



ADAPTED FROM JULIA DONALDSON
AND AXEL SCHEFFLER'S AWARD-WINNING PICTURE BOOK

THE GRUFFALO'S CHILD



School Matinee Performances



TEACHER RESOURCE GUIDE

The Gruffalo's Child

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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), Science (2018-2019) and Social & Emotional Learning (2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted by 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, 3.1RE, 3.5RE

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.

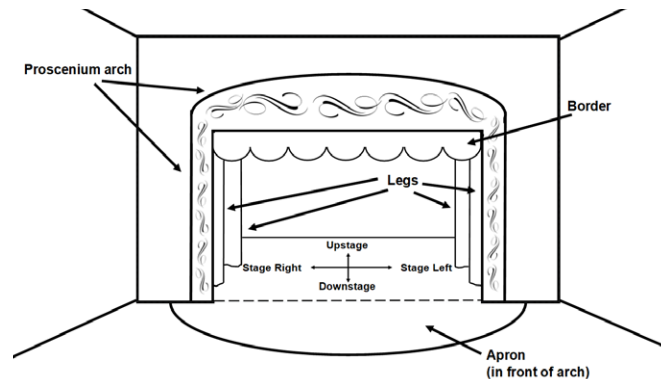


Parts of a Theater

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

The Gruffalo said that no Gruffalo should ever set foot in the deep dark wood...

In this delightful adaptation of the Julia Donaldson and Axel Scheffler book, the Gruffalo's Child disobeys her father and ventures out into the snowy night. She encounters familiar woodland creatures and begins to doubt the existence of the Big Bad Mouse. A clever mouse then uses his wits and a well-placed shadow to frighten the Gruffalo's Child, sending her scurrying home.

The production combines Tall Stories' unique physical storytelling style with new songs, humor and a touch of magic. In addition, puppetry is used to help create a sense of the Gruffalo's size relative to his child, as well as to illustrate the scary mouse that the Gruffalo's Child *thinks* she has seen. For most of the show, a narrator (who later becomes Mouse) leads the tale.



ABOUT TALL STORIES

For 25 years, Tall Stories has been enchanting audiences worldwide with a unique blend of physical theatre, original music and laugh-out-loud storytelling. Classic tales leap from the page to the stage and are brought to life through dynamic performances that captivate all ages.

Tall Stories' unpretentious approach has engaged countless audience members and brought



the magic of physical storytelling to the stage through 31 productions, in 6 languages, in 15 countries and in over 6 continents. The company's most noted and popular productions include *The Gruffalo*, *Room on the Broom*, *Emily Brown and the Thing*, *The Snow Dragon* and *Wilde Creatures*.

Learn more at tallstories.org.uk

KEY TERMS & EVENTS

adventure – a fun and exciting trip or experience

brave – being strong and not afraid to do something that might be scary

claws – sharp nails that animals have on their paws

creature – any kind of animal, big or small

encounter – to meet something or someone, sometimes by surprise

growl – low, scary sound that animals make when they are mad or upset

icicle – a long, pointy piece of ice that hangs from something when it is really cold

