

POLLIPOP

DOODLE POP VER.2



School Matinee Performances

Presented by



TEACHER RESOURCE GUIDE

POLI POP

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EDUCATION



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

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

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

The lessons and activities in this guide are created and adapted by Hannah Kalmeyer 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.

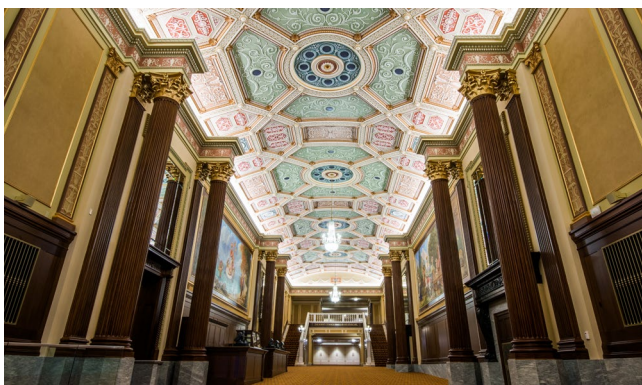
Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! 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.



COMING TO THE THEATER

This discussion and attendance at an in-person School Matinee Performance address the following Ohio Standards:

Early Learning & Development: AL.1.a, PW.4.f

Fine Arts: Drama: K.1CE, K.5CE, 1.5CE, 2.3RE, 2.6CE

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

Here are a few points to begin the discussion:

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

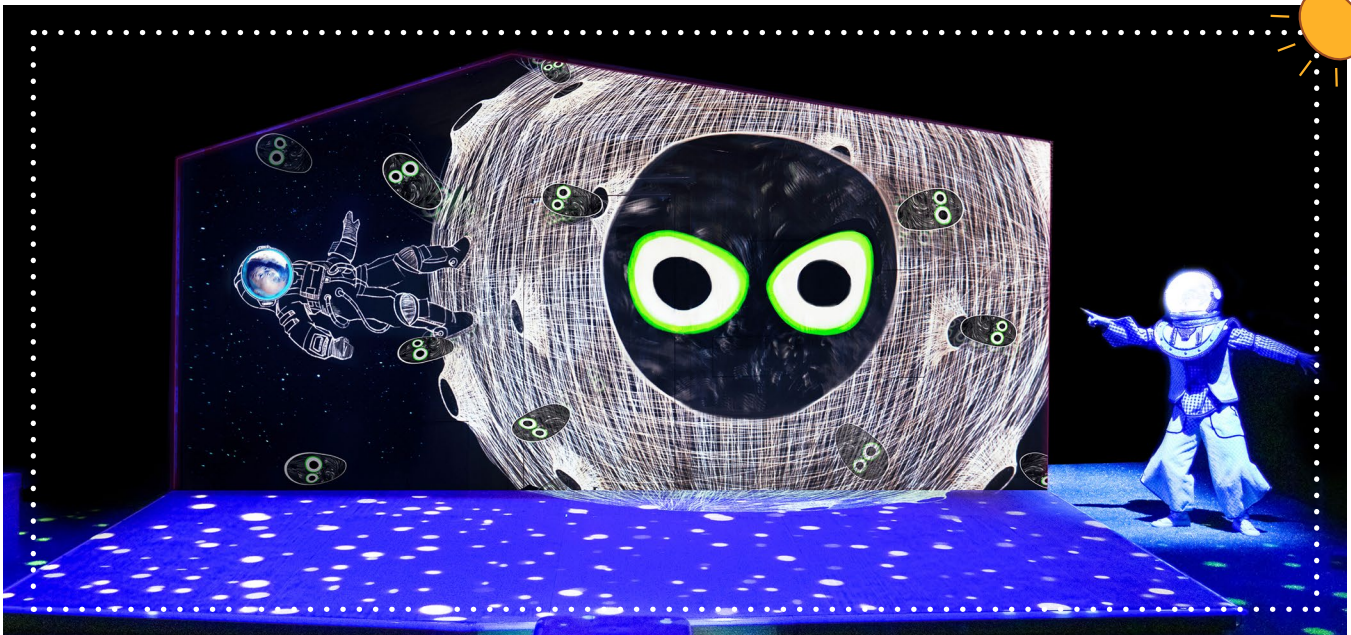
- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice, and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.



