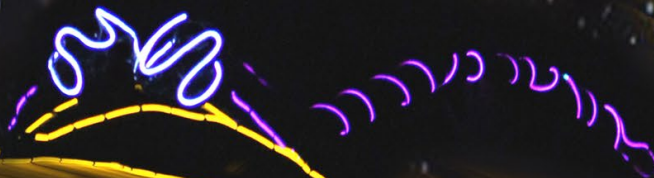


MOON MOUSE

A SPACE ODYSSEY

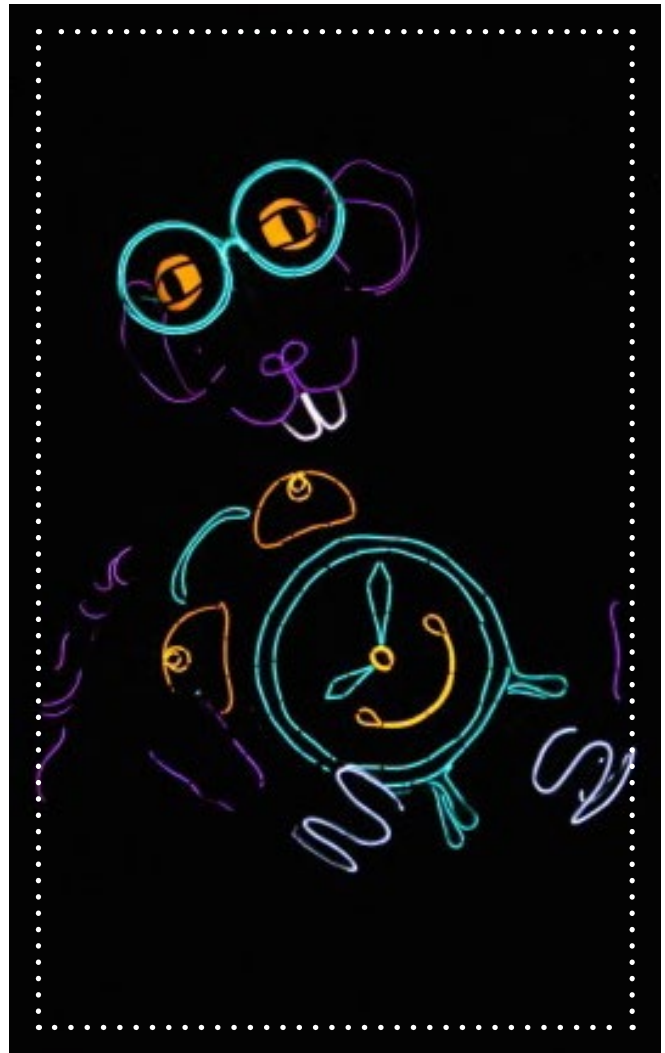


TEACHER RESOURCE GUIDE

Moon Mouse A Space Odyssey

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	14
Resources	19
Curriculum Standards Index	20
English/Language Arts	20
Fine Arts	24
Physical Education	28
Science	28
Social & Emotional Learning	28



EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English/Language Arts (2017), Fine Arts (2024), Physical Education (2015), 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, 4.1RE, 5.1RE

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.

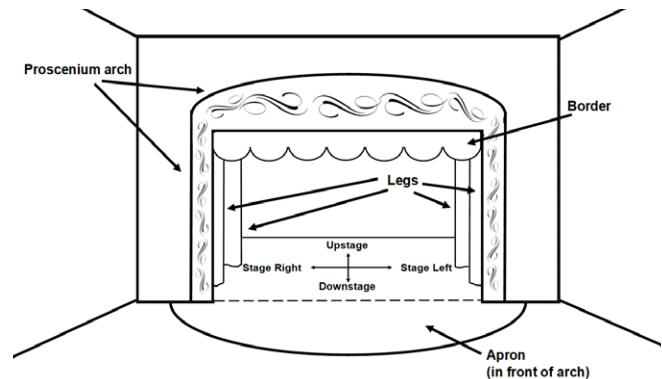


Parts of a Theater

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

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

Marvin the Mouse wants to be popular. Constantly bullied and picked on by the “cool” rats, he is labeled a loser and a geek. As respite from the continuous badgering, Marvin retreats into his science books and a world of fantasy. He longs to have adventures and to be the hero. Join Marvin on the space adventure of a lifetime: a trip to the surface of the moon on his homemade rocket where he meets a strange cast of misfit creatures, learns of infinite peril and views awesome beauty. His journey of self-acceptance is portrayed with both humor and honesty as he teaches the important message that being different is “cool.”



About Lightwire Theater

Each Lightwire performance is a unique interpretation of a story told by dancers and glow-in-the-dark puppets. These stories are communicated solely through movement and puppetry without words, allowing the audience’s creative imagination to fill in the narrative. Lightwire Theater has been featured as a semi-finalist on NBC’s *America’s Got Talent* and winner of TruTV’s *Fake Off*.

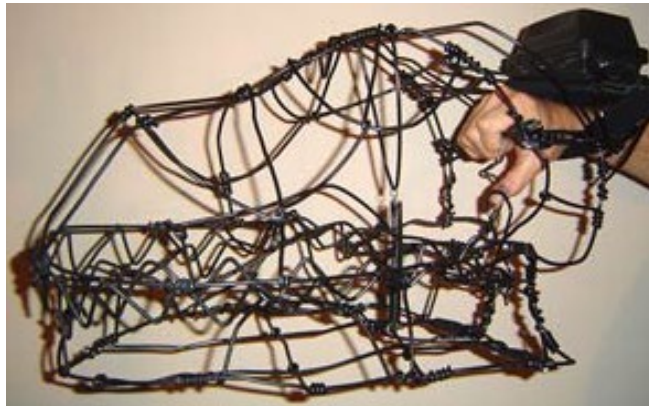
The electroluminescent (EL) wire is attached to a battery pack worn by the actors. The characters are constructed using struts and joints, then covered with black cloth lined with EL wire. Since the actors must remain unseen during the performance, they are only visible through the glowing EL wire outlining their bodies. As the performance is wordless, the actors bring the characters to life through expressive movement and dance, all set to music.

