

The Snail and the Whale



Rosie Revere, Engineer & Friends (L-R) Jenna Perez-Kalilah Black, Kyle Sherman, Daisy Carnelia, Kiani Nelson. Photo By Jeremy Daniel Photography

Streaming Performances For Schools



TEACHER RESOURCE GUIDE

The Snail and the Whale

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (adopted 2012), English Language Arts (2017), Fine Arts (2012) and Science (2018-2019).

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 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.



ABOUT TALL STORIES

Tall Stories brings great stories to life for audiences of all ages. The company is a nonprofit theatre which tours the UK and the world with its exciting blend of physical storytelling theatre, original music and lots of laughs. Founded in 1997 by Toby Mitchell and Olivia Jacobs, the company first found success with two shows at the Edinburgh Fringe – *The Happy Prince* and *Alice and Mr. Dodgson*.

Over the last quarter of a century, Tall Stories' unpretentious approach has engaged countless audience members and brought the magic of physical storytelling to the stage through 31 productions, in 6 languages, in 15 countries, over 6 continents. The company's most noted and popular productions include *The Gruffalo*, *Room on the Broom*, *Emily Brown and the Thing*, *The Snow Dragon* and *Wilde Creatures*. Learn more at tallstories.org.uk.



ABOUT THE SHOW

Join an adventurous young girl and her seafaring father as they reimagine the story of a tiny snail's incredible trip around the world, inspired by Julia Donaldson and Axel Scheffler's much-loved picture book. Longing to see the world, a tiny sea snail hitches a lift on the tail of a great big, grey-blue humpback whale. Together they go on an amazing journey, brought vividly to life through live music, storytelling and lots of laughs - but when the whale gets beached, how will the snail save him?

When co-director Toby Mitchell read a news story about Storybook Soldiers, an organization dedicated to helping British military personnel abroad record CDs of bedtime stories for their children back home, it inspired this

interpretation of *The Snail and the Whale* onstage. For the families of military parents, there is nothing that helps bridge the distance better than the sound of a parent's voice reading. As this book was a favorite amongst soldiers to record, Toby immediately saw the parallel between the story and a little girl at home while her father served on a military ship abroad, deciding to frame the play with this in mind. Incorporating lines from the book, the character of the narrator was reimagined as the little girl when she was grown up. The characteristics and personality of the animals in the book are personified: the character of the snail became the adventurous and risk-taking little girl, and the character of the whale became the solid and brave father.

Show Breakdown

The performance is approximately 55 minutes. It can be viewed all at once or it can be broken up into the following four digital “chapters” with the accompanying discussion questions.

Chapter 1 – Approx. 15 minutes (0:00 – 14:58)

- The dad says “a good story can take you around the world, without ever leaving your room” - What does that mean?
- There is a lot of rhyming in the story. Can you remember any of the rhyming words? Can you find other words that rhyme with them?
- The snail has “an itchy foot” and longs to see the world. Where in the world would you like to travel to and why? What would you do when you got there?
- Do you have a bedtime routine? What’s your favorite part?

Chapter 2 – Approx. 16 minutes (14:58-31:29)

- In this adaptation of *The Snail and the Whale*, the dad is away from home for long periods of time. How do they stay connected (ex: sending each other letters and drawings, FaceTime, sharing a beloved stuffed animal)? What can you do to stay connected to folks in your life when you are apart?
- The little girl and her father create the big grey-blue humpback whale from bits of furniture in her room. What could you use from your house to create this enormous creature? What would you use for his tail? And his eyes?
- What did you notice about the play’s set and lighting? How do they change the story’s location throughout the performance? What environments or scenes do you remember? (ex: the underwater caves, the penguins, the sharks, the volcano, etc.)

Chapter 3 – Approx. 16 minutes (31:29-42:05)

- *The Snail and the Whale* is full of wonderfully descriptive verbs and adjectives – such as “slithered,” “shimmering”, “zooming”, “fiery”, “frolicked”, “earsplitting”... What other fun adjectives can you remember? Practice using those words in a sentence!
- How is viola used throughout the performance? What sound effects do you remember hearing?
- The actors use their whole bodies as they are “swimming” or to transform themselves into penguins or crabs. How else did the performer use pantomime within the performance? How did they make imaginary objects come to life?

