



Goodnight Moon & The Runaway Bunny



TEACHER RESOURCE GUIDE

Goodnight Moon & The Runaway Bunny

TABLE OF CONTENTS

About Playhouse Square	3
Coming to the Theater	4
About the Show	6
Key Terms & Events	9
Pre-Show Activities	10
Post-Show Activities	18
Resources	22
Curriculum Standards Index	23
Early Learning & Development	23
English/Language Arts	24
Fine Arts	26
Science	28
Social & Emotional Learning	28



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), 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 Hannah Kalmeyer 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.

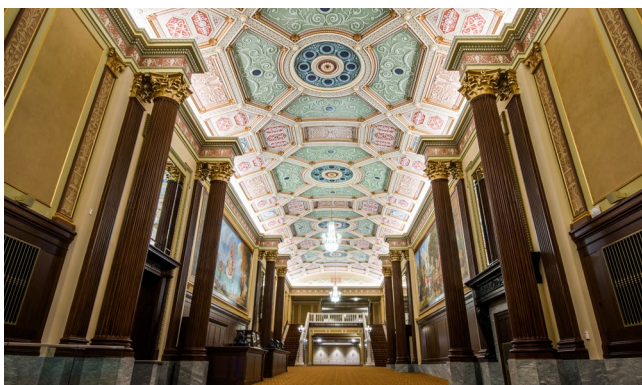
Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

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, 3.1RE, 3.5RE, 4.1RE

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.

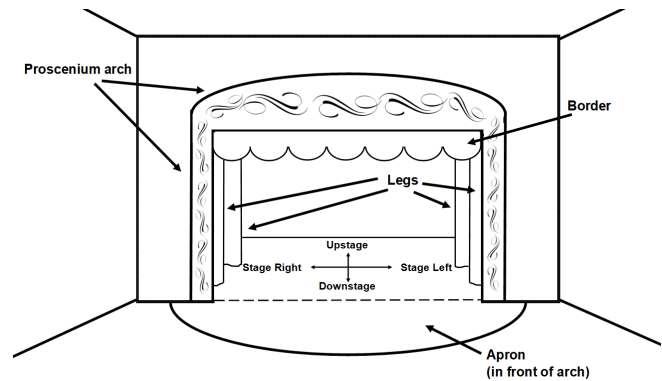


Parts of a Theater

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

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

Goodnight Moon celebrates familiar nighttime rituals, while *The Runaway Bunny* tells a story of leaving home and returning to the comforting embrace of a loving mother. Both stories feature endearing rabbit characters, and their soothing rhythms and dream-like imagery create a sense of security and reassurance.

The performance features various puppet styles, including rod and tabletop puppets, all manipulated by a small team of puppeteers. In *Goodnight Moon*, black light is used to make fluorescent colors glow and render black objects invisible, with the puppeteers, dressed in black, blending into the backdrop to enhance the visual illusions. The show includes narration of Margaret Wise Brown's text and original music composed by Steven Naylor.

About the Stories

In *Goodnight Moon*, a young rabbit goes through a bedtime ritual of saying goodnight to every object in sight and in his imagination, from the pictures on the walls to the brush and comb, to the moon and stars, to "the old lady whispering hush." The text is written in the form of a rhyming poem.

Have students think about these questions:

- Can you name any of the things the bunny says goodnight to in the story?
- How many can you think of?
- Do you like going to bed?
- What are some of the things you do to get ready for bed?
- Who do you say goodnight to before bedtime?

In *The Runaway Bunny*, a young bunny tells his mother he wants to run away. "If you run away," she replies, "I will run after you." As the bunny imagines transforming into different things – a fish, a flower, a bird – his mum lovingly assures him she will change too, always staying close to keep him safe.

Have students think about these questions:

- Can you name any of the things the bunny says he will become?
- How many can you name?
- If you could change into anything you wanted, what would you become? Why?
- Why do you think the little bunny wanted to run away?
- Have you ever wanted to run away? Why?

About Mermaid Theatre of Nova Scotia



Founded in 1972, Mermaid Theatre has captivated over four million young audiences worldwide with its unique staged adaptations of

children's literature. The company tours across North America and has also represented Canada in countries like Japan, Australia and England. Mermaid has received several awards, including Export Excellence Awards from Nova Scotia and the Government of Canada, as well as recognition as Best Performing Group by the Canadian Arts Presenting Association and the Crystal Tourism Ambassador Award from Nova Scotia's tourism leaders. To learn more, visit mermaidtheatre.ca.

About Margaret Wise Brown



Margaret Wise Brown (1910-1952) was a pioneer in children's literature, celebrated as the first recognized picture book author. After graduating from Hollins College in 1932, she began writing while teaching in New York City. Her first book, *When the Wind Blew*, was published in 1937.

Brown is best known for timeless classics such as *Goodnight Moon* and *The Runaway Bunny*, along with her *Here and Now* stories and the *Noisy Book* series. She also contributed to the Little Golden Books series, including *The Color Kittens* and *Mister Dog*.

PATTERNS IN THE SKY

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

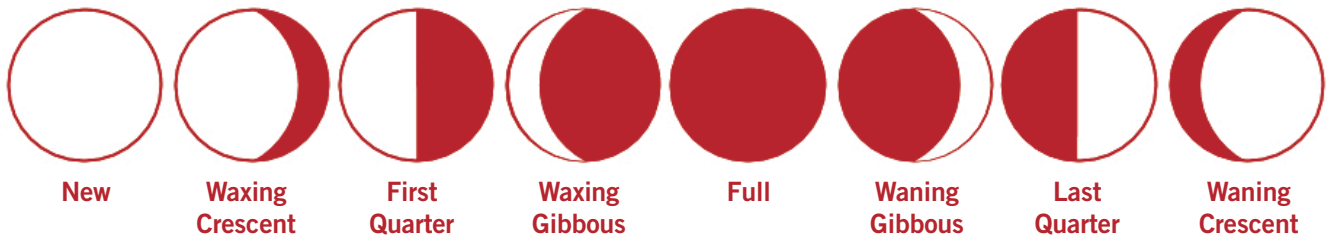
Like the story *Goodnight Moon* helps us say goodnight every night, our planet Earth has a special cycle. Did you know Earth is always spinning? Every 24 hours, it makes one full spin, giving us day and night.

