

What Do You Do With An Idea?



Streaming Performances
for Schools



TEACHER RESOURCE GUIDE

What Do You Do With An Idea?

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English/Language Arts (2017), Fine Arts (2024), Science (2018-19) 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 Davida Pantuso and 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.

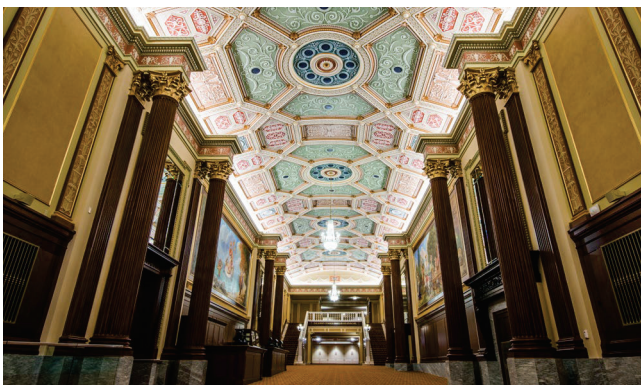
Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

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.



ABOUT THE SHOW

One day, a child has an idea. At first, they don't know what to do with it. It seems strange. They don't know what other people will think of this idea and they attempt to hide it away. But the idea persists and gets stronger—along with the child's confidence. And then, one day, something amazing happens...

Told through movement, music, and narration, an ensemble of dancers creates a magical world where ideas grow and take flight. Based on the New York Times best selling book, this is a story for anyone, at any age, who has ever had an idea that seemed a little too big, too odd, or too difficult.

ABOUT THE BOOK

What Do You Do With An Idea? is the New York Times best-selling book by Seattle based author Kobi Yamada and illustrated by Mae Besom. The book follows the journey of a young child who has an idea, but doesn't quite know what to do with it. Depicted in beautiful illustrations, we follow the journey of the young child as he finds the courage to share his idea with the world!



Kobi Yamada is a New York Times best-selling author and the CEO of Compendium, a company of amazing people doing amazing things. Kobi lives happily with the love of his life and their two super fun kids in the land of flying salmon, where he gets to see unbelievable possibilities

unfold every day. He wonders if maybe life is even more beautiful than he imagines.



Illustrator **Mae Besom** began her career as a character designer in Sichuan, China, after graduating from the Sichuan Fine Arts Institute. She then decided to embrace her love of illustration and now works as a full-time children's illustrator. She uses traditional media – both pencil

and watercolor – to create texture and light within her enchanting illustrations.

ABOUT INLET DANCE THEATRE

Founded in 2001 by Executive/Artistic Director Bill Wade, Inlet embodies his belief that dance viewing, training and performing experiences may serve as tools to bring about personal growth and development. In 20 years, Inlet transformed from a small dance company with local impact into an organization that reaches people on an international level.

Inlet's ensemble-based culture intentionally focuses on craftsmanship and mastery while employing a collaborative creative process in the development of new work. Inlet's collaborative creative process is more inclusive than the traditional autocratic leadership hierarchy, resulting in work that is surprisingly diverse. Each piece in Inlet's repertoire is the direct result of the artists in the studio at the time the work was created, often including artists of other mediums.

All of Inlet's repertoire speaks creatively about human life issues and does so in a life-giving manner. The company presents a wide aesthetic range of works that speak to what could be, rather than only what is.

Finally, Inlet develops and teaches people from the inside-out in all of their design-centric programming. Performing and educating are viewed as two sides of the same coin and not separate entities unto themselves. Inlet engages people in dance making, allowing focus on technique acquisition, collaboratively creating new work, critical response, making connections, and performance skills. Inlet's technique foundations, rooted in American Modern Dance, include Erick Hawkins-based release technique, Alison Chase/Pilobolus-based nontraditional partnering, and structured improvisation. This unique process is a platform through which we provide personal transformation for everyone involved.

In contrast to an industry where people are often used to further dance, Inlet Dance Theatre is committed to **using dance to further people.**

For more information, please visit the company's website: www.inletdance.org

What Do You Do With An Idea? was created by Inlet Dance Theatre as part of the LAUNCH residency program at Playhouse Square, in close collaboration with the author of the book, Kobi Yamada.

