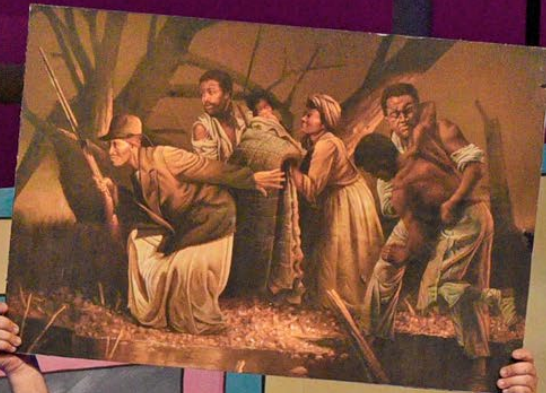


Miss Nelson Has a Field Day

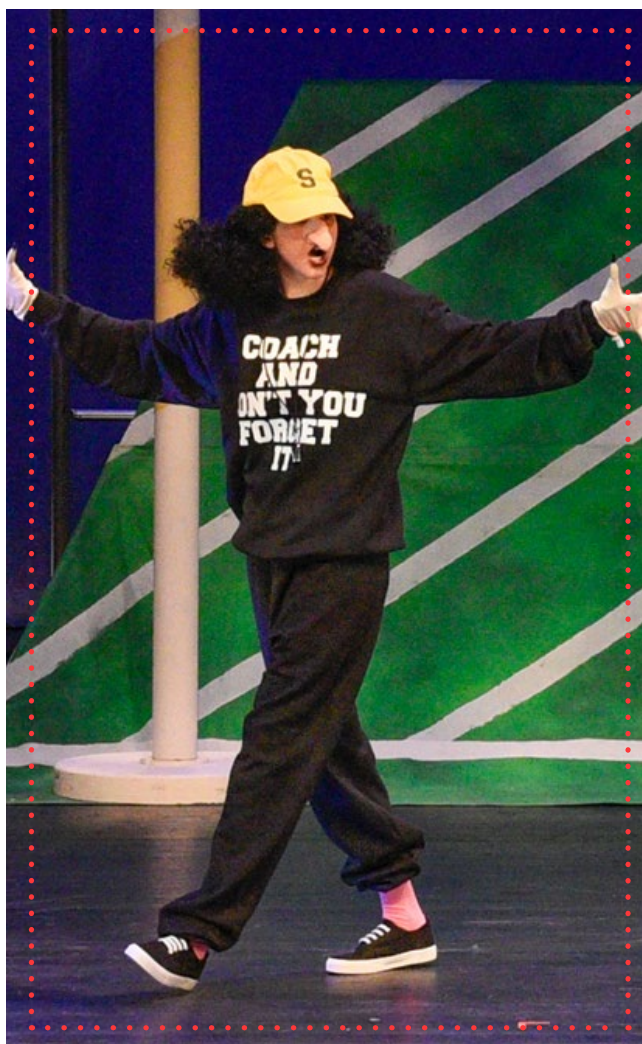


TEACHER RESOURCE GUIDE

Miss Nelson Has a Field Day

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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 (2012), Mathematics (2017), Physical Education (adopted 2015), 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.

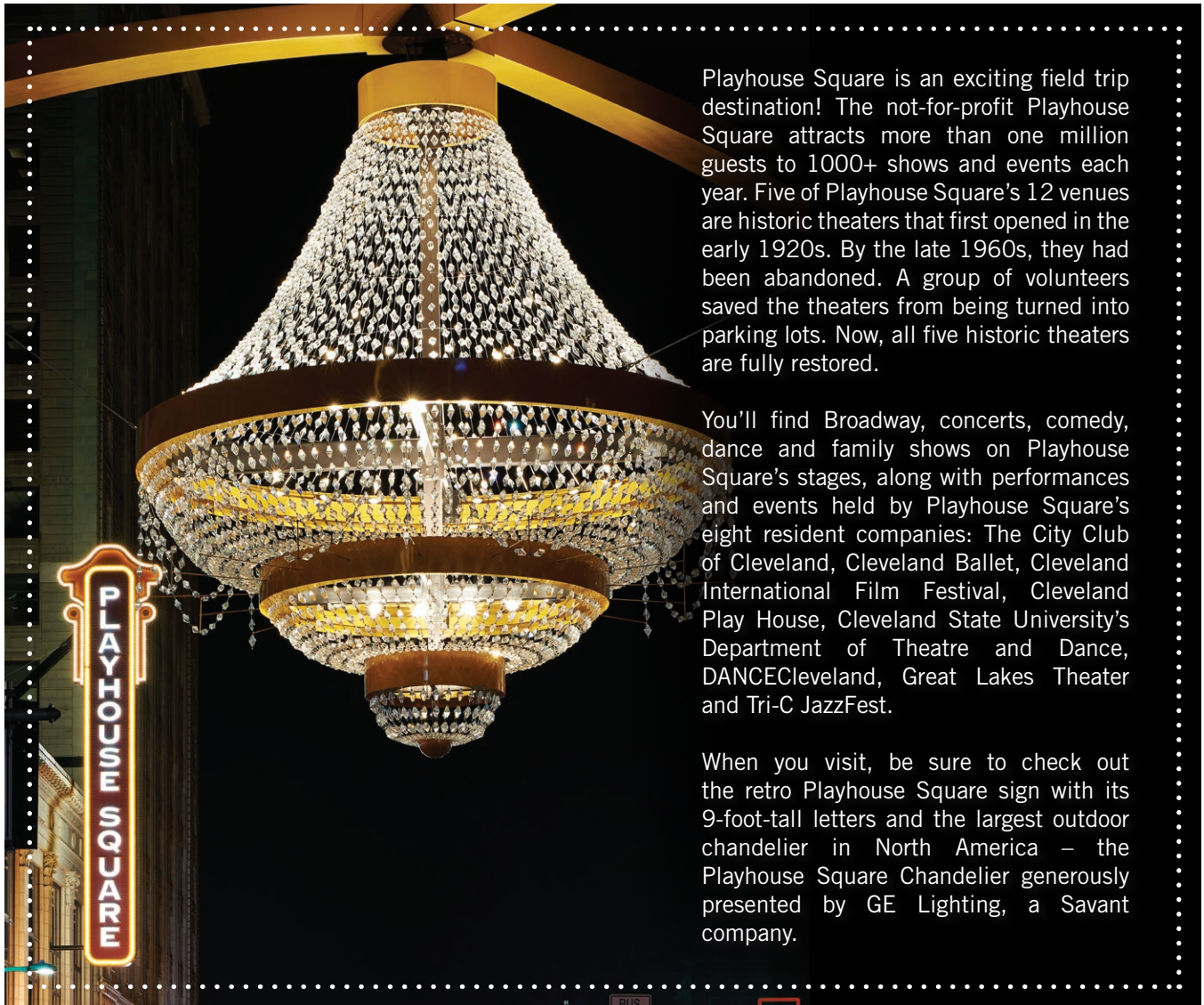
The lessons and activities in this guide are created and adapted by Davida Pantuso and Noah Pigza in partnership with Playhouse Square's Education Department. Excerpts have been included from the Dallas Children's Theater On Tour Study Guide for this title.



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.

