

MARIPOSA / BUTTERFLY

WRITTEN BY SANDY ASHER & JOSÉ CASAS



Produced by special arrangement with
THE DRAMATIC PUBLISHING COMPANY of
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Streaming Performances
for Schools



TEACHER RESOURCE GUIDE

Mariposa/Butterfly

Written by Sandy Asher & José Casas

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2024), Mathematics (2017), Science (2018-2019), Social & Emotional Learning (2019) and Social Studies (revised 2019).

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

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

The lessons and activities in this guide are created and adapted by Jeanine Tesch in partnership with Playhouse Square's Education Department. The Spanish translation of this guide was adapted by Inés Barranca.



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

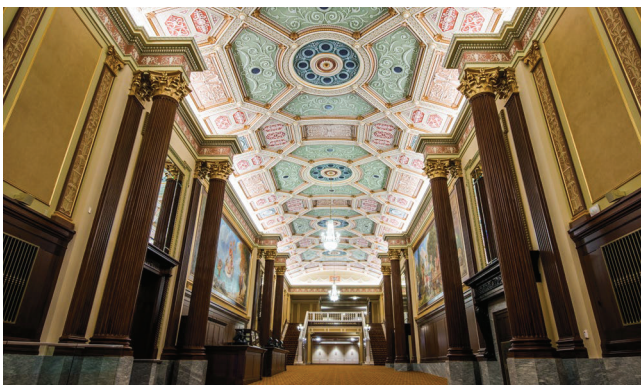
Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

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

When you visit, be sure to check out the retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.



ABOUT THE SHOW

Written by Sandy Asher & José Casas

Produced by special arrangement with THE DRAMATIC PUBLISHING COMPANY of Woodstock, Illinois.

Two neighbors live side-by-side in Texas. A low fence separates their gardens, but much more divides them from each other. One grows flowers; the other raises vegetables. One was born in the U.S., the other in Mexico. One speaks English, the other Spanish. Their differences have kept them so far apart that if one predicts a sunny day, then the other is certain of rain. Even the arrival of a caterpillar causes disagreement – until the resulting mariposa/butterfly, and its eventual departure, unites them in wonder, sadness and a new understanding of the beautiful world they share.

Lovingly produced by Playhouse Square's Education Department, this performance explores how differences can become bridges rather than barriers. Through playful puppetry, whimsical design and newly composed underscoring, the story promotes social-emotional learning concepts such as compassion and making amends.



Creative Team

Sandra Fenichel Asher is an award-winning playwright and author of more than three dozen plays and 25 books for young readers. Her works, including *A Woman Called Truth* and *Chicken Story Time*, have earned national acclaim and multiple AATE Distinguished Play Awards. She has received grants from the National Endowment for the Arts and the Children's Theatre Foundation of America, and her plays have been developed at the Kennedy Center and NYU. A lifelong advocate for literacy and creativity, Asher is a member of the Dramatists Guild, Authors Guild, TYA/USA and SCBWI.

José Casas is a playwright and associate professor at the University of Michigan, where he leads the playwriting minor. His plays include *la ofrenda*, *somebody's children*, and *Flint*, earning honors such as the Bonderman National Playwriting Award and AATE Distinguished Play Award. Casas is the author of *Palabras del Cielo: An Exploration of Latina/o Theatre for Young Audiences*, winner of the AATE Distinguished Book Award. He is a member of the Dramatists Guild and serves on the board of the Children's Theatre Foundation of America.

Directed by **Bridgett Martinez**
Set Design by **Ian Petroni**
Set Construction by **Steve Stuckert**
Scenic Painting by **Nina Huryn**
Puppet Construction by . . . **Melanie McCarter**
Music Composed by **Molly Andrews-Hinders**
Recording Consultant. **Max Perry**



KEY TERMS & EVENTS

fence – a wall or barrier that goes around a yard or space

flower – the colorful part of a plant that makes seeds

fly – to move through the air with wings

friend – a person who is liked and cared about

house – a place where people live

neighbor – a person who lives close by

puppet – a small figure that can be moved by a person to act out a story

rain – water that falls from the sky in drops

sunflower – a tall yellow flower with a big round center that turns towards the sun

sunshine – the light and warmth from the sun

transform – to change from one thing into something else



BUTTERFLY LIFE CYCLE

Science: K.LS.1, K.LS.2, 1.LS.1, 1.LS.2, 1.PS.1, 2.LS.1, 2.LS.2, 3.LS.1, 3.LS.2, 3.LS.3, 3.PS.2, 4.LS.1, 4.LS.2



PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (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

Fine Arts: Visual Arts: K.2PE, K.3PE, K.1CO, 1.3CR, 1.2PE, 1.3PE

Physical Education: 1A.K.3, 1A.1.3, 2A.1.3, 1A.3.4

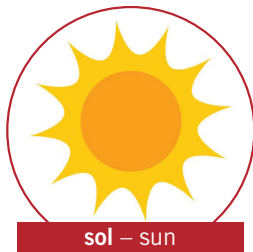
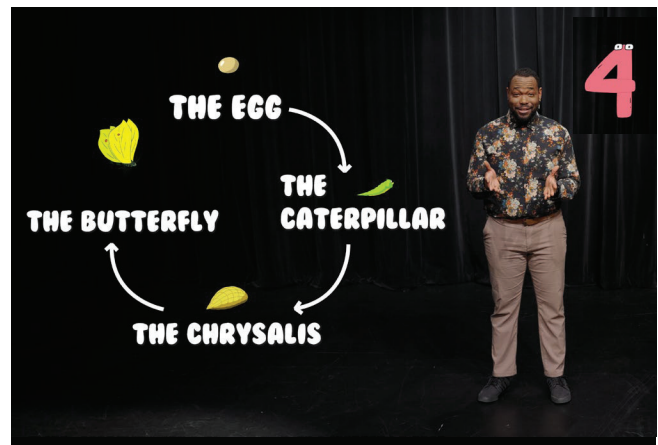
Science: 3.LS.3

Social & Emotional Learning: C2.1.a, C2.2.a, C2.4.a, C3.1.a, D2.3.a, C2.1.b

Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join Molly and AJ as they warm-up physically, learn some Spanish words, create butterfly puppet artwork and explore care in the classroom.

