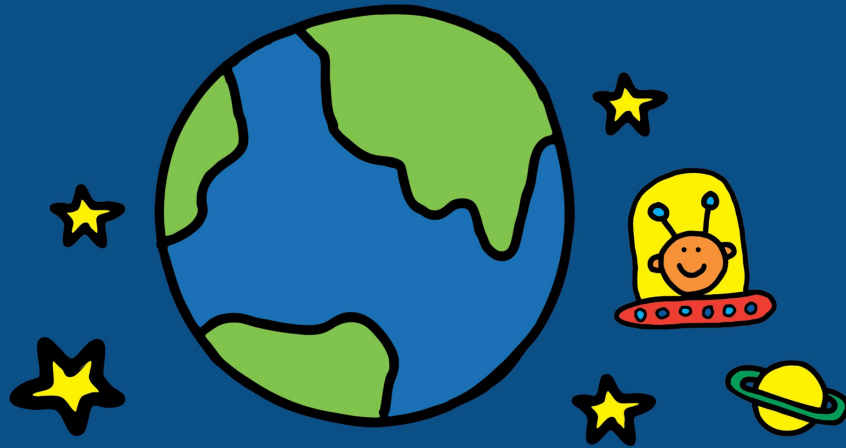


MERMAID
THEATRE
OF NOVA SCOTIA



IT'S OKAY TO BE DIFFERENT

Stories by Todd Parr
The New York Times Best Selling Author



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School Matinee Performances



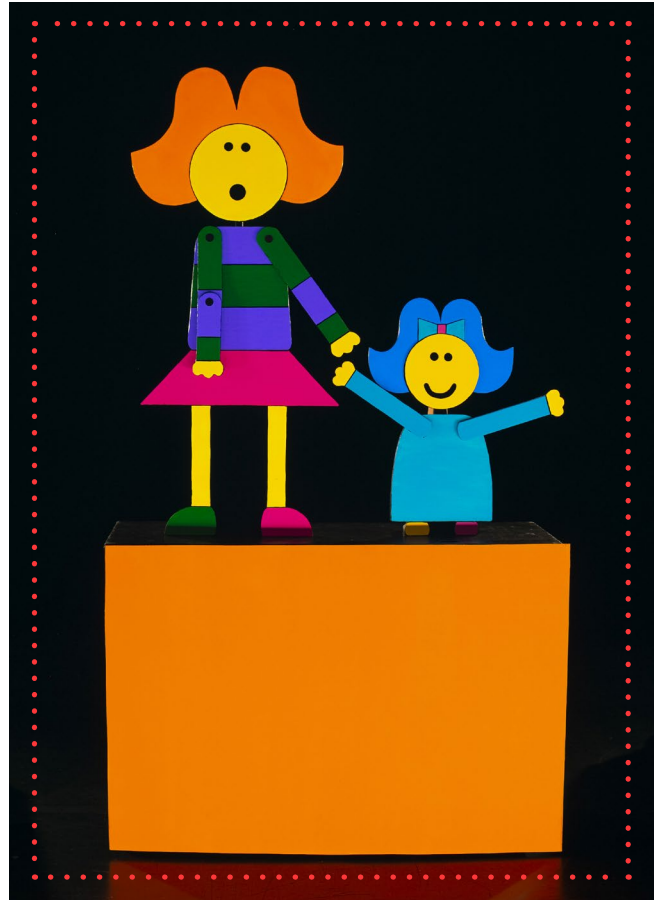
TEACHER RESOURCE GUIDE

It's Okay to Be Different

Stories by Todd Parr

TABLE OF CONTENTS

About Playhouse Square	3
Coming to The Theater	4
About the Show	6
Key Terms & Events	7
Pre-Show Activities	8
Post-Show Activities	14
Resources	16
Curriculum Standards Index	17
Early Learning & Development	17
English/Language Arts	17
Fine Arts	19
Mathematics	21
Physical Education	22
Science	22
Social & Emotional Learning	23



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), Physical Education (adopted 2015), Science (2019), and Social and Emotional Learning (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.

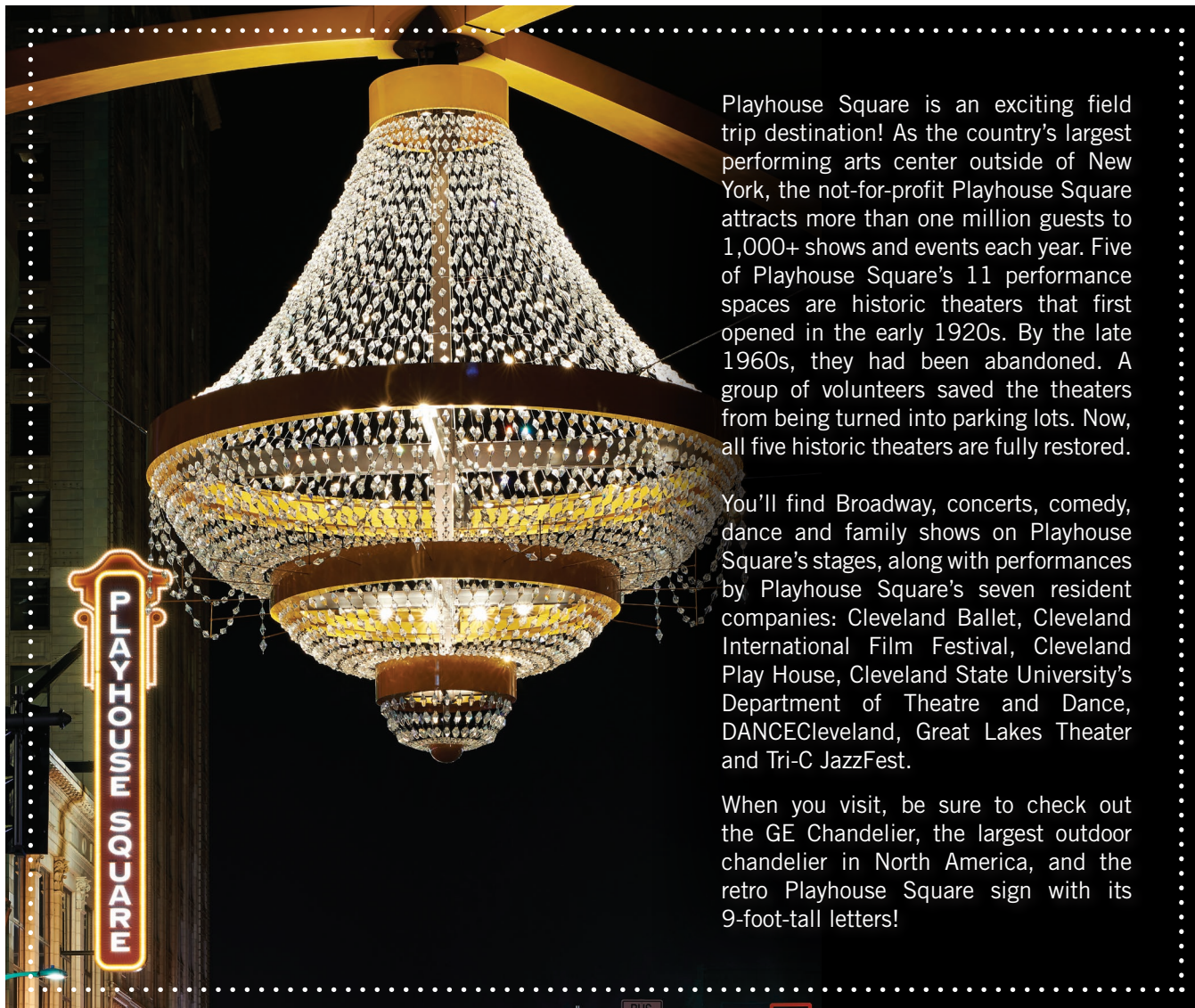
The lessons and activities in this guide are created and adapted by Davida Pantuso and Barbara Israel in partnership with Playhouse Square's Education Department.



