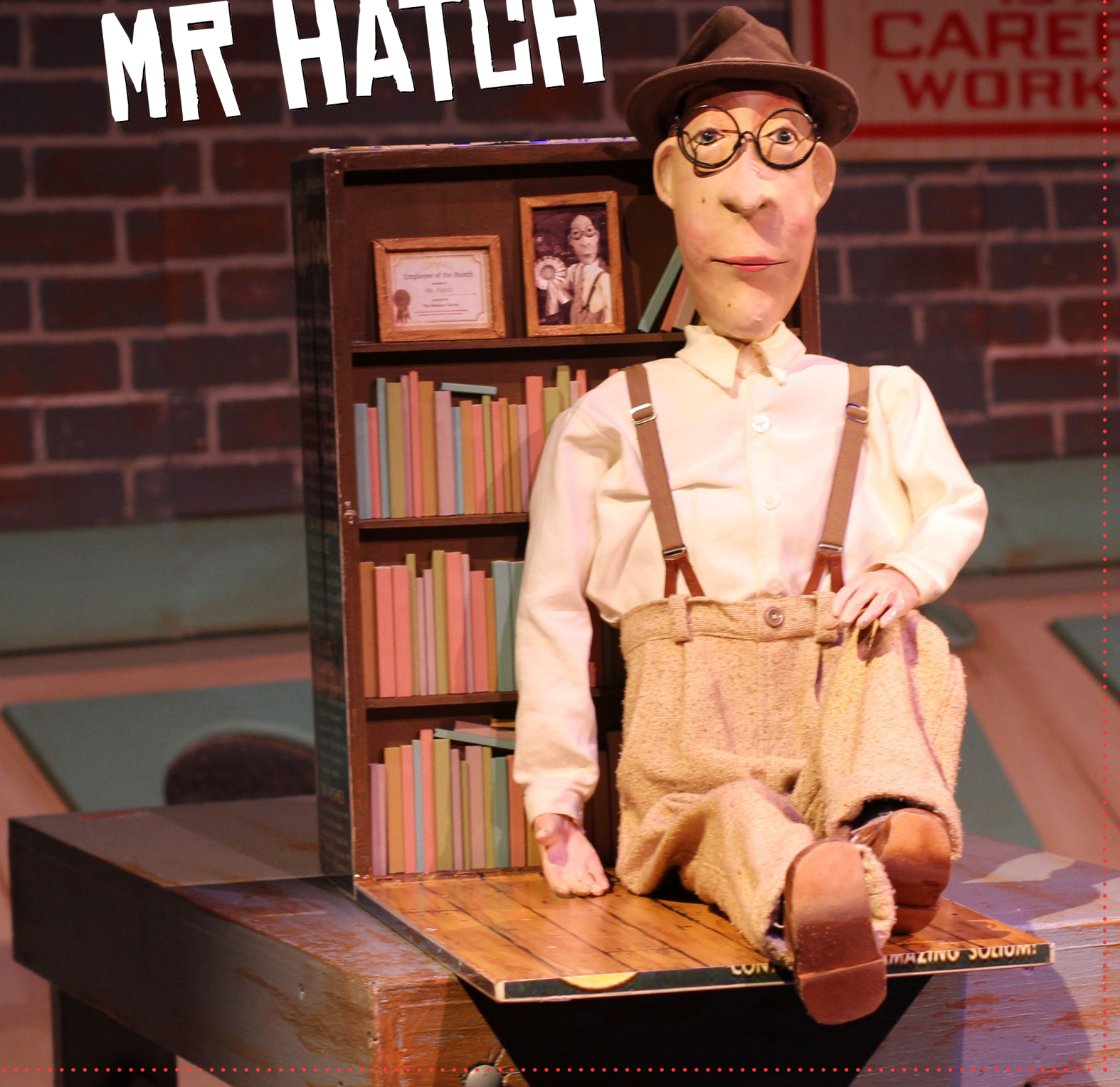


an **AXISTHEATRE** production

SOMEBODY LOVES YOU MR HATCH



Streaming Performances For Schools

Presented by
 **University Hospitals**
 **Rainbow Babies & Children's**



TEACHER RESOURCE GUIDE

Somebody Loves You, Mr. Hatch

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (adopted 2012), English Language Arts (2017), Fine Arts (2012), Mathematics (2017), 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. Excerpts from the self-produced Axis Theatre Company guide for *Somebody Loves You, Mr. Hatch* are also included.



