

The Ugly Duckling



School Matinee Performances



TEACHER RESOURCE GUIDE

The Ugly Duckling

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (2022), English Language Arts (2017), Fine Arts (2024), Physical Education (adopted 2015), Science (2019), and Social & Emotional Learning (2019).

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

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

The lessons and activities in this guide are created and adapted by Jeanine Tesch in partnership with Playhouse Square's Education Department.



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

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

ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

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

When you visit, be sure to check out the retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.



COMING TO THE THEATER

This discussion and attendance at an in-person School Matinee Performance addresses 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

Preparing for a Theater Experience

A visit to Playhouse Square is an exciting live theater experience. For many students, this may be their first time seeing a show. Before the field trip, discuss how attending a live performance of a musical or play differs from watching a movie, television show or sporting event, and encourage students to share any experiences at live performances.

Cleveland is home to a vibrant arts community with professional and community theaters throughout the region. **Have any students already attended a show at Playhouse Square, another theater or school?**

Here are a few important things to know before attending the performance:

• Arrival

- Plan to **arrive 20-30 minutes before the performance begins** to allow time for check-in procedures. A Plan Your Visit email is sent to the coordinating teacher with specific details, prior to the visit.
- For safety, all guests must pass through OpenGate metal detectors upon entry. Bags and large personal items may be subject to search, so guests are encouraged to bring only essential items.
- Upon bus arrival, Playhouse Square staff will greet groups at their bus on the street.
- Those arriving on foot or in personal vehicles should proceed directly to the theater.
- Schools will be escorted to their seats by a RedCoat volunteer.
- When the house lights dim, it is time to focus attention on the stage. A Playhouse Square staff member will share a few reminders before introducing the performers.

• Rules to Remember

- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- Food, beverages and gum are not permitted during school matinee performances.
- Photography, video recording and audio recording are not permitted.
- Theaters are designed to carry sound throughout the space. Even a quiet whisper can be heard by others in the audience and by the performers on stage. Remaining quiet helps everyone enjoy the show.

• Dismissal

- At the conclusion of the performance, groups should **remain seated** until dismissal instructions are provided by a Playhouse Square staff member.
- Before leaving the theater, take a moment to check seats and the surrounding area for any personal belongings.

COMPLIMENTARY AMENITIES AVAILABLE:

- ◆ Access to educational materials available on playhousesquare.org/eduresources.
- ◆ Accessible seating options (Please contact the field trip team ahead of the performance so we can seat groups accordingly).
- ◆ Assisted listening devices available in each theater's House Manager office.
- ◆ RedCoat ushers to assist with wheelchair escorting upon arrival, if needed.
- ◆ Fidget toys, headphones or sunglasses available upon request.
- ◆ Wheelchair accessible restrooms and drinking fountains on the main floor of each theater.
- ◆ Designated quiet areas with tents and sensory-friendly aids.
- ◆ Sign language interpreted performances (Usually on Wednesdays at 10 a.m., but please contact the field trip team to confirm).

Education Hotline: 216-348-7909

Email: schoolprograms@playhousesquare.org

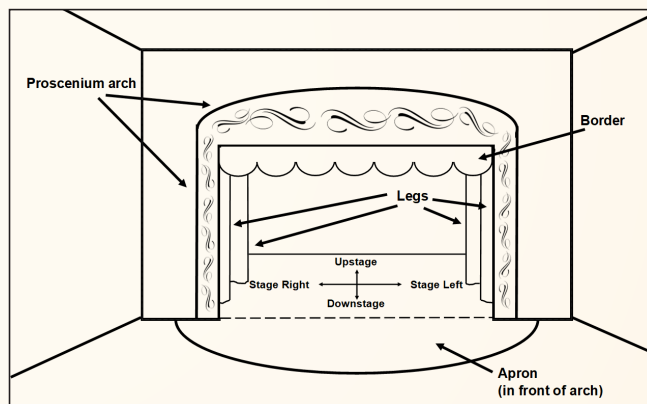


Parts of a Theater

Theater is both a place *and* a thing. It involves creating, producing and performing shows, and it can happen almost anywhere, from a school auditorium to an outdoor stage or a grand historic theater. Many Playhouse Square School Matinee Performances take place in the Mimi Ohio Theatre, a beautiful venue that is more than 100 years old and seats more than 1,000 guests.

Theaters come in many shapes and sizes, including thrust stages, amphitheaters and black box theaters. One of the most common designs is the proscenium theater, which features a large arch framing the stage. The Mimi Ohio Theatre is an example of this style. The diagram to the right highlights key parts of a theater and performance space.

An exact paper model of the Mimi Ohio Theatre is available on the Resources page, should it be helpful. Assemble it individually or as a class to explore the parts of a theater and create a miniature stage for imaginative performances.