About The Creators

Ian and Eleanor Carney founded Lightwire Theater, and in collaboration with Corbian Visual Arts and Dance, began pre-production on their first project, *The Ugly Duckling* and *The Tortoise & the Hare*, in January 2011. Using Corbian’s signature electroluminescent puppetry, Lightwire Theater adapted these classic tales for the stage.



FUN FACT!
There are more than 40 luminous characters that will be operated by five performers in the hour-long show.



Ian and Eleanor Carney

ABOUT THE MOON



The Moon is **much smaller** than Earth, with a diameter of 2,159 miles. It is airless, waterless and lifeless.

The Moon's surface, visible through binoculars or a small telescope, shows the damage caused by large rocks hitting it billions of years ago, leaving **craters, pits and scars.**



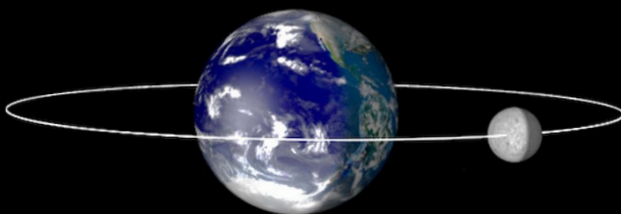
The average distance from the Moon to Earth is **238,857 miles.**

THE MOON HAS **NO ATMOSPHERE,** WHICH IS WHY THE DAMAGE CAUSED BILLIONS OF YEARS AGO IS STILL VISIBLE TODAY.

THE MOON IS EARTH'S **ONLY NATURAL SATELLITE,** WHICH IS A SPACE BODY THAT ORBITS A PLANET, PLANET-LIKE OBJECT, OR ASTEROID.



From Earth, only one side of the Moon is visible, with **the other side always turned away.** Photographs from space reveal that the other side has a similarly scarred surface.



The Moon orbits Earth every **27.3 days.**



When the Moon is nearly full, dark areas known as the seas can be seen. These aren't actual seas, but **vast expanses of smooth dark lava.**

PATTERNS IN THE SKY

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

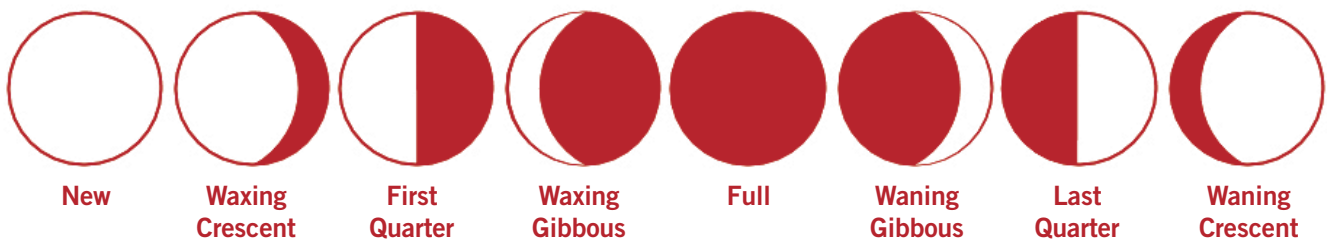
Did you know Earth is always spinning? Every 24 hours, it makes one full spin, giving us day and night.

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.



KEY TERMS & EVENTS

Acceptance – the act of welcoming and including others

Adventure – an exciting journey or trip

Challenge – a difficult task or problem

Constellations – groups of stars that form pictures in the sky

Crater – a big hole in the ground, often made by a space rock

Electroluminescent (EL) lighting – special bright lights that glow in the dark

Extraterrestrial – something or someone that comes from outer space

Friendship – a close relationship between friends

Hero – a person who is very brave and does good things

Imagination – the ability to make up new ideas in your mind

Journey – traveling from one place to another

Moon – the round object in the sky at night

Mouse – a small animal with a long tail and whiskers

Odyssey – a long and exciting trip or journey

Orbit – the path something takes to go around a planet or star

Rocket – a vehicle that flies into space

Satellite – a machine that goes around Earth to help us send messages and see pictures

Voyage – a trip, especially on a ship or through space



■ PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: K-5)

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

English/Language Arts: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1

Physical Education: 1A.K.3, 3B.1.4, 3B.2.4, 3B.3.4, 3B.4.4, 3B.5.4

Science: 1.ESS.1, 1.ESS.2, 1.LS.2, 2.ESS.2

Social & Emotional Learning: A2.1.a, A2.1.b, C3.1.a, C3.3.a

Run time: 11:26



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 share fun facts about space, lead a physical warm-up and explore the beauty in differences.

Additional Terms

Atmosphere – a blanket of gasses that surround the planet

Belong – to be a part of something and to be accepted

Gas – invisible air made up of tiny particles that have no shape and move quickly

Gravitational pull – an invisible force that pulls everything toward Earth

Neon – a gas that glows when electricity goes through it

Outer Space – the area beyond earth's atmosphere that can include other planets, stars galaxies and more

Oxygen – a colorless, odorless gas that is a big part air; Without oxygen, plants and animals cannot survive

Perspectives – different ways of looking at an event or situation

Revolve – to turn or spin in place

Triumphant – happy or proud of being successful

Vocabulary Activity (Grades: K-5)

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

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

Name: _____

Word Bank

Acceptance

Crater

Friendship

Moon

Rocket

Adventure

Electroluminescent

Hero

Mouse

Satellite

Challenge

lighting

Imagination

Odyssey

Voyage

Constellations

Extraterrestrial

Journey

Orbit

Marvin the _____ went on an exciting _____ through space.

The _____ helped guide Marvin by forming pictures in the sky.

Marvin encountered a big _____ on the surface of the Moon.

The spaceship had special _____ to help it glow in the dark.

Marvin met an _____ creature from another planet.

