



Plan-B Theatre's Ninth Annual Free Elementary School Tour



A World Premiere by Debora Threedy
Created Specifically for Grades K-3

Classroom Study Guide



To bring this free program to your school,
(in-person, as streaming video, or as a podcast)
contact Sarah Meservy, Education Coordinator
sharah@planbtheatre.org | [801.297.4200](tel:801.297.4200)

visit planbtheatre.org/education for additional resources

Program run time:

5 min intro
25 min play
5 min post-show

SEPTEMBER 2021 - MAY 2022



ALLI AND #3 is the story of a gator named Alli and a heron without a name.

They form an unlikely friendship as they follow a thinning river in search of a new home.

A tale of fishing and friendship created specifically for grades K-3.

A World Premiere by Debora Threedy
Created Specifically for Grades K-3

This twenty-five-minute performance is preceded by a five-minute introduction to basic theatre terms and the interactive elements of the play. Following the performance, our Education Coordinator leads a five-minute, post-show discussion to connect students with the play's themes and characters.

ALLI AND #3 receives its world premiere as our ninth annual Free Elementary School Tour (FEST). Representation is the bedrock of FEST, which seeks to authentically connect what students see onstage with what they envision themselves creating as artists, expecting as patrons and supporting as citizens.

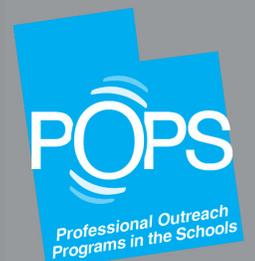
Some teachers worry addressing climate science in their classrooms will be considered political. However, there is no need to proselytize. By presenting scientific data and information from multiple sources and a variety of perspectives, and encouraging curiosity and critical thinking, educators empower students to develop their own understanding of complex topics.

**BECAUSE EACH OF US IS DIRECTLY
PLUGGED INTO THE PLANET, THE ACTIONS
WE TAKE - OR FAIL TO TAKE -
PROFOUNDLY INFLUENCE EARTH'S SYSTEMS.**

**- MIKE WEILBACHER
EXECUTIVE DIRECTOR
SCHUYLKILL CENTER FOR ENVIRONMENTAL EDUCATION**

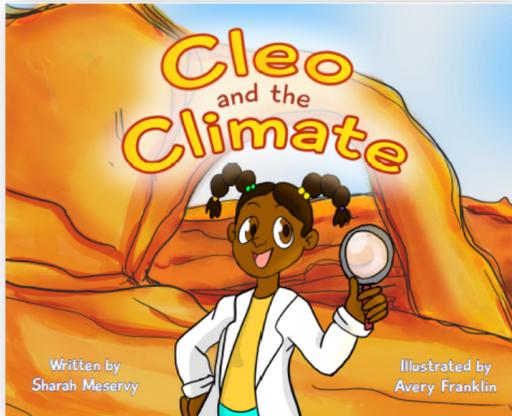
Well it seems like t'ings are changing. We can't just pretend everyt'ing's hokay. We got to talk about dis. Got to be prepared..

- Alli Gator
ALLI AND #3



A Gift For Your School Library

Each school ALLI AND #3 serves will receive a copy of *Cleo and the Climate* to supplement the themes of the play.



Cleo and the Climate

by Sarah Meservy (2021)

Illustrated by Avery Franklin

Seven-year-old Cleo loves science! Since a good scientist is always curious, she never runs out of questions about how Grandma grows plants in her greenhouse, how NASA tracks the weather, why some beetles are pests, and how Utah habitats are changing. A story that will spark students' excitement for science by encouraging curiosity about the world around them.



[Watch Cleo and the Climate read aloud by the author](#)

Download Our Free App

Hold our educational resources in the palm of your hand when you download our app, available in the [Apple App Store](#) or from [Google Play](#).



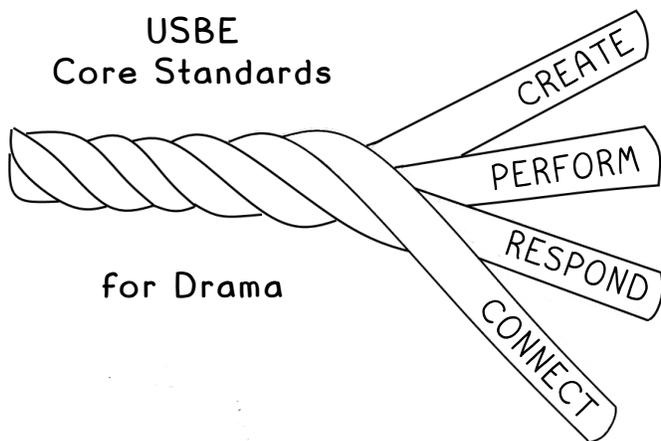
Intended Learning Outcomes

After experiencing ALLI AND #3, students will understand how human activity negatively impacts the natural world and that living things must adapt and/or migrate to survive. Students will be able to:

- Explain the difference between weather and climate.
- Offer examples of different types of habitats and organisms found in those habitats.
- Understand that human activity causes changes in the environment.
- Offer examples of animals adapting and/or migrating to survive adverse circumstances.
- Understand how cooperation can lead to solutions to problems that would be impossible to achieve individually.

Alignment with Core Standards

Our education programs are designed support student learning across multiple content areas. The table on the next two pages outlines how the activities in this study guide align with Utah State Board of Education Core Standards in drama, language arts, science and engineering, library media, and health education.



Utah State Board of Education's Core Standards for drama are organized into four strands: (1) Create, (2) Perform, (3) Respond, and (4) Connect. Strands 3 and 4 are organically and thoroughly integrated into your students' experience with ALLI AND #3. To help students meet standards in strands 1 and 2, we have included our free playwriting curriculum PLAYWRITING WITH YOUNG PEOPLE by Julie Jensen as an appendix to this study guide (see pages 23-24).



Grades & Content Area	Activity & Core Standards	Pages
K-5 Science & Engineering, Language Arts, Library Media	<p>ANTICIPATION GUIDE, K-W-L CHART</p> <p>2.SEEEd.2 The physical characteristics of plants and animals reflect the habitat in which they live.</p> <p>3.SEEEd.2 Organisms have unique and diverse life cycles, but they all follow a pattern of birth, growth, reproduction, and death.</p> <p>(K-5).LM.1 Organize information from multiple sources.</p> <p>2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>(K-5).LM.1.1d Listen to, view, read, and integrate information to build a knowledge base.</p> <p>(K-5).LM.4.2b Generate essential questions for new understanding and to guide inquiry.</p> <p>(K-5).LM.7.1a Use questions to guide reading, listening, and viewing of sources while building connections between prior knowledge and new information.</p>	1-4
K-3 Science & Engineering	<p>LEARN ABOUT CLIMATE, MAKE A SOLAR OVEN, MODELING WEATHER DATA</p> <p>K.SEEEd.1 Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular time. People measure these conditions to describe and record the weather to identify patterns over time.</p> <p>2.SEEEd.3.4 Obtain, evaluate and communicate information about changes in matter caused by heating or cooling. Emphasize that some changes can be reversed and some cannot. Examples of reversible changes could include freezing water or melting crayons. Examples of irreversible changes could include cooking an egg or burning wood.</p> <p>3.SEEEd.3.1.1 Analyze and interpret data to reveal patterns that indicate typical weather conditions expected during a particular season.</p> <p>3.SEEEd.3.1.2 Obtain and communicate information to describe climate patterns in different regions of the world. Emphasize how climate patterns can be used to predict typical weather conditions.</p>	5-6
K-5 Language Arts, Health Education, Science & Engineering	<p>DISCUSSION QUESTIONS</p> <p>(K-5).RL.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>K.HF.2 Describe how to make friends and be a good friend.</p> <p>1.HF.3 Demonstrate how to express gratitude, treat others with kindness, and respect differences.</p> <p>2.HF.5 Describe characteristics of a good friend.</p> <p>3.HF.3 Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.</p> <p>(K-1).SEEd.2 Living things depend on their surroundings to get what they need, including food, water, shelter and a favorable temperature.</p> <p>2.SEEEd.2.1 Obtain, evaluate, and communicate information about patterns of living things in different habitats.</p>	7



