

TEACHER RESOURCE GUIDE



School Matinee Performances



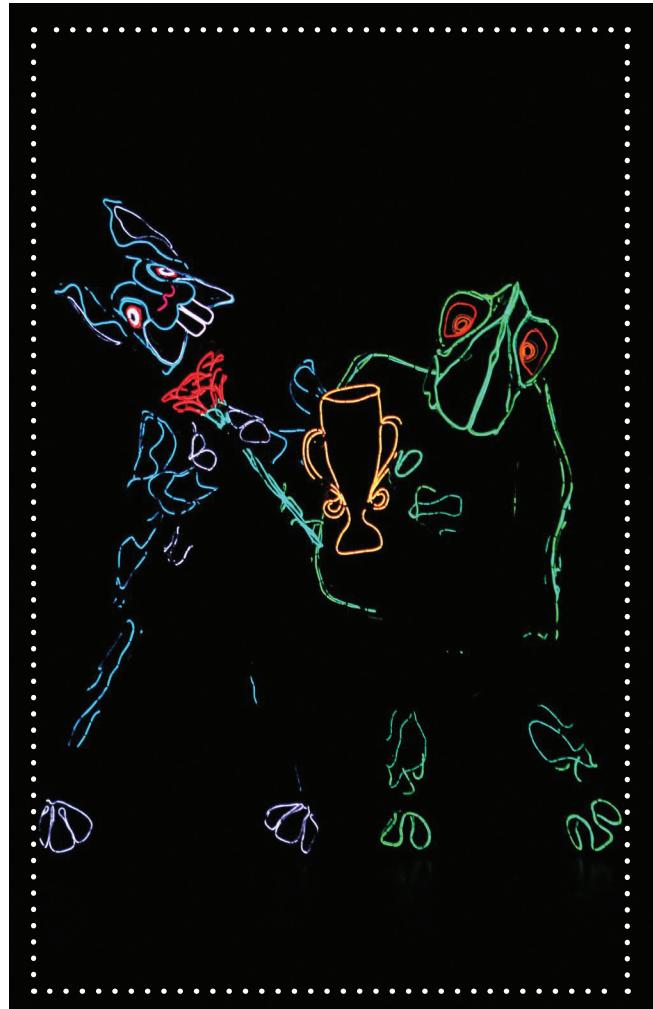
# TEACHER RESOURCE GUIDE

## The Adventures of Tortoise and Hare: The Next Gen

### TABLE OF CONTENTS

About Playhouse Square	3
About the Show	6
Key Terms & Events	7
Pre-Show Activities	9
Post-Show Activities	19
Resources	24
Curriculum Standards Index	25
Early Learning & Development	25
English/Language Arts	26
Fine Arts	33
Social & Emotional Learning	35
Social Studies	36
Science	36

## 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 (2024), Science (2018-2019), Social & Emotional Learning (2019) and Social Studies (revised 2019).

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

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

The lessons and activities in this guide are created and adapted by Maddie Weber 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 one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: K.1RE, K.2RE, K.5RE, 1.1RE, 2.1RE, 2.3CO, 2.5RE, 3.1RE, 3.5RE, 4.1RE, 5.1RE

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.



## 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 theaters, including thrust stages, amphitheaters, black boxes and proscenium theaters. The Mimi Ohio Theatre is an example of a proscenium theater, or a theater that features a proscenium, or “picture frame” arch. The diagram below shows an example of this and other elements that are visible during a theater performance. Review the glossary below prior to the show and ask students how many terms they can recognize and point out during their visit. These terms may reappear in other pre- and post-show activities provided in this guide.

## 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

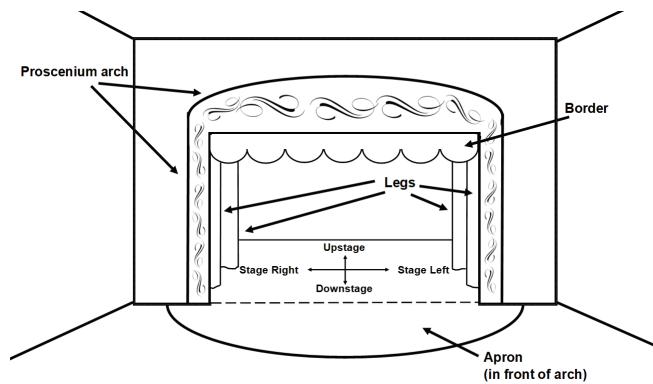
**Chorus** – a group of singers and dancers in a play or musical

**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

An exact paper model of the Mimi Ohio Theatre is linked on our Resources page and can be printed out. 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!



**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 standing 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

Lightwire Theater's *The Adventures of Tortoise and Hare: The Next Gen* continues Aesop's classic story with the characters ten years down the road with children of their own in a new landscape of smart phones and video games. Tortoise Junior and Lil' Hare begin a whole new kind of race where their adventures lead them into unexpected territory, and Old Man Tortoise and Big Daddy Hare must come together despite their differences to find and save their children. What hurdles will they have to overcome to make it to the finish line?

With dazzling visuals, poignant storytelling, and the creative use of music from classical to pop, this production brings this tale into a brilliant new light.



## About Lightwire Theater

Each Lightwire performance is a unique interpretation of a story told by performers and glow-in-the-dark puppets. These stories are communicated solely through movement and puppetry without words, allowing the audience's creative imagination to fill in the narrative. Lightwire Theater has been featured as a semi-finalist on NBC's *America's Got Talent* and winner of TruTV's *Fake Off*.

The electroluminescent (EL) wire is attached to a battery pack worn by the actors. The characters are constructed using struts and joints, then covered with black cloth lined with EL wire. Since the actors must remain unseen during the performance, they are only visible through the glowing EL wire outlining their bodies. As the performance is wordless, the actors bring the characters to life through expressive movement and dance, all set to music.