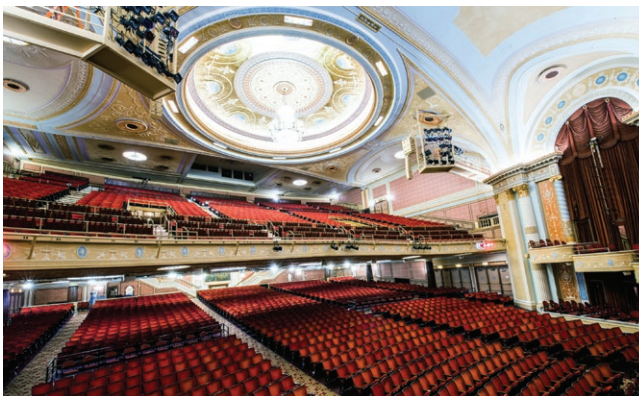
ABOUT PLAYHOUSE SQUARE



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

Based on the best-selling book by Harry Allard, illustrated by James Edward Marshall
Book, music and lyrics by Joan Cushing
Directed by K Doug Miller

The Horace B. Smedley Tornadoes have not won a single game this year. Not only that, but the team has not even scored a single point! This has left the entire school and town in the dump. Coach Armstrong has left the team and the principal has given up hope despite his best efforts. Miss Nelson decides to step in and enlist help from Coach Viola Swamp. Will the team stand a chance against the Central Wolves for the big Thanksgiving Day game?

Offering an inspiring example of perseverance, sportsmanship, and teamwork, *Miss Nelson Has a Field Day* takes the audience, the students of Horace B. Smedley, and Miss Nelson on a wild journey through the difficulties of winning and losing and what it takes to get your team back on track even if it involves more than meets the eye.



Your Family Arts Center
**DALLAS
CHILDREN'S
THEATER**

ABOUT DALLAS CHILDREN'S THEATER

Founded in 1984 by its current Executive Director Robyn Flatt and Dennis Vincent, Dallas Children's Theater was created out of a growing need for professional, high-quality youth entertainment. Located in Dallas, Texas, the company's productions promote social values and moral integrity while reflecting the cultural diversity of its community through casting and themes. Staging over 10 productions a year in the newly renovated Rosewood Center for the Family Arts, Dallas Children's Theater, offers a myriad of experiences, resources, and opportunities for the surrounding community. It strives to ensure that all families and groups have access to the theater regardless of socio-economic or cultural background, providing up to 10,000 free and reduced tickets to children who would not otherwise get the opportunity to enjoy professional, live theater.

In addition to the shows, DCT has a theater academy, a national touring company which travels to nearly 26 states and 52 cities annually, and an arts-in-education program for local schools.

DCT's continued excellence in community outreach and theater arts has earned it national acclaim. Both *American Theater* magazine and *Time* magazine recognize Dallas Children's Theater as one of the leading professional family theaters in the United States.

Learn more at <https://www.dct.org/>

ABOUT THE AUTHORS

Harry Allard was born in Evanston, Illinois on January 27th, 1928. He grew up in California, Long Island and Chicago. He graduated from Northwestern College in 1943 and then performed active duty in Korea. After living in Paris for several years, he became so fluent in the language that he got a master's degree and then a Ph.D. in French from Yale in 1973. He then taught French at the college level for many years.

Upon his arrival in Boston, he met James Marshall, whose arts and friendship inspired Allard's first book, *The Stupids Step Out*. This successful collaboration paved the way for the publication of other *Stupids* books and the *Miss Nelson* series. *Miss Nelson is Missing!* was voted one of the most memorable books of the century.

Mr. Allard lives and works in Massachusetts.

James Edward Marshall, born October 10th, 1942, was an American illustrator and writer of children's books, probably best known for the *George and Martha* series of picture books (1972-1988). He illustrated books exclusively as James Marshall; when he created both text and illustrations, he sometimes wrote as Edward Marshall. In 2007, the U.S. professional librarians

posthumously awarded him the biennial Laura Ingalls Wilder Medal for "substantial and lasting contribution" to American children's literature.

About the Playwright/Composer

Joan Cushing is a former elementary school teacher and cabaret performer. She is best known for her political satirical revue *Mrs. Foggybottom & Friends*, which opened in 1986 at New Playwrights Theatre, and moved to the Omni-Shoreham Hotel in Washington, D.C., where it ran for 10 hit years, and four years on the road, including performances at Don't Tell Mama and The Triad in New York City. More recently, she has adapted 16 popular children's books as musicals, receiving over 400 productions and 5 national tours. Works include *Petite Rouge: A Cajun Red Riding Hood* (2007 NY Musical Theatre Festival), *Junie B. Jones & a Little Monkey Business!*, and *Miss Nelson is Missing!*, which was the winner of the 2003 National Children's Theatre Festival. She also wrote a musical version of popular children's writer Kelly Di Pucchio's *Grace for President*, which recently played at Playhouse Square in October 2022!

Ms. Cushing lives in the Nation's Capital where all the crazy politics happen. She is a widower with three beautiful sons and four splendid grandsons.



KEY TERMS & EVENTS

Adaptation – a new storying or retelling of a story based on an already existing work

Coach – a person who trains and teaches athletes

Expert – someone who knows a great deal about a particular thing

Field – an open area where sports events take place

Football – a sport played in the United States and Canada where two teams try to score by passing or carrying the ball to the other team's end zone, or by kicking it through the goal posts

Fullback – football player placed behind the quarterback that often carries the ball

Fumble – to lose one's grip or control

Giving the Business – an expression used to describe making difficulties for someone or treating them harshly

Gloom – a state of low spirits or sadness caused by loss of hope or courage

Horse Around – to play in a silly or foolish way

Lose – to fail to win

Make Mincemeat – an expression meaning to defeat utterly or destroy

Measles – a very contagious disease that causes a fever and red spots on the skin

Pitiful – deserving of pity; small or inadequate

Practice – the doing of some activity many times to become skilled at it

Quarterback – football player who calls the plays and handles the ball most of the time

Receiver – football player who catches the passes by the quarterback

Rest – a state of relaxation or sleep that heals or refreshes the body

Results – something that happens because of something else

Rummaging – quickly searching through

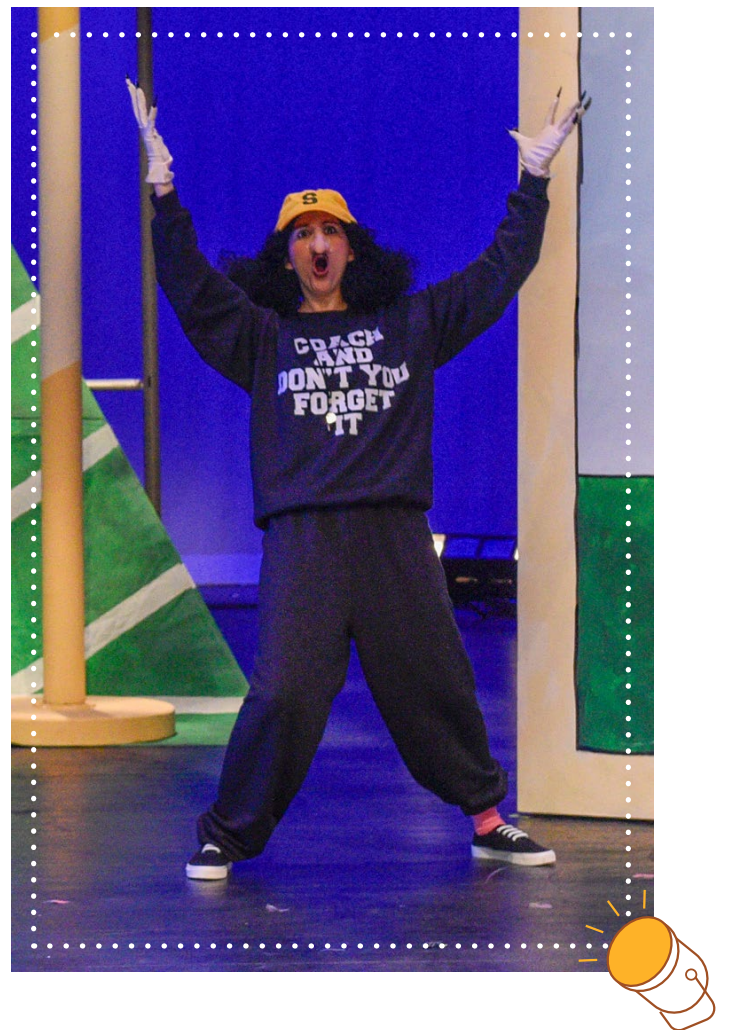
Script – the written text of a play, movie or broadcast

