



VELVETEEN

A NEW MUSICAL

School Matinee Performances



TEACHER RESOURCE GUIDE

Velveteen, A New Musical

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (adopted 2012), English/Language Arts (2017), Fine Arts (2024), 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 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.3RE, K.3CO, K.5RE, 1.1RE, 1.3CO, 1.5RE, 2.1RE, 2.3CO, 2.5RE, 3.1RE, 3.5RE, 4.1RE

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you'll see on the next page. Can you point them out when you get to the show?
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers can also too.
- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.

What can you expect from a sensory-friendly performance?

Playhouse Square's sensory-friendly initiative is dedicated to increasing access and inclusion for those with sensory needs, including autistic individuals.

The *Velveteen* performance on October 22, 2024 is a sensory-friendly performance.

For that performance only, the following adjustments will be made:

- Lower sound levels, especially for startling or loud sounds
- Guests are free to talk, leave their seats and move freely during the performance
- House lights in the theater are left on low throughout the performance
- Designated calming areas staffed by specialists (wearing purple "Volunteer" shirts) are available
- American Sign Language interpreters are positioned to be seen for those sitting on the right side of the theater house
- All are welcome in a judgment-free environment

Video social stories describing a visit to Playhouse Square are available in the Resources (pg. 27).

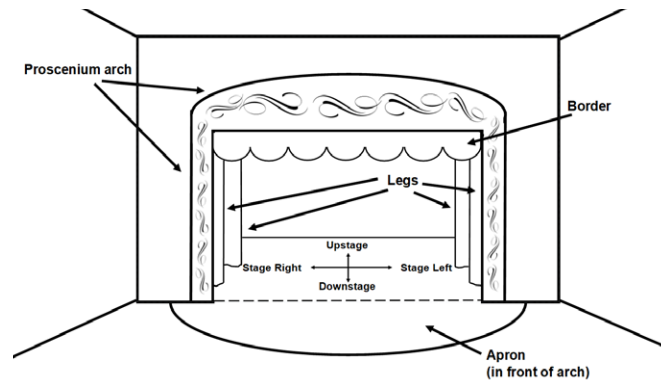
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Activities in this resource guide note ideas for inclusive adaptations, should you or your students find this helpful. Look out for these suggestions in the teal-colored boxes on each activity page.
.....

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 theatres, such as a thrust stage, amphitheater or black box. The most common of them feature a proscenium arch, including the Mimi Ohio Theatre. The diagram below shows an example of this, and other elements visible or related to a theater performance. Review the glossary below prior to the show and ask students to see how many they can point out during their visit. These terms may reappear in other pre- and post-show activities provided by this guide.

An exact paper model of the Mimi Ohio Theatre is also available for printing and linked on our Resources page. 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 and 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 (usually 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

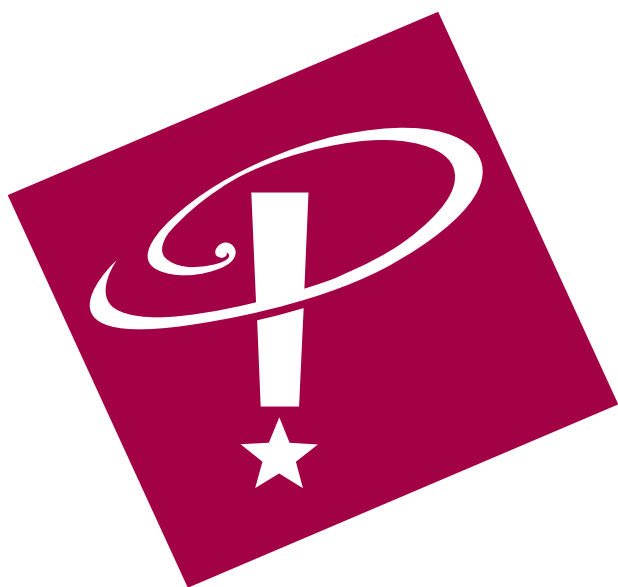
Stage directions – movements or placements of actors on stage:

- **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 stand 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

Inspired by *The Velveteen Rabbit* by Margery Williams, the magical new musical *Velveteen* introduces us to Lulu, her Gran, her beloved toys and a nest of legendary rabbits. Lulu confronts big change, having just moved in with her Gran. To make things a little more comfortable, Gran gives her a velveteen rabbit – just like the one her mom had. Velveteen and Lulu form a special bond, making some of the other toys jealous and leaving Velveteen wishing he could live outside with the “real” rabbits he meets through the window. Ultimately, Velveteen discovers the transformative power of loving relationships and what it means to be Real.