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

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

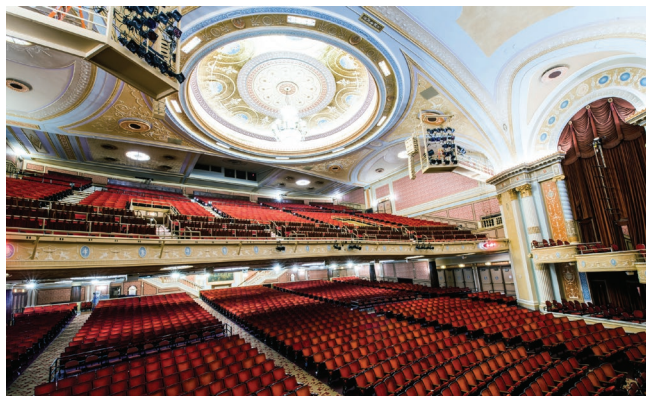
ABOUT PLAYHOUSE SQUARE



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

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

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



COMING TO THE THEATER

This discussion and attendance at one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: K.1CE, K.5CE, K.6CE, 1.4CE, 1.5CE, 1.6CE, 2.5CE, 2.6CE, 2.3RE, 4.4CE, 4.6CE, 4.3RE

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

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you'll see on the next page. Can you point them out when you get to the show?
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers can also too.
- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice, and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.

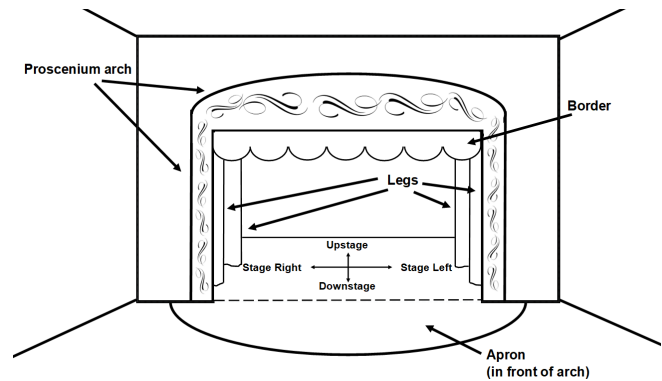


Parts of a Theater

Theater is both a place *and* a thing. It's the art of creating and producing plays, the act of performing plays, and it's a place where plays are performed. Theater can take place anywhere – at school, a big fancy building or even outside. The Mimi Ohio Theatre, our main stage for school matinee performances, is over 100 years old and seats over 1,000 guests.

There are many types of theatres, such as a thrust stage, amphitheater, or black box. The most common of them feature a proscenium arch, including the Mimi Ohio Theatre. The diagram at right shows an example of this, and other elements visible or related to a theater performance. Review the glossary below prior to the show and ask students to see how many they can point out during their visit. These terms may reappear in other pre- and post-show activities provided by this guide.

An exact paper model of the Mimi Ohio Theatre is also available for printing and linked on our Resources page. Work individually or as a class to assemble your own replica, learn hands-on about the parts of the theater, and stage your very own productions!



Glossary

Apron – the section of the stage floor which projects towards or into the auditorium. In proscenium theatres, it's the part of the stage in front of the proscenium arch, above the orchestra pit.

Blackout – an absence of stage lighting, often cued to distinguish the start or end of a show or scene

Borders and Legs – curtains or panels framing the stage. Legs are flown vertically to hide the wings or offstage areas. Borders are flown across the top of the stage.

Cast – a group of actors in a play

Character – a person in a novel, play or movie portrayed by an actor

Choreography – rehearsed movement or dance

Chorus – a group of singers and dancers in a play or musical

Costumes – the clothing worn by the actors onstage

Cyclorama – a curved, plain cloth filling the rear of the stage, often used as a sky backing or to project lighted backgrounds

Main Rag, or Main Curtain – Large, heavy curtain (often red) that separates the stage from the audience

Props – objects used by characters on stage, usually small enough to be carried easily

Proscenium – an arch framing the opening between the stage and the auditorium in some theaters

Scene – a division of an act or play. Often, scenes change when characters or set pieces change to indicate a new place or time.

Set – the environment of the play; scenery and furniture used on the stage

Stage directions – movements or placements of actors on stage

- **Onstage** means standing where an audience is able to see you. **Offstage** usually means outside of view but still on the actual stage.
- If you are stand in the center of the stage, you are **center stage**. If you are standing center stage, you are facing **downstage** and the area behind you is **upstage**.
- If you are standing center stage, facing the audience, **stage right** is to your right and **stage left** is to your left.

ABOUT THE SHOW

Based on the best-selling books by Todd Parr
Presented by Mermaid Theatre of Nova Scotia

With his signature blend of playfulness and sensitivity, New York Times bestselling author and illustrator Todd Parr explores important and timely subjects in three contemporary stories adapted and staged by Mermaid Theatre of Nova Scotia. *It's Okay to Be Different* cleverly delivers the important messages of acceptance, understanding, and self-confidence. Equally whimsical and heartfelt, *The Earth Book*, is a sweet homage to our beautiful planet inspiring readers of all ages to do their part to keep the Earth happy and healthy. *This is My Hair* is a funny exploration of how silly hair can be and that no matter how your hair looks it's important to always feel good about yourself.