scary – something that makes you feel afraid

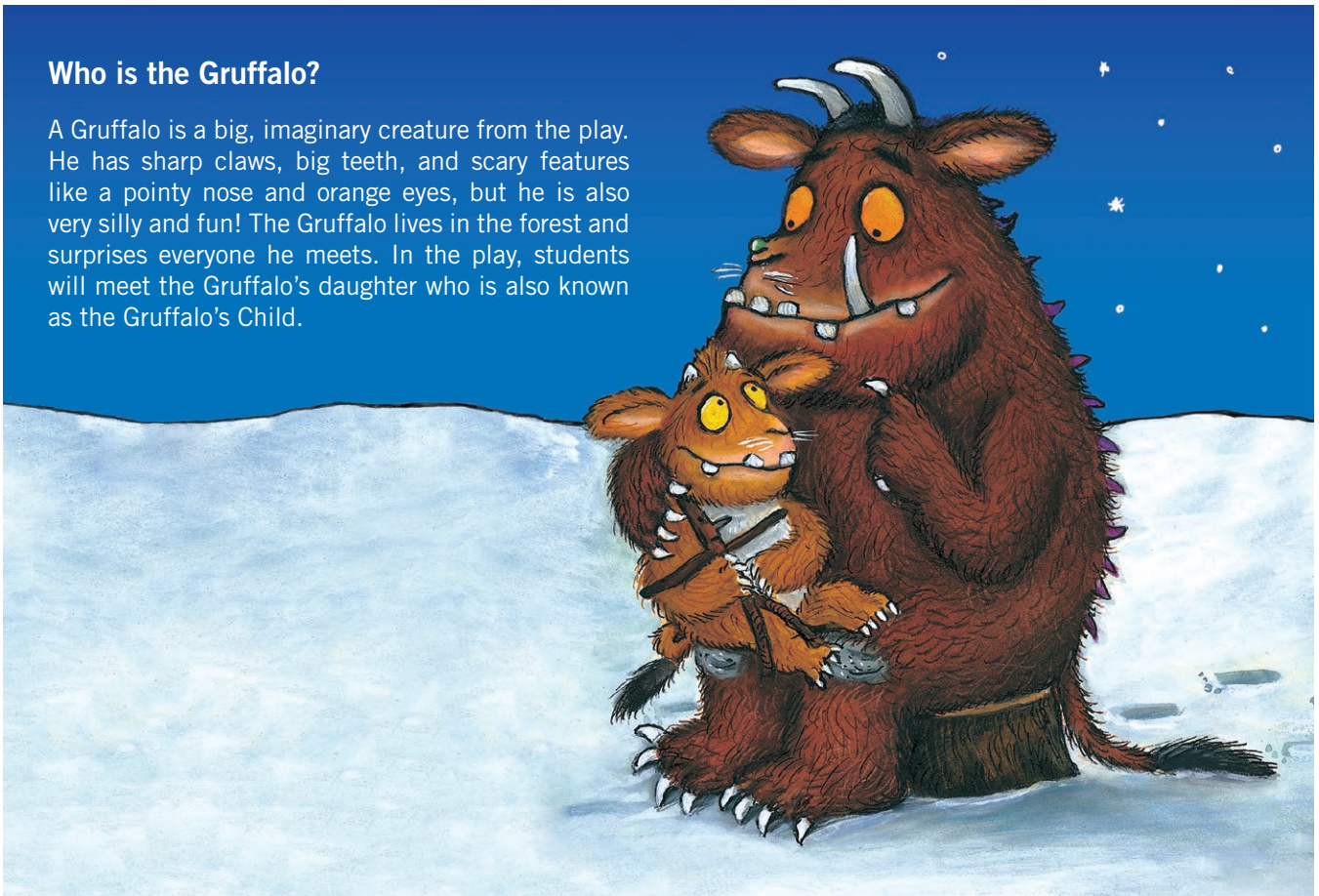
shadow – a dark shape that happens when something blocks the light

sneaky – moving quietly or trying to do something without being seen

whiskers – long, thin hairs on an animal's face, like a cat or mouse

Who is the Gruffalo?

A Gruffalo is a big, imaginary creature from the play. He has sharp claws, big teeth, and scary features like a pointy nose and orange eyes, but he is also very silly and fun! The Gruffalo lives in the forest and surprises everyone he meets. In the play, students will meet the Gruffalo's daughter who is also known as the Gruffalo's Child.



