Poem	10
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	Crossword	9
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	Rules! El Toro Fabuloso	11 17
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3	Discussion Questions	14
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	3	Junie B. Journaling	13
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	Junie B.'s Week	15

W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3	Junie B. Journaling	13
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	3	Junie B. Journaling	13
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	Crossword	9
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	Rules! El Toro Fabuloso	11 17
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4	Discussion Questions	14
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4	Junie B. Journaling	13
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4	Pre-Show Poem	10
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	4	Junie B.'s Week	15
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4	Junie B. Journaling	13
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	4	Junie B. Journaling	13

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.1RE	Share thoughts, emotions and ideas in response to a dramatic or theatrical experience.	K	Discussion Questions	14
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	Discussion Questions	14
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
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
2.6CE	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	Discussion Questions	14
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
4.4RE	Justify personal opinions about a play or theatre experience.	4	Discussion Questions	14
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.1PR	Explore and experiment with a range of art materials and tools to create and communicate personal meaning.	K	El Toro Fabuloso	17
1.5PR	Use selected art and design elements and principles to explore ideas, feelings and relationships.	1	El Toro Fabuloso	17
2.5PR	Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g. nuances of surface, contour, pattern and tone).	2	El Toro Fabuloso	17

3.6CE	Recognize and identify choices that give meaning to a personal work of art.	3	El Toro Fabuloso	17
4.5PE	Link ideas in and design of works of art to the emotions and moods expressed in them.	4	El Toro Fabuloso	17

Mathematics

Standard	Description	Grade	Activity	Page
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1	Junie B.'s Week	15
2.OA.1	Use addition and subtraction within 100 to solve one- and twostep word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	2	Junie B.'s Week	15
3.MD.1a	Work with time and money. α . Tell and write time to the nearest minute. Measure time intervals in minutes (within 90 minutes). Solve real-world problems involving addition and subtraction of time intervals (elapsed time) in minutes, e.g., by representing the problem on a number line diagram or clock.	3	Junie B.'s Week	15
4.MD.2b	Solve real-world problems involving money, time, and metric measurement. β . Using number line diagrams, clocks or other models, add and subtract intervals of time in hours and minutes.	4	Junie B.'s Week	15

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	El Toro Fabuloso	17
A1.2.a	Recognize emotions as natural and Important.	K-2	El Toro Fabuloso	17
A1.3.a	Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult.	K-2	El Toro Fabuloso	17
A4.1.a	Describe the outcomes of both following and breaking rules.	K-2	Rules!	11
A1.1.b	Identify a range of personal emotions.	3-5	El Toro Fabuloso	17

A1.2.b	Identify that emotions are valid, even if others feel differently.	3-5	El Toro Fabuloso	17
A1.3.b	Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult.	3-5	El Toro Fabuloso	17
A4.1.b	Identify and describe how personal choices and behavior impacts self and others.	3-5	Rules!	11

Social Studies

Standard	Description	Grade	Activity	Page
K.Gov.9	Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.	K	Rules!	11
1.Gov.10	Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.	1	Rules!	11
2.Gov.12	There are different rules and laws that govern behavior in different settings.	2	Rules!	11
3.Gov.11	Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.	3	Rules!	11
4.Gov.17	Laws can protect rights, provide benefits and assign responsibilities.	4	Rules!	11