



VELVETEEN

A NEW MUSICAL

**Streaming Performances
for Schools**



TEACHER RESOURCE GUIDE

Velveteen, A New Musical

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (adopted 2012), English/Language Arts (2017), Fine Arts (2024), Physical Education (2015), Science (2018-2019) 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 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.



ACCESSIBLE ENGAGEMENT STRATEGIES

Playhouse Square is committed to the value of *belonging*.

.....∞.....
To support educators in meeting every student's needs, this Teacher Resource Guide offers universally engaging pre- and post-show activities aligned with the Ohio Learning Standards. Be sure to keep an eye out for the adaptation options (noted within the teal boxes throughout this guide) to support diverse learning styles and individual needs.
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Educators know their students best. The Accessible Engagement Strategies are designed to complement the universal activities in this guide, offering equitable options that honor the diverse needs of every student. The inclusions feature:

- Accessibility best practices
- Inclusive modification options to personalize learning experiences
- Sensory-friendly adjustments to ensure a welcoming and supportive atmosphere



ABOUT THE SHOW

Music and Lyrics by Molly Andrews-Hinders

Libretto by Molly Andrews-Hinders & Ananias J. Dixon

Additional Written Materials by Daniel Hahn & Treva Offutt

Orchestration and Music Transcription by Matthew Dolan

Inspired by *The Velveteen Rabbit* by Margery Williams, the magical new musical *Velveteen* introduces us to Lulu, her Gran, her beloved toys and a nest of legendary rabbits. Lulu confronts big change, having just moved in with her Gran. To make things a little more comfortable, Gran gives her a velveteen rabbit – just like the one her mom had. Velveteen and Lulu form a special bond, making some of the other toys jealous and leaving Velveteen wishing he could live outside with the “real” rabbits he meets through the window. Ultimately,

Velveteen discovers the transformative power of loving relationships and what it means to be Real.

This musical, lovingly crafted by Playhouse Square's Education team, showcases a score of beautiful melodies that resonate long after the curtain falls. Following successful workshops, Playhouse Square eagerly unveils the public premiere of this heartfelt production, featuring a diverse cast of local artists under the guidance of talented creatives. Taking a hundred-year-old story and placing it in the modern day, the production brings magic and transformation to life onstage with a visionary set and playful costumes. Join us for an enchanted retelling of a timeless tale that will resonate across generations. *Velveteen* – at times thoughtful, playful at others – is an uplifting story about the importance of being your authentic self.



Meet the Characters



Lulu

Energetic 9-year-old who finds school tough. She is silly, curious and learning how to handle big feelings after moving in with Gran.



Gran

Lulu's kind grandma and the story's narrator. She is warm, caring and tries her best to help Lulu feel safe and loved.



Velveteen

A new toy and Lulu's friend. Joyful, gentle and dreams of becoming "real" but doesn't know how yet.



Clover

A wise and warm hobby horse that has always lived in the nursery.



Sophia

A flashy A.I. toy with lots of capabilities—and insecurity. A bully in the nursery.



Ty

A flashy crocodile toy. He is loud, showy, and doesn't trust easily. He can be mean.



Lionel

A strict, by the book, military Lion. Loud, abrasive and full of hot air.



Whisk, Poppy and Greg

A family of real bunnies

WHAT DOES IT TAKE TO CREATE A NEW MUSICAL?

Fine Arts: Drama: K.1RE, K.2RE, 1.1RE, 2.1RE, 2.3CO, 3.1RE, 3.5CO, 3.5RE, 4.1RE, 4.5CO



Start with an Idea

It all begins with an idea. Playhouse Square decides to adapt the classic book *The Velveteen Rabbit* by Margery Williams into a stage musical.

Producer Leads the Project

Using their resources and expertise, Playhouse Square (**the producer**) assembles a talented team of artists to bring the musical to life.



Write Script & Score

Several drafts of the **script** (written text of the play with the actors' lines) are written. The **composer** writes a **score** (written notation of the music) and records samples of the music, helping the team preview how the show will sound.



Hire a Director to Shape the Vision

A **director** and **music director** are hired to lead the creative vision of the production. They oversee choices and help shape the evolution of the show.

Auditions are held and professional actors "try out" by singing musical pieces in front of the director. After **callbacks**, the director makes casting decisions, selecting actors who are a good fit for each character.



Assemble Designers to Create the Vision

Designers work on the scenery, lighting, costumes, puppets, choreography and props. Some create detailed drawings called "**renderings**" to share their ideas. Some designers also share concept images to show what inspired the designs. The team tests different designs until everyone agrees on the final look.



Rehearse & Workshop

The rehearsal process begins with a "table read" where the **cast** reads the script aloud together in front of the production team. The cast does fun exercises to get into character, such as reflecting on their own experiences and doing a team "show & tell" of their childhood toys. The rehearsal process involves learning lines (words), music, choreography (dance moves) and blocking (stage movement). Several "first draft" Velveteen workshops are held for small, invited audiences to collect feedback and help the team improve.



Open the Show

After lots of practice, all the elements come together. The entire cast and crew are ready to share *Velveteen, A New Musical* with school audiences!