Substitute – a person or thing that takes the place of another

Tackle – the act of taking someone down to the ground

Touchdown – a score worth six points in football, made by carrying or passing the ball into the end zone of the opposite side

Witch – a slang term for a particularly mean or cruel person, usually female; someone thought to have magical powers



■ PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (grades K-5)

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

Social Studies: K.His.1, K.His.2, K.Gov.9, 1.His.1, 1.His.2, 1.Geo.7, 1.Gov.8, 1.Gov.9, 1.Gov.10, 2.His.1, 2.His.2, 2.Gov.12, 3.His.1, 3.His.2, 4.His.2

Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join AJ and Molly as they travel to the Football Hall of Fame in Canton, Ohio to learn all about the history of football.

Guest stars:

Rich Desrosiers, Chief Communications & Content Officer at The Pro Football Hall of Fame

Run time: 10:41



DID YOU KNOW?

NFL player uniforms are numbered according to their position:

- 1-19 Quarterbacks & Kickers
- 20-49 Running Backs & Defensive Backs
- 50-59 Centers & Linebackers
- 60-79 Defensive & Interior Offensive Linemen
- 80-89 Wide Receivers & Tight Ends
- 90-99 Defensive Linemen

Teams have five different ways to score:

- Touchdown = 6 points
- Field Goal = 3 points
- Safety = 2 points
- Two Point Conversion = 2 points
- Extra Point = 1 point



In 1980, the **Cleveland Browns** were nicknamed the **Kardiac Kids** because they often had the outcomes of games decided in the final moments.

The **Baltimore Ravens** used to be the **Cleveland Browns** before the team was relocated in 1995. Cleveland kept the Browns' name, colors and history.

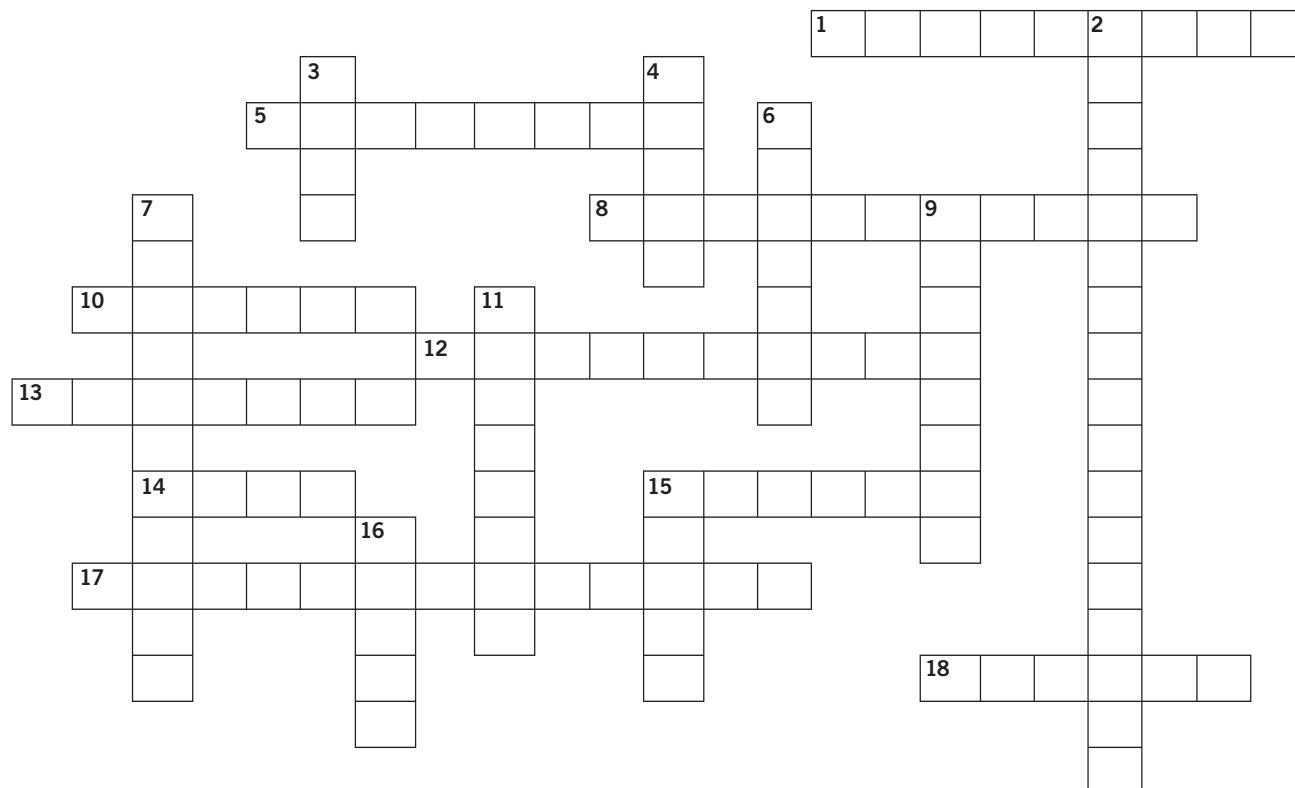


Crossword (grades 1-5)

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

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

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 *Miss Nelson Has a Field Day*.



ACROSS

1. Quickly searching through
5. A sport played in the United States and Canada where two teams try to score by passing or carrying the ball to the other team's end zone, or by kicking it through the goal posts.
8. To play in a silly or foolish way
10. The act of taking someone down to the ground
12. A person or thing that takes the place of another
13. Deserving of pity; small or inadequate
14. A state of relaxation or sleep that heals or refreshes the body
15. To lose one's grip or control
17. An expression meaning to defeat utterly or destroy
18. Someone who knows a great deal about a particular thing

DOWN

2. An expression used to describe making difficulties for someone or treating them harshly
3. To fail to win
4. A state of low spirits or sadness caused by loss of hope or courage
6. Things that happen because of something else
7. Football player who calls the plays and handles the ball most of the time
9. Football player who catches the passes by the quarterback
11. Football player placed behind the quarterback that often carries the ball
15. An open area where sports events take place
16. A slang term for a particularly mean or cruel person, usually female; someone thought to have magical powers

Teamwork Makes the Dream Work (grades K-5)

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, SL.5.1

Fine Arts: Drama: K.1CE, K.5CE, K.5PR, K.6RE, 1.7RE, 2.6CE, 2.5PR, 3.7PR, 4.2RE

Social & Emotional Learning: B2.2.a, E3.1.a, E3.3.a

In *Miss Nelson Has a Field Day*, Coach Swamp proves that effort, discipline, and practice is crucial in being a successful team. In this activity, students will explore other aspects of teamwork and how these lessons can be applied to their everyday lives in the classroom, in the workplace, and at home. There are no rules to working as a team, as long as everyone is working together to achieve a common goal.