KEY TERMS & EVENTS

admit – to tell the truth about something that was done

afraid – feeling scared or worried

attention – focusing eyes, ears, and mind on one thing

believe – to think something is true

brave – doing something even when feeling scared

change – to make or become different

create – to make something new

curious – wanting to learn or know more

different – not the same as something else

encourage – to make someone feel strong and confident

fragile – easy to break or damage

grow – to get bigger or older

idea – a thought or plan in the mind

imagination – the ability to make pictures or stories in the mind

improve – to make something better

listen – to pay attention to sounds or someone speaking

magical – full of wonder; like something from a fairy tale

possible – something that can happen or be done

protect – to keep something or someone safe

proud – feeling happy about something you or someone else did

realize – to suddenly understand something

secret – something kept hidden from others

transform – to change into something very different

weird – strange or unusual

wonder – to think and ask questions about something not understood



■ PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: K-5)

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

Fine Arts: Dance: K.1PE, K.3PE, K.7PE, K.3PR, K.1RE, 1.4PE, 1.6PE, 1.7PE, 1.7PR, 1.6RE, 2.5PE, 2.6RE

Physical Education: 1A.K.3, 1A.1.3, 1A.2.3, 2A.K.1, 2A.1.1, 2A.2.1

Social & Emotional Learning: C1.1.a, D2.3.a, D3.3.a



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join Molly and AJ as they visit Inlet Dance Theatre, explore improvisation, learn about creating original work and get ready for *What Do You Do With an Idea?*

Guest stars: Inlet Dance Theatre

Run time: 10:40

Dance the Definition (Grades: K-5)

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

English/Language Arts: L.K.4, L.K.5, L.1.4, L.1.5, L.2.4, L.2.5, L.3.4, L.3.5, L.4.4, L.4.5, L.5.4, L.5.5

Fine Arts: Dance: K.2CR, 1.2CR, 2.1PE, 3.1CR, 3.1PE, 3.2CR, 4.1CR, 4.3CR, 5.3CR

Begin by playing soft, upbeat music to create an inviting and playful classroom atmosphere. As the music plays, call out one of the Key Terms listed on page 5. Encourage students to move around the room while acting out the meaning of that word with their bodies, using dance or pantomime. For example, if the word “create” is called, students might improvise moments like painting, building or drawing something. Continue calling out different words as the music plays, allowing students to express each one through movement and

imagination. Then, stop the music suddenly and call out, “Freeze like [word]!” Students should hold a still, frozen pose that shows what that word looks or feels like. For example, say, “Freeze like curious! What face would show curiosity?” This may even be an opportunity to eliminate anyone who does not freeze until one person is left. This playful stop-and-go format builds vocabulary understanding while engaging bodies and emotions, keeping students active and fully involved in learning.



Fill in the Blank (Grades: 3-5)

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

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

Name: _____

Directions: Use the Key Terms listed on pg. 5 to complete the sentences below. Not all the words will be used.

1. I had an amazing _____ that I wanted to share with everyone.
2. When you use your _____ you can picture anything in your mind.
3. Over time an idea can _____ into something very different.
4. You must be _____ to do something even if you are scared.
5. The egg is very _____ , so be careful when you hold it.
6. If you want to learn more, it's good to be _____ and ask questions.
7. Please pay _____ while I explain the directions.
8. It's okay to feel _____ when you try something new.
9. You _____ an idea by making it better.
10. I feel _____ that I won the race.

Idea Story Map (Grades: K-5)

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

English/Language Arts: RL.K.3, SL.K.1, RL.1.2, RL.1.3, SL.1.1, RL.2.2, SL.2.1, RL.3.2, RL.3.3, SL.3.1, RL.4.2, RL.4.3, SL.4.1, RL.5.2, SL.5.1

Social & Emotional Learning: B2.4.a, B3.1.a, D3.3.a, B3.1.b, D3.3.b

Before watching the virtual performance, read or listen to the book *What Do You Do With an Idea?* (see resources page) with your students. Share that the play that they will watch is based off this story. After reading the book, have students retell the story by using the story map provided on the following page. Students should be able to describe the main characters, the setting, and the plot. Additionally, they should describe the lesson the boy learns by the end of the book.

Extension Activity:

Extend the pre-show activity “*Idea Story Map*” by holding a class discussion about ideas. This discussion will help students to develop a deeper understanding of ideas and the power that they hold. Below are some suggested discussion questions. Strategies for holding class discussion include: think-pair-share, partner share, whole class, or utilizing a mixture of these strategies.