The astronauts developed a strong _____ during their mission.

Marvin felt like a _____ when he saved his friends from danger.

Using his _____, Marvin imagined new adventures in space.

The _____ to Mars was filled with exciting discoveries.

Marvin's spaceship entered the _____ of the planet.

The _____ shone brightly in the night sky, guiding Marvin's path.

Marvin learned the importance of _____ by including everyone in his team.

Building the spaceship was a big _____ for Marvin and his friends.

Marvin traveled in a _____ to explore the outer reaches of space.

The _____ landed safely back on Earth after its mission.

Marvin's long _____ across the galaxy taught him many lessons.

Marvin's _____ was filled with challenges and exciting moments.

News Flash! (Grades: K-5)

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

English/Language Arts: SL.K.4, SL.K.5, SL.K.6, SL.1.4, SL.1.5, SL.1.6, SL.2.4, SL.2.5, SL.2.6, SL.3.4, SL.3.5, SL.3.6, SL.4.4, SL.4.5, SL.4.6, SL.5.4, SL.5.5, SL.5.6

Fine Arts: Media Arts: K.1PE, K.4PE, 1.1PE, 1.4PE, 2.1PE, 2.4PE, 3.1PE, 3.4PE, 4.1PE, 4.4PE, 5.1PE, 5.4PE;
Music: K.1CO, 1.1CO, 1.1CR, 2.1CO, 2.1CR, 3.1CO, 4.1CO, 5.1CO



Attention! Attention! Breaking news! Students will create their own news segment, learning about the roles within a news team and practicing reporting, interviewing and writing skills.

The class will soon be seeing *Moon Mouse: A Space Odyssey*. During the show, the story is interrupted by a breaking news segment. Ask students, “What do you know about news reports and news shows?” Discuss the purpose of news and how reporters bring important information to the public. Talk about how news can be presented in different formats, such as on TV, radio and the internet. Explain that the class will create their own news flashes, similar to those seen on TV. They will gather information on a topic and present it like real reporters!

Explain the different roles within a news team and how each role contributes to a news report. Divide the class into small groups and assign each group a news topic. Assign the following roles within each group:

News Anchor: Introduces the news and presents the main stories, speaking clearly and confidently to the audience

Field Reporter: Reports live from the “scene” of the event, sharing details and interviewing people

Interviewee: A witness or expert who gives important information, interviewed by the Field Reporter

Camera Operator: Films the news segment, making sure everyone is in the frame to help set up the scene (If props are not available, this role can be skipped, but the students can pretend they are holding cameras)

Director: Stands near the camera operator to make sure the vision is being executed and assists with post-production elements such as reviewing the footage, selecting/adding titles or images to the clips for a cohesive final product

Writer: Writes the script for the news segment, including what the News Anchor and Field Reporter will say, as well as helps with questions for the Interviewee

Music Supervisor: Selects background music or writes jingles to accompany the news segment, helping to create the mood and making the opening and transitions engaging for viewers

Once roles have been assigned, give students the options for topics that they will present on. Students may wish to use some of the following headlines and story ideas.

“Sunny Days Ahead on Mars!”

Students can create a weather forecast for a planet in the solar system, describing unique weather conditions.

“Lost Puppy Found Safe and Sound!”

Students can report on a heartwarming story of a lost pet being found and reunited with its owner.

“Science Fair Winners Announced!”

Students can cover a fictional school event, such as a science fair, talent show or sports competition.

“Kids Clean Up Local Park!”

Students can report on a community service project where kids help clean up a park or beach.

“Young Inventor Creates Amazing New Gadget!”

Students can present a news story about a creative invention made by a young inventor.

“Must-Read Book of the Month!”

Students can review a favorite book and explain why it's a must-read for their classmates.

“Interview with a Time Traveler!”

Students can pretend to interview a time traveler who has visited important historical events.

“Kids Get Moving with New Fitness Program!”

Students can report on a new fitness program designed to keep kids healthy and active.

“Celebrating Lunar New Year with Fun and Festivities!”

Students can cover a cultural celebration, explaining its significance and how it's celebrated.

Once scripts are written and approved, the process of bringing those news segments to life begins. Guide each group through a rehearsal phase. Emphasize the importance of clear articulation, expressive vocal delivery and maintaining eye contact to engage the audience.

Then, transform the classroom into a news studio. Designate a presentation news desk and use props. Encourage Camera Operators to film or simulate filming. The footage can be uploaded to a student-friendly editing software to add music, voiceovers or transitions (see list of options to do this noted in Resources on page 19).

After each presentation, create a positive and celebratory atmosphere. Encourage students to share their own reflections on the process, asking questions such as, “What did you find most challenging?” or “What did you learn about news production?”

If permitted, videos of the students' news segments can be shared with us by sending them via email to schoolprograms@playhousesquare.org.



POST-SHOW ACTIVITIES

Outstanding Odyssey (Grades: K-5)

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

English/Language Arts: RL.K.2, RL.K.3, RL.K.5, W.K.2, W.K.3, RL.1.2, RL.1.3, W.1.2, W.1.3, RL.2.2, RL.2.3, W.2.2, W.2.3, RL.3.2, RL.3.3, W.3.2, W.3.3, RL.4.2, RL.4.3, RL.4.5, RL.4.9, W.4.2, W.4.3, RL.5.2, RL.5.9, W.5.2, W.5.3

Moon Mouse: A Space Odyssey is a story about a journey. Asking the students what they think an odyssey is.

Odyssey a long and exciting trip or journey

Read or watch other examples of odysseys, preferably that students are already familiar with.