Earth spins around an invisible line called its **axis** – like a big lollipop stick going through the middle of the planet. As Earth turns, one side gets sunlight making it daytime there. When the other side turns away from the sun it becomes nighttime there - the moon and stars light up the sky.

The moon is like a neighbor to Earth. It does not make its own light, but it reflects sunlight, so it shines at night. Throughout the month, the moon goes through different shapes in the sky. These are called the **phases of the moon**:

- **New Moon:** Cannot see the moon because it is between Earth and the sun
- **Waxing Crescent:** A tiny sliver of the moon
- **First Quarter:** Half of the moon is lit up, like a half-circle
- **Waxing Gibbous:** More than half of the moon is lit, but it is not full yet
- **Full Moon:** The whole moon is shining bright
- **Waning Gibbous:** After the Full Moon, the light starts to fade, but more than half of the moon is still visible
- **Last Quarter:** Another half-moon, but the other side is lit up this time
- **Waning Crescent:** The moon shrinks back into a small crescent, and then the cycle starts again

Since Earth is tilted on its axis, as it orbits the sun different parts of the planet receive varying amounts of sunlight throughout the year. This change in sunlight gives us the four seasons: **winter, spring, summer** and **fall**. The sun is a powerful source of energy that keeps Earth full of life. Its warmth and light provide plants with the energy they need to grow, which in turn feeds animals and people. The sun's energy is also the reason we have **weather**. When sunlight heats up Earth's surface, it warms the air and water, creating winds and clouds. These moving air and water patterns produce weather like rain and snow. Just as *Goodnight Moon* helps us end each day, the changing seasons remind us that Earth is always on the move through space, creating a beautiful, ongoing cycle.



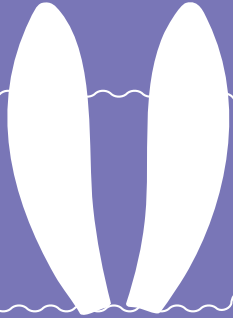
BUNNY BASICS

Early Learning & Development: SC.1.a

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

Rabbits are ground dwellers that live in environments ranging from desert to wetland

Their long ears (more than 4 inches long) allow them to hear very well



House rabbits generally live **8-12 YEARS**

Rabbits are **HERBIVORES**, which means they eat plants, but do not eat meat

Rabbits are not rodents but belong to their own order called **LAGOMORPHS**

Rabbits' teeth never stop growing and they keep them from growing too long by constantly chewing to wear them down



They have powerful hind legs and a short tail



According to the **Guinness Book of World Records**, the oldest rabbit in the world lived to 18



KEY TERMS & EVENTS

Blacklight – ultraviolet light that cannot be seen under normal conditions, which makes neon colors glow when it shines on them

Carnivore – an animal that primarily eats other animals

Crocus – a small flower that grows close to the ground and can be white, yellow, orange or purple

Garden – a place where people grow plants

Gardener – a person who takes care of plants in a garden

Herbivore – an animal that primarily eats plants

Lagomorphs – a group of mammals that includes rabbits, hares and pikas (lagomorphs are distinguished from rodents because they have two sets of sharp front teeth, while rodents have only one)

Mush – something soft and squishy, like oatmeal or a muddy spot on the grass

Narration – the act of telling a story or describing something that is happening, usually in chronological order

Omnivore – an animal that eats a variety of materials, including plants, animals, algae and fungi

Puppet – an object or figure that is moved by a person, usually for a performance

Sail – a large piece of fabric that catches the wind to move a boat or ship through water

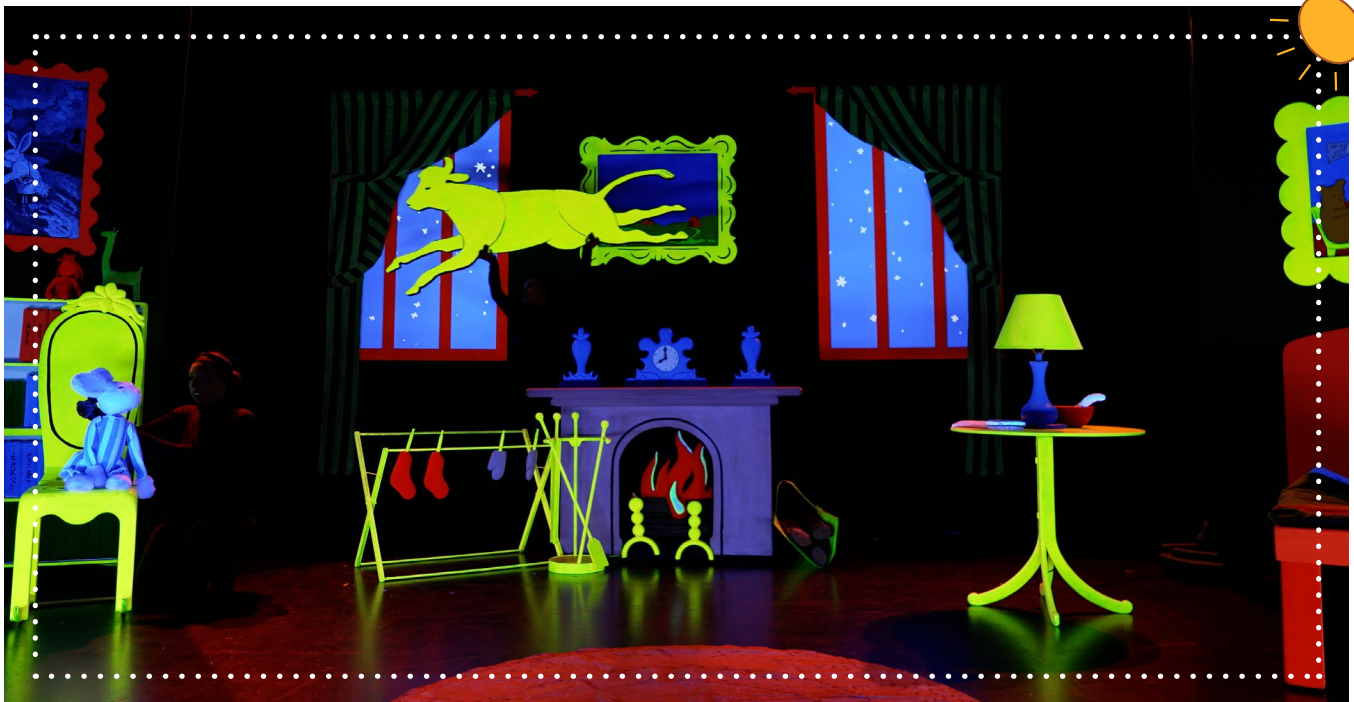
Sailboat – a small boat that moves by using sails and the wind