ABOUT THE SHOW

Poli and Pola don't want to go to sleep. The siblings start off playing with toys in their bedroom, competing against each other to be the leader of the room, but then their imagination takes them on a surreal dreamlike journey full of surprise and joy. BRUSH Theatre uses incredible technology and special effects to transform the set from an empty room to far away islands, roaring seas, the Egyptian desert, busy cities, dance parties and more! But the duo don't know there's something else lurking in the shadows... a ferocious alien monster! What will they do?

A wonderful follow up to BRUSH's recent show *Doodle POP*, this colorful and playful new theater production uses live musicians who perform the accompanying score and sound effects, stunning interactive animations and painted projection mapping, and an abundance of theatrical imagination.



ABOUT BRUSH THEATRE

BRUSH Theatre is based in Seoul, South Korea and produces theatre for young audiences. The company believes in the little child everyone has inside who loves to live out art in life. They envision the inner child growing into a powerful creator through boundless forms of art – the reason why children are their favorite audience!

Inspiring children all over the world from different socio-economic and geographic backgrounds through out-of-the-box performances, BRUSH Theatre showcases one-of-a-kind acts built for audiences of every age, race and culture.

The company's work has been presented by Birmingham On The Edge Festival (UK), Cape Town Cradle of Creativity Festival (South Africa), Hamedan 23rd International Children and Youth Theatre Festival (Iran), and The National library of Kyrgyz Republic.

For more information, please visit the company's website at www.brushtheatre.com

BRUSH
THEATRE

WHAT IS NON-VERBAL OR PHYSICAL THEATRE?

POLI POP is a non-verbal performance where the characters use gibberish and gestures to communicate with the audience. At its simplest, you could define physical theatre as a form of theatre that puts emphasis on movement rather than dialogue. Several performance traditions all describe themselves as “physical theatre,” but the unifying aspect is a reliance on physical motion of the performers rather than, or combined with, text to convey the story. Performers can communicate or portray emotions with their body using various gestures and expressions.

Different forms of physical theatre include:

- **Dance** – a physical way to represent strong emotions and add to the storytelling through graceful or unconventional movements
- **Immobility** – not moving can have a powerful effect when the stage is full of other characters in motion
- **Gesture** – an expressive movement that can have an emotional impact or define a character

- **Mask work** – visual masks may display or hide emotions, making physical movements a more centralized performance instrument
- **Mime** – stylized movement used to communicate without sound
- **Motif** – repeated use of a movement pattern to convey meaning or remind audience of a central theme
- **Proximity** – how close or far an actor is from co-performers or the audience
- **Stance** – how posture can indicate varying levels of assertion or authority (i.e., strong, weak)
- **Status** – executed by use of levels, distance, strength of contact or a combination of all of these with vocal work



KEY TERMS & EVENTS

Airplane – a flying machine with engines and wings that are usually used to travel long distances.

Beach – landform that is located near a body of water.

Boat – vehicle used to travel on water.

Conductor – a musical conductor helps a group of musicians to play well together.

Crocodile – large lizard-like animal that lives in tropical environments.

Egypt – a country located on the continent of Africa.

Hawaii – a U.S. state on the west coast in the Pacific Ocean that is made up of a group of islands.

Intercepting – to block something before it reaches where it is going.

Ocean – large body of salt water.

Outer space – everything outside of earth.

Perspective – the way things are seen from a particular point of view.

Pyramid – a large structure with four sides that slope upwards to meet at a point; found in Egypt.

Shadow – the dark figure cast upon a surface by a body intercepting the rays from a source of light.

South Korea – a country located in East Asia on the continent of Asia.

