

# Wind in the Willows



School Matinee Performances



# TEACHER RESOURCE GUIDE

## Wind in the Willows

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## EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards English Language Arts (2017), Fine Arts (2024), Science (2018-19), Social & Emotional Learning (2019) and Social Studies (2018).

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.

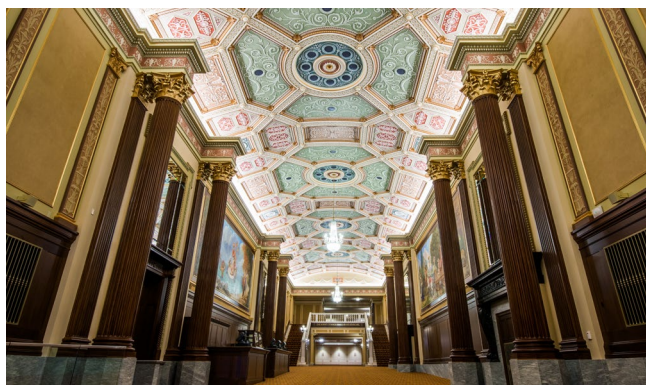


# ABOUT PLAYHOUSE SQUARE

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 one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: 3.1RE, 3.5RE, 4.1RE, 5.1RE, 6.1RE, 7.3RE

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you'll see on the next page. Can you point them out when you get to the show?
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers can also too.
- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.

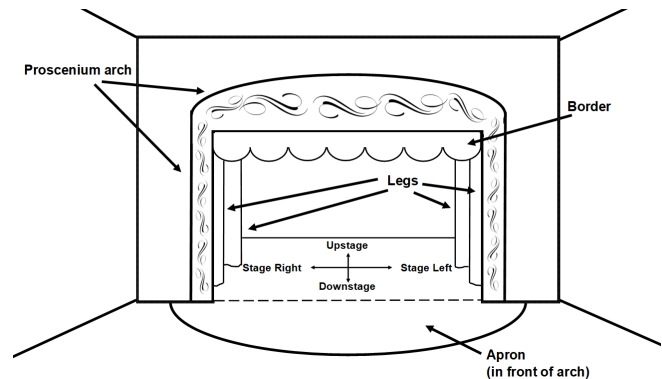


## Parts of a Theater

Theater is both a place *and* a thing. It's the art of creating and producing plays, the act of performing plays, and it's a place where plays are performed. Theater can take place anywhere – at school, a big fancy building or even outside. The Mimi Ohio Theatre, our main stage for school matinee performances, is over 100 years old and seats over 1,000 guests.

There are many types of 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 to the right 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.

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!



## 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

**Playwright** – someone whose job is to write plays, creating the story, characters, dialogue and stage directions

**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

Journey into the Wild Wood on this multi-media adventure based on Kenneth Grahame's beloved children's novel. *Wind in the Willows* mixes classic storytelling with projected illustrations to tell the trials of Mole and Rat on an all-night race against time as they struggle through the hidden wonders of the forest to find the young Otter before it is too late.

*Wind in the Willows* is a one-person play. To help students fully understand the performance, make sure to introduce and explain the role of a narrator in storytelling.

## What Is a Narrator?

A narrator is the person or voice that tells a story. Like a tour guide leading visitors through a new place, a narrator explains what is happening: who the characters are, where they are, what they are doing and how they feel.

There are different types of narrators such as:

- **First-person narrator:** A character inside the story sharing events from their own perspective, like in a diary-style book.
- **Third-person narrator:** An outside voice that knows everything about characters and events, including thoughts and future hints.
- **Narrator in plays or musicals:** Speaks directly to the audience to explain scenes, introduce characters, or move the story forward without joining the action.