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

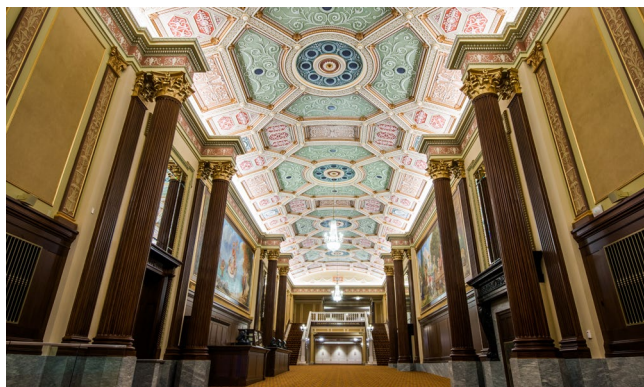
Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

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

Book by Eileen Spinelli & Illustrated by Paul Yalowitz
Adapted & Directed by Chris McGregor
Puppet Designed and Crafted by Frank Rader
Puppet Wardrobe by Barbara Clayden
Performer Dresses by Darryl Milot
Composition by Stephen Bulat
Set Design by Shizuka Kai

Somebody Loves You, Mr. Hatch is a heartwarming puppet play that examines the effect that kindness can have on a dreary existence. The show is set in a friendly and quaint town in the 1940s. Mr. Hatch is a tall, thin, lonely man who works a simple but important job attaching the aglets to shoelaces at a factory. He often spends time alone and doesn't have the confidence or desire to make or keep friends. One day, his life turns around when he receives a package on Valentine's Day with a pink bow that has a message that reads, "Somebody Loves You." Mr. Hatch's world is turned upside down and he begins to make friends, enjoy all sorts of nice foods and the fun parts of life that he once ignored. After receiving the note, Mr. Hatch goes on a hunt to find out who sent him the mysterious package. Mr. Hatch is loved after all!

Key Themes

Loneliness: The protagonist is a lonely man who likes to keep to himself. Every day after work, Mr. Hatch goes and buys a turkey wing and sometimes a fresh slice of ham. He reads the paper, goes to bed early, and wakes up at 6:30 AM sharp for work. While at work, he sits in a corner alone to eat his lunch. Do you know anyone like this? Discuss some pros and cons of this type of solitary existence.

The Importance of Change: Often people are afraid of change. As humans, we often fear the unknown, which can prevent both positive and negative change. Without embracing good change that encourages growth, we can get stuck in ruts and never enjoy anything new or different. Mr. Hatch is a man who lives a plain and predictable life until one day he receives a candy-filled heart with a note on it that says, "Somebody Loves You." He begins changing his routine, making friends and helping others, which made a positive difference in theirs and his lives. What did students notice differently about Mr. Hatch after he started to try new things?

Caring About Others: We all have people that care about us. That special someone might be a friend at school, a neighbor, or a family member. When Mr. Hatch made friends in his neighborhood and at home, they celebrated his joy with him. When he was sad, they noticed something was up and gathered to show him love and care. We may not realize who may care for us, but we can find clues in the way people around us act, speak or just simply by who is here. Ask students who they care for, and how do they let them know?

Power of Community: The town that Mr. Hatch lives in is a very tightly knit community. People are friendly to one another and always greet each other as they cross paths in the town. Being a part of a community can make people feel accepted and loved. Being involved in a community can also provide opportunities to help and make positive changes in the lives of others. What are some ways students might engage in their community?



ABOUT AXIS THEATRE

Axis Theatre productions are performed in theatres and schools, enriching curriculum, drawing children into stories and giving them access to ideas in new ways. Their 59 original works have earned 21 Jessie Richardson Awards, A Betty Mitchell Award and a Drama Desk nomination for Unique Theatrical Experience.

Lin Bennett, Wendy Gorling, Elizabeth Murray-Byers and founding Artistic Director Wayne Specht, came together as a group in 1973-74. Each member trained at either Étienne Decroux or L'École Lecoq and were eager to promote their chosen art form. The Axis Mime Theatre Society incorporated in May 1975 as the next step to access financial support to create the structure needed to administer their activities on a consistent, professional level. Over 45 years later, Axis Theatre Company continues to create original physical theatre productions for the young and young at heart.

For more information about Axis Theater, visit axistheatre.com



KEY TERMS & EVENTS

Admirer – someone who likes or loves another person

Aftershave – a lotion that someone puts on their face after shaving to smell fresh

Aglets – small plastic covers used on the end of a shoelace

Community – a group of people living in the same place or having certain things in common

Factory – a building where goods are assembled

Fluttered – floated mid-air, often with quick or unsteady movements

Job – work someone does and receives payment for

Loneliness – sadness from being alone

Mistake – an error made by accident, or something done incorrectly

Mysterious – difficult or impossible to understand or explain

Newsstand – a small store on the street where you can buy newspapers and other items

Postman – a person who delivers mail and packages to your house

Routine – things you do regularly in the same order

Valentine – a card sent to someone on Valentine's Day (February 14th)

Washerwoman – a woman whose job includes cleaning and drying dirty clothes

■ PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades PreK-3)

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

Early Learning & Development: CR.1.a, LL.1.a, MA.4.a, PW.1.a, PW.2.e

Fine Arts: Drama: 2.4PR; Visual Arts: K.1PR, 1.1PR, 1.6PR, 2.1PR, 3.1PR, 3.4PR



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 in a quick warm-up, explore the concept of community, and make cardboard paper puppets with local puppeteer Lady Bats.