It's Okay to Be Different – Stories by Todd Parr features a diverse cast, an innovative approach to puppetry manipulation and construction, combined with playful original music for which the company has earned worldwide praise.



The story is about learning to appreciate how we are different from one another and how much we are all the same in many respects. I love the fact that Todd shares these ideas in a playful way. He creates interesting characters and fun little situations that we can bring to life.

– Jim Morrow, Managing Artistic Director of Mermaid Theatre of Nova Scotia

ABOUT MERMAID THEATRE OF NOVA SCOTIA

Founded in 1972, Mermaid Theatre's unique adaptations of children's literature have delighted

**MERMAID
THEATRE**
OF NOVA SCOTIA

more than six million young people in sixteen countries on four continents. Based in Windsor, Ontario, a small rural town in Nova Scotia's Avon Region, the company performs for more than 300,000 spectators annually, and currently ranks among North America's most active touring organizations. It also plays an important ambassadorial role for Nova Scotia and Canada.

Mermaid Theatre has been in continuous operation since it was founded in 1972 in Wolfville, Nova Scotia. They moved to the neighboring town of Windsor in 1987 and helped to revitalize the historic town's downtown business core. Mermaid offers instruction at both community and professional levels through its Institute of Puppetry Arts, welcomes artists in-residence through its Theatre Loft, and presents a vibrant performing arts series at MIPAC (the Mermaid Imperial Performing Arts Centre), it's 400-seat performance space. The Institute's imaginative curriculum-based touring programs entertain and inform students and teachers throughout the region, as well as encourages educators to incorporate the performing arts into the teaching of science.

Learn more at <https://mermaidtheatre.ca/>

ABOUT TODD PARR



Todd Parr is the author and illustrator of more than 50 books for children including the New York Times bestselling *The I Love You Book*, *The Earth Book*, and *The Thankful Book*. His books have received numerous awards and are available in over eighteen languages throughout the world. He is the co-creator of the popular Daytime Emmy® nominated television show, *ToddWorld*, as well as short films for *Sesame Street*. Todd is also working

on a new show based on his books, produced by Spider Eye in the UK. In a review of his 2019 release, *The Kindness Book*, The School Library Journal states "Parr encourages consideration of all people and creatures great and small." Kindness and empathy remain at the forefront of Todd's books and in his collaborations with SF-MARIN Food Bank, Stouffer's, People Magazine and several companies working towards helping people, animals, and promoting literacy. Todd lives in Berkeley, California with his three adopted pit bulls.

Find out more at toddparr.com.

KEY TERMS & EVENTS

Adopted – a term used to describe when someone is brought up or raised by a family that is not biologically their own

Aluminum – a chemical on the Periodic Table of Elements. A silver-gray colored metal used in everyday materials such as pop cans.

Concert – a public music performance

Curlers – a cylindrical device where a piece of hair is wrapped around in order to curl it

Different – not the same, unlike

Embarrassed – the feeling of being uneasy, uncomfortable, or self-conscious

***Emotion** – a feeling or internal response to something

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

Faucet – device usually connected to a sink that controls the flow of water

Flying Saucer – a term used to describe flying space craft flown by aliens

Hairspray – a beauty product used to keep a person's hair in place, usually found in a can

Invisible – not visible to human eye; too small to be seen; nonexistent

Market – a place where people go to buy and sell food and other items

Mars – the fourth planet from the Sun. The second-smallest planet in the Solar System and is named after the Roman god of war.

Pigtails – a hairstyle when the hair is grouped evenly between the two sides of the head in either braids or a ponytail

Plastic – a lightweight and long-lasting material that makes up a lot of our everyday items (toys, cups, spoons, water bottles, and more). Plastic can be man-made or found in nature.

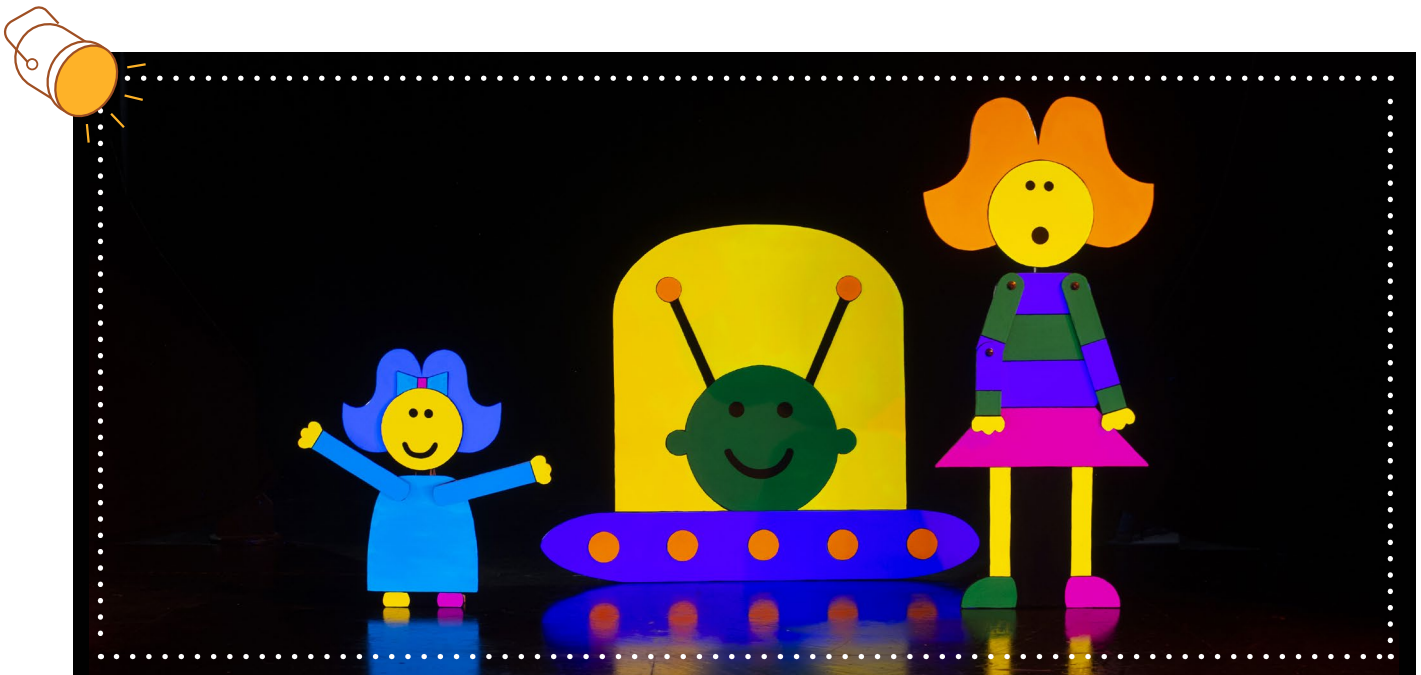
Recycle – the process of taking old materials or waste and reusing them so they can become new, reusable items