Split the class into smaller groups. Groups of five or six would be ideal for younger grade levels, while students in older grades can go up to groups of 10. Give one student a ball or other small, soft item to toss. Ask the student to say the name of another classmate and then toss the item to that student. The new student will then say the name of another student who has *not yet* received the item and proceed to toss the item to them, and so forth. The last student to receive the item should return it to the original student. Have them repeat this process again, keeping the same order of who received the item and calling out the students' names before each toss.

On the third time, can they do it without talking? On the fourth time, can they speed it up? What happens if someone is not paying attention? What happens if someone forgets who they tossed it to?

Hold a class discussion about teamwork by asking the following questions.

1. Create together a classroom definition of teamwork. How would you describe it? Are there any keywords to focus on?
2. Can you think of an example of teamwork in the book? What about in the play? In real life?
3. What makes a great team?
4. What are some benefits of teamwork?
5. What might make teamwork hard?
6. What are some of your favorite teams?



Who Wrote What? (grades 1-5)

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

Fine Arts: Drama: K.4RE, 3.6CE, 5.3CE, 5.4CE

English/Language Arts: RL.K.6, W.K.7, RI.1.5, W.1.7, RI.2.5, W.2.7, RI.3.5, W.3.7, W.4.7, W.5.7

The play *Miss Nelson Has a Field Day* is based off of the well-known children's book with the same title. In this activity, students will learn about the creators who developed this wonderful story and learn the distinction between the roles for books vs. plays

BOOK	PLAY
Author – a writer of written word, usually a book, article or report Illustrator – a person who draws or creates pictures, usually for books, magazines, and more.	Playwright – a person who writes theatrical plays Designers – people who create set pieces, lighting, costumes and other pieces for theatrical plays that bring the story to life

To begin, talk about the job of the author and illustrator of a book and how sometimes there can be more than one author, more than one illustrator, or that sometimes the author and illustrator can even be the same person! Read the book as a class or listen to the read-aloud available on the resources page. Have students learn about the authors Harry Allard and James Marshall by researching them online or through the brief biographies in the About section of this guide.

Next, talk about the job of a playwright and a show's scenic, lighting and costume designers. Explain that when a story exists first in a book, the play is then an *adaptation* of the book, meaning it's either a new version or retelling of a story based on an already existing work. It

is the playwright's job to create the *script*, or the written text of all spoken words and major actions in a show. She translates the words in the book to dialogue on stage! Have students read about the show's playwright, Joan Cushing in the About section of this guide and work together or separately to complete the worksheets on the next page.

After viewing the performance, discuss the different designer roles for theatrical works (e.g., director, scenic designer, costume designer, lighting designer). Distinguish what designs were likely created by whom, and how they help tell the story. Would the design or story change if the show was told in other mediums, such as the radio or television?

PLAY

3.

Who Wrote What?

What is the difference between an author and a playwright? _____

What is the first book series Allard and Marshall worked on together? _____

Can you name one story that all three writers worked on? _____

How is a designer like an illustrator, and how are they different?

Some authors and illustrators of my other favorite books are:

Book: _____

Author: _____

Illustrator: _____

Book: _____

Author: _____

Illustrator: _____

Ready, Set, Score! (grades 1-5)

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

Mathematics: 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.MD.2, 1.MD.4, 2.NBT.5, 2.MD.1, 3.NBT.2, 4.NBT.4

Football is the central sport within the story of *Miss Nelson Has a Field Day*. At the beginning of the book and play, the Horace B. Smedley Tornadoes have not scored a single point! In this activity, students will learn about how points are scored in the game and learn how to measure and calculate yards gained.

SUPPLIES NEEDED:

- Yard Stick
- Rulers
- Various Objects
- Pencil and Paper to record findings

What is a yard?

First, using a yardstick and three rulers as a visual, explain that a yard is equivalent to **36 inches** or **3 feet**. A football playing field is a rectangle that is made up of 100 yards, so the field is 300 feet long without the end zones! Find an example or two in the classroom that are close to, or equal to, one yard in length. Can students identify anything else in the room that is the same length? Can they identify any other items that are shorter or longer?

Break students into groups giving them 5 minutes to explore around the room to find any items they believe are close to a yard in length. They will bring their items to the center of the room and, together, measure them as a class, recording the findings of what is exact, shorter or longer. Which team came the closest to a yard?

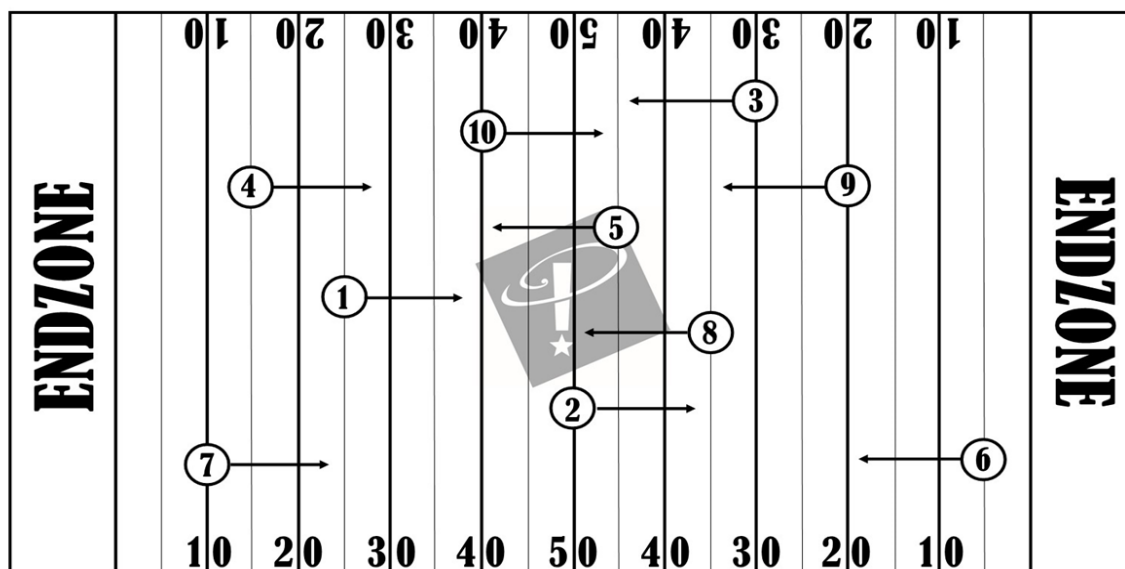
Scoring

Next, explain to the students that to score points in football, a team must move the ball down the field, gaining yards. A team scores 6 points when they reach the endzone, called a touchdown!

Using the worksheet on the next page, have students calculate how many yards the Smedley Tornadoes need to score a touchdown for each play. Note that a football field has yard markings that start at 50 in the middle and decrease as they near the end zones. Students should pay attention to the arrows to determine which direction the team is running. If the play passes the center to get to the end zone, students will need to add combine yards from both sides together to get the correct result.

This activity is adapted from the Magical Theatre Company study guide for this title.