KEY TERMS & EVENTS

Begin – to start or do the first step

Belong – to feel loved and accepted

Binky – a big, happy hop that a rabbit does when excited

Bond – a special feeling of togetherness

Change – to become different

Crème de la crème – a French idiom meaning the best of the best or literally translating to “the cream of the cream”

Crocodile – a large reptile animal with tough, scaly skin and a long tail

Doubt – to not know for sure

Feature – a special trait someone has

Fool – a person who acts silly or unwise

Guardian – a caretaker or protector, such as an adult responsible for a child

Idiom – a phrase that does not exactly mean what the words say

Imaginary – something made up or not real

Legendary – very incredible and well known

Love – a deep, strong feeling of care and warmth

Owl – a bird with big eyes that makes a hoot sound and can fly quietly

Real – something that actually exists

Ripe – fully grown or ready to eat

Translate – to help someone understand by changing words from one language into another that they know

Velveteen – a soft, fuzzy cotton fabric often used for stuffed animals

Whippersnapper – a confident but inexperienced young person

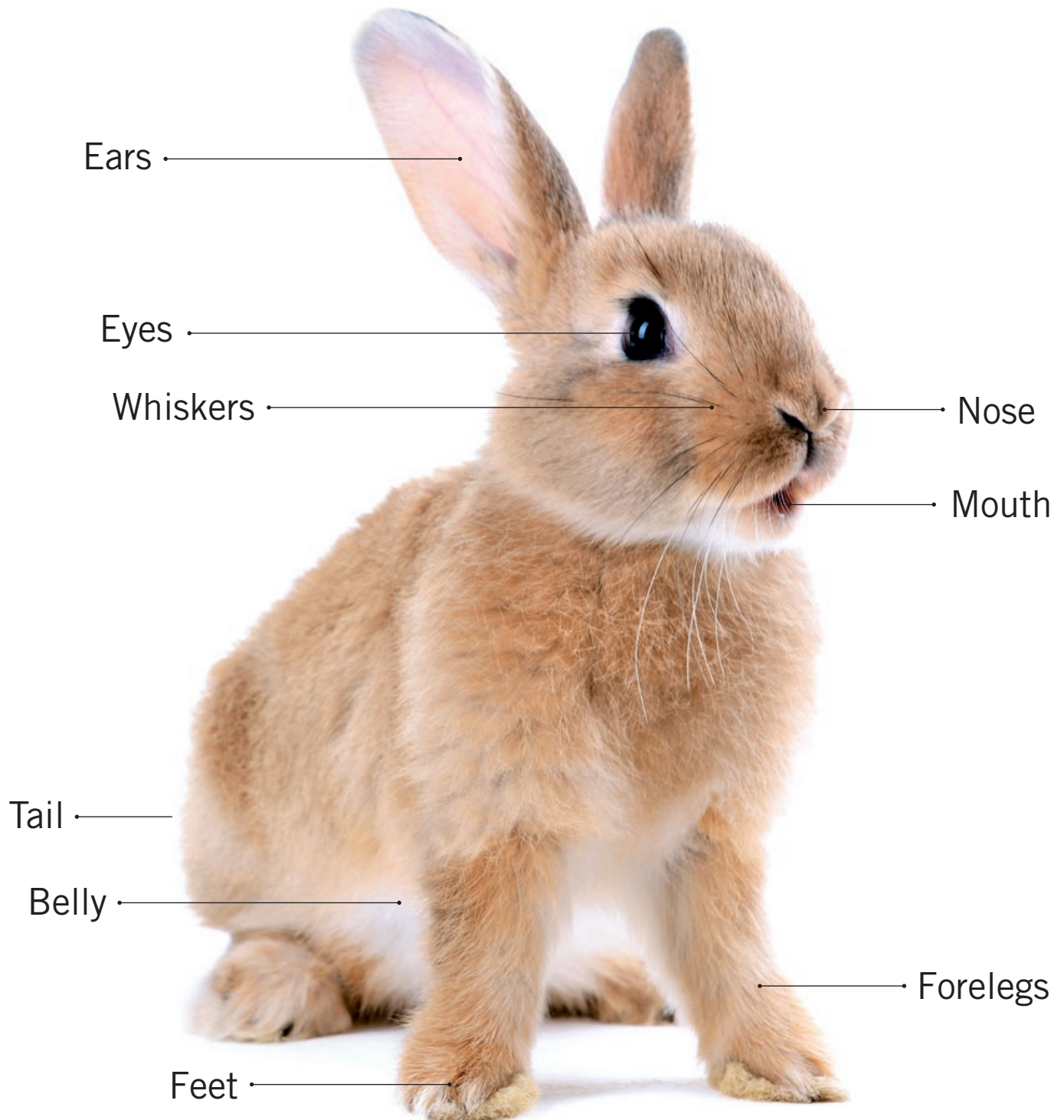


The image above shows a rabbit binkyng in the air. Rabbits can run fast between their binkies and even turn halfway while jumping!

PARTS OF A RABBIT

Early Learning & Development: SCI.1.a

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



PRE-SHOW ACTIVITIES

Classroom Connections Pre-Show Workshop (Grades: PreK-4)

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

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

Fine Arts: Dance: K.1RE, 1.1RE, 2.1RE; Drama: K.1PE, 1.3PE, 2.1PE, 3.1PE, 3.2CR, 4.1PE

Physical Education: 1A.K.3, 1A.1.3, 1A.2.2

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



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join AJ and Molly as they play with transformation of body, voice and object; share fun facts about bunnies; and welcome the show's choreographer.

Guest stars: Jailyn Sherell Harris, choreographer of *Velveteen, A New Musical*

Run time: 11:47

FUN FACT!

The Velveteen Rabbit story was written by Margery Williams in 1922. Did you know that the Mimi Ohio Theatre (where the performance premiered) was also built in 1922?