This musical, lovingly crafted by Playhouse Square’s Education team, showcases a score of beautiful melodies that resonate long after the curtain falls. Following successful workshops, Playhouse Square eagerly unveils the public premiere of this heartfelt production, featuring a diverse cast of local artists under the guidance of talented creatives. Taking a hundred-year-old story and placing it in the modern day, the production brings magic and transformation to life onstage with a visionary set and playful costumes. Join us for an enchanted retelling of a timeless tale that will resonate across generations. *Velveteen* – at times thoughtful, playful at others – is an uplifting story about the importance of being your authentic self.



CREATIVE TEAM

Music and Lyrics by **Molly Andrews-Hinders**

Libretto by **Molly Andrews-Hinders & Ananias J. Dixon**

Additional Written Materials by **Daniel Hahn & Treva Offutt**

Orchestration and Music Transcription by **Matthew Dolan**

PRODUCTION

Director

Joanna May Cullinan

Assistant Director

Ananias J. Dixon

Music Director

Anthony Trifiletti

Choreographer

Jailyn Sherell Harris

Stage Manager

Tyree Franklin

Assistant Stage Manager

Kenedy Brooks

Scenic Designer

Ian Petroni

Lighting Designer

Jeremy Benjamin

Costume Designer

Inda Blatch-Geib

Puppet Designer

Lady Bats Puppets

Props Master

Venchise Phillips

Director of Education

Treva Offutt

Producer

Daniel Hahn

Line Producer

Molly Andrews-Hinders

MUSICIANS

Piano

Anthony Trifiletti

Percussion

Justin Hart

Reed

RJ Rovito

Cello

Olivia Polash

Bass

Jason Stebelton

WHAT DOES IT TAKE TO CREATE A NEW MUSICAL?

Fine Arts: Drama: K.1RE, K.2RE, 1.1RE, 2.1RE, 2.3CO, 3.1RE, 3.5CO, 3.5RE, 4.1RE, 4.5CO



Start with an Idea

It all begins with an idea – Playhouse Square decides to transform the classic book *The Velveteen Rabbit* by Margery Williams into a stage adaptation with music.

Producer Leads the Project

Using their funding and industry expertise, Playhouse Square (**the producer**) assembles a talented team of artists to bring the musical to life.



Write Script & Score

Several drafts of the **script** (written text of the play with the actors' lines) are written. The **composer** writes a **score** (written notation of the music) and records samples of the music, helping the team preview how the show will sound.

Hire a Director to Shape the Vision

A **director** and **music director** are hired to lead the creative vision of the production. They oversee choices and help shape the evolution of the show.

Auditions are held and professional actors “try out” by singing musical pieces in front of the director. After **callbacks**, the director makes casting decisions, selecting actors who are a good fit for each character.



Assemble Designers to Create the Vision

Designers work on the scenery, lighting, costumes, puppets, choreography and props. Some create detailed drawings called “**renderings**” to share their ideas. The costume designer shares concept images to show what inspired the designs. The team tests different designs until everyone agrees on the final look.



Rehearse & Workshop

The rehearsal process begins with a “table read” where the **cast** reads the script aloud together in front of the production team. The cast does fun exercises to get into character, such as reflecting on their own experiences and doing a team “show & tell” of their childhood toys. The rehearsal process involves learning lines (words), music, choreography (dance moves) and blocking (stage movement). Several “first draft” *Velveteen* workshops are held for small, invited audiences to collect feedback and help the team improve.



Open the Show

After lots of practice, all the elements come together. The entire cast and crew are ready to share *Velveteen, A New Musical* with school audiences!

KEY TERMS & EVENTS

Begin – to start or do the first step

Belong – to feel loved and accepted

Binky – a big, happy hop that a rabbit does when excited

Bond – a special feeling of togetherness

Change – to become different

Crème de la crème – a French idiom meaning the best of the best or literally translating to “the cream of the cream”

Crocodile – a large reptile animal with tough, scaly skin and a long tail

Doubt – to not know for sure

Feature – a special trait someone has

Fool – a person who acts silly or unwise

Guardian – a caretaker or protector, such as an adult responsible for a child

Idiom – a phrase that does not exactly mean what the words say

Imaginary – something made up or not real

Legendary – very incredible and well known

Love – a deep, strong feeling of care and warmth

Owl – a bird with big eyes that makes a hoot sound and can fly quietly

Real – something that actually exists

Ripe – fully grown or ready to eat

Translate – to help someone understand by changing words from one language into another that they know