Ready, Set, Score!



Starting values

Using the yard markers on the field above to determine at which yard line the Tornadoes start each play.

- ① = ____ yards ② = ____ yards ③ = ____ yards ④ = ____ yards ⑤ = ____ yards
 ⑥ = ____ yards ⑦ = ____ yards ⑧ = ____ yards ⑨ = ____ yards ⑩ = ____ yards

Finding answers

This time, use subtraction to determine how many yards the Tornadoes must gain to score. Remember that the length of the playing field is 100 yards, so a touchdown = 100. We will use the equation 100 minus the starting position to determine how far the player must run to score.

- 100 - ① = ____ 100 - ② = ____ 100 - ③ = ____ 100 - ④ = ____ 100 - ⑤ = ____
 100 - ⑥ = ____ 100 - ⑦ = ____ 100 - ⑧ = ____ 100 - ⑨ = ____ 100 - ⑩ = ____

Scoring

Calculate the amount of yards needed to score a touchdown. These answers can also be found by counting the bold lines on the field above, starting with the play number and moving towards the endzone.

- ① + ____ = Touchdown ② + ____ = Touchdown ③ + ____ = Touchdown
 ④ + ____ = Touchdown ⑤ + ____ = Touchdown ⑥ + ____ = Touchdown
 ⑦ + ____ = Touchdown ⑧ + ____ = Touchdown ⑨ + ____ = Touchdown ⑩ + ____ = Touchdown

■ POST-SHOW ACTIVITIES

Post-view Reflections (grades K-5)

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

English/Language Arts: SL.K.1, SL.K.2, SL.1.1, SL.1.2, SL.2.1, SL.2.2, SL.3.1, SL.3.2, SL.4.1, SL.4.2, SL.5.1

Fine Arts: Drama: K.3CE, K.1RE, 1.1CE, 1.2CE, 1.1RE, 1.4RE, 2.1CE, 2.2CE, 3.1CE, 3.4RE, 4.1CE, 4.4RE, 4.5CE

Use the following questions to lead a discussion with students after viewing the streaming performance of *Miss Nelson Has a Field Day*. The questions are marked with time stamps for the full-length video for quick reference if review is needed.

- How are the Tornadoes doing when the play begins? (00:59)
- How do the other characters at the school feel about their losing team? (05:50)
- What happens at the practice with Coach Armstrong? (09:58)
- Why do the kids think the Tornadoes are losing? (15:05)
- What does Miss Nelson do to show the kids the football team's problem? (15:46)
- What happens to Coach Armstrong? (18:13)
- What happens when Mr. Blandsworth dresses up as Viola Swamp? (29:15)
- How does Coach Swamp treat the football team? (30:34)
- What does Mr. Blandsworth imagine is possible now that the football team is improving? (39:50)
- Which historical figures does Miss Nelson mention when she tries to inspire her students? Why? (45:55)
- What happens at the big Thanksgiving game? (53:00)

Now that you've reviewed the performance together, ask students to share any personal opinions or thoughts they had about the show, as well as anything they learned from Miss Nelson and her class's story. How can they apply what they learned to their everyday lives?



Classroom Connections Video Workshop (grades K-5)

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, SL.5.1

Fine Arts: Dance: K.1PR, K.2PR, K.3PE, K.4PR, 1.1PR, 1.2PR, 3.4PR, 4.4PR, 5.1PR, 5.2PR; Music: K.3PR, 1.1CE, 1.1PR, 1.1RE, 1.2PR, 2.2PR, 3.2PR; Drama: K.1PR, K.1RE, K.3RE, K.5CE, K.5PR, 1.1RE, 1.3PR, 1.5CE, 2.1PR, 2.4PR, 2.6CE, 2.7CE, 3.2PR, 3.7PR, 4.2PR

Physical Education: 1A.K.1, 1A.K.3, 1A.1.2, 1A.1.3, 1A.2.3, 1A.3.1, 1A.3.4, 1A.4.4

Social & Emotional Learning: A1.1.a, B3.2.a, C1.1.a, E3.3.a, A1.1.b, C1.1.b

Playhouse Square teaching artists Molly and AJ invite students to join them once again as they continue to explore themes found throughout the show. In this post-show workshop, students will reflect on the values of teamwork and explore the three elements of Musical Theatre: singing, dancing, and acting.

Run time: 17:24

Molly & AJ's Pep Rally Song Lyrics

I am strong on my own
But I'm stronger on a team.
If we work hard together,
We'll reach our dreams.

If we work really hard
And practice every day
We'll be on our way
To win the game
Win the game!



Put Some Pep in Your Step!

Miss Nelson suggests to her students that a pep rally would be a great way to support the team. Is there anyone in your class or in your school who could use a little pepping up? Perhaps there is a big test coming up soon or someone has been out sick for a while. Find a good reason to hold a classroom pep rally. Discuss the purpose and details of a pep rally. Create a word cloud for students to see and work together to create a pep rally song. Divide the students into teams and assign each team a task (like creating posters, writing chants, etc.). Allow plenty of time for each team to complete their part. Schedule a good time to hold the pep rally and don't forget to have F-U-N!

We would love to hear your rally songs! If permitted, please share them with us at schoolprograms@playhousesquare.org.

When the Going Gets Tough... (grades K-5)

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, SL.5.1

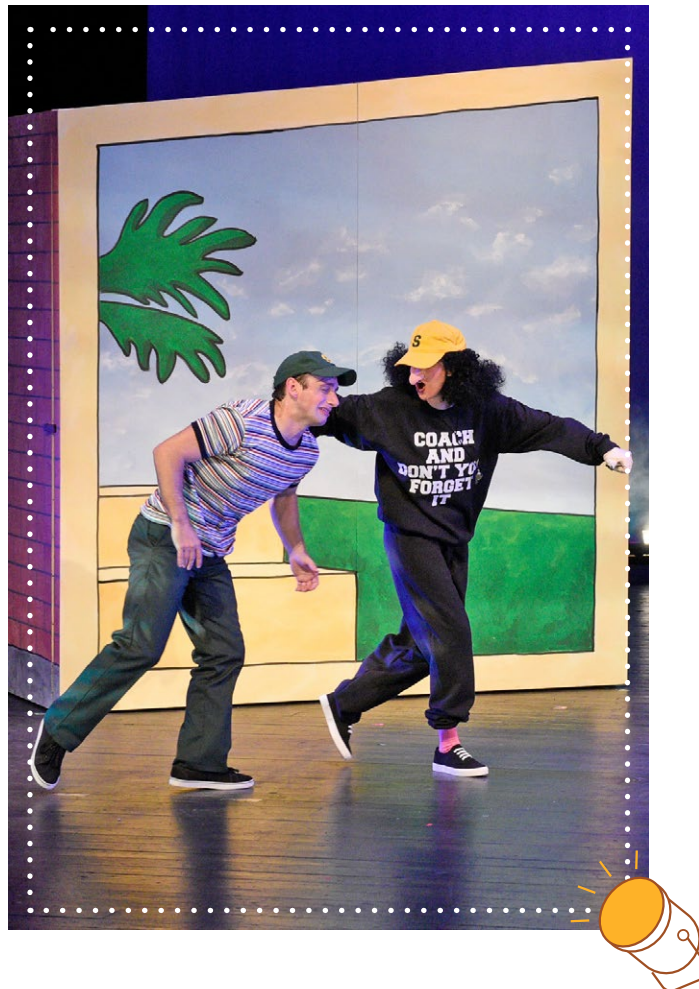
Fine Arts: Drama: K.3RE, 1.4RE, 3.2CE, 4.1CE

Social & Emotional Learning: A1.1.a, A1.4.a, B2.2.a, B3.2.a, C1.1.a, D2.3.a, E2.3.a, E3.1.a, E3.3.a, A1.1.b, A1.4.b, C1.1.b, E2.3.b

... the tough get going! In the play, *Miss Nelson Has a Field Day*, the students and faculty at Horace B. Smedley School were very gloomy and sad because their football team was not performing well. They hadn't scored a single point all year! What changes when Coach Swamp steps in to run practices? With some hard work and discipline, the players begin working together and making plays! What happens to the students in the school when that happens?

