

Don't Let the Pigeon Drive the Bus! The Musical!



School Matinee Performances



TEACHER RESOURCE GUIDE

Don't Let the Pigeon Drive the Bus! The 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), Mathematics (2017), 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: K.1CR, K.1RE, K.2RE, K.3CO, K.5RE, 1.1RE, 1.3CO, 1.5RE, 2.1RE, 2.3CO, 2.5RE

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.

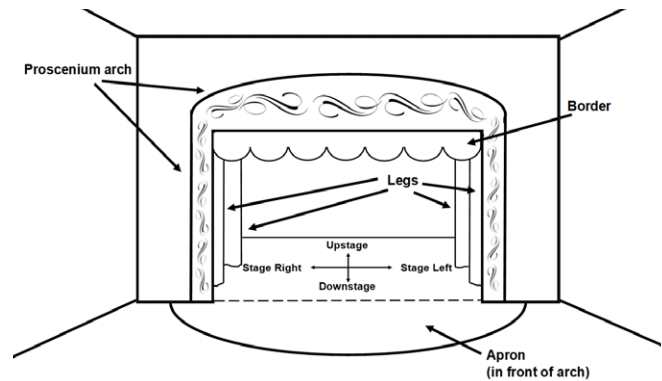


Parts of a Theater

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

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

Whatever you do, don't let the Pigeon star in his own musical production! With a script written by Mo Willems, the creator of the #1 New York Times best-selling, Caldecott Honor award-winning picture books, and featuring music by Deborah Wicks La Puma (*Elephant & Piggie's We Are in a Play!*), TheaterWorksUSA's *Don't Let the Pigeon Drive the Bus! The Musical!* is even more fun than staying up late and having a hot dog party!

It's not easy being the Pigeon. You never get to do ANYTHING! But when the Bus Driver has a crisis that threatens to make her passengers (gasp!) late, maybe that wily bird CAN do something. Featuring an innovative mix of songs and feathers, *Don't Let the Pigeon Drive the Bus! The Musical!* is sure to get everyone's wings flapping.



ABOUT THEATERWORKS USA

TheaterWorksUSA's mission is to create exceptional, transformative theatrical experiences that are accessible to young and family audiences in diverse communities throughout New York City and North America. TWUSA believes that access to art – and theater in particular – is vital for youth programming to address the disproportionate accessibility of art for young people across the country. Now more than ever, TheaterWorks not only entertains but creates experiences that bring audiences together by encouraging compassion, inclusivity and anti-racism, and inspiring young people by giving them a reason to look up with optimism and hope. For nearly six decades they have been a trailblazer in the not-for-profit theater industry with a repertoire of

over 140 literature and history-based plays and musicals. Having served over 100 million children, educators and families, TWUSA continues to play a leading role in the rise of theater for young audiences as an art form. Learn more at twusa.org.



KEY TERMS & EVENTS

ambition – a strong feeling to do something well or be the best at something

crisis – a big problem that needs to be fixed quickly

disappointment – feeling sad when something doesn't happen the way you wanted

doubt – not being sure if something is true or if it will happen

dramatic – acting or showing big emotions in a way that really stands out

dreaming – thinking about things you want to happen or imagining while you sleep

ignition – the part of a car where you turn the key to start it

morsel – a tiny piece of food

panic – feeling really scared or worried all of a sudden

persuasion – convincing someone to do or believe something

preparation – getting ready for something

responsibility – being in charge of something important and making sure it gets done

