



Peter Rabbit Tales

School Matinee Performances



TEACHER RESOURCE GUIDE

Peter Rabbit Tales

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (2011), English Language Arts (2017), Fine Arts (2012), Mathematics (2017), Science (2019), Social and Emotional Learning (2019), and Social Studies (revised 2019).

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

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

The lessons and activities in this guide are created and adapted by Davida Pantuso and Barb Israel in partnership with Playhouse Square's Education Department. Excerpts from the Enchantment Theatre Company guide have also been 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.

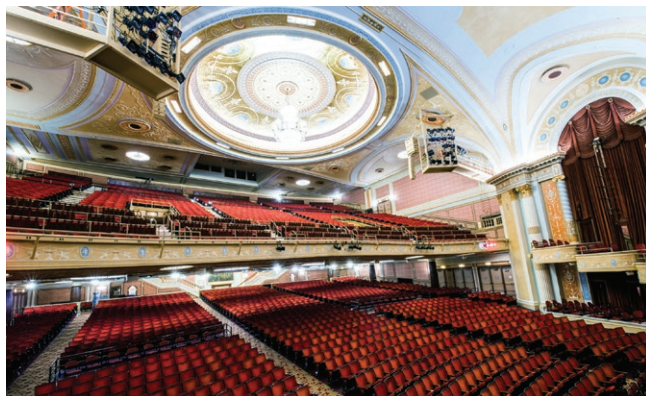
ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! 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!



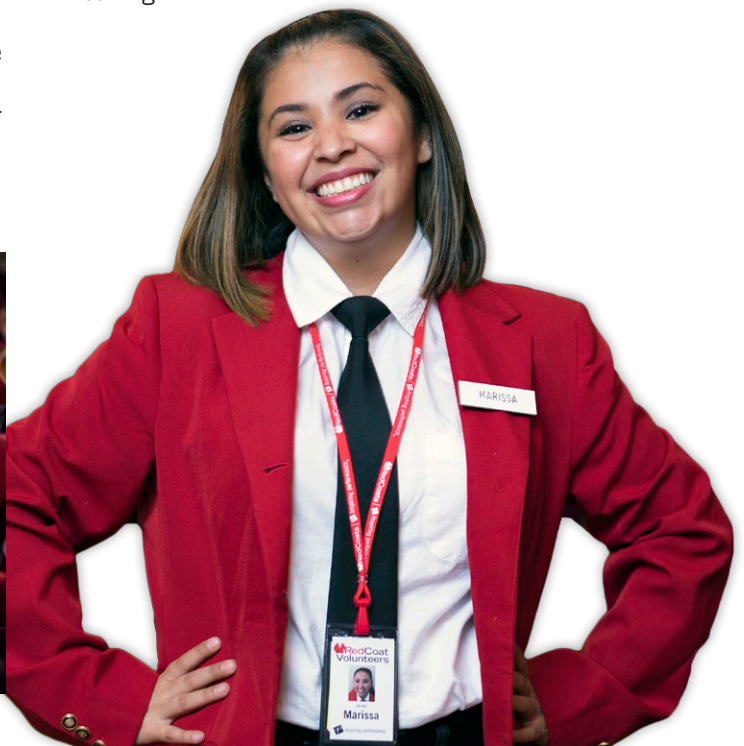
COMING TO THE THEATER

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.

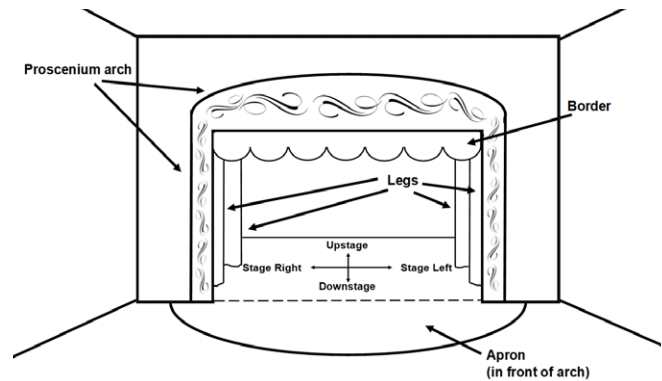


Parts of a Theater

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 Beatrix Potter
Originally produced in 2015 by Enchantment Theatre Company

Enchantment Theatre Company, in collaboration with the Estate of Beatrix Potter and Penguin Books UK, brings her captivating stories to life. Using fantastic masks, whimsical puppets, gorgeous scenery and original music, the magical, marvelous world of Beatrix Potter comes alive on stage. This production is based on three of Beatrix Potter's tales: *The Tale of Peter Rabbit*, *The Tale of Benjamin Bunny* and *The Tale of Mr. Tod*. Enchantment Theatre's decision to create a play based on these infamous stories was due to their delightful adventures, filled with humor, bravery and loyalty, but also how remarkably true they are to both animal and human nature.

About the Original Stories

The Tale of Peter Rabbit, published in 1902, was Beatrix Potter's first book and it became an instant classic. It's the story of Peter, a naughty child rabbit who disobeys his mother's warning and goes into Mr. McGregor's garden. Peter stuffs himself on vegetables and is almost caught by Mr. McGregor. During the chase he loses his coat and shoes but manages to escape under the garden gate. When Peter returns home, ill and exhausted, his mother puts him to bed with chamomile tea.

The Tale of Benjamin Bunny was published in 1904 and picks up where Peter's story ended. Peter's cousin, Benjamin Bunny, convinces Peter to return to Mr. McGregor's garden to retrieve his coat and shoes. The cousins find Peter's coat on a scarecrow and linger to pick vegetables to take home. Just as they're about to leave, they run into the garden cat and hide under a basket. Old Mr. Bouncer comes to save the day and fights with the cat, locking it in the greenhouse. He scolds the bunnies and sends them home.

The Tale of Mr. Tod was published in 1912. The story features two "disagreeable people": Mr. Tod, the fox, and Tommy Brock, the badger. In this tale, Peter, Benjamin and Flopsy are grown up and Benjamin and Flopsy have children of their own. When Tommy Brock steals Flopsy and Benjamin's babies, Benjamin and Peter go off to rescue them. Tommy Brock doesn't have a house of his own, so he decides to settle in Mr. Tod's house to cook a baby bunny pie. Peter and Benjamin follow his tracks to the fox's house, but they are unable to get inside. They decide to dig a tunnel under the house, when suddenly Mr. Tod appears. Mr. Tod tries to get the badger out of his house, and they begin to fight and chase each other into the woods. In the havoc, Peter and Benjamin are able to rescue the baby bunnies and bring them back home.