Materials needed:

- paper tubes/rolls
- pipe cleaners
- colored markers
- stickers
- hole punch

Additional Terms

Puppet – A figure that is “brought to life” through the movement of a person (puppeteer). Puppets have been used for centuries to tell stories, entertain, celebrate, and heal. There are many types of puppets (hand, marionette, rod, bunraku, to name a few.)

Bunraku – A Japanese traditional puppet form that uses 1-4-foot puppets which are manipulated by three puppeteers. Bunraku puppets have facial features that move, three visible puppeteers, with the lead wearing

traditional garb, and the other two wearing black, are accompanied by both a dramatic narrative called joruri and a samisen (three-stringed lute). The lead puppeteer operates the head, right hand, eyes, eyebrows, lips, and fingers, the other two operate the left hand, legs, and feet. Many years are dedicated to this art form and puppeteers must collaborate well to achieve perfect synchronization of movement to achieve lifelike actions and believable emotions.

Color & Learn (Grades PreK-1)

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

Early Learning & Development: CO.2.a, CR.1.a, LL.1.a

English/Language Arts: L.K.4, L.1.4

With your students, review the vocabulary words listed in the Key Terms & Events section of this guide. Invite students to color the image below, while also trying to determine how many of the vocabulary words are depicted in the image.

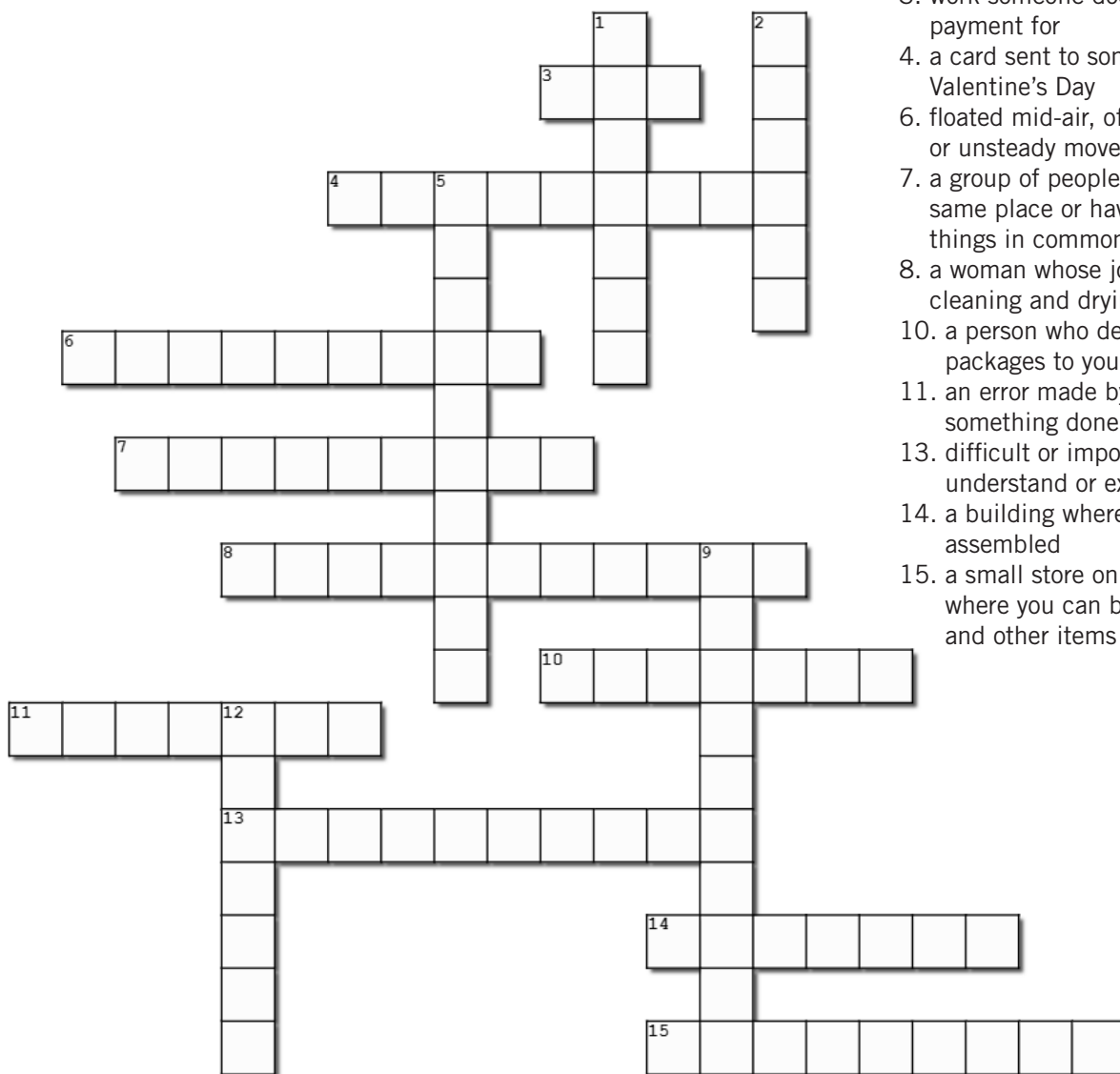


Crossword Puzzle (Grades 1-3)

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

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

With your students, review the vocabulary words listed in the Key Terms & Events section of this guide. Individually or in groups, have students complete the crossword puzzle below to familiarize themselves with these words and definitions related to *Somebody Loves You, Mr. Hatch*.



ACROSS

3. work someone does and receives payment for
4. a card sent to someone on Valentine's Day
6. floated mid-air, often with quick or unsteady movements
7. a group of people living in the same place or having certain things in common
8. a woman whose job includes cleaning and drying dirty clothes
10. a person who delivers mail and packages to your house
11. an error made by accident, or something done incorrectly