Grades & Content Area	Activity & Core Standards	Pages
K-3 Science & Engineering	HABITAT DIORAMAS (K-1).SEEd.2 Living things depend on their surroundings to get what they need, including food, water, shelter and a favorable temperature. 2.SEEEd.2 The physical characteristics of plants and animals reflect the habitat in which they live. 3.SEEEd.2 Engage in an argument from evidence that in a particular habitat (system) some organisms can survive well, some survive less well, and some cannot survive at all.	7-11
K-3 Science & Engineering	DESIGN A SOLUTION K.SEEEd.2.4 Design and communicate a solution to address the effects that living things (plants, and animals, including humans) experience while trying to survive in their surroundings. 3.SEEEd.2.6 Design a solution to a problem caused by a change in the environment that impacts the types of plants and animals living in that environment.	7
K-5 Language Arts	BE A THEATRE CRITIC (K-5).Writing.1 Write opinion pieces.	7
K-6 Language Arts, Drama	READER'S THEATRE (2-3).RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (K-6).T.P.5 Use voice to communicate meaning through volume, pitch, tone, rate and clarity.	12-13
K-6 Drama	PLAYWRITING (K-6).T.CR Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works.	12
2-3 Language Arts	FABLES (2-3).RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.	12
3 Language Arts	THE STRUCTURE OF A PLAY 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza: describe how each successive part builds on earlier sections.	14-15



Anticipation Guide (page 3)

This is a great comprehension tool to guide students through watching the play! Have students complete the anticipation guide on page 3. Once they see the play, have them return to the Anticipation Guide to see if their ideas have changed.

K-W-L Chart (page 4)

Use this in place of or in addition to the Anticipation Guide to prepare your students to see the play. It could also be used after the play to build on what students learn from ALLI AND #3.

Ask, "What do you know about herons?" and "What do you know about alligators?" Have students record their previous knowledge in the first column of the chart. (For younger students, you might opt complete a class K-W-L Chart together on the board in place of individual charts.)

Ask, "What do you want to know about herons? What do you want to know about alligators? What questions do you have?" Students should write down questions in the second column.

Online Resources for learning about herons:

- * [Kiddle Kids Encyclopedia](#)
- * [Birds of North America](#)
- * [Easy Science for Kids](#)
- * [All About Birds](#)
- * [Audubon Guide to North American Birds](#)

Online Resources for learning about alligators:

- * [Kiddle Kids Encyclopedia](#)
- * [Easy Science for Kids](#)
- * [Smithsonian's National Zoo](#)
- * [San Diego Zoo](#)
- * [National Geographic Kids](#)

Provide resources, both online and in-person, about herons and alligators. Have students spend time with these resources in partnerships, searching for the answers to their questions.

Core Standards

(K-5) Library Media 7.1a: Use questions to guide reading, listening, and viewing of sources while building connections between prior knowledge and new information.

(K-5) Library Media 1.1d: Listen to, view, read, and integrate information to build a knowledge base.

(K-5) Library Media 4.2b: Generate essential questions for new understanding and to guide inquiry.

2.RI.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

3.RI.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

(K-2).SEEd.2: Living things depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature.

3.SEEEd.2: Organisms have unique and diverse life cycles, but they all follow a pattern of birth, growth, reproduction, and death.



Core Standards

(K-5) Library Media 1:
Organize information from multiple sources.

2.SEEEd.2: The physical characteristics of plants and animals reflect the habitat in which they live.

For younger students, read appropriate informational texts aloud or watch videos to learn about herons ([this short BBC clip is our favorite!](#)) and alligators ([we love this this 2-minute video of Robert Irwin](#)).

Once students have learned about herons and alligators, have them group their knowledge by category such as eating, habitats, relationships, and defenses.

Note: Given the number of species of heron, you might prefer to narrow your students' research to the species in the play (the green heron), or to the species that can be found in Utah (the great blue heron). Or your students could study how the physical characteristics of different species of heron reflect the habitat in which they live.



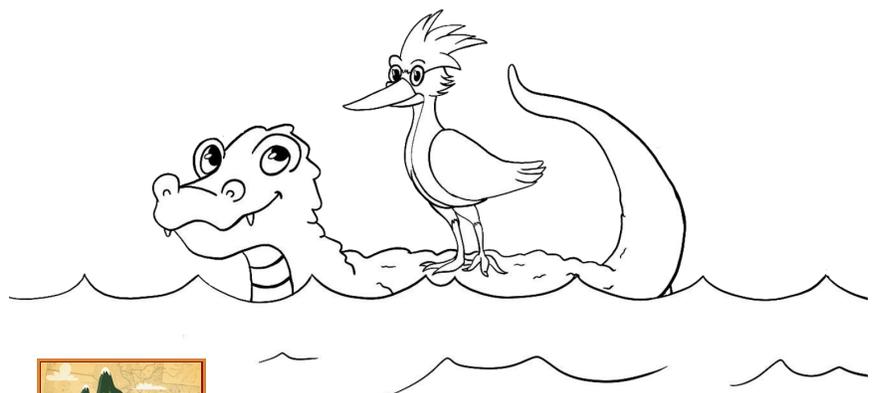
Name: _____

Date: _____

ANTICIPATION GUIDE

In ALLI AND #3, Alli is an alligator and #3 is a green heron. Before seeing the play, read each statement and decide whether you agree or disagree. Afterward, check back to see if your answers have changed.

	BEFORE Agree or Disagree?	AFTER Agree or Disagree?
Hérons can ride on the backs of alligators.		
Rivers and lakes can grow smaller.		
People can cause lakes and rivers to get smaller.		
Alligators eat green herons.		
Alligators and green herons both eat fish.		
Green herons eat alligators.		
Green herons eat snakes.		
Alligators are fast.		



Name: _____

Date: _____

K-W-L CHART

In ALLI AND #3, Allie is an alligator and #3 is a green heron. What do you know about alligators and herons? What do you want to know? What have you learned?

KNOW	WANT TO KNOW	LEARNED

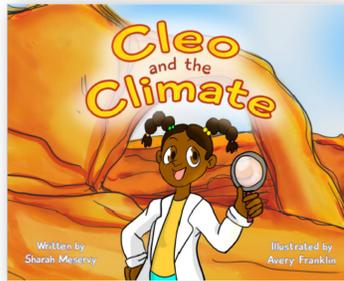


Learn About Climate

Read *Cleo and the Climate* by Sarah Meservy, illustrated by Avery Franklin.

Then assess your students understanding with these questions:

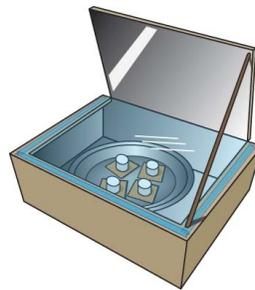
- What is the difference between weather and climate?
- What do greenhouse gases do?
- Where do greenhouse gases come from?
- What are some effects of earth's climate getting warmer?



If you have a smart board or projector, work together as a class to answer the questions on this [online quiz](#) or [play a game](#).

Make a Solar Oven

A solar oven is a foil-lined box that traps some of the sun's energy to make the air inside the box hotter than the air outside the box. Follow the instructions on [NASA's Climate Kids website](#) to make a solar oven with your students. Use the oven to make s'mores, nachos, or another delicious treat.



For a non-food-related activity, try creating artwork out of melted crayons by arranging pieces of unwrapped wax crayons on cardstock. Carefully place your students' designs in the solar oven and wait for the wax pieces to melt onto the paper.