ABOUT ENCHANTMENT THEATRE COMPANY

Enchantment Theatre Company is a professional non-profit arts organization based in Philadelphia which uses fantastic life-size puppets, skilled masked actors, original music and startling feats of magic and illusion. For over 35 years, the company has performed throughout the United States, Canada and the Far East, creating and presenting imaginative and innovative theatrical productions for school groups and families. Enchantment Theatre has reached audiences of about 20,000 per year and it is to their infectious laughs, astonished gasps, and enthusiastic applause that Enchantment is dedicated.

Learn more at enchantmenttheatre.org.



ABOUT BEATRIX POTTER

Known throughout the world for her beloved animal characters and inventive tales, Beatrix Potter wrote and illustrated over 24 stories, many of which featured rabbits. Her stories are told with humor and wit, combined with a deep appreciation for her character's strengths and foibles. Her gorgeous illustrations perfectly evoke her animal characters and the English countryside, as they beautifully support the storytelling.

Born in 1866, Beatrix Potter came from an upper middle-class family and grew up in London. As a child, she was educated at home and had limited opportunities to spend time with other children. Her nursery became the home to a menagerie of pets that she and her brother Bertram collected. She observed her pets closely, studied their characteristics and drew them with great skill. Through extended family vacations, first in Scotland and later in the Lake District, Beatrix fell in love with the English countryside. Her curiosity, artistic ability and keen observational skills led her to an interest in studying and drawing nature.

As a young woman in the 1890s, she began to sell some of her drawings for greeting cards and hoped to get one

of her stories published. Her first story, *The Tale of Peter Rabbit*, was originally written in 1893 as a letter to cheer a sick child. In 1901, she privately published a small edition of the story when she was unable to find a publisher. The book was taken up by Frederick Warne & Company in 1902 and became an instant classic.

In 1905, Beatrix bought Hill Top Farm in the village of Sawrey in the Lake District. She spent as much time as she could there, and her illustrations of the farm and village began to appear in her tales. Working with a local solicitor, she began to purchase properties in the area, with the intention of preserving the farms and conserving the land. In 1913, Beatrix married that solicitor, William Heelis and for the next thirty years they shared a passion for farming and land preservation. When she died in 1943, Beatrix Heelis left over 4,000 acres of land and fifteen farms to the National Trust of England. A brilliant artist, imaginative writer, passionate naturalist and pioneer in land conservation, Beatrix Potter shared her love of nature with millions of children through her distinctively original tales and by preserving the land that inspired them.



Beatrix Potter

■ PRE-SHOW ACTIVITIES

Masks, Oh My! (Grades PreK-4)

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

Early Learning: LL.PK.1.2.1, SED.PK.1.1.1, SED.PK.1.1.2, SS.PK.1.1.2

English/Language Arts: RL.1.7, RL.2.7, RL.3.7

Fine Arts: Drama: K.5PR, 1.3PR, 2.1PR, 3.7PR, 4.2PR; Visual Arts: K.3PE, K.1PR 1.3PE, 1.1PR, 1.5PR, 2.1PE, 2.1PR, 3.1PR

Social & Emotional Learning: A1.1.a, A1.1.b, C1.1.a, C1.1.b

Materials Needed:

- Paper Plates
- Tongue depressors or popsicle sticks
- Glue or tape
- Markers and other various art supplies

Early Learning Activity

In this production of *Peter Rabbit Tales*, the actors use masks and pantomime to portray different characters. Other characters – Mr. McGregor and his cat – are played by puppets. Rod puppets (manipulated by sticks) will be the primary puppet device used. We can combine these devices by experimenting with rod puppet masks in class.

On four paper plates, create simple masks with happy, sad, angry and surprised faces. Model the four faces on the board with a focus on differences in the eyes, eyebrows and mouths. Then, attach the paper plates to tongue depressors or popsicle sticks. Ask students to share a time when they were happy, sad, angry or frightened using the masks to explore students' own feelings first and see if their classmates can use the masks to guess who or what they are portraying.

Next, familiarize students with the basic story of *The Tale of Peter Rabbit* by reading the book, or by watching the read-aloud version available on the resources page. Through the illustrations and language used, explore the feelings of Peter, Mr. McGregor, Mrs. Rabbit and other characters.

Activity for Grades K-4

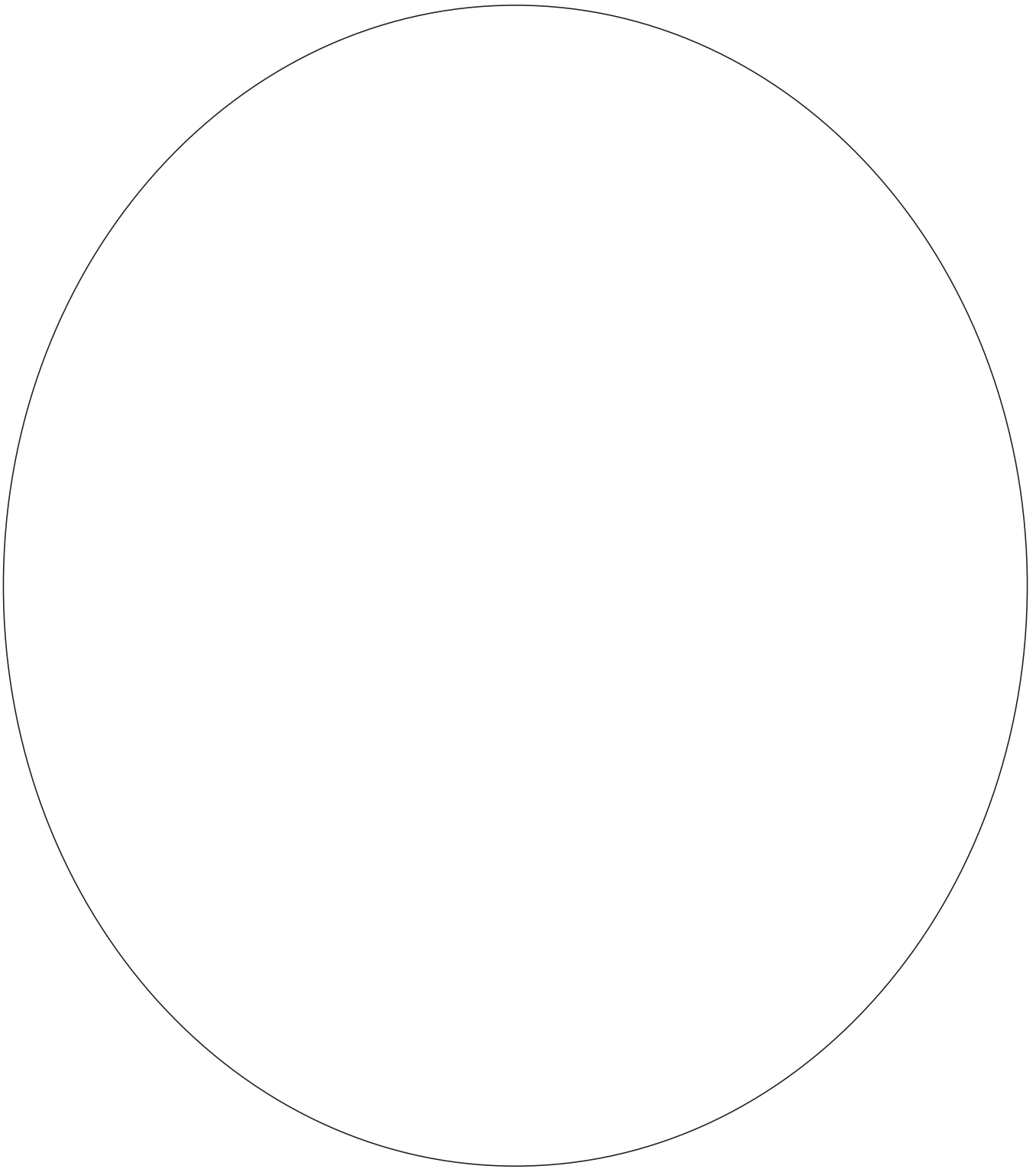
Introduce students to the comedy and tragedy masks. Ask students to offer words, feelings and descriptions that fit each of the masks, starting with comedy. Write these offerings on the class board, then repeat for the tragedy mask. As a class, examine the words produced. Prompt students to consider WHO might wear each of the masks, WHEN, and WHY.