OTHER EXAMPLES OF ODYSSEYS TO REFER TO:

Books

- *A Wrinkle in Time*, by Madeleine L'Engle
- *Red Knit Cap Girl*, by Naoko Stoop
- *The Adventures of Odysseus* (picture book), by Matt Berman
- *The Lightning Thief*, by Rick Riordan
- *The Lion, the Witch, and the Wardrobe*, by C. S. Lewis
- *The Tale of Peter Rabbit* (paperback picture book), by Beatrix Potter
- *Where the Wild Things Are*, by Maurice Sendak

Movies

- *Finding Nemo*
- *Moana*

Personal Adventures

- **Family Road Trips**
A long car trip to a new place can be an odyssey filled with new sights and experiences.
- **School Projects**
Working on a big project or learning a new skill can be a personal odyssey of discovery and growth.

Review what happened during the *Moon Mouse* performance and compare similarities between the examples. Discuss how Marvin the Mouse goes on a grand odyssey to the Moon. Highlight key points of the adventure, such as building the rocket, traveling through space, meeting new friends and overcoming challenges.

Use chart paper or a whiteboard to create a visual timeline of Marvin's journey. Include key events and characters he meets along the way. Discuss each part of the journey and how it contributes to the overall odyssey. Ask students what challenges Marvin faced and how he overcame them. This should lead into a discussion of what an odyssey story is.



Key Elements of an Odyssey

Hero: The main character who goes on the journey

Journey: The path or adventure the hero takes

Challenges: Difficult tasks or problems the hero faces

Friends/Helpers: Characters who assist the hero along the way

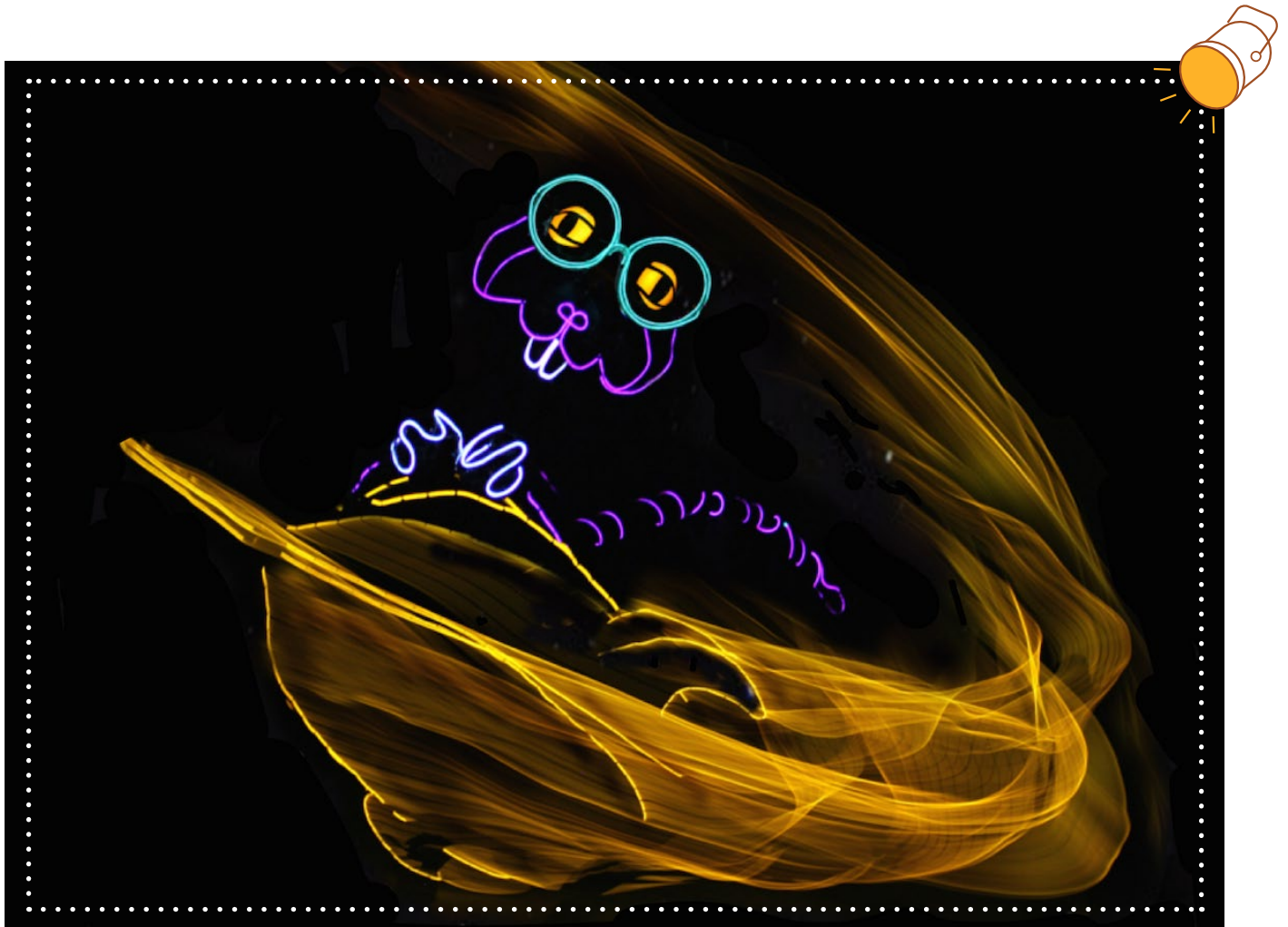
Lessons: Valuable insights and knowledge gained from the journey

Next, provide each student with paper and crayons or colored pencils. Ask students to create their own adventure story inspired by Marvin's odyssey. Students should complete the worksheet on the next page to

organize their story. Encourage students to include the following elements in their story:

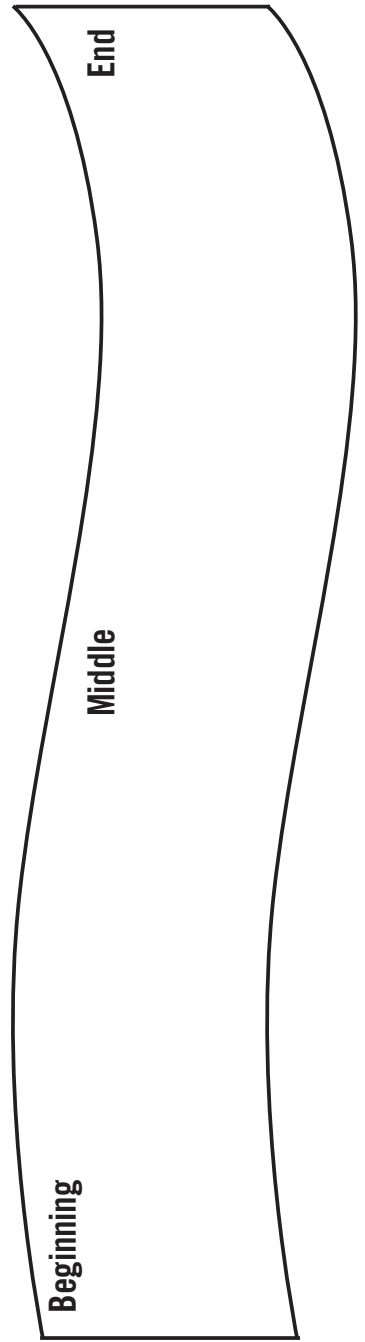
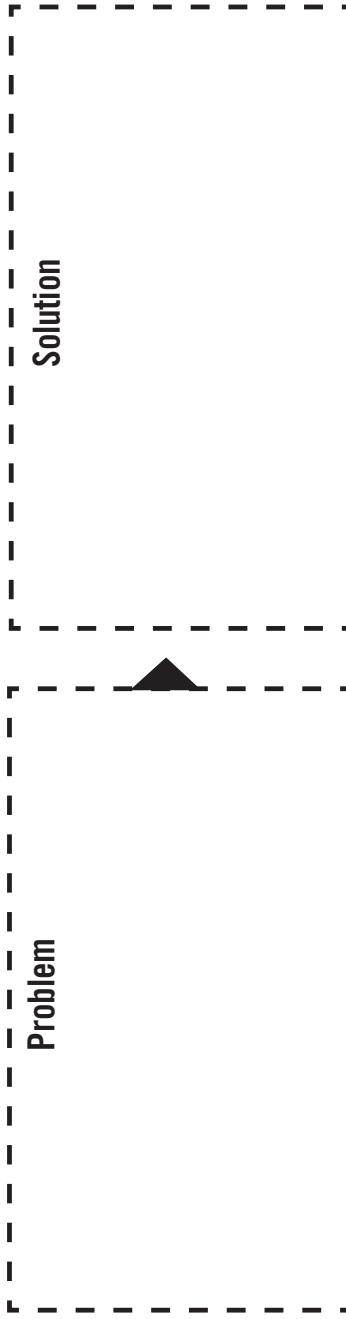
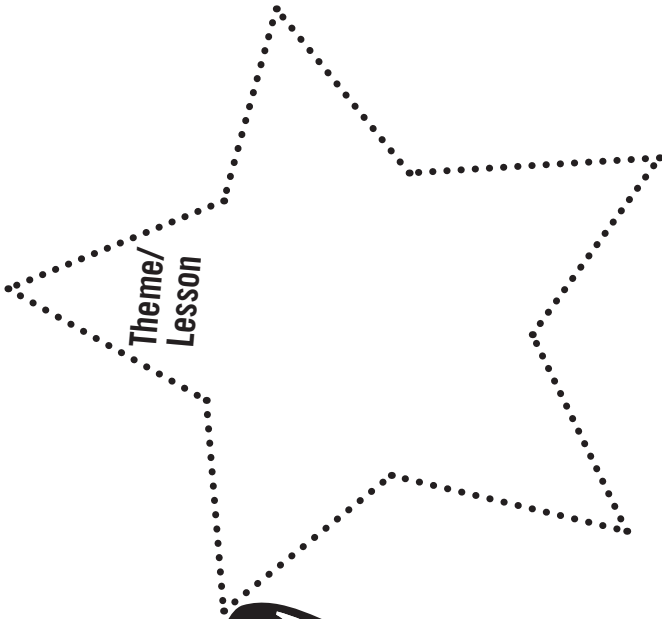
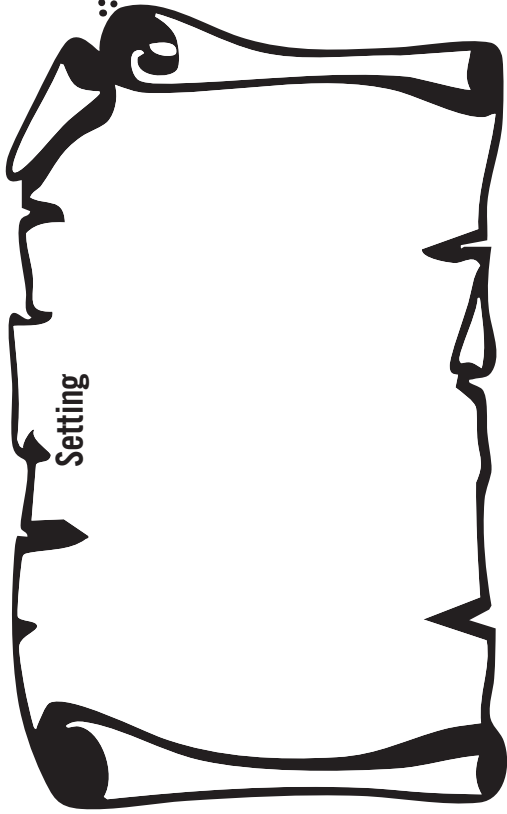
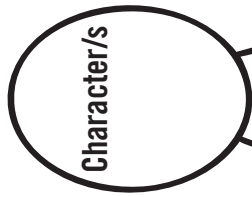
- Characters such as a brave hero (like Marvin) and new friends or helpers
- An amazing setting
- An exciting journey with a beginning, middle and end
- Challenges or obstacles to overcome
- A happy ending or lesson learned

Once students write out their stories, allow them to share with the class. To adjust for grades K-2, students can tell their story in drawings. They can choose to add a few words or sentences for more detailed descriptions. Display the stories and drawings on a bulletin board or in a classroom gallery.