Modeling Weather Data

Where does data about climate come from? NASA's Jet Propulsion Laboratory (JPL) sends satellites into space to collect valuable data about the earth. This multi-level [K-6 lesson plan on JPL's website](#) explores weather patterns by using stacking cubes to graph precipitation data.

Core Standards

K.SEEed.1: Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather to identify patterns over time. Weather scientists forecast severe weather so that communities can prepare for and respond to these events. Sunlight warms Earth's surface.

2.SEEed.3.4 Obtain, evaluate, and communicate information about changes in matter caused by heating or cooling. Emphasize that some changes can be reversed and some cannot. Examples of reversible changes could include freezing water or melting crayons. Examples of irreversible changes could include cooking an egg or burning wood.

3.SEEed.3.1.1 Analyze and interpret data to reveal patterns that indicate typical weather conditions expected during a particular season.

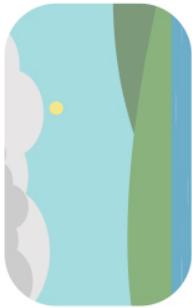
3.SEEed.3.1.2 Obtain and communicate information to describe climate patterns in different regions of the world. Emphasize how climate patterns can be used to predict typical weather conditions.



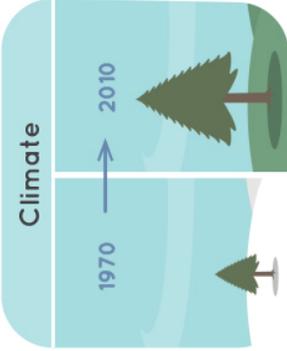
What's the difference between weather and climate?



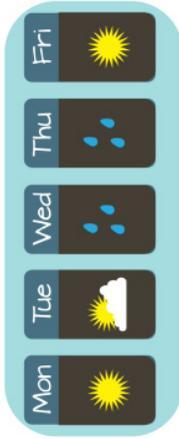
Take a look outside your window. Is it hot and sunny? Is it cloudy and rainy? Is there snow on the ground? When you look out the window, you're seeing what the weather is like today.



Weather is only temporary. For example, a blizzard can turn into a flood after just a few warm spring days.



Climate, on the other hand, is more than just a few warm or cool days. Climate describes the typical weather conditions in an entire region for a very long time—30 years or more.



Keeping an eye on changing weather can help us plan ahead.



We know that if thunderclouds are forming overhead, it's probably a good idea to stay inside.



But it's important to keep an eye on changes to Earth's climate too. And NASA has observed that Earth is getting warmer.



Keeping track of Earth's sea level is one way that we can know how quickly the climate is changing.



As Earth's climate warms, ice in Antarctica and Greenland is melting. This causes the level of the oceans to rise.



NASA satellites can measure sea level rise from space.



They can also track changes in the climate by measuring the clouds. We know that changes in the number, size or location of clouds could be caused by a change in Earth's climate



NASA satellites are always orbiting Earth, looking down at our oceans and clouds. And they monitor Earth's climate in other ways too.

It's important to keep an eye on our planet and all the ways that it's changing. Right now, it's the only one we've got!



Discussion Questions

Friendship

- How are Alli and #3 different from each other?
- How are they the same?
- How did Alli and #3 help each other?
- What can we do to help and support each other at school?

Living Things and Habitats

- What habitat do Alli and #3 live in?
- What do they need to survive?
- How do they get the things they need from their habitat?
- What changes happened to their habitat during the play?
- How did they adapt to those changes?
- What are some ways humans affect nature?
- What can we do to protect and preserve natural habitats?

Habitat Dioramas (pages 8-11)

Provide students with single-sided copies of the following worksheets. Have students color, cut out, and assemble a diorama of each habitat presented in the play. Alternatively, challenge your students to create original artwork through drawing, collage or sculpture.

Other options for mini-habitats include using live plants to make [terrariums](#) or even making an [ecosystem jello dessert](#).

Design a Solution

ALLI and #3 had to find a new place to live when their river dried up. Discuss how human activity impacts rivers and lakes. Have your students design possible solutions to Alli and #3's problem.

Be a Theatre Critic

Using grade-appropriate methods (drawing, dictation, or writing), have students create opinion pieces about the play.

(Psst! We would LOVE to read the finished pieces! Share them with us via mail, email, or social media.)



Plan-B Theatre
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@planbtheatreco



Core Standards

(K-5)RL.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

K.HF.2: Describe how to make friends and be a good friend.

1.HF.3: Demonstrate how to express gratitude, treat others with kindness, and respect differences.

2.HF.5: Describe characteristics of a good friend.

3.HF.3: Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.

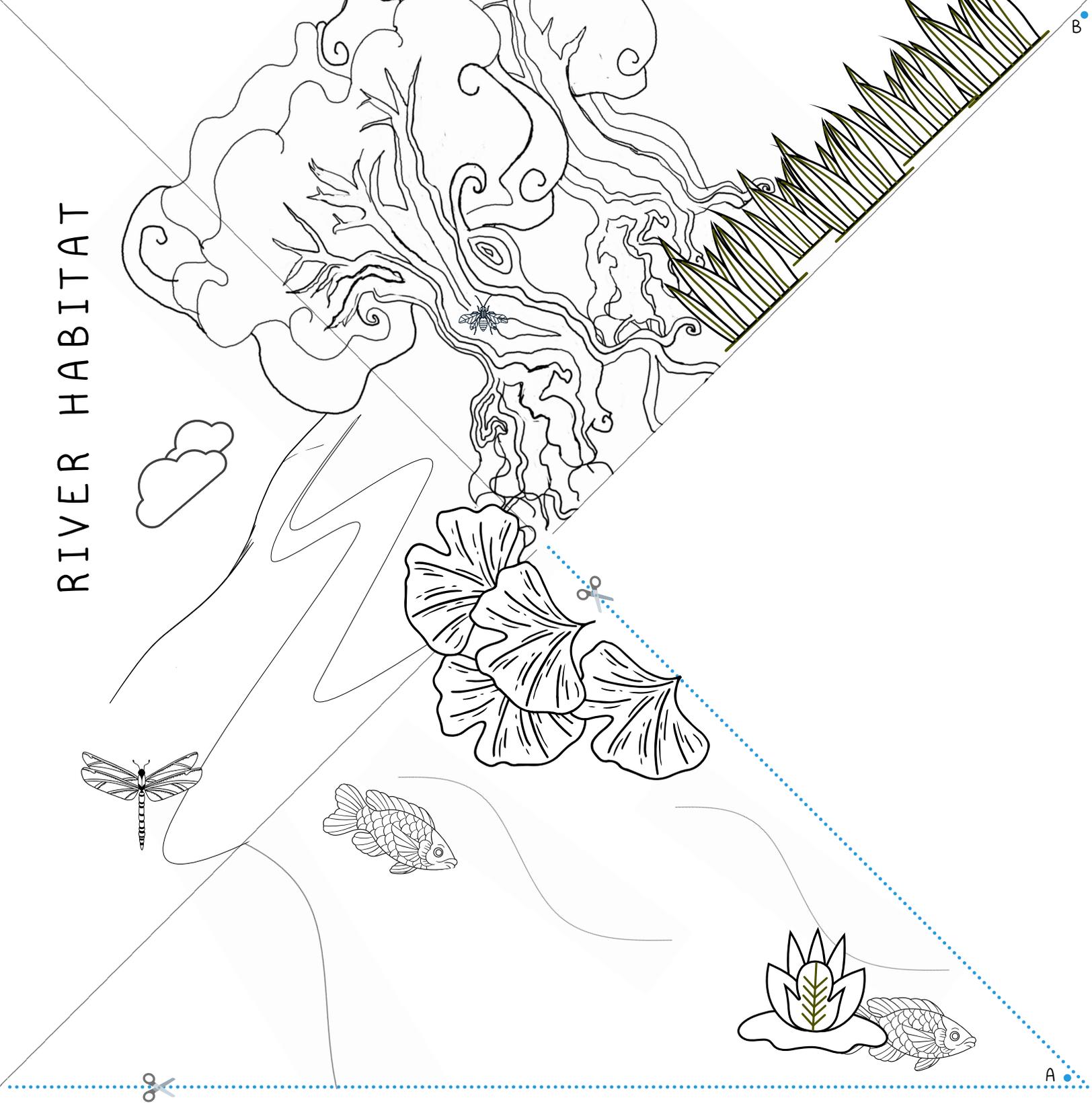
2.SEd.2.1: Obtain, evaluate, and communicate information about patterns of living things (plants and animals, including humans) in different habitats

3.SEd.2.6: Design a solution to a problem caused by a change in the environment that impacts the types of plants and animals living in that environment.