***Reduce** – to make smaller in size or amount

***Relationship** – how we connect to other people, objects and environments

***Reuse** – to use more than once

***Unique** – something that is the only one of its kind



■ PRE-SHOW ACTIVITIES

Vocabulary Bingo (Grades K-3)

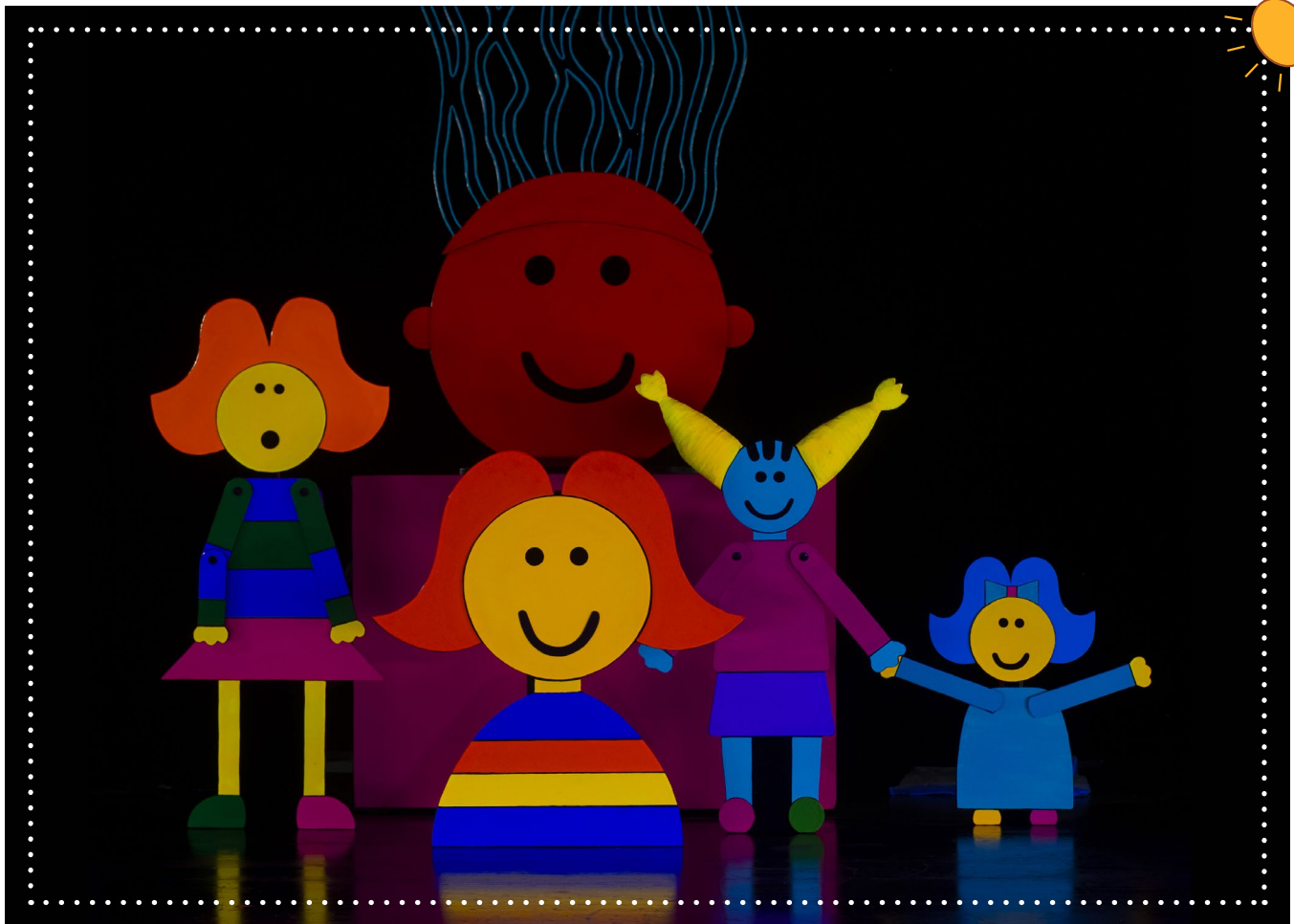
The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning & Development: LL.PK.1.2.7







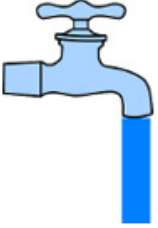




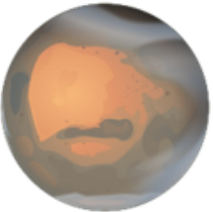

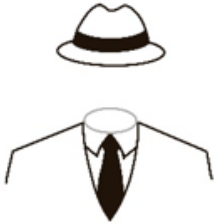
English/Language Arts: L.K.4, L.1.4, L.2.4, L.3.4

With your students, review the vocabulary words listed in the Key Terms & Events section of this guide. Play a game (or two!) of bingo as a class, using this glossary. Provide a bingo card to each student. An example card is below, and a [variety pack](#) available to download on the resources page. Read the definitions aloud and ask students to mark off the term it describes. Note that terms with an asterisk (*) in front of them are *not* included on the bingo boards.

For younger students, read or listen to the books featured in the show: *The Earth Book*, *This is My Hair* and *It's Okay to Be Different*. With support, students should mark off the terms as they appear in the story and discuss their meaning in context as needed.