Run time: 12:24

Pause the video after each new vocabulary word so students can repeat it and do the matching action. This helps reinforce understanding and retention.



Number	English	Spanish
1	One	Uno
2	Two	Dos
3	Three	Tres
4	Four	Cuatro
5	Five	Cinco
6	Six	Seis

Materials Needed for Butterfly Puppet Craft:

- Colorful construction paper
- Drawing materials (ex: crayons, colored pencils)
- DIY rod for spine (ex: pipe cleaner, popsicle stick, pencil)
- Decorative materials (ex: stickers, sequins)
- Scissors
- Tape

Word Sleuth – Vocabulary Worksheet (Grades: K-4)

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

English/Language Arts: L.K.4, L.K.5, L.1.4, L.1.5, L.2.4, L.2.5, L.3.4, L.3.5, L.4.4, L.4.5

Name: _____

Directions: Read each group of words. Circle the word that is different from the others in the group. Think about what each word *means* to find the answer!

- | | | | | |
|-----|-----------|----------|-----------|----------------|
| 1. | Sunflower | Rose | Puppet | Tulip |
| 2. | Rain | House | Mailbox | Fence |
| 3. | Mailbox | Tree | Fence | Friend |
| 4. | Puppet | Toy | Bird | Stuffed Animal |
| 5. | Fly | Bird | Butterfly | Fence |
| 6. | Snow | Rain | Sunshine | Toy |
| 7. | Sunflower | Sunshine | House | Sunglasses |
| 8. | Friend | Flower | Neighbor | Helper |
| 9. | Fence | Flower | Garden | Transform |
| 10. | Transform | Neighbor | Change | Grow |

Your Garden, My Garden (Grades: K-4)

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

English/Language Arts: SL.K.1, SL.K.4, SL.K.6, SL.1.1, SL.1.4, SL.1.6, SL.2.1, SL.2.4, SL.2.6, SL.3.1, SL.3.4, SL.3.6, SL.4.1, SL.4.4, SL.4.6

Fine Arts: Drama: K.1CO, K.2CO, K.3CO, 1.2CO, 1.3CO, 2.2CO, 2.4CO, 3.1CO, 3.4CO, 3.6CO, 4.2CO, 4.3CO, 4.4CO

Social & Emotional Learning: A1.1.a, A1.2.a, A1.3.a, A1.4.a, A1.1.b, A1.2.b, A1.3.b, A1.4.b, A2.2.b

This activity helps students practice empathy, respectful communication and active listening through the lens of theater.

Begin with a conversation about differences. Ask students to share examples of how people can be different, including how thoughts (opinions, interests, backgrounds) can be different. Use the analogy that the classroom is like a garden: each student is a unique plant, and everyone thrives when they care for and listen to one another.