Velveteen – a soft, fuzzy cotton fabric often used for stuffed animals

Whippersnapper – a confident but inexperienced young person

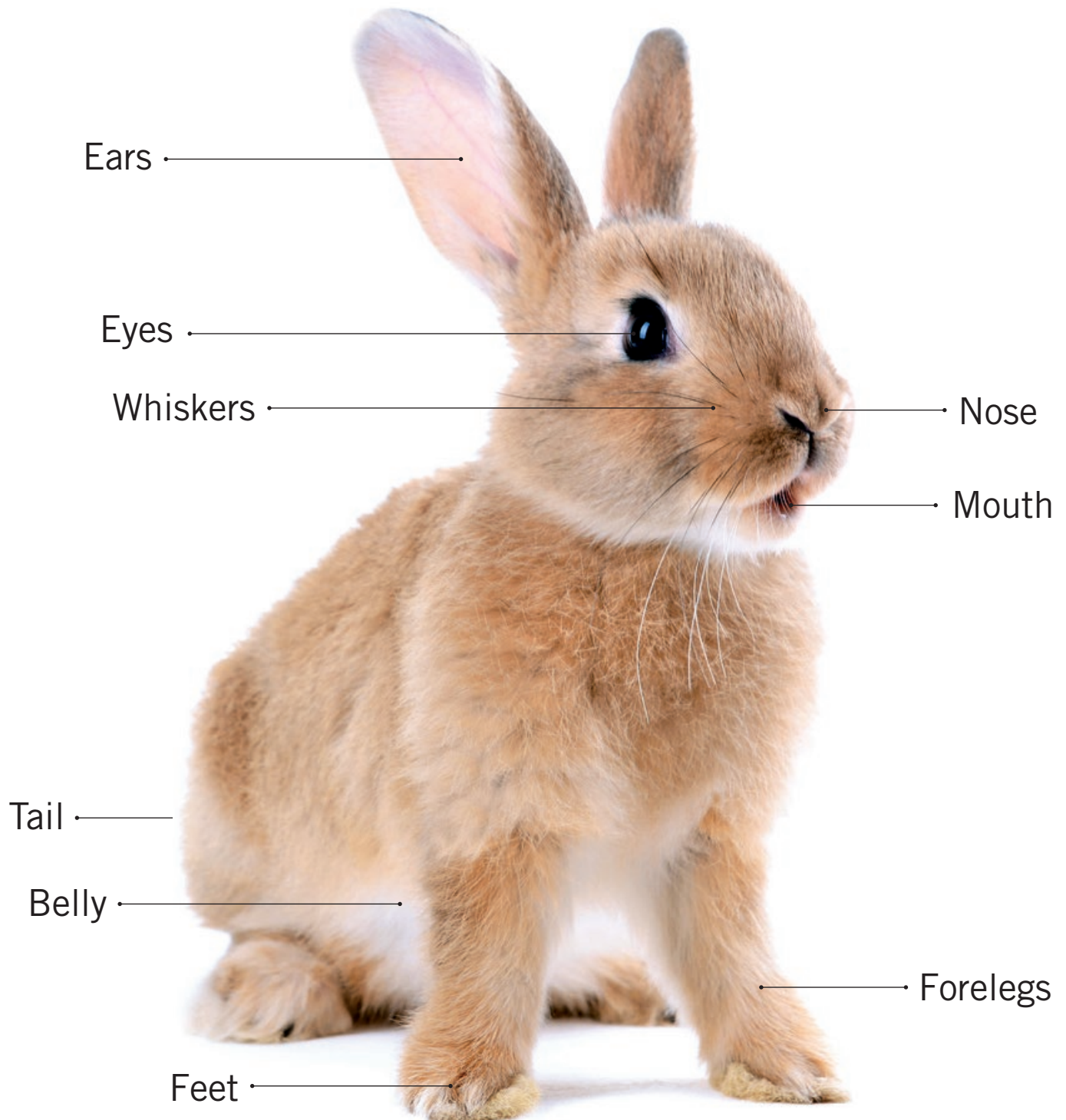


The image above shows a rabbit binky in the air. Rabbits can run fast between their binkies and even turn halfway while jumping!

PARTS OF A RABBIT

Early Learning & Development: SCI.1.a

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



■ PRE-SHOW ACTIVITIES

Classroom Connections Pre-Show Workshop (Grades: PreK-4)

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

Early Learning and Development: AL.1.a, AL.1.b, CR.1.b, CR.2.a, PW.1.a, PW.1.d, PW.2.e

Fine Arts: Dance: K.1RE, 1.1RE, 2.1RE; Drama: K.1PE, 1.3PE, 2.1PE, 3.1PE, 3.2CR, 4.1PE

Physical Education: 1A.K.3, 1A.1.3, 1A.2.2

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



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join AJ and Molly as they play with transformation of body, voice and object; share fun facts about bunnies; and welcome the show's choreographer.

Guest stars: Jailyn Sherell Harris, choreographer of *Velveteen, A New Musical*

Run time: 11:47

Additional Terms

Characters – the people, fantasy characters or animals found in stories

Choreographer – a person who puts movement and facial expressions together creating a dance that tells a story, such as in theatrical productions

Crepuscular – type of animal that is most active at dawn and dusk

Herbivore – type of animal that eats plants and vegetables but no meat

Microphone – an instrument used to make your voice louder

Props – objects actors use on stage that help them better tell the story

Predator – an animal that hunts and eats other animals

Telescope – a tool used to help people see objects, planets, land or people that are far away

Warren – underground tunnels created by rabbits that are connected to one another

FUN FACT!