## About Company

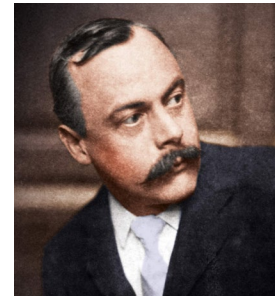
Theatre Heroes create high quality touring performances for young audiences and those young at heart. They are theatre makers, fearless adventures, and terrified mistake makers. They celebrate the live theatre experience as a launch pad for promoting creativity and innovation. They make story and adventure; encouraging youth to pursue their own dreams and keep this art form alive. They strive to create a world of infinite possibilities and limitless imagination where anyone can be their own hero.

For more information, visit [theatreheroes.org](http://theatreheroes.org).



## About the Author

Kenneth Grahame was born in 1859 in Edinburgh, Scotland. After his mother's death, he was raised by relatives in the English countryside, where the beauty of nature inspired his writing. Grahame worked at the Bank of England while publishing stories. In 1908, he released *The Wind in the Willows*, a beloved classic celebrated for its humor, warmth and deep appreciation of nature.





# KEY TERMS & EVENTS

**bearings** – a sense of direction or knowing where something is

**companions** – friends or animals that stick together and share experiences

**contentment** – a feeling of being happy and satisfied

**conversation** – talking with someone and listening to each other

**creatures** – living beings, such as animals or imaginary beings

**dawn** – the time in the early morning when the sun starts to rise

**dusk** – the time in the evening when the sun sets and it gets darker

**hooves** – the hard feet of animals like horses or cows

**inquisitive** – wanting to learn more or ask lots of questions; curious

**interview** – a meeting where one person asks questions to learn about another person

**lonely** – feeling sad because a person is alone or does not have anyone to be with

**magnificently** – in a grand, beautiful or impressive way

**marvelous** – very good, amazing or wonderful

**meadow** – a field full of grass and sometimes wildflowers

**ore** – rock or earth that contains metal which can be taken out

**profound** – deep and full of meaning or understanding

**riverbank** – the land along the edge of a river

**tide** – the regular rise and fall of the ocean's water

**wandering** – moving from place to place without a clear plan



## ■ PRE-SHOW ACTIVITIES

# Classroom Connections Video Workshop (Grades: 3-7)

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

**English/Language Arts:** SL.3.1, SL.4.1, SL.5.1, SL.6.1, SL.7.1

**Fine Arts:** Drama: 3.4CO, 4.4CO, 5.4CO, 6.4CO

**Science:** 4.LS.1, 5.LS.1, 7.LS.2

**Social & Emotional Learning:** E4.1.b, E4.2.b, E4.1.c, E4.2.c

**Social Studies:** 4.HIS.3, 4.GEO.9, 4.GEO.12



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 venture beyond comfort zones, tune into senses with a guided meditation and share facts about the Cuyahoga River.

**Run time:** 11:22

### **ADDITIONAL TERMS:** .....

**comfort zone** – a familiar place, situation or state of being where a person feels safe and calm

**Cuyahoga** – Native American word meaning “crooked river” that is a namesake for Cuyahoga County and the Cuyahoga River

**growth zone** – the opposite of a comfort zone; an unfamiliar place, situation or state of being that encourages a person to take a risk, try new things, face challenges and grow

**pollution** – a dangerous buildup of dirt and debris caused by carelessly throwing or leaving things in nature or releasing chemicals into the earth, air or water

**The Cuyahoga Watershed** – a roughly 810 square mile area that provides drinking water for in Northeastern Ohio, home to many kinds of fish, beavers, herons, otters and bald eagles



# Vocabulary Map (Grades: 3-7)

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

**English/Language Arts:** L.3.4, L.3.6, SL.3.1, SL.3.3, L.4.4, L.4.6, SL.4.1, SL.4.5, L.5.4, L.5.6, SL.5.1, SL.5.3, SL.5.6, L.6.4, L.6.6, SL.6.1, SL.6.3, SL.6.5, L.7.4, L.7.6, SL.7.1, SL.7.3, SL.7.5

Review the Key Terms on page 7 with the class. Then, divide the class into four smaller groups. Each group will create an imaginative mini map inspired by one assigned vocabulary word. Later, all groups will combine their maps to form a complete class map featuring different “lands and seas” tied to the words.