13. difficult or impossible to understand or explain
14. a building where goods are assembled
15. a small store on the street where you can buy newspapers and other items

DOWN

1. things you do regularly in the same order
2. small plastic covers used on the end of a shoelace
5. sadness from being alone
9. a lotion that someone puts on their face after shaving to smell fresh
12. someone who likes or loves another person

My Secret Valentine (Grades PreK-3)



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

Early Learning & Development: CO.1.a, LL.1.a, SE.1.b, SE.3.a

English/Language Arts: RL.K.1, SL.K.1, W.K.2, W.K.5, RL.1.1, SL.1.1, W.1.2, W.1.5, RL.2.1, SL.2.1, W.2.2, RL.3.1, SL.3.1, W.3.2

Fine Arts: Visual Arts: K.2PR, 1.6PE, 2.2PR, 2.7PE,

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

First, take some time to read the book *Somebody Loves You, Mr. Hatch* or listen to the read-aloud version available on the resources page. After the story, hold a brief classroom discussion using the following prompts:

- How did Mr. Hatch's life change after receiving the anonymous note?
- How do we feel when we receive a special note or token?
- Why is it important to keep in touch with loved ones?
- What can we do to help other members of our classroom family feel special?

Next, explain that everyone is going to write a special note or create a drawing for someone else in the classroom to help everyone know they are appreciated and loved, just like Mr. Hatch. Place the name of each student on a piece of paper, put all the names in a bowl and allow everyone to select a name. Using the note template on the next page, encourage the students to personalize a nice note or drawing for the other person. You can have them do it anonymously, only putting the name of the person receiving the note, if you choose. No matter how small the note, it is the feeling behind it that counts.

For students in younger grades, a templated note is available on the next page. Older students are encouraged to construct their own focusing on the concepts of friendship and community. They may wish to use the template as an example while developing additional points and ideas.





Hi, _____!

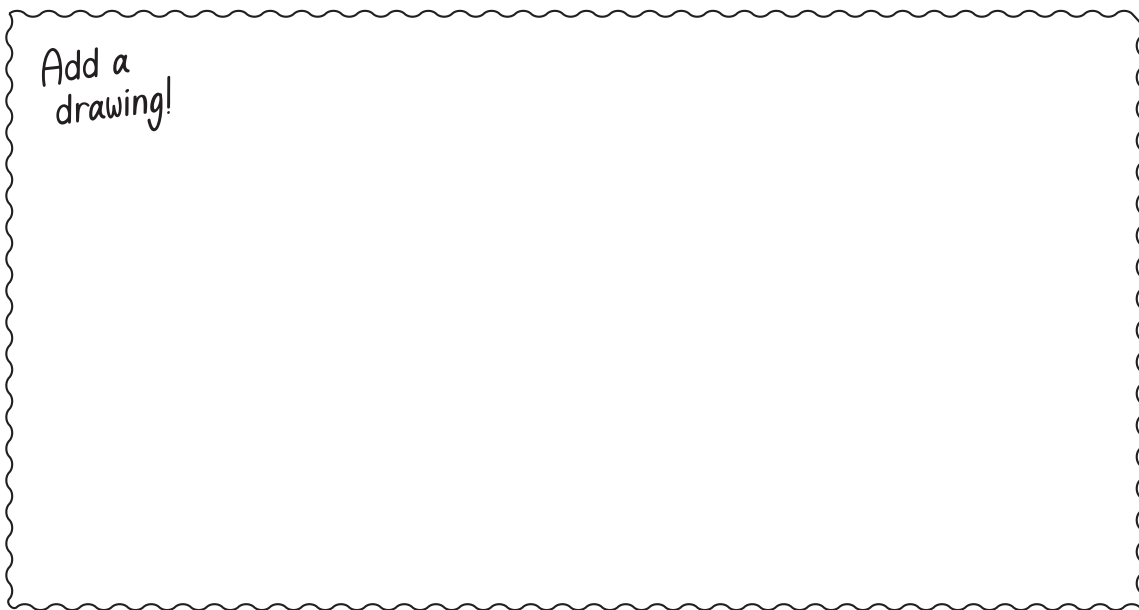
I think you are a _____ person. I like that you