The Velveteen Rabbit story was written by Margery Williams in 1922. Did you know that the Mimi Ohio Theatre (where you will visit when you come see the show) was also built in 1922?

SUGGESTIONS FOR INCLUSIVE ADAPTIONS:

- When viewing the video, allow students to view individually with headphones, turn on closed captions or change the video playback to a slower speed
- During "Warm Up with Jailyn," follow along with AJ if you need accommodations to warm up in the seated position
- During "What Is That?," classroom partners or teams can act out the imaginary objects together while the rest of the class guesses

Vocabulary Cards (Grades: PreK-K)

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

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

English/Language Arts: L.K.4, L.K.5, W.K.2, W.K.8

As a class, go over the vocabulary listed in the Key Terms & Events on page 8. These words will help students prepare for the performance.

Cut out the vocabulary cards on the next page. For at least a week, display the word cards in your classroom by either pinning them on the board or placing them in your pocket chart.

Here are some ideas for increasing use of these vocabulary words:

- During journaling, encourage students to use at least one word from the board
- Reinforce the use of a few of these words by incorporating them into any prompting questions during class discussions
- Have students alphabetize or sort the words into categories (ex: animals, words that start with “B” etc.)

SUGGESTIONS FOR INCLUSIVE ADAPTIONS:

- Host the vocabulary discussion in a quiet and comfortable classroom environment
- For each new word, provide a physical visual aid
- Allow students to draw their journal entries, in addition to writing sentences
- Have tactile bins for sorting or alphabetizing the cards





OWL



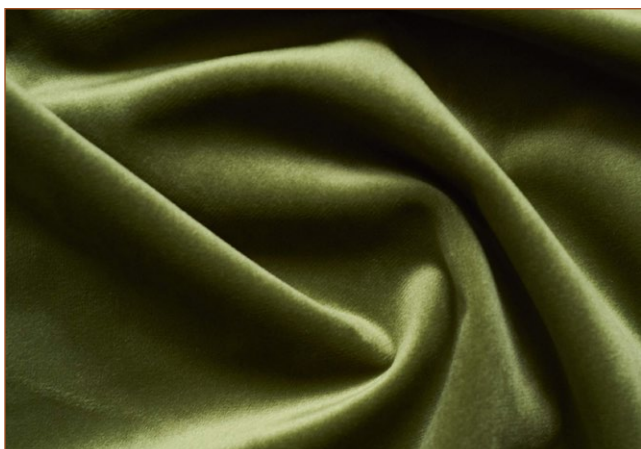
RIPE



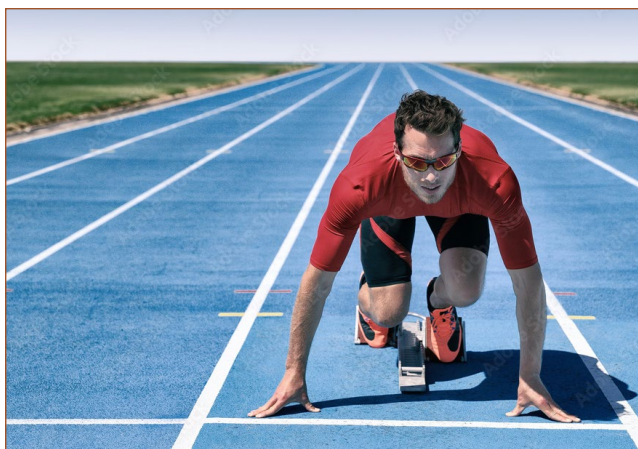
CROCODILE



BELONG



VELVETEEN



BEGIN

You Know, I Know, You Know Worksheet (Grades: 1-4)

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

English/Language Arts: L.1.4, L.2.4, L.3.4, L.4.4

Name: _____

Directions: Before the show, fill in the front side of this worksheet together. Trace each term, taking time to reflect and circle “Yes” or “No” if you already know the word. Then, read the definitions listed under Key Terms & Events together and circle if the word is a “Noun” or a “Verb.” After the show, fill in the back side of this worksheet, tracing the term once more and circling the correct answer for each fill in the blank.

crocodile

Know the word?		Part of speech	
Yes	No	Noun	Verb

begin

Know the word?		Part of speech	
Yes	No	Noun	Verb

owl

Know the word?		Part of speech	
Yes	No	Noun	Verb

belong

Know the word?		Part of speech	
Yes	No	Noun	Verb

change

Know the word?		Part of speech	
Yes	No	Noun	Verb

fool

Know the word?		Part of speech	
Yes	No	Noun	Verb

You Know, I Know, You Know Worksheet

crocodile

A crocodile is a type of _____.

Person Insect Animal Bird

begin

To begin is to _____.

Start Wait Stop Push

owl

An owl is a type of _____.

Person Dog Reptile Bird

belong

To belong is to feel _____.