Stream – a small, moving body of water, like a little river or creek

Tightrope walker – an acrobat who performs on a tightrope, which is a thin, tightly stretched wire or rope fixed high above the ground

Trapeze – an acrobatic device that consists of a short horizontal bar suspended from two parallel ropes or chains from a ceiling support

Trout – fish that are usually smaller than salmon and are often found in cool, clear freshwater



PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: PreK-3)

Early Learning & Development: AL.1.a, AL.1.b, AL.1.c, CO.1.a, CO.2.a, CR.1.b, CR.2.a, LL.1.a, LL.1.b, LL.1.c, LL.1.d, LL.1.e, LL.2.a, LL.2.b, PW.1.a, PW.1.d, PW.2.d

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

Fine Arts: Music: K.3PE, K.5PE, K.6RE, 1.3PE, 1.6RE, 2.3PE, 2.6RE, 3.3PE, 3.6RE

Social and Emotional Learning: A3.1.a, E2.2.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 explore bedtime rituals, sing a bedtime song and talk about the importance of positive adult relationships.

Molly and AJ's Bedtime Chant

*I brush my teeth
I wash my face
I put on my PJs
I lay down in bed
I read a book
I sing a song
And close my eyes
And rest!*

Goodnight Sweetheart Song

This song was made famous in 1954 by an R & B doo-wop group called The Spaniels.

[Chorus]

*Goodnight, Sweetheart well it's time to go (duh duh duh duh duh)
Goodnight, Sweetheart well it's time to go (duh duh duh duh duh)
I hate to leave you, but I really can't stay: Goodnight, Sweetheart, Goodnight!
(duh duh duh duh duh duh duh duh duh duh)*

ADDITIONAL TERMS:

Bedtime ritual – what we do to prepare our bodies, minds and hearts to go to sleep

Doo wop – a music tradition where vocalists work together to create a song without instruments (only voice)

Illustrations – pictures that help tell stories

Ritual – something that you repeat doing which is meaningful or helpful



Guest stars:
Treva Offutt, Playhouse Square
Annisha Jeffries, Cleveland Public Library

Run time:
11:25

EXTENSION ACTIVITY

Imaginary Adventure

In *The Runaway Bunny*, the main character imagines traveling to different places. Try this as a class by making three lists and have fun putting them together:

1. Make a list of places you have been (school, bedroom, car, kitchen)
2. Make a list of ways you can travel (walk, bike, fly, train, broom)
3. Make a list of where you would like to go (outer space, beach, circus, laundromat)

Once you have made your lists, write them on the board and mix them together for a fun adventure. You might go somewhere you have never been!

Make Your Own Memory Cards (Grades: PreK-3)