PRE-SHOW ACTIVITIES

Vocabulary Charades (Grades: PreK-3)

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

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

English/Language Arts: L.K.4, L.K.5, W.K.2, W.K.8, L.1.4, L.1.5, W.1.2, W.1.8, L.2.4, L.2.5, W.2.2, W.2.8, L.3.4, L.3.5, W.3.2, W.3.8

Prior to the performance of *The Gruffalo's Child*, introduce vocabulary from the Key Terms section on page 7 to students. Display each vocabulary word card (found on the next page) and read it aloud. Discuss the meaning of each word, providing examples and have students repeat the words. Encourage students to create simple sounds or gestures for each word. For example:

- **Growl:** A low, rumbling sound
- **Shadow:** Hands held up to create a shadow shape
- **Whiskers:** Fingers near the nose to mimic whiskers

Next, explain the rules of vocabulary charades. Each student will draw a vocabulary card and act out the word without speaking. The other students guess the word based on the actions. Upon a correct guess, discuss which actions or movements were most helpful. Each student takes a turn drawing a card and acting out the word. Encourage large movements, expressive facial expressions and creativity. Remind them that they cannot say words while acting.

To extend for older students, have them write a list of clues, using full sentences. They can trade clues with a partner and try to guess each term.



Vocabulary Cards

claws



scary



growl



shadow



icicle



whiskers



Fill in the Blank (Grades: PreK-3)

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

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

English/Language Arts: L.K.4, L.K.5, W.K.2, W.K.8, L.1.4, L.1.5, W.1.2, W.1.8, L.2.4, L.2.5, W.2.2, W.2.8, L.3.4, L.3.5, W.3.2, W.3.8

Directions: After reviewing the vocabulary listed in Key Terms & Events, complete this vocabulary adventure, either individually or as a class. Some words may be used more than once.

Name: _____

Word Bank

sneaky claws whiskers adventure icicle shadow
creature brave growl encounter scary

1. The Gruffalo's child was curious and decided to go on an _____ through the snowy forest.
2. She wanted to be _____ and find the Big Bad Mouse her father had told her about.
3. As she walked through the snow, she noticed the long, pointy _____ hanging from the trees.
4. In the moonlight, she saw a strange, dark _____ on the ground, and it made her stop for a moment.
5. She remembered that her father said the Big Bad Mouse had sharp _____ and long _____ on his face.
6. Suddenly, the Gruffalo's child heard a low _____ coming from behind a tree. She wondered who could make such a sound.
7. She tiptoed forward in a _____ way, trying not to be seen.
8. The Gruffalo's child hoped she would have an exciting _____ with the Big Bad Mouse, even if it might be a little _____.
9. When she finally saw a little mouse, she realized this small _____ wasn't as big and scary as she had imagined.
10. In the end, she learned that being _____ sometimes means things aren't as scary as they seem.

Exploring Adjectives (Grades: PreK-3)

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

Early Learning & Development: AL.1.a, CO.2.a, LL.1.d

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

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

During *The Gruffalo's Child*, the characters use adjectives to describe their surroundings and one another. Explain that adjectives are words that describe things, providing details about appearance, feel, smell, sound or taste. Give examples using simple objects in the classroom. For example: "This book is heavy. The rug is soft. The sky is blue. The garbage is smelly."

Review the five senses: touch, sight, smell, hearing and taste. Elicit examples from students of how each sense is used (e.g., "Ears are used to hear a bell ringing").

Next, move the class into a circle for a mystery bag exploration:

1. Collect a few objects and place them in opaque bags.
2. Show the bags to the students without revealing the contents. Explain that each bag contains a special object, and they will use their senses to determine the object and use adjectives to describe it.

3. Pass each bag around the circle, one at a time. Students should feel the object inside the bag (without looking) and guess the object based on touch. For older students, listening or smelling can also be incorporated.
4. After everyone has explored the object, ask students to describe it using adjectives for each sense. For example, if the bag contains a cotton ball: "It feels soft," "It's white," "It's light." Encourage the use of varied vocabulary; challenge students to use words that have not yet been used to describe the object.
5. Finally, reveal the object and discuss how effectively senses were used to describe it.

Repeat this activity with a few different objects. This activity helps deepen students' understanding of adjectives and expand their vocabulary.