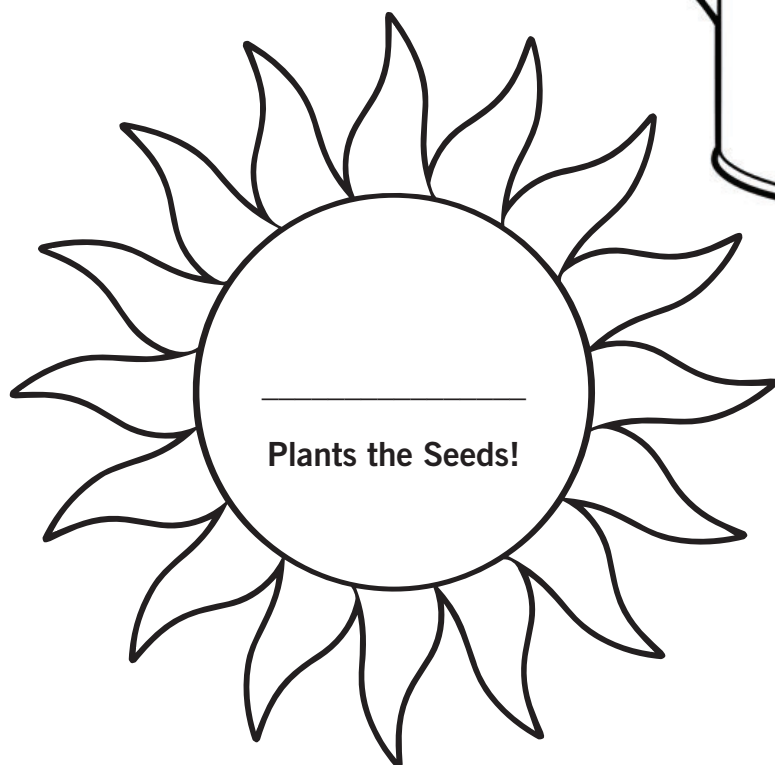
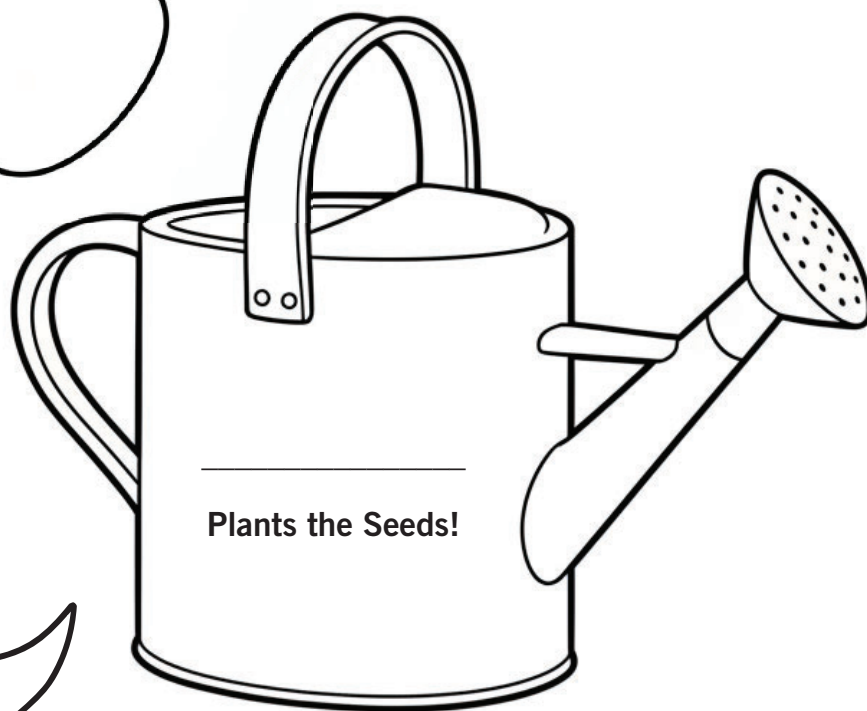
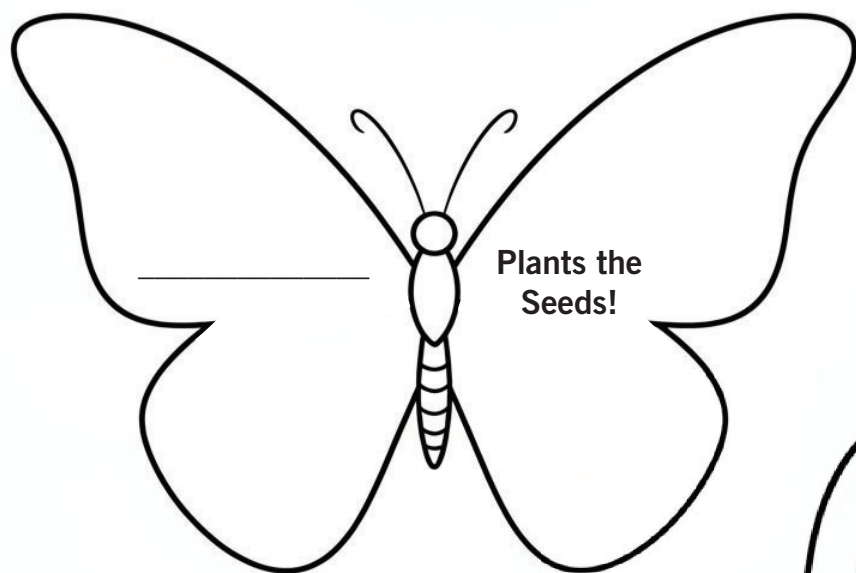
Divide students into small groups. To increase teacher presence in each group, consider rotating students with another ongoing classroom activity. Use the scenario prompts listed in the box on the right to guide the discussions. Props such as puppets, costume pieces or familiar classroom items that are already available can help bring the scenes to life.

Then, each student should decorate an object that helps a garden grow and thrive, such as a watering can, sun or a butterfly. There is a template available on the next page. On the object, have students write one action that helps the classroom garden thrive, like listening to a friend, taking turns or helping clean up. These art pieces will be revisited in a future lesson to create a Classroom Kindness Garden display

ROLE-PLAY SCENARIOS

- ▶ You want to play hide and seek. Your friend wants to play soccer. What can you do together?
- ▶ You and a friend want to use different colors for a poster. How do you decide what to do?
- ▶ You and another kid both want to be line leader. How can you solve it?
- ▶ You have chips. Your friend has fruit snacks. You want to trade. Your friend is not sure. How can you be kind?
- ▶ You want a funny book. Your buddy wants a mystery book. How can you take turns or share?
- ▶ You and a friend are playing with Legos. Only one person wants to clean up. How can you work together?
- ▶ You are playing a game. A friend wants to make a new rule. You do not like it. How can you listen and share nicely?
- ▶ Your friend feels sad because it is raining outside. How can you talk and still have fun?
- ▶ You and a friend both need the same red crayon. How can you both use it?
- ▶ Your favorite holiday is Halloween. A classmate has a different favorite holiday. How can you nicely ask them questions about their favorite holiday?

Your Garden, My Garden Templates



Sooner or Later (Grades: K-4)

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

English/Language Arts: SL.K.1, SL.K.4, SL.K.6, SL.1.1, SL.1.4, SL.1.6, SL.2.1, SL.2.4, SL.2.6, SL.3.1, SL.3.4, SL.3.6, SL.4.1, SL.4.4, SL.4.6

Mathematics: K.MD.3, 1.MD.3, 1.MD.4, 2.MD.7, 3.MD.1

Social & Emotional Learning: B1.1.a, B1.2.a, B1.3.a, B1.1.b, B1.2.b

This activity helps students explore the concept of patience through time, sequencing and group reflection.