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

Early Learning & Development: LL.1.b, LL.4.b

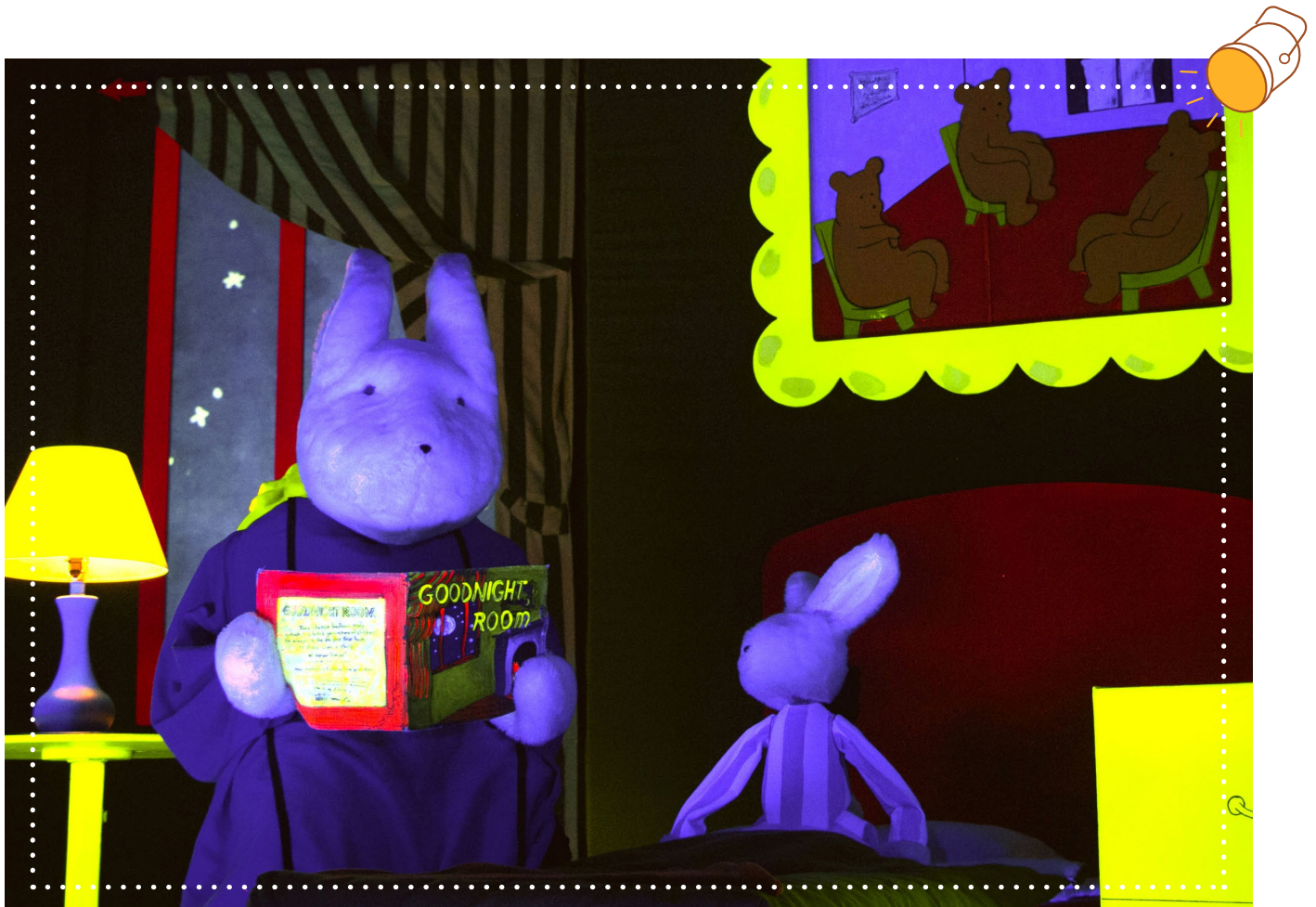
English/Language Arts: L.K.4, L.1.4, L.2.4, L.3.4

Begin by reviewing the Key Terms listed on page 9. Ensure that students are familiar with each word and its meaning. You may wish to show them an image that corresponds with each word so they can connect the definition with a visual aid.

Then, have students create their own memory cards to practice with. Using the printable template on the next page, students should trace the word on one side of the card. On the reverse side, have them draw a picture that represents the meaning of the word. This visual will help them recall the definition later.

To extend the activity for older students, they can also write a definition of the word or use the word in a sentence on the same side of the card as the drawing.

Add the students' vocabulary cards to your sight word chart or store them in a dedicated vocabulary word card box to reinforce understanding, prior to seeing the play.



Make Your Own Memory Cards - Template

crocus

sail

garden

sailboat

gardener

stream

mush

trout

Start with the Stories (Grades: PreK-3)

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

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

English/Language Arts: RI.K.1, W.K.2, W.K.3, RI.1.1, W.1.2, W.1.3, RI.2.1, W.2.2, W.2.3, RI.3.1, W.3.2, W.3.3

Social & Emotional Learning: B2.3.a, B3.3.a, E2.2.a

Before attending the field trip introduce students to the beloved Margaret Wise Brown books that the performance is based on. This activity is recommended over two days, but can be adjusted to fit within available timeframes.

Day 1

Read *Goodnight Moon* with your students or show them the read-aloud video noted in Resources on page 22. Talk to them about what they do when it is time to wind down for the night such as brush teeth, use the bathroom, take a shower/bath or put on pajamas. Ask them about the things they have in their room like the bunny in the story or a special blanket or night light. Then, reflect on the story using these questions:

- What are some things the bunny said goodnight to in the story?
- Do you say goodnight to things before you go to bed?
- Do you like getting ready for bed?
- What kind of things do you do to get ready for bed?
- Do you do them everyday? (Opportunity to discuss the meaning of a routine)

To extend learning for older students, have them write out what they do to get ready for bed, perhaps in their journal. This can be done as a short story about their routine. Have them go step by step to write what they do to get ready for bed and illustrate it with a picture, just like the book.

Day 2

Read *The Runaway Bunny* with your students or show them the read-aloud video noted in Resources on page 22. Ask the students about why the bunny says he wants to change into different things and have them list what he wanted to change into. Then, ask the students if they could change into something what they would want to be or what they want to be when they grow up. Reflect on the story using these questions:

- Can you name anything the bunny wanted to change into?
- If you could change into anything, what would you be?
- Why do you think the bunny wanted to run away?

After the discussion, have the students use the graphic organizer worksheet on the next page to draw pictures describing the elements of this story:

- **Characters:** Who is in the story?
- **Plot:** What is the adventure of the story? What problems do the characters face? What happens in the beginning, middle and end?
- **Theme:** What is the big idea of the story? What lessons are learned?

Older students can write sentences next to their drawings to explain each part. Once the worksheet is completed, have students share their drawings with a classroom partner.