Theater Vocabulary

Before attending the show, review the terms below with students. Challenge them to identify as many theater elements as possible during their visit. These terms may also appear throughout the pre-show and post-show activities in this guide.

actor – a person who pretends to be someone else in a play or movie

apron – the part of the stage that sticks out in front of the curtain and is closer to the audience

backdrop – a large painted picture behind the actors that shows where the story takes place

backstage – the area behind the stage where actors and crew get ready and the audience cannot see

blackout – when all the stage lights go dark

blocking – the planned movements actors make on stage during a performance

borders and legs – curtains or panels that frame the stage and help hide backstage areas from the audience

cast – a group of actors in a play

character – a person in a play or movie played by an actor

choreography – planned dance moves or movements performed by actors

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



costumes the clothes actors wear on stage

crew – the people who work behind the scenes to help make the show happen

cyclorama – a large, curved backdrop at the back of the stage, often used as a sky or background

director – the person who leads the show and helps the actors

house – the part of the theater where the audience sits

house manager – the person who helps make sure audience members have a safe and enjoyable experience at the theater (usually wearing business attire and a house manager nametag)

main rag (main curtain) – a large curtain that separates the stage from the audience before the show begins

playwright – a person who writes plays, including the story, characters, dialogue and stage directions



props objects actors use on stage during a performance

proscenium – an arch that frames the opening between the stage and the audience

scene – one part of a play that takes place in a certain place or time

set – the scenery, furniture and other items that create the world of the play

stage directions – instructions that tell actors where to move or stand on stage

stage manager – the person who helps everything run smoothly backstage during a performance (usually wearing all black clothing and a headset)



ushers (RedCoats) friendly helpers who welcome guests and show them to their seats



Talking About the Show

Use these questions as conversation starters with students:

- Who is your favorite character? Why?
- How do the characters solve their problems?
- How do the costumes help tell the story?
- What do you notice about the set?
- How do the lights make you feel?
- What sounds or songs stand out to you?
- Which part of the show is the funniest, happiest or most exciting?
- What message do you think the story is teaching us?
- What is something new you learned?
- What is one question you still have about the story after the show ends?



ABOUT THE SHOW

Lightwire Theater brings a classic tale to the modern stage in an unforgettable theatrical experience. Lined with electroluminescent wire, the beloved story of *The Ugly Duckling* plays out on stage through a cutting-edge blend of puppetry, technology and dance.

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



About Lightwire Theater

Featured as semi-finalists on NBC's *America's Got Talent* and winners of Tru TV's *Fake Off*, this group combines theater and technology to bring stories to life in complete darkness and are internationally recognized for their signature brand of electroluminescent artistry.

Lightwire co-creators Ian Carney and Corbin Popp met in New York City while dancing in Twyla Tharp's *Movin' Out* on Broadway. An immediate connection was made between the kindred spirits as they discovered their mutual love of art, theater and technology. After coming across a product called, "el wire," the lights turned on and the possibilities seemed endless. Together, with their wives Eleanor and Whitney, they began to experiment with shapes and designs to develop puppetry-based neon creatures that quickly came to life.

Based in New Orleans, Lightwire Theater continues to create and deliver innovative theatrical experiences to audiences worldwide including: Hong Kong, Estonia, Canada, Belarus, China, and Abu Dhabi.

Music

Performances by Lightwire Theater are non-verbal, meaning that the show uses a combination of dance, puppetry and music to tell the story. *The Ugly Duckling* features a full range of music from classical to modern pop.

Scan the QR code to take you to a playlist selection of tracks students will hear during the show.



What is EL Lighting?

Lightwire uses electroluminescent (EL) lighting in all their shows. EL lighting is a type of lighting technology that uses an electrical field to generate light. It works by passing an electric current through a special material called a phosphor, which then emits light in response to the electrical stimulation. It can be produced in a variety of colors and shapes, and is commonly used in applications where low power consumption, flexibility, and durability are important. It is often used for backlighting displays, automotive lighting, and wearable technology.

EL lighting is different from traditional lighting technologies, such as incandescent bulbs or fluorescent tubes, which generate light through the heating of a filament or the excitation of gas molecules. Instead, EL lighting produces light directly from the interaction between the electric field and the phosphor material, making it more efficient and longer lasting.

How does it work?

Through art, science and technology, the characters of *The Ugly Duckling* come to life! All of the puppets are lined with electroluminescent wire (EL wire) which glows in the dark.



1 Copper in the middle of the EL wire conducts electricity, letting it travel from one place to another.



2 A material called phosphor surrounds the copper wire. The phosphor glows when electricity runs through the wire.



3 A colored plastic tube surrounds the phosphor and copper, completing the EL wire.



4 When the EL wire is attached to a power source, such as a battery, it glows! A battery pack that powers the EL wires is hidden on each creature in the show.

KEY TERMS & EVENTS

acceptance – when you are okay with someone even if they are different from you

belonging – feeling like you fit in or are a part of something

clumsy – awkward movements

different – not the same

duckling – a baby duck with fluffy and soft feathers

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

graceful – moving in a smooth, elegant manner

hero – someone who is very brave and helps others in need

outcast – feeling left out or not accepted

plume – a long, soft feather

preening – cleaning and grooming feathers

resilience – the ability to keep trying even when things are difficult

strutting – to walk in a proud and confident way

swan – a long neck, white-feathered bird that swims on ponds and lakes

transformation – a change from one thing to another

waddle – to walk with short steps and a rolling motion



SWAN FUN FACTS

- Swans are large, graceful birds that are in the same family as ducks and geese.
- There are seven species of swans in the world, including the mute swan, trumpeter swan and tundra swan.
- Swans can grow to be quite large, with some species reaching over 6 feet in length and weighing over 30 pounds.
- Swans are known for their distinctive long necks and graceful swimming, which is accomplished by paddling their large, webbed feet.
- Swans are omnivores, feeding on a variety of aquatic plants, insects and small fish.
- Swans mate for life and are known for their strong pair bonds, which can last for many years.
- Swans can live for up to 20 years in the wild, although many do not survive to reach this age due to predation, hunting and habitat loss.
- The swan is a symbol of love, fidelity and purity in many cultures, and has been featured in myths and legends throughout history.
- The male swan is called a cob, while the female is called a pen. Baby swans are called cygnets, and they are born with fluffy gray or brown feathers that later turn white.