Chapter 4 – Approx 12 minutes (42:05 - 54:00)

- The snail has to get the town to help her save the whale. How does it feel to work together with others to achieve something? What are the advantages of teamwork? Why is it hard? When and how have you experienced this?
- Even though the snail is small, she helps to save the whale. Think about your abilities. Is there anything that you thought you could not do, but you managed to when you tried?
- This performance weaves the story from the book *The Snail and Whale* with many beloved memories of the narrator and her father together when she was a young girl. Who was your favorite character? What was your favorite moment?
- What about the play was different from the book? Were there any characters, events or details that were in the book but not in the play? Why do you think these choices were made?

KEY TERMS & EVENTS

Bay – a body of water partly surrounded by land

Cave – an open, dark space that naturally forms under the ground that has an opening usually large enough for a person to enter

Coral – sea animals that can produce a colorful skeleton that remains in place after they die

Dock – a structure built above water along the shore where boats can be tied and are often held up by poles driven into the sea floor or riverbed

Earsplitting – unbearably loud

Enormous – extremely large in size or amount

Fetching – to go after something and bring it back

Flock – a group of animals (birds or sheep) grouped together

Frolic – to have fun or run around happily

Hideous – extremely ugly or scary to look at

Humpback whale – a very large and long aquatic animal that is black above and white below

Iceberg – a huge chunk of ice floating in the ocean

Itchy foot – a phrase that means you have a strong desire to leave a place to travel

Shimmering – to shine with a soft, often reflective light

Shooting stars – small rocks and dust that shoot through space and burn up, giving off a bright streaking light in the night sky, that looks like a star that is shooting at a fast speed

Snail – soft-bodied animals that have a coiled body and shell that protects them from heat

Soot – a black powder that forms when something is burned

Speedboat – a fast motorboat

Tale – a story that is often made-up or magical

Tide – a movement that a body of water makes when the water height changes

Zigzag – a series of sharp turns and angles; crooked, sharp lines in back-and-forth directions.



ANIMAL FUN FACTS

Snails



Live up to 15-20 years

Cannot hear so they use their sense of smell to find food



ONE OF THE OLDEST-KNOWN ANIMAL SPECIES IN THE WORLD

Can have up to 430 babies in a year



Largest living species is the *Syrinx Aruanus* which live at the bottom of the sea

Snail shells were widely used as money before metal coins

Whales



Live up to 45-50 years

Smartest and largest animals in the world



Can travel over 3,100 miles during each migration, with almost no rest along the way

HUMPBACKS ARE THE NOISIEST SPECIES KNOWN FOR SINGING THROUGH COMPLEX SQUEAKS

Breathe through spiracles, also called blowholes, located on top of head



Whale hearts weigh as much as three adult human beings

PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: PreK-3)

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

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

Fine Arts: Drama: K.1PR, 1.3PR, 2.4PR; Music: K.2PR, K.3PR, 1.1PR, 1.2PR, 2.1PR, 2.2PR

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



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join AJ and Molly as they invite students to warm-up their bodies, share facts about snails and humpback whales and sing a call and response song.

Alfred The Alligator Lyrics

Have you ever been down the water spout?
Way down in the bottom of a water system.
There you'll find a little alligator who goes by the name of Alfred.
If you do, he's mine.
I lost him!
I threw him down the water spout.
And now I'm feeling lonely cause he's gone.
I miss him.