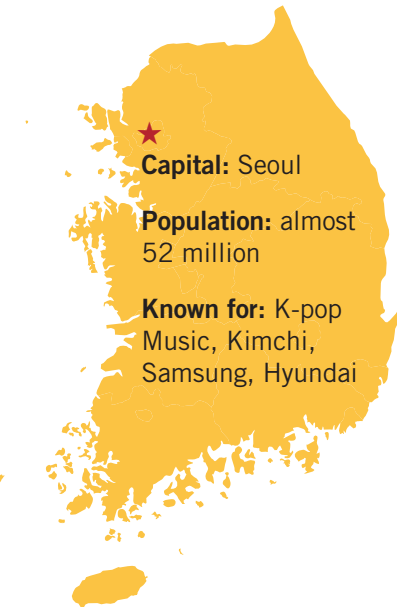
Travel – the activity of going from one place to another.

Volcano – an opening in the Earth's crust where hot melted rock can erupt into the air.

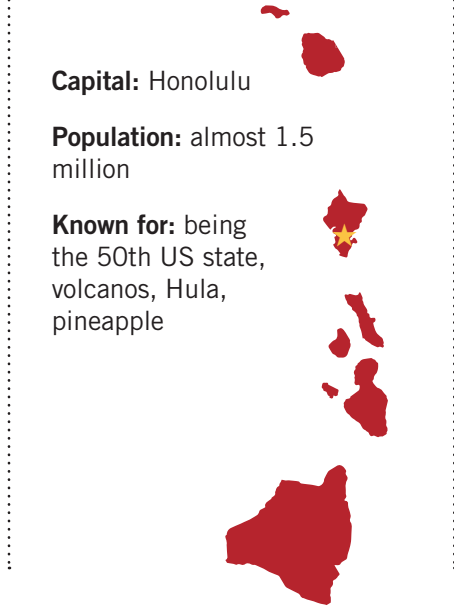
PLACES TO KNOW

Using their imagination, the *POLI POP* characters travel to different areas of the world. Take a moment to check out some quick facts about some of the places related to the show:

South Korea



Hawaii



Egypt



PRE-SHOW ACTIVITIES

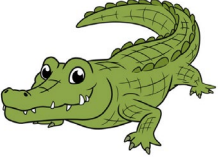










Matching Vocab (Grades: PreK-K)

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

Early Learning & Development: LL.1.b, LL.2.a

English/Language Arts: L.K.4

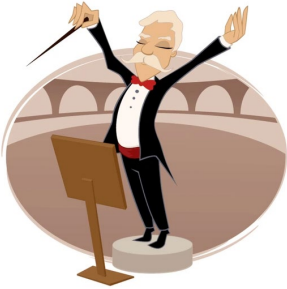


As a class, go over the vocabulary listed in the Key Terms section of this guide. These words will help students prepare for the places, animals, and objects they will see during their *POLI POP* performance. Ask students to match the terms to the associated images below.

<div data-bbox="142 701 386 821">Airplane</div>			<div data-bbox="1235 701 1479 821">Outer Space</div>
<div data-bbox="142 879 386 999">Beach</div>			<div data-bbox="1235 879 1479 999">Pyramid</div>
<div data-bbox="142 1058 386 1178">Boat</div>			<div data-bbox="1235 1058 1479 1178">Shadow</div>
<div data-bbox="142 1230 386 1350">Conductor</div>			<div data-bbox="1235 1230 1479 1350">Travel</div>
<div data-bbox="142 1404 386 1524">Crocodile</div>			<div data-bbox="1235 1404 1479 1524">Volcano</div>
<div data-bbox="142 1579 386 1698">Ocean</div>			

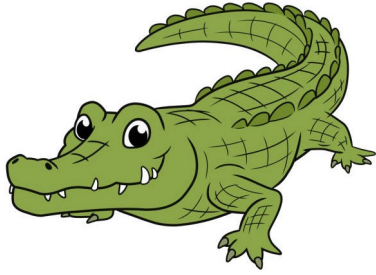

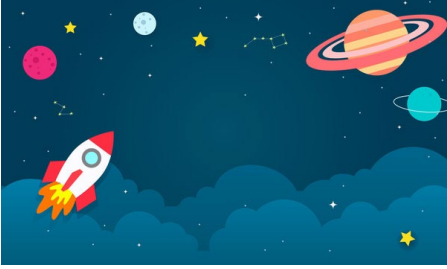


Memory Cards (Grades: 1-2)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
English/Language Arts: L.1.4, L.2.4

As a class, go over the vocabulary listed in the Key Terms section of this guide. These words will help students prepare for the places, animals, and objects they will see during their *POLI POP* performance. Using the cards below, have students play a game of memory to match the terms to the associated image. Cut out the cards into squares and, as a class or in groups, mix them up face down. Each turn, students should flip two cards over and attempt to match the provided definition with the word's image.