■ 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: PW.1.b, SC.1.a

Physical Education: 1A.K.3, 1A.1.6, 2A.2.1, 1A.3.4

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

Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. In this video, join Molly and AJ, as they learn all about ducks and explore wave patterns in light.

Run time: 06:13



Additional Terms

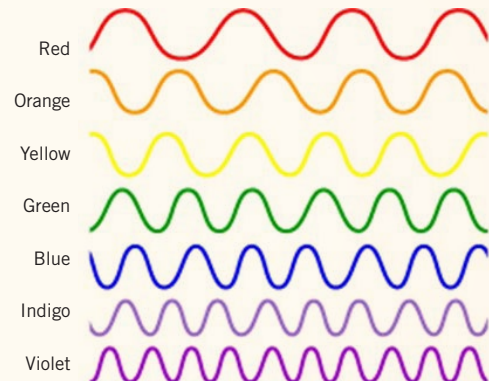
wavelength – the distance between the peaks of a light or color wave

semi-aquatic – living partly on land and partly in water

saterproof – material that does not let water through. On feathers, water beads up and rolls off the back of a bird because of the natural oils that the birds produce.

Did You Know?

All light that you can see has a wavelength range of 400-700 nanometers (a metric measure of length). The speed or length of light reflects the color. For example, the wavelength of yellow light is almost 570 nanometers. Red is much longer and slower in length.



Crossword (Grades K-3)

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

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

Name: _____

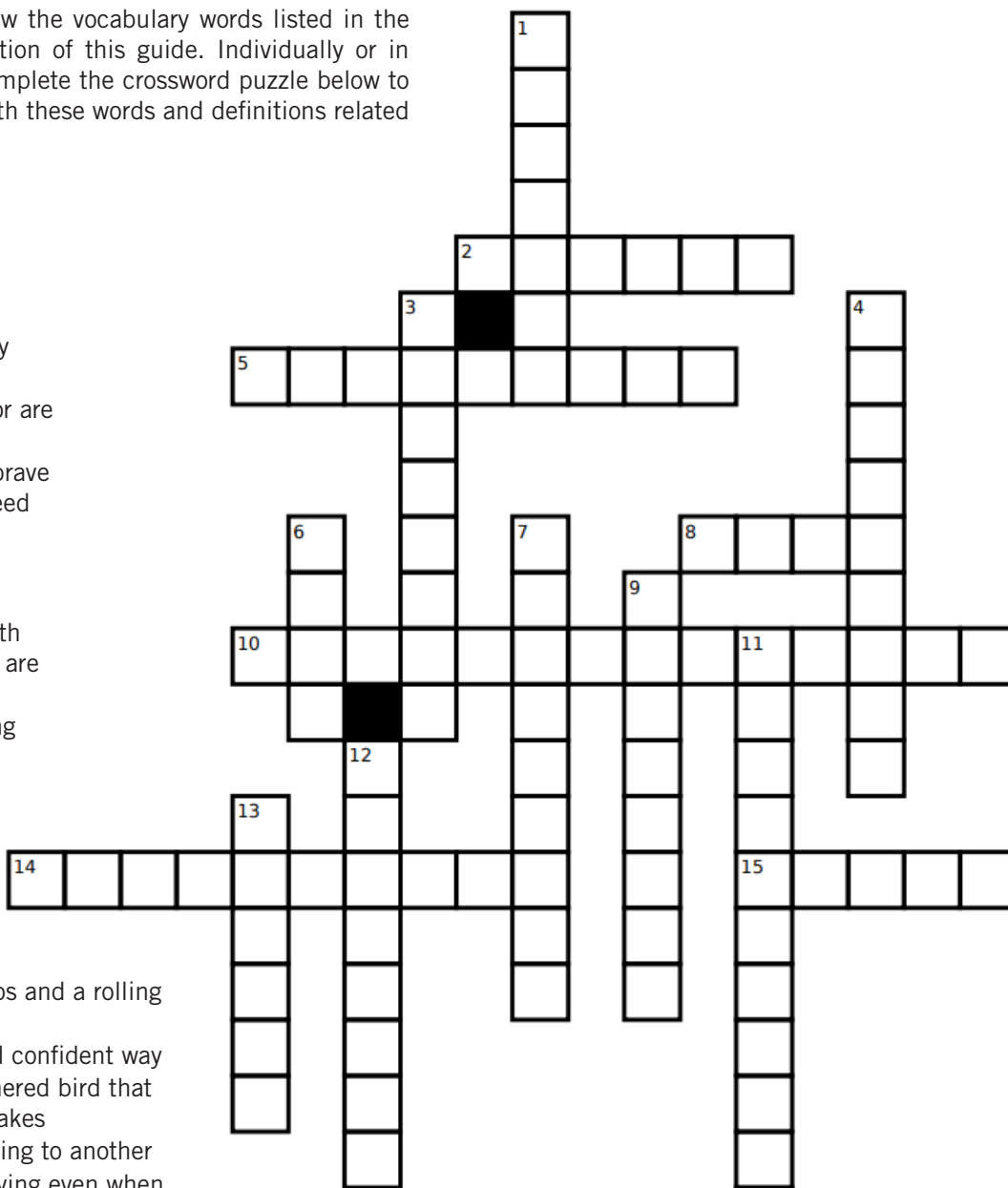
With your students, review the vocabulary words listed in the Key Terms & Events section of this guide. Individually or in groups, have students complete the crossword puzzle below to familiarize themselves with these words and definitions related to *The Ugly Duckling*.