Start with the Stories Worksheet

Name: _____

Characters

Plot

Theme

Rhyme Time (Grades: PreK-3)

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

Early Learning & Development: LL.1.e, LL.2.c

English/Language Arts: RF.K.2, RF.K.4, RF.1.2, RF.1.4, RF.2.4, RL.2.4, RF.3.4

Select a few new rhyming books or poems to read to your class (see examples noted in Resources on page 21). Choose selections with simple and repetitive rhymes. After the first few rhymes, ask the students questions like “What words do you hear that sound the same at the end?” Focus on rhyming families and explain these patterns.

Examples of rhyming families:

- **-at family:** cat, hat, bat, mat
- **-an family:** man, pan, can, fan

On the board, have the class help you list the words for each rhyme family used.

To extend for older students, introduce the idea that rhyming words do not always follow the same spelling pattern. They can practice reading the books and poems out loud or repeating selected words orally. Ask the students to brainstorm more irregular rhyme examples with you and practice saying the words out loud.

Examples of irregular rhymes:

- *fox* and *socks*
- *bear* and *chair*

To assess learning, distribute the worksheets on the next two pages. Students will cut and glue the words next to the correct rhyming words from the *Goodnight Moon* & *The Runaway Bunny* stories. They may also color the pictures if they wish.

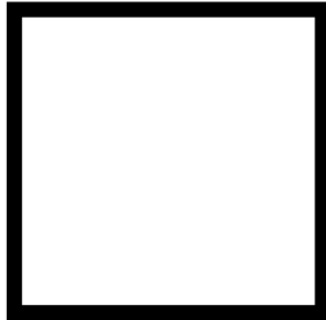


Rhyme Time Worksheet

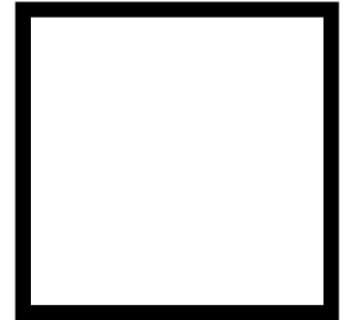
Name: _____

Directions: Cut out each picture from the bank on the next page. Then, glue the picture in the box next to its rhyming partner word.

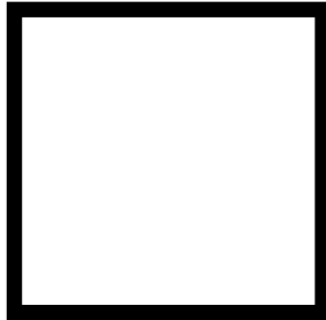
1. house



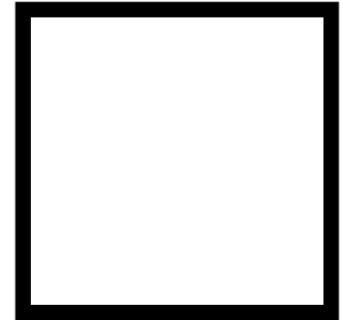
2. bear



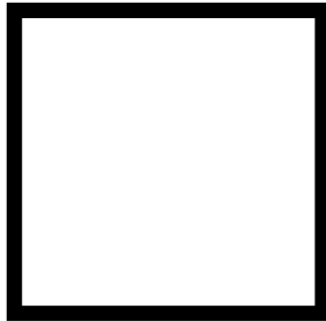
3. sock



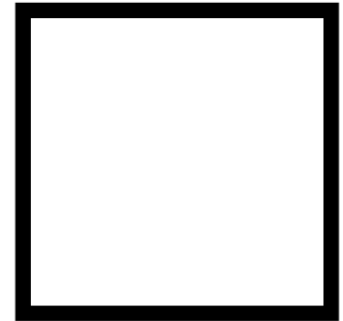
4. run



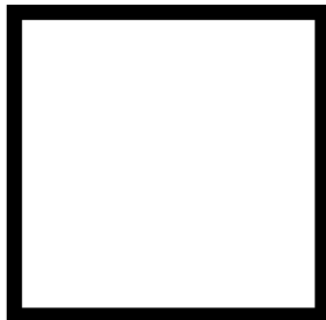
5. moon



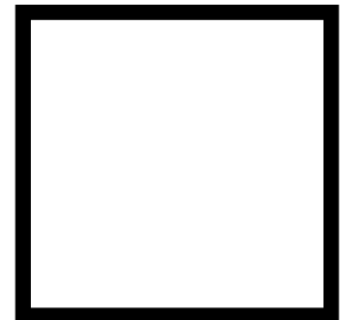
6. mitten



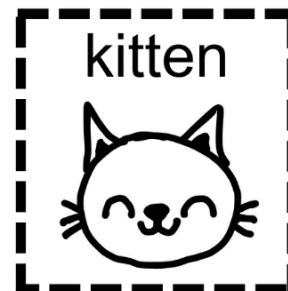
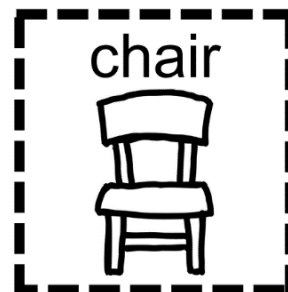
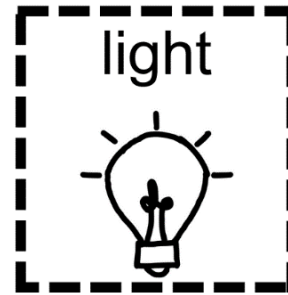
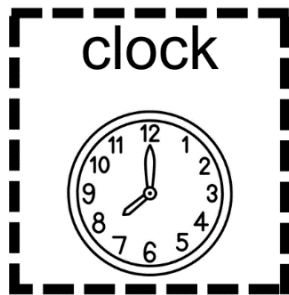
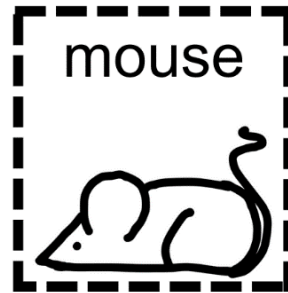
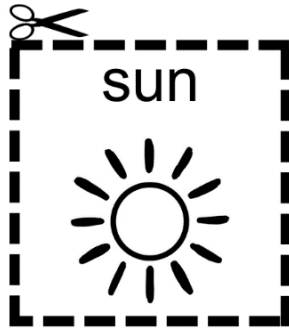
7. night