Confused Cold Loved Excited

change

To change is to be _____.

Smart Different Hungry Silly

fool

A fool is usually _____.

Smart Hungry Tall Silly

Meet the Rabbit (Grades: PreK-4)

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: RI.K.10, SL.K.1, W.K.2, SL.1.1, RL.2.3, RL.3.3, SL.3.1, SL.4.1

Grades PreK-1

Read *The Velveteen Rabbit* picture book out loud to your class (or see read-aloud available on the Resources page). As you read through the story, be sure to point out any thoughts, words or feelings that the rabbit has. Using the worksheet on the next page, have the students color the rabbit picture. Then, together decide and fill out the corresponding bubbles for the thoughts, words or feelings that the rabbit had throughout the story.

Grades 2-4

Have the students take turns reading pages of *The Velveteen Rabbit* picture book in front of the class. After the story review the character analysis tools that students will need to complete the worksheet:

THOUGHTS

What is the character thinking or wondering about? Why do they act in a certain way?

WORDS

What is the character saying? This must be a direct quote from the story.

FEELINGS

What emotions is the character feeling? They may have different emotions at different moments of the story.

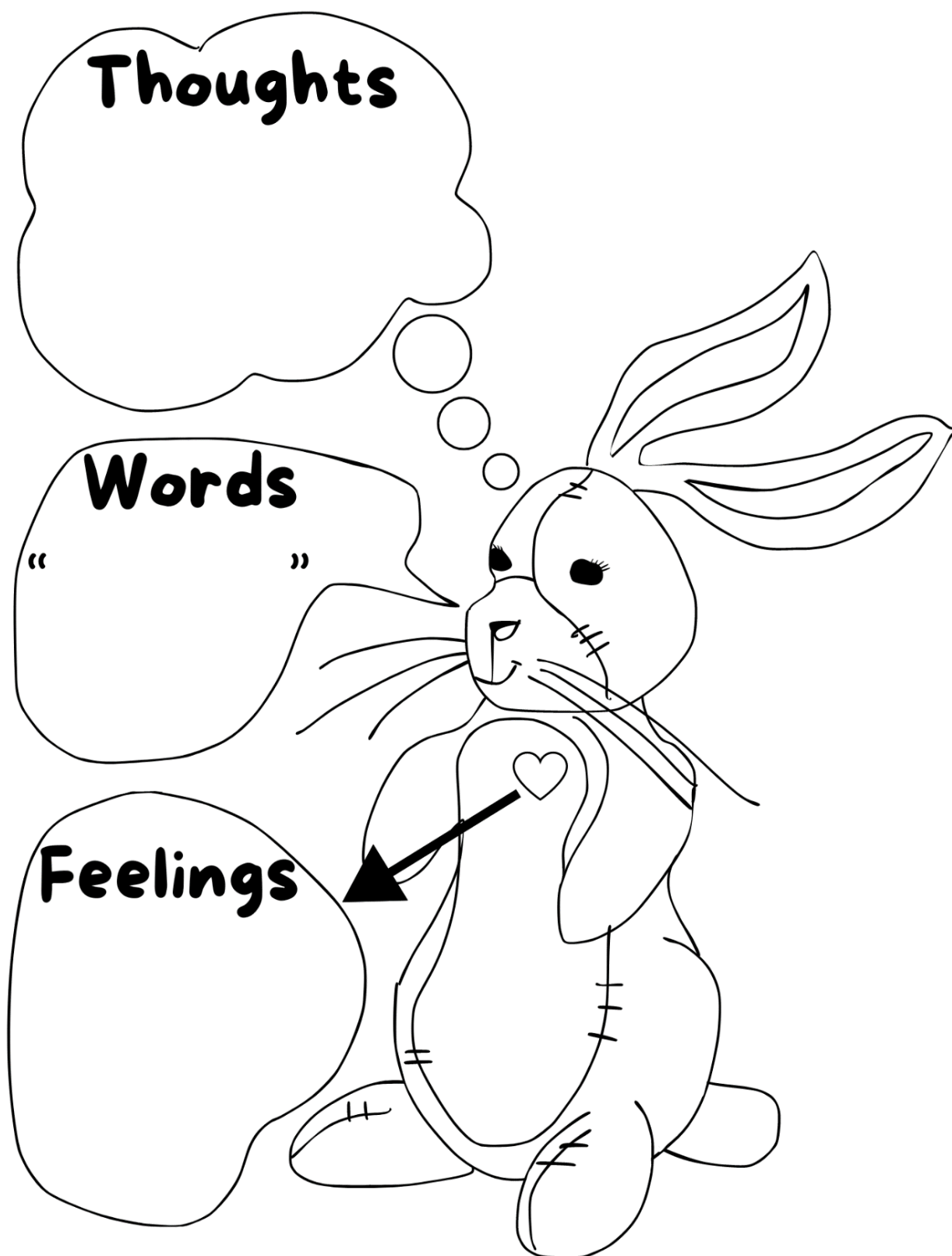
Students should individually complete the worksheet on the next page, citing evidence from the story to describe the rabbit's thoughts, words and feelings. Students may color the rabbit picture if they would like.