DOWN

1. feeling left out or not accepted
3. a baby duck with fluffy and soft feathers
4. feeling like you fit in or are a part of something
6. someone who is very brave and helps others in need
7. not the same
9. moving in a smooth, elegant manner
11. when you are okay with someone even if they are different from you
12. cleaning and grooming feathers
13. awkward movements

ACROSS

2. to walk with short steps and a rolling motion
5. to walk in a proud and confident way
8. long neck, white-feathered bird that swims on ponds and lakes
10. a change from one thing to another
14. the ability to keep trying even when things are difficult
15. a long, soft feather



Musical Moods (Grades Pre-K-5)

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

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

English/Language Arts: SL.K.1, SL.1.1, SL.2.1, SL.3.1

Fine Arts: Music: K.1CO, K.1RE, K.3RE, K.5RE, 1.1CO, 1.1RE, 1.3RE, 1.5RE, 2.1CO, 2.1RE, 2.3RE, 2.5RE, 3.1CO, 3.1RE, 3.3RE

Music has the power to affect emotions and change moods. It could help bring a smile or a tear. Begin the lesson by introducing the class to this concept of music having a mood. Ask students about a time a song affected their mood, making them happy, sad or excited. Ask them to share their musical examples. Explain to them that during the production of *The Ugly Duckling*, emotions are going to be expressed through music and movement. Then, play an audio recording of a happy piece of music, such as a cheerful folk song or a classical piece with a lively melody. Ask students to listen to the music and think about how it makes them feel. Encourage them to share their thoughts with the class. Repeat it again but now with sad music and suspenseful music, asking students to describe the emotions they feel while listening to each piece. Repeat this with different music types as desired.

Provide students with a copy of the worksheet on the following page. Play, or replay, four contrasting songs one at a time. When each piece is playing, the students either draw pictures or write words of how they are feeling or what they picture when they are listening to that piece of music. Allow students to share their reactions with the class after each song.

For this activity, feel free to utilize any four songs of your choosing, or for added connections to the show, a Spotify playlist of tracks utilized in *The Ugly Duckling* performance is linked in the About the Show section of this guide. If using the music from the show, return the drawings following the performance and discuss how Lightwire Theater's use or interpretation of the song might have been different from students in the class.





Musical Moods

Name_____

Song #1

Song #2

Song #3

Song #4

The Moral Is... (Grades Pre-K-3)

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

Early Learning & Development: LL.1.d, LL.1.e, SE.1.a, SE.3.a

English/Language Arts: RL.K.2, RL.K.10, SL.K.1, RL.1.2, RL.1.10, SL.1.1, RL.2.2, RL.2.10, SL.2.1, RL.3.2, SL.3.1

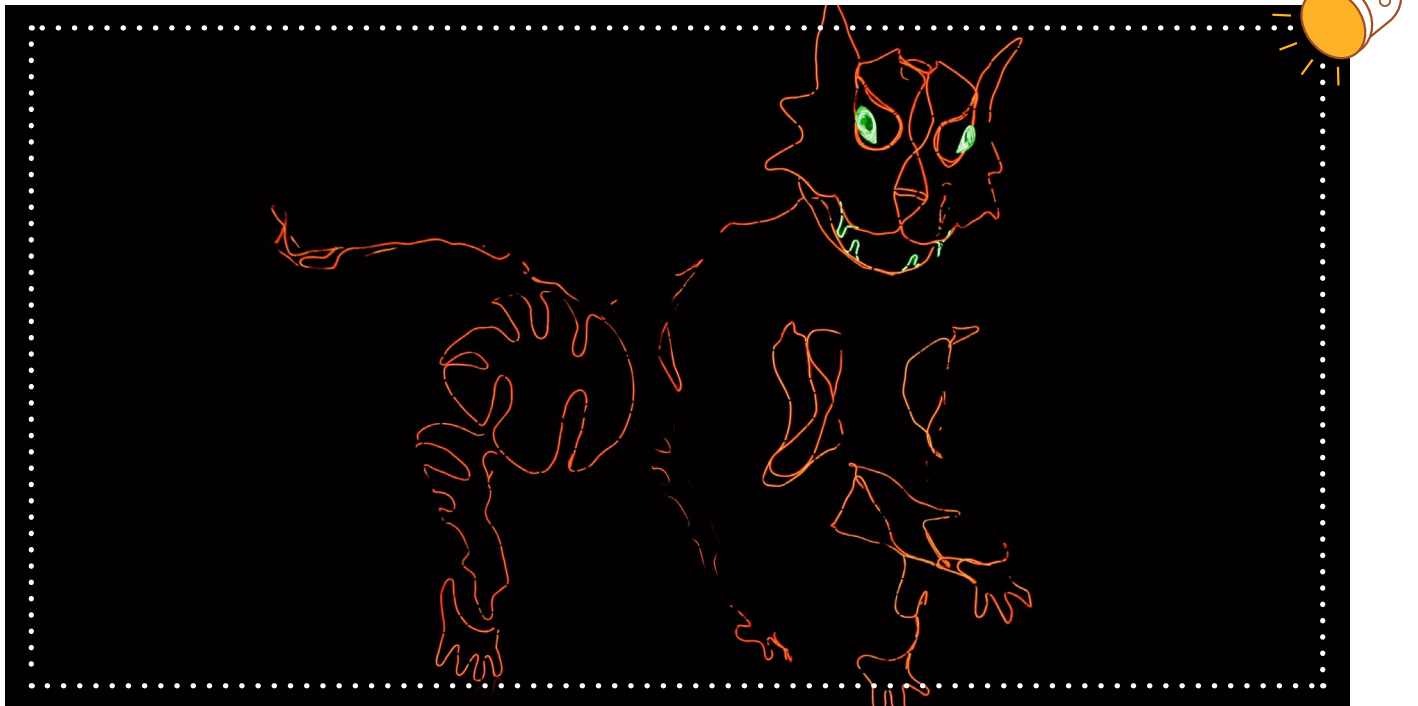
Fine Arts: Visual Arts: K.1CO, K.2PE, 1.3CR, 2.1CR, 2.3CO, 2.3RE