DISCUSSION QUESTIONS

1. What are ideas?
2. Why are ideas important?
3. What are some synonyms for the word idea?
4. Have you ever had a new idea? Describe your idea? How did your idea make you feel?
5. Why might it be scary to share your new ideas with others? Did you share your idea? How did people respond to your idea?
6. Throughout the story, we see that the boy was happier when his idea was near him. Why do you think he was happier when his idea was around?
7. Do you think people are courageous when they come up with a new idea? Explain why or why not?
8. The boy became friends with his idea. What do you think that means? How do you think being friends with your idea impacts the idea?
9. Pretend that your best friend tells you a new idea that they have. What could you tell them?
10. What does it mean to change the world? How would you like to change the world?

What Do You Do With an Idea Story Map

Characters

Setting

First...

Then...

Finally...

Theme: What lesson does the child learn in this story?

Idea Crown (Grades: K-5)

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

Fine Arts: Visual Arts: K.2PE, K.3PE, 1.2PE, 1.3PE, 2.2PE, 3.2PE, 5.3PE

Social & Emotional Learning: E4.1.a, E4.1.b

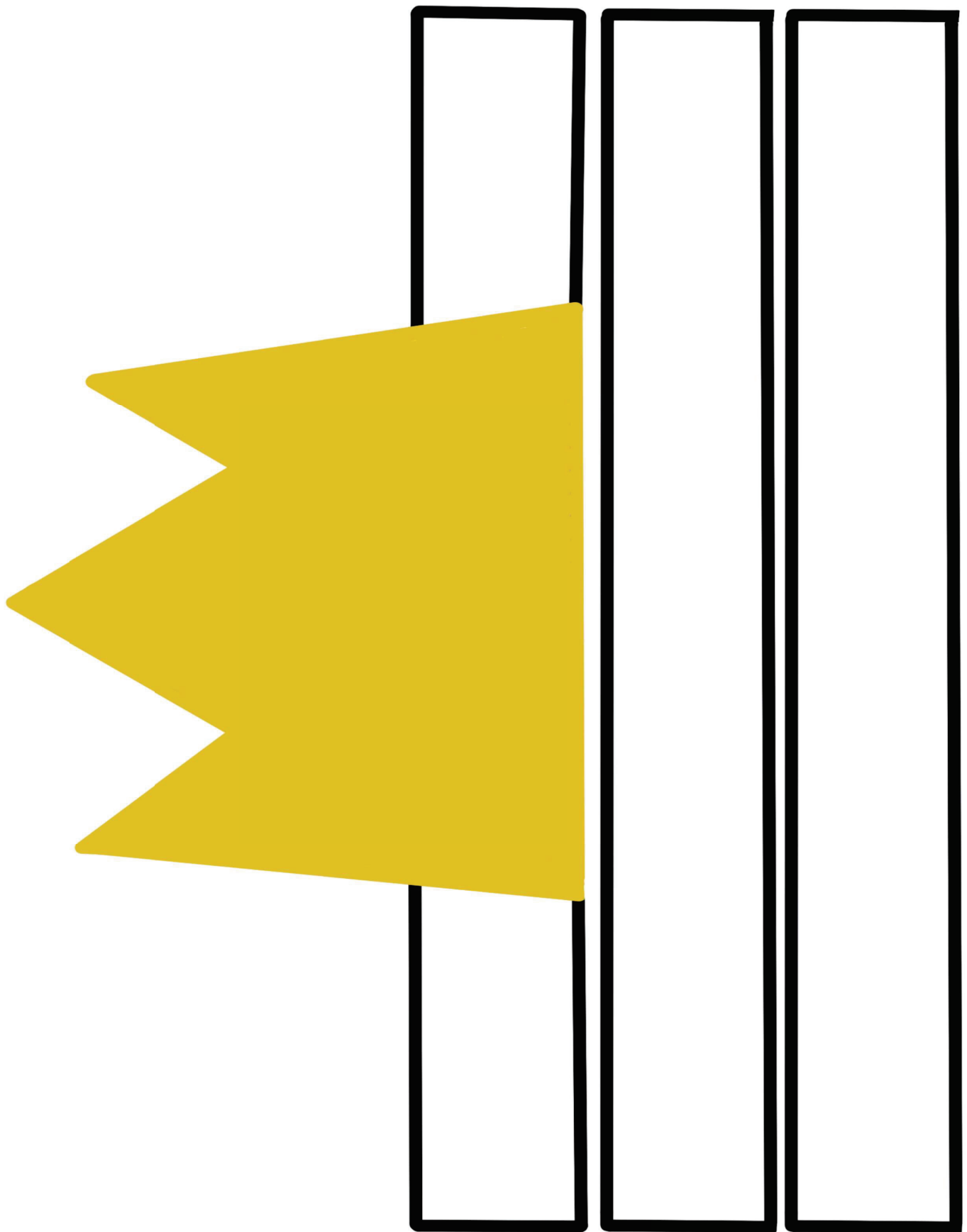
This activity is designed to help students use their imaginations to visualize their own ideas. Pass out the crown templates to each of the students (see next page) and explain that they will decorate their crown to represent a new idea they have. Students can use colored pencils, scissors, construction

paper, small objects that they can glue or tape to their crowns or anything else that they think would help to illustrate their idea. After they have decorated their crown, allow students to share their crowns and ideas with other students.