rules – things we need to follow to keep things fair and safe

schedule – a plan that shows when things are going to happen

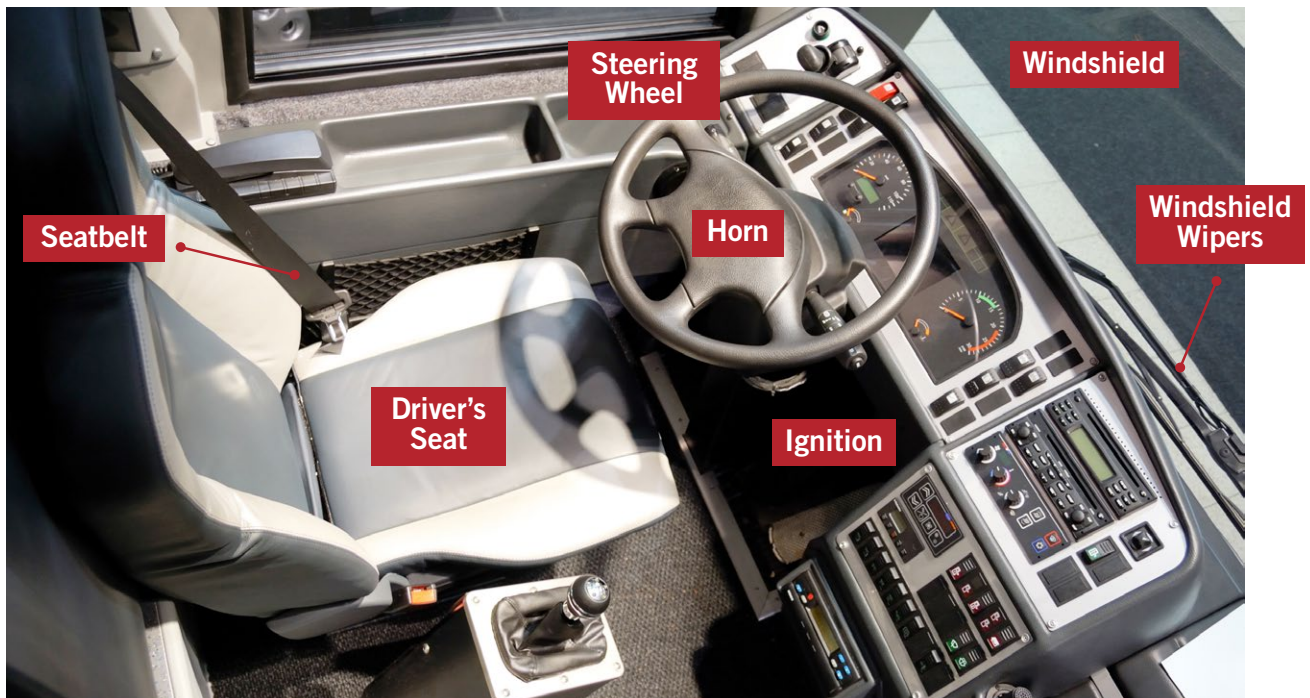
steering – turning a wheel (like in a car) to control direction

succeed – to do something really well or reach your goal

transportation – a way to move people or things from one place to another



Parts of a Bus



■ PRE-SHOW ACTIVITIES

Vocabulary Station (Grade: PreK)

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

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

This classroom station activity will help early learners understand new words and ideas they will encounter in *Don't Let the Pigeon Drive the Bus! The Musical!* Each activity incorporates dramatic play and group discussions related to the Key Terms & Events listed on page 7 to help expand students' understanding of the vocabulary.

Station 1: Ambition and Succeed

Create a simple obstacle course. Students must complete the course. During the activity, ask:

- What does it mean to try really hard to do something well?
- When have you felt ambitious?

Station 2: Responsibility and Rules

Have students stand in rows to make a pretend bus. One student should play the bus driver and the others should be passengers. The driver is responsible for safe transportation and must follow rules (such as stopping at signs). Ask:

- What rules do we follow to keep things safe?
- What is the bus driver's responsibility?

Station 3: Preparation and Schedule

Create a simple schedule chart. Students should pretend to get ready to go somewhere. Discuss the importance of preparing and following a schedule. Ask:

- Why is it important to prepare for school or a trip?
- What does a schedule help us do?

Station 4: Transportation and Steering

Use props from around the classroom to create a pretend road. Students can play with toy cars. Discuss the concept of steering and how transportation helps people travel. Ask:

- What kinds of transportation do we use to go places?
- How does steering help us control where we go?

Station 5: Dreaming and Persuasion

Have students lay down and pretend to dream. Have them use persuasion to convince someone that their dream should come true. Ask:

- What do you like to dream about?
- How would you convince someone to make your dream come true?

Station 6: Crisis, Panic, Ignition

Create a simple "crisis," such as a car that will not start. Introduce the concept of ignition by having students "turn the key" to try and start the car. Students will work together to solve the crisis without panicking. Ask:

- What happens when something goes wrong?
- How can we stay calm and fix the problem?

Station 7: Dramatic and Disappointment

Have students act out disappointment or dramatic behavior (such as missing out on ice cream). Encourage big emotions. Ask:

- Have you ever felt disappointed?
- How can we show our emotions in a big way when something happens?

Station 8: Morsel

Give each student a small snack. Explain that each piece is a morsel. Ask:

- What is a morsel?
- Can you show me how tiny a morsel of food is?

