



Fitting In

About the Show

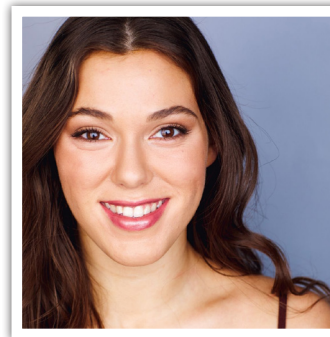
Three siblings find themselves in a room full of possibilities and one not so simple task – to put things in their proper place. However, they soon discover that throwing this and that into a box is not the same as finding where it fits in.

Through clowning, movement, and original music, three performers will transform everyday objects into something extraordinary. Is a blanket a blanket? Or is it the sail of a boat setting off on an epic voyage?

Together, we can find the magic buried in the bottom of every box, and hidden inside the world around us!

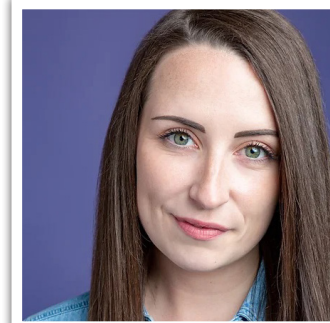
Fitting In

MEET THE CAST



Graciela Rey
is the Youngest

The littlest sibling who has lots of energy.



Emily Erickson
is the Middlest

The sibling who is often caught in the middle of disagreements between Youngest and Oldest. They are the discoverer of wonder.



Pablo Guillén
is the Oldest

The oldest sibling who is the voice of order and organizing.

About the Show

Fitting In

An SEL Conversation and Activity: Working Together and Getting Along
ORAL LANGUAGE, INTERACTING WITH OTHERS, COOPERATION

Sometimes working, cleaning up, and playing together, especially with brothers and sisters, can be tough. We have to share, listen, and communicate well.

Conversation and Questions



Begin with some opening questions:

- › “What is your favorite way to share?”
- › “How can we be patient when it is time to clean up?”
- › “How do you feel when you put something away in the right place?”

“Everything has its Space” COOPERATION AND TEAMWORK

It is important that we always clean up our toys and crafts after we are done. Take some time to clean the play area in your classroom and talk about the importance of cleaning up together as a team. You can even bring out an old favorite, “The Clean Up Song”!

Explore the Show

Music and Movement: Emotions Dance Party

RECREATION SKILLS, COGNITIVE THINKING, MOVEMENT AND LOCOMOTOR SKILLS

Get your students connecting their bodies to their active listening and emotional identification skills.

After choosing a collection of music and songs with different moods and tempos ask your students to freeze, listen, and then move the way each song makes them feel.

Is it a slow and sad song? A fast and happy song? See how they connect their bodies to their feelings in this emotional dance party activity.



EXPANSION

Cognitive Development: Talk and Draw

ORAL RECALL, VISUAL PRODUCTION

Host a post-show reflection with your students to help them recall main parts of the story and their favorite puppets, characters, and moments together. While asking them thought provoking questions, ask them to draw their favorite part of the play. Don't forget to ask and give students the freedom to explain what they've drawn to you.

Explore the Show

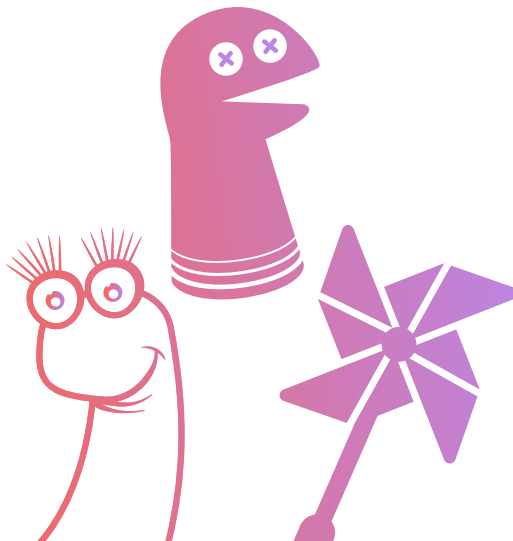
Visual Art: Puppet Maker

TACTILE LEARNING, VISUAL COMMUNICATION, FINE MOTOR SKILLS

As a class, you can create found object puppets, just like the characters do in *Fitting In*.

Start by giving each child several options that they can use for their puppet base (a sock, paper bag, popsicle stick & construction paper, etc).

Allow the children to draw, glue, and/or tape their puppets' features onto their base. After they are done, they can put on a puppet show for some added creative play.



Fitting In

SUPPLIES



Glue



Puppet Base

A paper bag, sock, popsicle stick & construction paper, etc.



Features

Googly eyes, feathers, paper bits, and other found objects from your classroom supply bins.