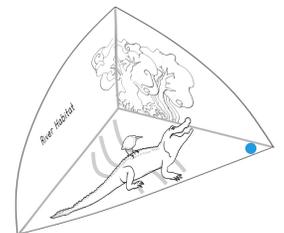
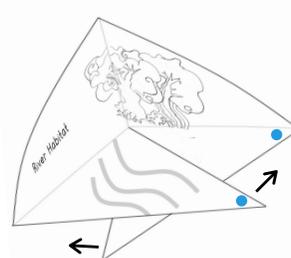
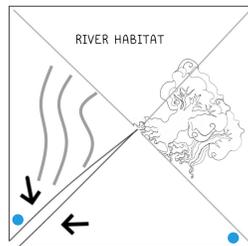
K.SEd.2.4 Design and communicate a solution to address the effects that living things (plants and animals, including humans) experience while trying to survive in their surroundings.

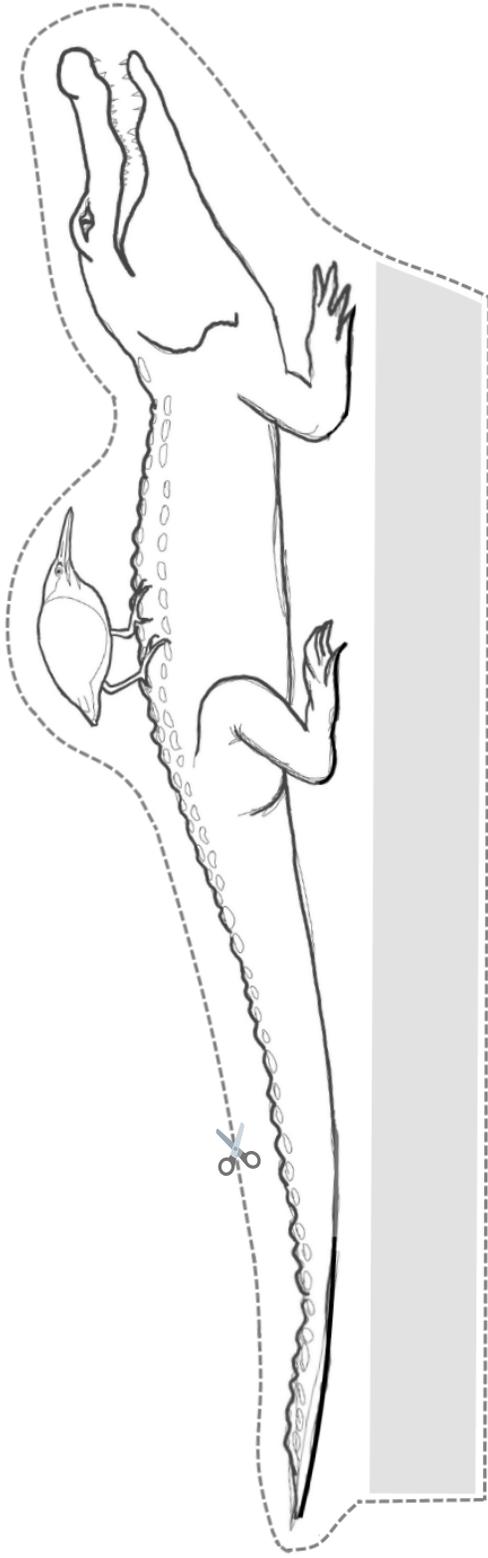
(K-5) Writing Standard 1: Write opinion pieces.

RIVER HABITAT



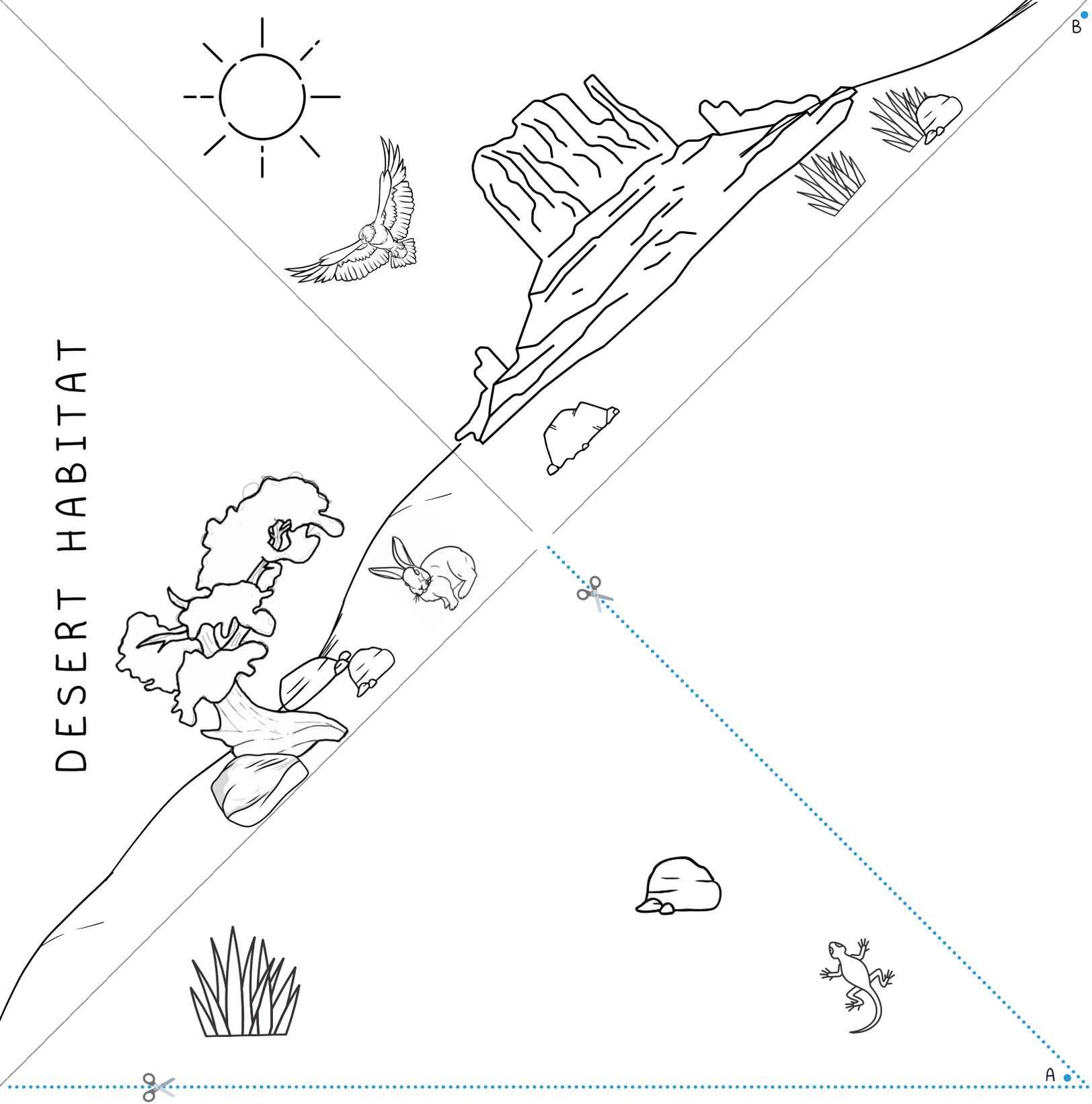
1. Color in the habitat.
2. Cut along the dotted lines.
3. Fold along the solid lines.
4. Overlap point A over point B.
5. Use glue or staples to fasten.



