

MANUAL CINEMA PRESENTS  
**Leonardo!**  
A WONDERFUL SHOW  
about a  
**TERRIBLE  
MONSTER**

School Matinee Performances



## TEACHER RESOURCE GUIDE

# Leonardo! A Wonderful Show About a Terrible Monster

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## COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (2022), English/Language Arts (2017), Fine Arts (2012), Mathematics (2017), Science (2019), Social & Emotional Learning (2019), Social Studies (revised 2019), and Technology (2017).

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

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

The lessons and activities in this guide are created and adapted by Jeanine Tesch in partnership with Playhouse Square's Education Department. Excerpts from The Kennedy Center's *Leonardo* guide have also been included with permission.



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

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



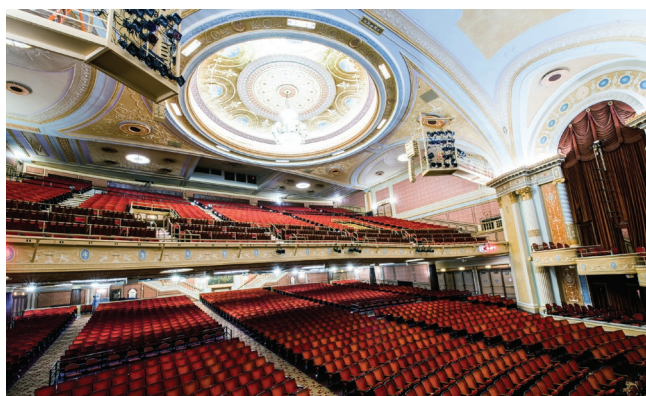
# ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

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

When you visit, be sure to check out the GE Chandelier, the largest outdoor chandelier in North America, and the retro Playhouse Square sign with its 9-foot-tall letters!





# COMING TO THE THEATER

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

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

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers can 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.

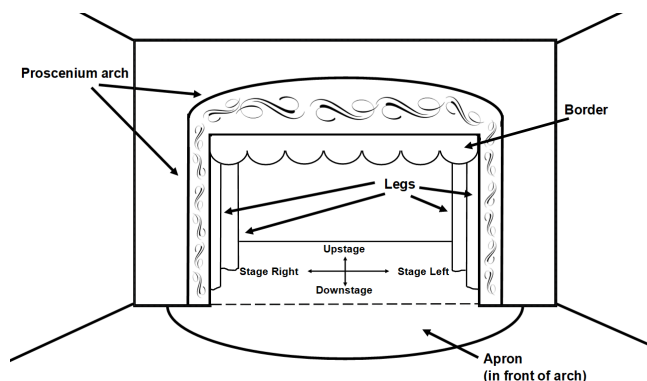


## Parts of a Theater

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 standing 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 books *Leonardo: the Terrible Monster* and *Sam: the Most Scaredy-Cat Kid in the Whole World* by Mo Willems

Directed by Sarah Fornace

Adaptation by Sarah Fornace and Drew Dir

Music, Lyrics & Sound Design by Ben Kauffman and Kyle Vegter

Puppet Design by Drew Dir and Lizi Breit

Costume & Wig Design by Mieka Van der Ploeg

Lighting Design by Trey Brazeal with Nick Chamernik

Dramaturgy by Megan Alrutz

Stage Managed by Maydi Diaz

Leonardo is a terrible monster. He tries so hard to be scary, but he just... isn't. Then Leonardo finds Sam, the most scaredy-cat kid in the world. Will Leonardo finally get his chance to scare the tuna salad out of an unsuspecting human? Or will it be the start of an unlikely friendship? The plot thickens when this pair meets Kerry and Frankenthaler, an even scaredier-cat and her monster-friend. Kerry and Sam will need to make a big decision: will they be friends or will they be controlled by their fears?

*Leonardo! A Wonderful Show about a Terrible Monster* is realized through puppets, projections, and live music. Through multimedia magic, Manual Cinema tells the story of a monster who longs to be scary and the big

decisions about identity and empathy that we all must make.