Additional Terms

Characters – the people, fantasy characters or animals found in stories

Choreographer – a person who puts movement and facial expressions together creating a dance that tells a story, such as in theatrical productions

Crepuscular – type of animal that is most active at dawn and dusk

Herbivore – type of animal that eats plants and vegetables but no meat

Microphone – an instrument used to make your voice louder

Props – objects actors use on stage that help them better tell the story

Predator – an animal that hunts and eats other animals

Telescope – a tool used to help people see objects, planets, land or people that are far away

Warren – underground tunnels created by rabbits that are connected to one another

ACCESSIBLE ENGAGEMENT STRATEGIES:

- When viewing the video, allow students to view individually with headphones, turn on closed captions or change the video playback to a slower speed
- During “Warm Up with Jailyn,” follow along with AJ if you need accommodations to warm up in the seated position
- During What Is That?, classroom partners or teams can act out the imaginary objects together while the rest of the class guesses

Vocabulary Cards (Grades: PreK-K)

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

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

English/Language Arts: L.K.4, L.K.5, W.K.2, W.K.8

As a class, go over the vocabulary listed in the Key Terms & Events on page 8. These words will help students prepare for the performance.

Cut out the vocabulary cards on the next page. For at least a week, display the word cards in your classroom by either pinning them on the board or placing them in your pocket chart.

Here are some ideas for increasing use of these vocabulary words:

- During journaling, encourage students to use at least one word from the board
- Reinforce the use of a few of these words by incorporating them into any prompting questions during class discussions
- Have students alphabetize or sort the words into categories (ex: animals, words that start with “B” etc.)



ACCESSIBLE ENGAGEMENT STRATEGIES:

- Host the vocabulary discussion in a quiet and comfortable classroom environment
- For each new word, provide a physical visual aid
- Allow students to draw their journal entries, in addition to writing sentences
- Have tactile bins for sorting or alphabetizing the cards



OWL



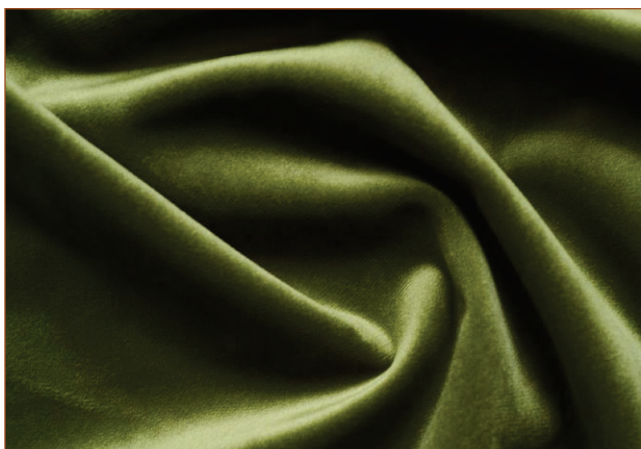
RIPE



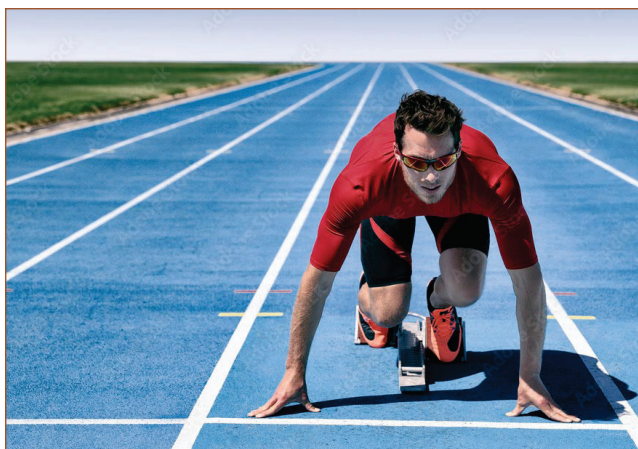
CROCODILE



BELONG



VELVETEEN



BEGIN

You Know, I Know, You Know Worksheet (Grades: 1-4)

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

English/Language Arts: L.1.4, L.2.4, L.3.4, L.4.4

Name: _____

Directions: Before the show, fill in the front side of this worksheet together. Trace each term, taking time to reflect and circle “Yes” or “No” if you already know the word. Then, read the definitions listed under Key Terms & Events together and circle if the word is a “Noun” or a “Verb.” (Hint: Some words can be both!) After the show, fill in the back side of this worksheet, tracing the term once more and circling the correct answer for each fill in the blank.

crocodile

Know the word?		Part of speech	
Yes	No	Noun	Verb

begin

Know the word?		Part of speech	
Yes	No	Noun	Verb

owl

Know the word?		Part of speech	
Yes	No	Noun	Verb

belong

Know the word?		Part of speech	
Yes	No	Noun	Verb

change

Know the word?		Part of speech	
Yes	No	Noun	Verb

fool

Know the word?		Part of speech	
Yes	No	Noun	Verb

You Know, I Know, You Know Worksheet

crocodile

A crocodile is a type of _____.

Person Insect Animal Bird

begin

To begin is to _____.

Start Wait Stop Push

owl

An owl is a type of _____.

Person Dog Reptile Bird

belong

To belong is to feel _____.

Confused Cold Loved Excited

change

To change is to be _____.

Smart Different Hungry Silly

fool

A fool is usually _____.

Smart Hungry Tall Silly

Meet the Rabbit (Grades: PreK-4)

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

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

English/Language Arts: RI.K.10, SL.K.1, W.K.2, SL.1.1, RL.2.3, RL.3.3, SL.3.1, SL.4.1

Grades PreK-1

Read *The Velveteen Rabbit* picture book out loud to your class (or see read-aloud available on the Resources page). As you read through the story, be sure to point out any thoughts, words or feelings that the rabbit has. Using the worksheet on the next page, have the students color the rabbit picture. Then, together decide and fill out the corresponding bubbles for the thoughts, words or feelings that the rabbit had throughout the story.