_____. It makes me smile when you

_____.

Keep being _____ and remember that
somebody loves you!

Add a
drawing!



■ POST-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades PreK-3)

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

Early Learning & Development: CO.1.a, CR.1.b, LL.1.d, SE.1.a, SE.1.b

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

Fine Arts: Drama K.1PR, K.1RE, 1.1RE, 1.3PR, 2.1PR, 2.4PR, 3.4RE; Music: K.3PR, K.4CE, 1.1PR, 1.2PR, 2.2PR, 3.3PR

Social & Emotional Learning: A1.1.a, A1.2.a, C3.3.a, A1.1.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 discuss their reaction to the show, talk about emotions and how they are depicted by characters and puppets, and learn a new song!

Additional Terms

Emotions – How someone feels inside (joy, anger, excitement, fear, etc.)

Kindness – thinking of others and treating them well; it's love in action!

: Around Every Corner Lyrics

Chorus

Around every corner
Around every bend
I know I might meet a new friend
I ask them questions
I share my toys
We play together
It brings me joy

On the bus (on the bus)
Around town (around town)
At the theater (at the theater)
On the playground (on the playground)
In the classroom (in the classroom)
After school (after school)
In the park (in the park)
At the pool (at the pool)

(chorus x2)

Timed Tables (Grades K-3)

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

English/Language Arts: RL.K.1, RL.K.3, SL.K.4, W.K.8, RL.1.1, RL.1.3, SL.1.4, W.1.8, RL.2.1, RL.2.3, SL.2.4, W.2.8, RL.3.1, RL.3.3, SL.3.4, W.3.8

Mathematics: 1.MD.3.a, 2.MD.7, 3.MD.1.a

Social Studies: K.His.1, 1.His.1, 2.His.1

Mr. Hatch has a very specific daily routine – schedules are very important to him! At 6:30 a.m., he wakes up and goes to work. On his way home, he stops for the newspaper and a turkey wing. Can students recall any other parts of Mr. Hatch's routine? Reference the book or read-aloud story if needed.


Next, show the students a large clock, analog or digital, and explain the different parts of the clock (hour hand, minute hand, and numbers) and how it works. Then, on the class board, draw a graph, labeling three sections: past, present, and future. These will represent Mr. Hatch's life before receiving the valentine (past), his day when it was first received (present), and how his life changed after the valentine (future). Discuss how the valentine impacted Mr. Hatch's life and how time influenced his emotions and relationships. Ask students to identify events from the story and, as a class, determine what Mr. Hatch's routine might have been for

each time frame. Set a timed schedule for each event added to the graph. Students may wish to create or add invented activities to round out the day!

We all have our own routines! Provide each student with the worksheet on the next page to complete their own. Have them categorize their current day. What did they do before school (past), what they are doing now at school (present), and what they will do after school has ended (future). Make sure they are adding an estimated time they believe each of these actions will occur. After completing the schedules, ask a few students to share their routines with the class or each other. Discuss similarities and differences in their schedules and how time organizes their day.

For added math connections, ask older students to determine how much time (in minutes) their schedule allows for each activity.





Name: _____

Directions: Think about your day today. What did you do this morning (past)? What are you doing right now (present)? What will you be doing tonight (future)? Write or draw what you have, are or will be doing today.

Past	Present	Future

Beautiful Mistakes (Grades PreK-3)

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

Early Learning & Development: AL.1.b, AL.1.c, CO.2.a, CO.4.a, CR.1.a

English/Language Arts: RL.1.2a, RL.2.2a, RL.3.2a

Fine Arts: Visual Arts: K.1PR, K.2PR, K.5PR, K.6PR, 1.1PR, 1.3PR, 1.6PE, 2.3PR, 2.7PE, 3.1PR, 3.6PR

Everybody makes mistakes, and that's okay. Often, mistakes can lead to beautiful outcomes! In *Somebody Loves You, Mr. Hatch*, the postman made a mistake by delivering a valentine to Mr. Hatch when it was meant to go to someone else. This valentine, and the love he felt from it, encouraged Mr. Hatch to engage more with his community, which ultimately led him to make new friendships, help others, and bring more joy into his life.