If permitted, photos of student artwork can be shared with Playhouse Square via email at schoolprograms@playhousesquare.org.





■ POST-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: K-5)

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

Fine Arts: Dance: K.1PE, K.3PE, K.7PE, K.3PR, K.1RE, 1.4PE, 1.6PE, 1.7PE, 1.7PR, 1.6RE, 2.5PE, 2.6RE

Physical Education: 1A.K.3, 1A.1.3, 1A.2.3, 2A.K.1, 2A.1.1, 2A.2.1

Social & Emotional Learning: C1.1.a, D2.3.a, D3.3.a



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, Molly and AJ talk with two of the lead dancers from the show. Join Inlet Dance Theatre for a warmup, learn about choreography and explore creating moves of your own!

Guest stars: Inlet Dance Theatre

Run time: 13:31

ADDITIONAL TERMS:

choreography - the art of putting together movements and gestures to create a dance sequence

The Tree Lady (Grades: K-5)

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

English/Language Arts: RL.K.3, SL.K.1, RL.1.2, RL.1.3, SL.1.1, RL.2.2, SL.2.1, RL.3.2, RL.3.3, SL.3.1, RL.4.2, RL.4.3, SL.4.1, RL.5.2, SL.5.1

Social & Emotional Learning: B2.4.a, B3.1.a, D3.3.a, B3.1.b, D3.3.b

What Do You Do With an Idea? ends by showing that the idea changed the world. The story *The Tree Lady* (see Resources) tells the inspirational, true story of an idea that Kate Sessions had that transformed the city of San Diego, California.

Before reading the story to the students, ask them what problems need ideas or solutions. Introduce Kate Sessions to the class and tell them that San Diego used to have a serious problem. Ask them to pay attention to what the problem was, and the idea that Kate had to solve this problem.

1. What was the problem in San Diego?
2. Why was this a problem?
3. What was Kate's idea to solve the problem?
4. How did people react when they first heard about Kate's idea?
5. Why did people eventually accept Kate's idea?
6. How long did it take for Kate to complete her idea?
7. What do you think of Kate's idea?

After discussing the book, have students respond to this prompt: What problem exists in your community that needs an idea? What is your idea for how to fix it?



Animal Towers (Grades: K-5)

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

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

Social & Emotional Learning: B2.4.a, B3.1.a, B3.1.b, D3.3.b

Children's books about ideas, such as *What Do You Do With an Idea?* are excellent to incorporate into an engineering lesson. Engineers often develop an idea, test the idea and then realize that their original needs improved, so they go back to the "drawing board" and try again. They often follow a design plan that is similar to the one below:

1. Identify a problem
2. Create a few plans and select the best one
3. Try your selected plan
4. Evaluate your plan and revise
5. Try your new plan and identify remaining problems

Divide the class into groups of 3-4. Give each group a stuffed animal (they should all be approximately the same size), a pack of 3X5 index cards and 12 inches of tape.

Using only the index cards and the tape, they will need to build a tower that can hold their stuffed animal for 30 seconds. The team with the tallest tower that is able to hold the stuffed animal for 30 seconds wins.

Before the students can begin building their tower, have them draw and write out their plan. Their drawing should include measurements for their towers. Students can test their plan once and make any necessary changes to their plan. Be sure to have extra index cards and tape available to replace what is used during testing. After they have tested their design, have them redraw and rewrite their plan. Once all teams are finished with their second plan, have them build their towers. Once all towers are built, have each team place their stuffed animal on their towers at the same time. Start timing. If more than one team's animal is still on the tower after 30 seconds, keep timing until one of the animals falls.