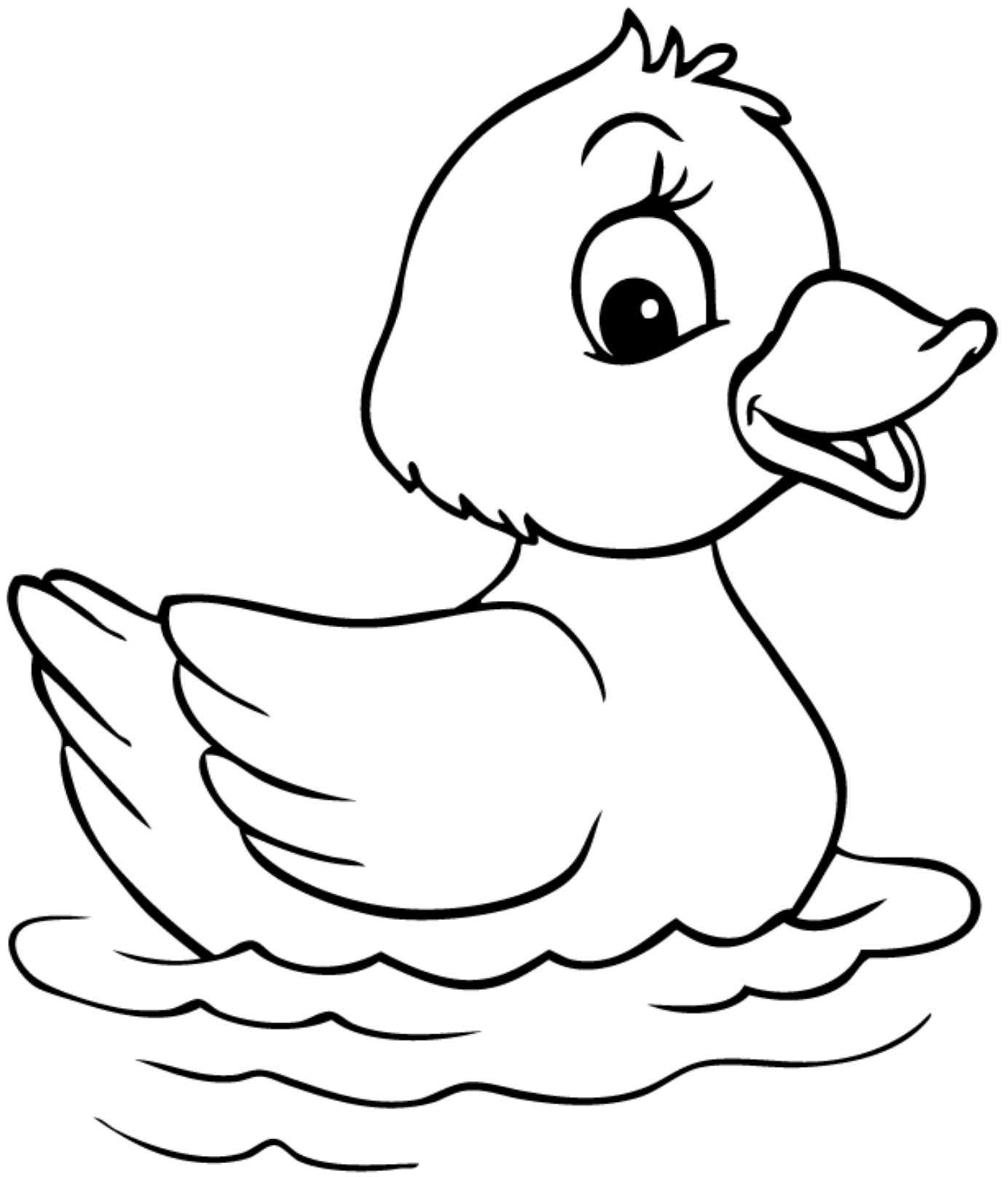
Social & Emotional Learning: C3.1.a, C3.3.a, D2.2.a, C3.1.b, C3.3.b

Introduce the story of *The Ugly Duckling* by reading it aloud to the class or listening to it online. After reading, ask students what the moral, or lesson, of the story is. Ask that they reference back to examples from the story to support their claim. Write their responses on the whiteboard.