Conductor	
Shadow	
Intercepting	

<p>Airplane</p>	
<p>Travel</p>	
<p>Perspective</p>	
<p>Beach</p>	
<p>Ocean</p>	

<p>Crocodile</p>	
<p>Boat</p>	
<p>Outer Space</p>	
<p>Pyramid</p>	
<p>Volcano</p>	

Let's Travel! (Grades: PreK-2)

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

Early Learning & Development: CR.1.a, CR.2.a, LL.3.a, LL.4.a, LL.4.b, SE.4.b, SS.1.a, SS.1.b

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

Fine Arts: Visual Arts: K.2PR, 1.4RE, 2.7PE, 2.3PR

Science: K.ESS.1, 1.ESS.2, 2.ESS.3

Social Studies: K.Geo.5, K.Geo.6, 1.Geo.4, 2.Geo.5, 2.Geo.7, 2.Geo.9

Technology: K-2.ICT.2.a, K-2.ICT.3.c

The characters your class will meet in the play *POLI POP* will be traveling to other countries. This activity will help students learn about the activity and some benefits of visiting foreign places.

As a class, ask the class to define “traveling.” What is it? How many students in the room have traveled before, and for what type of reasons? Ask students to share about their experiences, using questions such as:

Did you like traveling? Why or why not?

What kind of transportation did you use to travel?

What did you bring with you?

Using the class board, make a list of keywords from the students’ responses. Next, brainstorm answers to the next questions together, adding to the list:

What types of transportation can be used to travel?

Where can you travel?

Where can you sleep when you get to your destination?

What should you bring to different destinations? (ii.e. going to the beach vs. skiing)

After answers have been listed, discuss as a class why they think people travel to different destinations.

Now, it’s time to plan an imaginary class trip! This can be a verbal activity or written using the worksheet on the next page. Students in older grades should search activities, current weather and, if able, places to stay in the decided destination.

After you’ve planned the class trip, let them know that the characters in the play *POLI POP* will visit a few places on their adventures. Point out South Korea, Egypt and Hawaii on a map. Ask students if they know anything about these places and share with them the fast facts listed on page 7 of this guide.

Our Class Trip!

Name _____

Where are we going?	How will we get there?
Why are we going there?	What is the weather like?
What are some important things to bring with us? 1. 2. 3.	
What are some things we can do while we are there? 1. 2. 3.	
Draw the class traveling to this trip.	

Silent Storytelling (Grades: PreK-2)

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

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

English/Language Arts: RL.K.3, RL.K.7, SL.K.2, W.K.3, RL.1.3, SL.1.2, W.1.8, RL.2.3, SL.2.2, W.2.8

Fine Arts: Drama: K.1PR, K.2PR, K.3CE, K.6PR, 1.1CE, 1.2CE, 1.4PR, 1.6PR, 2.3PR

Social & Emotional Learning: C1.1.a

Select a picture book to read with your students, covering the text on each page. Remind students that the show *POLI POP* will use little to no words to tell the story. Instead, they use expressions, gestures, music and items around them to tell their story. The class is going to use the illustrations in the selected picture book to infer the plot of the story in a similar way.

As you flip through the book, ask students to pay attention to clues from the illustrations that will provide them with information about the character(s), major events, the conflict and how it was solved, and the setting. You may wish to review the story twice if the students would like to gather more clues.

Have students retell the story to you. As they do, record their answers on a class version of the graphic organizer on the following page. Older students can complete the organizer in small groups.