Part 1

Begin with a class discussion introducing the words sooner and later:

sooner – something that happens earlier or quickly

later – something that happens after waiting

Provide relatable examples such as when snack or recess time happen during the school day. Which happens sooner?

Explain how understanding time lends to practicing patience. To wait is to be patient and to be patient is also to be kind. On the board, draw two columns labeled Sooner and Later. Write and present daily events (ex: lunch, math time, recess) on index cards or sticky notes and invite students up to the board to place each under the correct heading. Discuss how waiting for certain activities can be an opportunity to show kindness, as well.

Part 2

Bring out a timer or hourglass. (Digital resources for this can be found in Resources, page 18.) Guide students to wait quietly for short intervals (15-20 seconds). Then ask reflective questions:

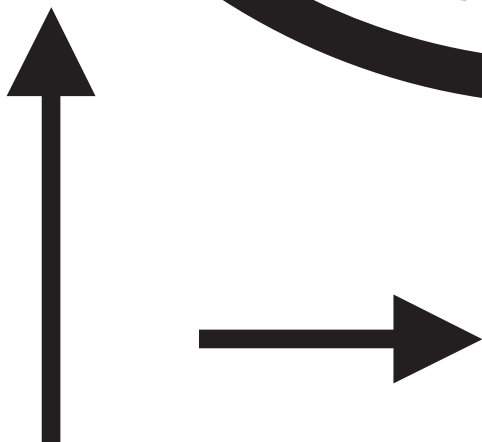
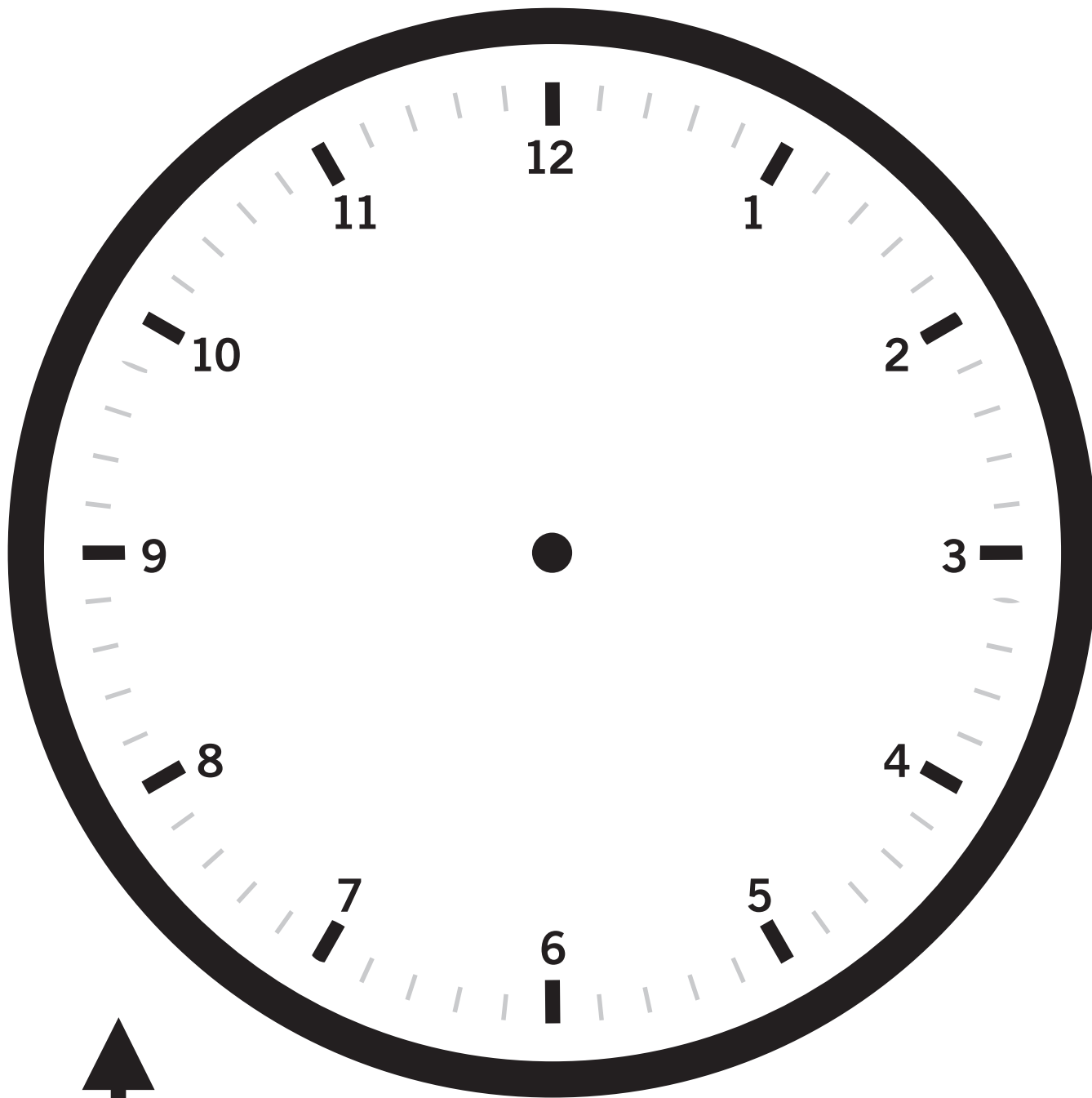
- “How did it feel to wait?”
- “Was it hard or easy to stay calm?”