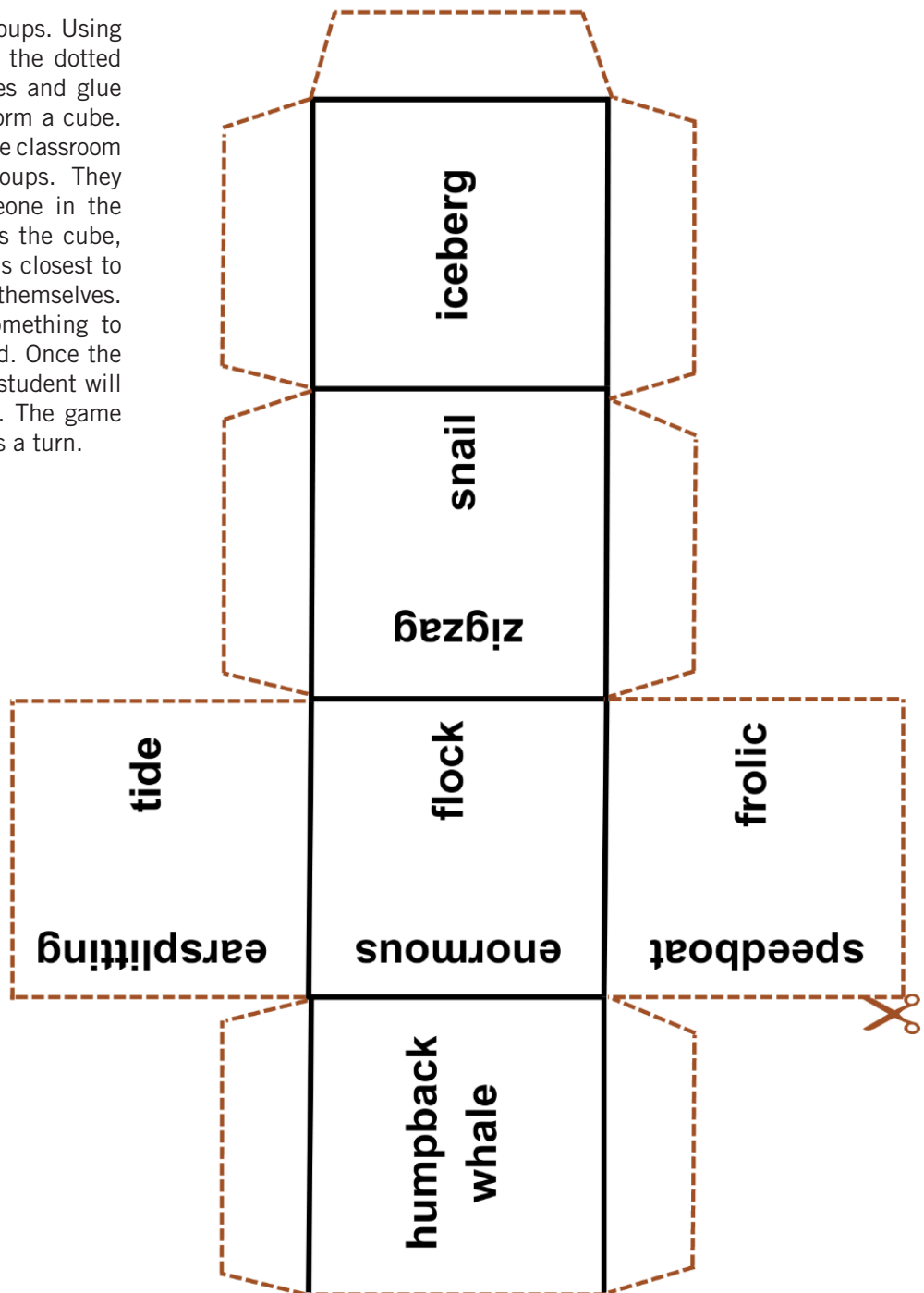
Vocabulary Toss (Grades: PreK-3)

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

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

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

Split students up into small groups. Using the template below, cut along the dotted lines. Fold along the solid lines and glue or tape the sides together to form a cube. Have students spread around the classroom to form circles with their groups. They should toss the cube to someone in the circle. When a student catches the cube, have them read the word that is closest to their right thumb silently to themselves. Then, they should act out something to help classmates guess the word. Once the word is guessed correctly, the student will pass the ball to someone else. The game will continue until everyone has a turn.



The Silvery Trail that Looped and Curled (Grades: PreK-3)

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

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

English/Language Arts: L.K.4, L.K.6, RL.K.4, RL.K.10, SL.K.2, L.1.4, L.1.6, RL.1.4, SL.1.2, L.2.4, L.2.6, SL.2.2, L.3.4, RL.3.3, RL.3.4

The story *The Snail and the Whale* is full of descriptive words that create vivid images for the reader. The phrase “a silvery trail that looped and curled” is a perfect example. Use the “show, don’t tell” method to help students practice descriptive writing.