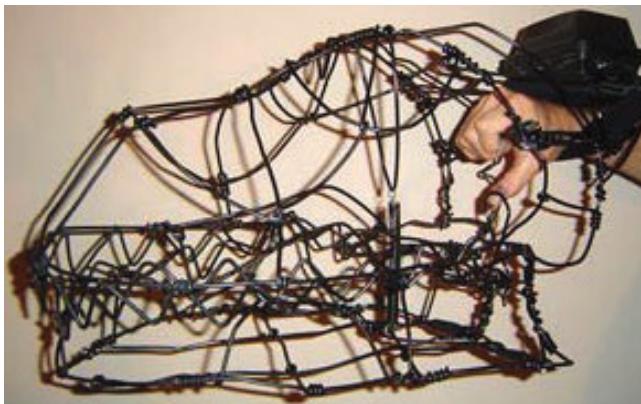
## About The Creators

Ian and Eleanor Carney founded Lightwire Theater, and in collaboration with Corbian Visual Arts and Dance, began pre-production on their first project, *The Ugly Duckling* and *The Tortoise & the Hare*, in January 2011. Using Corbian's signature electroluminescent puppetry, Lightwire Theater adapted these classic tales for the stage.



### FUN FACT!

There are more than 40 luminous characters that will be operated by five performers in the hour-long show.



Ian and Eleanor Carney

# KEY TERMS & EVENTS

**applause** – the sound of clapping that shows liking something

**duo** – two people or things, a pair

**finish line** – the place where a race ends

**generation** – the entire group of people born at the same time

**hare** – a fast animal like a big rabbit

**race** – a contest to be the fastest

**rematch** – the same contest done again between the same people as before

**slow** – moving at low speed

**starting line** – the place where a race begins

**steady** – staying the same

**tortoise** – a land animal with a hard shell that moves slowly

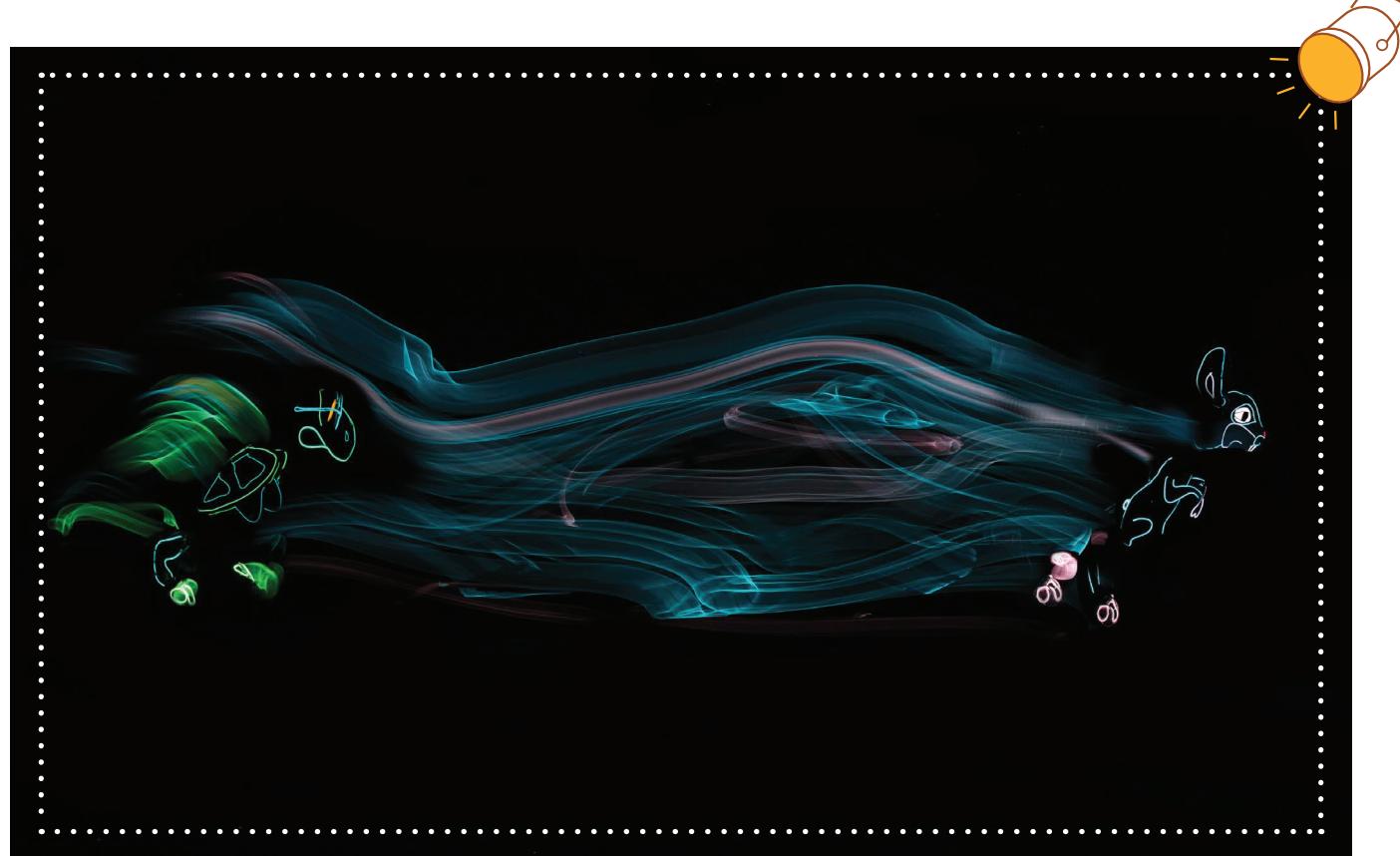
## For More Advanced Learners

**disappointment** – a feeling when something fails to happen that was hoped for

**gloat** – to show or feel pride when someone else does not do well

**perseverance** – to keep working or trying at something

**vengeance** – the want to get revenge after something bad happens



# WHAT IS A THEME?



A **theme** is the **BIG IDEA** or important message that an author wants readers to learn from a story. It teaches something about life, people, or the world. A theme is like a hidden lesson woven throughout the whole story.



Just remember, a theme is like a crème-filled cupcake. The filling (theme) is hidden inside the cupcake (story). It is not something seen right away. It must be discovered!

## How to Find the Theme

### 1. Look for Clues While Reading

Pay attention to what the characters are learning. A theme is often not stated directly, so readers must look for clues based on the actions of the characters.

### 2. Ask the Right Questions

After reading, think about:

- What problem does the main character face?
- How do they try to solve it?
- How do they change from the beginning to the end?
- What lesson can be learned from the character's experience?
- What ideas or messages repeat throughout the story?



### 3. Write the Theme as a Complete Sentence

Themes should be written as full sentence lessons, not single words. A theme would not be honesty, but instead something like "Honesty is the best policy" or "Remember to tell the truth."