Bonus Fun!

Create found object puppets using materials from outside like leaves, twigs, and acorns!

Explore the Show

Found Object Painting

TACTILE LEARNING, VISUAL COMMUNICATION, FINE MOTOR SKILLS

We all know that when we clean, we sometimes find things we forgot we had! Take those items and turn them into stamps to create a whole new world on paper!

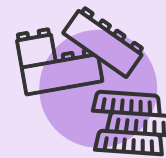
First, start by allowing children to stamp and paint with found objects. After that dries, give them markers or crayons and ask them to make something new by drawing on top of their creation for added depth and dimension!

Make sure to ask your students about the world they've made on paper!



Fitting In

SUPPLIES



Found Objects

Plastic bottle caps, blocks, marbles, etc. Any items you have!



Paint



Paper

For an added collaborative art project, use long strips of butcher paper to allow students to create one large mural together



Markers and/or crayons

Explore the Show

Gross and Fine Motor Skills: Big, Bigger, Biggest Sorting

LOCOMOTOR SKILLS, COUNTING, AND IDENTIFICATION SKILLS

Make clean-up time fun with an array of sorting and identification activities. You can start with having students sort items by size into three piles or bins.

Once you've done that, level up into sorting by color, then by texture, and other ways before you clean up together! For an added bonus, ask them to count all the items you are sorting and cleaning up together.



Fitting In

Creative and Drama Play: Creative World Build
PERFORMANCE, COOPERATION SKILLS, WORLD BUILDING, COLLABORATION

As a team, create your own world to explore by using found objects from your classroom. A pirate ship sailing the seas? A magical kingdom filled with unicorns and dragons that fly above the clouds?

As a class, turn your classroom space into a whole new world as a team. After choosing your location for your adventure, allow each child to create their own character and interact with each other; for an added fun, use found object costumes to bring their characters to life using paper, blankets, paper bags, and more.



Explore the Show

Fitting In

Language Arts and Literacy: Story Recall of Fitting In
ORAL COMMUNICATION, RECALL

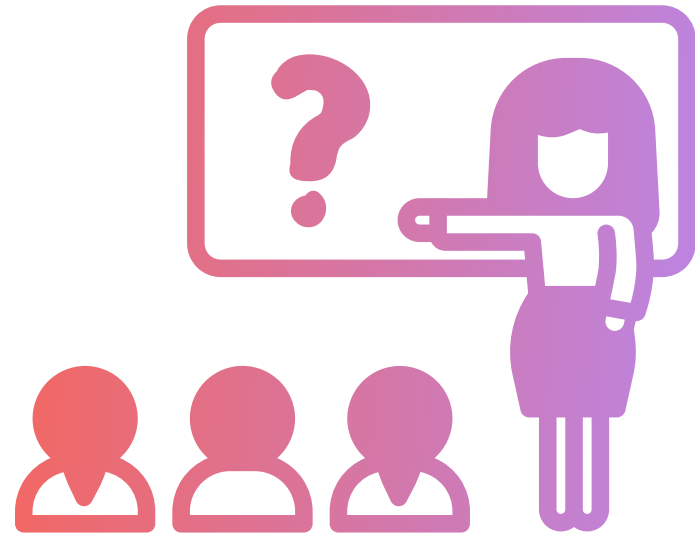
Asking children to recall key story points of the show helps enhance and engage their literacy and recall skills.

This will help them expand their vocabulary, impact their ability to connect emotion to experience, as well as to aid in the development of stronger attention spans, focus, and concentration.

Here are a few questions you can ask after the performance:

- › What happened in the beginning of the story?
- › How did the three siblings work together?
- › What did they create?
- › How did they work together?
- › What happened at the end of the story?

Favorite Part: Using a small toy or other “talking item” to pass around, ask each child to share their favorite part of the play.



Recommended Reading

Fitting In

- *Poppy Pickle* by Emma Yarlett
- *Kindness is My Super Power* by Alicia Ortego
- *The Paper Kingdom* by Helena Ku Rhee
- *The Unbudgeable Curmudgeon* by Matthew Burgess
- *Secret Tree Fort* by Brianne Farley
- *Come, Read with Me* by Margariet Ruurs and Christine Wei
- *In a Jar* by Deborah Marcero
- *Everything You Need for a Treehouse* by Carter Higgins and Emily Hughes
- *The Box Turtle* by Vanessa Roeder
- *The Lost Cousins* by BB Cronin
- *Pop!* by Jason Carter Eaton and Matt Rockefeller
- *48 Grasshopper Estates* by Sara De Waal
- *Louie* by Ezra Jack Keats
- *Max Found Two Sticks* by Brian Pinkey
- *I Wonder* by Kari Anne Holt
- *This is Not That Kind of Book* by Christopher Healy

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The Morgan Fund