In this activity, the students will make some 'beautiful' mistakes. Provide each student with craft materials (colored paper, glue, scissors, etc.). Be creative with the materials you provide. There is no right or wrong way to do this! Ask students to decide something they would like to create – this could be an animal, a self-portrait, or even something more abstract – but not to tell their classmates. Encourage them to cut, tear, and arrange the colored paper to begin creating their design. If they make a mistake along the way, it becomes a part of their design. No do-overs!

Set a timer for 2-5 minutes. After the timer goes off, students should pass their work-in-progress to the person next to them. These new students should guess what it was that the other was hoping to create and add to it to make it more 'beautiful.' If they do not know what it is, their addition may turn it into something new – but no erasing or removing the previous students' work!

Do this a few times, passing and adding to the artwork. When the time is finished, students should receive back their initial projects and see how their idea morphed through theirs or others' mistakes and reinventions. They may choose to add more to "finish" it or may decide keep it "as is" when it is returned to them. It may not have become what was originally intended, but the artwork created from the process can still be amazing.

DID YOU KNOW?

Many well-known products were created by mistake. Here's just a few you may not have realized! Visit the links on the resources page for more information.

- Chocolate chip cookies
- Matches
- Microwave oven
- Penicillin
- Play-Doh
- Popsicles
- Post-it notes
- Smoke Detectors
- Super Glue
- Tea Bags



Mirrors (Grades PreK-3)

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

Early Learning & Development: LL.1.d, PW.1.a, PW.1.b, SE.3.a

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

Fine Arts: Drama: K.1CE, K.5PR, 1.6PR, 2.2CE, 2.5PR, 3.4PR

Social & Emotional Learning: A1.4.a, C1.2.a, C3.3.a, D2.3.a, A1.4.b, C1.3.b, C3.3.b, D2.3.a

Treating others with kindness and the importance of community are key themes in *Somebody Loves You, Mr. Hatch*. When Mr. Hatch started paying more attention to the people in his community, he was able to be more helpful to others. Seeing the world through the eyes of others can teach students to be more compassionate and understanding.

A game of mirrors is an excellent group activity that gets students to pay close attention and work together. Discuss how mirrors reflect the image and actions of whoever peers into them. Have the students pair off in groups of two around the classroom. One person in each pair is partner A, the other is partner B. To begin, A will

be the leader and B the mirror. The two partners face each other, and Partner A begins to move while partner B will mirror everything that partner A does. When the teacher calls out “freeze” everyone must pause, then call out “switch”, then partner B will become the actor, and partner A will be the mirror. Do this a few times throughout the activity.

Next, talk about the concept of “treating others the way you would want to be treated.” How is this idea similar to a mirror? Why is it important? How can someone’s actions impact the emotions of others? As a class, create a list of words or actions that may support or harm the feelings of others.



RESOURCES

BOOKS



Somebody Loves You, Mr. Hatch, by Eileen Spinelli

Selections for Further Reading

Beautiful Oops, by Barney Saltzberg

Ish, by Peter Reynolds

It's Ok to Make Mistakes, by Todd Parr

Last Stop on Market Street, by Matt de la Pena

Rosie Revere, Engineer, by Andrea Beaty

The Girl Who Never Made Mistakes, by Mark Pett and Gary Rubinstein

The Giving Tree, by Shel Silverstein

The Invisible Boy, by Trudy Ludwig

WEB



"7 Momentous Inventions Discovered by Accident," *The History Channel*, January 10, 2023. <https://www.history.com/news/accidental-inventions>

"9 Successful Inventions Made by Accident," Concordia University, May 18, 2021. <https://www.concordia.edu/blog/9-successful-inventions-made-by-accident.html>

"Hip-Hop Around the Clock" YouTube, uploaded by Jack Hartmann Kids Music Channel, https://youtu.be/g6tJAY_7AL4

"Kindness is a Muscle Sing-A-Long Lyric Music Video" YouTube, uploaded by Peacock Jr, https://youtu.be/BXAo_5voOP0

"Somebody Loves You, Mr. Hatch read by Hector Elizondo" YouTube, uploaded by StorylineOnline, https://youtu.be/AGAS_Aj85cA

"Top 10 Great Accidental Discoveries," *Goethe-Institut*, August 2020. <https://www.goethe.de/prj/mis/en/mit/tte.html>