## What a Theme Is Not:

- A summary of the story
- One event that happens
- A character or a setting

## PRE-SHOW ACTIVITIES

# Act It Out! – Vocabulary Activity (Grades: PreK-1)

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

**Early Learning & Development:** AL.1.a, LL.1.a, LL.1.b, SE.4.a, SE.4.b

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

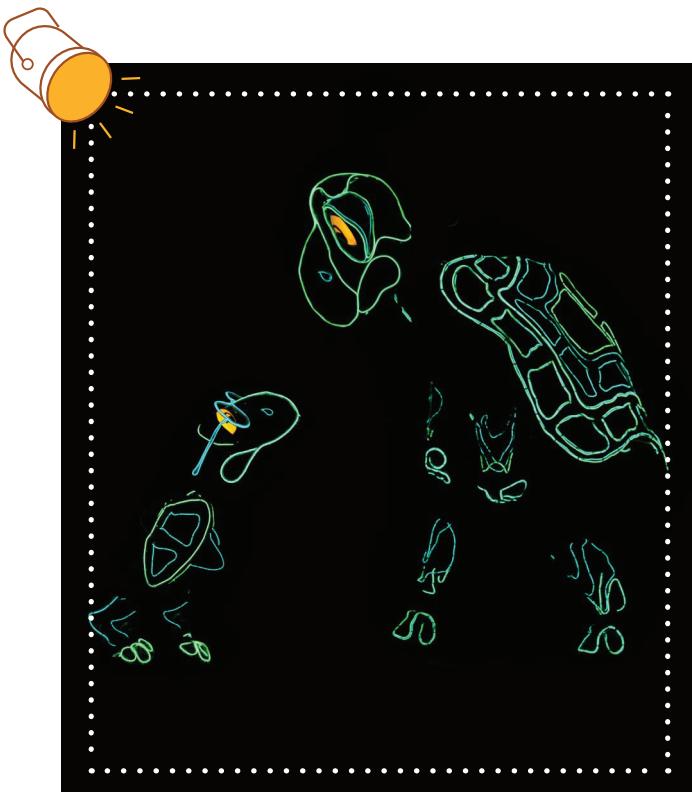
**Fine Arts:** Drama: K.1PE, K.2CR, 1.2CR, 1.2PE

### Prepare the Activity

- Print the template on pg. 11 and cut out the word squares.
- Fold each square in half and place all in a bowl.
- Print and pass out Guessing Boards (pg. 12) for each student.

### How to Play

1. Begin by reading or watching a version of *The Tortoise and the Hare* (see Resources on pg. 24) so students can connect the vocabulary terms to the fable's context.
2. Model how to play by picking a square and acting out the word/picture on it. Students will either write their answers on the Guessing Board or say their guess out loud.
3. Ask for student volunteers to go next and invite them up one at a time to draw a card.
4. Whisper or quietly show the word/picture to the student. If needed, help them think of how to act out the word.
5. The rest of the class should write down their guesses silently or the actor should call on students one at a time to give their guesses. Be sure to praise all guesses even if they are incorrect! Keep playing until all words have been acted out and guessed.



# Act It Out! – Vocabulary Activity, Extended (Grades: 2-5)

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

**English/Language Arts:** L.2.4, L.3.4, L.4.4, L.5.4

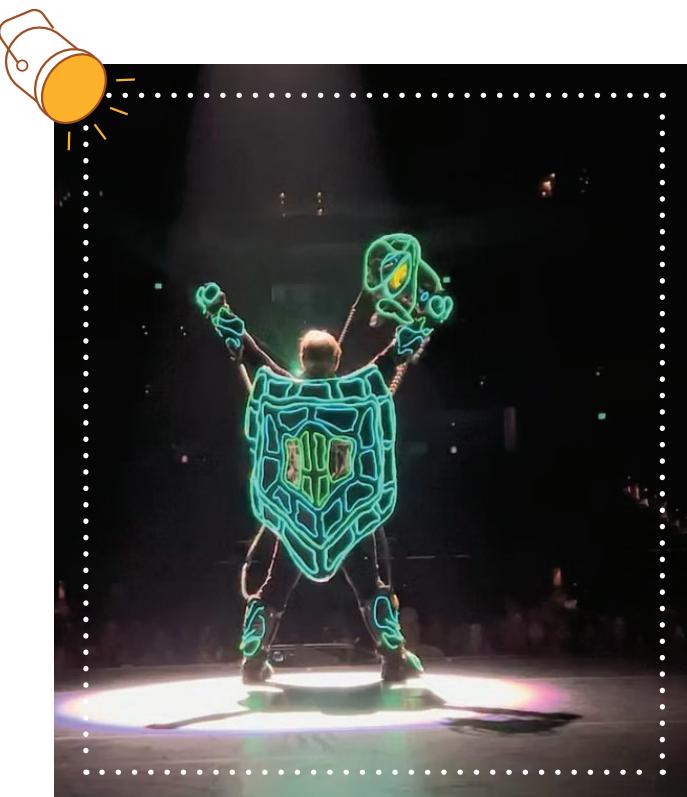
**Fine Arts:** Drama: 2.1PE, 2.2CR, 2.4CO, 3.1PE, 3.1CR, 3.3PE, 4.1PE, 4.2CR, 5.1PE, 5.2CR

## Prepare the Activity

- Print the template on pg. 11 and cut out the word squares.
- Fold each square in half and place all in a bowl.
- Print and pass out Guessing Boards (pg. 12) for each student.
- Set out a timer.

## How to Play

1. Students can play as a whole group or in small teams. There will be 12 terms acted out.
2. Each student or team should have their own Guessing Board to write down each word.
3. Randomly call on each student. The student whose name is called draws one slip from the container. Without speaking or writing, the student should act out the term using gestures, movement or pantomime.
4. Briefly explain pantomime to students: Pantomime is a style of acting that uses only movement and facial expression. Think about how a mime shows their emotions without words!
5. While each student acts the word out, the other students in the class or on the team can write down what they think the term is on their Guessing Board. Remind them not to call out the answers out loud, but to write them down. Set a timer for the preferred time (around 30 or 60 seconds).
6. After the timer goes off, the actor student should reveal the correct answer. The other students should check their answer and give themselves or their teams one point for each correct answer.
7. Continue until all 12 words have been acted out. Have students practicing adding up all their points



## Act It Out! – Word Squares



Applause



Race



Slow



Hare



Tortoise



Disappointment



Gloat



Duo



Rematch



Starting Line



Finish Line



Steady

## Act It Out! – Guessing Board

Name: \_\_\_\_\_

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.