	Draw or write out your plan	How tall is it?	What worked well?	What did not work well?
Practice Design				
Final Design				

Play vs Book (Grades: K-5)

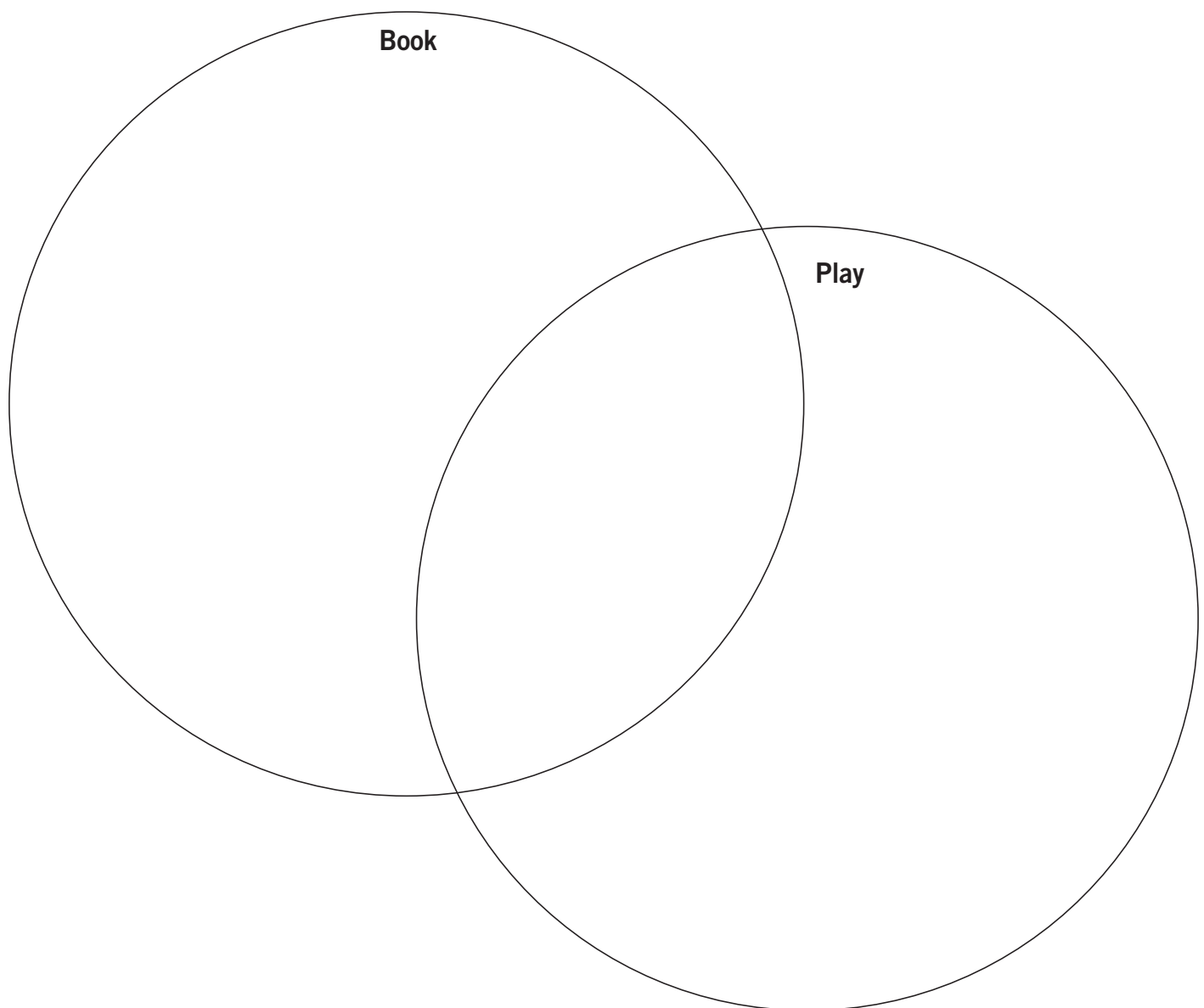
The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: RL.K.9, SL.K.1, RL.1.9, SL.1.1, RL.2.9, SL.2.1, SL.3.1, SL.4.1, SL.5.1

Fine Arts: Drama: K.1RE, K.2CO, K.3CO, 1.1CR, 1.1RE, 1.2CO, 1.3CO, 1.3RE, 2.1CO, 2.1CR, 2.1RE, 2.4CO, 3.1RE, 3.4CO, 4.4CO, 5.1CO, 5.1RE, 5.4CO

Often times when a movie or a play is based off of a book, variations will arise. Explore these variations by having students making their own Venn-diagrams. Using the think-pair-share strategy, have students write or draw differences and similarities that they noticed between the play and the book. Then, pair

them up with 1-3 students. Have students discuss the similarities and differences that they noticed. If pairs or groups have differences, have them refer to the book and the play to support their claims. Rejoin as a class to share and discuss key findings.