Explain to students that they are about to hear a story that uses descriptive words to describe its characters. Then, read or listen to *The Snail and the Whale* with your students (see read-aloud available on the resources page). As you read the book, point out some of these descriptive words.

When you finish reading, model for your students how the author described the snail. She described the snail as “tiny with an itchy foot and left behind a silvery trail that looped and curled as the snail slithered by.” Go through the story to find other descriptive words for the snail. The students should practice describing the whale through the author’s words. Read the story again and create a list of words that describe the whale.

Lastly, the students will participate in an activity using their imagination. Have students describe a unicorn. They should describe the color of their unicorn, how it moves, what it looks like, any magical powers that the unicorn has and how it talks. Encourage them to use their five senses (see, hear, touch, taste, smell) to describe the unicorn.

To adapt for younger students, have them choose words out of the Descriptive Word Bank on the next page to describe their unicorn.

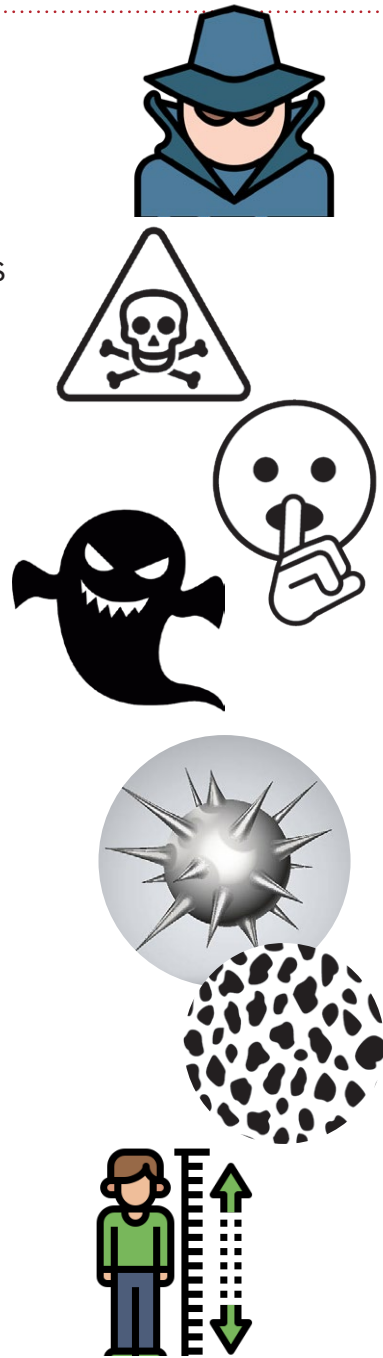


Descriptive Word Bank

Adorable
Beautiful
Carnivorous
Clever
Colorful
Cuddly
Cute
Delicate
Fast
Fierce
Fluffy
Furry
Fuzzy
Gentle
Glittery
Graceful
Hairy
Heavy
Large
Loving
Magnificent
Mature



Messy
Mysterious
Noisy
Omnivorous
Playful
Poisonous
Powerful
Quiet
Rough
Scary
Shiny
Shy
Slim
Small
Smooth
Soft
Spiky
Spotted
Squishy
Tall
Wild
Young



■ POST-SHOW ACTIVITIES

From, The Snail (Grades: K-3)

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

English/Language Arts: W.K.3, W.1.3, W.2.3, W.3.3

Fine Arts: Visual Art: K.2PR, 1.4PR, 2.2PR, 2.3PR

The “tiny snail, with an itchy foot” was able to make her dream to see the world come true when the “great, big, grey-blue whale” gave her a ride. Have your students pretend to be the snail and write a postcard to the snail’s flock back home who “sit tight to the smooth black rock.” Students should depict a drawing of a place that the snail visited (the coral caves, the towering icebergs, the fiery mountain etc.) and write a postcard describing the adventure to her friends back home.