# Generations to Generations (Grades: PreK-5)

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, CR.1.a, LL.1.a, LL.1.b, LL1.c, LL.1.d, LL.4.a, LL.4.b, SE.1.a, SE.4.a, SS.1.a

**English/Language Arts:** SL.K.3, SL.K.5, SL.K.6, W.K.2, W.K.8, SL.1.3, SL.1.5, SL.1.6, W.1.2, W.1.8, SL.2.3, SL.2.6, W.2.2, W.2.8, SL.3.3, SL.3.4, SL.3.6, W.3.2, W.3.4, W.3.8, SL.4.3, SL.4.4, SL.4.6, W.4.2, W.4.4, W.4.8, SL.5.3, SL.5.4, SL.5.6, W.5.2, W.5.4, W.5.8

**Fine Arts:** Visual Arts: K.3PE, 1.3PE

**Social & Emotional Learning:** A2.1.a, C3.1.a, C3.2a, A2.1.b, C3.2.b

**Social Studies:** K.HIS.2, 1.HIS.2, 1.HIS.3, 1.GEO.6, 2.HIS.2, 3.HIS.2, 3.HIS.3, 4.HIS.2

To prepare for *The Adventures of Tortoise and Hare: The Next Gen* explain what a **generation** is.

**generation**

the entire group of people born at the same time

A generation is a level in the family line, with each one being a step further back in time. For example, a person's grandparents are a generation, and their parents are a different generation.

Students will have the opportunity to learn more about a generation other than their own by interviewing someone at home who is at least 10 years older than them. They can interview a parent, grandparent, guardian, aunt/uncle or older sibling even!

To help the students conduct the interview, send home the following questionnaire worksheet on pg. 14 or 15.

**There are two versions of the worksheet:**

## Grades PreK-1 (Pg. 14)

Give students time to share what they learned about the person they interviewed. They may show their drawing, read their answers, discuss with a partner, or share with the class. Their lesson is complete after this sharing time.

## Grades 2-5 (Pg. 15)

Provide each student with two copies of the questionnaire worksheet.

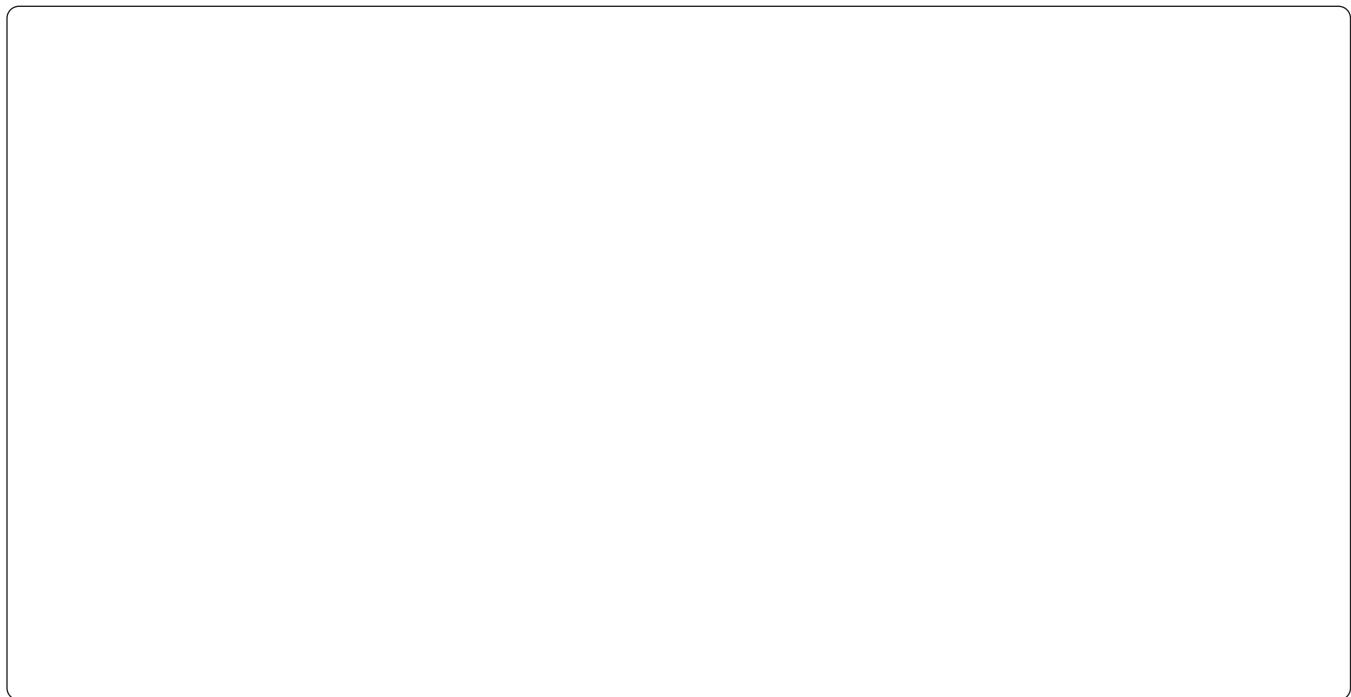
Students should complete one worksheet by answering the questions about themselves. Then, they should complete the second worksheet using answers from the person they interviewed.

Students will complete a Venn diagram comparing their own life with the life of someone from a different generation (see template on pg. 16). One circle will have the student's name, and the other circle will have the name of the person they interviewed. In the middle section, students will write down the things that both of them have in common.

## Generations to Generations Interview Worksheet for Grades PreK-1

1. What is your name? \_\_\_\_\_
2. How old are you? \_\_\_\_\_
3. What toys did you have? \_\_\_\_\_
4. What school did you go to? \_\_\_\_\_
5. What games did you play? \_\_\_\_\_
6. What chores did you have? \_\_\_\_\_
7. What was your favorite show or song? \_\_\_\_\_
8. What do you think is the best thing about being a kid?  
\_\_\_\_\_

Draw a picture of yourself with the person you interviewed and a few favorite things for both people.