Finally, read the book with its original text. How close were the students' insights? To reach the Fine Arts standards, students should then silently reenact sections of the book or story in its entirety using only physical movements and items in the room. If it's helpful, you may wish to review the different forms of non-verbal theatre listed on page 6.



Name: _____

Characters – Who?

Empty dashed box for writing characters.

Setting – When & Where?

Empty dashed box for writing setting.

Events – Beginning, Middle, End

Empty dashed box for writing the beginning event.

Empty dashed box for writing the middle event.

Empty dashed box for writing the end event.

Problem – What happened?

Empty dashed box for writing the problem.

Solution – How was the problem solved?

Empty dashed box for writing the solution.

■ POST-SHOW ACTIVITIES

Discussion Questions (Grades: PreK-2)

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

Early Learning and Development: AL.1.a, CO.1.a, LL.1.d, SE.1.b

English/Language Arts: SL.K.2; SL.1.2; SL.2.2

Fine Arts: Drama: K.1RE, K.3CE, K.5CE, 1.1CE, 1.1RE, 1.2CE, 1.3CE, 1.4RE, 2.1CE

Social & Emotional Learning: A1.1.a, C1.1.a, D1.2.a, E3.1.a

For younger students:

1. What did you think of the play?
2. What happened in the play?
3. Can you describe the characters?
4. Where did the play take place?
5. What was the problem in the play? Was it the monster?
6. What did the characters do to help the monster?
7. How did the music make you feel? Did you enjoy the music?
8. What are some of the facial expressions that the characters made? What is that expression telling you?
9. Which of the things in Poli and Pola's bedroom were your favorite?

For older students:

1. What did you think of the play?
2. What was the plot of the play?
3. Who are the characters in the play?
4. Can you describe the setting?
5. What were the main events in the play?
6. What was the conflict/problem?
7. How did the characters solve it?
8. Did the music help you understand the mood of the play?
9. Did the characters use expressions to help you understand his/her feelings? How?
10. Did the props help you understand what was going on in the play?



Box of Shapes (Grades: PreK-2)

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

Early Learning and Development: CO.2.a, CO.4.a, CR.1.a, CR.2.a, LL.1.e, MA.4.a

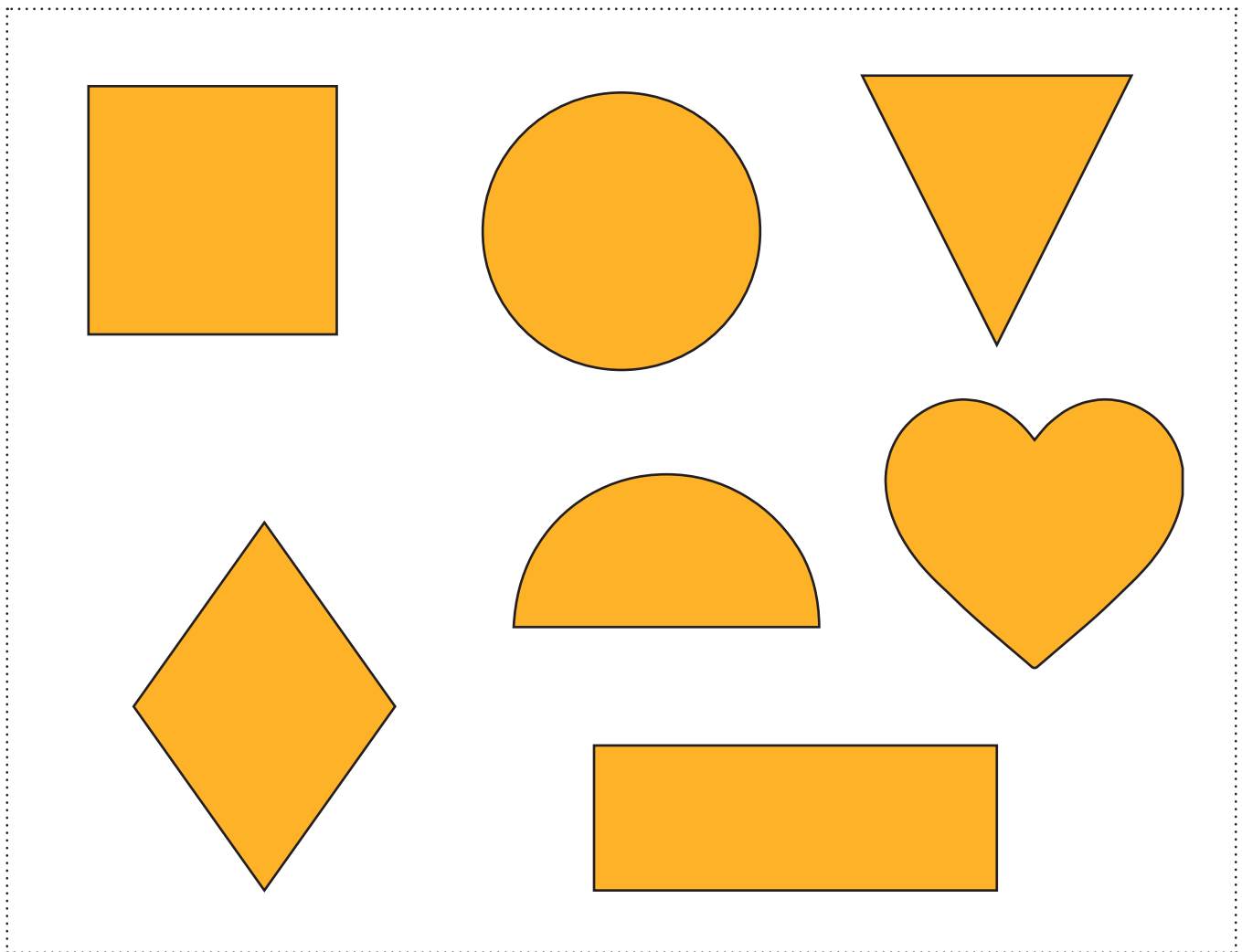
English/Language Arts: RL.K.1, SL.K.1; RL.1.1, SL.1.1; SL.2.1