Have a class discussion about how the mood in and around the school changed when the Tornadoes played well versus when they didn't. Discuss how personal choices impact the outcome of a situation. Use examples from the story, by asking what choices were made by Miss Nelson that helped contribute to the team's success. What about the choices made by the students? Discuss what would have happened if someone had made a different decision, and what might have happened, better or worse.

Sometimes making the right choice is not always easy. It can be much easier to avoid a problem or give up. But what happens when you do? Miss Nelson and her class remember some historical figures who didn't give up when things were difficult: Franklin D. Roosevelt, Harriet Tubman & the Wright Brothers. Discuss who these individuals were, and how the world may be different if they had given up.



Book vs. Play (grades K-5)

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

English/Language Arts: RL.K.9, SL.K.1, SL.K.2, RL.1.9, SL.1.1, SL.1.2, RL.2.9, SL.2.1, SL.2.2, SL.3.1, SL.3.2, SL.4.1, SL.4.2, SL.5.1

Fine Arts: Drama: K.1RE, 2.2CE, 2.5RE, 3.4RE, 4.4RE, 5.1RE, 5.2RE

In this activity, students will compare the musical performance of *Miss Nelson Has a Field Day* to the book. What did they notice that was similar? What was different? Consider these questions:

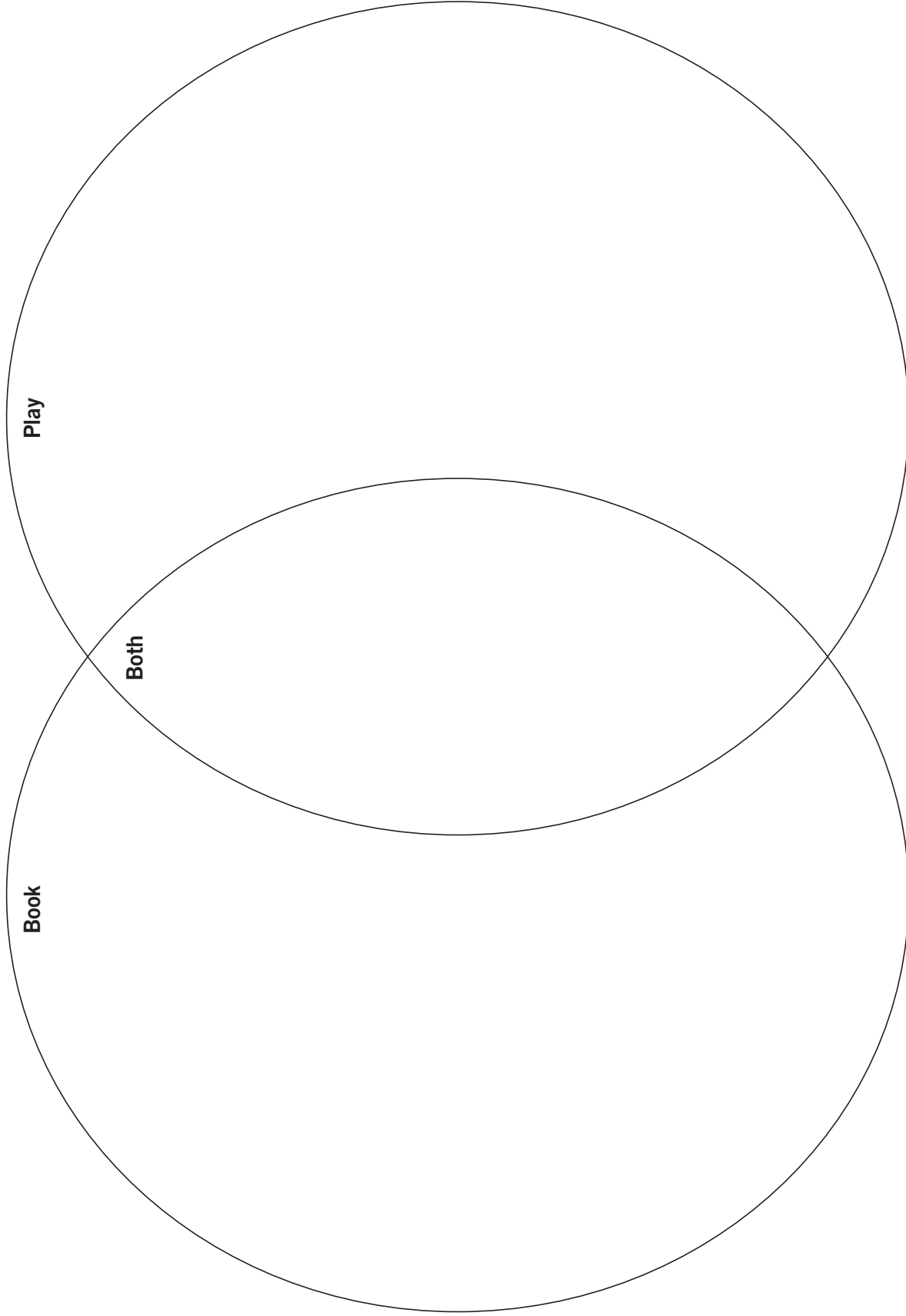
- What were some moments they recognized from the book?
- Did the book and the musical follow the same sequence of events?
- Were there any characters, events or details that were in the book but not in the play? Why do you think these choices were made?

- Did the changes make the story stronger or weaker?
- What do you think the set and costume designers needed to consider when bringing the book to the stage?
- Was the theme of the story the same or different in the musical than the book? Were there any added lessons?

As a class, complete a Venn diagram to show the similarities and differences discussed.



Book vs. Play



RESOURCES

BOOKS



Miss Nelson Has a Field Day by Harry Allard and James Marshall

Suggestions for Further Reading

George and Martha: The Complete Stories of Two Best Friends by James Marshall

Miss Nelson is Missing! by Harry Allard and James Marshall

ANSWERS

Crossword Puzzle

Across: 1. rummaging; 5. football; 8. horse around; 10. tackle; 12. substitute; 13. pitiful; 14. rest; 15. fumble; 17. make mincemeat; 18. expert

Down: 2. giving the business; 3. lose; 4. gloom; 6. results; 7. quarterback; 9. receiver; 11. fullback; 15. field; 16. witch.