SUGGESTIONS FOR INCLUSIVE ADAPTIONS:

- Allow students to practice reading their assigned parts in quiet with teammates or a partner before reading out loud to the entire class
- For a more interactive experience, make a chart on the board to list any thoughts, words or feelings as they come up in the story
- When choosing emotions, show pictures of different emojis to the students and have them point to what they think Velveteen feels like at different points in the story
- Further explore emotions as a class by making a classroom emotion wheel or by acting out facial expressions and emotions with each other

Name: _____

Directions: After reading *The Velveteen Rabbit*, write the thoughts, words and feelings of the rabbit in each corresponding bubble. Color the rabbit.



Pull a Rabbit Out of a Hat (Grades: PreK-4)

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

Early Learning & Development: LL.1.a

English/Language Arts: L.K.4, L.1.4, L.2.4, L.3.4, L.4.4, L.4.5

Throughout the *Velveteen, A New Musical* performance, you will notice that the playwright and composer often use figurative language to tell a story in a more interesting way. Idioms are a form of figurative language used that can sometimes be challenging for young learners, but they are vital for true comprehension. Here are some examples of idioms used during the play:

Another trip around the sun – passage of a year's time, in the context of celebrating a birthday

Can't hold a candle to – not nearly as good as

The cream of the crop – the best of the best

Together as a class, watch the music video for "That's an Idiom" (see Resources). After the video, host a class discussion prompting students to define idioms in their own words and give examples of common idioms that they already know. Review the idiom definition and example below with your students.

Idiom – a phrase that does not exactly mean what the words say

"Pull a rabbit out of a hat" – to solve a problem in an unexpected way

Together as a class or individually have the students complete the worksheet on the next page, matching common idioms with their meanings.

To further extend learning, consider hosting an "Idiom Day" in your classroom, implementing elements from this list:

- Create an "edible idiom" craft, using a food-related phrase and drawing a visual on a paper plate
- Ask students to wear a costume representing an idiom to school
- Split students into small groups to act out skits which give the meaning of different idioms
- Complete idiom coloring sheets (see Resources)
- Research the history of an assigned idiom phrase
- Keep a log in a classroom journal of all the idioms students hear or learn that day or during their field trip



SUGGESTIONS FOR INCLUSIVE ADAPTIONS:

- Note that idioms can be a bit tricky for some learners and plan extra time for this activity
- Use visual aids when defining idioms
- When viewing the music video, allow students to view individually with headphones, turn on closed captions or change the video playback to a slower speed
- During the class discussion use questions that call for examples such as "Can you think of a phrase that doesn't mean what it says?"
- Instead of having students write in their responses on the worksheet, print and cut out each question/answer and have them physically match each pair

Idiom Worksheet

(Grades: PreK-4)

Name: _____

Directions: Match each idiom to its meaning.

_____ 1. Piece of cake

A. Good luck

_____ 2. Can't hold a candle to

B. Passage of a year's time

_____ 3. It's raining cats and dogs

C. Easy

_____ 4. Cream of the crop

D. Not nearly as good as

_____ 5. Another trip around the sun

E. There is a big storm

_____ 6. Break a leg

F. To be similar

_____ 7. Under the weather

G. Feeling sick

_____ 8. Peas in a pod

H. The best of the best

_____ 9. Tie the knot

I. Get nervous and quit

_____ 10. Chicken out

J. Get married

■ POST-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: PreK-4)

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

Early Learning and Development: AL.1.a, AL.1.b, CR.1.b, CR.2.a, LL.1.a, LL.1.b, LL.1.d, LL. 2.b, PW.1.d, SE.1.a, SE.1.b, SE.3.a

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

Fine Arts: Dance: K.1CR, K.1PE, K.2PE, 1.1CR, 1.1PE, 1.2PE, 2.1CR, 2.1PE, 3.1PE; Drama: K.1CO, 1.1CO, 2.4CO, 3.4CO; Music: K.3PE, K.5PE, 1.5PE, 2.3PE, 3.3PE

Social & Emotional Learning: C1.3.a, C3.3.a, D2.3.a, C1.3.b

Playhouse Square teaching artists Molly and AJ invite students to join them once again as they continue to explore themes found throughout the show. In this video, students will learn a song from the show and talk about the transformative power of love and friendship.

Run time: 11:17



Excerpt of “Magic Is Real” by Molly Andrews-Hinders

When you share with your friend

All of your love and care

It's like you're making magic real

Pretty soon you'll see it everywhere

Happy Handshake Reflection

- How many moves do you have?
- How did you feel while making a handshake with a friend?
- How does it feel to have a special handshake with someone else?