Outstanding Odyssey Worksheet

Name: _____



Out Of This World! (Grades: K-5)

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

English/Language Arts: SL.K.6, SL.1.6, SL.2.6, SL.3.6, SL.4.6, SL.5.6

Fine Arts: Drama: K.2PE, K.3PE, 1.2PE, 1.3PE, 2.1PE, 2.2PE, 3.1PE, 3.2PE, 4.1PE, 4.2PE, 5.2PE, 5.3PE

Social & Emotional Learning: A1.1.a, A1.2.a, A2.1.a, A2.2.a, A1.1.b, A1.2.b, A2.1.b, A2.2.b

After attending the performance, discuss how Marvin was bullied. How would the students feel if they were Marvin? Initiate a discussion about the concepts of friendship and teamwork. Examine how Marvin established friendships and learned to collaborate in space. Pose questions such as:

- How did Marvin’s feelings change when he was alone versus when he was with friends?
- How did his new friends support him?
- What specific instances of teamwork were observed in the performance?

Explain that students will act out different scenarios where friendship and teamwork are important. Divide the class into small groups and assign each group a scenario.

Space Rescue Mission

Scenario: One of the astronauts’ spacesuits gets damaged, and they need help to fix it before they can continue their mission.

Roles: Spacesuit fixer, helper astronaut, communicator with the spaceship.

Objective: Students work together to fix the spacesuit and ensure the safety of their friend.

Finding a Lost Item on the Moon

Scenario: An astronaut loses an important tool on the moon, and the team must search together to find it.

Roles: Lost item seeker, direction giver, map reader.

Objective: Students collaborate to find the lost tool, using directions and a map.

Building a Moon Base

Scenario: The team needs to build a new base on the moon to live in while they explore.

Roles: Builder, planner, supplier.

Objective: Students plan and build a moon base using imaginary tools and materials, working together to complete the project.

Collecting Moon Rocks

Scenario: The team is tasked with collecting special moon rocks for research. They must gather the rocks and bring them back to the spaceship safely.

Roles: Rock collector, rock identifier, safety guide.

Objective: Students work together to collect, identify, and safely transport moon rocks back to their spaceship.

Space Communication Breakdown

Scenario: The team loses contact with their spaceship and must find a way to restore communication.

Roles: Communication specialist, signal finder, problem solver.

Objective: Students brainstorm and implement a plan to restore communication with the spaceship, ensuring everyone works together to solve the problem.

Groups should work to solve their assigned scenarios, emphasizing collaborative problem-solving and supportive interactions. Encourage students to communicate effectively, sharing ideas and aiding one another. Observe the groups, offering guidance and positive reinforcement.

After, facilitate a reflective discussion with questions such as: “What aspects of teamwork were enjoyable?” or “How did teamwork contribute to the successful completion of the task?” Review the importance of friendship and teamwork. Highlight the value of diverse strengths and the potential for collective achievement.

Blast Off! (Grades: K-5)

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

English/Language Arts: W.K.7, W.1.7, W.2.7, W.3.7, W.4.7, W.5.7

Fine Arts: Visual Art: K.2PE, K.3PE, 1.2CR, 1.3CR, 2.1CR, 2.2CR, 3.2PE, 4.3PE, 5.2CR, 5.3PE

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

This activity will take students on a thrilling journey to explore the galaxy and learn about the planets in the solar system, just as Marvin the Mouse did on his space odyssey.

Watch the video of “The Planet Song” noted in Resources on page 19. After the video, lead a class discussion about each planet and what Marvin would learn if he visited each one. Below are some guided questions to help with the discussion.

Mercury: The closest planet to the sun.

- How might Marvin feel traveling so close to the sun?
- What challenges could Marvin face due to Mercury’s extreme temperatures?
- How could Marvin explore Mercury’s craters without getting too hot or too cold?

Venus: The hottest planet with thick clouds.

- What would Marvin see when he first arrives on Venus?
- How might Marvin navigate through the thick clouds and high pressure?

Earth: Our home planet.

- How might Marvin feel when he looks at Earth from space?
- What would Marvin miss most about Earth during his adventure?
- How might Marvin describe Earth to his new space friends?

Mars: The red planet with dusty storms.

- What adventures could Marvin have on Mars?
- How might Marvin explore the dusty storms and tall volcanoes on Mars?

Jupiter: The largest planet with a Great Red Spot.

- How would Marvin react to Jupiter’s Great Red Spot?
- What challenges might Marvin face exploring the largest planet?
- How could Marvin use Jupiter’s many moons to help him on his journey?

Saturn: Famous for its beautiful rings.

- How could Marvin navigate Saturn’s icy and rocky rings?

- What kinds of adventures could Marvin have on Saturn’s moon, Titan?

Uranus: A blue-green planet that rotates on its side.

- What challenges might Marvin face due to Uranus’s tilt and cold temperatures?
- What could Marvin discover about Uranus’s unique color and rotation?

Neptune: A blue planet with strong winds and storms.

- How might Marvin navigate Neptune’s turbulent atmosphere?
- What kinds of adventures could Marvin have on Neptune’s moon, Triton?

Also, discuss facts about the moon with your class, see info on page 7.

After the discussion, have students choose a planet or the Moon. They should:

- Research one additional fact about their chosen planet or the Moon
- Draw a picture of Marvin on that planet or the Moon
- Illustrate what Marvin might discover or see when he lands there

To extend this for older students, break the class into small groups. Assign each group a planet or the Moon to research. Students should gather 5-10 interesting facts about the planet or the Moon. Once they have gathered the information, they will draw a picture of what Marvin might discover if he landed on their assigned planet or moon and share their findings with the class.

Optional Art Extension: Have students use dark construction paper to design their own constellations. They can poke holes with a pencil to create star shapes and include illustrations of the planets using light colored crayons that will pop on the dark paper. Once completed, display the designs on the classroom windows, allowing light to shine through the holes, creating beautiful constellations for everyone to admire!