## Assign these words to the four groups:

ore  
meadow  
riverbank  
tide

Groups should begin by brainstorming synonyms or related words for their assigned term and sharing real-life examples or places that are related to these words. Every student should have a role and participate actively. Each group will choose individuals for specific leadership roles:

- **Artist:** Designs the map with sketches, magazine clippings, stickers, etc.
- **Writer:** Titles the map and captions the landmarks. The assigned word must be used somewhere on the page
- **Presenter:** Shares and explains the map with the class aloud
- **Word Expert:** Does research, perhaps in the dictionary, to help the group understand and apply the vocabulary word correctly

Provide each group with paper to design their mini map. The map should illustrate the meaning of the word and be both educational and visually engaging, using colors, symbols and at least three landmarks. Captions should correctly use the word in a sentence at least once. For example, if the word is tide, the map should include a body of water or a beach visual, and a caption might read: “On Friendship Beach, the tide rolls in and out onto the shore.” Allow 15-20 minutes for groups to work on this.

Afterward, each group will present their mini map to the class. Once all presentations are complete, combine the mini maps into one large vocabulary map with different “lands and seas” representing all the words. During sharing, each group should explain how they represented the word visually and how they used it in their captions. Conclude the activity with a brief discussion: “How do these words help describe places?”

# Riverbank Reels (Grades: 3-7)

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

**English/Language Arts:** W.3.3, W.3.4, W.3.5, W.4.3, W.4.4, W.4.5, W.5.3, W.5.4, W.5.5, W.6.3, W.6.4, W.6.5, W.7.3, W.7.4

**Fine Arts:** Media Arts: 3.1CO, 3.2CO, 4.1CO, 4.2CO, 4.3CO, 5.1CO, 5.2CO, 5.3CO, 6.1CO, 6.2CO, 6.3CO, 7.1CO, 7.3CO

Students will explore the beauty of nature in this activity to set the stage for *Wind in the Willows*.

Ask the students:

- “How does nature make you feel?”
- “What emotions does nature inspire in us?”
- “What do you think of when you think of nature?”

If you can, take students on a nature walk around the school property. Then, create a list on the board with descriptive words that explain how and what they felt about what they observed. If you do not have the ability to go outside, a good option is to play a nature themed video for them to observe. (Linked in Resources on pg. 17)

Then, transition to a media arts project. This is a digital creation that combines imagery or videography, text and mood in a way that reflects students’ personal interpretation of nature. Here is what each final project should include:

## Natural Imagery

Select photos/videos or create drawings of actual landscapes, plants, animals, etc. Images should be high-quality and thoughtfully arranged, not random or cluttered.

## A Nature-Inspired Quote

The quote can be original or borrowed from literature. The text should be correctly typed, well-placed, and complement the imagery.

## A Clear Mood

Choose one mood (peace, joy, mystery, adventure, etc.) and make sure the colors, fonts and imagery support that feeling.

## Show Artistic Intent in a Digital Format

Design should be polished and intentional, with clear text and cohesive visuals. Use approved tools like Google Slides, Canva or Padlet to create a final product that looks professional and ready for display.

If technology is limited, the class can collaborate on one device, with each student contributing with a visual element or quote. Once projects are complete, display them digitally on a class website, slideshow or Padlet. Students should look at each other’s work and reflect by answering questions such as: “What mood do you see in this piece?” or “How does the quote match the imagery?”