Vocabulary Bingo (Grades: K-2)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
English/Language Arts: L.K.4, L.1.4, L.2.4

After reviewing the Key Terms & Events listed on page 7 for *Don't Let the Pigeon Drive the Bus! The Musical!* with your students, play a game of class bingo. Printable bingo card templates can be found at playhousesquare.org/eduresources.

Read the definitions aloud to the students and have them mark the correct words on their cards. If they mark four in a row they may shout "Bingo!" To assist in learning, post the definitions on the board while saying them to allow visual representation for students.



Don't Let EMOTIONS Drive the Bus (Grades: PreK-2)

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

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

English/Language Arts: RL.K.1, RL.K.2, RL.1.1, RL.1.2, RL.2.1, RL.2.2

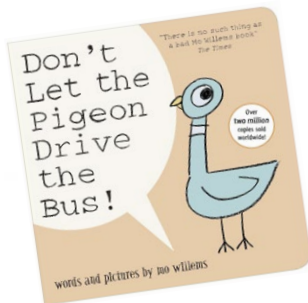
Fine Arts: Visual Arts: K.1PE, K.2PE, K.3PE, 1.1PE, 1.2PE, 1.3PE, 2.1PE, 2.2PE, 2.3PE

Social & Emotional Learning: A1.1.a, A1.2.a, A1.3.a, A3.2.a, B1.1.a, B1.2.a, B1.3.a

This activity explores emotions, inspired by *Don't Let the Pigeon Drive the Bus! The Musical!* Begin by asking students, "What are feelings or emotions?" Follow up with, "How do we show happiness, sadness or anger?"

Show the students the cover of the *Don't Let the Pigeon Drive the Bus!* book and ask them to predict how the pigeon might feel when he cannot drive the bus (A read-aloud link is available in Resources on page 16). Read the story to them. As the story is read, pause at key moments where the pigeon displays different emotions (calm, frustrated, pleading). After each pause, ask: "How is the pigeon feeling here?" Encourage students to explain *why* they think so. Ask them these questions:

- What did the pigeon say or do that suggests anger?
- Have you ever felt like the pigeon when told 'no'?
- How did that feel?



Next, divide the class into pairs or small groups. Provide scenarios from the book where the pigeon reacts emotionally (ex: being told he cannot drive the bus). One student should act as the pigeon, showing emotions (excitement, anger, sadness). The other student should be the bus driver or audience, saying "no." After each role-play, discuss the observed emotions and how they were recognized.

Distribute drawing paper and crayons. Students should draw a time they felt a strong emotion, similar to the pigeon. They should depict the feeling (happy, sad, frustrated) and its cause. Students may share their drawings and explain their emotions and coping strategies.

Create an "Emotions Wall" in the classroom. Students can add feeling words throughout the week, using examples from their lives or stories. Displaying artwork on this wall is a great way to visually represent these feelings.

Your Schedule (Grades: PreK-2)

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

Early Learning & Development: MA.2.a, MA.3.b

English/Language Arts: SL.K.2, SL.1.2, SL.2.2

Mathematics: K.MD.3, 1.MD.4

Social Studies: K.HIS.1, 1.HIS.1, 2.HIS.1

Students will learn that telling time and sticking to a schedule is so important to Pigeon. Start this activity with a conversation about time. Ask, “Why is time important? What are some things we do at certain times every day?” (Ex: Waking up, having breakfast, going to school, etc.)

Show students a clock and ask if they know what time it is right now. You may wish to review the story and ask these questions to students:

- Why can't the pigeon drive the bus?
- Do you think the pigeon understands that things have to happen at certain times?
- What happens if the bus is late?
- Can you think of something important in your day that has to happen on time?

Next, create a class schedule together on the board or a large chart paper. Draw a timeline for the school day with key times marked.

For example:

8:00 AM: Arrive at school

10:00 AM: Snack time

12:00 PM: Lunch

1:30 PM: Recess

3:00 PM: Home time

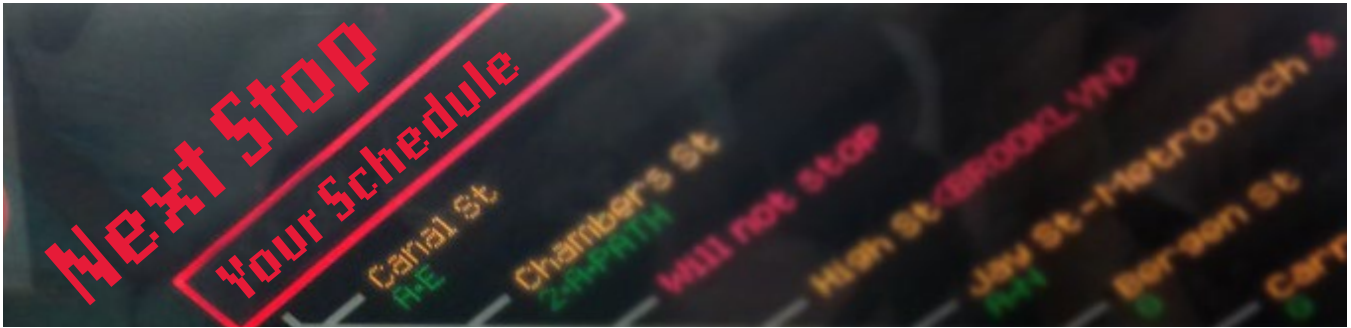
Ask students to help fill in what they do at each of these times during a typical day. Write or draw pictures to represent activities.

Give students a copy of the blank schedule template on the next page. Ask them to fill in their typical day using drawings or words to show what they do at different times. When they are completed, they may share with the class.

To modify for younger students, have them make a list of everything they do in a day. Then they can sort by morning, afternoon and evening to make their schedule. Help them by discussing examples like: Morning: wake up, get dressed. Afternoon: lunch, playtime. Evening: dinner, bedtime.

Name: _____

Directions: Write words or draw pictures of what you do in the morning, afternoon and evening to create your own schedule.



Morning

Afternoon

Evening

■ POST-SHOW ACTIVITIES

More Than One Road (Grades: PreK-2)

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

Early Learning & Development: AL.2.a, CO.3.a, CO.4.a

English/Language Arts: SL.K.1, SL.K.6, SL.1.1, SL.1.6, SL.2.1, SL.2.6

Social & Emotional Learning: E1.1.a, E1.2.a, E2.1.a, E2.2.a, E2.3.a, E3.1.a, E3.3.a

This activity explores problem-solving, inspired by the Pigeon's challenges from the performance. Ask students, "What do we do when we want something but are told 'no'?" Introduce the concept that, like the Pigeon, we sometimes need to find alternative ways to solve problems or achieve goals. Remind students that the Pigeon's main goal is to drive the bus, but he cannot. He must discover different "roads" or solutions.

Ask, "What did the Pigeon do to try and solve his problem? Did any ideas work?" Discuss how sometimes plans require adjustments.

Introduce a sample problem: "You want to play with a toy, but someone else is using it." Brainstorm solution options as a group. For example:

- a. Ask politely and wait for a turn.
- b. Find a different toy.
- c. Play with the other person.

Problem-solving scenarios are listed on the right side of this page. Adapt the next part of this activity to the option that best suits the class:

1. Present scenarios and brainstorm solutions as a class. Record ideas on the board.
2. Divide students into groups. Give each group 2-3 different scenarios. Groups discuss solutions and record them on chart paper. Share ideas as a class.
3. Give each student the same scenario. Students individually determine the best solution and compare answers.

Scenarios

- You want to sit next to your friend at lunch, but all the seats are full.
- You're building something with blocks, and someone knocks over your creation. What are some ways you could respond?
- You want to play on the swings, but there's a long line of kids waiting. What could you do while you wait?
- You accidentally colored outside the lines on your drawing. What could you do next?
- You want to wear your favorite shirt, but it's in the laundry. What are your options?
- You're at recess, but it starts raining, and you can't play outside anymore. What could you do instead?
- Your friend wants to play a different game than you do. What could you do to make sure you both have fun?
- You and a friend both want to sit in the same seat during story time. How can you figure out what to do?

Charades (Grades: PreK-2)

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

Early Learning & Development: CO.3.a, CO.4.a, CR.2.a, LL.1.a

English/Language Arts: SL.K.6, SL.1.6, SL.2.6

Fine Arts: Drama: K.1PE, 2.2CR

Social Studies: K.GOV.10, 1.GOV.10, 2.GOV.12

During the performance, the pigeon and the bus driver both demonstrated responsibility. Students will play charades, acting out behaviors and having the class will guess whether each is responsible or not.

Prepare a list of scenarios that involve responsible or irresponsible actions. Put each scenario on a card.

Responsible: Cleaning up toys, helping a friend, feeding a pet, finishing homework

Irresponsible: Leaving toys on the floor, refusing to share, ignoring a mess, not following directions

Students can also create their own list of responsibilities to add to the deck.