Discuss the importance of not judging people or things based solely on appearance. Have any students ever felt they were misjudged or treated unfairly because of the way they look? Have students brainstorm situations where they might have, or might be tempted to, judge someone based on appearance (e.g., at school, in sports, etc.). Have students write a self-reflection on a time when they or someone they know was judged unfairly based on appearance, and how they can apply the lesson of *The Ugly Duckling* to their own lives.

Next, discuss the importance of embracing our differences and the diversity of others. Have students create their own “duckling” using any art supplies. They can either draw their own or decorate the one on the next page. Encourage them to make their duckling unique and different from the others in the class using whatever materials are available to them. Once students have completed their ducklings, have them share with the class - what makes theirs unique? Wrap up this activity by asking students to brainstorm specific ways they can celebrate their and others’ differences. Why is inclusiveness important?





■ POST-SHOW ACTIVITIES

Swan Facts (Grades Pre-K-3)

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

Early Learning & Development: LL.1.e, LL.4.a, SC.1.a

English Language Arts: SL.K.2, W.K.2, W.K.7, SL.1.2, W.1.2, W.1.7, SL.2.2, W.2.2, W.2.7, SL.3.2, W.3.2, W.3.7

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

There are many interesting facts about swans. They are beautiful and majestic creatures. Have the students complete a KWL chart – Know, Want, Learn – about swans. Complete the information together or individually.

First, ask the students what they already know about swans. (This information will be placed in the in the ‘K’ column). Ask your students what do they want to learn about swans? (Place these questions in the ‘W’ column). Then, show the short, informative swan video available on the Resources page or read the fast facts on pg. 9 with the class.

Next, fill in the final column, ‘L’ with the information that they learned! Students in older grades may wish to research further and compile findings in a conclusive narrative report.



Swan KWL

Name _____

K	W	L
What do I already KNOW about swans?	What do I WANT to learn about swans?	What did I LEARN about swans?

Walking in Someone Else's Feathers (Grades K-3)

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

English Language Arts: SL.K.1, W.K.2, W.K.8, SL.1.1, W.1.2, W.1.8, SL.2.1, W.2.2, W.2.8, SL.3.1, W.3.2, W.3.8

Social & Emotional Learning: C1.3.a, C3.3.a, C1.3.b, C3.3.b

Begin by asking the students if they know what the word empathy means. Allow them to share their ideas before defining it as the ability to understand someone else's feelings or emotions.

Next, reference back to *The Ugly Duckling* story – discuss both the book and Lightwire Theater's stage adaptation the students just saw. Ask the students to imagine how the duckling felt when he was mistreated and bullied by the other animals. Write their responses on the whiteboard. Discuss how the other animals could have shown empathy towards the duckling and how that might have changed the story.

Divide the students into small groups and assign each group a character from the story (the duckling, the cat, the swans, etc.). Ask each group to write on an index card or dry erase board, how their assigned character might have felt during certain parts of the story (e.g., when the duckling was rejected by the other animals, when they were welcomed back, when the cat came after the ducklings). After the groups have had time to discuss and write, have them share with the class. Discuss how the different characters might have felt during the story and how empathy could have changed the outcome.

Have students reflect on a time when they felt like the characters in the story and how empathy could have made a difference in that situation. Finally, brainstorm situations where they could show empathy towards others, such as a friend who is upset or a classmate who is struggling with a task.

Students may then journal one of the following:

- How did the other animals treat the duckling? How do you think the duckling felt?
- What could the other animals have done differently to show empathy towards the duckling?
- How do you think the story would have been different if the other animals had shown empathy towards the duckling?
- Have you ever felt like the duckling? Can you describe a time when you felt excluded or mistreated?
- How could you show empathy towards someone who is being bullied or mistreated?
- How does empathy help us understand other people's feelings and perspectives?
- Can you think of a time when someone showed empathy towards you? How did it make you feel?
- Why is empathy important in building positive relationships with others?
- How can we practice empathy in our daily lives?
- How can we teach others, including our friends and family, about the importance of empathy?

RESOURCES

BOOKS

The Ugly Duckling, by Jerry Pinkney



Suggestions for Further Reading

I Am Human: A Book of Empathy, by Susan Verde and Illustrated by Peter H. Reynolds