CURRICULUM STANDARDS INDEX

Early Learning & Development

Standard	Description	Grade	Activity	Page
AL.1.b	Completes activities with increasingly complex steps.	PreK	Beautiful Mistakes	14
AL.1.c	Persists in completing a task with increasing concentration.	PreK	Beautiful Mistakes	14
CO.2.a	Demonstrates increasing ability to think symbolically.	PreK	Color & Learn Beautiful Mistakes	7 14
CO.1.a	Develops the ability to recall information about objects, people, and past experiences.	PreK	My Secret Valentine Post-Show Video Workshop	9 11
CO.4.a	Develops ability to be flexible in own thinking and behavior.	PreK	Beautiful Mistakes	14
CR.1.a	Expresses ideas and feelings through visual art.	PreK	Pre-Show Video Workshop Color & Learn Beautiful Mistakes	6 7 14
CR.1.b	Expresses self creatively through music and dance.	PreK	Post-Show Video Workshop	11
LL.1.a	Demonstrates understanding of increasingly complex language.	PreK	Pre-Show Video Workshop Color & Learn My Secret Valentine	6 7 9
LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	Post-Show Video Workshop Mirrors	11 15
MA.4.a	Develops ability to recognize shapes and their attributes.	PreK	Pre-Show Video Workshop	6
PW.1.a	Develops competency in a variety of locomotor skills and non-locomotor skills.	PreK	Pre-Show Video Workshop Mirrors	6 15
PW.1.b	Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.	PreK	Mirrors	15
PW.2.e	Participates in preferred physical activities and develops understanding that being physically active is healthy.	PreK	Pre-Show Video Workshop	6
SE.1.a	Develops and expands understanding of oneself as a unique person.	PreK	Post-Show Video Workshop	11
SE.1.b	Develops understanding of emotions.	PreK	My Secret Valentine Post-Show Video Workshop	9 11
SE.3.a	Develops empathy toward and understanding of others.	PreK	My Secret Valentine Mirrors	9 15

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	Color & Learn	7
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	My Secret Valentine Timed Tables	9 12
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	Timed Tables	12
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	My Secret Valentine Post-Show Video Workshop Mirrors	9 11 15
SL.K.4	Describe familiar people, places, things and events and, with prompting and support, provide additional detail.	K	Timed Tables	12
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	My Secret Valentine	9
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K	My Secret Valentine	9
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K	Timed Tables	12
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	Color & Learn Crossword	7 8
RL.1.1	Ask and answer questions about key details in a text.	1	My Secret Valentine Timed Tables	9 12
RL.1.2a	Analyze literary text development. a. Demonstrate understanding of the lesson.	1	Beautiful Mistakes	14
RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	Timed Tables	12
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	My Secret Valentine Post-Show Video Workshop Mirrors	9 11 15
SL.1.4	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.	1	Timed Tables	12

W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	1	My Secret Valentine	9
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1	My Secret Valentine	9
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	1	Timed Tables	12
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
RL.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	2	My Secret Valentine Timed Tables	9 12
RL.2.2a	Analyze literary text development. a. Determine the lesson or moral.	2	Beautiful Mistakes	14
RL.2.3	Describe how characters in a story respond to major events and challenges.	2	Timed Tables	12
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	My Secret Valentine Post-Show Video Workshop Mirrors	9 11 15
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2	Timed Tables	12
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	My Secret Valentine	9
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	Timed Tables	12
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
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3	My Secret Valentine Timed Tables	9 12
RL.3.2a	Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text.	3	Beautiful Mistakes	14

RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3	Timed Tables	12
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	My Secret Valentine Post-Show Video Workshop Mirrors	9 11 15
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	Timed Tables	12
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3	My Secret Valentine	9
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3	Timed Tables	12

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CE	Demonstrate observation and listening skills in a theatrical context.	K	Mirrors	15
K.1PR	Imitate movements, voices and feelings of people, animals and objects through dramatic play.	K	Post-Show Video Workshop	11
K.1RE	Share thoughts, emotions and ideas in response to a dramatic or theatrical experience.	K	Post-Show Video Workshop	11
K.5PR	Engage in drama and theatre experiences to explore concepts from other academic areas.	K	Mirrors	15
1.1RE	Explain personal and collective emotional responses to dramatic and theatrical works or experiences.	1	Post-Show Video Workshop	11
1.3PR	Demonstrate various movements, voices and feelings by performing a variety of familiar roles.	1	Post-Show Video Workshop	11
1.6PR	Work cooperatively to present a tableau, improvisation or pantomime.	1	Mirrors	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 Workshops	11
2.2CE	Identify the theme of stories or dramatic and theatrical works.	2	Mirrors	15
2.4PR	Engage in physical warm-ups to develop relaxation and build coordination and flexibility.	2	Pre-Show Video Workshop	6