Grades 2-4

Have the students take turns reading pages of *The Velveteen Rabbit* picture book in front of the class. After the story review the character analysis tools that students will need to complete the worksheet:

THOUGHTS

What is the character thinking or wondering about? Why do they act in a certain way?

WORDS

What is the character saying? This must be a direct quote from the story.

FEELINGS

What emotions is the character feeling? They may have different emotions at different moments of the story.

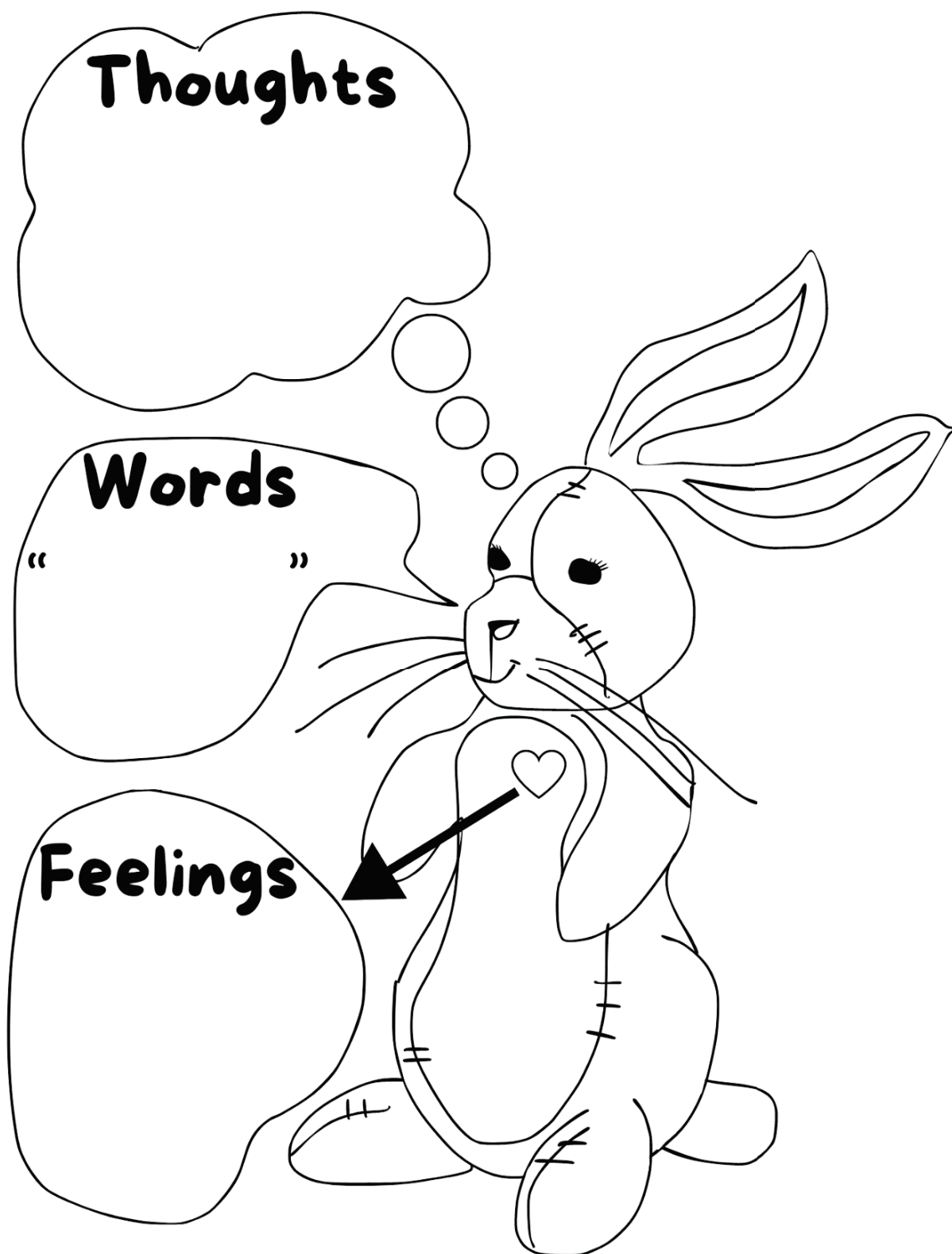
Students should individually complete the worksheet on the next page, citing evidence from the story to describe the rabbit's thoughts, words and feelings. Students may color the rabbit picture if they would like.

ACCESSIBLE ENGAGEMENT STRATEGIES:

- Allow students to practice reading their assigned parts in quiet with teammates or a partner before reading out loud to the entire class
- For a more interactive experience, make a chart on the board to list any thoughts, words or feelings as they come up in the story
- When choosing emotions, show pictures of different emojis to the students and have them point to what they think Velveteen feels like at different points in the story
- Further explore emotions as a class by making a classroom emotion wheel or by acting out facial expressions and emotions with each other

Name: _____

Directions: After reading *The Velveteen Rabbit*, write the thoughts, words and feelings of the rabbit in each corresponding bubble. Color the rabbit.



Pull a Rabbit Out of a Hat (Grades: PreK-4)

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

Early Learning & Development: LL.1.a

English/Language Arts: L.K.4, L.1.4, L.2.4, L.3.4, L.4.4, L.4.5

Throughout the *Velveteen, A New Musical* performance you will notice that the playwright and composer often use figurative language to tell a story in a more interesting way. Idioms are a form of figurative language used that can sometimes be challenging for young learners, but they are vital for true comprehension. Here are some examples of idioms used during the play:

Another trip around the sun – passage of a year's time, in the context of celebrating a birthday

Can't hold a candle to – not nearly as good as

The cream of the crop – the best of the best

Together as a class, watch the music video for "That's an Idiom" (see Resources). After the video, host a class discussion prompting students to define idioms in their own words and give examples of common idioms that they already know. Review the idiom definition and example below with your students.