Bingo Card

 <p>Curlers</p>	 <p>Aluminum</p>	 <p>Hairspray</p>	 <p>Pigtails</p>
 <p>Concert</p>	 <p>Market</p>	 <p>Different</p>	 <p>Faucet</p>
 <p>Recycle</p>	 <p>Empathy</p>	 <p>Embarrassed</p>	 <p>Flying Saucer</p>
 <p>Mars</p>	 <p>Plastic</p>	 <p>Invisible</p>	 <p>Adopted</p>

Classroom Connections Video Workshop (Grades K-3)

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

Fine Arts: Dance: K.1PR, 1.1PR, 2.1PR; Music: K.2PR, K.3PR, 1.1PR, 1.2PR, 2.2PR, 3.2PR, 3.3PR

Physical Education: 1A.K.3, 1A.1.3, 1A.1.6, 1A.2.3, 1A.2.6, 1A.3.1, 1A.3.4

Science: K.LS.1, 1.LS.1, 2.LS.1

Social & Emotional Learning: C1.3.a, C3.1.a, C3.3.a, D2.2.a

Playhouse Square teaching artists design workshops to actively explore and connect with themes students will see during the performance. Join Molly and AJ (and their friends at Cleveland's Campus International School) as they explore the anatomy of hair, discuss empathy and relationships, and what it means to identify and celebrate our differences! They will sing, dance and discuss in this pre-show workshop.

Guest stars:

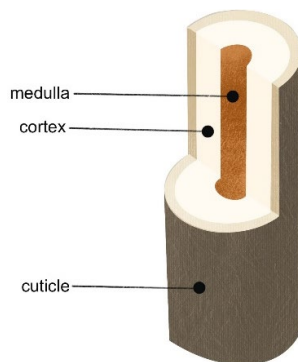
Mrs. Janice Pohl, Teacher at Campus International School
Kindergarten through 3rd Grade students at Campus International School

Run time: 12:33



All About My Hair

Though we all have different hair color, texture, and length, there are some elements that are true to all hair growth.



Cuticle: The outer layer of hair designed to protect the inner part from damage.

Cortex: The inner part of the hair where growth happens. The cortex is made up of keratin and melanin.

Medulla: The center of a strand of hair that supports the outer layer.

Keratin: Proteins that help our skin, hair, and nails grow

Melanin: The color that pigments our skin, hair, nails.



Earth Song Lyrics

The earth is big
The earth is round
You and me
Live on the ground
And in the ground
We grow food
To nourish me
To nourish you
The food we grow
Comes from seed
Seeds must travel
Through the breeze

Seeds can go
By butterfly
Water, bees
And in the sky
We look above
We look below
Relationships
Are meaningful
We can care
For our earth
Tending our
Connection first



Our Class by the Numbers (Grades PreK-3)

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

Early Learning & Development: MAT.PK.1.1.4, MAT.PK.1.2.1, MAT.PK.4.2.1, SCI.PK.1.1.6, SED.PK.1.2.1, SED.PK.1.2.2

Mathematics: K.CC.4, K.CC.5, K.CC.6, K.MD.3, K.OA.2, 1.MD.4, 1.OA.5, 2.MD.10, 2.OA.2, 3.MD.3

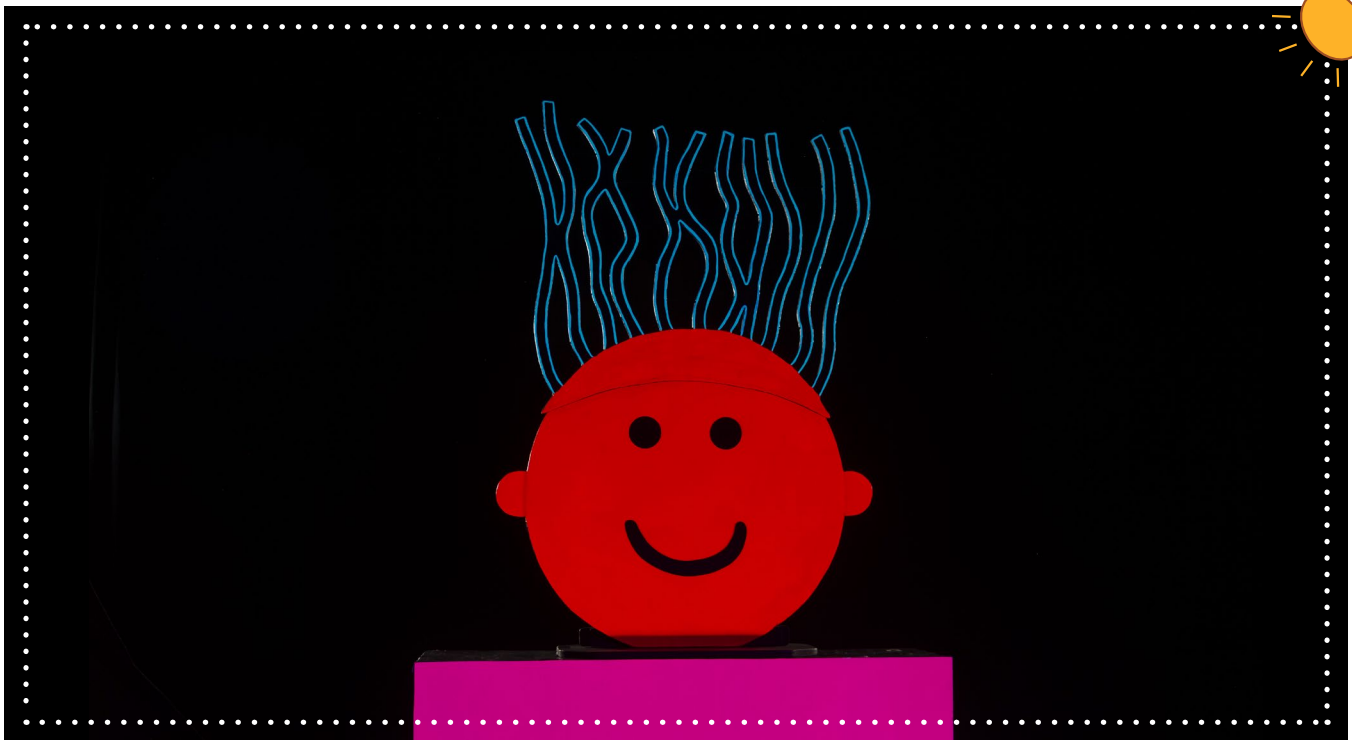
Social & Emotional Learning: C3.1.a

This exercise will highlight the many ways classmates are similar and different from each other. Begin by asking students to look around the room and see if they can point out some things that make them the same or different. On the class board, begin a list of ideas generated by that discussion. Focusing on individual characteristics, the list might include things such as eye color, hair color, number of siblings, pets, etc.