To play charades:

1. Students will take turns picking a card and either silently acting out or drawing a scenario.
2. The class will raise their hands to guess whether the behavior is responsible or irresponsible, explaining why.
3. After the correct answer is given, briefly discuss how the character could show responsibility (if the behavior was irresponsible) or what made the behavior responsible.

After the charades game, gather the class and ask:

- What did we learn about being responsible?
- Why is it important to be responsible like the bus driver?
- What are some rules in this classroom? What are some rules outside this classroom?
- What is a “consequence” and how does this relate to rules?
- What responsibilities do we have at school or at home?

To extend this activity, students can draw themselves being responsible at school, home or in the community (ex: cleaning up, helping). They can share their drawings with the class and explain how they show responsibility. Emphasize that, like the bus driver, students also have important responsibilities that help keep things safe and running smoothly.

RESOURCES

BOOKS



Don't Let the Pigeon Drive the Bus, by Mo Willems



Recommended reads curated by Cleveland Public Library

- *Bilal Cooks Daal*, by Aisha Saeed
A boy shares his favorite dish, teaching friends about patience and cultural diversity.
- *Saturday*, by Oge Mora
A mother and daughter find joy in their time together despite setbacks.
- *The Day You Begin*, by Jacqueline Woodson
A book about finding courage to share your unique story.



**CLEVELAND
PUBLIC
LIBRARY**

For more information,
visit CPL Youth Services
or go to cpl.org.

WEB



"Don't Let the Pigeon Drive the Bus! The Musical! Album," Spotify, https://open.spotify.com/album/1clPJYY81DiBQAPZpzkOCP?si=d8wm9MxpT_moNXTrpnKjOw

"Don't Let the Pigeon Drive the Bus Reading with AJ and Molly," uploaded by Playhouse Square, <https://vimeo.com/showcase/10449902/video/755584113>

"Ohio Theatre Letterbox" Activity

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

Visiting Playhouse Square Social Stories

For Schools and Groups.

<https://vimeo.com/228684472>

For Families and Homeschools.

<https://vimeo.com/228683843>

CURRICULUM STANDARDS INDEX

Early Learning & Development

Standard	Description	Grade	Activity	Page
AL.2.a	Develops a growth mindset.	PreK	More Than One Road	14
CO.3.a	Uses increasingly complex strategies to solve problems.	PreK	Your Schedule More Than One Road Charades	12 14 15
CO.4.a	Develops ability to be flexible in own thinking and behavior.	PreK	More Than One Road Charades	14 15
CR.2.a	Develops ability to express new ideas through imaginative and inventive play.	PreK	Vocabulary Stations Charades	9 15
LL.1.a	Demonstrates understanding of increasingly complex language.	PreK	Vocabulary Stations Charades	9 15
LL.1.b	Develops and expands understanding of vocabulary and concepts.	PreK	Vocabulary Stations	9
MA.2.a	Develops understanding of number relationships and operations.	PreK	Your Schedule	12
MA.3.b	Develops the ability to sort.	PreK	Your Schedule	12
SE.1.b	Develops understanding of emotions.	PreK	Vocabulary Stations Don't Let EMOTIONS Drive the Bus	9 11
SE.2.a	Begins to manage emotions and actions.	PreK	Vocabulary Stations Don't Let EMOTIONS Drive the Bus	9 11
SE.3.a	Develops empathy toward and understanding of others.	PreK	Vocabulary Stations Don't Let EMOTIONS Drive the Bus	9 11

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 Bingo	10
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Don't Let EMOTIONS Drive the Bus	11
RL.K.2	With prompting and support, retell familiar stories, including key details.	K	Don't Let EMOTIONS Drive the Bus	11
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	More Than One Road	14

SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	K	Your Schedule	12
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K	More Than One Road Charades	14 15
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	Vocabulary Bingo	10
RL.1.1	Ask and answer questions about key details in a text.	1	Don't Let EMOTIONS Drive the Bus	11
RL.1.2	Analyze literary text development. a. Demonstrate understanding of the lesson. b. Retell stories, including key details.	1	Don't Let EMOTIONS Drive the Bus	11
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	More Than One Road	14
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	1	Your Schedule	12
SL.1.6	Produce complete sentences when appropriate to task and situation.	1	More Than One Road Charades	14 15
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	Vocabulary Bingo	10
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2	Don't Let EMOTIONS Drive the Bus	11
RL.2.2	Analyze literary text development. a. Determine the lesson or moral. b. Retell stories, including fables and folktales from diverse cultures.	2	Don't Let EMOTIONS Drive the Bus	11
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	More Than One Road	14
SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).	2	Your Schedule	12
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2	More Than One Road Charades	14 15