Leo the Late Bloomer, by Rober Kraus and Illustrated by Jose Aruego

Sylvester and the Magic Pebble, by William Steig

The Giving Tree, by Shel Silverstein

The Little Engine That Could, by Watty Piller and Illustrated by Loren Long

The Velveteen Rabbit, by Margery Williams and Illustrated by William Nicholson

WEB



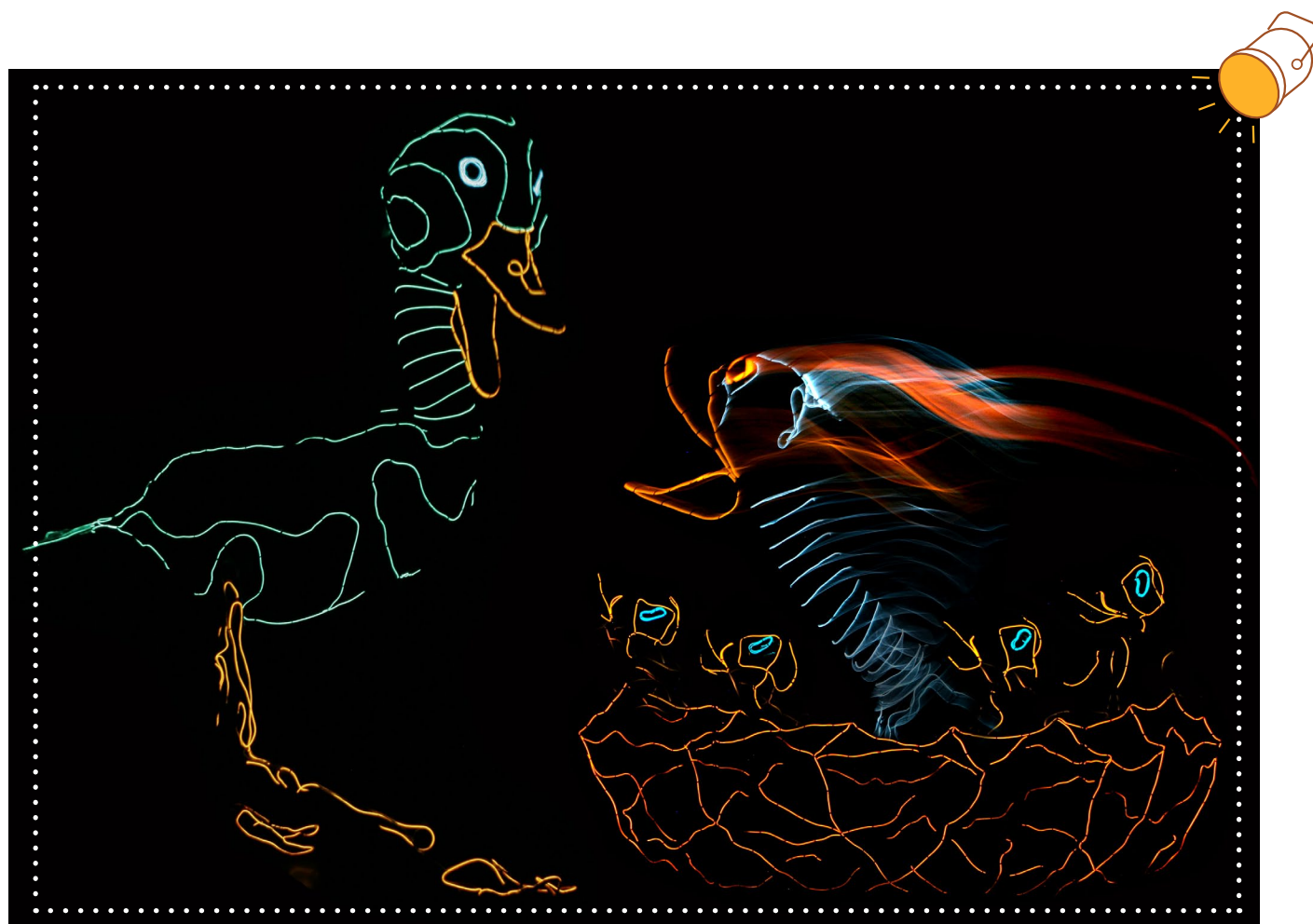
Classroom Connections Workshops

The Ugly Duckling Pre-Show Video Workshop.
Password: 136quack
<https://vimeo.com/1222160813>

“Swans! Swan Facts for Kids.” *Kids Learning Videos*.
<https://youtu.be/LRPLk6ddfzw>

The Ugly Duckling – Read Aloud Book for Kids.
Reading is. https://www.youtube.com/watch?v=VUzkyKrfE_c

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
CO.2.a	Demonstrates increasing ability to think symbolically.	PreK	Musical Moods	12
CR.1.a	Expresses ideas and feelings through visual art.	PreK	Musical Moods	12
LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	The Moral is...	14
LL.1.e	Develops comprehension of read-aloud text.	PreK	The Moral is... Swan Facts	14 16
LL.4.a	Develops understanding that writing represents spoken language.	PreK	Swan Facts	16
PW.1.b	Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.	PreK	Pre-Show Workshop Video	10
SC.1.a	Explores and investigates objects and events in the environment.	PreK	Pre-Show Workshop Video Swan Facts	10 16
SE.1.a	Develops and expands understanding of oneself as a unique person.	PreK	The Moral is...	14
SE.1.b	Develops understanding of emotions.	PreK	Musical Moods	12
SE.3.a	Develops empathy toward and understanding of others.	PreK	The Moral is...	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. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	K	Crossword	11
RL.K.2	With prompting and support, retell familiar stories, including key details.	K	The Moral is...	14
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 Moral is...	14
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Musical Moods The Moral is... Walking in Someone Else's Feathers	12 14 18

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	Swan Facts	16
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	Swan Facts Walking in Someone Else's Feathers	16 18
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K	Swan Facts	16
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K	Walking in Someone Else's Feathers	18
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	1	Crossword	11
RL.1.2	Analyze literary text development. a. Demonstrate understanding of the lesson. b. Retell stories, including key details.	1	The Moral is...	14
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	The Moral is...	14
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Musical Moods The Moral is... Walking in Someone Else's Feathers	12 14 18
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	Swan Facts	16
W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	1	Swan Facts Walking in Someone Else's Feathers	16 18
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	1	Swan Facts	16