Idiom – a phrase that does not exactly mean what the words say

"Pull a rabbit out of a hat" – to solve a problem in an unexpected way

Together as a class or individually have the students complete the worksheet on the next page, matching common idioms with their meanings.

To further extend learning, consider hosting an "Idiom Day" in your classroom implementing elements from the list below:

- Create an "edible idiom" craft, using a food related phrase and drawing a visual on a paper plate
- Ask students to wear an idiom costume to school
- Split students in small groups to act out skits which give the meaning of different idioms
- Complete idiom coloring sheets (see Resources)
- Research the history of an assigned idiom phrase
- Keep a log in a classroom journal of all the idioms students hear or learn that day or during their field trip



ACCESSIBLE ENGAGEMENT STRATEGIES:

- Note that idioms can be a bit tricky for some learners and plan extra time for this activity
- Ask students to wear a costume representing an idiom to school
- When viewing the music video, allow students to view individually with headphones, turn on closed captions or change the video playback to a slower speed
- During the class discussion use questions that call for examples such as "Can you think of a phrase that doesn't mean what it says?"
- Instead of having students write in their responses on the worksheet, print and cut out each question/answer and have them physically match each pair

Idiom Worksheet

(Grades: PreK-4)

Name: _____

Directions: Match each idiom to its meaning.

_____ 1. Piece of cake

A. Good luck

_____ 2. Can't hold a candle to

B. Passage of a year's time

_____ 3. It's raining cats and dogs

C. Easy

_____ 4. Cream of the crop

D. Not nearly as good as

_____ 5. Another trip around the sun

E. It is raining a lot

_____ 6. Break a leg

F. To be similar

_____ 7. Under the weather

G. Feeling sick

_____ 8. Peas in a pod

H. The best of the best

■ POST-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: PreK-4)

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

Early Learning and Development: AL.1.a, AL.1.b, CR.1.b, CR.2.a, LL.1.a, LL.1.b, LL.1.d, LL. 2.b, PW.1.d, SE.1.a, SE.1.b, SE.3.a

English/Language Arts: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1

Fine Arts: Dance: K.1CR, K.1PE, K.2PE, 1.1CR, 1.1PE, 1.2PE, 2.1CR, 2.1PE, 3.1PE; Drama: K.1CO, 1.1CO, 2.4CO, 3.4CO; Music: K.3PE, K.5PE, 1.5PE, 2.3PE, 3.3PE

Social & Emotional Learning: C1.3.a, C3.3.a, D2.3.a, C1.3.b

Playhouse Square teaching artists Molly and AJ invite students to join them once again as they continue to explore themes found throughout the show. In this video, students will learn a song from the show and talk about the transformative power of love and friendship.

Run time: 11:17



Excerpt of “Magic Is Real” by Molly Andrews-Hinders

When you share with your friend

All of your love and care

It's like you're making magic real

Pretty soon you'll see it everywhere

Happy Handshake Reflection

- How many moves do you have?
- How did you feel while making a handshake with a friend?
- How does it feel to have a special handshake with someone else?

If permitted, videos of the students' happy handshakes can be shared with us by sending them via email to schoolprograms@playhousesquare.org.

Additional Terms

Empathy – understanding and sharing the feelings of another person

ACCESSIBLE ENGAGEMENT STRATEGIES:

- When viewing the video, allow students to view individually with headphones, turn on closed captions or change the video playback to a slower speed
- When the artists in the video teach dance moves and music, you might need to play the clips again a few more times to allow more practice

Show & Tell Bingo (Grades: PreK-4)

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

Early Learning & Development: AL.1.a, AL.1.b, MA.1.a, MA.1.c

English/Language Arts: SL.K.4, SL.K.6, SL.1.4, SL.1.6, SL.2.4, SL.2.6, SL.3.4, SL.4.4

Social and Emotional Learning: D1.1.a, D1.1.b

Did you know that the performers in *Velveteen* did a “show and tell” to prepare for their roles? Each actor brought in a childhood stuffed animal and shared memories with their castmates. Actors do exercises like this to better understand the show, their fellow actors, and their characters. Similarly, your students will choose an object for a class “show and tell” to get to know their classmates better.

For this activity, each student will bring a special object from home to share with the class and explain why it is meaningful to them. On the next page, you will find a letter template to help families understand the “show and tell” assignment. Attach each letter to a paper bag and send it home with the students.

On “show and tell” day, arrange the seats in a half-circle. Each student will take turns standing in the middle to present their item. You may need to prompt them with questions to help them explain why the object is special. During the presentations, the other students will fill out the bingo board on page 22, marking off a square if any objects presented by their classmates are on the bingo board. Consider rewarding students for their attentiveness if they mark off five squares in a row.

After completing these steps, host a class reflection:

- Did anyone pick similar items?
- Was there a common theme amongst the selected items?
- If all the “show and tell” items were toys in the nursery, just like in the play, what would they say?
- Would they befriend Velveteen?
- If your students were toys in the nursery, what toys would they want to be?

ACCESSIBLE ENGAGEMENT STRATEGIES:

- Before “show and tell” day, explain the step-by-step process of how the activity will go so the students are prepared
- Instead of seating the class in one large half-circle, break up into several smaller half-circles or clusters to make the groups less overwhelming
- Provide quiet fidget toys for students to use while they wait for their turn to present their item
- Offer alternatives to presenting in front of the class live such as pre-recording a clip or writing a script to read from during their presentation
- Complete one bingo board together as a class instead of individually
- If a student forgets their item, allow them to talk about the item they chose or allow them to borrow an item from around the classroom
- If a student has trouble selecting an item, allow them to pick a person or place they love instead



SHOW & TELL DAY

is coming up in our classroom on

Your child is invited to bring in one special object from home to share with the class, to supplement our unit on speaking and listening. Great examples of items include a picture they drew, a trophy, a friendship bracelet or a favorite toy. Ensure the item chosen is not breakable or valuable and that it fits in the attached paper bag.