Display a large clock (see template on the next page) in front of the class with each hour labeled as a kind action like helping a friend, sharing or saying thank you. Explain that kindness, like time, grows gradually. Encourage students to complete one kindness challenge per hour, based on what is on the clock and record them on a class chart or in their journals.

At the end of the day gather students in a closing circle and ask reflective questions such as:

- “Why is waiting sometimes hard?”
- “How does showing patience make others feel?”
- “What happens when you are extra intentional about being kind?”

Reinforce the idea that kindness grows with time and care, and that practicing helps everyone become more empathetic and respectful.



■ POST-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: K-4)

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

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

Fine Arts: Drama: 1.3PE, 2.1PE, 3.1PE, 4.1PE;

Music: K.1CO, K.1CR, K.1RE, K.3CO, K.3PE, K.4RE, K.6RE, 1.1CO, 1.1RE, 1.3CO, 1.3PE, 1.4RE, 1.5PE, 1.6RE, 2.1CO, 2.1RE, 2.3CO, 2.3PE, 2.6RE, 3.1CO, 3.1RE, 3.3PE, 3.6RE, 4.3PE, 4.6RE

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



Playhouse Square teaching artists invite students to join them once again as they continue to explore themes found throughout the show. Join AJ and Molly as they play with expansion and contraction in the body, explore sound and character with the show's percussionist, learn a song and discuss the importance of being a kind neighbor.

Additional Terms

composer – a person who thinks of music and writes it down so others can play it

harp – a big, triangle-shaped instrument with many strings

percussionist – a musician who plays instruments that make a beat or rhythm, like drums

vibraphone – an instrument made of metal bars that are hit with soft sticks called mallets to make ringing, musical tones

The Good Neighbor Song

By Molly Andrews-Hinders

Sometimes I don't know where you're coming from
Gotta open up my ears and listen

Curiosity opens doors
Gotta open up my ears and listen

The space we share
Is for all of us to care
Doesn't matter where you are:
You can be a good neighbor

Monarch Migration (Grades: K-4)

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

English/Language Arts: RI.K.2, RI.K.3, RI.1.2, RI.1.3, RI.2.2, RI.2.3, RI.3.2, RI.3.3, RI.4.2, RI.4.3

Science: K.LS.1, K.LS.2, 1.LS.1, 1.LS.2, 1.PS.1, 2.LS.1, 2.LS.2, 3.LS.1, 3.LS.2, 3.LS.3, 3.PS.2, 4.LS.1, 4.LS.2

Social Studies: K.GEO.5, K.GEO.6, 1.GEO.4, 1.GEO.5, 2.GEO.5, 2.GEO.6, 3.GEO.4, 3.GEO.5, 4.GEO.9, 4.GEO.10

Students will explore the incredible journey of monarch butterflies as they migrate from Mexico to Texas and beyond in this creative map skills activity.

To begin, ask students if they have ever seen a real butterfly and where they saw it. Was it in their backyard or somewhere else in their neighborhood, such as a butterfly garden? Did they have to travel to see butterflies? Then, introduce the concept of migration.

migrate – to move from one place to another

Guide students in identifying what butterflies need during migration:

- Food
- Rest
- Safe habitats

Emphasize that no single butterfly completes the entire round trip; it takes multiple generations.

Use the large map template (see next page) to trace the monarch butterfly's path from the mountain forests of Mexico through Texas and into the northern United States. Highlight key stops and explain the role of milkweed and nectar sources.



Key Migration Stops

Mexico

Monarchs spend the winter in the mountain forests of central Mexico. They rest here in large groups to stay warm.

Texas

Monarchs lay their eggs on milkweed plants. This stop is one of the first in their spring journey north.

Kansas

As monarchs travel through Kansas, they find fields of wildflowers. These flowers provide nectar for food along the way.

Great Lakes Region

Monarchs stop near the Great Lakes to rest before crossing the water. This region is often one of their final stops before reaching their summer home.

On the map, have students:

- Label cardinal directions
- Draw arrows showing the migration route
- Color Mexico, Texas, Kansas and the Great Lakes in different colors
- Add symbols for milkweed and nectar sources
- Make a map legend that explains the colors and symbols used

Migration Map



Grow Where You Are Planted (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.2, W.1.1, W.1.2, W.2.1, W.2.2, W.3.1, W.3.2, W.4.1, W.4.2

Fine Arts: Visual Arts: K.1CR, K.2CR, K.3CR, 1.1CR, 1.2CR, 1.3CR, 2.1CR, 2.2CR, 2.3CR, 3.1CR, 3.2CR, 3.3CR, 4.1CR, 4.2CR, 4.3CR

Social & Emotional Learning: B1.1.a, B1.2.a, B2.2.a, B2.3.a, B1.1.b, B1.2.b, B2.1.b, B2.3.b

In *Mariposa/Butterfly*, the characters went on a personal growth journey and learned how to make amends.

*Everyone has an invisible garden inside.
Our thoughts are seeds, our actions are
sunshine and our words are water.
Positive choices help our garden grow
strong and beautiful.*

Begin with a class discussion or journal prompt with these questions:

- What helps your inner garden grow?
- Can you think of a time when someone's words made you feel proud or happy?
- What are some things you do that make you feel like your best self?

Use sentence starters for younger students:

- "I grow when I..."
- "My garden blooms when..."

Then, distribute the flower templates (see next page) to the class. Students should write one positive word or growth phrase on each petal (ex: kindness, courage, curiosity). Encourage vibrant coloring and decoration. Collect the flowers.