## Generations to Generations Interview Worksheet for Grades 2-5

1. What is your full name? \_\_\_\_\_

2. When is your birthday? How old are you? \_\_\_\_\_

3. What is/was your favorite toy growing up? \_\_\_\_\_

4. What school did you attend as a child? What did kids wear to school there?  
\_\_\_\_\_

5. What are some things you did for fun after school?  
\_\_\_\_\_

6. Do/did you have any chores? What were they?  
\_\_\_\_\_

7. How do/did you stay in touch with friends or family?  
\_\_\_\_\_

8. Music or movies I liked as a kid were...  
\_\_\_\_\_

9. My dream job as a kid was... \_\_\_\_\_

10. My advice for the future is...  
\_\_\_\_\_

## Generations to Generations Venn Diagram for Grades 2-5

# Pre-Show Compare & Contrast (Grades: K-5)

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

**English/Language Arts:** RL.K.1, RL.K.3, RL.K.9, RL.1.1, RL.1.3, RL.1.9, RL.2.1, RL.2.3, RL.2.9, RL.3.1, RL.3.7, RL.3.9, RL.4.1, RL.4.3, RL.4.9RL.5.1, RL.5.3, RL.5.9

Start by reading a version of the *Tortoise and the Hare* book or listening to a read aloud together (noted in Resources on pg. 24).

After reading the story complete the left side of the chart as a whole class, in small groups or individually as preferred for certain grade levels and abilities. This chart should be written on the board or copied on to chart paper.

Save the half-complete chart as it will be finished in the post show activity on pg. 19.

## For Grades K-2:

(Pre-Show) <i>The Tortoise and the Hare</i>		(Post-Show) <i>The Adventures of Tortoise and Hare: The Next Gen</i>
	Where does the story take place? ↔	
	Who are the characters in the story? ↔	
	What are the tortoise and the hare trying to do? ↔	
	Which character do you like best? Why? ↔	
	What can we learn from the story? ↔	
	Who wins the race at the end? ↔	

For Grades 3-5:

<b>(Pre-Show)</b> <i>The Tortoise and the Hare</i>		<b>(Post-Show)</b> <i>The Adventures of Tortoise and Hare: The Next Gen</i>
	What is the setting? ↔	
	What lesson is taught in the fable? ↔	
	What characteristics does the tortoise have? ↔	
	What characteristics does the hare have? ↔	
	What details help you picture the race? ↔	
	Who wins the race in the end? ↔	

## ■ POST-SHOW ACTIVITIES

# Post-Show Compare & Contrast (Grades: K-5)

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

**English/Language Arts:** RL.K.1, RL.K.3, RL.K.9, RL.K.10, RL.1.1, RL.1.3, RL.1.9, RL.1.10, RL.2.1, RL.2.3, RL.2.9, RL.2.10, RL.3.1, RL.3.3, RL.3.7, RL.3.9, RL.3.10, RL.4.1, RL.4.3, RL.4.9, RL.4.10, RL.5.1, RL.5.3, RL.5.9, RL.5.10

**Fine Arts:** Drama: K.1CO, K.1RE, 1.1CO, 1.1RE, 1.3RE, 2.1CO, 2.1RE, 2.3RE, 2.4CO, 3.1RE, 3.3CO, 3.4CO, 3.6CO, 4.1RE, 4.3CO, 4.4CO, 5.4CO

**Science:** K.PS.1, 1.PS.1, 2.PS.1, 3.PS.3, 4.PS.2, 5.PS.2

After attending the performance of *The Adventures of Tortoise and Hare: The Next Gen*, complete the right side of the chart from the pre-show activity (see chart examples on pg. 17 or 18) either as a whole class, in small groups or individually. If completing in small groups or individually, come back together as a whole class to discuss various answers and how the two stories were alike and different. Some prompts are below.

### For Grades K-2

- How did the characters feel during the first story? How did they feel in the play?
- Which character do you like best: Tortoise, Hare, Tortoise Junior, or Lil' Hare?
- Which version of the story would you like to read or watch again?
- Have you ever felt like the tortoise who worked slowly but never gave up? Have you ever felt like the hare who was fast but maybe not paying as much attention?
- When was a time that working together helped you?
- Everything on stage was made from lights called EL wire. What colors of EL wire do you remember seeing?
- What happens to the wire when it gets turned on? How does its appearance change?
- Think about when the characters would move fast vs. slow. Did the appearance of the glowing change?

### Grades 3-5

- How might the story's lesson apply differently to audiences today compared to when the fable was first told?
- How does the tone (humorous, serious, playful) differ from one version to the other?
- Which version do you prefer? Why?
- Which character do you relate more to: Tortoise, Hare, Tortoise Junior, or Lil' Hare?
- How can you learn from both stories?
- Lightwire Theater creates the characters and set pieces by adding black fabric to sculptures for dimension and then lines them with electroluminescent wire known as "EL Wire." How do you think the EL Wires get its energy from? What kind of energy is the wire giving off?
- How do you think the cast makes the characters disappear?
- How might the glow of the EL Wire change if you place it behind materials like wax paper, plastic, foil or glass?

# The Sequence of the Story (Grades: PreK-2)

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

**Early Learning and Development:** AL.1.b., CO.1.a., CR.1.a., LL.4.b.

**English/Language Arts:** L.K.1, L.K.2, SL.K.5, W.K.3, L.1.1, L.1.2, SL.1.5, W.1.3, L.2.1, L.2.2, SL.2.5, W.2.3

In this lesson, the students will be retelling and practicing sequencing using what happened to characters Tortoise Jr. and Lil' Hare from the show.