The postcards should include the following:

- Stamp
- Address
- Date
- Greeting – Such as “Dear _____,”
- Body – Briefly describing the adventure in a few sentences
- Closing – Such as “Sincerely,” or “From,”
- Snail’s signature
- Illustration of place visited – on backside of postcard

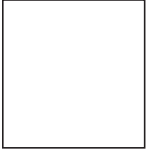
Using the templates on page 13, have the students create their postcard. To adapt for younger students, Template #2 has a fill in the blank for those just learning how to write in sentences.

If permitted, the students’ postcard creations can be shared with us via email at schoolprograms@playhousesquare.org or to:

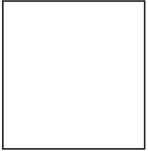
Playhouse Square
Attn: School Field Trips
1501 Euclid Ave. Ste. 200
Cleveland, Ohio 44115



Template#1

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Template#2

<p>_____, _____</p> <p>Dear _____,</p> <p>I took a ride with a whale and traveled to _____.</p> <p>On this adventure I saw _____</p> <p>and _____</p> <p>_____.</p> <p>I will tell you all about it when I come home!</p> <p>From,</p> <p>_____</p>	 <hr/> <hr/> <hr/> <hr/>
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Ecosystem Adventure (Grades: PreK-3)

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

Early Learning & Development: SC.1.a

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

Have students venture outdoors and observe the ecosystem! Just as the snail took an adventure with the great big whale, students will experience a nature adventure outside of the school or at home, reporting their findings in a journal.

Ecosystem

a community of living and non-living things found in a certain area

On this outdoor adventure, students should bring paper or a journal to take notes along with a writing utensil. Using the five senses (sight, smell, sound, feel, taste), direct the students to be vigilant to everything happening in the ecosystem. Students can document findings through notes or drawings.

While the students are exploring, prompt them with questions to help them notice specific things such as:

- Plants
- Animals
- Non-living things
- The size of these things
- Patterns
- Water sources
- Any signs of what season it is
- Human impact versus nature

Then using a small bag or pouch, have the students collect any nature items they find (Ex: a blade of grass, leaves of various colors, a flower petal, a twig, a pebble, soil, a berry, a pinecone, a feather or a clover).

Gather the students together again in the classroom. Using the worksheet on the next page, have students glue or tape the items they found on the nature walk into the first column. Then, have them complete the next four columns based on what they already know. Have them collaborate with the students next to them and attempt to figure out anything they do not know.

To adapt for younger students, fill out the worksheet together on the board calling on students to bring up any items they found on the nature walk.

Sum up this activity by hosting a classroom discussion on what students learned and what they still have questions about, reviewing any blank spaces on the worksheet to solve together. Ask them about any animals they saw, prompting them to think about their relationship to other animals, plants or humans. A thriving ecosystem supports all living things in an area and shows how these things react with each other, along with any non-living things in that area.



Ecosystem Adventure Worksheet

Name: _____

Sample Found	What is this called?	What color is this?	Where did I find this?	Other notes:

Question Session (Grades: PreK-3)

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

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

English/Language Arts: RL.K.1, RL.K.3, RL.1.1, RL.1.2, RL.1.3, RL.1.6, RL.1.9, RL.2.1, RL.2.2, RL.2.3, RL.2.6, RL.3.1, RL.3.3

Fine Arts: Drama: K.6CE, K.1RE, K.3RE, 1.2CE, 1.3CE, 1.1RE, 1.2RE, 1.3RE, 1.5RE, 2.1CE, 2.5CE, 3.1CE, 3.2CE, 3.3RE, 3.4RE

After reading the book and viewing the performance, hold a class discussion and answer the questions below about *The Snail and the Whale*.

Book vs. Play

1. How were the book and the play similar? How were they different?
2. Where did the book take place? Where did the play take place?
3. Who were the main characters in the book? Were the main characters the same in the play?
4. What did you learn from the characters in the book? Did you learn anything new from the play?

Review the Play

1. What was your favorite part of the play?
2. What types of sounds did you hear during the play?
3. Would you recommend this play to a friend? Why or why not?
4. Did you prefer the story as a book or as a play?

Comprehensive Thinking

1. Describe a major event or challenge from the story.
2. Who was the narrator of the play? How did you know?
3. How are you similar to the girl in the play? How are you different?
4. If you could give the play another title, what would it be?