Next, use this data to create graphs about the class. Model the first graph, starting with eye color, on chart paper or the board. Ask all students with brown eyes to come to the front of the class and line up in a row. Then have the students with blue eyes line up next to them. Finally, the students with green/hazel eyes can line up next, creating a human bar graph. Ask students in the front row to count off one by one. Record that number

on the board. Repeat with the second and third rows, recording those numbers in turn. Transfer this data to the graph drawn on chart paper by allowing each child to color in a block or place a sticker in the appropriate row and block for their eye color.

Using the graph provided on the following page, support students to create additional graphs of other characteristics. To assess comprehension, ask students questions like “What eye/hair color do most children in this class have?”, “How many different hair colors do you see?” or where age appropriate, questions involving addition or subtraction, such as “How many more people have dogs than cats?” Finish the activity by steering conversation towards how no two people are alike (even twins!) and how exciting it is to be unique.



Our Class by the Numbers

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
0	Black Hair	Blonde Hair	Red Hair	Brown Hair		

It's Okay to... (Grades Pre-K-3)

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

Early Learning: SED.PK.1.2.1, SED.PK.1.2.2, LL.PK.3.1.3

English/Language Arts: L.K.1f, RL.K.10, SL.K.1, L.1.1j, SL.1.1, L.2.1f, SL.2.1, L.3.1i, SL.3.1

Social & Emotional Learning: A2.1.a, A2.1.b, C3.1.a, C3.1.b

Materials Needed:

- Butcher block paper or large roll paper in assorted colors
- Large markers
- Coloring supplies for students (crayons, markers or paint)
- Bows, yarn, buttons, puff balls, stickers and other things to decorate

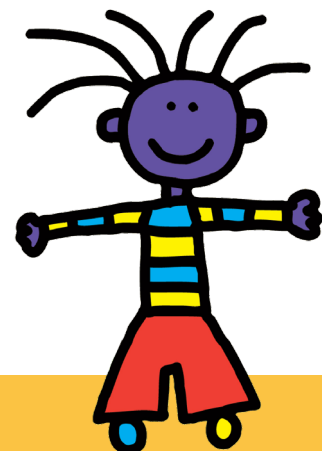
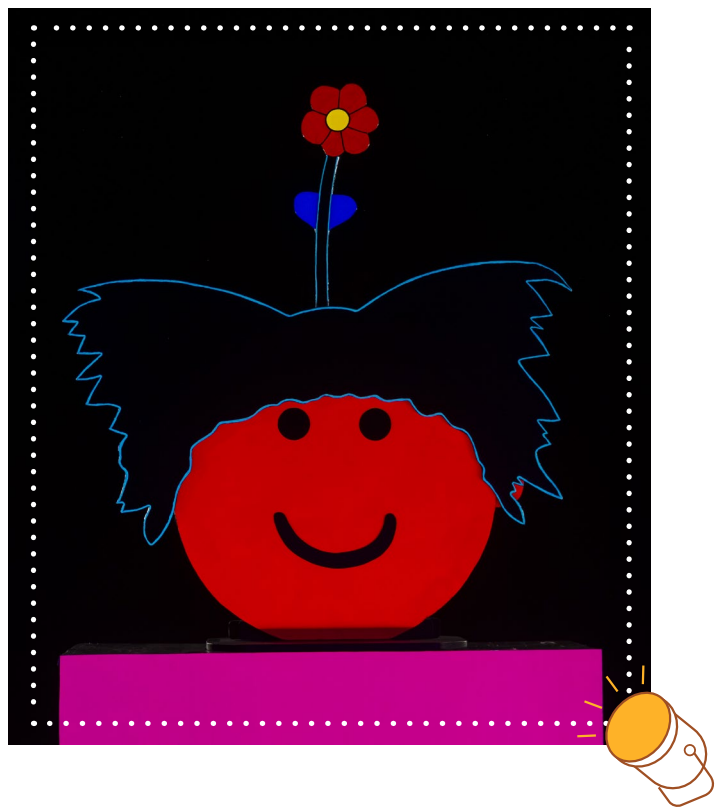
Using large sheets of poster or block paper, trace an outline of each student. Supporting as needed, as each child to print their name at the top of the paper. Have students draw a face, hair and clothing items such as a shirt, pants or skirt to decorate the drawings as themselves. Allow them to add bows, buttons and other flourishes as desired.

Hang the posters around the room and do a “gallery walk” encouraging students to look closely at each other student’s artwork. Gather everyone together and ask volunteers to stand by one of the portraits and share something they like about the drawing. Model this first... “I really like the striped shirt on Mia’s portrait.” Encourage all students to participate.

As a class, read the story *It's Okay to Be Different* or listen to the read-aloud available on the resources page. Ask students to think again about what makes them different from others in the room. Encourage them to think about non-physical traits as well, such as their interests, qualities, skills and talents. Have them complete the sentence stem “It’s okay to...” to describe one thing that they feel makes them unique. Place answers in the boxes on the next page and have students hang the sign next to their portrait.

Wrap up the activity with a discussion about why it is so important to have people with different skills, talents, qualities and interests. Discuss also how sometimes people form opinions about someone because of what

makes them unique, but these aren’t always true. Provide examples, such as “Susie is really good at singing, so she must not be shy” or “Ralph wears glasses, so he must be really smart.” Why could these type of thoughts be hurtful to someone, even when true? What can people do to be more accepting of others who are different from them?



POST-SHOW ACTIVITIES

Let's Recycle! (Grades K-3)

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

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

Mathematics: K.CC.4, 1.OA.5, 2.MD.10, 2.OA.2, 3.MD.3

Science: 3.ESS.3

Social & Emotional Learning: E2.3.a, E2.3.b

One of the books featured in the show was Todd Parr's *The Earth Book*, which is all about the small things we can do to take care of our planet. Ask students to think back to the play and list the ways they can take care of the Earth and how it would help. Compile these on the classroom board. Read or listen to *The Earth Book* again (see resources page for YouTube link). Are there any they forgot? Any more they can imagine? Add them to the board.

Define the following terms for the class:

Reduce – to make smaller in size or amount

Reuse – to use more than once

Recycle – the process of taking old materials or waste and reusing them so they can become new, reusable items.



Reference back to the class board – how many of the actions listed are methods for reducing, reusing or recycling? Introduce the universal symbol for recycling. Explain to students that items that are able to be recycled will often (but not always) display this symbol. It's also used to label which waste baskets are used to collect recyclable objects. With the help of a parent, ask students to locate five items at home on which this symbol appears. The following day, have them share their items with the class – were there any that surprised them?