Start by gathering the material needed to complete this lesson:

- Copies of Worksheet (see next page)
- Pencils
- Scissors
- Glue

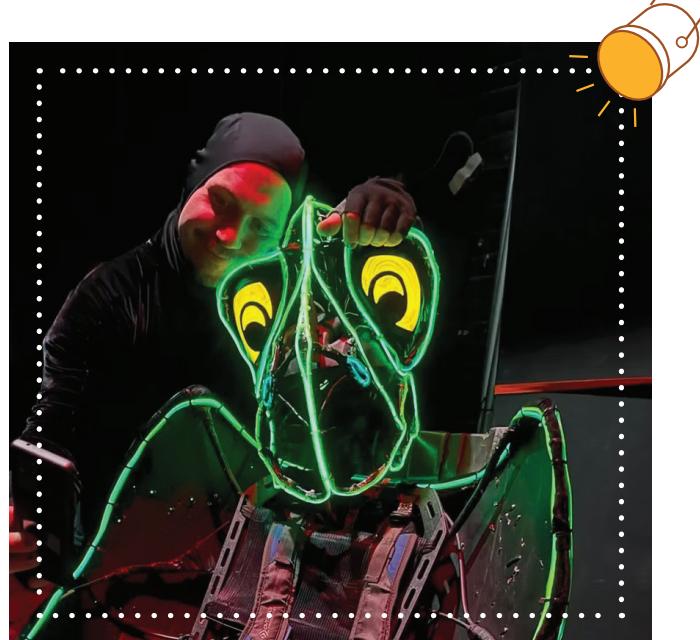
Next, pass out the worksheets to the students. It can be completed as a whole group, in small groups or individually depending on ability.

Students should cut out each picture and glue it in the order the events occurred in the show. Encourage students to cut one picture at a time to avoid losing pieces. The first event should be glued on top of the number 1 and continue in order from there.

If completed as a whole group, display the worksheet on the board. Work together to determine the correct sequence before gluing the pieces down. Allow students time to cut, sequence and glue the events on their own or with partners.

Based on their writing abilities, students may also write one or two sentences describing their favorite part of the show.

After everyone has finished, have them retell the story together or in pairs. If students sequenced the pictures correctly, they should be able to recount the story from beginning to end.



# The Sequence of the Story Worksheet (Grades: PreK-2)

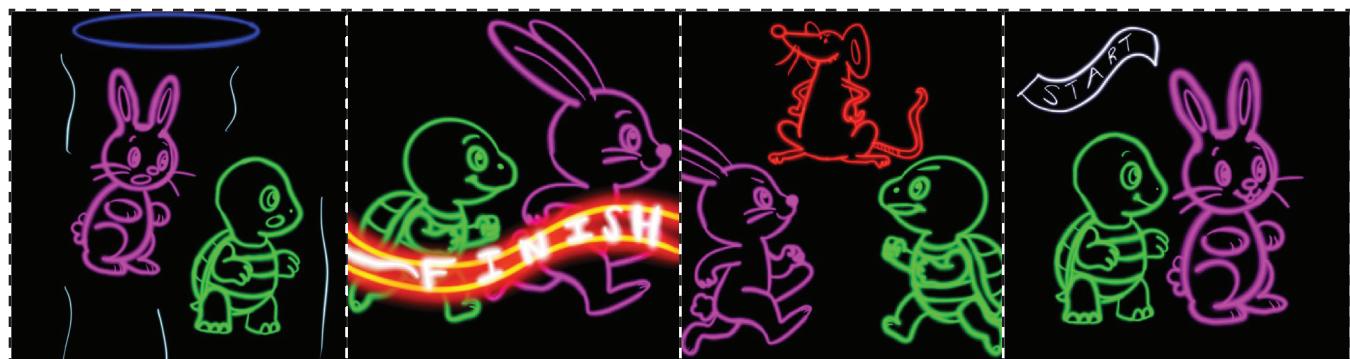
Name: \_\_\_\_\_

**Directions:** Cut out the pictures at the bottom of the page and glue them in the correct order that they happened during the play.

1	2	3	4
---	---	---	---

## My Two Favorite Parts

1. \_\_\_\_\_
2. \_\_\_\_\_



# The Sequence of the Story, Extended (Grades: 3-4)

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

**English/Language Arts:** L.3.1, L.3.2, L.4.1, L.4.2, L.5.1, L.5.2, SL.3.5, SL.4.5, SL.5.5, W.3.4, W.4.4, W.5.4

**Fine Arts:** Visual Arts: 3.2PE, 4.2PE, 5.3PE

In this lesson, the students will expand on sequencing and practice the concept of “theme” by retelling a moment of the story using visual art.

Start by gathering the materials needed to complete this lesson:

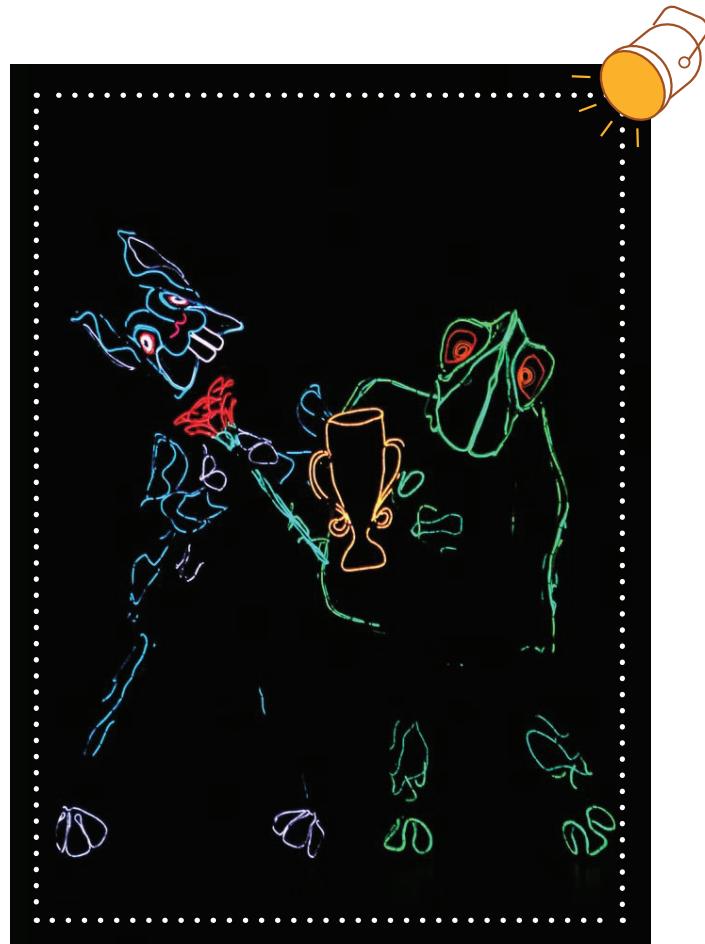
- Copies of Worksheet (see next page)
- Pencils
- Coloring materials such as colored pencils, markers or crayons

Distribute the worksheets on pg. 23. This activity can be completed as a whole group in small groups, or independently depending on student ability.