Gather students in reflection circle and wrap up the activity with a discussion about the play's theme:

- Why is it important to listen carefully when someone else is talking?
- How can we show respect when someone has a different idea than we do?

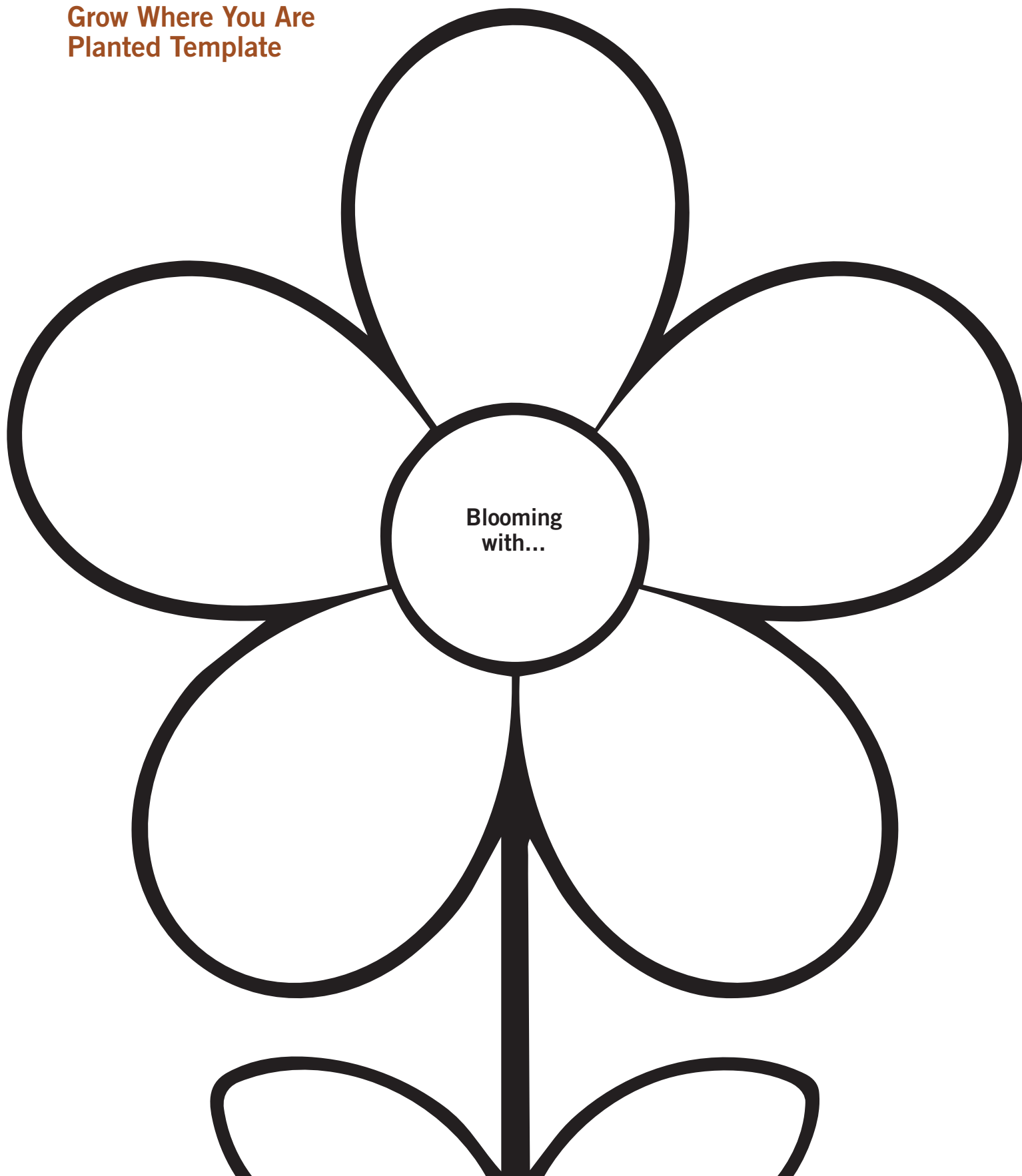
- What can we do if we don't understand what someone means?
- How does it feel when someone listens to your thoughts and feelings?
- Why is it okay to make mistakes when we're trying to learn or get along?
- How can we fix a misunderstanding with a friend or classmate?
- What makes each person in our class special or different?
- How can good communication help us work together as a team?
- What can we say or do to help someone feel accepted and included?
- What did you learn from a time when you had to say "I'm sorry" or "I didn't understand"?

At the end of the discussion, assemble the Classroom Kindness Garden.

Prepare an open space such as a bulletin board, wall section or door and add a colorful background that resembles grass and a sky. Collect student creations from two activities **a)** The objects from the Your Garden, My Garden activity. **b)** The flowers from earlier in this lesson.

Make sure everyone has a job taping the difference pieces into the garden display. Have fun and be creative!

**Grow Where You Are
Planted Template**



RESOURCES

BOOKS



Recommended reads curated by Cleveland Public Library

- *A Thousand White Butterflies*, by Jessica Betancourt-Perez
- *Bluey: Camping*, by Penguin Young Readers
- *Bye Land, Bye Sea*, by Renè Spencer
- *Dancing Hands: A Story of Friendship in Filipino Sign Language*, by Joanna Que
- *Quiet Time with My Seeya*, by Dinalie Dabarera



For more information,
visit CPL Youth Services
or go to cpl.org.