W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	Walking in Someone Else's Feathers	18
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2	Crossword	11
RL.2.2	Analyze literary text development. a. Determine the lesson or moral. b. Retell stories, including fables and folktales from diverse cultures.	2	The Moral is...	14
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	The Moral is...	14
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Musical Moods The Moral is... Walking in Someone Else's Feathers	12 14 18
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	Swan Facts	16
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	Swan Facts Walking in Someone Else's Feathers	16 18
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2	Swan Facts	16
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	Walking in Someone Else's Feathers	18

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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	3	Crossword	11
RL.3.2	Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales and myths from diverse cultures.	3	The Moral is...	14
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Musical Moods The Moral is... Walking in Someone Else's Feathers	12 14 18
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	Swan Facts	16
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3	Swan Facts Walking in Someone Else's Feathers	16 18
W.3.7	Conduct short research projects that build knowledge about a topic	3	Swan Facts	16
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	Walking in Someone Else's Feathers	18

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1RE	Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen.	K	Coming to the Theater	4
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

1.1RE	Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences.	1	Coming to the Theater	4
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	Coming to the Theater	4
2.3CO	Identify the arts that are used to create a theatrical performance.	2	Coming to the Theater	4
2.5RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Coming to the Theater	4
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

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.1CO	Experience how music communicates feelings, moods, images, and meaning.	K	Musical Moods	12
K.1RE	With prompting and support, listen to music of various styles, composers, periods, and cultures.	K	Musical Moods	12
K.3RE	Recognize same and different (fast/slow, loud/quiet, high/low, long/short).	K	Musical Moods	12
K.5RE	Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods, and cultures.	K	Musical Moods	12
1.1CO	Explore how music communicates feelings, moods, images, and meaning	1	Musical Moods	12
1.1RE	With guidance, listen to music of various styles, composers, periods, and cultures.	1	Musical Moods	12
1.3RE	Identify elements of music using developmentally appropriate vocabulary.	1	Musical Moods	12
1.5RE	Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods, and cultures.	1	Musical Moods	12
2.1CO	Identify how music communicates feelings, moods, images, and meaning.	2	Musical Moods	12
2.1RE	Listen to and explore the music of various styles, composers, periods, and cultures.	2	Musical Moods	12
2.3RE	Identify and apply elements of music using developmentally appropriate vocabulary.	2	Musical Moods	12
2.5RE	Discuss musical selections of various styles, composers, periods, and cultures.	2	Musical Moods	12

3.1CO	Express how elements of music communicate feelings, moods, images, and meaning.	3	Musical Moods	12
3.1RE	Listen to, discuss, and explore the music of various styles, composers, periods, and cultures.	3	Musical Moods	12
3.3RE	Distinguish elements of music using developmentally appropriate vocabulary.	3	Musical Moods	12

Fine Arts – Visual Art

Standard	Description	Grade	Activity	Page
K.1CO	Connect ideas, stories, and personal experiences to works of art.	K	The Moral Is...	14
K.2PE	Explore a variety of materials and tools to create works of art.	K	The Moral Is...	14
1.3CR	Experiment with various elements of art to communicate meaning.	1	The Moral Is...	14
2.1CR	Generate artmaking ideas from multiple sources.	2	The Moral Is...	14
2.3CO	Respect and support peer ideas and creativity.	2	The Moral Is...	14
2.3RE	Share personal interpretations of works of art.	2	The Moral Is...	14

Physical Education

Standard	Description	Grade	Activity	Page
1A.K.3	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory ways and a stable environment.	K	Pre-Show Workshop Video	10
1A.1.6	Move to a rhythmic beat or pattern.	1	Pre-Show Workshop Video	10
2A.2.1	Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.	2	Pre-Show Workshop Video	10
1A.3.4	Perform teacher-selected and developmentally appropriate dance steps and movement patterns.	3	Pre-Show Workshop Video	10

Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Pre-Show Video Workshop Swan Facts	10 16
K.PS.2	Some objects and materials can be made to vibrate and produce sound.	K	Pre-Show Video Workshop	10
1.LS.2	Living things survive only in environments that meet their needs.	1	Swan Facts	16
1.PS.1	Properties of objects and materials can change.	1	What is EL Lighting?	8
1.PS.2	Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.	1	Pre-Show Video Workshop	10

3.ESS.1	Earth's nonliving resources have specific properties.	3	What is EL Lighting?	8
3.LS.3	Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.	3	Swan Facts	16
3.PS.3	Heat, electrical energy, light, sound and magnetic energy are forms of energy.	3	What is EL Lighting?	8

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
C1.3.a	Define empathy and identify empathetic reactions in others	K-2	Walking in Someone Else's Feathers	18
C3.1.a	Discuss how people can be the same or different.	K-2	The Moral is...	14
C3.3.a	Discuss the concept of, and practice, treating others the way you would want to be treated	K-2	The Moral is... Walking in Someone Else's Feathers	14 18
D2.2.a	Recognize the need for inclusiveness.	K-2	The Moral is...	14
C1.3.b	Demonstrate empathetic reactions in response to others' feelings and emotions	3-5	Walking in Someone Else's Feathers	18
C3.1.b	Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true.	3-5	The Moral is...	14
C3.3.b	Define and practice civility and respect virtually and in-person	3-5	The Moral is... Walking in Someone Else's Feathers	14 18