Take a moment to chat with your child about what they would like to say when presenting their cherished item to their classmates.

THANK YOU FOR YOUR HELP!

BINGO WORKSHEET

Something that starts with letter B	Something hand made	A book	Something red	A toy
Something blue	A sports item	Something shiny	Artwork	Something round
Something small	A photo		Something square	A stuffed animal
Something new	Something you win	A game	Something that can move	Something from nature
A souvenir	Something you can wear	Something soft	Something that starts with letter A	Something old

Open to Change (Grades: PreK-4)

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

Early Learning & Development: CO.1.a, SE.1.b, SE.2.a, SE.3.a

Fine Arts: Visual Arts: K.1CO, K.3PE, 1.3CO, 1.3PE, 4.3CO

Social and Emotional Learning: A1.1.a, B1.1.a, B1.3.a, B3.1.a, C1.1.a, D3.3.a, E4.2.a, E4.3.a, A1.1.b, B1.1.b, C1.3.b

As your students saw during the performance, Lulu experienced change in her life. This activity will provide your class with tools to help students be flexible and resilient no matter what life throws their way.

Before beginning, ask your students how they feel about the word “change.” Is it exciting? Scary? Remind them of the definition.

CHANGE

to become different

Use visuals to explain the concept. Spaghetti noodles are a great example: dry noodles are stiff, but cooked ones bend easily and are much tastier! Also describe how water turns into ice or steam water can freeze into ice or heat into steam. These changes are useful and natural.

Encourage them that change is good and is a part of life. Then, share a few simple ways to handle it:



Ask questions to prepare for upcoming changes



Talk to a trusted adult



Reframe the change to see how it could be good



Pause to take deep breaths



Express emotions through a creative outlet

After reviewing these strategies, students can complete the worksheet on next two pages. Students may share what they draw with others in the class.

ACCESSIBLE ENGAGEMENT STRATEGIES:

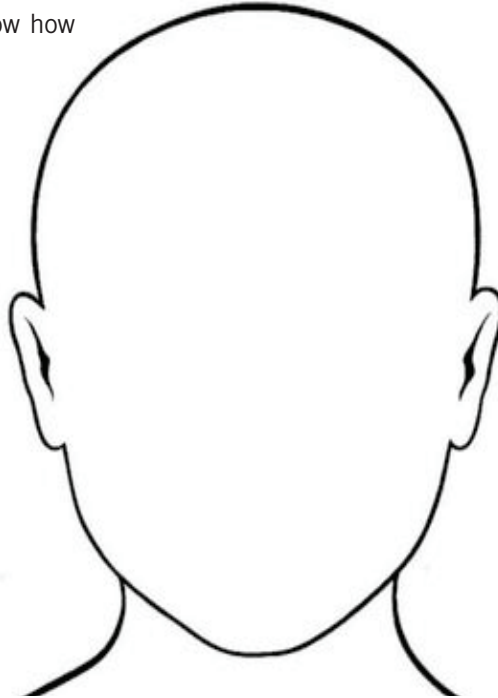
- Visual aids are highly recommended; bring in both uncooked and cooked spaghetti noodles allowing the students to feel the texture
- Give other grade-level appropriate examples of changes such as hot to cold or day to night
- Print the images provided for each way to deal with change, presenting each visual to students as you explain the step
- Individually or in small groups, guide students through the worksheet
- Show examples of differing emojis on the board as a “emotion bank” for the students to choose from when completing the worksheet
- A video social story on Dealing with Changes and Transitions is linked on the Resources page

Open to Change Worksheet (Grades: PreK-4)

Name: _____

Directions: Complete the worksheet below, remembering what you learned about being flexible like a noodle.

1. Draw features on this face to show how you feel about change.



2. In the box below, illustrate a time change was difficult for you.

3. In the box below, illustrate a time change was easy for you.

Open to Change Worksheet

4. To overcome a difficult life change, what would you do to make yourself feel better? (Circle your answer)



Ask questions



Pause to take deep breaths



Express emotions creatively

5. In the box below, draw a picture to show how you would help a friend who is upset because they just found out they are moving.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture showing how they would help a friend who is upset about moving.

RESOURCES

BOOKS



The Velveteen Rabbit, by Margery Williams

The Velveteen Rabbit: The Classic Edition (Picture Book), by Margery Williams

Selections for Further Reading

Corduroy, by Don Freeman

I Am Enough, by Grace Byers and Keturah A. Bobo

Raining Cats and Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bones of Young People, by Will Moses

The Day You Begin, by Jacqueline Woodson

The Invisible String, by Patrice Karst

The Kissing Hand, by Audrey Penn

The Memory Box: A Book About Grief, by Joanna Rowland

Tilda Tries Again, by Tom Percival

WEB



Classroom Connections Workshop Videos

Velveteen, A New Musical Pre-Show Workshop Video. Password: 2bere@l

<https://vimeo.com/988480908>

Velveteen, A New Musical Post-Show Workshop Video. Password: 2bere@l

<https://vimeo.com/988475501>

“Meet the Rabbit” Activity

“The Velveteen Rabbit Read Aloud” YouTube, uploaded by Retro Read Along, <https://youtu.be/svz4pdLIDQs?si=Z4-aH9MuQTJsmzIR>