## Riverbank Reels Grading Rubric

Criteria	Excellent	Good	Developing
<b>Visual Design &amp; Creativity</b>	Artwork is expressive, imaginative and visually compelling	Artwork shows clear effort and theme	Artwork needs clearer connection to theme
<b>Quote Integration</b>	Quote enhances the mood and meaning of the piece	Quote is relevant but could connect more	Quote feels disconnected or unclear
<b>Technical Use of Digital Tools</b>	Used tools with control and creativity	Some use of tools; basic techniques applied	Limited digital engagement
<b>Reflection &amp; Engagement</b>	Participated actively and shared thoughtful feedback	Participated with some support	Needed reminders to engage respectfully



# Attitude of Gratitude (Grades: 3-7)

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

**English/Language Arts:** W.3.3, W.3.4, W.3.5, W.4.3, W.4.4, W.4.5, W.5.3, W.5.4, W.5.5, W.6.3, W.6.4, W.6.5, W.7.3, W.7.4

**Social & Emotional Learning:** C1.1.b, C1.2.b, C1.3.b, C1.1.c, C1.2.c, C1.3.c

As your class dives deeper into *The Wind in the Willows* story they will uncover themes of friendship and gratitude. Ask the class what gratitude means. Explain that gratitude is recognizing what there is to be thankful for, appreciating others' support and expressing gratitude through kind words toward others. Ask:

- Why is gratitude important in friendships?
- What are some ways to express gratitude to others?
- What are some other words for gratitude?

Consider reading a segment of the book where friendship and gratitude shine:

## Chapter 1 | Pg. 1-9

Mole meets a friendly Rat and is warmly welcomed to river life.

## Chapter 4 | Pg. 28-33

Mole and Rat stumble upon Badger's door during a snowstorm and are welcomed in with hospitality.

## Chapter 5 | Pg. 40-49

Mole revisits home with Rat's support. They share festivities with neighborhood mice.

Students should write down examples of friendship or gratitude they notice from the text.

Then, students choose one of the following options:

- Write a letter of thanks from one character to another
- Write a personal gratitude letter to someone in their own life
- Create a "Gratitude Scroll" listing things they are thankful for, with illustrations

If they chose to write a letter, remind them how to write a letter using a greeting, body and closing. Remind them to have fun and be creative!





## ■ POST-SHOW ACTIVITIES

# Rough Waters (Grades: 3-7)

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

**English/Language Arts:** SL.3.1, SL.4.1, SL.5.1, SL.6.1, SL.7.1

**Fine Arts:** Drama: 3.1PE, 3.3PE, 4.1PE, 4.3PE, 5.1PE, 5.3PE, 6.1PE, 6.2PE, 7.1PE, 7.3PE

**Social & Emotional Learning:** E1.1.b, E1.2.b, E1.1.c, E1.2.c

In this activity, students will build personal confidence by solving problems in challenging “rough waters” situations and demonstrate empathy by navigating those challenges in a supportive way.

To set this up, place sheets of paper across the classroom to represent “rocks.” Label each rock sheet with the following prompts (one prompt per rock):

- What is happening?
- How do they feel?
- What might they need?
- What can be done?
- How would it feel to be in their place?

In a theatrical exercise, explain to students that they need to use their imagination to become travelers crossing a wild river. Only courage and compassion will allow everyone to reach the other side! Students will take turns selecting a scenario card (template on next page) and “crossing the river” by stepping on the “rocks” and answering the corresponding questions. After a response is given, invite one or two classmates to add another idea on to what was said. Continue until all students participate. Reflect together on the importance of compassion and empathy both inside and outside the classroom.





## Scenario Cards

**You're nervous to try out  
for the school play.**

**You see someone drop  
all their books in the  
hallway.**

**You see a classmate  
sitting alone at lunch.**

**You got chosen last for a  
team and feel left out.**

**You answered a question  
wrong in front of the  
whole class.**

**You had a disagreement  
with your friend and want  
to fix it.**

**Your best friend is being  
teased by someone.**

**You see someone being  
left out of a game at  
recess.**

**You just moved to a new  
school and don't know  
anyone yet.**

**Your friend is nervous  
about the big test.**



# Wind in the Writing (Grades: 3-7)

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

**English/Language Arts:** W.3.3, W.3.4, W.3.5, W.4.3, W.4.4, W.4.5, W.5.3, W.5.4, W.5.5, W.6.3, W.6.4, W.6.5, W.7.3, W.7.4, W.7.5