Fine Arts: Visual Arts: K.1RE, K.4PR, 1.3RE, 2.4PR

Mathematics: K.G.1; K.G.2; K.G.3; 1.G.1; 2.G.1

For this activity, read the book *Box of Shapes* by Wiley Blevins, or watch the read-aloud video of the book available on the resources page. Older students can read alone or in small groups while classes of younger ages read the story together. Have a classroom discussion about the shapes in the book (type, dimension, attributes, etc.) and what you can do with shapes to create things used every day. Then, discuss *POLI POP* and how they used different shapes to make everyday things. Can students recall some of those things?

Using cut-out shapes from the worksheet below, have students create new objects out of them just like in the book and *POLI POP*. Share the objects with the class!



RESOURCES

BOOKS



Suggested Reading

A Ball for Daisy by Chris Raschka

Aquarium by Cynthia Alonso

Big Box of Shapes by Wiley Blevins

Door, a wordless picture book by JiHyeon Lee

Flashlight by Lizi Boyd

How to Catch a Monster by Adam Wallace

Little Fox in the Forest by Stephanie Graegin

On the Go with Petey, a wordless picture book by Speech Therapy Essentials

The Korean Cinderella by Shirley Climo

Where the Wild Things Are by Maurice Sendak

WEB



Big Box of Shapes read-aloud, <https://www.youtube.com/watch?v=XmT3d-khryE>

Hawaii, National Geographic Kids, <https://kids.nationalgeographic.com/geography/states/article/hawaii-1>

Nonverbal Communication Exercises, TheatreFolk, <https://www.theatrefolk.com/blog/nonverbal-communication-exercises/>

South Korea Facts, Kids World Travel Guide, <https://www.kids-world-travel-guide.com/south-korea-facts.html>

Ten Facts About Ancient Egypt, National Geographic Kids, <https://www.natgeokids.com/uk/discover/history/egypt/ten-facts-about-ancient-egypt/>