“Pull a Rabbit Out of a Hat” Activity

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CURRICULUM STANDARDS INDEX

Early Learning & Development

Standard	Description	Grade	Activity	Page
AL.1.a	Engages in new and unfamiliar experiences and activities.	PreK	Pre-Show Classroom Connections Video Workshop Show & Tell Bingo Post-Show Classroom Connections Video Workshop	10 20 19
AL.1.b	Completes activities with increasingly complex steps.	PreK	Pre-Show Classroom Connections Video Workshop Show & Tell Bingo Post-Show Classroom Connections Video Workshop	10 20 19
CO.1.a	Develops the ability to recall information about objects, people, and past experiences.	PreK	Vocabulary Cards Meet the Rabbit Open to Change	11 15 20
CR.1.b	Expresses self creatively through music and dance.	PreK	Pre-Show Classroom Connections Video Workshop Post-Show Classroom Connections Video Workshop	10 19
CR.2.a	Develops ability to express new ideas through imaginative and inventive play.	PreK	Pre-Show Classroom Connections Video Workshop Post-Show Classroom Connections Video Workshop	10 19
LL.1.a	Demonstrates understanding of increasingly complex language.	PreK	Vocabulary Cards Meet the Rabbit Pull a Rabbit Out of a Hat Post-Show Classroom Connections Video Workshop	11 15 17 19
LL.1.b	Develops and expands understanding of vocabulary and concepts.	PreK	Meet the Rabbit Post-Show Classroom Connections Video Workshop	15 19

LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	Meet the Rabbit Post-Show Classroom Connections Video Workshop	15 19
MA.1.a	Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.	PreK	Show & Tell Bingo	20
MA.1.c	Develops ability to subitize small quantities.	PreK	Show & Tell Bingo	20
PW.1.a	Develops competency in a variety of locomotor and non-locomotor skills.	PreK	Pre-Show Classroom Connections Video Workshop	10
PW.1.d	Uses senses to guide movement and interactions with objects and other people.	PreK	Pre-Show Classroom Connections Video Workshop Post-Show Classroom Connections Video Workshop	10 19
PW. 2.e	Participates in preferred physical activities and develops understanding that being physically active is healthy.	PreK	Pre-Show Classroom Connections Video Workshop	10
SCI.1.a	Explores and investigates objects and events in the environment.	PreK	Parts of a Rabbit	9
SE.1.a	Develops and expands understanding of oneself as a unique person.	PreK	Post-Show Classroom Connections Video Workshop	19
SE.1.b	Develops understanding of emotions.	PreK	Post-Show Classroom Connections Video Workshop Open to Change	19 20
SE.2.a	Begins to manage emotions and actions.	PreK	Open to Change	20
SE.3.a	Develops empathy toward and understanding of others.	PreK	Post-Show Classroom Connections Video Workshop Open to Change	19 20

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Vocabulary Cards Pull a Rabbit Out of a Hat	11 17
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	K	Vocabulary Cards	11

RI.K.10	Actively engage in group reading activities with purpose and understanding.	K	Meet the Rabbit	15
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Meet the Rabbit Post-Show Classroom Connections Video Workshop	15 19
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K	Show & Tell Bingo	20
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K	Show & Tell Bingo	20
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	Vocabulary Cards Meet the Rabbit	11 15
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K	Vocabulary Cards	11
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	You Know, I Know, You Know Worksheet Pull a Rabbit Out of a Hat	13 17
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Meet the Rabbit Post-Show Classroom Connections Video Workshop	15 19
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1	Show & Tell Bingo	20
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	1	Show & Tell Bingo	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	You Know, I Know, You Know Worksheet Pull a Rabbit Out of a Hat	13 17
RL.2.3	Describe how characters in a story respond to major events and challenges.	2	Meet the Rabbit	15
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Post-Show Classroom Connections Video Workshop	19
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2	Show & Tell Bingo	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	Show & Tell Bingo	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	You Know, I Know, You Know Worksheet Pull a Rabbit Out of a Hat	13 17
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	Meet the Rabbit	15
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Meet the Rabbit Post-Show Classroom Connections Video Workshop	15 19
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	Show & Tell Bingo	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	You Know, I Know, You Know Worksheet Pull a Rabbit Out of a Hat	13 17
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4	Pull a Rabbit Out of a Hat	17
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	Meet the Rabbit Post-Show Classroom Connections Video Workshop	15 19
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	Show & Tell Bingo	20

Fine Arts – Dance

Standard	Description	Grade	Activity	Page
K.1CR	Explore movement with basic elements of dance.	K	Post-Show Classroom Connections Video Workshop	19
K.1PE	Move safely within personal and general space.	K	Post-Show Classroom Connections Video Workshop	19

K.1RE	Describe how movements can express feelings.	K	Pre-Show Classroom Connections Video Workshop	10
K.2PE	Demonstrate basic elements of dance.	K	Post-Show Classroom Connections Video Workshop	19
1.1CR	Explore and experiment with locomotor and non-locomotor movements using changes in body shape, time, space, and movement quality.	1	Post-Show Classroom Connections Video Workshop	19
1.1PE	Demonstrate awareness of moving safely within personal and general space.	1	Post-Show Classroom Connections Video Workshop	19
1.1RE	Describe how movement and shapes communicate feelings.	1	Pre-Show Classroom Connections Video Workshop	10
1.2PE	Demonstrate and use basic elements of dance.	1	Post-Show Classroom Connections Video Workshop	19
2.1CR	Explore and experiment with basic locomotor and non-locomotor movement patterns using changes in time, space, body shape, and movement quality to construct and express personal meaning.	2	Post-Show Classroom Connections Video Workshop	19
2.1PE	Demonstrate kinesthetic awareness, self-direction, and safe practices when improvising and performing.	2	Post-Show Classroom Connections Video Workshop	19
2.1RE	Describe different ways movements shaped into dance depict feelings and emotions.	2	Pre-Show Classroom Connections Video Workshop	10
3.1PE	Demonstrate kinesthetic awareness, self-direction, and safe practices when improvising and performing.	3	Post-Show Classroom Connections Video Workshop	19