Can the students name any other states of feeling? If students are having difficulty naming emotions, play a charade game acting out different emotions/states for them to guess, e.g., surprise, anger, disappointment, excitement, and fear. Create a word cloud of all named emotions on the board and have students pick one. Using the oval mask on the next page, direct students to draw and color in a mask that is representational of that emotion. They should then cut out the oval and adhere their new mask to a popsicle stick. Have each student share what emotion they picked and the mask they created. As each student shares, ask the rest of the class where they might feel that emotion in their body.

Invite students to stand up and find room to move. Call out an emotion and ask them to strike a pose showing how they might use their bodies to also portray that state of feeling. Finally, familiarize students with the basic story of *The Tale of Peter Rabbit* by reading the book, or by watching the read-aloud version available on the resources page. Through the illustrations and language used, explore the feelings of Peter, Mr. McGregor, Mrs. Rabbit and other characters.



My Mask Creation



Exploring Peter's Habitat (Grades PreK-4)

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

Early Learning & Development: SCI.PK.1.1.1, SCI.PK.1.1.2, SCI.PK.4.1.1, SCI.PK.4.1.2, SS.PK.2.1.1

English/Language Arts: SL.K.1, RL.1.3, SL.1.1, RL.4.3

Fine Arts: Drama: K.3CE, 1.3CE

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

Social & Emotional Learning: D2.3.a

Where do the animals live in *The Tale of Peter Rabbit*? As a class, draw a map on a large piece of poster paper of the setting of *Peter Rabbit*. Include representations of a road or path, Peter's bunny warren in the old fir tree in the woods, Mr. McGregor's house and garden. Match pictures of different habitats to the things that occupy them (e.g., people live in houses, rabbits live in the woods, etc.).

Ask students to make a simple list of all the things that they know about rabbits. Encourage them to think about where rabbits live, how they behave, their physical characteristics, and of course the food that they eat. Reference the passage from *Peter Rabbit* where the hungry bunny eats his way through Mr. McGregor's garden.

Early Learning Adaptation

Introduce the words/concepts of home and habitat. We see animals around us all the time, but we don't always see where their homes are. Take your students outside and ask them to sit under a tree. Who else is there? A tree can be an apartment building for many kinds of animals. Can they count the number of creatures they observe? Squirrels, birds, chipmunks, mice, ants? Can they imagine what their homes are like? Discuss with your students the habitat of their animal neighbors.

Activity for grades K-4

Peter Rabbit Tales takes place in and around a garden. These next activities will prompt students to explore what it means to live within a community and in an eco-system.

Ask students to close their eyes or rest them on the floor in front of them. Using their imagination, prompt them to envision a garden. What do they see? What sounds

do they hear? What does it feel like to be there? And finally, what *lives* in the garden? Once they have had some time, ask them to return focus to the classroom and share aloud what they found. Write their answers on the class board or a piece of poster paper.

Then, gather in a circle with a ball of yarn. Invite the students, one at a time, to take the ball of yarn and name someone in the circle who has ever been nice to them or helped them in some way. Once they've identified that person, the student should toss the yarn ball to that person in the circle while holding onto a piece of the yarn. Do this until everyone has a piece of the yarn. Ask students to look around the circle. What do they see? Can they identify the web they've created? Have they identified any smiles or laughter about the room? Have the compliments lightened anyone's mood? Explain that the way the class interacts with each other can affect how productive or enjoyable each day is, and that every one of them is a part of that equation. What happens to the web if someone drops their piece? If two people let go? Acknowledge that everyone needs and deserves love in the circle, that everyone IS loved in the circle, and that life is made easier with the support of the people around you.

Return to the garden word cloud created earlier. Take a marker and draw a line between all the answers, much like the yarn spider web created. Explain that living things belong to a community, just as you are all part of a school community. When living things interact with one another in a specific place, that's called an eco-system. Living things depend on one another, just as every living thing has unique physical traits and behaviors that help them survive. Explore as a class what might happen when something gets taken out of their garden eco-system. Where do the threads of connection go?

Adapting Adventures (Grades K-4)

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

Early Learning & Development: LL.PK.2.1.9

English/Language Arts: RL.K.1, RL.K.3, RL.K.9, SL.K.1, SL.K.2, RL.1.1, RL.1.9, SL.1.1, SL.1.2, RL.2.1, RL.2.9, SL.2.1, SL.2.2, RL.3.1, RL.3.9

Enchantment Theatre Company's performance of *Peter Rabbit Tales* is an adaptation of three of Beatrix Potter's stories: *The Tale of Peter Rabbit*, *The Tale of Benjamin Bunny*, and *The Tale of Mr. Tod*. An adaptation is a new story, or a retelling of an old story, that is based on an already existing work. This means that the creators of the play used pieces from each of these tales to create a new story! As a class, read the three tales, or listen to the read-aloud versions available on the resources page. Alternately, the summaries in the About the Show section of this guide can be used as a brief overview of

each tale's plot. As a class, discuss what is different between the stories. What is the same? Create a Venn diagram as a class of the similarities and differences.

Next, ask students to predict what story adaptation the play will follow. These stories can be as wild or as realistic as possible. As a class or individually, complete the story organizer on the next page with your adaptation ideas. After the show, compare your adaptation with what you saw!