2.5PR	Describe and model effective social and group skills when participating in dramatic play with partners.	2	Mirrors	15
3.4PR	Direct peers in performing a task in a dramatic situation.	3	Mirrors	15
3.4RE	Share personal opinions about a play or theatre experience and respectfully consider the opinions of others.	3	Post-Show Video Workshop	11

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	11
K.4CE	Explore and identify a wide variety of sounds, including the human voice.	K	Post-Show Video Workshop	11
1.1PR	Demonstrate echo and call/response.	1	Post-Show Video Workshop	11
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	11
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	11
3.3PR	Use the head voice to produce a light, clear sound while maintaining appropriate posture.	3	Post-Show Video Workshop	11

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1PR	Explore and experiment with a range of art materials and tools to create and communicate personal meaning.	K	Pre-Show Video Workshop Beautiful Mistakes	6 14
K.2PR	Generate ideas and images for artwork based on observation, memory, imagination and experience.	K	My Secret Valentine Beautiful Mistakes	9 14
K.5PR	Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.	K	Beautiful Mistakes	14
K.6PR	Create artwork that explores a central theme across disciplines.	K	Beautiful Mistakes	14
1.1PR	Demonstrate beginning skill and craftsmanship in the use of art materials and tools.	1	Pre-Show Video Workshop Beautiful Mistakes	6 14
1.3PR	Explore and use a range of subject matter to create original works of art.	1	Beautiful Mistakes	14

1.6PE	Generate artmaking ideas from their daily experiences and the environment.	1	My Secret Valentine Beautiful Mistakes	9 14
1.6PR	Engage in artmaking to produce a work that combines music, movement or dramatic play with visual art.	1	Pre-Show Video Workshop	6
2.1PR	Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.	2	Pre-Show Video Workshop	6
2.2PR	Envision what cannot be observed directly and depict it visually.	2	My Secret Valentine	9
2.3PR	Create artworks based on imagination and observation of familiar objects and scenes.	2	Beautiful Mistakes	14
2.7PE	Generate artmaking ideas from their daily experiences and the environment.	2	My Secret Valentine Beautiful Mistakes	9 14
3.1PR	Demonstrate skill and expression in the use of art techniques and processes.	3	Pre-Show Video Workshop Beautiful Mistakes	6 14
3.4PR	Create artworks that demonstrate awareness of two- and three-dimensional space.	3	Pre-Show Video Workshop	6
3.6PR	Collaborate with others to create a work of art that addresses an interdisciplinary theme.	3	Beautiful Mistakes	14

Mathematics

Standard	Description	Grade	Activity	Page
1.MD.3.a	Work with time and money. a. Tell and write time in hours and half-hours using analog and digital clocks.	1	Timed Tables	12
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2	Timed Tables	12
3.MD.1.a	Work with time and money. a. Tell and write time to the nearest minute. Measure time intervals in minutes (within 90 minutes). Solve real-world problems involving addition and subtraction of time intervals (elapsed time) in minutes, e.g., by representing the problem on a number line diagram or clock.	3	Timed Tables	12

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions	K-2	My Secret Valentine Post-Show Video Workshop	9 11
A1.2.a	Recognize emotions as natural and important	K-2	My Secret Valentine Post-Show Video Workshop	9 11

A1.4.a	Recognize that current events can impact emotions	K-2	My Secret Valentine Mirrors	9 15
A1.4.b	Describe how current events trigger emotions	K-2	My Secret Valentine	9
C1.2.a	Identify words and actions that may support or hurt the feelings of others.	K-2	Mirrors	15
C3.3.a	Discuss the concept of, and practice, treating others the way you would want to be treated.	K-2	Post-Show Video Workshop Mirrors	11 15
D2.3.a	Recognize that people may influence each other with words or actions.	K-2	Mirrors	15
A1.1.b	Identify a range of personal emotions	3-5	My Secret Valentine Post-Show Video Workshop	9 11
A1.2.b	Identify that emotions are valid, even if others feel differently	3-5	My Secret Valentine	9
A1.4.b	Describe how current events trigger emotions.	3-5	Mirrors	15
C1.3.b	Demonstrate empathetic reactions in response to others' feelings and emotions.	3-5	Mirrors	15
C3.3.b	Define and practice civility and respect virtually and in-person.	3-5	Mirrors	15
D2.3.b	Distinguish the helpful and harmful impact of peer pressure on self and others.	3-5	Mirrors	15

Social Studies

Standard	Description	Grade	Activity	Page
K.His.1	Time can be measured.	K	Timed Tables	12
1.His.1	Time can be divided into categories (e.g., months of the year, past, present and future).	1	Timed Tables	12
2.His.1	Time can be shown graphically on calendars and timelines.	2	Timed Tables	12