The show uses hundreds of illustrated paper puppets, book pages, two-dimensional props, furry monster puppets, and songs to bring the story to life. Manual Cinema wanted to re-create the experience of holding one of Mo Willem's book pages, which are big, bold, colorful and full of visual rhythm, with a playful use of scale. Like all Manual Cinema productions, you're invited to watch the big screen in real time. There is no wrong way to watch the show!

## WHAT TO LOOK AND LISTEN FOR

- Live camera and perspective work with screen projection
- Live music and narration
- Different types of puppets, including paper, shadow, sock, rod and live hand puppets
- Characters from other Mo Willems books, such as *Don't Let the Pigeon Drive the Bus*. How many can you spot?
- Descriptions of terrible monsters.
- Characters who experience a lot of feelings at once
- Leonardo's big decision

# ABOUT MANUAL CINEMA

Manual Cinema is an Emmy Award-winning performance collective, design studio, and film/video production company founded in 2010 by Drew Dir, Sarah Fornace, Ben Kauffman, Julia Miller, and Kyle Vegter. Manual Cinema combines handmade shadow puppetry, vintage overhead projectors, multiple screens, puppets, actors, live feed camera, cinematic techniques, and innovative sound and music to create immersive stories for stage and screen.

The company was awarded an Emmy in 2017 for "The Forger," a video created for *The New York Times* and

named Chicago Artists of the Year in 2018 by the *Chicago Tribune*. In 2020, they were included in 50 of Chicago theater's "Rising Stars and Storefront Stalwarts" (Newcity).

Learn more at [manualcinema.com](http://manualcinema.com)





# ABOUT FORCED PERSPECTIVE

Manual Cinema uses amazing cinematic techniques to make their shows come to life. One of these techniques is **forced perspective**, a trick used by artists and photographers to make objects look different sizes or distances by arranging objects or people in a certain way. This can make something small look really big, or something far away seem much closer.

When trying forced perspective:

- Bring the subject closer to the camera to make it seem very large compared to items in the background.
- Move the subject further away from the camera while placing other items closer to make it seem very small.
- Use a wide-angle lens to create more variety of subject sizes
- Play with camera angles – low angles (when the camera is near the ground) create more depth and intensity in shots; high angles will cover a total object while reshaping or resizing it.
- Defy gravity by adjusting camera and subject orientations! Make someone look like they are jumping really high or hanging upside down simply by laying on the ground and taking a photo from a birds-eye view.

For more on forced perspective, be sure to watch our *Leonardo* Pre-Show workshop video!



## ABOUT MO WILLEMS



Mo Willems is an American artist and author who has written and illustrated more than 50 children's books and is the creator of some of the most popular characters in books for young children including the *Pigeon*, *Knuffle Bunny*, and *Elephant and Piggie*.

A fan of sketching and drawing, he drew comic strips for his high school newspaper. He later attended New York University where he studied animation and, after graduating in 1990, Willems traveled around the world for a year. In 1994, he began writing for the award-

winning children's television program *Sesame Street* where he won six Emmy Awards during his nine years.

Willems is always doodling and sketching. One day he made a doodle of a pigeon. Eventually, that doodle became a sketchbook that became a book! He has written many different children's books that have been based upon life events with his very own family and has spent much of his life telling stories to anyone that would listen.

During the pandemic, Mo Willems inspired children to doodle, draw and create with his daily lunch time videos called "Lunch Doodles with Mo." These videos showcase Willems' creative process in creating his masterpieces. Try one (or two) with him and see what you can create by visiting the links on our resources page!