RESOURCES

BOOKS



Recommended reads curated by Cleveland Public Library

- ▶ *A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon*, by Suzanne Slade
This biographical picture book details the life of Katherine Johnson, a pioneering African American mathematician whose calculations were critical to the success of NASA's space missions.
- ▶ *Interstellar Cinderella*, by Deborah Underwood
A fresh twist on the classic Cinderella story, featuring a young girl who dreams of fixing starships and uses her technical skills to overcome challenges.
- ▶ *The Stars We Know: Crow Indian Astronomy and Lifeways*, by Timothy P. McCleary
Provides insights into Crow Indian astronomical practices and cultural traditions, demonstrating how celestial phenomena influence their cultural narratives and daily lives.



**CLEVELAND
PUBLIC
LIBRARY**

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

WEB



“Blast Off!” Activity

“The Planet Song” YouTube, uploaded by KLT,
<https://youtu.be/mQrlgH97v94?si=XYhyc4Eho7G3b2lf>

“Ohio Theatre Letterbox” Activity

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

Classroom Connections Workshop Videos

Moon Mouse: A Space Odessey Pre-Show Workshop Video.
Password: clock0205 <https://vimeo.com/1054300164/d422d93bf0>

“News Flash!” Activity

“Canvas Studio Tutorials,” *How To Canvas*,
<https://www.howtocanvas.com/studio>

“Interactive Video Design Studio,” *Playposit by WeVideo*,
<https://go.playposit.com/>

“Video Editing Tool for Education,” *Screencastify*,
<https://www.screencastify.com/education/teachers>

Visiting Playhouse Square Social Stories

For Schools and Groups.
<https://vimeo.com/228684472>

For Families and Homeschools.
<https://vimeo.com/228683843>

CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Vocabulary	11
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	K	Vocabulary	11
RL.K.2	With prompting and support, retell familiar stories, including key details.	K	Outstanding Odyssey	14
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	Outstanding Odyssey	14
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	K	Outstanding Odyssey	14
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K	News Flash!	12
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	K	News Flash!	12
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K	News Flash! and Out Of This World!	12 17
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	Outstanding Odyssey	14
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	Outstanding Odyssey	14
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K	Blast Off!	18
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	11
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	Vocabulary	11
RL.1.2	Analyze literary text development.	1	Outstanding Odyssey	14

RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	Outstanding Odyssey	14
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.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1	News Flash!	12
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1	News Flash!	12
SL.1.6	Produce complete sentences when appropriate to task and situation.	1	News Flash! and Out Of This World!	12 17
W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	1	Outstanding Odyssey	14
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	Outstanding Odyssey	14
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	1	Blast Off!	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	Vocabulary	11
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	2	Vocabulary	11
RL.2.2	Analyze literary text development.	2	Outstanding Odyssey	14
RL.2.3	Describe how characters in a story respond to major events and challenges.		Outstanding Odyssey	14
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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2	News Flash!	12
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2	News Flash!	12
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2	News Flash! and Out Of This World!	12 17

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	Outstanding Odyssey	14
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	Outstanding Odyssey	14
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2	Blast Off!	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	Vocabulary	11
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	3	Vocabulary	11
RL.3.2	Analyze literary text development.	3	Outstanding Odyssey	14
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3	Outstanding Odyssey	14
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Pre-Show Video Workshop	10
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3	News Flash!	12
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	3	News Flash!	12
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3	News Flash! and Out Of This World!	12 17
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3	Outstanding Odyssey	14
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	Outstanding Odyssey	14
W.3.7	Conduct short research projects that build knowledge about a topic.	3	Blast Off!	18

L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	Vocabulary	11
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4	Vocabulary	11
RL.4.2	Analyze literary text development.	4	Outstanding Odyssey	14
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4	Outstanding Odyssey	14
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	4	Outstanding Odyssey	14
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	4	Outstanding Odyssey	14
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	Pre-Show Video Workshop	10
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4	News Flash!	12
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4	News Flash!	12
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation	4	News Flash! and Out Of This World!	12 17
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4	Outstanding Odyssey	14
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	4	Outstanding Odyssey	14
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4	Blast Off!	18

L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5	Vocabulary	11
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	5	Vocabulary	11
RL.5.2	Analyze literary text development.	5	Outstanding Odyssey	14
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	5	Outstanding Odyssey	14
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Pre-Show Video Workshop	10
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	5	News Flash!	12
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5	News Flash!	12
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	5	News Flash! and Out Of This World!	12 17
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5	Outstanding Odyssey	14
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	5	Outstanding Odyssey	14
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	5	Blast Off!	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.2PE	Work cooperatively to create characters using costumes and props to dramatize a story.	K	Out Of This World!	17
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.3PE	Imagine and create a physical environment for stories (arrange classroom furniture, recommend lighting or sound effects to suggest mood, choose characters' clothing).	K	Out Of This World!	17
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
1.2PE	Create and tell stories based on personal experience (orally, written, by drawing a picture or pictures).	1	Out Of This World!	17
1.3CO	Engage in dramatic and theatre experiences to explore concepts from other academic areas.	1	Coming to the Theater	4
1.3PE	Demonstrate various movements, voices, and feelings by performing a variety of familiar roles.	1	Out Of This World!	17
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	Out Of This World!	17
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	Coming to the Theater	4
2.2PE	Explore and demonstrate various design components of a scene (create live sound effects and identify clothing items appropriate to the character).	2	Out Of This World!	17
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	Out Of This World!	17
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Coming to the Theater	4
3.2PE	Use various design components to create an environment for a scene or story.	3	Out Of This World!	17
3.5RE	Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.	3	Coming to the Theater	4