Snap, Crackle, Comic (Grades: PreK-3)

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

Early Learning & Development: AL.1.b, AL.1.c, LL.1.b, LL.1.c, LL.3.a, LL.4.b

English/Language Arts: L.K.4, W.K.3, L.1.4, W.1.3, L.2.4, W.2.3, L.3.4, W.3.3,

Fine Arts: Visual Arts: K.1CO, 1.3CO, 2.1CO, 3.1CO

Onomatopoeia adds excitement to stories. Students will create a comic strip based on *The Gruffalo's Child*, using onomatopoeia (sound words) to enhance storytelling and explore how sounds contribute to mood and action.

Begin with a summary of *The Gruffalo's Child*, reading the story or watching a read-aloud video (see Resources on page 18). Focus on story sections where sounds are important (ex: encounters with different animals, the mouse's use of shadows and sounds). Explain that onomatopoeia are words imitating sounds, such as "roar" for the Gruffalo or "squeak" for the mouse.

Write examples of onomatopoeia on the board:

- "Roar" (Gruffalo)
- "Squeak" (Mouse)
- "Whoosh" (wind)
- "Crunch" (walking in snow)

Make the sounds while saying the words and have students repeat them.

As a class, brainstorm a list of onomatopoeia related to *The Gruffalo's Child* and forest adventures. For example:

- **Animal Sounds:** Roar, Squeak, Hiss, Hoot, Buzz
- **Nature Sounds:** Whoosh, Rustle, Splash, Crack, Boom
- **Action Sounds:** Crunch, Bang, Snap, Pop, Thud
- **Miscellaneous Sounds:** Tick-tock, Clap, Beep, Zoom, Crackle

Next, show students a simple comic strip, explaining that it tells a story with pictures and words in panels (boxes). Point out how sound words are often in bold or exciting fonts to emphasize the action. Students will create their own comic strip using characters from *The Gruffalo's Child*.

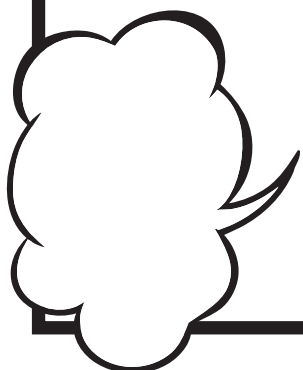
Guide students by asking where onomatopoeia might appear in their story.

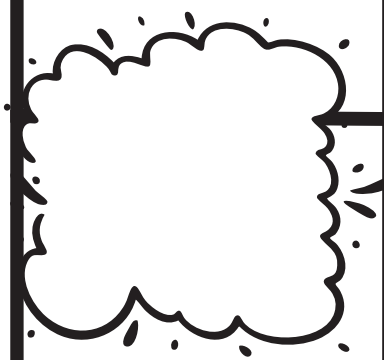
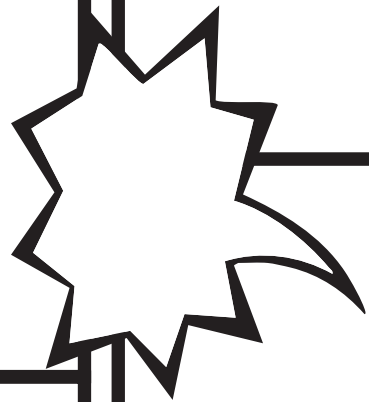
Distribute the comic strip template on the next page. Have students draw scenes featuring the Gruffalo's Child or other animal characters, using onomatopoeia. Encourage bold, colorful letters for sound words (e.g., "ROAR!" or "SQUEAK!"). Support younger students by helping write sound words or providing onomatopoeia for illustration. Older students can explore dialogue and character interaction, using onomatopoeia for added excitement.