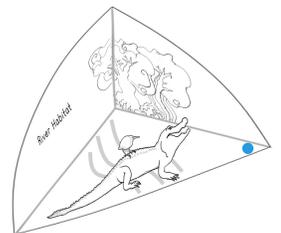
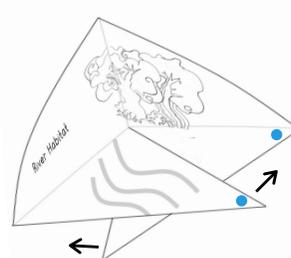
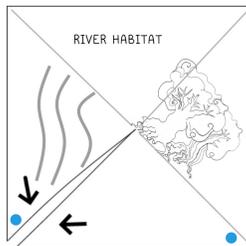


1. Color in and cut out Alli the alligator and #3 the green heron.
Be sure to cut around the grey tab at the bottom!
2. Fold the grey tab back and apply glue to it.
3. Stick Alli and #3 in your river habitat diorama.

DESERT HABITAT

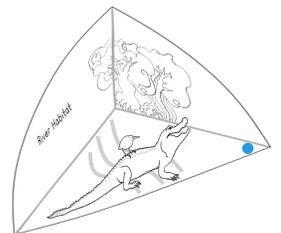
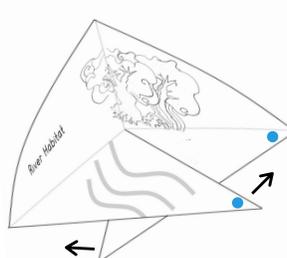
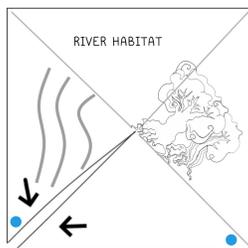


1. Cut along the dotted lines.
2. Fold along the solid lines.
3. Overlap point A over point B.
4. Use glue or staples to fasten.





1. Cut along the dotted lines.
2. Fold along the solid lines.
3. Overlap point A over point B.
4. Use glue or staples to fasten.



Fables

Discuss as a class: what is a fable? (A fable is a story with animal characters and a moral.) Ask students if ALLI AND #3 qualifies as a fable, and why they think it does or does not. Then, discuss what they think the moral of the play might be.

Reader's Theatre (page 13)

Discuss with your class the question "What makes a play a play?"

Pass out the worksheet from page 13. Ask your students to find each of the following elements on the page: characters, dialogue, and stage directions.

Read the character descriptions together as a class. Ask your students how they think each character might speak and allow them to try out a few different voices.

Have students read the excerpt from the play as reader's theatre, either in pairs or chorally.

Find more scripts for classroom use in our free online [Script Library](#).

The Structure of a Play (pages 14-15)

Using the worksheet on page 14, help students understand that a play is divided into scenes. Discuss how ALLI AND #3 has three scenes and explore how each scene builds on the one previous. For example, scene two finds Alli and #3 facing the challenge of how to share a smaller river. This builds on scene one, where they found a compromise on how to share the river.

Playwriting (pages 23-24)

Use our free curriculum [PLAYWRITING WITH YOUNG PEOPLE](#) by Julie Jensen to help your students create original work. Playwriting is an excellent way to extend learning and solidify knowledge in any content area while developing creativity, collaboration, and language skills. Challenge your class to invent narratives inspired by what they're learning in social studies, language arts, health, or science.

Core Standards

(2-3).RL.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

(2-3).RF.4b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

(K-6).T.P.5: Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.

3.RL.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

(K-6) Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

(K-6).T.CR: Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works.



Name: _____

Date: _____

Excerpt from

ALLI AND #3

by Debora Threedy

CHARACTERS

#3 – a green heron. A scrappy personality.

ALLI – an alligator. A gentle giant. Alli speaks with an accent where TH sounds like T or D.

ALLI: Sometimes people has a boat.

#3: Do you see a boat? I don't see a boat.

ALLI: Hey! You gotta boat!

#3: Yeah right.

ALLI: Me!

#3: You?

ALLI: I could be a Gator Boat. You just climb on and I swim you across.

#3: Really?

ALLI: Sure t'ing.

#3: You wouldn't pull any funny business?

ALLI: Sometimes I make joke.

#3: No, I mean, you wouldn't get me in the middle of the river and then...try to eat me, would you?

ALLI: I not hungry. I just ate. Fish.

#3: Okay then. But you try to pull a fast one and you'll be sorry.

ALLI: (Chuckles) No sweat. Easy-peasy.

(#3 stands on a chair behind Alli so it looks like they're on Alli's back)

ALLI: You ready?

#3: Ready as I'll ever be.

ALLI: Here we go den!



Name: _____

Date: _____

THE STRUCTURE OF A PLAY

ALLI AND #3 is made up of three parts called **scenes**. Each **scene** takes place on a different day, with days passing in between. Most of the play takes place in one **setting** (the river), but in the last **scene**, Alli and #3 travel to a new **setting** (the lake).

What is a **scene**?

What is a **setting**?

Can you put the scenes in order? Write the correct letter in each blank.

1

SCENE ONE

Setting: The river

Action: _____

2

SCENE TWO

Setting: The river

Action: _____

3

SCENE THREE

Setting: The dry river bed, the jungle, and finally the lake

Action: _____

A

Alli and #3 discover that the river has dried up and there are no more fish. They walk through the jungle until Alli gets too thirsty to walk any further. #3 flies away and returns with a pail of water for Alli. They make it to the lake together.

B

#3 and Alli meet and become friends. They want to fish at the same place in the river so they agree to share the space: Alli will fish in the deepest spot, #3 will fish by the shore. Alli helps #3 cross the river to the other shore.

C

Alli wakes up from a nap and goes into the river to fish. Alli and #3 discover that the river has shrunk so that the deepest spot is now close to the shore. They talk about what could make a river shrink.



Name: TEACHER COPY

Date: _____

THE STRUCTURE OF A PLAY

ALLI AND #3 is made up of three parts called **scenes**. Each **scene** takes place on a different day, with days passing in between. Most of the play takes place in one **setting** (the river), but in the last **scene**, Alli and #3 travel to a new **setting** (the lake).

What is a **scene**?

A scene is a part of a play, like a chapter in a book.

What is a **setting**?

A setting is where the action takes place.

Can you put the scenes in order? Write the correct letter in each blank.

1 SCENE ONE
Setting: The river

Action: B

2 SCENE TWO
Setting: The river

Action: C

3 SCENE THREE
Setting: The dry river bed,
the jungle, and finally the lake

Action: A

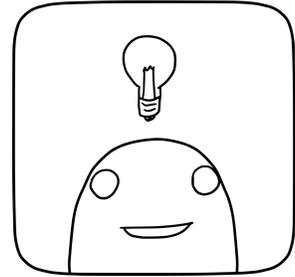
A Alli and #3 discover that the river has dried up and there are no more fish. They walk through the jungle until Alli gets too thirsty to walk any further. #3 flies away and returns with a pail of water for Alli. They make it to the lake together.

B #3 and Alli meet and become friends. They want to fish at the same place in the river so they agree to share the space: Alli will fish in the deepest spot, #3 will fish by the shore. Alli helps #3 cross the river to the other shore.