Idea Plant (Grades: K-5)

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

Fine Arts: Visual Arts: K.3PE, 5.3PE

Social & Emotional Learning: B2.4.a, D3.3.a, B3.1.b, D3.3.b, E4.1.b

This activity is designed to help students grow their ideas.

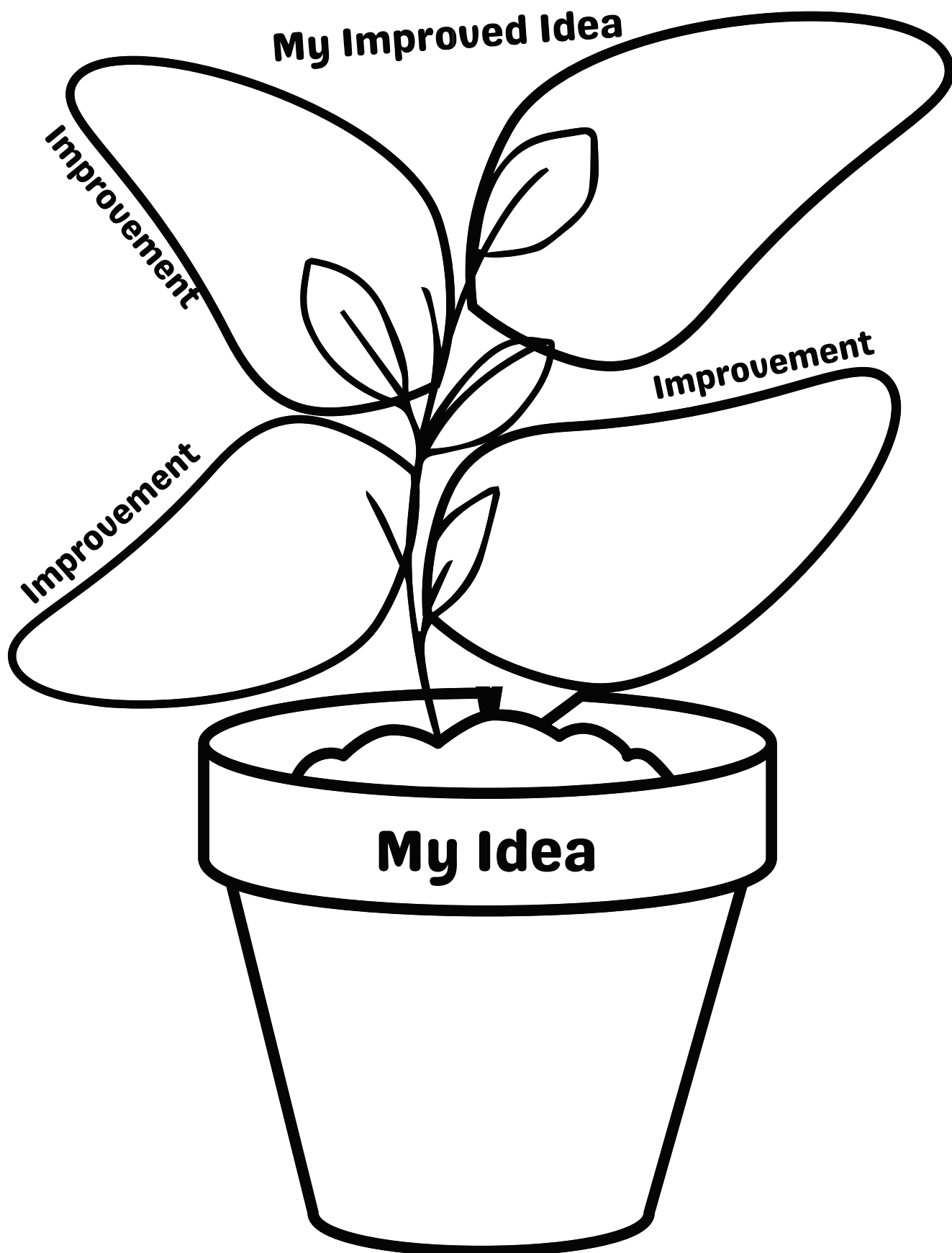
Begin by partnering students up and have them brainstorm as many different ideas as they can think of that could change the world. Remind students when they are brainstorming that all ideas are encouraged. Once students can no longer think of ideas, have students pick their favorite idea from the list. It is okay if some students pick the same idea. Perhaps, they even use an idea from the Idea Crown activity.