**Social & Emotional Learning:** B1.1.b, B1.2.b, B1.3.b, B1.1.c, B1.2.c, B1.3.c

Pick a descriptive passage from *The Wind in the Willows* book. If the book is not available, use one of these sample quotes:

- “The water rat was resting on the bank... It was a beautiful day, with the sun shining on the water, and the river rippling gently under the breeze...”
- “The river bank was a long, brown stretch of earth, gently curving with the stream.”
- “Never in his life had he seen a river before—this sleek, sinuous, full-bodied animal, chasing and chuckling, gripping things with a gurgle and leaving them with a laugh.”
- “It was a golden afternoon, the air full of the warm, sweet smell of meadows, the hum of insects, and the gentle rustle of leaves.”
- “Everything was very still now. The dusk advanced steadily, and the light seemed to be draining away like water.”
- “It was cold and bitter, and the trees seemed to close in around him like a trap.”
- “The branches creaked and groaned as if alive, and the noise of the wind was like distant moaning.”
- “The darkness was thick and felt like something solid pressing on his eyes.”

Ask the class: “What words helped you picture the setting?” and “Which senses are used?”

Create a class chart together. Model how to “think like a writer” by pulling examples like this:

Sense	Example from the Text or Imagination
See	Shimmering water
Hear	Buzzing insects
Smell	Fresh, floral air
Feel	Soft moss
Taste	Bitter air

Invite students to brainstorm their own examples in pairs or individually. Students will use the blank chart on the next page to help them write a descriptive paragraph about one of these settings:

The Riverbank which is peaceful and calm

or

The Wild Wood which is mysterious, eerie but a place for adventure

Students should write one vivid paragraph that uses at least three senses and includes a simile or metaphor (upper grades) to bring the setting to life. Emphasize quality over quantity: one well-crafted paragraph is better than a rushed page. Provide sentence starters or word banks on the board for those who need support.

After writing, pair students for peer feedback using two guiding questions: “What words helped you picture the setting?” and “What could make the description even stronger?” Allow time for revisions based on feedback. Finally, have students read their paragraph aloud to a partner to share their descriptive writing.



## Wind in the Writing Worksheet

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

Sense	Example from the Text or Imagination
See	
Hear	
Smell	
Feel	
Taste	



# RESOURCES

## BOOKS



*The Wind in the Willows*, by Kenneth Grahame (Sky Publishing, 2025 Edition)



### Recommended reads curated by Cleveland Public Library

- *Cress Watercress*, by Gregory Maguire
- *Duck's Ditty*, by Kenneth Grahame
- *Return to the Willows*, by Jacqueline Kelly
- *The Tale of Toad and Badger*, by Mary Jane Begin



**CLEVELAND  
PUBLIC  
LIBRARY**

For more information,  
visit CPL Youth Services  
or go to [cpl.org](https://cpl.org).

## WEB



### Classroom Connections Workshop Video

*Wind in the Willows* Pre-Show Workshop Video.  
Password: wild236  
<https://vimeo.com/1128333240>

### “Riverbank Reels” Activity:

“Guided Forest Walk Meditation,” YouTube,  
uploaded by MindfulPeace, [https://youtu.be/hoKWHs2CSx8?si=t4XW\\_YniMThrinU5](https://youtu.be/hoKWHs2CSx8?si=t4XW_YniMThrinU5)

“Guided Imagery-Walk Through Forest,” YouTube,  
uploaded by Mindfully, <https://youtu.be/6am3OS-Ejzk?si=yiaCRzXaQpWfa4Vp>

“4K Virtual Hike Through Canadian Forest,” YouTube,  
uploaded by 4K Relaxation Channel, [https://youtu.be/PyFN\\_FYwqvc?si=Wp7NAxdQb9wJ6MI1](https://youtu.be/PyFN_FYwqvc?si=Wp7NAxdQb9wJ6MI1)