# KEY TERMS & EVENTS

**Adorable** – something or someone that is cute, charming or loveable

**Adventure** – an exciting experience or journey

**Brave** – having courage and not being afraid

**Calm** – feeling peaceful and relaxed

**Cinema** – a movie theater, or the art of making films

**Conundrum** – a problem or puzzle that is hard or confusing

**Database** – a collection of organized information that can be found in one place

**Decisions** – choices made after looking at all possible options

**Empathy** – the ability to understand someone else's feelings or emotions

**Feelings** – how we react emotionally to our thoughts and experiences

**Friend** – someone you enjoy spending time with and who treats you with kindness

**Illusion** – something that is not what it seems; a trick of the eye

**Manual** – moved by hands

**Hide** – to go somewhere to not be seen or found

**Optical** – anything that has to do with sight or seeing

**Perspective** – a point of view or way of thinking and understanding; how we see something

**Researched** – found and organized information on a particular subject

**Scare** – to cause a feeling of being frightened or startled

**Share** – to give a part of something to someone else

**Silly** – something funny that can't be taken seriously

**Terrible** – something that is extremely bad or unpleasant

**Transactional** – relating to the exchange of something between two or more people

**Trust** – a feeling that somebody is dependable; feeling safe and secure with a person or situation

**Unsuspecting** – being unaware or unprepared for something

**Wonderful** – something good that brings joy





## ■ PRE-SHOW ACTIVITIES

# Classroom Connections Video Workshop (PreK-3)

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

**Early Learning & Development:** AL.1.b, CO.2.a, SE.2.a, SE.4.a

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

**Science:** K.ESS.2

**Social & Emotional Learning:** A3.1.a, B1.3.a, A3.1.b, B1.3.b



**Guest stars:**

Mrs. Posey's 1st grade class at William Rainey Harper School

**Run time:** 10:30

Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Learn all about “perspective” and how it shapes the show in this pre-show video. Then join AJ and Molly as they discuss what makes them afraid and some strategies for dealing with fears.

### View Finder Fun

To play with perspective, have students create a mini picture frame and look through it to control how they see a person, place or object. Have them look at a shoe through the frame, moving it closer to the shoe to see what details stand out. Then, standing at the same distance, have them move the view finder closer to their face to see the whole shoe. The shoe didn't move, but their **perspective** of it did!

### Warm-Ups

Try some of the following prompts to help students warm up their bodies and imaginations!

**Go Low/Go High:** Walk in a line around the classroom walking on toes or crouching low when the leader shouts out “go low” or “go high!”

**Freeze:** Wiggle and dance, but when the leader says “Freeze!”, stop all movement and hold whatever position you're in.

**Silly Gum:** A call that allows everyone to shake it all out.

**Flower/Bubble:** Work on focused breathing by imagining you're smelling a flower while breathing in and blowing bubbles through a wand while breathing out.

# Crossword (Grades: 1-3)

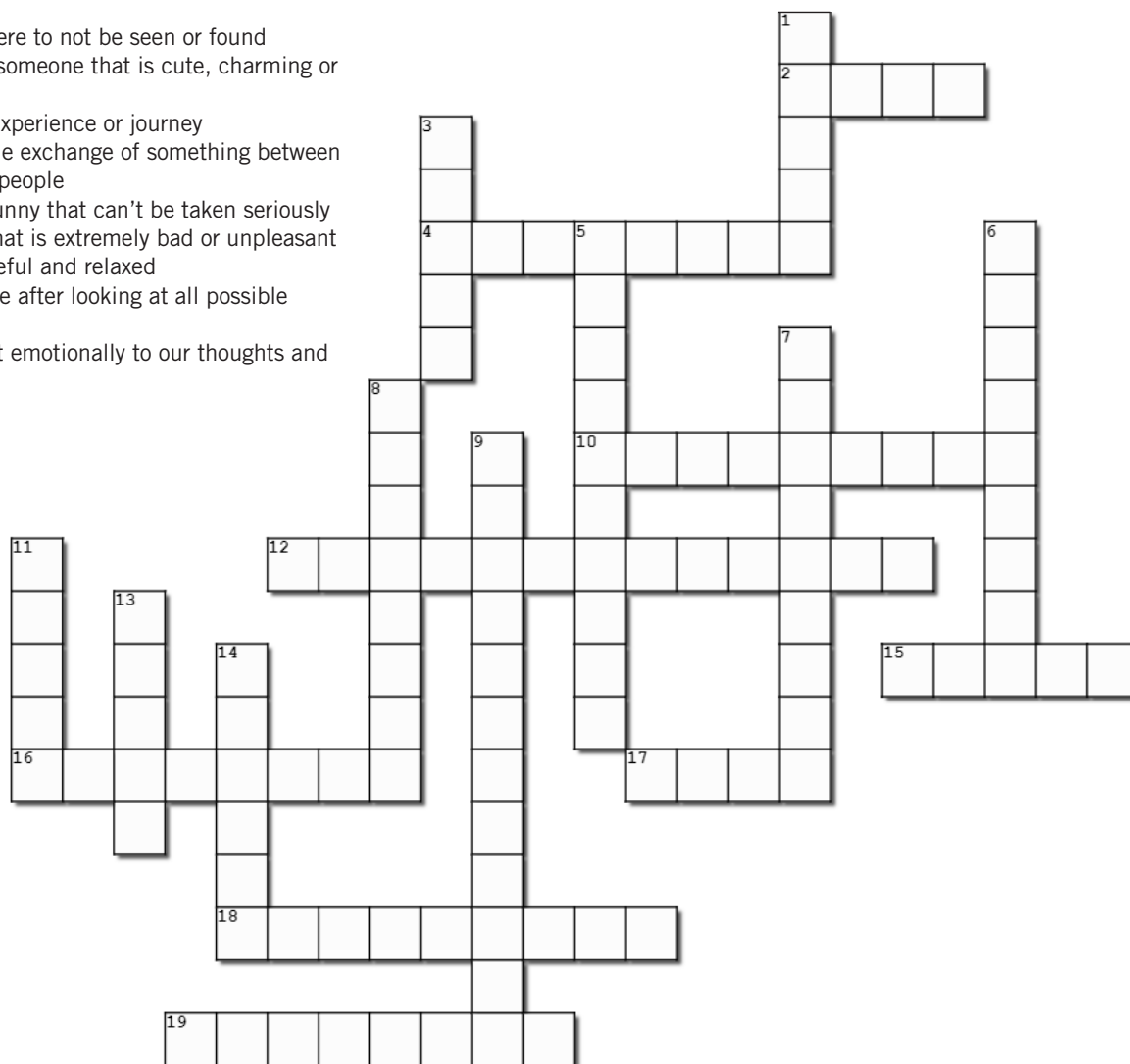
The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