Snap, Crackle, Comic Worksheet

Name: _____

Word Bank
Boom Buzz Pop Pow Roar Thud Woosh





■ POST-SHOW ACTIVITIES

Shadow Explorers (Grades: PreK-3)

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

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

English/Language Arts: SL.K.1, SL.K.2, SL.1.1, SL.1.2, SL.2.1, SL.2.2, SL.3.1, SL.3.2

Fine Arts: Drama: K.1PE, 1.1PE, 2.1PE, 3.1PE

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

Part 1: Shadow Experiment

After attending the performance, re-read the part in *The Gruffalo's Child* book where she gets scared by the mouse's shadow. Discuss how shadows made the Gruffalo's Child feel and why shadows might appear different from the real object. How did the shadow make her feel? Why did the shadow look different?

Explain that shadows form when an object blocks light. Begin with simple examples, such as placing a hand in front of a flashlight to demonstrate shadow formation. Hang up a big white sheet or use a large piece of white paper and turn off the lights. Students will practice making

shadows themselves. Divide students into small groups, providing each group a flashlight and some simple shape cut-outs (or let them draw some simple shapes on paper and cut them out). Students should shine flashlights on the cut-outs, varying the distance from the light source to observe how shadow size changes.

Prompt them with questions like:

- What happens when the shape is close to the light?
- What happens when it is far away?
- Can the shadow be made bigger or smaller?



Part 2: Shadow Art



Art Materials Needed:

- Black construction paper
- White or pastel construction paper
- White or pastel crayons
- Pencil
- Scissors
- Ruler
- Glue or tape
- Character templates (optional, linked on playhousesquare.org/eduresources)

Give each student a piece of *white* paper and crayons. Have them draw their favorite character from *The Gruffalo's Child* (like the Gruffalo's Child or the mouse) on the white paper and cut it out. If they need help, they can use the templates provided to cut out or trace.

Important: Do not throw away the leftover white paper outline that was just cut!

Have each student fold a piece of *black* construction paper in half (hamburger style). Using a ruler and a *white or pastel crayon*, they should draw a line along the fold. This will divide the paper into two halves. Have students glue or tape their cut-out character onto the

top half of the black paper (above the crayon line). Take the *leftover white paper* from the earlier steps. It should resemble the outline of the character. Glue or tape this white paper shape onto the *bottom* half of the black paper (below the crayon line). Position it so the open space looks like the character's shadow on the ground. Use crayons to draw and color the rest of the picture on the upper half of the paper. Make it look like a forest at night, with trees, a moon, etc. Let each child share their finished artwork with the class.

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

The Next Chapter (Grades: PreK-3)

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

Early Learning & Development: CR.2.a, LL1.e

English/Language Arts: W.K.2, W.K.5, W.1.2, W.1.5, W.2.2, W.2.5, W.3.3, W.3.5

Social & Emotional Learning: A1.1.a, A1.2.a, A1.1.b, A1.2.

What happens next? That is the big question for this activity! Students will create a new chapter for *The Gruffalo's Child*, using their imagination to brainstorm, illustrate and share their ideas.

Explain that the class will imagine what the Gruffalo's Child character might do in the next part of her adventure. Ask the students to think about:

- What could the Gruffalo's Child do next?
- Will she go on another adventure?
- Will she meet new animals?
- Where could she go next?
- How is she feeling? What emotions might she have?

Next, on a large piece of chart paper or a whiteboard, create a mind map with "The Gruffalo's Child" written in the center. From there, draw branches to explore different story elements. A digital mind map tool can be used, if preferred (refer to Resources on page 18).

Prompt the students with these questions to get their ideas flowing:

- What new places could the Gruffalo's Child explore after the forest?
- What new animals might she encounter? How could they look or act?
- What challenges or lessons could she face in this new adventure?
- Is she looking for something or is she helping someone?

After brainstorming, give each student a blank sheet of paper. Ask them to choose one idea from the mind map and illustrate a scene to create "the next chapter" of *The Gruffalo's Child*.

For PreK Students: Encourage them to talk about what is happening in their picture. An adult or teacher should write a sentence or two at the bottom of their picture based on the student's dictation.