C Alli wakes up from a nap and goes into the river to fish. Alli and #3 discover that the river has shrunk so that the deepest spot is now close to the shore. They talk about what could make a river shrink.



TEACHER RESOURCES FOR ENVIRONMENTAL EDUCATION



Click on the links below to explore a wide range of free K-12 resources from Utah organizations.

[Request a Teaching Toolbox from the Natural History Museum of Utah](#)

Each of these teaching resource kits—complete with touchable specimens, reproducible materials, and related literature—will engage your classroom and spark curiosity in the natural world.

[Enjoy a classroom visit from a feathered guest through Hawkwatch International](#)

HawkWatch International brings live Raptor Ambassadors into classrooms to teach students about biology, ecology, and conservation.

[Request a botany bin from Red Butte Garden](#)

Botany Bins are free teacher resource kits that contain engaging, hands-on, Utah core-curriculum aligned lesson plans, related literature, touchable specimens, posters, magnifying lenses, flower presses, and reproducible materials to be used in classrooms.

[Take a virtual \(or real!\) field trip to Ogden Nature Center](#)

Ogden Nature Center offers teachers lesson plans, virtual field trips, professional development, and free equipment rental.

[\(First Grade Only\) Participate in Red Butte Garden's free Grow Lab program](#)

Each student plants their own plant and learns about plant parts, germination, flowering, pollination, fruit development, and seed dispersal. The program includes a teacher workshop, a grow lab light frame kit, planting materials and Wisconsin Fast Plant seeds, an eight lesson curriculum, materials for hands-on activities, a classroom plant poster, a classroom visit, and ongoing support.

[\(Second Grade Only\) Invite a guest presenter from Hogle Zoo](#)

In this interactive program, students will discover just how exciting and unique the habitats and wildlife in our backyard are. The program includes video footage, live animals and biofacts – skulls, feathers, and pelts.

[\(Third Grade Only\) Invite a guest presenter from Thanksgiving Point](#)

Staff will come to your classroom and present a 60-minute program of hands-on activities centered on understanding life cycles.



INTRODUCTION TO THEATRE

What is theatre?

Theatre, the imagined and enacted world of human beings, is one of the primary ways children learn about life—about actions and consequences, about customs and beliefs, about others and themselves. [...] children arrive at school with rudimentary skills as playwrights, actors, designers, directors, and audience members; theatre education should build on this solid foundation.

National Standards for Arts Education

How can I use theatre in my classroom?

You might not know it, but you're probably already using theatre in your classroom! Much of teaching is inherently theatrical such as read-alouds and all your tricks to keep students' attention. Here are some more ideas to consider:

- * Teach your students to write plays! Our free curriculum, [PLAYWRITING WITH YOUNG PEOPLE](#) by Julie Jensen is available through our app and on our website along with teacher training videos and lesson plans. Having students write and perform plays about social studies or science topics is an excellent way to reinforce learning while integrating the arts into your teaching.
- * Use a script from our [online library](#) to stage a play. We have a wide variety of scripts written specifically for K-6 students.
- * Invite a professional! Email us at sharah@planbtheatre.org to arrange for a classroom visit from a theatre artist in-person or on Zoom.

CREATE

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works.

PERFORM

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works.

RESPOND

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

CONNECT

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.



Name: _____

Date: _____

THEATRE JOBS

It takes a lot of people to put on a play! Match the names of theatre jobs to the work that they do.

acts out the play

tells everyone what to do and helps the actors rehearse

keeps track of everything and makes sure the play can start on time

Playwright

Actor

Director

Designer

Stage Manager

Audience

writes the play

creates sets, props, costumes lighting, or sound effects

watches the play

GLOSSARY

REHEARSE: practice for a play. Actors need to rehearse a lot to memorize their lines and blocking (actions).

COSTUME: clothes an actor wears. Costumes help the audience understand what character an actor is playing.

SET: something that helps an audience understand where the play takes place. A set for a classroom might include desks, chairs and a whiteboard.

PROPS: objects that actors use during a play. A book, a magic wand, or a picnic basket could all be examples of props.



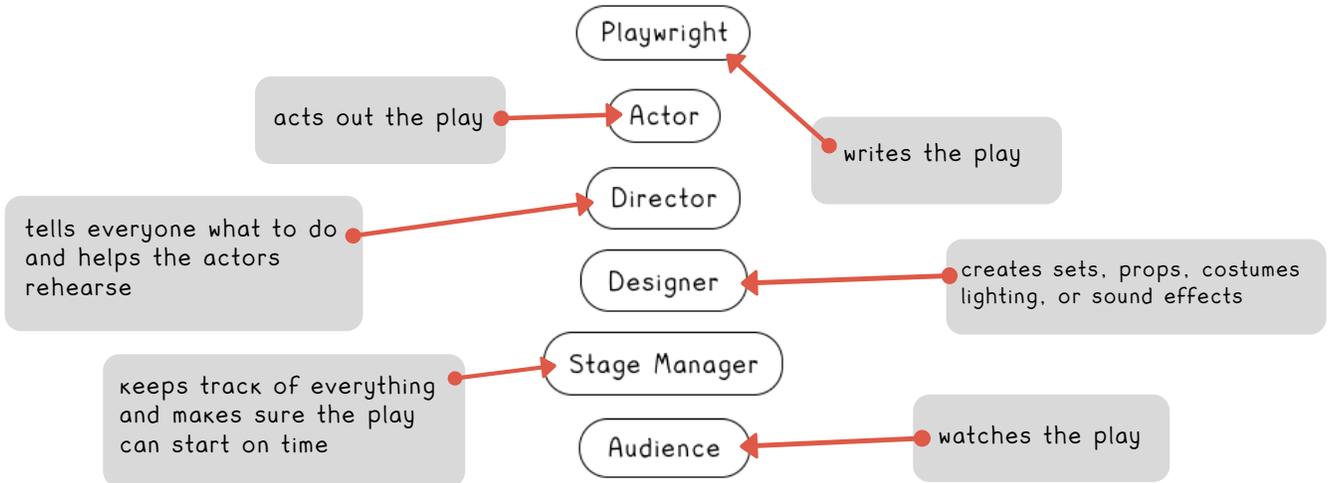
WORDSEARCH

- ACTOR
- AUDIENCE
- COSTUME
- DESIGNER
- DIRECTOR
- PLAYWRIGHT
- PROPS
- REHEARSE
- SET
- STAGE MANAGER

C	Q	T	T	A	T	G	F	X	H	G	O	A	V	D	A	J	U	I	N	A	G	N	E	A
O	J	M	H	S	P	O	R	P	E	I	R	Y	A	I	E	H	I	J	U	K	Q	C	C	R
S	O	I	O	G	R	E	H	E	A	R	S	E	A	K	R	S	K	P	T	H	N	T	S	J
T	E	O	G	V	I	A	W	F	Y	A	V	N	Q	D	O	A	I	O	T	E	O	M	I	V
U	M	X	N	D	G	R	R	D	W	T	K	Q	P	C	T	F	X	G	I	R	S	V	K	H
M	T	G	P	O	U	X	W	I	M	U	V	I	O	T	C	W	W	D	N	L	U	S	N	Y
E	Y	J	H	U	J	O	R	Y	X	O	S	I	V	F	E	W	U	W	L	E	Y	E	T	X
R	E	G	A	N	A	M	E	G	A	T	S	O	I	O	R	A	Y	I	M	P	R	E	T	K
S	U	I	N	B	T	T	V	Q	Q	L	H	O	R	M	I	N	E	I	C	Z	X	X	I	P
E	X	D	X	L	T	Z	S	I	H	Q	P	Z	Z	C	D	C	B	O	O	W	X	Z	J	E