Next, explain that they are going to help their idea to grow. This is similar to how the child in the show became friends with their idea. Give each student the plant coloring sheet (see template on the following page). Have students draw or write about their idea on the pot. Then, ask students “What else can you add on to your idea?” They will draw or write their addition to the first leaf, moving bottom to top. Remind them to think about what challenges they make have with their idea. What needs improved? Repeat for each leaf on the plant. At the halfway point, have students share their ideas and the additions with their partner. Students should ask their partners questions about their ideas. These questions should help the students to think more deeply about their idea. This in turn, can help students to develop their idea more fully.

Sample questions that students can ask their partners include;

- How does your idea work?
- What does your idea look like?
- Why is your idea important?
- Who will be impacted by your idea?

Remember: For each improvement leaf, they should add changes to their idea. The top leaf should have a drawing or a written explanation of their final idea.



RESOURCES

BOOKS



The Tree Lady: The True Story of How One Tree-Loving Woman Changed a City Forever, by H. Joseph Hopkins

What Do You Do With a Chance?, by Kobi Yamada

What Do You Do With An Idea?, by Kobi Yamada

What Do You Do With a Problem?, by Kobi Yamada

WEB



Classroom Connections Workshop Video

What Do You Do With An Idea? Pre-Show Workshop Video. Password: 1inl3t! <https://vimeo.com/showcase/12026470?video=1147136452>

What Do You Do With An Idea? Post-Show Workshop Video. Password: 1inl3t! <https://vimeo.com/showcase/12026470?video=1147136165>

“The Tree Lady Read Aloud,” YouTube, uploaded by Mr. Paulson Reads, <https://youtu.be/xh9S7G7sgH4?si=1FpIRuuJAKAX9YZR>

“What Do You Do With An Idea? Read Aloud,” YouTube, uploaded by Little Readers, <https://youtu.be/OWe9zl5J7hQ?si=1JLlkxL7jRn8GSaA>



CURRICULUM STANDARDS INDEX

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	Dance the Definition	7
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	K	Dance the Definition	7
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	Idea Story Map The Tree Lady	9 14
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K	Play vs Book	17
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Idea Story Map The Tree Lady Play vs Book	9 14 17
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	Dance the Definition	7
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	Dance the Definition	7
RL.1.2	Analyze literary text development.	1	Idea Story Map The Tree Lady	9 14
RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	Idea Story Map The Tree Lady	9 14
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	1	Play vs Book	17
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Idea Story Map The Tree Lady Play vs Book	9 14 17
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	Dance the Definition	7
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	2	Dance the Definition	7
RL.2.2	Analyze literary text development.	2	Idea Story Map The Tree Lady	9 14
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2	Play vs Book	17

SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Idea Story Map The Tree Lady Play vs Book	9 14 17
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	Dance the Definition Fill in the Blank	7 8
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	3	Dance the Definition	7
RL.3.2	Analyze literary text development.	3	Idea Story Map The Tree Lady	9 14
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	Idea Story Map The Tree Lady	9 14
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	Idea Story Map The Tree Lady Play vs Book	9 14 17
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	Dance the Definition Fill in the Blank	7 8
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4	Dance the Definition	7
RL.4.2	Analyze literary text development.	4	Idea Story Map The Tree Lady	9 14
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4	Idea Story Map The Tree Lady	9 14
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	Idea Story Map The Tree Lady Play vs Book	9 14 17
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	Dance the Definition Fill in the Blank	7 8
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	5	Dance the Definition	7
RL.5.2	Analyze literary text development.	5	Idea Story Map The Tree Lady	9 14

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	Idea Story Map The Tree Lady Play vs Book	9 14 17
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Fine Arts – Dance

Standard	Description	Grade	Activity	Page
K.2CR	Explore ways to use imagination when engaged in dancing.	K	Dance the Definition	7
1.2CR	Explore structured improvisations and movement phrases within a central theme.	1	Dance the Definition	7
2.1PE	Demonstrate kinesthetic awareness, self-direction, and safe practices when improvising and performing	2	Dance the Definition	7
3.1CR	Improvise and create movements that reflect an understanding of themes from a range of sources, including other content areas.	3	Dance the Definition	7
3.1PE	Demonstrate kinesthetic awareness, self-direction, and safe practices when improvising and performing.	3	Dance the Definition	7
3.2CR	Improvise, create, and perform dances in response to movement prompts.	3	Dance the Definition	7
4.1CR	Improvise and create movements that reflect an understanding of themes from a range of sources, including other content areas.	4	Dance the Definition	7
4.3CR	Apply and combine the elements of dance to express ideas, feelings, moods, and personal narratives.	4	Dance the Definition	7
5.3CR	Apply and combine the elements of dance to express ideas, feelings, moods, and personal narratives.	5	Dance the Definition	7