WEB



Classroom Connections Video Workshops

Mariposa/Butterfly Pre-Show Video. Password:
TXuno234 <https://vimeo.com/1148807890>

Mariposa/Butterfly Post-Show Video. Password:
TXuno234 <https://vimeo.com/1148818295>

“Sooner or Later” Activity

“Interactive Classroom Timers,” *Online-Stopwatch*,
<https://www.online-stopwatch.com/classroom-timers>

“Timer, Hourglass and Stopwatch Classroom Timers,”
Gynzy, <https://www.gynzy.com/en/teaching-tools/classroom-management-tools/classroom-timers>

More on Monarch Migration

“Experience the Amazing Monarch Butterfly!
Interactive Map,” *National Wildlife Federation*,
<https://butterfly.nwf.org/>

“Five Super Stops on the Monarch Migration Trail,”
U.S. Fish and Wildlife Service,
<https://www.fws.gov/story/five-super-stops-monarch-migration-trail>

“Monarch Butterfly,” *National Geographic Kids*,
<https://kids.nationalgeographic.com/animals/invertebrates/facts/monarch-butterfly>



CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Word Sleuth	8
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	K	Word Sleuth	8
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	K	Monarch Migration	14
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K	Monarch Migration	14
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Your Garden, My Garden Sooner or Later	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	Sooner or Later	11
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K	Sooner or Later	11
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K	Your Garden, My Garden Sooner or Later	9 11
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K	Your Garden, My Garden Sooner or Later	9 11
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	Grow Where You Are Planted	16
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.	K	Grow Where You Are Planted	16
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	Grow Where You Are Planted	16

L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Word Sleuth	8
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	Word Sleuth	8
RI.1.2	Analyze informational text development.	1	Monarch Migration	14
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1	Monarch Migration	14
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Your Garden, My Garden Sooner or Later	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	Sooner or Later	11
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1	Sooner or Later	11
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1	Your Garden, My Garden Sooner or Later	9 11
SL.1.6	Produce complete sentences when appropriate to task and situation.	1	Your Garden, My Garden Sooner or Later	9 11
W.1.1	Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.	1	Grow Where You Are Planted	16
W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	1	Grow Where You Are Planted	16
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Word Sleuth	8
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	2	Word Sleuth	8
RI.2.2	Analyze informational text development.	2	Monarch Migration	14
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2	Monarch Migration	
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Your Garden, My Garden Sooner or Later	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	Sooner or Later	11

SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2	Sooner or Later	11
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2	Your Garden, My Garden Sooner or Later	9 11
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2	Your Garden, My Garden Sooner or Later	9 11
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	Grow Where You Are Planted	16
W.2.2	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2	Grow Where You Are Planted	16
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	Word Sleuth	8
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	3	Word Sleuth	8
RI.3.2	Analyze informational text development.	3	Monarch Migration	14
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3	Monarch Migration	14
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	Your Garden, My Garden Sooner or Later	9 11
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	Sooner or Later	11
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3	Sooner or Later	11
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3	Your Garden, My Garden Sooner or Later	9 11

SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3	Your Garden, My Garden Sooner or Later	9 11
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	3	Grow Where You Are Planted	16
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3	Grow Where You Are Planted	16
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	Word Sleuth	8
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4	Word Sleuth	8
RI.4.2	Analyze informational text development.	4	Monarch Migration	14
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	4	Monarch Migration	14
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	Your Garden, My Garden Sooner or Later	9 11
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4	Your Garden, My Garden Sooner or Later	9 11
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	4	Your Garden, My Garden Sooner or Later	9 11
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4	Your Garden, My Garden Sooner or Later	9 11
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation.	4	Your Garden, My Garden Sooner or Later	9 11
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4	Grow Where You Are Planted	16
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4	Grow Where You Are Planted	16

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CO	Share thoughts, emotions, and ideas in response to a dramatic or theatrical experience.	K	Your Garden, My Garden	9
K.2CO	Identify stories that are different from one another in dramatic play or a guided drama experience (process drama, story drama, creative drama).	K	Your Garden, My Garden	9
K.3CO	Engage in dramatic experiences to explore concepts from other academic areas.	K	Your Garden, My Garden	9
1.2CO	Identify similarities and differences in stories from one's own community in a guided dramatic experience (process drama, story drama, creative drama).	1	Your Garden, My Garden	9
1.3CO	Engage in dramatic and theatre experiences to explore concepts from other academic areas.	1	Your Garden, My Garden	9
2.2CO	Compare the same story across cultures while recognizing there are varied points of view.	2	Your Garden, My Garden	9
2.4CO	Use processes of theatre to integrate information from other academic content areas.	2	Your Garden, My Garden	9
3.1CO	Identify factors that influence personal opinions about a dramatic work, theatrical work, or experience.	3	Your Garden, My Garden	9
3.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	3	Your Garden, My Garden	9
3.6CO	Use problem-solving and communication skills to interpret a story.	3	Your Garden, My Garden	9
4.2CO	Explore dramatic, theatrical, and storytelling traditions in the cultures or ethnic groups throughout Ohio's history.	4	Your Garden, My Garden	9
4.3CO	Use the elements of theatre in combination with art elements from at least two other art forms.	4	Your Garden, My Garden	9
4.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	4	Your Garden, My Garden	9

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1CR	Explore environments and experiences to generate original artmaking ideas.	K	Grow Where You Are Planted	16
K.2CR	Engage in self-directed play with various materials.	K	Grow Where You Are Planted	16
K.3CR	Discover how the elements of art can be used in artmaking.	K	Grow Where You Are Planted	16