Students will begin by selecting four parts of the story that they want to illustrate and use in their retelling. Once they have chosen their four parts, they should draw each one in a separate box on the worksheet. After completing their drawings, students will write a sentence below, explaining each illustration.

In addition, students should also identify an overall theme for the show. The theme should be written as a complete sentence. It may be helpful to review the What is a Theme? handout found on pg. 8.

Once all students have completed the worksheet, pair them with a partner. Using what they wrote as a guide, students should retell the story to their partner and discuss the theme.



## The Sequence of the Story Worksheet, Extended (Grades: 3-5)

Name: \_\_\_\_\_

Pick 4 moments of the story that you saw onstage that you would like to retell. Then, retell what happened by drawing a picture in each box. Under each drawing, write one sentence that tells what is happening in your picture. Write a sentence to describe the theme of the story at the bottom of the page.

1.	2.	3.	4.
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## Overall Theme:

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# RESOURCES

## BOOKS

*The Tortoise and the Hare*, by Phidal Publishing Inc.



## WEB



“A List of Fables,” *Library of Congress*,  
<https://read.gov/aesop/001.html>

“The Tortoise and the Hare Fable,” *Lemons and Letters*, <https://lemonsandletters.com/the-tortoise-and-the-hare>

“The Hare and the Tortoise Read Aloud” YouTube, uploaded by momofjoakim, <https://www.youtube.com/watch?v=cSqT3coCjoA>

### “Ohio Theatre Letterbox” Activity

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

### Visiting Playhouse Square Social Stories

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

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



# CURRICULUM STANDARDS INDEX

## Early Learning & Development

Standard	Description	Grade	Activity	Page
AL.1.a	Engages in new and unfamiliar experiences and activities.	PreK	Act it Out! Generations to Generations	9 13
AL.1.b	Completes activities with increasingly complex steps.	PreK	Generations to Generations The Sequence of the Story	13 20
AL.1.c	Persists in completing a task with increasing concentration.	PreK	Generations to Generations	13
CO.1.a	Develops the ability to recall information about objects, people, and past experiences.	PreK	Generations to Generations The Sequence of the Story	13 20
CR.1.a	Expresses ideas and feelings through visual art.	PreK	Generations to Generations The Sequence of the Story	13 20
LL.1.a	Demonstrates understanding of increasingly complex language.	PreK	Act it Out! Generations to Generations	9 13
LL.1.b	Develops and expands understanding of vocabulary and concepts.	PreK	Act it Out! Generations to Generations	9 13
LL.1.c	Communicates using increasingly complex language.	PreK	Generations to Generations	13
LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	Generations to Generations	13
LL.4.a	Develops understanding that writing represents spoken language.	PreK	Generations to Generations	13
LL.4.b	Draws and writes using increasingly sophisticated grasp.	PreK	Generations to Generations The Sequence of the Story	13 20
SE.1.a	Develops and expands understanding of oneself as a unique person.	PreK	Generations to Generations	13
SE.4.a	Develops secure, trusting relationships with adults.	PreK	Act it Out! Generations to Generations	9 13
SE.4.b	Develops socially competent behaviors with peers.	PreK	Act it Out!	9
SS.1.a	Develops awareness of own culture and other characteristics of groups of people.	PreK	Generations to Generations	13

## English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	K	The Sequence of the Story	20
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	K	The Sequence of the Story	20
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Act it Out!	9
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
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.		Post-Show Compare & Contrast	19
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K	Generations to Generations	13
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	K	The Sequence of the Story Generations to Generations	20 13
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K	Generations to Generations	13
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.	K	Generations to Generations	13
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	The Sequence of the Story	20

W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K	Generations to Generations	13
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1	The Sequence of the Story	20
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	1	The Sequence of the Story	20
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	Act it Out!	9
RL.1.1	Ask and answer questions about key details in a text.	1	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
RL.1.2	Analyze literary text development	1	The Sequence of the Story	20
RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	1	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	1	Post-Show Compare & Contrast	19
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1	Generations to Generations	13
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1	The Sequence of the Story Generations to Generations	20 13
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	1	Generations to Generations	13
W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	1	Generations to Generations	13
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	The Sequence of the Story	20

W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	Generations to Generations	13
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2	The Sequence of the Story	20
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2	The Sequence of the Story	20
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	Act it Out!	9
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	2	Generations to Generations	13
RL.2.1	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	2	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
RL.2.2	Analyze literary text development.	2	The Sequence of the Story	20
RL.2.3	Describe how characters in a story respond to major events and challenges.	2	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
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	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	2	Post-Show Compare & Contrast	19
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2	Generations to Generations	13
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2	The Sequence of the Story	20

SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	2	Generations to Generations	13
W.2.2	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2	Generations to Generations	13
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	The Sequence of the Story	20
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	Generations to Generations	13
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3	The Sequence of the Story	20
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3	The Sequence of the Story	20
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	Act it Out!	9
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	Compare & Contrast (Pre-Show) Compare & Contrast (Post-Show)	17 19
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	Compare & Contrast (Pre-Show) Compare & Contrast (Post-Show)	17 19
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	Compare & Contrast (Pre-Show) Compare & Contrast (Post-Show)	17 19
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	Compare & Contrast (Pre-Show) Compare & Contrast (Post-Show)	17 19
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	3	Compare & Contrast (Post-Show)	19

SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3	Generations to Generations	13
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3	Generations to Generations	13
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	3	The Sequence of the Story	20
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	3	Generations to Generations	13
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	3	The Sequence of the Story Generations to Generations	20 13
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3	Generations to Generations	13
L.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	The Sequence of the Story	20
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	4	The Sequence of the Story	20
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	Act it Out!	9
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	4	Generations to Generations	13
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4	Generations to Generations	13
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4	The Sequence of the Story	20

SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)	4	Generations to Generations	13
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
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	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	4	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	4	Post-Show Compare & Contrast	19
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	4	Generations to Generations	13
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4	Generations to Generations	13
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4	The Sequence of the Story	20
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)	4	Generations to Generations	13
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4	The Sequence of the Story	20

L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	5	The Sequence of the Story	20
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	5	The Sequence of the Story	20
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5	Act it Out!	9
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	5	Pre-Show Compare & Contrast Post-Show Compare & Contrast	17 19
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	5	Post-Show Compare & Contrast	19
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5	Generations to Generations	13
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	5	Generations to Generations	13
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5	The Sequence of the Story	20
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	5	Generations to Generations	13
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5	Generations to Generations	13