RESOURCES

BOOKS



The Snail and the Whale by Julia Donaldson and Axel Scheffler

Selections for Further Reading

A Squash and a Squeeze by Julia Donaldson and Axel Scheffler

Ecosystems in Your Backyard by Nyree Bevan

If You Were an Adjective by Michael Dah

In One Tidepool: Crabs, Snails, and Salty Tails by Anthony D. Frederick

Love, Lizzie: Letters to a Military Mom by Lisa Tucker McElroy

Night Catch by Brenda Ehrmantraut

The Big Book of the Blue by Yuval Zommer

The Gruffalo by Julia Donaldson and Axel Scheffler

Tiddler by Julia Donaldson and Axel Scheffler

WEB



“Animal Encyclopedia with Facts,” *A-Z Animals*, a-z-animals.com

“The Snail and the Whale Read Aloud,” *Storyvision Studios UK* YouTube, youtu.be/EmMnaSkeKqQ?si=BJZ_ODE1KdbrS7cr

“What is an Adjective?,” *Inspired by Kinder* YouTube, youtu.be/-NqnQJjDmB0?

Classroom Connections Workshop Videos

The Snail and the Whale Pre-Show Workshop Video. Password: axel240624 <https://vimeo.com/showcase/11073057/video/923842652>

CURRICULUM STANDARDS INDEX

Early Learning & Development

Standard	Description	Grade	Activity	Page
AL.1.a	Engages in new and unfamiliar experiences and activities.	PreK	Pre-Show Video Workshop	8
AL.1.b	Completes activities with increasingly complex steps.	PreK	Pre-Show Video Workshop	8
CO.1.a	Develops the ability to recall information about objects, people, and past experiences.	PreK	Vocabulary Toss The Silvery Trail that Looped and Curled Question Session	9 10 16
CO.2.a	Demonstrates increasing ability to think symbolically.	PreK	Vocabulary Toss The Silvery Trail that Looped and Curled Question Session	9 10 16
CR.1.b	Expresses self creatively through music and dance.	PreK	Pre-Show Video Workshop	8
CR.2.a	Develops ability to express new ideas through imagination and inventive play.	PreK	Pre-Show Video Workshop	8
LL.1.a	Demonstrates understanding of increasingly complex language.	PreK	Vocabulary Toss The Silvery Trail that Looped and Curled Question Session	9 10 16
LL.1.b	Develops and expands understanding of vocabulary and concepts.	PreK	Vocabulary Toss The Silvery Trail that Looped and Curled	9 10
LL.1.c	Communicates using increasingly complex language.	PreK	Question Session	16
LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	Pre-Show Video Workshop Question Session	8 16
LL.1.e	Develops comprehension of read-aloud text.	PreK	The Silvery Trail that Looped and Curled	10
PW.1.a	Develops competency in a variety of locomotor and non-locomotor skills.	PreK	Pre-Show Video Workshop	8
PW.1.d	Uses senses to guide movement and interactions with objects and other people.	PreK	Pre-Show Video Workshop	8
PW.2.e	Participates in preferred physical activities and develops understanding that being physically active is healthy.	PreK	Pre-Show Video Workshop	8
SC.1.a	Explores and investigates objects and events in the environment.	PreK	Ecosystem Adventure	14

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	Vocabulary Toss The Silvery Trail that Looped and Curled	9 10
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	K	The Silvery Trail that Looped and Curled	10
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Question Session	16
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	Question Session	16
RL.K.4	Ask and answer questions about unknown words in a text.	K	The Silvery Trail that Looped and Curled	10
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	The Silvery Trail that Looped and Curled	10
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	The Silvery Trail that Looped and Curled	10
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	From, The Snail	12
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Vocabulary Toss The Silvery Trail that Looped and Curled	9 10
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	1	The Silvery Trail that Looped and Curled	10
RL.1.1	Ask and answer questions about key details in a text.	1	Question Session	16
RL.1.2	Analyze literary text development.	1	Question Session	16
RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	Question Session	16
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1	The Silvery Trail that Looped and Curled	10
RL.1.6	Identify who is telling the story at various points in a text.	1	Question Session	16
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	1	Question Session	16