8. hop



Rhyme Time Worksheet



■ POST-SHOW ACTIVITIES

Animal Mix Up (Grades: PreK-3)

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

Early Learning & Development: CR.2.a, SC.1.a

English/Language Arts: W.K.3, W.1.3, W.2.3, W.3.3

Fine Arts: Visual Art: K.6PR, 2.3PR

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

Part 1

After the performance, start a class discussion by asking students to share the animals they remember seeing. Have them raise their hands and name an animal puppet they saw, like the bunny in *The Runaway Bunny*. Write each animal on the board.

Then, go through the animals listed on the board, and ask questions like:

- Does the animal have feathers, fur or scales?
- Is it big or small?
- Does this animal adapt to its environment?
- Does this animal cause change its environment?

Invite the students to share their favorite animals and add these to the list as well. For each animal listed, help students think about what it eats:

- Does it mostly eat plants? (Label with an “H” for herbivore)
- Does it eat other animals? (Label with a “C” for carnivore)
- Does it eat both? (Label with an “O” for omnivore)

Part 2

Next, ask students to choose two animals from the list and discuss with a partner how they are similar and different. As you walk around, guide their conversations with questions like:

- How do these animals look?
- How do they act?
- Where do they live?

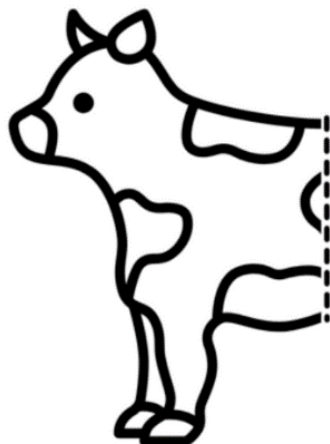
After this, hand out paper and art supplies. Let students use their imaginations to combine traits from two or more animals to create a brand-new creature! They can mix features like wings, tails or claws. You may choose to offer the template on the next page for students to use as a starting point or to trace as a stencil. Encourage them to think about their creature’s size, shape and abilities.

When they are done, gather the class in a circle and have each student share their new animal creation. Ask them to describe its special features and how they got the idea.

Optional Extension: For students ready for a creative challenge, encourage them to flex their story skills, writing a short story for their new animal. Guide them with prompts like:

- **Characters:** Who is your animal? Do they have other animal friends in the story?
- **Plot:** What adventure does your animal go on?
- **Theme:** What lessons does your animal learn?

Animal Mix Up Stencils



Sky Observation (Grades: 1-3)

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

English/Language Arts: SL.1.2, SL.2.2, RI.3.3, SL.3.2

Science: 1.ESS.1, 2.ESS.3

Begin by inviting students to think about what they would see in the sky if they spent the entire afternoon outside. Ask them:

- What things can you see in the sky during the day? (Sun, clouds, birds or airplanes?)
- What color is the sky during the day? Does the color start to look different when it gets closer to nighttime?
- What other changes do you think you would notice as the sky changes from day to night? Would you see different things in the sky?

Aloud, read the Patterns in the Sky information on page 7. Make sure the students know that the moon is a large, round rock in space that we often see shining at night. Highlight that:

- The moon does not make its own light – it appears bright because it reflects sunlight
- The moon’s shape changes over time, sometimes appearing as a full circle, other times as a crescent or even a small sliver
- These changing shapes are called the **phases of the moon**

To help students visualize, show students the “Phases of the Moon” song using the video linked in Resources on page 22.

Next, show a time-lapse video of the sky. Some recommended videos can be found in Resources on page 21. After watching, guide a discussion in small groups or as a class. Ask students to share their observations:

- From morning to afternoon, what movements did the sun make? Which direction did it go?
- When did you first see the moon appear?
- How do the sun and moon move differently?
- What other objects did you notice in the sky?

By the end of this activity, students should be able to recognize the predictable patterns of the sun, moon and stars, gaining a sense of how and why we see these patterns each day.

As an extension for further learning at home, encourage students to spend 15 minutes outside or near a window. Ask them to observe and note what they see in the sky, completing the Sky Observation worksheet on the next page.



Sky Observation Worksheet

Name: _____

Directions: With your grown-up, go outside for 15 minutes and answer the questions below about what you see in the sky. You may also observe the sky indoors, through a window.