4.1PE	Manipulate voice, movement, space, design, and physical objects to communicate thoughts, feelings, and ideas in both improvised and scripted activities.	4	Out Of This World!	17
4.1RE	Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances	4	Coming to the Theater	4
4.2PE	Use various design components used in different productions of the same work.	4	Out Of This World!	17
5.1RE	Use appropriate theatrical vocabulary and terminology to examine and discuss how manipulation of theatrical elements affects the interpretation of theatrical works.	5	Coming to the Theater	4
5.2PE	Analyze and incorporate various design components used in a theatrical event.	5	Out Of This World!	17
5.3PE	Identify the essential events in a story or script that make up the dramatic structure.	5	Out Of This World!	17

Fine Arts – Media Arts

Standard	Description	Grade	Activity	Page
K.1PE	With prompting and support, work as a team and discuss individual roles on the team.	K	News Flash!	12
K.4PE	With prompting and support, choose a format for presentation.	K	News Flash!	12
1.1PE	With prompting and support, choose and practice different roles when planning media art in a group	1	News Flash!	12
1.4PE	With prompting and support, identify criteria for choosing work for presentation.	1	News Flash!	12
2.1PE	Describe and demonstrate skills important to planning and collaborating on media art.	2	News Flash!	12
2.4PE	Discuss presentation formats and channels for media art.	2	News Flash!	12
3.1PE	Demonstrate planning and collaborating skills while creating media art.	3	News Flash!	12
3.4PE	Identify specific presentation formats and channels for media art.	3	News Flash!	12
4.1PE	Compare and contrast skills important for various team roles when creating media art.	4	News Flash!	12
4.4PE	Identify and articulate qualities of various presentation formats and channels for media art.	4	News Flash!	12
5.1PE	Demonstrate skills while working in identified team roles when creating media art.	5	News Flash!	12
5.4PE	Compare qualities and purposes of various presentation formats and channels for media art.	5	News Flash!	12

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.1CO	Experience how music communicates feelings, moods, images, and meaning.	K	News Flash!	12
1.1CO	Explore how music communicates feelings, moods, images, and meaning.	1	News Flash!	12
1.1CR	Improvise short rhythmic and melodic patterns using a variety of sound sources.	1	News Flash!	12
2.1CO	Identify how music communicates feelings, moods, images, and meaning.	2	News Flash!	12
2.1CR		2	News Flash!	12
3.1CO	Improvise simple rhythmic and melodic phrases using known patterns and a variety of sound sources.	3	News Flash!	12
4.1CO	Discuss the connection between emotion and music in selected musical works using elements of music.	4	News Flash!	12
5.1CO	Describe the connection between emotion and music in selected musical works using elements of music.	5	News Flash!	12

Fine Arts – Visual Art

Standard	Description	Grade	Activity	Page
K.2PE	Explore a variety of materials and tools to create works of art.	K	Blast Off!	18
K.3PE	Communicate an idea using the elements of art.	K	Blast Off!	18
1.2CR	Explore materials to devise imagery and symbols.	1	Blast Off!	18
1.3CR	Experiment with various elements of art to communicate meaning.	1	Blast Off!	18
2.1CR	Generate artmaking ideas from multiple sources.	2	Blast Off!	18
2.2CR	Combine materials to explore personal artistic ideas.	2	Blast Off!	18
3.2PE	Demonstrate expressive and purposeful use of materials and tools.	3	Blast Off!	18
4.3PE	Utilize innovative ways to apply the elements of art and principles of design.	4	Blast Off!	18
5.2CR	Investigate ideas and inform artmaking through available resources.	5	Blast Off!	18
5.3PE	Communicate an interdisciplinary concept using the elements of art and principles of design.	5	Blast Off!	18

Physical Education

Standard	Description	Grade	Activity	Page
1A.K.3	Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.	1	Pre-Show Video Workshop	10
3B.1.4	Identify ways to stretch muscles in the upper and lower body.	1	Pre-Show Video Workshop	10
3B.2.4	Identify ways to stretch muscles in various parts of the body.	2	Pre-Show Video Workshop	10
3B.3.4	Recognize the importance of warm-up and cool-down activities.	3	Pre-Show Video Workshop	10
3B.4.4	Identify warm-up and cool-down activities.	4	Pre-Show Video Workshop	10
3B.5.4	Identify warm-up and cool-down activities.	5	Pre-Show Video Workshop	10

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	Blast Off!	18
1.ESS.1	The sun is the principal source of energy	1	Pre-Show Video Workshop	10
1.ESS.2	Water on Earth is present in many forms.	1	Pre-Show Video Workshop Blast Off!	10 18
1.LS.2	Living things survive only in environments that meet their needs.	1	Pre-Show Video Workshop	10
2.ESS.1	The atmosphere is primarily made up of air.	2	Blast Off!	18
2.ESS.2	Water is present in the atmosphere.	2	Pre-Show Video Workshop	10
3.ESS.2	Earth's resources can be used for energy.	3	Blast Off!	18
4.ESS.1	Earth's surface has specific characteristics and landforms that can be identified.	4	Blast Off!	18
5.ESS.1	The solar system includes the sun and all celestial bodies that orbit the sun. Each planet in the solar system has unique characteristics.	5	Blast Off!	18

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions	K-2	Out Of This World!	17
A1.2.a	Recognize emotions as natural and important	K-2	Out Of This World!	17
A2.1.a	Identify personal interests and qualities	K-2	Pre-Show Video Workshop Out Of This World!	10 17
A2.2.a	Explore opportunities to develop skills and talents	K-2	Out Of This World!	17
C3.1.a	Discuss how people can be the same or different	K-2	Pre-Show Video Workshop	10

C3.3.a	Discuss the concept of, and practice, treating others the way you would want to be treated	K-2	Pre-Show Video Workshop	10
A1.1.b	Identify a range of personal emotions	3-5	Out Of This World!	17
A1.2.b	Identify that emotions are valid, even if others feel differently	3-5	Out Of This World!	17
A2.1.b	Identify personal strengths based on interests and qualities	3-5	Pre-Show Video Workshop Out Of This World!	10 17
A2.2.b	Demonstrate a skill or talent that builds on personal strengths	3-5	Out Of This World!	17