Adapting Adventures Organizer

Characters:

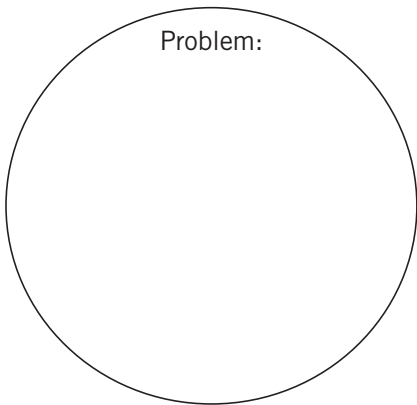
Setting:

Time:

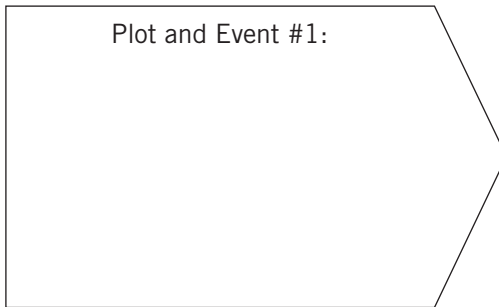
Place:

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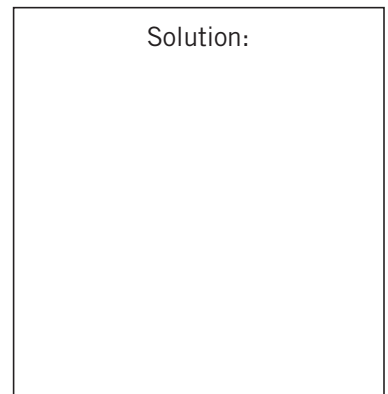
Problem:



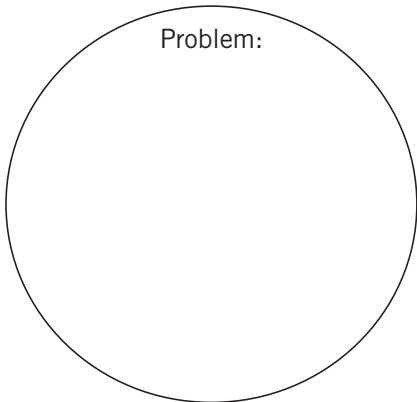
Plot and Event #1:



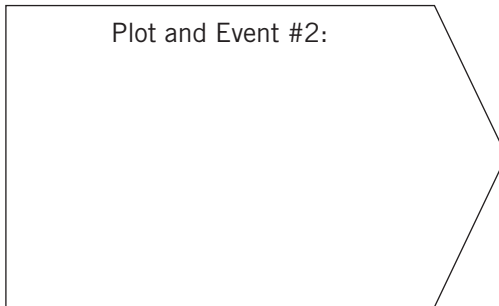
Solution:



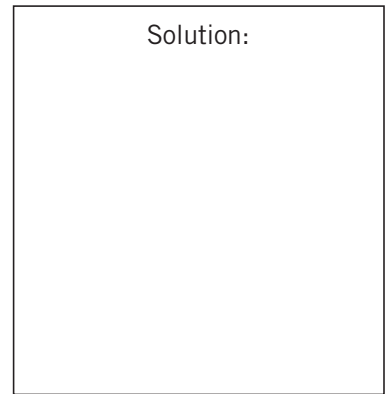
Problem:



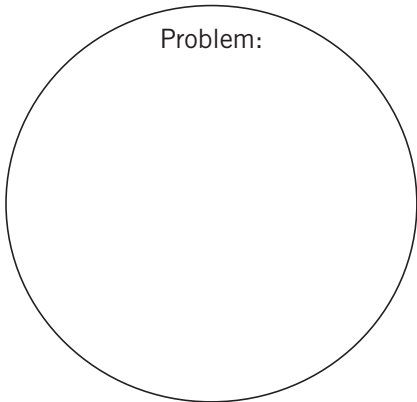
Plot and Event #2:



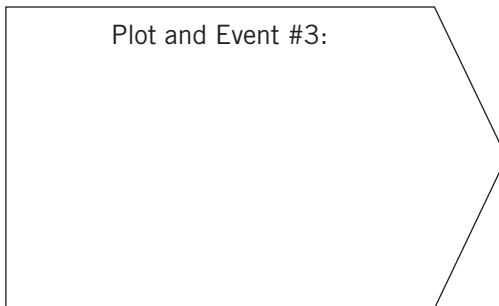
Solution:



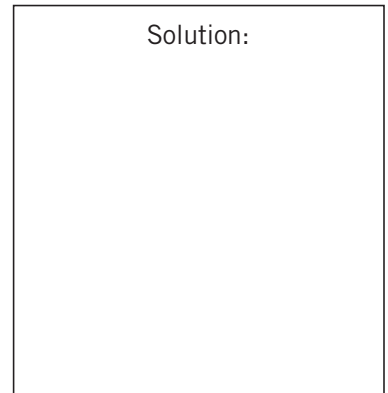
Problem:



Plot and Event #3:



Solution:



■ POST-SHOW ACTIVITIES

Comprehension & Response (Grades PreK-4)

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

Early Learning & Development: LL.PK.1.2.1, LL.PK.2.1.1, LL.PK.2.1.3, SCI.PK.1.1.9

English/Language Arts: SL.K.2, SL.1.2, SL.2.2, SL.3.2, SL.4.2

Fine Arts: Drama: K.1RE, K.3CE, 1.1RE, 1.2CE, 2.1CE, 3.1CE, 3.2CE, 3.4RE, 4.2RE, 4.5CE, 4.4RE; Music: 1.2RE, 2.3RE, 3.5RE, 4.2RE

In this activity, students will reflect on the performance, describing the show with as much detail as possible and exploring themes within the plot. Use the following questions to help guide the class discussion:

- Who is the main character in the story? How do you know that?
- How did you feel about not being able to see the actor's faces completely, and why?
- Did you have to use your imagination when you watched this play? Explain.
- What happened in the story that was surprising? Exciting? Funny? Scary?
- If you read the story in class, how was the play different than the story? How was it the same?
- Did the music help tell the story? How?
- How did the actors show how they were feeling or what they were doing without words?
- Were Tommy Brock and Mr. Tod friends?
- Did Squirrel Nutkin and Mrs. Tiggly-Winkle help Benjamin and Peter? How?
- List characters that were portrayed by actors. Then list some that were portrayed by puppets.
- Do you have a pet that reminds you of a human? What does it do that is "human-like?"
- Benjamin and Flopsy are mad at Old Mr. Bouncer but forgive him at the end of the play. Name a time you forgave someone. Did you feel better afterwards?
- What do you think Peter learned by helping Benjamin?
- If the story kept on going, what do you think would happen?