Hold a recycling contest with other classes at the school. Teachers of participating classes should create a bar graph at the front of the room with one column for every class in the contest. For one week, ask students to bring in recyclable objects to add to a class recycling bin. Be

sure to add the recycling symbol to the bin if it doesn't have one already! Tell students that although many different objects are recyclable, only plastic bottles and aluminum cans will count for this contest. Together, establish a class goal for how many objects to collect to be recycled.

At the end of each day, each class will count the number of items collected by their students and share that number with the other groups so teachers can update the bar graphs. This will allow students to see which class is in the lead or to determine the final winner. At the end of each day, students in grades 1-3 should determine how many more/less items the other classes have collected in comparison to their own class count.

After tallying results, hold a class discussion about the importance of responsible decision-making. Ask students to consider how their personal choices regarding recycling might impact the world around them. In other words, what is the outcome if they recycle on a regular basis? What is the outcome if they choose not to recycle regularly? Reference back to the class list of actions and consequences from the book for examples as needed.



More By Todd Parr (Grades PreK-1)

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

Early Learning & Development: SED.PK.1.1.1, LL.PK.1.2.2, LL.PK.1.3.1, LL.PK.2.1.6

English/Language Arts: RL.K.6, SL.K.1, SL.1.1

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

The pre-show activities and the performance teach us to celebrate our individuality. In this activity, students will reflect on what makes humans alike. Remind students that some similarities and differences are invisible, meaning that we can't see them. Can they brainstorm anything that all students in the class have in common?

Steer the conversation towards one thing that makes us alike is that all human beings have feelings or emotions, even when it's difficult to describe or talk about them. As a class, create a list of all the feelings they can brainstorm. Be prepared to prompt students with questions like... "How do you feel when you get a present on your birthday?" or "How do you feel when your brother takes your toy and won't give it back?"

After creating the list of feelings on chart paper, tell the class you are going to look at another book by the author Todd Parr. For younger students, define the terms author and illustrator, and point out the similarities in the drawings in both books. Read or listen to *The Feelings Book* by Todd Parr being read aloud (see resources page). Pause the video at 00:24 seconds to show the four faces on the story cover. Ask students to identify the emotion on the faces shown: happy, sad, frightened, and mad. Ask students to tell you what about the face makes them think that? Help them see how the eyes and mouth in particular help us to see how a character or person is feeling.

Add feelings to your chart paper list when they appear in the story – silly, cranky, scared, brave, lonely, etc. If you are using a physical copy of the book, pause at multiple parts to ask students "how many of them have ever felt _____?" (input the emotion being described) and ask them to share something about the event that made them feel that way.

Use small paper plates to create faces that show happy, sad, frightened, or mad. Students can draw a face on the plate or paste copies of generic happy/sad faces. Allow students to color and personalize faces with features such as hair, glasses, etc. When complete, use these faces to respond to questions about a character in a story is feeling or on any given day how they might be feeling. They can be incorporated into morning meetings, circle time, or when a discussion of feelings is appropriate.



RESOURCES

BOOKS



It's Okay to Be Different, written and illustrated by Todd Parr

The Earth Book, written and illustrated by Todd Parr

The Feelings Book, written and illustrated by Todd Parr

This is My Hair, written and illustrated by Todd Parr

Suggestions for Further Reading

Not for Me, Please! I Choose to Act Green by M. Godsey and illustrated by CJ Kellner

The I Love You Book, written and illustrated by Todd Parr

The Thankful Book, written and illustrated by Todd Parr

The Kindness Book, written and illustrated by Todd Parr



WEB



It's Okay to Be Different YouTube read-aloud. <https://www.youtube.com/watch?v=C1iXrleoC6c>

Stories by Todd Parr Bingo Card Pack. <https://www.playhousesquare.org/assets/doc/Bingo-Card-Pack-69b5863b20.pdf>

The Earth Book YouTube read-aloud. <https://www.youtube.com/watch?v=lpEc5nHqO2c>

The Feelings Book YouTube read-aloud. <https://www.youtube.com/watch?v=sBFbQ70AJjs>

Did you know?

Todd Parr adds free and fun activities for kids and classrooms to his website, including downloadable coloring sheets, posters, spotify playlists and more! Check it out at <https://www.toddparr.com/landing-page/todd-parr-fun/>

Classroom Connections Video Workshop

It's Okay to Be Different – Stories by Todd Parr Pre-Show Video. Password: Parr2023. <https://vimeo.com/788073755>

Visiting Playhouse Square Social Stories

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

For Families and Homeschools.
<https://vimeo.com/228683843>

Ohio Theatre Letterbox Activity

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

CURRICULUM STANDARDS INDEX

Early Learning & Development

Standard	Description	Grade	Activity	Page
LL.PK.1.2.2	Speak audibly and express thoughts, feelings and ideas clearly (articulation).	PreK	More by Todd Parr	15
LL.PK.1.2.7	With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects (vocabulary).	PreK	Vocabulary Bingo	8
LL.PK.1.3.1	With modeling and support, follow typical patterns when communicating with others (e.g., listen to others, take turns talking and speaking about the topic or text being discussed).	PreK	More by Todd Parr	15
LL.2.1.6	With modeling and support, name the author and illustrator of a story and what part each person does for a book.	PreK	More by Todd Parr	15
LL.PK.3.1.3	With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	PreK	It's Okay to...	13
MAT.PK.1.1.4	Demonstrate one-to-one correspondence when counting objects up to 10.	PreK	Our Class by the Numbers	11
MAT.PK.1.2.1	Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	PreK	Our Class by the Numbers	11
MAT.PK.4.2.1	Collect data by categories to answer simple questions.	PreK	Our Class by the Numbers	11
SCI.PK.1.1.6	Record observations using words, pictures, charts graphs, etc.	PreK	Our Class by the Numbers	11
SED.PK.1.1.1	Recognize and identify own emotions and the emotions of others.	PreK	More by Todd Parr	15
SED.PK.1.2.1	Identify the diversity in human characteristics and how people are similar and different.	PreK	Our Class by the Numbers It's Okay to...	11 13
SED.PK.1.2.2	Compare own characteristics to those of others.	PreK	Our Class by the Numbers It's Okay to...	11 13

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.	K	It's Okay to...	13

L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Vocabulary Bingo	8
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Let's Recycle!	14
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	More by Todd Parr	15
RL.K.10	Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	K	It's Okay to...	13
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Pre-Show Video Workshop It's Okay to... Let's Recycle! More by Todd Parr	10 13 14 15
SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	K	Let's Recycle!	14
L.1.1j	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.	1	It's Okay to...	13
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Vocabulary Bingo	8
RL.1.1	Ask and answer questions about key details in a text.	1	Let's Recycle!	14
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Pre-Show Video Workshop It's Okay to... Let's Recycle! More by Todd Parr	10 13 14 15
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	1	Let's Recycle!	14