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 Classroom Connections Video Workshop	19
K.1PE	Imitate movements, voices, and feelings of people, animals and objects through dramatic play.	K	Pre-Show Classroom Connections Video Workshop	10

K.1RE	Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen.	K	What Does It Take	7
K.2RE	Describe what a playwright does.	K	What Does It Take	7
1.1CO	Explain personal and collective emotional responses to dramatic and theatrical works or experiences.	1	Post-Show Classroom Connections Video Workshop	19
1.3PE	Demonstrate various movements, voices, and feelings by performing a variety of familiar roles.	1	Pre-Show Classroom Connections Video Workshop	10
1.1RE	Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences.	1	What Does It Take	7
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	Pre-Show Classroom Connections Video Workshop	10
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	What Does It Take	7
2.3CO	Identify the arts that are used to create a theatrical performance.	2	What Does It Take	7
2.4CO	Use processes of theatre to integrate information from other academic content areas.	2	Post-Show Classroom Connections Video Workshop	19
3.1PE	Use voice, movement, space, and physical objects to communicate a storyline and a character's thoughts, feelings, and ideas.	3	Pre-Show Classroom Connections Video Workshop	10
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	What Does It Take	7
3.2CR	Create the movements and expressive voice of a character to explain and solve problems in a teacher-created improvisation or text.	3	Pre-Show Classroom Connections Video Workshop	10
3.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	3	Post-Show Classroom Connections Video Workshop	19
3.5CO	Recognize and describe the roles of writers in live theatre and other media arts.	3	What Does It Take	7
3.5RE	Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.	3	What Does It Take	7

4.1PE	Manipulate voice, movement, space, design, and physical objects to communicate thoughts, feelings, and ideas in both improvised and scripted activities.	4	Pre-Show Classroom Connections Video Workshop	10
4.1RE	Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances.	4	What Does It Take	7
4.5CO	Recognize and describe the roles of designers in live theatre and other media arts.	4	What Does It Take	7

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures.	K	Post-Show Classroom Connections Video Workshop	19
K.5PE	Demonstrate and maintain a steady beat while performing simple rhythmic echoes.	K	Post-Show Classroom Connections Video Workshop	19
1.5PE	Demonstrate call and response songs that include a steady beat, rhythm, and meter.	1	Post-Show Classroom Connections Video Workshop	19
2.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	2	Post-Show Classroom Connections Video Workshop	19
3.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	3	Post-Show Classroom Connections Video Workshop	19

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1CO	Connect ideas, stories, and personal experiences to works of art.	K	Open to Change	23
K.3PE	Communicate an idea using the elements of art.	K	Open to Change	23
1.3CO	Communicate personal emotions and read emotional content in works of art.	1	Open to Change	23
1.3PE	Convey ideas and emotions using the elements of art.	1	Open to Change	23
4.3CO	Demonstrate empathetic reactions in response to works of art.	4	Open to Change	23

Physical Education

Standard	Description	Grade	Activity	Page
1A.K.3	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.	K	Pre-Show Classroom Connections Video Workshop	10
1A.1.3	Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.	1	Pre-Show Classroom Connections Video Workshop	10
1A.2.2	Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.	2	Pre-Show Classroom Connections Video Workshop	10

Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Parts of a Rabbit Pre-Show Classroom Connections Video Workshop	9 10
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Parts of a Rabbit Pre-Show Classroom Connections Video Workshop	9 10
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Parts of a Rabbit Pre-Show Classroom Connections Video Workshop	9 10
1.LS.2	Living things survive only in environments that meet their needs	1	Parts of a Rabbit	9
2.LS.1	Living things cause changes on Earth.	2	Parts of a Rabbit	9

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions	K-2	Open to Change	23
B1.1.a	Identify personal behaviors or reactions when experiencing basic emotions	K-2	Open to Change	23
B1.3.a	Identify and begin to use strategies to regulate emotions and manage behaviors	K-2	Open to Change	23
B3.1.a	Describe a time when you kept trying in a challenging situation	K-2	Open to Change	23
C1.1.a	Identify facial and body cues representing feelings in others	K-2	Open to Change	23

C1. 3.a	Define empathy and identify empathetic reactions in others	K-2	Post-Show Classroom Connections Video Workshop	19
C3. 3.a	Discuss the concept of, and practice, treating others the way you would want to be treated	K-2	Post-Show Classroom Connections Video Workshop	19
D1.1.a	Identify and engage in positive communication skills	K-2	Show & Tell Bingo	20
D2. 3.a	Recognize that people may influence each other with words or actions	K-2	Post-Show Classroom Connections Video Workshop	19
D3.3.a	Apply listening and attention skills to identify the feelings and perspectives of others	K-2	Open to Change	23
E4.2.a	Identify physical and emotional responses to unfamiliar situations	K-2	Open to Change	23
E4.3.a	Identify examples of transitions and how they are a necessary and appropriate part of school and life	K-2	Open to Change	23
A1.1.b	Identify a range of personal emotions	3-5	Open to Change	23
B1.1.b	Demonstrate strategies to express a range of emotions within the expectations of the setting	3-5	Open to Change	23
C1.3.b	Demonstrate empathetic reactions in response to others' feelings and emotions	3-5	Open to Change Post-Show Classroom Connections Video Workshop	23 19
D1.1.b	Apply active listening and effective communication skills to increase cooperation and relationships	3-5	Show & Tell Bingo	20