Based on what they saw, can students complete the story organizer on the following page? If the class created a story prediction in the Adapting Adventures pre-show activity, compare the two. How many elements were different between their story concept and the show? Were there any pieces that were the same?

Mime Time! (Grades PreK-4)

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

Early Learning & Development: CGK.PK.1.1.3, LL.PK.2.1.2, SED.PK.2.3.1,

Social & Emotional Learning: B1.2.a, C1.1a, C1.1b

Fine Arts: Dance: K.1PR, 1.4RE, 3.2RE, 3.2PR; Drama: K.1PR, K.2PR, 1.6PR, 2.1PR, 3.2PR, 4.2PR

During the *Peter Rabbit Tales* performance, the actors were able to communicate ideas and feelings without using words. Discuss with your students how the actors let the audience know what was happening, even when they weren't using their voices.

Explore the possibilities of communicating without speaking by having students act out the following scenarios:

Invisible Object

Have students form a circle. Ask one student to imagine they are holding a very heavy bowling ball. How does it feel in their hands? Have the student "pass" it around the circle without speaking and without dropping it! Have students consider how one has to stand in order to hold a heavy object, what their muscles feel like, how slowly they would have to move. Give prompts like, "Be ready for it! It's heavy" and "Make sure your neighbor has it before you let it go!" When it's gone all the way around, try passing around a very light feather, a hot potato, a live frog ("Don't let it get away!" – get creative! As an added challenge, don't say what you are passing, and instead have students guess based on how you handle the imaginary object.

Without Words

Ask students to think of actions or gestures they use to communicate. For example, can they think of ways to act surprised using only their face? Can they say something without using any words? Without speaking, have them try saying:

Hello!	I don't know
Yes!	I'm hungry
No!	Go away!
I'm sleepy	Come here!
I'm scared	That's funny!
I'm going to sneeze	Where are you?
It's over there	My stomach hurts
I love you	

Tableau

Now try to communicate a larger idea as a group. Still without talking, your students will have to create a tableau, or a frozen picture, of a place or activity of your choosing. They should try to do different things from each other. For example, if the activity is recess, not everyone should be playing kickball. You should see people frozen in mid-run, sitting and laughing together, throwing a ball, etc. Try the following:

- At recess
- In the desert
- Having a picnic
- Getting ready for school
- Everyone is a dinosaur looking for food

For added fun, break into teams and have some students create a secret tableau while the other team guesses the situation!

To conclude, ask the students to list the ways they saw one another communicate without using words (through facial expressions, movement, gesture). What are some of the pantomime examples they saw in the show? Can they act out any portions of the play without speaking?

A Timeline of Beatrix Potter's Life (Grades K-4)

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

English/Language Arts: RI.K.6, RI.1.5, RI.2.5, RI.3.5, W.3.7, RI.4.9, W.4.7

Social Studies: K.His.2, 1.His.2, 2.His.1, 2.His.2, 2.His.4, 3.His.1, 3.His.2

Did you know that Peter Rabbit is over 120 years old? Originally published in the beginning of the twentieth century, his story and other works of Beatrix Potter are still loved by many people around the world today.

Have students use the resources provided in this guide, as well as resources your students find on their own, to delve into the biography of the infamous author and create a timeline of Beatrix Potter's life. The timeline should include five to ten important events that took

place in her life, including the publication of *The Tale of Peter Rabbit*. Students in older grades should also include details of her work in land conservation. Ask students to also find one to three photos of Potter at various points in her life. Events should be placed in chronological order and should include the years (or full dates) of each event. A worksheet is provided on the next page to help students organize the events they discover.



Timeline Events

Event #1:	Description: _____ _____
Date:	_____ _____

Event #2:	Description: _____ _____
Date:	_____ _____

Event #3:	Description: _____ _____
Date:	_____ _____

Event #4:	Description: _____ _____
Date:	_____ _____

Event #5:	Description: _____ _____
Date:	_____ _____

A Game of Choice (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, SS.PK.3.2.1

English/Language Arts: SL.K.1, RL.1.2a, SL.1.1, RL.2.2a, RL.2.3, SL.2.1, RL.3.2a, SL.3.1, RL.4.2a, SL.4.1

Fine Arts: Visual Arts: K.5PR, 1.4PR, 2.3PR

Mathematics: K.CC.4, K.OA.2, 1.OA.6, 2.OA.2

Social & Emotional Learning: A4.1.a, A4.1.b

We all make mistakes, and Peter Rabbit is no exception! Though he was warned not to, Peter ventured into Mr. McGregor's garden, putting himself in danger. He lost his coat, his shoes, and almost, his life. In this activity, students will consider how they make decisions. They will be asked how emotions and consequences impact what we want and how we behave.

First, ask students to recount what happened when Peter Rabbit went into Mr. McGregor's garden. Why did he choose to take that risk, even after having been warned? Once students offer their responses, ask how Peter's experiences in the garden affected him later on. Reference a part of the story or play to determine how Peter or other characters responded when a bad choice was made. What lesson was learned?

Ask students to think of a time when they made a bad decision or didn't do what they were told. What was the consequence? Have a group discussion about the potential outcomes of following or breaking the rules.

This game can be played in pairs or teams. For each grouping, print a game map and a deck of decision cards. Students should work together to decorate the map to include places and things they remember from the story. START should indicate the depths of Mr. McGregor's farm and players must reach the FINISH to return safely home.