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

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 or phrases used in *Leonardo! A Wonderful Show About A Terrible Monster*.

## ACROSS

2. to go somewhere to not be seen or found
4. something or someone that is cute, charming or lovable
10. an exciting experience or journey
12. relating to the exchange of something between two or more people
15. something funny that can't be taken seriously
16. something that is extremely bad or unpleasant
17. feeling peaceful and relaxed
18. choices made after looking at all possible options
19. how we react emotionally to our thoughts and experiences



## DOWN

1. to give a part of something to someone else
3. having courage and not being afraid
5. found and organized information on a particular subject
6. something good that brings joy
7. a problem or a puzzle that is hard or confusing
8. a collection of organized information that can be found in one place
9. being unaware or unprepared for something
11. a feeling that somebody is dependable; feeling safe and secure with a person or situation
13. to cause a feeling of being frightened or startled
14. someone you enjoy spending time with and who treats you with kindness



# Let's Meet Leonardo and Sam (Grades: PreK-3)

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

**Early Learning & Development:** CO.1.a, LL.1.b, LL.1.c, LL.1.d, LL.1.e, SE.3.a

**English/Language Arts:** RL.K.1, RL.K.7, RL.K.10, SL.K.1, SL.K.2, RL.1.1, RL.1.7, SL.1.1, SL.1.2, RL.2.1, RL.2.7, SL.2.1, SL.2.2, RL.3.1, RL.3.3, RL.3.7, SL.3.1

**Social & Emotional Learning:** A1.2.a, C1.3.a, A1.2.b, C1.3.b

Begin the lesson by displaying the books *Leonardo, the Terrible Monster* and *Sam: The Most Scaredy-Cat Kid in the Whole World* and asking students to make predictions about the stories based on the title and illustrations. What about the images influenced their guesses? If you do not have the books on hand, use the read-aloud links available on the resources page and mute the volume.

Then, read *Leonardo, the Terrible Monster* as a class. Pause at key moments to encourage discussion about friendship and emotions and whether students' predictions were correct. What emotions are experienced by the characters Leonardo and Sam? Ask students to identify times when they have felt similar emotions. Discuss the definition and importance of empathy and how understanding others' emotions can help build stronger relationships.