L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce, expand and rearrange complete simple and compound sentences.	2	It's Okay to...	13
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	Vocabulary Bingo	8
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Pre-Show Video Workshop It's Okay to... Let's Recycle!	10 13 14
SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).	2	Let's Recycle!	14
L.3.1i	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Produce simple, compound, and complex sentences.	3	It's Okay to...	13
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Vocabulary Bingo	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	Let's Recycle!	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	Pre-Show Video Workshop It's Okay to... Let's Recycle!	10 13 14
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	Let's Recycle!	14

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	Pre-Show Video Workshop	10
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	Pre-Show Video Workshop	10

2.1PR	Explore the basic elements of dance with an emphasis on expression, focus and confidence.	2	Pre-Show Video Workshop	10
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Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CE	Demonstrate observation and listening skills in a theatrical context.	K	Coming to the Theater	4
K.5CE	Listen to and follow directions in both classroom and theatrical settings.	K	Coming to the Theater	4
K.6CE	Use basic, appropriate vocabulary while engaging in dramatic play and attending theatre productions.	K	Coming to the Theater	4
1.4CE	Use appropriate dramatic and theatrical vocabulary (e.g., character, time and place) to describe dramatic and theatrical experiences.	1	Coming to the Theater	4
1.5CE	Demonstrate audience behavior appropriate for the forms and styles of theatre (e.g., live theatre, film, television, film and media).	1	Coming to the Theater	4
1.6CE	Identify how audience behavior differ among dramatic forms (e.g., live theatre, film, video and broadcast media).	1	Coming to the Theater	4
2.3RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4
2.5CE	Use appropriate dramatic and theatrical vocabulary (e.g., plot, setting) to describe dramatic and theatrical experiences.	2	Coming to the Theater	4
2.6CE	Listen to and follow directions from instructor and peers in both classroom and theatrical settings.	2	Coming to the Theater	4
4.3RE	Explain how a theatrical experience (e.g., live theatre production, film, video and media) impacts its audience.	4	Coming to the Theater	4
4.4CE	Use a variety of dramatic and theatrical vocabulary (e.g., theme, author, conflict, resolution) to describe a dramatic experience.	4	Coming to the Theater	4
4.6CE	Identify where dramatic and theatrical activities occur in the school or community	4	Coming to the Theater	4

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.2PR	Demonstrate a steady beat and maintain it while performing.	K	Pre-Show Video Workshop	10
K.3PR	Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.	K	Pre-Show Video Workshop	10

1.1PR	Demonstrate echo and call/response.	1	Pre-Show Video Workshop	10
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	Pre-Show Video Workshop	10
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	Pre-Show Video Workshop	10
3.2PR	Follow and respond to the cues of a conductor.	3	Pre-Show Video Workshop	10
3.3PR	Use the head voice to produce a light, clear sound while maintaining appropriate posture.	3	Pre-Show Video Workshop	10

Mathematics

Standard	Description	Grade	Activity	Page
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality using a variety of objects including pennies.	K	Our Class by the Numbers	11
			Let's Recycle!	14
K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	K	Our Class by the Numbers	11
K.CC.6	Orally identify (without using inequality symbols) whether the number of objects in one group is greater/more than, less/fewer than, or the same as the number of objects in another group, not to exceed 10 objects in each group.	K	Our Class by the Numbers	11
K.OA.2	Solve addition and subtraction problems (written or oral) and add and subtract within 10 by using objects or drawings to represent the problem.	K	Our Class by the Numbers	11
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	Our Class by the Numbers	11
1.OA.5	Relate counting to addition and subtraction, e.g., by counting on 2 to add 2.	1	Our Class by the Numbers	11
			Let's Recycle!	14
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	Our Class by the Numbers	11
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	2	Our Class by the Numbers	11
			Let's Recycle!	14

2.MD.10	Organize, represent, and interpret data with up to four categories; complete picture graphs when single-unit scales are provided; complete bar graphs when single-unit scales are provided; solve simple put-together, take-apart, and compare problems in a graph.	2	Our Class by the Numbers Let's Recycle!	11 14
3.MD.3	Create scaled picture graphs to represent a data set with several categories. Create scaled bar graphs to represent a data set with several categories. Solve two-step "how many more" and "how many less" problems using information presented in the scaled graphs.	3	Our Class by the Numbers Let's Recycle!	11 14

Physical Education

Standard	Description	Grade	Activity	Page
1A.K.3	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.	K	Pre-Show Video Workshop	10
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	Pre-Show Video Workshop	10
1A.1.6	Move to a rhythmic beat or pattern.	1	Pre-Show Video Workshop	10
1A.2.3	Perform combinations of non-locomotor and locomotor skills in a movement pattern	2	Pre-Show Video Workshop	10
1A.2.6	Perform rhythmic dance steps and sequences.	2	Pre-Show Video Workshop	10
1A.3.1	Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end.	3	Pre-Show Video Workshop	10
1A.3.4	Perform teacher-selected and developmentally appropriate dance steps and movement patterns.	3	Pre-Show Video Workshop	10

Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Pre-Show Video Workshop	10
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Pre-Show Video Workshop	10

2.LS.1	Living things cause changes on Earth.	2	Pre-Show Video Workshop	10
3.ESS.3	Some of Earth's resources are limited.	3	Let's Recycle!	14

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	More by Todd Parr	15
A1.4.a	Recognize that current events can impact emotions.	K-2	More by Todd Parr	15
A2.1.a	Identify personal interests and qualities.	K-2	It's Okay to...	13
C1.3.a	Define empathy and identify empathetic reactions in others.	K-2	Pre-Show Video Workshop	10
C3.1.a	Discuss how people can be the same or different.	K-2	Pre-Show Video Workshop Our Class by the Numbers It's Okay to...	10 11 13
C3.3.a	Discuss the concept of, and practice, treating others the way you would want to be treated.	K-2	Pre-Show Video Workshop	10
D2.2.a	Recognize the need for inclusiveness.	K-2	Pre-Show Video Workshop	10
E2.3.a	Identify how personal choices will impact the outcome of a situation.	K-2	Let's Recycle!	14
A2.1.b	Identify personal strengths based on interests and qualities.	3-5	It's Okay to...	13
C3.1.b	Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true.	3-5	It's Okay to...	13
E2.3.b	Predict possible future outcomes of personal actions in various settings.	3-5	Let's Recycle!	14