CURRICULUM STANDARDS INDEX

Early Learning & Development

Standard	Description	Grade	Activity	Page
AL.1.a	Engages in new and unfamiliar experiences and activities.	PreK	Coming to the Theater Silent Storytelling Discussion Questions	4 14 16
AL.1.b	Completes activities with increasingly complex steps.	PreK	Silent Storytelling	14
AL.1.c	Persists in completing a task with increasing concentration.	PreK	Silent Storytelling	14
CO.1.a	Develops the ability to recall information about objects, people, and past experiences.	PreK	Silent Storytelling Discussion Questions	14 16
CO.2.a	Develops ability to express new ideas through imagination and inventive play.	PreK	Box of Shapes	17
CO.4.a	Develops ability to be flexible in own thinking and behavior.	PreK	Silent Storytelling Box of Shapes	14 17
CR.1.a	Expresses ideas and feelings through visual art.	PreK	Let's Travel! Box of Shapes	12 17
CR.2.a	Develops ability to express new ideas through imaginative and inventive play.	PreK	Let's Travel! Silent Storytelling Box of Shapes	12 14 17
LL.1.b	Develops and expands understanding of vocabulary and concepts.	PreK	Matching Vocab	8
LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	Discussion Questions	16
LL.1.e	Develops comprehension of read-aloud text.	PreK	Silent Storytelling Box of Shapes	14 17
LL.2.a	Develops awareness of syllables in spoken words.	PreK	Matching Vocab	8
LL.3.a	Develops knowledge of print organization.	PreK	Let's Travel!	12
LL.4.a	Develops understanding that writing represents spoken language.	PreK	Let's Travel!	12
LL.4.b	Draws and writes using increasingly sophisticated grasp.	PreK	Let's Travel! Silent Storytelling	12 14
MA.4.a	Develops ability to recognize shapes and their attributes.	PreK	Box of Shapes	17
PW.1.d	Uses senses to guide movement and interactions with objects and other people.	PreK	Silent Storytelling	14

PW.4.f	Demonstrates increasing understanding of safety practices and procedures.	PreK	Coming to the Theater	4
SE.1.b	Develops understanding of emotions.	PreK	Discussion Questions	16
SE.4.b	Develops socially competent behaviors with peers.	PreK	Let's Travel!	12
SS.1.a	Develops awareness of own culture and other characteristics of groups of people.	PreK	Let's Travel!	12
SS.1.b	Develops a basic understanding of needs and wants.	PreK	Let's Travel!	12

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	Matching Vocab	8
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Box of Shapes	17
RL.K.3	With prompting and support, identify, characters, settings, and major events in a story.	K	Silent Storytelling	14
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	K	Silent Storytelling	14
RL.1.1	Ask and answer questions about key details in a text.	1	Box of Shapes	17
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Let's Travel! Box of Shapes	12 17
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	Silent Storytelling Discussion Questions	14 16
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K	Silent Storytelling	14
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.	1	Memory Cards	9

RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	Silent Storytelling	14
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Let's Travel! Box of Shapes	12 17
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	Silent Storytelling Discussion questions	14 16
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	Silent Storytelling	14
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and context, choosing flexibly from an array of strategies.	2	Memory Cards	9
RL.2.3	Describe how characters in a story respond to major events and challenges.	2	Silent Storytelling	14
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Let's Travel! Box of Shapes	12 17
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	Silent Storytelling Discussion Questions	14 16
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	Silent Storytelling	14

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.1RE	Share thoughts, emotions and ideas in response to a dramatic or theatrical experience.	K	Discussion Questions	16
K.3CE	Identify the characters, place and time in stories.	K	Silent Storytelling Discussion Questions	14 16
K.5CE	Listen to and follow directions in both classroom and theatrical settings.	K	Coming to the Theater Discussion Questions	4 16
K.1PR	Imitate movements, voices and feelings of people, animals and objects through dramatic play.	K	Silent Storytelling	14
K.2PR	Perform group pantomimes and improvisations to retell stories.	K	Silent Storytelling	14
K.6PR	Work cooperatively to dramatize a story.	K	Silent Storytelling	14
1.1CE	Retell the beginning, middle and ending of stories in proper sequence.	1	Silent Storytelling Discussion Questions	14 16