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
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K.1PE	Imitate movements, voices, and feelings of people, animals and objects through dramatic play.	K	Charades	15
K.1RE	Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen.	K	Coming to the Theater	4
K.2RE	Describe what a playwright does.	K	Coming to the Theater	4
K.3CO	Engage in dramatic experiences to explore concepts from other academic areas.	K	Coming to the Theater	4
K.5RE	Demonstrate ways an audience can show respect when watching a theatrical performance.	K	Coming to the Theater	4
1.1RE	Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences.	1	Coming to the Theater	4
1.3CO	Engage in dramatic and theatre experiences to explore concepts from other academic areas.	1	Coming to the Theater	4
1.5RE	Identify and demonstrate audience behavior appropriate for the forms and styles of theatre (live theatre, film, television and media).	1	Coming to the Theater	4
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	Coming to the Theater	4
2.2CR	Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation and storytelling).	2	Charades	15
2.3CO	Identify the arts that are used to create a theatrical performance.	2	Coming to the Theater	4
2.5RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1PE	Demonstrate willingness to try new processes.	K	Don't Let EMOTIONS Drive the Bus	11
K.2PE	Explore a variety of materials and tools to create works of art.	K	Don't Let EMOTIONS Drive the Bus	11
K.3PE	Communicate an idea using the elements of art.	K	Don't Let EMOTIONS Drive the Bus	11

1.1PE	Develop independence during artmaking.	1	Don't Let EMOTIONS Drive the Bus	11
1.2PE	Engage with materials and tools to develop artmaking skills.	1	Don't Let EMOTIONS Drive the Bus	11
1.3PE	Convey ideas and emotions using the elements of art.	1	Don't Let EMOTIONS Drive the Bus	11
2.1PE	Show perseverance in the creative process.	2	Don't Let EMOTIONS Drive the Bus	11
2.2PE	Apply increasing skill in the appropriate use of materials and tools.	2	Don't Let EMOTIONS Drive the Bus	11
2.3PE	Produce works that intentionally incorporate the elements of art.	2	Don't Let EMOTIONS Drive the Bus	11

Mathematics

Standard	Description	Grade	Activity	Page
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. The number of objects in each category should be less than or equal to ten. Counting and sorting coins should be limited to pennies.	K	Your Schedule	12
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1	Your Schedule	12

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions	K-2	Don't Let EMOTIONS Drive the Bus	11
A1.2.a	Recognize emotions as natural and important	K-2	Don't Let EMOTIONS Drive the Bus	11
A1.3.a	Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	K-2	Don't Let EMOTIONS Drive the Bus	11
A3.2.a	Seek help when faced with challenges or when frustrated with a task, skill, or situation	K-2	Don't Let EMOTIONS Drive the Bus	11
B1.1.a	Identify personal behaviors or reactions when experiencing basic emotions	K-2	Don't Let EMOTIONS Drive the Bus	11
B1.2.a	Describe verbal and nonverbal ways to express emotions in different settings	K-2	Don't Let EMOTIONS Drive the Bus	11

B1.3.a	Identify and begin to use strategies to regulate emotions and manage behaviors	K-2	Don't Let EMOTIONS Drive the Bus	11
E1.1.a	Identify a problem or needed decision and recognize that there may be multiple responses	K-2	More Than One Road	14
E1.2.a	Identify strategies to solve a problem	K-2	More Than One Road	14
E2.1.a	Identify factors that can make it hard for a person to make the best decision in the classroom	K-2	More Than One Road	14
E2.2.a	Identify reliable sources of adult help in the immediate setting	K-2	More Than One Road	14
E2.3.a	Identify how personal choices will impact the outcome of a situation	K-2	More Than One Road	14
E3.1.a	Identify how certain actions can impact others	K-2	More Than One Road	14
E3.3.a	Recognize the need for group decisions that support a common goal	K-2	More Than One Road	14

Social Studies

Standard	Description	Grade	Activity	Page
K.GOV.10	The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.	K	Charades	15
K.HIS.1	Time can be measured.	K	Your Schedule	12
1.GOV.10	Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.	1	Charades	15
1.HIS.1	Time can be divided into categories (e.g., months of the year, past, present and future).	1	Your Schedule	12
2.GOV.12	There are different rules and laws that govern behavior in different settings.	2	Charades	15
2.HIS.1	Time can be shown graphically on calendars and timelines	2	Your Schedule	12