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WORDSEARCH

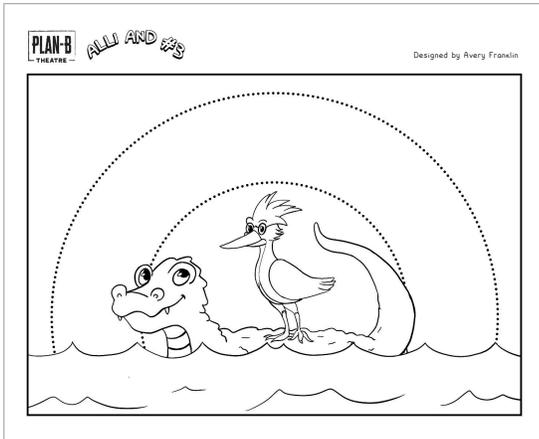
- ACTOR
- AUDIENCE
- COSTUME
- DESIGNER
- DIRECTOR
- PLAYWRIGHT
- PROPS
- REHEARSE
- SET
- STAGE MANAGER

C	Q	T	A	T	G	F	X	H	G	O	A	V	D	A	J	U	I	N	A	G	N	E	A	
O	J	M	H	S	P	O	R	P	E	I	R	Y	A	I	E	H	I	J	U	K	Q	C	C	R
S	O	I	O	G	R	E	H	E	A	R	S	E	A	K	R	S	K	P	T	H	N	T	S	J
T	E	O	G	V	I	A	W	F	Y	A	V	N	Q	D	O	A	I	O	T	E	O	M	I	V
U	M	X	N	D	G	R	R	D	W	T	K	Q	P	C	T	F	X	G	I	R	S	V	K	H
M	T	G	P	O	U	X	W	I	M	U	V	I	O	T	C	W	W	D	N	L	U	S	N	Y
E	Y	J	H	U	J	O	R	Y	X	O	S	I	V	F	E	W	U	W	L	E	Y	E	T	X
R	E	G	A	N	A	M	E	G	A	T	S	O	I	O	R	A	Y	I	M	P	R	E	T	K
S	U	I	N	B	T	T	V	Q	Q	L	H	O	R	M	I	N	E	I	C	Z	X	X	I	P
E	X	D	X	L	T	Z	S	I	H	Q	P	Z	Z	C	D	C	B	O	O	W	X	Z	J	E

COLORING PAGES

Designed by Avery Franklin

As a fun bonus, we have created two coloring pages just for your students!