Ready, Set, Go Activity

Starting Values: 25, 50, 30, 15, 45, 5, 10, 35, 20, 40

Finding answers: 75, 50, 70, 85, 55, 95, 90, 65, 80, 60

Scoring: 75, 50, 70, 85, 55, 95, 90, 65, 80, 60

WEB



Miss Nelson Has a Field Day, YouTube read-aloud. <https://www.youtube.com/watch?v=bgqmSgFf5SY>

Pro Football Hall of Fame website. <https://www.profootballhof.com/>

Pro Football Hall of Fame Fact and Figures (PDF). https://www.profootballhof.com/getattachment/8ab578f1-343d-4957-a24d-a9c6bea21a6f/FF-F_2020.pdf?lang=en-US

Classroom Connections Video Workshops

Miss Nelson Has a Field Day Pre-Show Video. Password: tornadoes1216. <https://vimeo.com/765054970>

Miss Nelson Has a Field Day Post-Show Video. Password: tornadoes1216. <https://vimeo.com/765811970>

Who Wrote What? Activity

Harry Allard Biography, *NH PBS Children's Literature*. <https://nhpbs.org/kn/vs/childrensliteratureharryallard.asp>

James Marshall Biography, University of Minnesota Online Exhibits. <https://gallery.lib.umn.edu/exhibits/show/techniquesandmedia/biographies/james-marshall>

Joan Cushing Biography, <https://www.joancushing.com/bio.html>

CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	K	Who Wrote What?	10
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K	Book vs. Play	18
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Teamwork Makes the Dream Work Post-view Reflections Post-show Video Workshop When the Going Gets Tough... Book vs. Play	9 15 16 17 18
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	Post-view Reflections Book vs. Play	15 18
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K	Who Wrote What?	10
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	8
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	Who Wrote What?	10
RL.1.9	Compare and contract the adventures and experiences of characters in stories.	1	Book vs. Play	18
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Teamwork Makes the Dream Work Post-view Reflections Post-show Video Workshop When the Going Gets Tough... Book vs. Play	9 15 16 17 18
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	Post-view Reflections Book vs. Play	15 18
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	1	Who Wrote What?	10

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	8
RI.2.5	Know and use various text features (e.g., captions, bolt print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2	Who Wrote What?	10
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2	Book vs. Play	18
SL.2.1	1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Teamwork Makes the Dream Work Post-view Reflections Post-show Video Workshop When the Going Gets Tough... Book vs. Play	9 15 16 17 18
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	Post-view Reflections Book vs. Play	15 18
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2	Who Wrote What?	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	8
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	Who Wrote What?	10
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Teamwork Makes the Dream Work Post-view Reflections Post-show Video Workshop When the Going Gets Tough... Book vs. Play	9 15 16 17 18
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	Post-view Reflections Book vs. Play	15 18
W.3.7	Conduct short research projects that build knowledge about a topic.	3	Who Wrote What?	10
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	8

SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4	Post-view Reflections Book vs. Play	15 18
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4	Post-show Video Workshop	16
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4	Who Wrote What?	10
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5	Crossword	8
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Teamwork Makes the Dream Work Post-view Reflections Post-show Video Workshop When the Going Gets Tough... Book vs. Play	9 15 16 17 18
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	5	Who Wrote What?	10

Fine Arts – Dance

Standard	Description	Grade	Activity	Page
K.1PR	Explore and experiment with locomotor and non-locomotor movements using changes in body shape, time, space and movement quality to construct meaning.	K	Post-show Video Workshop	16
K.2PR	Explore movement ideas for dance-making based on observation, memory, imagination and experience.	K	Post-show Video Workshop	16
K.3PE	Demonstrate awareness of moving safely within personal and general space.	K	Post-show Video Workshop	16
K.4PR	Explore and combine rhythmic play in movement sequencing, problem-solving and to construct meaning.	K	Post-show Video Workshop	16
1.1PR	Demonstrate basic locomotor and non-locomotor movement patterns using changes in time, space, body shape and movement quality to construct and express personal meaning.	1	Post-show Video Workshop	16
1.2PR	Create and perform a memorized movement sequence with a clear beginning, middle and end.	1	Post-show Video Workshop	16
3.4PR	Demonstrate kinesthetic awareness, self-direction and safe practices when improvising and performing.	3	Post-show Video Workshop	16

4.4PR	Demonstrate kinesthetic awareness and safe practices when performing developmentally appropriate movements and sequences.	4	Post-show Video Workshop	16
5.1PR	Demonstrate strength, flexibility and movement patterning when performing movement sequences with clarity, focus and kinesthetic awareness.	5	Post-show Video Workshop	16
5.2PR	Demonstrate safe practices for dance, including warm-up, stretching, partnering and appropriate use of shared spaces in increasingly complex movement situations.	5	Post-show Video Workshop	16

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CE	Demonstrate observation and listening skills in a theatrical context.	K	Teamwork Makes the Dream Work	9
K.1PR	Imitate movements, voices and feelings of people, animals and objects through dramatic play.	K	Post-show Video Workshop	16
K.3CE	Identify the characters, place and time in stories	K	Post-view Reflections	15
K.1RE	Share thoughts, emotions and ideas in response to a dramatic or theatrical experience.	K	Post-view Reflections Post-show Video Workshop Book vs. Play	15 16 18
K.3RE	Describe a character's feelings in stories and make comparisons to people and events in their own lives.	K	Post-show Video Workshop When the Going Gets Tough...	16 17
K.4RE	Describe what a playwright does.	K	Who Wrote What?	10
K.5CE	Listen to and follow directions in both classroom and theatrical settings.	K	Teamwork Makes the Dream Work Post-show Video Workshop	9 16
K.5PR	Engage in drama and theatre experiences to explore concepts from other academic areas.	K	Teamwork Makes the Dream Work Post-show Video Workshop	9 16
K.6RE	Demonstrate confidence and pride in individual and collaborative dramatic play.	K	Teamwork Makes the Dream Work	9
1.1CE	Retell the beginning, middle and ending of stories in proper sequence	1	Post-view Reflections	15
1.1RE	Explain personal and collective emotional responses to dramatic and theatrical works or experiences.	1	Post-view Reflections Post-show Video Workshop	15 16
1.2CE	Identify the characters, time, place and major events in stories.	1	Post-view Reflections	15
1.3PR	Demonstrate various movements, voices and feelings by performing a variety of familiar roles.	1	Post-show Video Workshop	16

1.4RE	Describe the consequences of a character's decisions and actions in a story or play.	1	Post-view Reflections When the Going Gets Tough...	15 17
1.5CE	Demonstrate audience behavior appropriate for the forms and styles of theatre (eg., live theatre, film, television, film and media).	1	Post-show Video Workshop	16
1.7RE	Demonstrate confidence and self-direction when engaging in dramatic play.	1	Teamwork Makes the Dream Work	9
2.1CE	Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.	2	Post-view Reflections	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	Post-show Video Workshop	16
2.2CE	Identify the theme of stories or dramatic and theatrical works.	2	Post-view Reflections Book vs. Play	15 18
2.4PR	Engage in physical warm-ups to develop relaxation and build coordination and flexibility.	2	Post-show Video Workshop	16
2.5PR	Describe and model effective social and group skills when participating in dramatic play with partners.	2	Teamwork Makes the Dream Work	9
2.5RE	View a performance and distinguish among the roles of playwright, actor, director and designer and their artistic choices.	2	Book vs. Play	18
2.6CE	Listen to and follow directions from instructor and peers in both classroom and theatrical settings.	2	Teamwork Makes the Dream Work Post-show Video Workshop	9 16
2.7CE	Demonstrate appropriate audience behavior when engaging in dramatic experiences.	2	Post-show Video Workshop	16
3.1CE	Identify the plot and retell the sequence of events in a story, play or theatre experience.	3	Post-view Reflections	15
3.2CE	Identify character types and relationships between characters including thoughts, feelings and information about them.	3	When the Going Gets Tough...	17
3.2PR	Use voice, movement, space and physical objects to communicate a storyline and a character's thoughts, feelings and ideas.	3	Post-show Video Workshop	16
3.4RE	Share personal opinions about a play or theatre experience and respectfully consider the opinions of others.	3	Post-view Reflections Book vs. Play	15 18
3.6CE	Recognize and describe the roles of writers in live theatre, film, video and other media forms of the day.	3	Who Wrote What?	10
3.7PR	Use elements and processes of theatre to integrate information from other academic content areas.	3	Teamwork Makes the Dream Work Post-show Video Workshops	9 16
4.1CE	Connect events in a story to sustain a storyline and achieve resolution.	4	Post-view Reflections When the Going Gets Tough...	15 17