1.1CR	Differentiate between personal ideas and the ideas of others when developing artmaking concepts.	1	Grow Where You Are Planted	16
1.2CR	Explore materials to devise imagery and symbols.	1	Grow Where You Are Planted	16
1.3CR	Experiment with various elements of art to communicate meaning.	1	Grow Where You Are Planted	16
2.1CR	Generate artmaking ideas from multiple sources.	2	Grow Where You Are Planted	16
2.2CR	Combine materials to explore personal artistic ideas.	2	Grow Where You Are Planted	16
2.3CR	Investigate ways to organize elements of art to express meaning.	2	Grow Where You Are Planted	16
3.2CR	Investigate artistic challenges using various materials and tools.	3	Grow Where You Are Planted	16
3.3CR	Experiment with the elements of art to explore connections with the principles of design.	3	Grow Where You Are Planted	16
4.1CR	Discover and solve problems of personal relevance and interest when developing artmaking ideas.	4	Grow Where You Are Planted	16
4.2CR	Select materials and processes to solve artistic problems.	4	Grow Where You Are Planted	16
4.3CR	Consider the elements of art and principles of design to create visually effective compositions.	4	Grow Where You Are Planted	16

Mathematics

Standard	Description	Grade	Activity	Page
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. The number of objects in each category should be less than or equal to ten. Counting and sorting coins should be limited to pennies.	K	Sooner or Later	11
1.MD.3	Work with time and money.	1	Sooner or Later	11
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1	Sooner or Later	11
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2	Sooner or Later	11
3.MD.1	Work with time and money.	3	Sooner or Later	11

Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Butterfly Life Cycle Monarch Migration	6 14
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Butterfly Life Cycle Monarch Migration	6 14
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Butterfly Life Cycle Monarch Migration	6 14
1.LS.2	Living things survive only in environments that meet their needs.	1	Butterfly Life Cycle Monarch Migration	6 14
1.PS.1	Properties of objects and materials can change.	1	Butterfly Life Cycle Monarch Migration	6 14
2.LS.1	Living things cause changes on Earth.	2	Butterfly Life Cycle Monarch Migration	6 14
2.LS.2	All organisms alive today result from their ancestors, some of which may be extinct. Not all kinds of organisms that lived in the past are represented by living organisms today.	2	Butterfly Life Cycle Monarch Migration	6 14
3.LS.1	Offspring resemble their parents and each other.	3	Butterfly Life Cycle Monarch Migration	6 14
3.LS.2	Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing	3	Butterfly Life Cycle Monarch Migration	6 14
3.LS.3	Plants and animals have life cycles that are part of their adaptations for survival in their natural environments	3	Butterfly Life Cycle Monarch Migration	6 14
3.PS.2	Matter exists in different states, each of which has different properties.	3	Butterfly Life Cycle Monarch Migration	6 14
4.LS.1	Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful.	4	Butterfly Life Cycle Monarch Migration	6 14
4.LS.2	Fossils can be compared to one another and to present-day organisms according to their similarities and differences.	4	Butterfly Life Cycle Monarch Migration	6 14

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	Your Garden, My Garden	9
A1.2.a	Recognize emotions as natural and important.	K-2	Your Garden, My Garden	9
A1.3.a	Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult.	K-2	Your Garden, My Garden	9

A1.4.a	Recognize that current events can impact emotions.	K-2	Your Garden, My Garden	9
B1.1.a	Identify personal behaviors or reactions when experiencing basic emotions.	K-2	Sooner or Later Grow Where You Are Planted	11 16
B1.2.a	Describe verbal and nonverbal ways to express emotions in different settings.	K-2	Sooner or Later Grow Where You Are Planted	11 16
B1.3.a	Identify and begin to use strategies to regulate emotions and manage behaviors.	K-2	Sooner or Later Grow Where You Are Planted	11 16
A1.1.b	Identify a range of personal emotions.	3-5	Your Garden, My Garden	9
A1.2.b	Identify that emotions are valid, even if others feel differently.	3-5	Your Garden, My Garden	9
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	Your Garden, My Garden	9
A1.4.b	Describe how current events trigger emotions.	3-5	Your Garden, My Garden	9
A2.2.b	Demonstrate a skill or talent that builds on personal strengths.	3-5	Your Garden, My Garden	9
B1.1.b	Demonstrate strategies to express a range of emotions within the expectations of the setting.	3-5	Sooner or Later Grow Where You Are Planted	11 16
B1.2.b	Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings.	3-5	Sooner or Later Grow Where You Are Planted	11 16
B2.1.b	Identify goals for academic success and personal growth.	3-5	Sooner or Later Grow Where You Are Planted	11 16
B2.3.b	Plan steps needed to reach a short-term goal.	3-5	Sooner or Later Grow Where You Are Planted	11 16

Social Studies

Standard	Description	Grade	Activity	Page
K.GEO.5	Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.	K	Monarch Migration	14
K.GEO.6	Models and maps represent real places.	K	Monarch Migration	14
1.GEO.4	Maps can be used to locate and identify places.	1	Monarch Migration	14
1.GEO.5	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).	1	Monarch Migration	14

2.GEO.5	Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.	2	Monarch Migration	14
2.GEO.6	The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.	2	Monarch Migration	14
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	Monarch Migration	14
3.GEO.5	Daily life is influenced by the agriculture, industry and natural resources in different communities.	3	Monarch Migration	14
4.GEO.9	A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	4	Monarch Migration	14
4.GEO.10	The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.	4	Monarch Migration	14