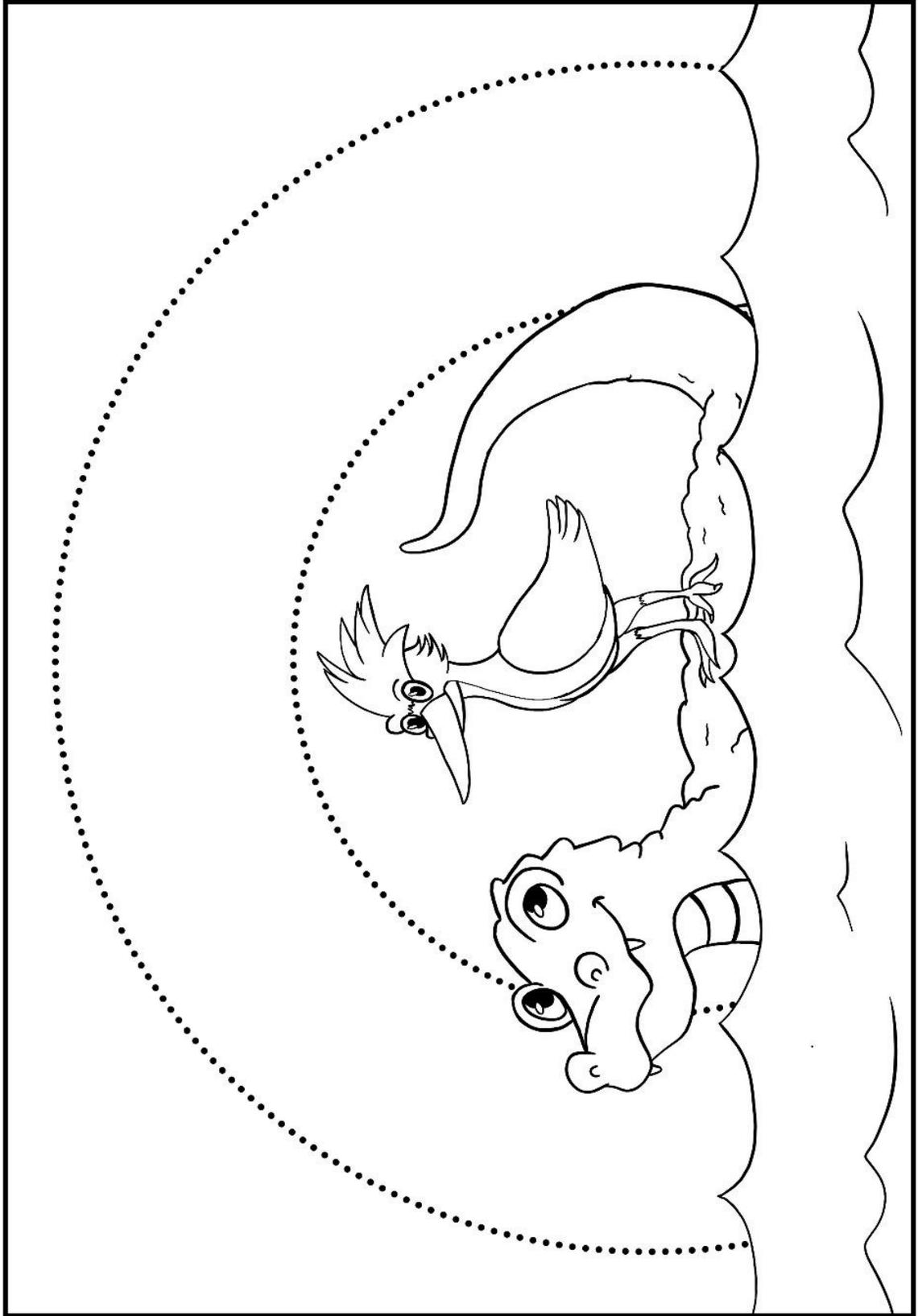


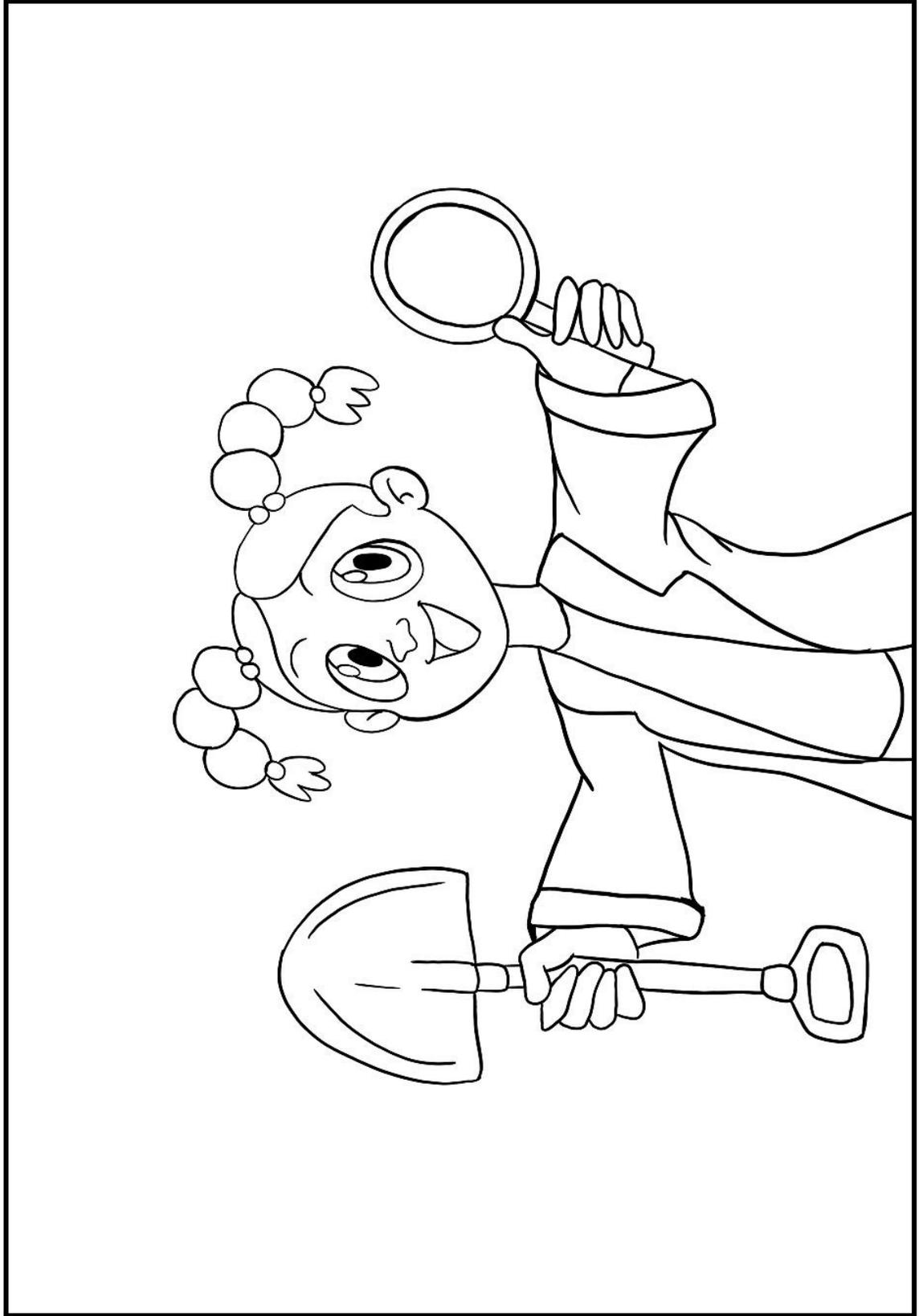
If you're using the podcast version of the play, provide each of your students with a copy of the ALLI AND #3 coloring page to work on while they listen.

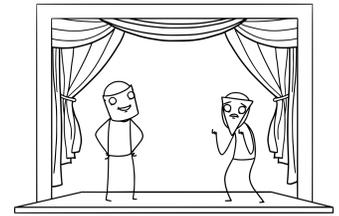
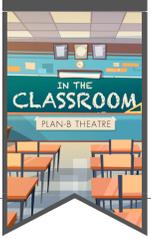


The second coloring page goes along with the book *Cleo and the Climate*, a copy of which will be gifted to your school library.

[Click here to hear the story read by the author.](#)







Plan-B Theatre's K-6 Curriculum *Playwriting With Young People*

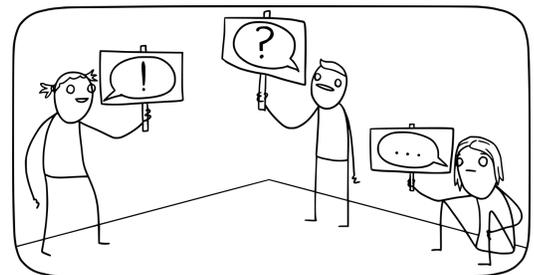
This one-of-a-kind tool strengthens students' writing skills and helps them create and perform their own work. The curriculum is easily adaptable to support any other subject or class project.

Written Material	Description
Playwriting With Young People	Curriculum booklet in English written by Julie Jensen and illustrated by Andrew Livingston
Escribiendo Obras Con Los Jóvenes	Librete del plan de estudios en español escrito por Julie Jensen, ilustrado por Andrew Livingston y traducción por Isabella Reeder
Lesson Plans	Eight Lesson Plans in English, Including "Role on the Wall" and "Origami Finger Puppets" Worksheets
Planes de Lecciones	Ocho planes de lecciones en español, que incluyen las hojas de trabajo "Role on the Wall" and "Títeres de Origami"
Utah Core Standards for Drama (grades K-6)	Quick reference table outlining Utah's Fine Arts Core Standards for Drama for grades K through 6
Pacing Guide	Outline of how the curriculum ties into core standards to help teachers integrate playwriting into their teaching

Teacher Training Videos

To demonstrate what the lesson plans (see above) look like in action, we've filmed [these classroom videos](#) of teachers Penny Caywood and Sarah Meservy working with students at Wasatch Elementary.

Note: to turn on captions for any video, look for the CC button in the video window.



Videos for Students

- [At-Home Video 1: Getting Started](#)
- [At-Home Video 2: Characters Always Want Something](#)
- [At-Home Video 3: Characters Have Personalities](#)
- [At-Home Video 4: Characters Are in Conflict](#)
- [At-Home Video 5: Characters Use Tactics To Get What They Want](#)
- [At-Home Video 6: What Characters Do](#)
- [At-Home Video 7: Writing It Down](#)

Videos en español para estudiantes:

- [Video en la Casa 1: Emecemos](#)
- [Video en la Casa 2: Los Personajes Siempre Quieren Algo](#)
- [Video en la Casa 3: Los Personajes Tienen Personalidades Diferentes](#)
- [Video en la Casa 4: Personajes Están en Conflicto](#)
- [Video en la Casa 5: Los Personajes Utilizan Tácticas Para Salirse con la Suya](#)
- [Video en la Casa 6: Lo Que los Personajes Hacen](#)
- [Video en la Casa 7: Escribirlo](#)



Audio Version of *Playwriting With Young People*

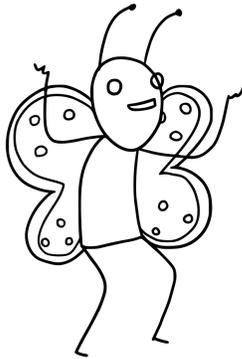
by Julie Jensen, read by Kallie Filanda

1. [Why We Do Theatre \(for Students\)](#)
2. [Why We Do Theatre \(for Teachers\)](#)
3. [Little Red Riding Hood](#)
4. [Introduction to Improvisation](#)
5. [Setting Up An Improvisation](#)
6. [Characters Always Want Something](#)
7. [Characters Are in Conflict](#)
8. [How Characters Get What They Want](#)
9. [Characters All Have Personalities](#)
10. [Characters Don't Have to be People](#)
11. [What Characters Say and How They Say It](#)
12. [Where the Characters Are](#)
13. [What Characters Do](#)
14. [Something About Endings](#)



Versión de audio de *Escribiendo Obras Con Los Jóvenes* por Julie Jensen, traducido y leído por Isabella Reeder

1. [Porque es Importante el Teatro \(Estudiantes\)](#)
2. [Caperucita Roja](#)
3. [Porque es Importante El Teatro \(Maestro\)](#)
4. [Introducción a la Improvisación](#)
5. [Preparando la Improvisación](#)
6. [Los Personajes Siempre Quieren Algo](#)
7. [Los Personajes Están en Conflicto](#)
8. [Como los Personajes Obtienen lo que Desean](#)
9. [Todos los Personajes Tienen Diferentes Personalidades](#)
10. [Los Personajes No Tienen Que Ser Gente](#)
11. [Qué es lo Que Personajes Dicen y Como lo Dicen](#)
12. [Donde los Personajes Están](#)
13. [Qué es lo Que lo Personajes Hacen](#)
14. [El Final de los Finales](#)



BONUS MATERIALS

- ★ [Classroom Poster](#) A poster illustrating the key concepts of playwriting
- ★ [Cartel de Aula](#) Un cartel que ilustra los fundamentos de la escritura de obras



[Feedback Survey: Tell us about your experience using this curriculum](#)