4.2PR	Manipulate voice, movement, space, design and physical objects to communicate thoughts, feelings and ideas in both improvised and scripted activities.	4	Post-show Video Workshops	16
4.2RE	Apply creative and critical reasoning processes to make personal connections to the drama material they encounter.	4	Teamwork Makes the Dream Work	9
4.4RE	Justify personal opinions about a play or theatre experience.	4	Post-view Reflections Book vs. Play	15 18
4.5CE	Explain the plot, characters, conflict, resolution and theme of a dramatic and theatrical work or experience using descriptive language.	4	Post-view Reflections	15
5.1RE	Examine and discuss the aesthetic qualities in dramatic and theatrical works.	5	Book vs. Play	18
5.2RE	Describe how traditional and new media arts (e.g., film, video, digital technologies influence dramatic production and audience response.	5	Book vs. Play	18
5.3CE	Discuss contributions to theatre made by a playwright or screenwriter.	5	Who Wrote What?	10
5.4CE	Discuss how a written adaptation of a story varies among media, including theatre, film, video and other arts media.	5	Who Wrote What?	10

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.3PR	Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.	K	Post-show Video Workshop	16
1.1CE	Identify echo and call/response.	1	Post-show Video Workshop	16
1.1PR	Demonstrate echo and call/response.	1	Post-show Video Workshop	16
1.1RE	Recognize how music is used for a variety of occasions.	1	Post-show Video Workshop	16
1.2PR	Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.	1	Post-show Video Workshop	16
2.2PR	Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.	2	Post-show Video Workshop	16
3.2PR	Follow and respond to the cues of a conductor.	3	Post-show Video Workshop	16

Mathematics

Standard	Description	Grade	Activity	Page
1.OA.3	Apply properties of operations as strategies to add and subtract.	1	Ready, Set, Score!	13
1.OA.4	Understand subtraction as an unknown-addend problem.	1	Ready, Set, Score!	13

1.OA.5	Relate counting to addition and subtraction, e.g., by counting on 2 to add 2.	1	Ready, Set, Score!	13
1.OA.6	Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10.	1	Ready, Set, Score!	13
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	1	Ready, Set, Score!	13
1.MD.2	Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	1	Ready, Set, Score!	13
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	Ready, Set, Score!	13
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2	Ready, Set, Score!	13
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2	Ready, Set, Score!	13
3.NBT.2	Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3	Ready, Set, Score!	13
4.NBT.4	Fluently add and subtract multi-digit whole numbers using a standard algorithm.	4	Ready, Set, Score!	13

Physical Education

Standard	Description	Grade	Activity	Page
1A.K.1	Demonstrate walk, run and slide locomotor skills using critical elements.	K	Post-show Video Workshop	16
1A.K.3	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in an exploratory and stable environment.	K	Post-show Video Workshop	16
1A.1.2	Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.	1	Post-show Video Workshop	16
1A.1.3	Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.	1	Post-show Video Workshop	16

1A.2.3	Perform combinations of non-locomotor and locomotor skills in a movement pattern.	2	Post-show Video Workshop	16
1A.3.1	Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end.	3	Post-show Video Workshop	16
1A.3.4	Perform teacher-selected and developmentally appropriate dance steps and movement patterns.	3	Post-show Video Workshop	16
1A.4.4	Combine locomotor movement patterns and dance steps to create and perform a dance.	4	Post-show Video Workshop	16

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	Post-show Video Workshop When the Going Gets Tough...	16 17
A1.4.a	Recognize that current events can impact emotions.	K-2	When the Going Gets Tough...	17
B2.2.a	Identify how adults and peers can help with a goal.	K-2	Teamwork Makes the Dream Work When the Going Gets Tough...	9 17
B3.2.a	Explain how practice improves performance of a skill and can help in overcoming a challenge or setback.	K-2	Post-show Video Workshop When the Going Gets Tough...	16 17
C1.1.a	Identify facial and body cues representing feelings in others.	K-2	Post-show Video Workshop When the Going Gets Tough...	16 17
D2.3.a	Recognize that people may influence each other with words or actions.	K-2	When the Going Gets Tough...	17
E2.3.a	Identify how personal choices will impact the outcome of a situation.	K-2	When the Going Gets Tough...	17
E3.1.a	Identify how certain actions can impact others.	K-2	Teamwork Makes the Dreamwork When the Going Gets Tough...	9 17
E3.3.a	Recognize the need for group decisions that support a common goal.	K-2	Teamwork Makes the Dreamwork Post-show Video Workshop When the Going Gets Tough...	9 16 17
A1.1.b	Identify a range of personal emotions.	3-5	Post-show Video Workshop When the Going Gets Tough...	16 17
A1.4.b	Describe how current events trigger emotions.	3-5	When the Going Gets Tough...	17
C1.1.b	Identify verbal and nonverbal cues representing feelings in others.	3-5	Post-show Video Workshop When the Going Gets Tough...	16 17
E2.3.b	Predict possible future outcomes of personal actions in various settings.	3-5	When the Going Gets Tough...	17

Social Studies

Standard	Description	Grade	Activity	Page
K.His.1	Time can be measured.	K	Pre-Show Video Workshop	7

K.His.2	Personal history can be shared through stories and pictures.	K	Pre-Show Video Workshop	7
K.Gov.9	Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.	K	Pre-Show Video Workshop	7
1.His.1	Time can be divided into categories (e.g., months of the year, past, present and future).	1	Pre-Show Video Workshop	7
1.His.2	Photographs, letters, artifacts and books can be used to learn about the past.	1	Pre-Show Video Workshop	7
1.Geo.7	Diverse cultural practices address basic human needs in various ways and may change over time.	1	Pre-Show Video Workshop	7
1.Gov.8	Individuals have a responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.	1	Pre-Show Video Workshop	7
1.Gov.9	Collaboration requires group members to respect the rights and opinions of others.	1	Pre-Show Video Workshop	7
1.Gov.10	Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.	1	Pre-Show Video Workshop	7
2.His.1	Time can be shown graphically on calendars and timelines.	2	Pre-Show Video Workshop	7
2.His.2	Change over time can be shown with artifacts, maps and photographs.	2	Pre-Show Video Workshop	7
2.Gov.12	There are different rules and laws that govern behavior in different settings.	2	Pre-Show Video Workshop	7
3.His.1	Events in local history can be shown on timelines organized by years, decades and centuries.	3	Pre-Show Video Workshop	7
3.His.2	Primary and secondary sources can be used to show change over time.	3	Pre-Show Video Workshop	7
4.His.2	Primary and secondary sources can be used to create historical narratives.	4	Pre-Show Video Workshop	7