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

Additional Terms

Empathy – understanding and sharing the feelings of another person

SUGGESTIONS FOR INCLUSIVE ADAPTIONS:

- When viewing the video, allow students to view individually with headphones, turn on closed captions or change the video playback to a slower speed
- When the artists in the video teach dance moves and music, you might need to play the clips again a few more times to allow more practice

Show & Tell Bingo (Grades: PreK-4)

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

Early Learning & Development: AL.1.a, AL.1.b, MA.1.a, MA.1.c

English/Language Arts: SL.K.4, SL.K.6, SL.1.4, SL.1.6, SL.2.4, SL.2.6, SL.3.4, SL.4.4

Social and Emotional Learning: D1.1.a, D1.1.b

Did you know that the performers in *Velveteen* did a “show and tell” to prepare for their roles? Each actor brought in a childhood stuffed animal and shared memories with their castmates. Actors do exercises like this to better understand the show, their fellow actors and their characters. Similarly, your students will choose an object for a class “show and tell” to get to know their classmates better.

For this activity, each student will bring a special object from home to share with the class and explain why it is meaningful to them. On the next page, you will find a letter template to help families understand the “show and tell” assignment. Attach each letter to a paper bag and send it home with the students.

On “show and tell” day, arrange the seats in a half-circle. Each student will take turns standing in the middle to present their item. You may need to prompt them with questions to help them explain why the object is special. During the presentations, the other students will fill out the bingo board on page 22, marking off a square if any objects presented by their classmates are on the bingo board. Consider rewarding students for their attentiveness if they mark off five squares in a row.

After completing these steps, host a class reflection:

- Did anyone pick similar items?
- Was there a common theme amongst the selected items?
- If all the “show and tell” items were toys in the nursery, just like in the play, what would they say?
- Would they befriend Velveteen?
- If your students were toys in the nursery, what toys would they want to be?

SUGGESTIONS FOR INCLUSIVE ADAPPTIONS:

- Before “show and tell” day, explain the step-by-step process of how the activity will go so the students are prepared
- Instead of seating the class in one large half-circle, break up into several smaller half-circles or clusters to make the groups less overwhelming
- Provide quiet fidget toys for students to use while they wait for their turn to present their item
- Offer alternatives to presenting in front of the class live such as pre-recording a clip or writing a script to read from during their presentation
- Complete one bingo board together as a class instead of individually
- If a student forgets their item, allow them to talk about the item they chose or allow them to borrow an item from around the classroom
- If a student has trouble selecting an item, allow them to pick a person or place they love instead



SHOW & TELL DAY


is coming up in our classroom on

Your child is invited to bring in one special object from home to share with the class, to supplement our unit on speaking and listening. Great examples of items include a picture they drew, a trophy, a friendship bracelet or a favorite toy. Ensure the item chosen is not breakable or valuable and that it fits in the attached paper bag.

Take a moment to chat with your child about what they would like to say when presenting their cherished item to their classmates.

THANK YOU FOR YOUR HELP!

BINGO WORKSHEET

Something that starts with letter B	Something hand made	A book	Something red	A toy
Something blue	A sports item	Something shiny	Artwork	Something round
Something small	A photo		Something square	A stuffed animal
Something new	Something you win	A game	Something that can move	Something from nature
A souvenir	Something you can wear	Something soft	Something that starts with letter A	Something old

Open to Change (Grades: PreK-4)

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

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

Fine Arts: Visual Arts: K.1CO, K.3PE, 1.3CO, 1.3PE, 4.3CO

Social and Emotional Learning: A1.1.a, B1.1.a, B1.3.a, B3.1.a, C1.1.a, D3.3.a, E4.2.a, E4.3.a, A1.1.b, B1.1.b, C1.3.b

As your students saw during the performance, Lulu experiences seasons of change in her life. When your students deal with changes in their own lives, we want you to give them the tools to be flexible.

CHANGE

to become different

To begin this lesson, describe the spaghetti noodle analogy (below) to your students, perhaps using props or other visuals.

When you get spaghetti noodles from the store, they come in a box. These noodles are hard and straight. If you try to bend a hard noodle, it will break. You wouldn't want to eat hard noodles. To make noodles tasty, you need to cook them in hot water. When the noodles are done cooking, they become soft and bendy, not hard and straight anymore. They can twist and turn, and they are no longer crunchy. When you bend a cooked noodle, it curves and stretches. Dry noodles are RIGID. Cooked noodles are FLEXIBLE. In life, we can choose how we respond to change. We can be rigid to change, like getting upset or pushing back. We can be flexible to change, like staying calm and being thoughtful. Let's try to be like cooked noodles and be flexible!



Open to Change

Turning rigid thoughts into flexible thoughts can sometimes be challenging. Here are some ways to explain how to deal with change:



Ask questions to prepare for upcoming changes



Talk to a trusted adult



Reframe the change to see how it could be good



Pause to take deep breaths



Express emotions through a creative outlet

After reviewing these strategies, students can complete the worksheet on next two pages. Students may share what they draw with others in the class.