For Kindergarten–3rd Grade Students: Encourage students to write one or two sentences about their picture, describing on the paper what happens in their version of the story. After the students finish, invite them to share their drawings and explain their stories. Collect their work, bind it together and create *The Next Chapter of The Gruffalo's Child* storybook. Display it in the classroom or library and consider sending home copies for families to enjoy.

Tips for Success:

- Keep brainstorming fun and interactive by encouraging questions and collaboration.
- Use this activity to reinforce writing skills, such as complete sentences and character/setting descriptions.
- Pair students to share ideas before they start drawing to inspire more creativity.

Compare & Contrast (Grades: PreK-3)

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

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

English/Language Arts: RL.K.9, RL.1.9, RL.2.9, RL.3.9

Social & Emotional Learning: A1.1.a, A1.3.a, A1.1.b, A1.3.b

Students will compare and contrast the stories of *The Gruffalo* and *The Gruffalo's Child*, developing critical thinking skills by identifying similarities and differences in characters, settings, emotions and lessons.

Introduce the concepts of “compare” (similarities) and “contrast” (differences). Read or listen to both stories (see Resources on page 18) and encourage students to focus on characters, setting and events. After reading, guide a discussion with these questions:

- Who are the main characters in each story? How are they the same or different?
- What adventure does the Gruffalo's Child go on, and how is it different from the Mouse's?
- How do the characters feel at the end of each story? What emotions do they experience?
- What lesson do they learn?

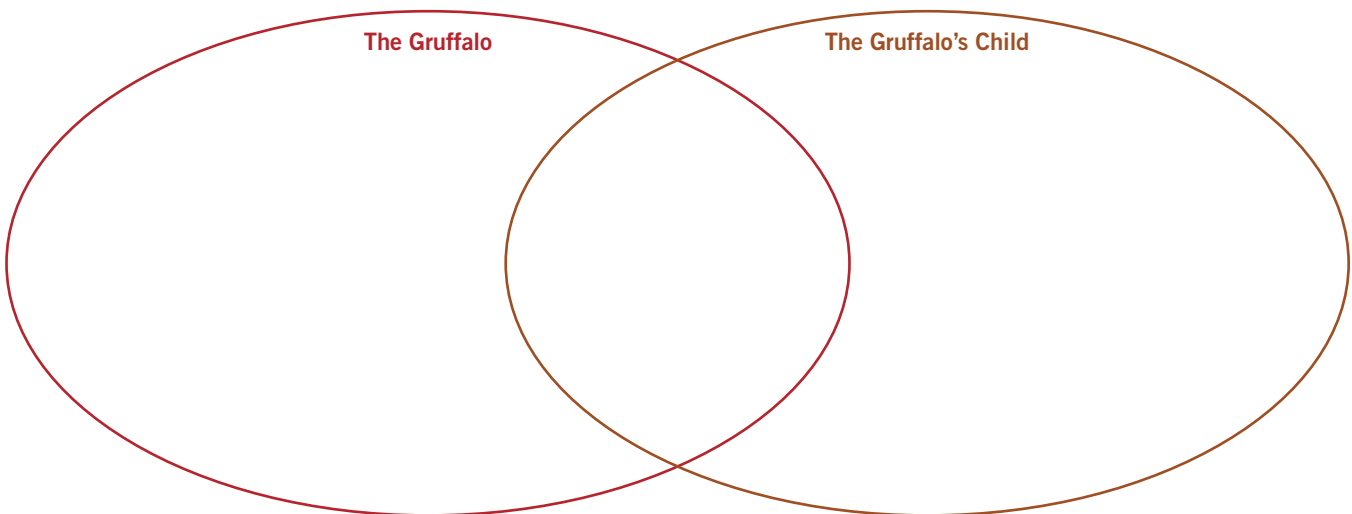
On chart paper or a whiteboard, draw a Venn diagram with *The Gruffalo* on one side, *The Gruffalo's Child* on the other and a shared space in the middle. Ask students to share ideas and record them in the appropriate sections, such as:

- **The Gruffalo:** Mouse is clever; Gruffalo believes in the Big Bad Mouse.
- **The Gruffalo's Child:** Gruffalo's child is curious; she learns about courage.
- **Shared:** Both go on an adventure; both stories take place in the forest.