“The Wind in the Willows Audio Read Aloud,” by  
Kenneth Grahame on Spotify, <https://open.spotify.com/show/4Cx4FdLz80tARaW5CJiRas?si=e7c929472ecb4b89show/4Cx4FdLz80tARaW5CJiRas?si=e7c929472ecb4b89>

# CURRICULUM STANDARDS INDEX

## English/Language Arts

Standard	Description	Grade	Activity	Page
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Vocabulary Map	9
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).	3	Vocabulary Map	9
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	Pre-Show Video Workshop Vocabulary Map Rough Waters	8 9 13
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3	Vocabulary Map	9
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
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	Vocabulary Map	9
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	4	Vocabulary Map	9
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	Pre-Show Video Workshop Vocabulary Map Rough Waters	8 9 13



SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4	Vocabulary Map	9
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	4	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	4	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
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	Vocabulary Map	9
L.5.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	5	Vocabulary Map	9
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Pre-Show Video Workshop Vocabulary Map Rough Waters	8 9 13
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5	Vocabulary Map	9
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	5	Vocabulary Map	9
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	5	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	6	Vocabulary Map	9

L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather Vocabulary Map knowledge when considering a word or phrase important to comprehension or expression.	6	Vocabulary Map	9
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6	Pre-Show Video Workshop Vocabulary Map Rough Waters	8 9 13
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6	Vocabulary Map	9
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6	Vocabulary Map	9
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	7	Vocabulary Map	9
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather Vocabulary Map knowledge when considering a word or phrase important to comprehension or expression.	7	Vocabulary Map	9
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7	Pre-Show Video Workshop Vocabulary Map Rough Waters	8 9 13
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7	Vocabulary Map	9
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7	Vocabulary Map	9



W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	7	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7	Riverbank Reels Attitude of Gratitude Wind in the Writing	10 12 15
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	7	Wind in the Writing	15

## Fine Arts – Drama

Standard	Description	Grade	Activity	Page
3.1PE	Use voice, movement, space, and physical objects to communicate a storyline and a character's thoughts, feelings, and ideas	3	Rough Waters	13
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Coming to the Theater	4
3.3PE	Work collaboratively to perform a dramatic task or action.	3	Rough Waters	13
3.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	3	Pre-Show Video Workshop	8
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
4.1PE	Manipulate voice, movement, space, design, and physical objects to communicate thoughts, feelings, and ideas in both improvised and scripted activities.	4	Rough Waters	13
4.1RE	Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances.	4	Coming to the Theater	4
4.3PE	Direct peers in performing a dramatic task or action.	4	Rough Waters	13
4.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	4	Pre-Show Video Workshop	8
5.1PE	Work cooperatively in different roles or jobs within a dramatic and theatrical experience.	5	Rough Waters	13
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

5.3PE	Identify the essential events in a story or script that make up the dramatic structure.	5	Rough Waters	13
5.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	5	Pre-Show Video Workshop	8
6.1PE	Create and perform improvisations and scripted scenes based on personal experience and imagination.	6	Rough Waters	13
6.1RE	Express and compare personal reactions to various theatrical elements using appropriate theatrical vocabulary and terminology.	6	Coming to the Theater	4
6.2PE	Adapt a drama or theatre work and present it informally for an audience.	6	Rough Waters	13
6.4CO	Use dramatic and theatrical skills to demonstrate concepts or ideas from other academic areas.	6	Pre-Show Video Workshop	8
7.1PE	Construct a scripted or improvised scene that uses narrative structure.	7	Rough Waters	13
7.3PE	Construct and produce the technical components for a script using art or media to present design ideas.	7	Rough Waters	13
7.3RE	Explain how production elements work together to affect an audience.	7	Coming to the Theater	4