W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	5	The Sequence of the Story Generations to Generations	20 13
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	5	Generations to Generations	13

## Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CO	Share thoughts, emotions, and ideas in response to a dramatic or theatrical experience.	K	Post-Show Compare & Contrast	19
K.1PE	Imitate movements, voices, and feelings of people, animals and objects through dramatic play	K	Act it Out!	9
K.1RE	Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen.	K	Coming to the Theater Post-Show Compare & Contrast	4 19
K.2CR	Imitate the characters seen in media presentations of stories and fairy tales.	K	Act it Out!	9
K.2RE	Describe what a playwright does.	K	Coming to the Theater	4
K.5RE	Demonstrate ways an audience can show respect when watching a theatrical performance.	K	Coming to the Theater	4
1.1CO	Explain personal and collective emotional responses to dramatic and theatrical works or experiences.	1	Post-Show Compare & Contrast	19
1.1RE	Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences.	1	Coming to the Theater Post-Show Compare & Contrast	4 19
1.2CR	Use body and voice to imitate the characters seen in media presentations of stories, myths, and fairy tales.	1	Act it Out!	9
1.2PE	Create and tell stories based on personal experience (orally, written, by drawing a picture or pictures).	1	Act it Out!	9
1.3RE	Compare and contrast the elements (plot, character, setting) of various stories and dramatic works.	1	Post-Show Compare & Contrast	19
2.1CO	Describe characters in dramatic and theatrical experiences and make comparisons to people and events.	2	Post-Show Compare & Contrast	19

2.1PE	Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation and storytelling).	2	Act it Out!	9
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	Coming to the Theater Post-Show Compare & Contrast	4 19
2.2CR	Create the movements and expressive voices for characters in stories, myths, and fairy tales from various time periods and cultures.	2	Act it Out!	9
2.3CO	Identify the arts that are used to create a theatrical performance.	2	Coming to the Theater	4
2.3RE	Compare and contrast the elements (plot, character, theme and setting) of various narratives.	2	Post-Show Compare & Contrast	19
2.4CO	Use processes of theatre to integrate information from other academic content areas.	2	Act it Out! Post-Show Compare & Contrast	9 19
2.5RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4
3.1PE	Use voice, movement, space, and physical objects to communicate a storyline and a character's thoughts, feelings, and ideas.	3	Act it Out!	9
3.1CR	Create the movements and expressive voice of a character to explain and solve problems in a teacher-created improvisation or text.	3	Act it Out!	9
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Coming to the Theater Post-Show Compare & Contrast	4 19
3.3CO	Use the elements of theatre in combination with art elements from at least one other art form.	3	Post-Show Compare & Contrast	19
3.3PE	Work collaboratively to perform a dramatic task or action.	3	Act it Out!	9
3.4CO	Use elements and processes of theatre to integrate information from other academic content areas	3	Post-Show Compare & Contrast	19
3.5RE	Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.	3	Coming to the Theater	4
3.6CO	Use problem-solving and communication skills to interpret a story.	3	Post-Show Compare & Contrast	19
4.1PE	Manipulate voice, movement, space, design, and physical objects to communicate thoughts, feelings, and ideas in both improvised and scripted activities.	4	Act it Out!	9

4.1RE	Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances.	4	Coming to the Theater Post-Show Compare & Contrast	4 19
4.2CR	Improvise movements and voices for characters to convey each character's decisions and motivations within a dramatic theme.	4	Act it Out!	9
4.3CO	Use the elements of theatre in combination with art elements from at least two other art forms	4	Post-Show Compare & Contrast	19
4.3PE	Direct peers in performing a dramatic task or action.	4	Coming to the Theater	4
4.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	4	Post-Show Compare & Contrast	19
5.1PE	Work cooperatively in different roles or jobs within a dramatic and theatrical experience.	5	Act it Out!	9
5.1RE	Use appropriate theatrical vocabulary and terminology to examine and discuss how manipulation of theatrical elements affects the interpretation of theatrical works.	5	Coming to the Theater	4
5.2CR	Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, both scripted and improvised.	5	Act it Out!	9
5.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	5	Post-Show Compare & Contrast	19

## Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.3PE	Communicate an idea using the elements of art.	K	Generations to Generations	13
1.3PE	Convey ideas and emotions using the elements of art.	1	Generations to Generations	13
3.2PE	Demonstrate expressive and purposeful use of materials and tools.	3	The Sequence of the Story	20
4.2PE	Select and vary materials, tools, and processes to achieve innovative outcomes.	4	The Sequence of the Story	20
5.3PE	Communicate an interdisciplinary concept using the elements of art and principles of design.	5	The Sequence of the Story	20

## Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A2.1.a	Identify personal interests and qualities	K-2	Generations to Generations	13
C3.1.a	Discuss how people can be the same or different	K-2	Generations to Generations	13

C3.2a	Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups	K-2	Generations to Generations	13
A2.1.b	Identify personal strengths based on interests and qualities	3-5	Generations to Generations	13
C3.2.b	Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other	3-5	Generations to Generations	13

## Social Studies

Standard	Description	Grade	Activity	Page
K.HIS.2	Personal history can be shared through stories and pictures.	K	Generations to Generations	13
1.HIS.3	The ways basic human needs are met have changed over time.	1	Generations to Generations	13
3.HIS.2	Primary and secondary sources can be used to show change over time.	3	Generations to Generations	13
3.HIS.3	Local communities change overtime.	3	Generations to Generations	13
4.HIS.2	Primary and secondary sources can be used to create historical narratives.	4	Generations to Generations	13

## Science

Standard	Description	Grade	Activity	Page
K.PS.1	Objects and materials can be sorted and described by their properties.	K	Post-Show Compare & Contrast	19
1.PS.1	Properties of objects and materials can change.	1	Post-Show Compare & Contrast	19
2.PS.1	Forces change the motion of an object.	2	Post-Show Compare & Contrast	19
3.PS.3	Heat, electrical energy, light, sound and magnetic energy are forms of energy.	3	Post-Show Compare & Contrast	19
4.PS.2	Energy can be transferred from one location to another or can be transformed from one form to another.	4	Post-Show Compare & Contrast	19
5.PS.2	Light and sound are forms of energy that behave in predictable ways.	5	Post-Show Compare & Contrast	19