**EMPATHY**  
the ability to  
understand  
someone else's  
feelings or  
emotions

## Possible Discussion Questions

### for *Leonardo, the Terrible Monster*:

- What are some things that make Leonardo different from the other monsters?
- Why do you think Leonardo wants to be a terrible monster?
- How do you think Leonardo feels when he can't scare anyone?
- Why do you think Leonardo chooses Sam to be his friend?
- What do you think makes a good friend?
- How does Leonardo change throughout the story?
- How do you think Sam feels when Leonardo tries to scare him?
- Do you think it's important for everyone to be the same? Why or why not?
- How would you describe Leonardo's personality at the beginning of the story? How does it change by the end?
- What lesson do you think Leonardo learns about friendship?

Next, read *Sam: The Most Scaredy-Cat Kid in the Whole World* as a class, pausing to discuss the fears and anxieties Sam experiences. Lead a class discussion about different types of fears students have experienced and strategies they use to cope with them.

## Possible Discussion Questions for

### *Sam: The Most Scaredy-Cat Kid in the Whole World*:

- Why do you think Sam is called the "most scaredy-cat kid in the whole world"?
- Can you think of a time when you felt scared like Sam? What made you feel that way?
- How do you think Sam feels when he gets scared?
- What are some things that Sam is afraid of in the story?
- How does Sam's fear affect his everyday life?
- Do you think it's okay to be scared sometimes? Why or why not?
- How does Sam's friendship with Leonardo change his feelings of fear?
- Can you think of a time when a friend helped you feel less scared?
- What are some ways that Sam overcomes his fears in the story?
- What do you think Sam learns about bravery and facing fears?



# Library Scavenger Hunt (Grades: PreK-3)

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

**Early Learning & Development:** AL.1.a, AL.1.b, AL.1.c

**English/Language Arts:** RI.K.5, RL.K.5, RI.1.5, RI.2.5, RI.3.5

**Social Studies:** K.Geo.6, 1.Geo.4, 2.Geo.5, 3.Geo.4

**Technology:** K-2.ICT.3.a, 3-5.ICT.1.b, 3-5.ICT.2.b

In the show *Leonardo!*, the main character visits a library to conduct some important research. What do your students already know about libraries? Take a trip to the local or school library with your class for a scavenger hunt!

Hold an interview with the librarian or explain to students everything that can be found in a typical library such as free access to a wide range of information resources, including books, magazines, newspapers, research materials, and digital resources. They offer a diverse collection of materials that cater to different interests, ages, and educational needs. Libraries are valuable resources for learning, research, and personal growth.

For the scavenger hunt activity, divide the students into 3-4 groups and provide each group with a copy of the scavenger hunt list on the following page. Instruct them to work together to find and complete the tasks. They can race against the clock (don't run in the library!) or

just search for fun! Groups with younger students can complete this full activity together.

After the scavenger hunt is done, draw a map of the library layout as a class, labeling the different sections and genres of books and resources. Using the cardinal directions, have students answer questions about the locations of each.

**To include technology standards,** ask students to complete the hunt again using online search engines such as Google! Can they find an example or answer for each of the list items? What key words did they use to conduct their search? Were any of them more difficult than others? Finish the activity by discussing the pros and cons of both digital and in-person research methods.





## Library Scavenger Hunt

Name: \_\_\_\_\_

**Directions:** Find everything on the scavenger hunt list! Color in each box or answer the question as you are searching. Don't forget to ask the resource desk if you need help. 😊 Happy hunting!

<b>Find a book with a blue cover.</b>	<b>Find the area where you would read biographies.</b>	<b>Locate the resource desk.</b>	<b>Find a book by your favorite author.</b>	<b>Find a book about dinosaurs.</b>
<b>Find a picture book about animals.</b>	<b>Find a book that has won an award.</b>	<b>Find a book with a one-word title.</b>	<b>Find a picture book.</b>	<b>Where would you find chapter books?</b>
<b>Find an atlas. Can you find Ohio and the United States?</b>	<b>Find the word "school" in a dictionary.</b>	<b>Find a book about outer space.</b>	<b>Locate a book series.</b>	<b>Find a newspaper or magazine.</b>