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	The Silvery Trail that Looped and Curled	10
W.1.3	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1	From, The Snail	12
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Vocabulary Toss The Silvery Trail that Looped and Curled	9 10
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	2	The Silvery Trail that Looped and Curled	10
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2	Question Session	16
RL.2.2	Analyze literary text development.	2	Question Session	16
RL.2.3	Describe how characters in a story respond to major events and challenges.	2	Question Session	16
RL.2.6	Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.	2	Question Session	16
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	The Silvery Trail that Looped and Curled	10
W.2.3	Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2	From, The Snail	12
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Vocabulary Toss The Silvery Trail that Looped and Curled	9 10
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	Question Session	16
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3	The Silvery Trail that Looped and Curled Question Session	10 16
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	3	The Silvery Trail that Looped and Curled	10
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	From, The Snail	12

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.6CE	Use basic, appropriate vocabulary while engaging in dramatic play and attending theatre productions.	K	Question Session	16
K.1PR	Imitate movements, voices and feelings of people, animals and objects through dramatic play.	K	Pre-Show Video Workshop	8
K.1RE	Share thoughts, emotions and ideas in response to a dramatic or theatrical experiences.	K	Question Session	16
K.3RE	Describe a character’s feelings in stories and make comparisons to people and events in their own lives.	K	Question Session	16
1.2CE	Identify the characters, time, place and major events in stories.	K	Question Session	16
1.3CE	Use vivid language to describe the setting of real or imaginary locations.	K	Question Session	16
1.3PR	Demonstrate various movements, voices and feelings by performing a variety of familiar roles.	1	Pre-Show Video Workshop	8
1.1RE	Explain personal and collective emotional responses to dramatic and theatrical works or experiences.	1	Question Session	16
1.2RE	Recognize that there are a variety of points of view and interpretations of stories.	1	Question Session	16
1.3RE	Compare and contrast the elements (e.g., plot, character, setting) of various stories and dramatic texts.	1	Question Session	16
1.5RE	Describe characters in stories and tell how they are similar to or different from themselves.	1	Question Session	16
2.1CE	Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.	2	Question Session	16
2.5CE	Use appropriate dramatic and theatrical vocabulary (e.g., plot, setting) to describe dramatic and theatrical experiences.	2	Question Session	16
2.4PR	Engage in physical warm-ups to develop relaxation and build coordination and flexibility.	2	Pre-Show Video Workshop	8
3.1CE	Identify the plot and retell the sequence of events in a story, play or theatre experience.	3	Question Session	16
3.2CE	Identify character types and relationships between characters including thoughts, feelings and information about them.	3	Question Session	16
3.3RE	Compare and contrast the elements (e.g., plot, character, theme, and setting) of various narratives.	3	Question Session	16
3.4RE	Share personal opinions about a play or theatre experience and respectfully consider the opinions of others.	3	Question Session	16

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.2PR	Demonstrate a steady beat and maintain it while performing.	K	Pre-Show Video Workshop	8
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	8
1.1PR	Demonstrate echo and call/response.	1	Pre-Show Video Workshop	8
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	8
2.1PR	Demonstrate rounds and canons.	2	Pre-Show Video Workshop	8
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	8

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.2PR	Generate ideas and images for artwork based on observation, memory, imagination and experience.	K	From, The Snail	12
1.4PR	Create an artwork based on observation of familiar objects and scenes.	1	From, The Snail	12
2.2PR	Envision what cannot be observed directly and depict it visually.	2	From, The Snail	12
2.3PR	Create artworks based on imagination and observation of familiar objects and scenes.	2	From, The Snail	12

Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Pre-Show Video Workshop Ecosystem Adventure	8 14
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Pre-Show Video Workshop Ecosystem Adventure	8 14
1.LS.1	Living things have basic needs, which are met by obtaining.	1	Ecosystem Adventure	14
1.LS.2	Living things survive only in environments that meet their needs.	1	Ecosystem Adventure	14
2.LS.1	Living things cause changes on Earth.	2	Ecosystem Adventure	14
3.ESS.1	Earth's nonliving resources have specific properties.	3	Ecosystem Adventure	14
3.LS.3	Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.	3	Ecosystem Adventure	14