## Fine Arts – Media Arts

Standard	Description	Grade	Activity	Page
3.1CO	Create media art to convey newly learned knowledge and information.	3	Riverbank Reels	10
3.2CO	Identify ways in which media art conveys purpose through meaningful experiences.	3	Riverbank Reels	10
4.1CO	Explore given knowledge and information to create media art.	4	Riverbank Reels	10
4.2CO	Identify ways in which media art can reflect and gain meaning from common cultural experiences.	4	Riverbank Reels	10
4.3CO	Combine varied academic, arts, and media content in media art to evolve understanding.	4	Riverbank Reels	10
5.1CO	Explore and examine external resources based on personal interest to create media art.	5	Riverbank Reels	10
5.2CO	Identify ways in which media art can influence culture by creating common cultural experiences.	5	Riverbank Reels	10
5.3CO	Integrate multiple contents and forms into media art to express an idea or information.	5	Riverbank Reels	10
6.1CO	Explore, examine, and evaluate external resources based on personal interests to create media art.	6	Riverbank Reels	10
6.2CO	Examine ways in which media art reflects, influences, and defines culture through common cultural experiences.	6	Riverbank Reels	10



6.3CO	Integrate multiple contents and forms into media art to support a central or main idea.	6	Riverbank Reels	10
7.1CO	Construct and communicate creative ideas based on personal and external resources.	7	Riverbank Reels	10
7.3CO	Integrate multiple contents and forms into unified media art that conveys a specific theme or idea.	7	Riverbank Reels	10

## Science

Standard	Description	Grade	Activity	Page
4.LS.1	Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful.	4	Pre-Show Video Workshop	8
5.LS.1	Organisms perform a variety of roles in an ecosystem.	5	Pre-Show Video Workshop	8
7.LS.2	In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.	7	Pre-Show Video Workshop	8

## Social & Emotional Learning

Standard	Description	Grade	Activity	Page
B1.1.b	Demonstrate strategies to express a range of emotions within the expectations of the setting	3-5	Wind in the Writing	15
B1.2.b	Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings	3-5	Wind in the Writing	15
B1.3.b	Apply strategies to regulate emotions and manage behaviors	3-5	Wind in the Writing	15
C1.1.b	Identify verbal and nonverbal cues representing feelings in others	3-5	Attitude of Gratitude	15
C1.2.b	Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful	3-5	Attitude of Gratitude	12
C1.3.b	Demonstrate empathetic reactions in response to others' feelings and emotions	3-5	Attitude of Gratitude	12
E1.1.b	Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective	3-5	Rough Waters	13
E1.2.b	Implement strategies to solve a problem	3-5	Rough Waters	13
E4.1.b	Explore new opportunities to expand one's knowledge and experiences.	3-5	Pre-Show Video Workshop	8

E4.2.b	Develop and practice strategies to appropriately respond in unfamiliar situations.	3-5	Pre-Show Video Workshop	8
B1.1.c	Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response	6-8	Wind in the Writing	15
B1.2.c	Analyze positive and negative consequences of expressing emotions in different settings	6-8	Wind in the Writing	15
B1.3.c	Apply productive self-monitoring strategies to reframe thoughts and behaviors	6-8	Wind in the Writing	15
C1.1.c	Determine if verbal and nonverbal cues correspond to the feelings expressed by others	6-8	Attitude of Gratitude	15
C1.2.c	Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ	6-8	Attitude of Gratitude	12
C1.3.c	Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective	6-8	Attitude of Gratitude	12
E1.1.c	Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective	6-8	Rough Waters	13
E1.2.c	Gather evidence to support and solve academic and social challenges	6-8	Rough Waters	13
E4.1.c	Engage in new opportunities to expand one's knowledge and experiences.	6-8	Pre-Show Video Workshop	8
E4.2.c	Recognize that new opportunities or unfamiliar situations may require productive struggle.	6-8	Pre-Show Video Workshop	8

## Social Studies

Standard	Description	Grade	Activity	Page
4.HIS.3	Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.	4	Pre-Show Video Workshop	8
4.GEO.9	A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	4	Pre-Show Video Workshop	8
4.GEO.12	People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.	4	Pre-Show Video Workshop	8