## ■ POST-SHOW ACTIVITIES

# It's All About Perspective (Grades: K-3)

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

**Fine Arts:** Visual Arts: K.1RE, K.2PR, K.7PE, 1.2PE, 1.3RE, 1.4PR, 1.6PE, 2.3PR, 2.7PE, 3.1PR, 3.1RE, 3.4PR

*Leonardo! A Wonderful Show About A Terrible Monster* utilized a lot of cinematic magic, including forced perspective. Read about this technique in the About the Show section of this guide and introduce it to students using the pre-show workshop video and other links on the resources page. What examples can students remember from the show?

Engage students in a hands-on activity where they practice applying forced perspective techniques. Using a camera, in class or at home, what illusions can they create using objects or people in their environment? They can even use photos from magazines or newspapers for their object. Encourage them to choose a subject or scene that allows them to experiment with depth and distance. Get creative! If a camera is not available, use a rolled-up piece of paper to define the camera “frame” and stage pictures. They can then draw out the creations they created.

Review students’ work as a class. Ask students to share inspirations and how they created their illusions.

To help spark their imaginations, view the “+35 Brilliant Forced Perspective Photography Examples” video on the Resources page. Can students guess how each of the pictures were made?





# Stop! Collaborate and Listen! (Grades: PreK-3)

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

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

**English/Language Arts:** L.K.4, RL.K.10

**Fine Arts:** Drama: K.2PR, K.6PR, 1.1PR, 1.6PR, 2.1PR, 3.1PR, 3.6PR

The actors in *Leonardo* acted out a story spoken aloud by a narrator. In this activity, students are going to practice this type of storytelling with their peers.

Split students into pairs or small groups. Each group should choose a short book scene or poem available in the classroom or online. Assign roles to each person in the group: narrator, artists and performers. After the students become familiar with the passage, they will decide together how they want the actor to perform. They can create puppets out of construction paper, just act out the scene themselves, or use other permissible materials from the classroom.

Have each group perform their piece for their classmates!

**PreK & Kindergarten Modification:** Start by talking about action words/phrases and asking as a group how each might be imaginatively performed without props. Try the following and then make up some of your own! Next, choose a book and assign an action to some words. As a class, read the book and perform the action as the correlating word is said aloud.

Possible Action	Word
Run in place	Running
Sad face with hands covering/wiping eyes	Crying
Joyful face with hands on belly	Laughing
Stretching	Stretching
Smiling and waving	Seeing a friend
Holding an imaginary phone up to ear	Calling a friend
Covering eyes and mouthing counts or pretend searching	Playing hide-and-seek
Using hands to create a book in front of you	Reading a book

# RESOURCES

## BOOKS



*Leonardo the Terrible Monster*, by Mo Willems

*My Friend is Sad*, by Mo Willems

*Sam, the Most Scaredy-cat Kid in the Whole World*, by Mo Willems

*Strictly No Elephants*, by Lisa Mantchev

*The Giving Tree*, by Shel Silverstein

*The Invisible Boy*, by Trudy Ludwig

*The Thank You Book*, by Mo Willems

## WEB



All About Mo Willems, *Britannica Kids*, <https://kids.britannica.com/kids/article/Mo-Willems/627844>

Lunch Doodles with Mo Willems! By The Kennedy Center, [https://youtube.com/playlist?list=PL14hRqd0PELGbKihHuTqx\\_pbvCLqGb0kF](https://youtube.com/playlist?list=PL14hRqd0PELGbKihHuTqx_pbvCLqGb0kF)

*Leonardo the Terrible Monster*, read aloud, <https://youtu.be/jh-jBJIpERY>

*Sam, the Most Scaredy-Cat Kid in the Whole Word*, read aloud, <https://youtu.be/cl1komWR64w>

*Forced Perspective Activity*

“+35 Brilliant Forced Perspective Photography Examples,” [https://youtu.be/IQuxkC4gp\\_k](https://youtu.be/IQuxkC4gp_k)

“Forced Perspective – Everything You Need to Know,” *Nashville Film Institute*. <https://www.nfi.edu/forced-perspective/>

## Classroom Connections Video Workshop

*Leonardo! A Wonderful Show About a Terrible Monster* Pre-Show Video. Password: Tunasalad1022. <https://vimeo.com/857604623>

## Visiting Playhouse Square Social Stories

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

For Families and Homeschools.