How to play

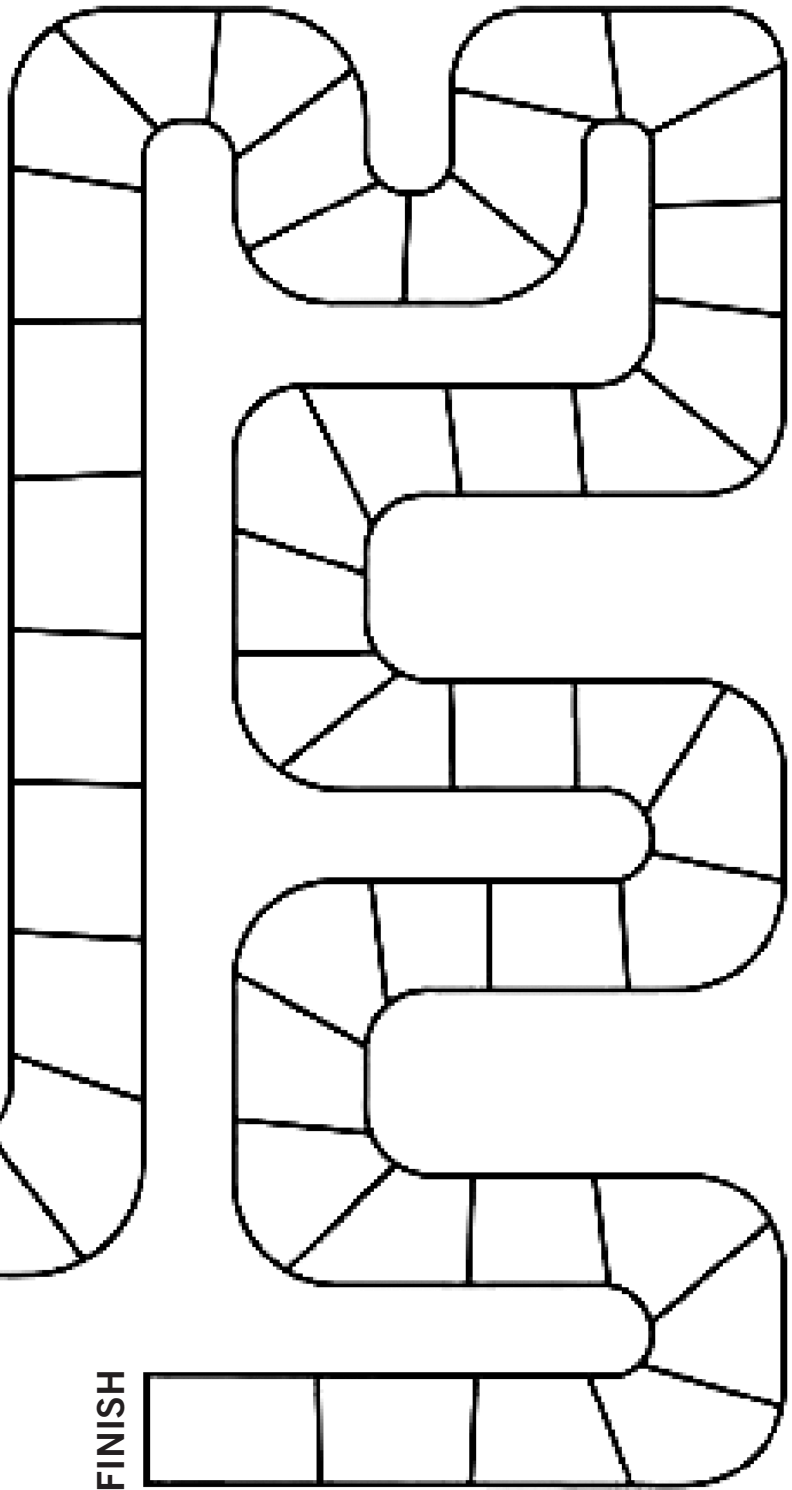
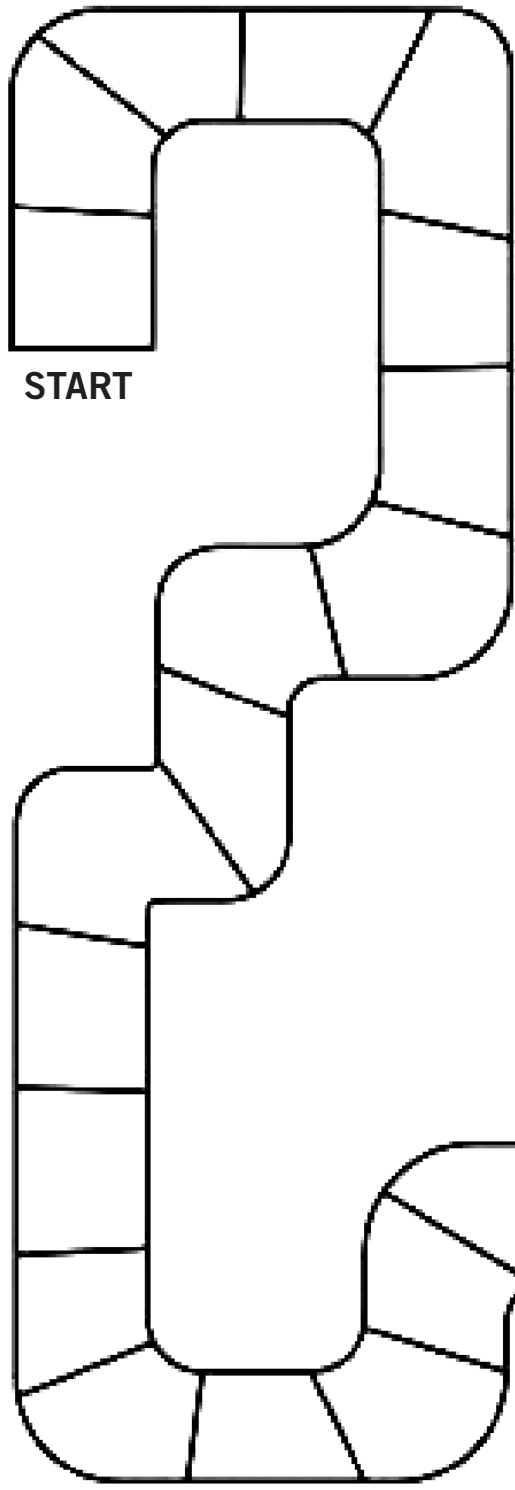
The moves are fueled by good and bad decisions! Students will roll a die and then draw a decision card and decide whether it's a good or bad action. If it's a good action, they will advance the number of spaces matching the number on the die. If it's a bad action, the consequence is that they will move backwards the number of spaces on the die OR they can move backwards one less space if they are able to explain why the decision is bad and suggest a positive alternative. For younger students, this game can be modified to simply moving 3 spaces ahead for each good action card and one space behind for every bad action card.

If students do not know whether an action is good or bad, all players should discuss and decide together. If players run out of cards before there is a winner, each player can roll and name a good decision of their own to advance. The first player or team to reach the finish wins!





Header



Decision Cards

Help Mrs. Rabbit make tea	Sneak into Mr. McGregor's garden	Rescue an animal in danger
Play hopscotch	Call someone a bad name	Give someone a compliment
Study for a test	Tell a lie	Give a hug
Make dinner for the family	Tell a joke	Skip school
Eat your vegetables	Help a friend	Cheat on a test



Eat too much candy	Plant a tree	Go to bed on time
Exercise every day	Do your chores	Read a book
Sing a new song	Learn a new language	Draw a picture
Say something mean	Help a friend with their homework	Yell at someone
Fall asleep in class	Don't do your homework	Stay up late

Teach someone to juggle	Laugh a lot	Be nice to your neighbor
Teach someone to ride a bike	Share your toys	Hug your best friend
Drink lots of water	Do a jumping jack	Invent a new game
Draw a picture	Go to class on time	Make a new friend
Do the dishes	Play a sport	Go on a hike

Listen well	Say “thank you”	Save your allowance
Create a new piece of art	Make your bed	Listen to your teacher
Learn something new	Help a younger sibling	Brush your teeth



RESOURCES

BOOKS



Beatrix Potter, Scientist, by Lindsay H. Metcalf, illustrated by Junyi Wu. Published by Albert Whitman & Company, 2020.