Discuss the characters' emotions and add these to the diagram. Highlight shared themes like bravery, curiosity and facing fears.

If time allows, have students draw a scene showing the bravery or curiosity of either the Mouse or the Gruffalo's Child. Below the drawing, ask them to write or dictate a short sentence, such as:

- “The Mouse was brave because he tricked the Gruffalo.”
- “The Gruffalo's Child was brave because she went into the forest alone.”



RESOURCES

BOOKS



The Gruffalo, by Julia Donaldson and Axel Scheffler

The Gruffalo's Child, by Julia Donaldson and Axel Scheffler



Recommended reads curated by Cleveland Public Library

A House for Hermit Crab, by Eric Carle
A story about adapting to change and helping others, perfect for young learners.

Bear Snores On, by Karma Wilson & Jane Chapman
A delightful rhyming story about friendship and sharing during winter.

Click, Clack, Moo: Cows That Type, by Doreen Cronin
A humorous tale of farm animals negotiating for better conditions.

Hike, by Pete Oswald
A wordless picture book celebrating the beauty of nature and the bond between father and son.

How to Catch a Star, by Oliver Jeffers
A whimsical tale about perseverance and dreaming big.

Room on the Broom, by Julia Donaldson
A rhyming tale of friendship and courage as a witch and her animal friends outwit a dragon.

Strega Nona, by Tomie dePaola
A magical tale of responsibility and unintended consequences.

The Mitten, by Jan Brett
A Ukrainian folktale about animals seeking warmth in a mitten, showcasing cooperation and humor.

The Snowy Day, by Ezra Jack Keats
A timeless classic about the wonder of a child exploring a snowy day.



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

WEB



“Ohio Theatre Letterbox” Activity

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

“The Gruffalo Read Aloud” YouTube, uploaded by Reading Is, <https://youtu.be/QhhUE1qe3GA?si=7dj5qZvXjuYqfEW>

“The Gruffalo’s Child Read Aloud” YouTube, uploaded by Reading Is, <https://youtu.be/dWHS9zhizX4?si=Kv66153984SJ-F3M>

“The Next Chapter” Activity

“Free Mind Map Maker,” Mind Meister, <https://www.mindmeister.com>

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

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AL.1.c	Persists in completing a task with increasing concentration.	PreK	Snap, Crackle, Comic Shadow Explorers	12 14
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LL.1.a	Demonstrates understanding of increasingly complex language.	PreK	Vocabulary Charades Fill in the Blank	8 10
LL.1.b	Develops and expands understanding of vocabulary and concepts	PreK	Vocabulary Charades Fill in the Blank Snap, Crackle, Comic	8 10 12
LL.1.c	Communicates using increasingly complex language.	PreK	Snap, Crackle, Comic Compare & Contrast	12 17
LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	Vocabulary Charades Fill in the Blank Exploring Adjectives Compare & Contrast	8 10 11 17
LL.1.e	Develops comprehension of read-aloud text.	PreK	Shadow Explorers, The Next Chapter, Compare & Contrast	14 17
LL.3.a	Develops knowledge of print organization.	PreK	Snap, Crackle, Comic	12
LL.4.b	Develops understanding that writing represents spoken language.	PreK	Snap, Crackle, Comic	12
SC.1.a	Explores and investigates objects and events in the environment.	PreK	Shadow Explorers	14
SC.1.b	Develops ability to reason about cause and effect.	PreK	Shadow Explorers	14

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	K	Exploring Adjectives	11
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Vocabulary Charades Fill in the Blank Snap, Crackle, Comic	8 10 12
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	K	Vocabulary Charades Fill in the Blank	8 10
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K	Compare & Contrast	17
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Shadow Explorers	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	Shadow Explorers	14
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic	K	Vocabulary Charades Fill in the Blank The Next Chapter	8 10 16
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	Snap, Crackle, Comic	12
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K	The Next Chapter	16
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K	Vocabulary Charades Fill in the Blank	8 10
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 Charades Fill in the Blank Snap, Crackle, Comic	8 10 12
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	Vocabulary Charades Fill in the Blank	8 10

RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	1	Compare & Contrast	17
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Shadow Explorers	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	Shadow Explorers	14
W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	1	Vocabulary Charades Fill in the Blank The Next Chapter	8 10 16
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1	The Next Chapter	16
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	Vocabulary Charades Fill in the Blank	8 10
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2	Exploring Adjectives	11
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 Charades Fill in the Blank Snap, Crackle, Comic	8 10 12
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	2	Vocabulary Charades Fill in the Blank	8 10
RL.2.9	Compare & Contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2	Compare & Contrast	17
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Shadow Explorers	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	Shadow Explorers	14
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	Vocabulary Charades Fill in the Blank The Next Chapter	8 10 16
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	Snap, Crackle, Comic	12
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2	The Next Chapter	16

W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	Vocabulary Charades Fill in the Blank	8 10
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3	Exploring Adjectives	11
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Vocabulary Charades Fill in the Blank Snap, Crackle, Comic	8 10 12
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	3	Vocabulary Charades Fill in the Blank	8 10
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	3	Compare & Contrast	17
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Shadow Explorers	14
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	Shadow Explorers	14
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3	Vocabulary Charades Fill in the Blank	8 10
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	Snap, Crackle, Comic The Next Chapter	12 16
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3	The Next Chapter	16
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3	Vocabulary Charades Fill in the Blank	8 10

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.1PE	Imitate movements, voices, and feelings of people, animals and objects through dramatic play.	K	Shadow Explorers	14
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
1.1PE	Work cooperatively to retell or dramatize stories and fairy tales from various time periods and cultures.	1	Shadow Explorers	14
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
2.1PE	Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation and storytelling).	2	Shadow Explorers	14
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
3.1PE	Use voice, movement, space, and physical objects to communicate a storyline and a character's thoughts, feelings, and ideas.	3	Shadow Explorers	14
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

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1CO	Connect ideas, stories, and personal experiences to works of art.	K	Snap, Crackle, Comic	12
1.3CO	Communicate personal emotions and read emotional content in works of art.	1	Snap, Crackle, Comic	12
2.1CO	Recognize and discuss the different ways in which art communicates ideas and serves many purposes.	2	Snap, Crackle, Comic	12
3.1CO	Understand that the context impacts the creation, interpretation and perception of an artwork.	3	Snap, Crackle, Comic	12

Science

Standard	Description	Grade	Activity	Page
K.ESS.2	The moon, sun and stars can be observed at different times of the day or night.	K	Shadow Explorers	14
K.PS.1	Objects and materials can be sorted and described by their properties.	K	Exploring Adjectives	11
1.ESS.1	The sun is the principal source of energy.	1	Shadow Explorers	14
1.PS.1	Properties of objects and materials can change.	1	Exploring Adjectives	11
2.ESS.3	Long- and short-term weather changes occur due to changes in energy.	2	Shadow Explorers	14
2.PS.1	Forces change the motion of an object.	2	Exploring Adjectives	11
3.ESS.2	Earth's resources can be used for energy.	3	Shadow Explorers	14
3.PS.1	All objects and substances in the natural world are composed of matter.	3	Exploring Adjectives	11

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions	K-2	The Next Chapter Compare & Contrast	16 17
A1.2.a	Recognize emotions as natural and important	K-2	The Next Chapter	16
A1.3.a	Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	K-2	Compare & Contrast	17
A1.1.b	Identify a range of personal emotions	3-5	The Next Chapter Compare & Contrast	16 17
A1.2.b	Identify that emotions are valid, even if others feel differently	3-5	The Next Chapter	16
A1.3.b	Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult	3-5	Compare & Contrast	17