<https://vimeo.com/228683843>

Ohio Theatre Letterbox Activity

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



# CURRICULUM STANDARDS INDEX

## Early Learning & Development

Standard	Description	Grade	Activity	Page
AL.1.a	Engages in new and unfamiliar experiences and activities.	PreK	Library Scavenger Hunt	12
AL.1.b	Completes activities with increasingly complex steps.	PreK	Pre-Show Video Workshop Library Scavenger Hunt Stop! Collaborate and Listen	9 12 15
AL.1.c	Persists in completing a task with increasing concentration.	PreK	Library Scavenger Hunt	12
CO.1.a	Develops the ability to recall information about objects, people and past experiences	PreK	Let's Meet Leonardo and Sam	11
CO.2.a	Demonstrates increasing ability to think symbolically.	PreK	Pre-Show Video Workshop Stop! Collaborate and Listen	9 15
CR.2.a	Develops ability to express new ideas through imagination and inventive play.	PreK	Stop! Collaborate and Listen	15
LL.1.b	Develops and expands understanding of vocabulary and concepts.	PreK	Let's Meet Leonardo and Sam	11
LL.1.c	Communicates using increasingly complex language.	PreK	Let's Meet Leonardo and Sam	11
LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	Let's Meet Leonardo and Sam	11
LL.1.e	Develops comprehension of read-aloud text.	PreK	Let's Meet Leonardo and Sam Stop! Collaborate and Listen	11 15
PW.1.d	Uses senses to guide movement and interactions with objects and other people.	PreK	Stop! Collaborate and Listen	15
SE.2.a	Begins to manage emotions and actions.	PreK	Pre-Show Video Workshop	9
SE.3.a	Develops empathy toward and understanding of others.	PreK	Let's Meet Leonardo and Sam	11
SE.4.a	Develops secure, trusting relationships with adults.	PreK	Pre-Show Video Workshop	9



## English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	K	Stop! Collaborate and Listen	15
RI.K.5	Identify the front cover, back cover and title page of a book.	K	Library Scavenger Hunt	12
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Let's Meet Leonardo and Sam	11
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	K	Library Scavenger Hunt	12
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	K	Let's Meet Leonardo and Sam	11
RL.K.10	Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	K	Let's Meet Leonardo and Sam Stop! Collaborate and Listen	11 15
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Pre-Show Video Workshop Let's Meet Leonardo and Sam	9 11
SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	K	Let's Meet Leonardo and Sam	11
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	10
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	1	Library Scavenger Hunt	12
RL.1.1	Ask and answer questions about key details in a text.	1	Let's Meet Leonardo and Sam	11

RL.1.7	Use illustrations and details in a story to describe its characters, setting or events.	1	Let's Meet Leonardo and Sam	11
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups	1	Pre-Show Video Workshop Let's Meet Leonardo and Sam	9 11
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	1	Let's Meet Leonardo and Sam	11
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	10
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2	Library Scavenger Hunt	12
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	Let's Meet Leonardo and Sam	11
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	2	Let's Meet Leonardo and Sam	11
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Pre-Show Video Workshop Let's Meet Leonardo and Sam	9 11
SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).	2	Let's Meet Leonardo and Sam	11
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	10
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3	Library Scavenger Hunt	12
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3	Let's Meet Leonardo and Sam	11
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3	Let's Meet Leonardo and Sam	11

RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).	3	Let's Meet Leonardo and Sam	11
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	Pre-Show Video Workshop Let's Meet Leonardo and Sam	9 11

## Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CE	Demonstrate observation and listening skills in a theatrical context.	K	Coming to the Theater	4
K.2PR	Perform group pantomimes and improvisations to retell stories.	K	Stop! Collaborate and Listen!	15
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
K.6PR	Work cooperatively to dramatize a story.	K	Stop! Collaborate and Listen!	15
1.1PR	Retell or dramatize stories, myths and fairy tales from various time periods and cultures.	1	Stop! Collaborate and Listen!	15
1.4CE	Use appropriate dramatic and theatrical vocabulary (e.g., character, time and place) to describe dramatic and theatrical experiences.	1	Coming to the Theater	4
1.5CE	Demonstrate audience behavior appropriate for the forms and styles of theatre (e.g., live theatre, film, television, film and media).	1	Coming to the Theater	4
1.6CE	Identify how audience behavior differs among dramatic forms (e.g., live theatre, film, video and broadcast media).	1	Coming to the Theater	4
1.6PR	Work cooperatively to present a tableau, improvisation, or pantomime.	1	Stop! Collaborate and Listen!	15
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	Stop! Collaborate and Listen!	15
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
3.1PR	Create the movement and expressive voice of a character to explain and solve problems encountered by the character.	3	Stop! Collaborate and Listen!	15
3.6PR	Use problem-solving and communication skills to dramatize a story or current event.	3	Stop! Collaborate and Listen!	15

## Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1RE	Describe their artworks and efforts and share their artmaking processes.	K	All About Perspective	7
K.2PR	Generate ideas and images for artwork based on observation, memory, imagination and experience.	K	All About Perspective	7
K.7PE	Explore their environments and experiences for artmaking ideas.	K	All About Perspective	7
1.2PE	Explore and describe how a selected art object was made.	1	All About Perspective	7
1.3RE	Share their artmaking processes with peers.	1	All About Perspective	7
1.4PR	Create an artwork based on observation of familiar objects and scenes.	1	All About Perspective	7
1.6PE	Generate artmaking ideas from their daily experiences and the environment.	1	All About Perspective	7
2.3PR	Create artworks based on imagination and observation of familiar objects and scenes.	2	All About Perspective	7
2.7PE	Generate artmaking ideas from their daily experiences and the environment.	2	All About Perspective	7
3.1PR	Demonstrate skill and expression in the use of art techniques and processes.	3	All About Perspective	7
3.1RE	Examine and describe how art and design principles are used by artists to create visual effects.	3	All About Perspective	7
3.4PR	Create artworks that demonstrate awareness of two- and three-dimensional space.	3	All About Perspective	7

## Science

Standard	Description	Grade	Activity	Page
K.ESS.2	The moon, sun and stars can be observed at different times of the day or night.	K	Pre-Show Video Workshop	9

## Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.2.a	Recognize emotions as natural and important.	K-2	Let's Meet Leonardo and Sam	11
A3.1.a	Identify at least one trusted adult at school and in the community and know when and how to access them.	K-2	Pre-Show Video Workshop	9
B1.3.a	Identify and begin to use strategies to regulate emotions and manage behaviors.	K-2	Pre-Show Video Workshop	9
C1.3.a	Define empathy and identify empathetic reactions in others.	K-2	Let's Meet Leonardo and Sam	11
A1.2.b	Identify that emotions are valid, even if others feel differently.	3-5	Let's Meet Leonardo and Sam	11
A3.1.b	Describe how a trusted adult can provide academic, social or emotional support or assistance for self and others.	3-5	Pre-Show Video Workshop	9
B1.3.b	Apply strategies to regulate emotions and manage behaviors.	3-5	Pre-Show Video Workshop	9
C1.3.b	Demonstrate empathetic reactions in response to others' feelings and emotions.	3-5	Let's Meet Leonardo and Sam	11

## Social Studies

Standard	Description	Grade	Activity	Page
K.Geo.6	Models and maps represent real places.	K	Library Scavenger Hunt	12
1.Geo.4	Maps can be used to locate and identify places.	1	Library Scavenger Hunt	12
2.Geo.5	Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.	2	Library Scavenger Hunt	12
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	Library Scavenger Hunt	12

## Technology

Standard	Description	Grade	Activity	Page
K-2.ICT.3.a	Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.	K-2	Library Scavenger Hunt	12
3-5.ICT.1.b	Explain the use of selected digital learning tools and resources to support productivity and learning.	3-5	Library Scavenger Hunt	12
3-5.ICT.2.b	Use appropriate search techniques to locate needed information using digital learning tools and resources.	3-5	Library Scavenger Hunt	12