Complete Tales of Beatrix Potter's Peter Rabbit by Beatrix Potter. Racehorse for Young Readers, 2017.

A Timeline of Beatrix Potter Activity

Beatrix Potter: The Extraordinary Life of a Victorian Genius by Linda Lear. Penguin Books published by Penguin Group

Who Was Beatrix Potter? By Sarah Fabiny, illustrated by Mike Lacey. Published by *Grosset & Dunlap*, an Imprint of Penguin Random House

WEB



The Tale of Peter Rabbit Read-Aloud.
<https://www.youtube.com/watch?v=EuTIQCGxE5Y>

The Tale of Benjamin Bunny Read-Aloud.
<https://www.youtube.com/watch?v=QaYapOlzjHk>

The Tale of Mr. Tod Read-Aloud.
<https://www.youtube.com/watch?v=9S-BualEf7M>

The Beatrix Potter Society.
beatrixpottersociety.org.uk

The Official Website of Peter Rabbit™.
www.peterrabbit.com

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
CGK.PK.1.1.3	Recreate complex ideas, events/situations with personal adaptations.	PreK	Mime Time!	14
LL.PK.1.2.1	Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	PreK	Masks, Oh My! Comprehension & Response	8 13
LL.PK.2.1.1	Ask and answer questions, and comment about characters and major events in familiar stories.	PreK	Comprehension & Response	13
LL.PK.2.1.2	Retell or re-enact familiar stories.	PreK	Mime Time!	14
LL.PK.2.1.3	Identify characters and major events in a story.	PreK	Comprehension & Response	13
LL.PK.2.1.9	With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	PreK	Adapting Adventures	11
MAT.PK.1.1.4	Demonstrate one-to-one correspondence when counting objects up to 10.	PreK	A Game of Choice	17
SCI.PK.1.1.1	Explore objects, materials and events in the environment.	PreK	Exploring Peter's Habitat	10
SCI.PK.1.1.2	Make careful observations.	PreK	Exploring Peter's Habitat	10
SCI.PK.1.1.9	Make predictions.	PreK	Comprehension & Response	13
SCI.PK.4.1.1	With modeling and support, identify physical characteristics and simple behaviors of living things.	PreK	Exploring Peter's Habitat	10
SCI.PK.4.1.2	With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.)	PreK	Exploring Peter's Habitat	10
SED.PK.1.1.1	Recognize and identify own emotions and the emotions of others.	PreK	Masks, Oh My!	8
SED.PK.1.1.2	Communicate a range of emotions in socially accepted ways.	PreK	Masks, Oh My!	8
SED.PK.2.3.1	Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	PreK	Mime Time!	14
SS.PK.1.1.2	Develop an awareness of his/her personal history.	PreK	Masks, Oh My!	8
SS.PK.2.1.1	Demonstrate a beginning understanding of maps as actual representations of places.	PreK	Exploring Peter's Habitat	10

SS.PK.3.2.1	With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	PreK	A Game of Choice	17
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English/Language Arts

Standard	Description	Grade	Activity	Page
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K	A Timeline of Beatrix Potter's Life	15
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Adapting Adventures	11
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	Adapting Adventures	11
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K	Adapting Adventures	11
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Exploring Peter's Habitat Adapting Adventures A Game of Choice	10 11 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	Adapting Adventures Comprehension & Response	11 13
RI.1.5	Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	1	A Timeline of Beatrix Potter's Life	15
RL.1.1	Ask and answer questions about key details in a text.	1	Adapting Adventures	11
RL.1.2a	Analyze literary text development a. Determine the lesson or moral.	1	A Game of Choice	17
RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	Exploring Peter's Habitat	10
RL.1.7	Use illustrations and details in a story to describe its characters, setting or events.	1	Masks, Oh My!	8
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	1	Adapting Adventures	11
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Exploring Peter's Habitat Adapting Adventures A Game of Choice	10 11 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	Adapting Adventures Comprehension & Response	11 13

RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2	A Timeline of Beatrix Potter's Life	15
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.	2	Adapting Adventures	11
RL.2.2a	Analyze literary text development. a. Determine the lesson or moral.	2	A Game of Choice	17
RL.2.3	Describe how characters in a story respond to major events and challenges.	2	A Game of Choice	17
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	2	Masks, Oh My!	8
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2	Adapting Adventures	11
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Adapting Adventures A Game of Choice	11 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	Adapting Adventures Comprehension & Response	11 13
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	A Game of Choice	17
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	Comprehension & Response	13
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3	A Timeline of Beatrix Potter's Life	15
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	Adapting Adventures	11
RL.3.2a	Analyze literary text development a. Determine a theme and explain how it is conveyed through key details in the text.	3	A Game of Choice	17
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).	3	Masks, Oh My!	8

RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	3	Adapting Adventures	11
W.3.7	Conduct short research projects that build knowledge about a topic.	3	A Timeline of Beatrix Potter's Life	15
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowingly.	4	A Timeline of Beatrix Potter's Life	15
RL.4.2a	Analyze literary text development a. Determine a theme of a story, drama, or poem from details in the text.	4	A Game of Choice	17
RL.4.3	Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).	4	Exploring Peter's Habitat	10
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	A Game of Choice	17
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4	Comprehension & Response	13
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4	A Timeline of Beatrix Potter's Life	15

Fine Arts

Standard	Description	Grade	Activity	Page
Dance.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	Mime Time!	14
Drama.K.1CE	Demonstrate observation and listening skills in a theatrical context.	K	Coming to the Theater	4
Drama.K.1PR	Imitate movements, voices and feelings of people, animals and objects through dramatic play.	K	Mime Time!	14
Drama.K.1RE	Share thoughts, emotions and ideas in response to a dramatic or theatrical experience.	K	Comprehension & Response	13
Drama.K.2PR	Perform group pantomimes and improvisations to retell stories.	K	Mime Time!	14
Drama.K.3CE	Identify the characters, place and time in stories.	K	Exploring Peter's Habitat Comprehension & Response	10 13