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SUGGESTIONS FOR INCLUSIVE ADAPTIONS:

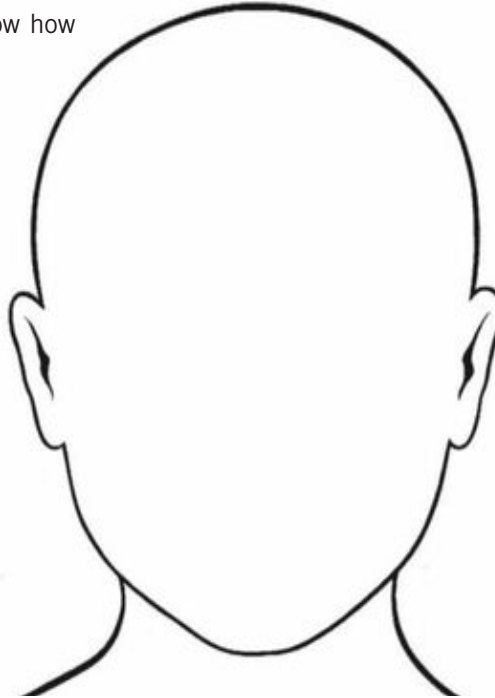
- Visual aids are highly recommended; bring in both uncooked and cooked spaghetti noodles allowing the students to feel the texture
- Give other grade-level appropriate examples of changes such as hot to cold or day to night
- Print the images provided for each way to deal with change, presenting each visual to students as you explain the step
- Individually or in small groups, guide students through the worksheet
- Show examples of differing emojis on the board as a “emotion bank” for the students to choose from when completing the worksheet
- A video social story on Dealing with Changes and Transitions is linked on the Resources page

Open to Change Worksheet (Grades: PreK-4)

Name: _____

Directions: Complete the worksheet below, remembering what you learned about being flexible like a noodle.

1. Draw features on this face to show how you feel about change.



2. In the box below, illustrate a time change was difficult for you.

3. In the box below, illustrate a time change was easy for you.

Open to Change Worksheet

4. To overcome a difficult life change, what would you do to make yourself feel better? (Circle your answer)



Ask questions



Pause to take deep breaths



Express emotions creatively

5. In the box below, draw a picture to show how you would help a friend who is upset because they just found out they are moving.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture showing how they would help a friend who is upset about moving.

RESOURCES

BOOKS



The Velveteen Rabbit, by Margery Williams

The Velveteen Rabbit: The Classic Edition (Picture Book), by Margery Williams

Selections for Further Reading

Corduroy, by Don Freeman

I Am Enough, by Grace Byers and Keturah A. Bobo

Raining Cats and Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bones of Young People, by Will Moses

The Day You Begin, by Jacqueline Woodson

The Invisible String, by Patrice Karst

The Kissing Hand, by Audrey Penn

The Memory Box: A Book About Grief, by Joanna Rowland

Tilda Tries Again, by Tom Percival

WEB



Classroom Connections Workshop Videos

Velveteen, A New Musical Pre-Show Workshop Video.
Password: binky241022

<https://vimeo.com/988480908>

Velveteen, A New Musical Post-Show Workshop Video.
Password: binky241022 <https://vimeo.com/988475501>

“Ohio Theatre Letterbox” Activity

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

“Meet the Rabbit” Activity

“The Velveteen Rabbit Read Aloud” YouTube, uploaded by Retro Read Along, <https://youtu.be/svz4pdLIDQs?si=Z4-aH9MuQTJsmzIR>

“Pull a Rabbit Out of a Hat” Activity

“Idioms: Fun and Free Coloring Pages,”

Classroom Doodles, 2015.

<https://www.classroomdoodles.com/idioms.html>

“That’s An Idiom” YouTube, uploaded by Cram Jams,
<https://youtu.be/Ls5Ew9PJcO8?si=9hVFJAQKaiqmQRne>

Visiting Playhouse Square Social Stories

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

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

“120 Useful English Idiom Examples Everyone Should Know,” We Are Teachers, December 21, 2023. <https://www.weareteachers.com/idiom-of-the-day/>

“Dealing with Changes and Transitions – Social Story” YouTube, uploaded by All Special Needs Now, <https://youtu.be/kEO29ckgNBw?si=2JKep4Pnns06xwQ>

“Facts About Rabbits You Probably Didn’t Know,” *Blue Cross*, March 22, 2024. <https://www.bluecross.org.uk/advice/rabbit/wellbeing-and-care/facts-about-rabbits>

“The Velveteen Rabbit or How Toys Become Real Interactive Flip Book,” *Nosy Crow Flip Builder*. <https://online.flipbuilder.com/nosycrow/ekgi/>