1. What time is it? _____

2. Is it light or dark out? _____

3. Is the sun or the moon out? _____

4. Make a check in the box for each thing you see in the sky:

stars

clouds

rainbow

airplane

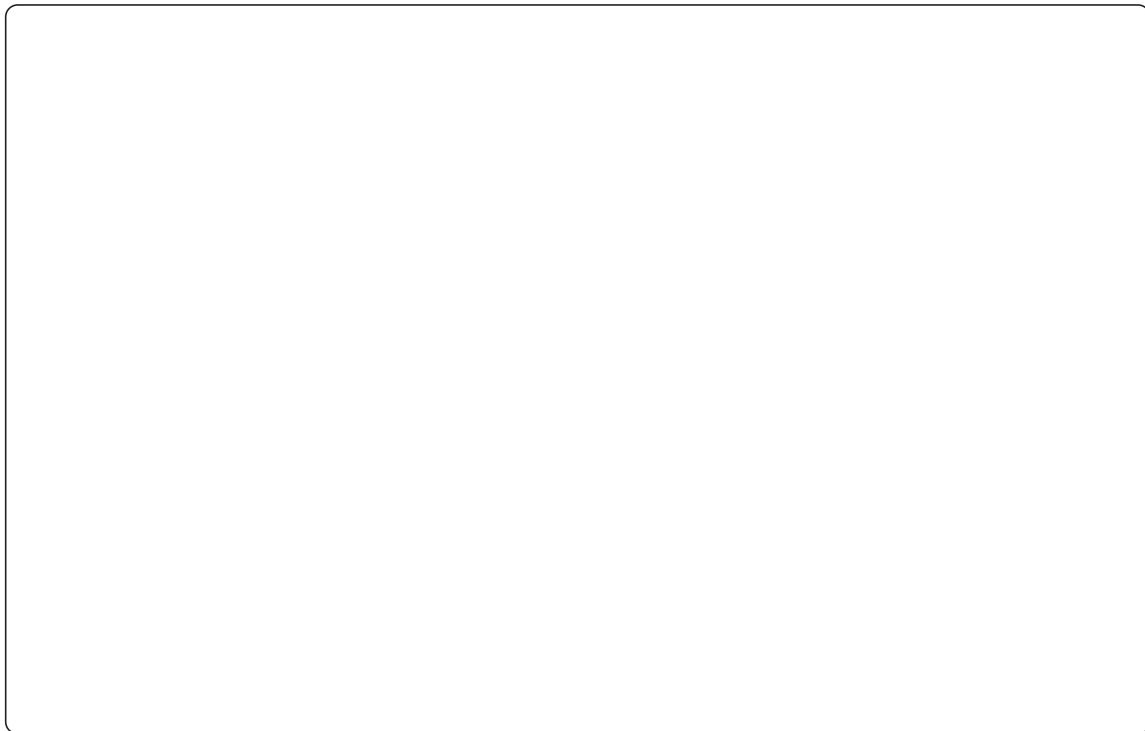
bird

moon

other planet

bat

5. Draw a picture of what you see:



RESOURCES

BOOKS



Goodnight Moon, by Margaret Wise Brown

The Runaway Bunny, by Margaret Wise Brown

Selections for Further Reading

Big Red Barn, by Margaret Wise Brown

Cat in the Hat, by Dr. Seuss

Chicka Chicka Boom Boom, by Bill Martin Jr. and John Archambault

Green Eggs and Ham, by Dr. Seuss

Hop on Pop, by Dr. Seuss

Sheep in a Jeep, by Nancy Shaw

The Random House Book of Poetry for Children, by Jack Prelutsky



Recommended reads curated by Cleveland Public Library

- *A Chair for My Mother*, by Vera Williams
- *Goodnight, Goodnight, Construction Site*, by Sherri Duskey Rinker
- *Guess How Much I Love You*, by Sam McBratney
- *Sleep My Bunny*, by Rosemary Wells



**CLEVELAND
PUBLIC
LIBRARY**

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

WEB



“Start with the Stories” Activity

“Goodnight Moon Children’s Book Read Aloud” YouTube, uploaded by Imagine, Believe, Create, <https://youtu.be/hqQvqFTF5CI?si=NVI26NnhpN0soNJI>

“The Runaway Bunny Read Along” YouTube, uploaded by Little Readers, https://youtu.be/GSBqgBmnyjU?si=IPv_dII47xf7NnDD

“Sky Observation” Activity

“Beautiful Sunrise Time Lapse from Hamilton, New Zealand” YouTube, uploaded by Wild Wanderlust, https://youtu.be/o_kgdCGisso?si=TAZVEmGgZPAfmP_C

“Full Moon Time Lapse India” YouTube Shorts, uploaded by Sourabh Kunden, <https://youtube.com/shorts/p2Lbby7UmUw?si=h1JusoJ5pyOye4Yp>

“Phases of the Moon Song” YouTube, uploaded by Have Fun Teaching, <https://youtu.be/GvkrC4HSLkM?si=wzTAIfZRRcorpDUf>

“Sky Patterns: Sun, Moon, and Stars (Resource 2),” PBS Learning Media. <https://ideastream.pbslearningmedia.org/resource/buac18-k2-sci-ess-skypatterns/skypatterns-sun-moon-and-stars/>

“Time Lapse of Day to Night Sky” YouTube, uploaded by RoosterBeak, <https://youtu.be/WO3mQe6STcY?si=89-RY9BoevGGq80a>

Classroom Connections Workshop Videos

Goodnight Moon & The Runaway Bunny Pre-Show Workshop Video. Password: bunny252301 <https://vimeo.com/1015393788>