Drama.K.5CE	Listen to and follow directions in both classroom and theatrical settings.	K	Coming to the Theater	4
Drama.K.5PR	Engage in drama and theatre experiences to explore concepts from other academic areas.	K	Masks, Oh My!	8
Drama.K.6CE	Use basic, appropriate vocabulary while engaging in dramatic play and attending theatre productions.	K	Coming to the Theater	4
VisArts.K.1PR	Explore and experiment with a range of art materials and tools to create and communicate personal meaning.	K	Masks, Oh My!	8
VisArts.K.3PE	Describe different ways that an artwork expresses an emotion or mood.	K	Masks, Oh My!	8
VisArts.K.5PR	Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.	K	A Game of Choice	17
Dance.1.4RE	Demonstrate responsibility and social skills when collaborating with peers.	1	Mime Time!	14
Drama.1.1RE	Explain personal and collective emotional responses to dramatic and theatrical works or experiences.	1	Comprehension & Response	13
Drama.1.2CE	Identify the characters, time, place and major events in stories.	1	Comprehension & Response	13
Drama.1.3CE	Use vivid language to describe the setting of real or imaginary locations	1	Exploring Peter's Habitat	10
Drama.1.3PR	Demonstrate various movements, voices and feelings by performing a variety of familiar roles.	1	Masks, Oh My!	8
Drama.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
Drama.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
Drama.1.6CE	Identify how audience behavior differs among dramatic forms (e.g., live theatre, film, video and broadcast media.)	1	Coming to the Theater	4
Drama.1.6PR	Work cooperatively to present a tableau, improvisation or pantomime.	1	Mime Time!	14
Music.1.2RE	Describe how music communicates feelings, moods, images and meaning.	1	Comprehension & Response	13
VisArts.1.1PR	Demonstrate beginning skill and craftsmanship in the use of art materials and tools.	1	Masks, Oh My!	8
VisArts.1.3PE	Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.	1	Masks, Oh My!	8
VisArts.1.4PR	Create an artwork based on observation of familiar objects and scenes.	1	A Game of Choice	17
VisArts.1.5PR	Use selected art and design elements and principles to explore ideas, feelings and relationships.	1	Masks, Oh My!	8

Drama.2.1CE	Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.	2	Comprehension & Response	13
Drama.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	Masks, Oh My! Mime Time!	8 14
Drama.2.3RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4
Drama.2.5CE	Use appropriate dramatic and theatrical vocabulary (e.g., plot, setting) to describe dramatic and theatrical experiences.	2	Coming to the Theater	4
Drama.2.6CE	Listen to and follow directions from instructor and peers in both classroom and theatrical settings.	2	Coming to the Theater	4
Music.2.3RE	Discuss how music communicates feelings, moods, images and meaning.	2	Comprehension & Response	13
VisArts.2.1PE	Notice and point out details and respond to expressive features in artworks.	2	Masks, Oh My!	8
VisArts.2.1PR	Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.	2	Masks, Oh My!	8
VisArts.2.3PR	Create artworks based on imagination and observation of familiar objects and scenes.	2	A Game of Choice	17
Dance.3.2RE	Recognize and identify personal characteristics and how these are reflected in their movements.	3	Mime Time!	14
Dance.3.2PR	Improvise and create movements that reflect an understanding of themes from a range of sources, including other content areas.	3	Mime Time!	14
Drama.3.1CE	Identify the plot and retell the sequence of events in a story, play or theatre experience.	3	Comprehension & Response	13
Drama.3.2CE	Identify character types and relationships between characters including thoughts, feelings, and information about them.	3	Comprehension & Response	13
Drama.3.2PR	Use voice, movement, space and physical objects to communicate a storyline and a character's thoughts, feelings and ideas.	3	Mime Time!	14
Drama.3.4RE	Share personal opinions about a play or theatre experience and respectfully consider the opinions of others.	3	Comprehension & Response	13
Drama.3.7PR	Use elements and processes of theatre to integrate information from other academic content areas.	3	Masks, Oh My!	8
Music.3.5RE	Analyze music in terms of how it communicates word, feelings, moods or images.	3	Comprehension & Response	13
Vis.Arts.3.1PR	Demonstrate skill and expression in the use of art techniques and processes.	3	Masks, Oh My!	8

Drama.4.2PR	Manipulate voice, movement, space, design and physical objects to communicate thoughts, feelings and ideas in both improvised and scripted activities.	4	Masks, Oh My! Mime Time!	8 14
Drama.4.2RE	Apply creative and critical reasoning processes to make personal connections to the drama material they encounter.	4	Comprehension & Response	13
Drama.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
Drama.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
Drama.4.4RE	Justify personal opinions about a play or theatre experience.	4	Comprehension & Response	13
Drama.4.5CE	Explain the plot, characters, conflict, resolution and theme of a dramatic and theatrical work or experience using descriptive language.	4	Comprehension & Response	13
Drama.4.6CE	Identify where dramatic and theatrical activities occur in the school or community.	4	Coming to the Theater	4
Music.4.2RE	Describe the connection between emotion and music in selected musical works.	4	Comprehension & Response	13

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	A Game of Choice	17
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	A Game of Choice	17
1.OA.6	Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10.	1	A Game of Choice	17
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	A Game of Choice	17

Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Exploring Peter's Habitat	10
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Exploring Peter's Habitat	10
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Exploring Peter's Habitat	10

1.LS.2	Living things survive only in environments that meet their needs.	1	Exploring Peter's Habitat	10
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Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	Masks, Oh My!	8
A4.1.a	Describe the outcomes of both following and breaking rules.	K-2	A Game of Choice	17
B1.2.a	Describe verbal and nonverbal ways to express emotions in different settings.	K-2	Mime Time!	14
C1.1.a	Identify facial and body cues representing feelings in others.	K-2	Masks, Oh My! Mime Time!	8 14
D2.3.a	Recognize that people may influence each other with words or actions.	K-2	Exploring Peter's Habitat	10
A1.1.b	Identify a range of personal emotions.	3-5	Masks, Oh My!	8
A4.1.b	Identify and describe how personal choices and behavior impacts self and others.	3-5	A Game of Choice	17
C1.1.b	Identify verbal and nonverbal cues representing feelings in others.	3-5	Masks, Oh My! Mime Time!	8 14

Social Studies

Standard	Description	Grade	Activity	Page
K.His.2	Personal history can be shared through stories and pictures.	K	A Timeline of Beatrix Potter's Life	15
1.His.2	Photographs, letters, artifacts and books can be used to learn about the past.	1	A Timeline of Beatrix Potter's Life	15
2.His.1	Time can be shown graphically on calendars and timelines.	2	A Timeline of Beatrix Potter's Life	15
2.His.2	Change over time can be shown with artifacts, maps and photographs.	2	A Timeline of Beatrix Potter's Life	15
2.His.4	Biographies can show how peoples' actions have shaped the world in which we live.	2	A Timeline of Beatrix Potter's Life	15
3.His.1	Events in local history can be shown on timelines organized by years, decades and centuries.	3	A Timeline of Beatrix Potter's Life	15
3.His.2	Primary and secondary sources can be used to show change over time.	3	A Timeline of Beatrix Potter's Life	15