



# BEATRICE LIKES THE DARK

## Curriculum Tie-Ins for Field Trips

| Curriculum Area                   | Connection to <i>Beatrice Likes the Dark</i>                       | Classroom Tie-In                                                                                             |
|-----------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| English Language Arts             | <i>Adaptation from picture book to stage</i>                       | Compare how characters, setting, mood, and story change from page to stage                                   |
| Reading Comprehension             | <i>Character motivation and choices</i>                            | Why does Beatrice want darkness? How do her actions affect others?                                           |
| Theme & Central Message           | <i>Fear, acceptance, differences, family</i>                       | Identify the story's themes and use evidence to support interpretations                                      |
| Point of View                     | <i>Characters experience darkness differently</i>                  | Compare Beatrice's perspective with her sister's or other characters' perspectives                           |
| Vocabulary & Descriptive Language | <i>Darkness, light, shadows, atmosphere</i>                        | Explore how authors use sensory and descriptive language to establish mood                                   |
| Science: Light & Shadow           | <i>Shadow play is part of the theatrical storytelling</i>          | How are shadows formed? How do distance and angle change a shadow?                                           |
| Science: Day & Night              | <i>Beatrice's fascination with darkness</i>                        | Earth's rotation, day/night cycles, nocturnal animals, and what happens in nature after dark                 |
| Social-Emotional Learning         | <i>Fear of the unfamiliar</i>                                      | Discuss how we respond to things that frighten us and how understanding can change our feelings              |
| SEL: Individual Differences       | <i>Beatrice likes something others may find strange</i>            | Celebrate individuality: It's okay to like different things                                                  |
| SEL: Family Relationships         | <i>Sisters/family members don't always see things the same way</i> | Empathy, listening, compromise, and appreciating another person's perspective                                |
| Visual/Performing Arts            | <i>Music, magic, shadow play, theatrical storytelling</i>          | Identify how actors, designers, musicians, and technicians tell a story without relying solely on words      |
| Creative Writing                  | <i>The imaginative world of the story</i>                          | "What would happen if the sun didn't rise tomorrow?" or "What magical thing would you discover in the dark?" |