1.1RE	Explain personal and collective emotional responses to dramatic and theatrical works or experiences.	1	Discussion Questions	16
1.2CE	Identify the characters, time, place and major events in stories.	1	Silent Storytelling Discussion Questions	14 16
1.3CE	Use vivid language to describe the setting of real or imaginary locations.	1	Discussion Questions	16
1.4PR	Dramatize and improvise familiar stories from classroom literature or life experiences with a plot and beginning, middle and end.	1	Silent Storytelling	14
1.4RE	Describe the consequences of a character's decisions and actions in a story or play.	1	Discussion Questions	16
1.5CE	Demonstrate audience behavior appropriate for the forms and styles of the theatre (e.g., live theatre, film, television, film and media).	1	Coming to the Theater	4
1.6PR	Work cooperatively to present a tableau, improvisation or pantomime.	1	Silent Storytelling	14
2.1CE	Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.	2	Discussion Questions	16
2.3PR	Listen to and convey familiar stories, sequencing events and identify characters, settings and conflict.	2	Silent Storytelling	14
2.3RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	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

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1RE	Describe their artworks and efforts and share their artmaking process.	K	Box of Shapes	17
K.2PR	Generate ideas and images for artwork based on observation, memory, imagination and experience.	K	Let's Travel!	12
K.4PR	Reduce objects into basic shapes and lines in relation to the whole image.	K	Box of Shapes	17
1.3RE	Share their artmaking process with peers.	2	Box of Shapes	17
1.4RE	Explain how personal interests and experiences are reflected in the subject matter of artworks.	1	Let's Travel!	12
2.3PR	Create artworks based on imagination and observation of familiar objects and scenes.	2	Let's Travel!	12
2.4PR	Demonstrate flexibility in their creative process and use of art materials.	2	Box of Shapes	17

2.7PE	Generate art making ideas from their daily experiences and the environment.	2	Let's Travel!	12
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Mathematics

Standard	Description	Grade	Activity	Page
K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	K	Box of Shapes	17
K.G.2	Correctly name shapes regardless of their orientations or overall size.	K	Box of Shapes	17
K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	K	Box of Shapes	17
1.G.1	Distinguish between defining attributes, e.g., triangles are closed and three-sided, versus non-defining attributes, e.g., color, orientation, overall size; build and draw shapes that possess defining attributes.	1	Box of Shapes	17
2.G.1	Recognize and identify triangles, quadrilaterals, pentagons, and hexagons based on the number of sides or vertices. Recognize and identify cubes, rectangular prisms, cones, and cylinders.	2	Box of Shapes	17

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	Discussion Questions	16
C1.1.a	Identify facial and body cues representing feelings in others.	K-2	Silent Storytelling Discussion Questions	14 16
D1.2.a	Practice giving and receiving feedback in a respectful way.	K-2	Discussion Questions	16
E3.1.a	Identify how certain actions can impact others.	K-2	Discussion Questions	16

Science

Standard	Description	Grade	Activity	Page
K.ESS.1	Weather changes are long-term and short term.	K	Let's Travel!	12
1.ESS.2	Water on Earth is present in many forms.	1	Let's Travel!	12
2.ESS.3	Long- and short-term weather changes occur due to changes in energy.	2	Let's Travel!	12

Social Studies

Standard	Description	Grade	Activity	Page
K.Geo.5	Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.	K	Let's Travel!	12
K.Geo.6	Models and maps represent real places.	K	Let's Travel!	12
1.Geo.4	Maps can be used to locate and identify places.	1	Let's Travel!	12
2.Geo.5	Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.	2	Let's Travel!	12
2.Geo.7	Human activities alter the physical environment, both positively and negatively.	2	Let's Travel!	12
2.Geo.9	Interactions among cultures lead to sharing ways of life.	2	Let's Travel!	12

Technology

Standard	Description	Grade	Activity	Page
K-2.ICT.2.a	Develop basic skills for locating information using digital learning tools and resources.	K-2	Let's Travel!	12
K-2.ICT.3.c	Collect, record and organize observations and data during student explorations using digital learning tools and resources.	K-2	Let's Travel!	12