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	Play vs Book	17
K.2CO	Identify stories that are different from one another in dramatic play or a guided drama experience (process drama, story drama, creative drama).	K	Play vs Book	17
K.3CO	Engage in dramatic experiences to explore concepts from other academic areas.	K	Play vs Book	17
1.1CR	Identify the beginning, middle and ending of stories and retell in proper sequence.	1	Play vs Book	17

1.1RE	Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences.	1	Play vs Book	17
1.2CO	Identify similarities and differences in stories from one's own community in a guided dramatic experience (process drama, story drama, creative drama).	1	Play vs Book	17
1.3CO	Engage in dramatic and theatre experiences to explore concepts from other academic areas.	1	Play vs Book	17
1.3RE	Compare and contrast the elements (plot, character, setting) of various stories and dramatic works.	1	Play vs Book	17
2.1CO	Describe characters in dramatic and theatrical experiences and make comparisons to people and events.	2	Play vs Book	17
2.1CR	Identify the plot and summarize the story.	2	Play vs Book	17
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	Play vs Book	17
2.4CO	Use processes of theatre to integrate information from other academic content areas.	2	Play vs Book	17
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Play vs Book	17
3.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	3	Play vs Book	17
4.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	4	Play vs Book	17
5.1CO	Brainstorm the modes of presentation (film, television, live theatre, improv, vlog) that most effectively elicit thoughts and feelings from a contemporary audience.	5	Play vs Book	17
5.1RE	Use appropriate theatrical vocabulary and terminology to examine and discuss how manipulation of theatrical elements affects the interpretation of theatrical works.	5	Play vs Book	17
5.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	5	Play vs Book	17

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.2PE	Explore a variety of materials and tools to create works of art.	K	Idea Crown	11
K.3PE	Communicate an idea using the elements of art.	K	Idea Crown Idea Plant	11 18

1.2PE	Engage with materials and tools to develop artmaking skills.	1	Idea Crown	11
1.3PE	Convey ideas and emotions using the elements of art.	1	Idea Crown	11
2.2PE	Apply increasing skill in the appropriate use of materials and tools.	2	Idea Crown	11
3.2PE	Demonstrate expressive and purposeful use of materials and tools.	3	Idea Crown	11
5.3PE	Communicate an interdisciplinary concept using the elements of art and principles of design.	5	Idea Crown Idea Plant	11 18

Science

Standard	Description	Grade	Activity	Page
K.PS.1	Objects and materials can be sorted and described by their properties.	K	Animal Towers	15
1.PS.2	Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth	1	Animal Towers	15
2.PS.1	Forces change the motion of an object.	2	Animal Towers	15
3.PS.1	All objects and substances in the natural world are composed of matter.	3	Animal Towers	15
4.PS.2	Energy can be transferred from one form to another.	4	Animal Towers	15
5.PS.1	The amount of change in movement of an object is based on the mass of the object and the amount of force exerted.	5	Animal Towers	15

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
B2.4.a	Discuss obstacles that can get in the way of reaching a goal and ideas for handling those obstacles.	K-2	Idea Story Map The Tree Lady Animal Towers Idea Plant	9 14 15 18
B3.1.a	Describe a time when you kept trying in a challenging situation.	K-2	Idea Story Map The Tree Lady Animal Towers	9 14 15
D3.3.a	Apply listening and attention skills to identify the feelings and perspectives of others.	K-2	Idea Story Map The Tree Lady Idea Plant	9 14 18
E4.1.a	Recognize that new opportunities may have positive outcomes.	K-2	Idea Crown	11
B3.1.b	Identify strategies for persevering through challenges and setbacks.	3-5	Idea Story Map The Tree Lady Animal Towers Idea Plant	9 14 15 18

D3.3.b	Generate ideas to reach a compromise and find resolution during conflict.	3-5	Idea Story Map The Tree Lady Animal Towers Idea Plant	9 14 15 18
E4.1.b	Explore new opportunities to expand one's knowledge and experiences.	3-5	Idea Crown Idea Plant	11 18