“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.1.a	Engages in new and unfamiliar experiences and activities.	PreK	Pre-Show Video Workshop	10
AL.1.b	Completes activities with increasingly complex steps.	PreK	Pre-Show Video Workshop	10
AL.1.c	Persists in completing a task with increasing concentration.	PreK	Pre-Show Video Workshop	10
CO.1.a	Develops the ability to recall information about objects, people, and past experiences.	PreK	Pre-Show Video Workshop Start with the Stories	10 13
CO.2.a	Demonstrates increasing ability to think symbolically.	PreK	Pre-Show Video Workshop	10
CR.1.b	Expresses self creatively through music and dance.	PreK	Pre-Show Video Workshop	10
CR.2.a	Develops ability to express new ideas through imaginative and inventive play.	PreK	Pre-Show Video Workshop Animal Mix Up	10 17
LL.1.a	Demonstrates understanding of increasingly complex language.	PreK	Pre-Show Video Workshop	10
LL.1.b	Develops and expands understanding of vocabulary and concepts.	PreK	Pre-Show Video Workshop Make Your Own Memory Cards	10 11
LL.1.c	Communicates using increasingly complex language.	PreK	Pre-Show Video Workshop	10
LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	Pre-Show Video Workshop	10
LL.1.e	Develops comprehension of read-aloud text.	PreK	Pre-Show Video Workshop Rhyme Time	10 15
LL.2.a	Develops awareness of syllables in spoken words.	PreK	Pre-Show Video Workshop	10
LL.2.b	Develops awareness of initial sounds, onsets, and rimes in spoken words.	PreK	Pre-Show Video Workshop	10
LL.2.c	Develops understanding of rhyme.	PreK	Rhyme Time	15
LL.4.b	Draws and writes using increasingly sophisticated grasp.	PreK	Make Your Own Memory Cards	11
PW.1.a	Develops competency in a variety of locomotor and non-locomotor skills.	PreK	Pre-Show Video Workshop	10
PW.1.d	Uses senses to guide movement and interactions with objects and other people.	PreK	Pre-Show Video Workshop	10
PW.2.d	Develops healthy sleep and rest behaviors.	PreK	Pre-Show Video Workshop	10
SE.1.a	Develops and expands understanding of oneself as a unique person.	PreK	Start with the Stories	13

SC.1.a	Explores and investigates objects and events in the environment	PreK	Bunny Basics Animal Mix Up	8 18
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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	Make Your Own Memory Cards	11
RF.K.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).	K	Rhyme Time	15
RF.K.4	Read emergent-reader texts with purpose and understanding.	K	Rhyme Time	15
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Start with the Stories	13
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Pre-Show Video Workshop	10
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	Sky Observation	20
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.	K	Start with the Stories	13
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	K	Start with the Stories Animal Mix Up	13 19
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	Make Your Own Memory Cards	11
RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).	1	Rhyme Time	15
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	1	Rhyme Time	15
RI.1.1	Ask and answer questions about key details in a text.	1	Start with the Stories	13

SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Pre-Show Video Workshop	10
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	Sky Observation	20
W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure	1	Start with the Stories	13
W.1.3	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1	Start with the Stories Animal Mix Up	13 18
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Make Your Own Memory Cards	11
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	2	Rhyme Time	15
RI.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	Start with the Stories	13
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2	Rhyme Time	15
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Pre-Show Video Workshop	10
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	Sky Observation	19
W.2.2	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2	Start with the Stories	13
W.2.3	Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2	Start with the Stories Animal Mix Up	13 18
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Make Your Own Memory Cards	11
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	3	Rhyme Time	15

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3	Start with the Stories	13
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3	Sky Observation	20
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	10
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3	Sky Observation	20
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3	Start with the Stories	13
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	Start with the Stories Animal Mix Up	13 18

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CR	Demonstrate observations and listening skills in a theatrical context.	K	Coming to the Theater	4
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
2.3CO	Identify the arts that are used to create a theatrical performance.	2	Coming to the Theater	4

2.5RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Coming to the Theater	4
3.5RE	Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.	3	Coming to the Theater	4
4.1RE	Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances.	4	Coming to the Theater	4

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures.	K	Pre-Show Video Workshop	10
K.5PE	Demonstrate and maintain a steady beat while performing simple rhythmic echoes.	K	Pre-Show Video Workshop	10
K.6RE	With substantial guidance, follow and respond to the basic cues of a conductor.	K	Pre-Show Video Workshop	10
1.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	1	Pre-Show Video Workshop	10
1.6RE	With guidance, follow and respond to the cues of a conductor.	1	Pre-Show Video Workshop	10
2.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	2	Pre-Show Video Workshop	10
2.6RE	Follow and respond to the basic cues of a conductor	2	Pre-Show Video Workshop	10
3.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	3	Pre-Show Video Workshop	10
3.6RE	Follow and respond to grade-appropriate cues of a conductor.	3	Pre-Show Video Workshop	10

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.6PR	Create artwork that explores a central theme across disciplines.	K	Animal Mix Up	18
2.3PR	Create artworks based on imagination and observation of familiar objects and scenes	2	Animal Mix Up	18

Science

Standard	Description	Grade	Activity	Page
K.ESS.1	Weather changes are long-term and short-term		Patterns in the Sky	7
K.ESS.2	The moon, sun and stars can be observed at different times of the day or night.	K	Patterns in the Sky	7
K.LS.1	Living things have specific characteristics and traits.	K	Bunny Basics Animal Mix Up	8 18
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Bunny Basics Animal Mix Up	8 18
1.ESS.1	The sun is the principal source of energy.	1	Patterns in the Sky Sky Observation	7 20
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Bunny Basics Animal Mix Up	8 18
1.LS.2	Living things have specific characteristics and traits.	1	Bunny Basics Animal Mix Up	8 18
2.ESS.3	Long- and short-term weather changes occur due to changes in energy.	2	Patterns in the Sky Sky Observation	7 20
2.LS.1	Living things cause changes on Earth.	2	Bunny Basics Animal Mix Up	8 18
3.ESS.2	Earth's resources can be used for energy.		Patterns in the Sky	7
3.LS.1	Offspring resemble their parents and each other.	3	Animal Mix Up	18
3.LS.2	Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing.	3	Animal Mix Up	18
3.LS.3	Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.	3	Animal Mix Up	18

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A3.1.a	Identify at least one trusted adult at school and in the community and know when and how to access them.	K-2	Pre-Show Video Workshop	10
B2.3.a	Describe what action steps can be taken to reach a short-term goal.	K-2	Start with the Stories	13
B3.3.a	Plan steps needed to reach a short-term goal.	3-5	Start with the Stories	13
E2.2.a	Identify reliable sources of adult help in the immediate setting.	K-2	Pre-Show Video Workshop Start with the Stories	10 13