

Theater Etiquette



Each year, thousands of teachers, students, bus drivers, and parents take part in the CSB/SJU Education Series. To make your theater experience the best it can possibly be, we've provided a few helpful hints to follow at the theater.

It is our hope that a review of these procedures will answer any questions that you or your students may have.

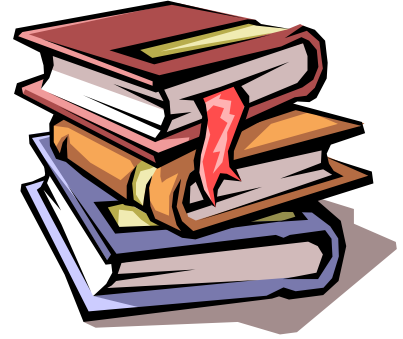
- *Please make an effort to bring a minimum of one adult chaperone for every fifteen students.*
- *Prepare your students to enter the theater in single file in the order of seating. Position your chaperones in such a way as to maximize adult supervision of your group.*
- *Trips to the restroom must wait until your group is seated in the theater. Then, if necessary, students may go in small groups with the teacher's permission. Please chaperone younger students.*
- *To make the theater experience enjoyable for all, we do not permit:*
 - *Food, gum, or drinks;*
 - *radios, cameras, tape or video recorders;*
 - *inappropriate behavior.*

Following the performance, a member of the CSB/SJU Fine Arts Programming Department will dismiss schools from the theater.

Thank you and enjoy!

Plot Summary

Theatreworks/USA proudly presents a musical version of a beloved children's program, *Reading Rainbow!* This production features adaptations of seven children's stories and brings them to life with a vibrant cast and exciting musical numbers, including the familiar Reading Rainbow theme song! Selections include:



***Amazing Grace* (based on the book by Mary Hoffman)**

Grace wants to play Peter Pan in the school play, but some kids think she can't because she's a girl and she's black. Nana helps her see how wrong they are.

***Appelmando's Dreams* (based on the book by Patricia Polacco)** Appelmando is the town's curious dreamer. His friends love to watch his dreams float above his head. But how can dreaming help them when they are banished for vandalizing the town with the colorful dreams?

***Borreguita and the Coyote* (based on the book by Verna Aardema)**

The little lamb, Borreguita, outwits the sneaky coyote as he tries and tries to make her his meal.

***Imogene's Antlers* (based on the book by David Small)**

Imogene wakes up with antlers! Her mother faints, the doctor can't find anything wrong...but what a surprise! The antlers are actually useful!

***Martha Speaks* (based on the book by Susan Meddaugh)**

Martha, the family dog, is suddenly able to speak when the letters from the alphabet soup go to her brain instead of her stomach. Will Martha's talking be fun, annoying...or helpful?

***Math Curse* (based on the book by Jon Scieszka)**

When Mrs. Fibonacci says that you can see just about anything as a math problem, one student is cursed – she really does see math problems everywhere!

***Owen* (based on the book by Kevin Henkes)**

Mrs. Tweezers next door thinks Owen is too old to carry his blanket, Fuzzy. Luckily, his mother is much more understanding and helps him come up with a very grown up solution.

Lesson Plans

Amazing Occupations



Curriculum Ties: Social Studies, Language Arts, Communications

Suggested grade levels: 3-4

Objective: Students will research, conduct an interview, and present a report on an occupation

Materials: Research materials, resource center, poster paper, poster materials (markers, scissors, old magazines, etc.)

Connection: In *Amazing Grace*, Grace learns that she can do anything she puts her mind to.

Procedure:

- With students, brainstorm a list of occupations that people have.
- After creating a list, talk with the students about who can do these jobs. Can a woman be a construction worker? Can a man be a nurse? Discuss with the students that anyone can be good at a job as long as they try.
- Allow students to choose an occupation from the list. Encourage them to choose an occupation that they may not know about, or an occupation of a friend or family member.
- Give students time to learn more about each occupation. Encourage students to use school media materials, interview family members, or consult the Internet. The students should be able to describe the occupation and what it involves. How does one get this job? What are the responsibilities? What is an average day like in this occupation?
- Once students have gathered information, allow the students to create a poster about that occupation. "Advertise" the occupation, showing and writing about its responsibilities.
- Follow up by having students present and hang their posters for all to see!



Additional resources:

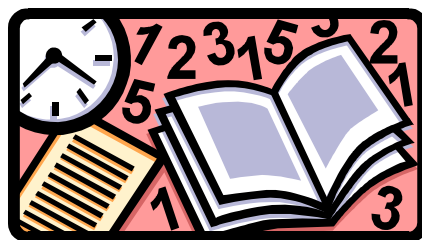
http://ofcn.org/cyber_serv/academy/ace/soc/cecsst/cecsst079.html - A lesson on how to conduct an interview with an adult. Includes literature suggestions.

Math is Everywhere!

Curriculum Ties: Math

Grades: K-4

Objective: Students will recognize and identify ways that they use math in daily life. Students will also create a graph of different ways to use math.



Materials: Graph paper, colored pencils

Connection: In *Math Curse*, a student begins to see everyday events and activities as math problems.

Procedure:

- Ask the students to think about ways they may have used math in the last couple of days. Younger students may require some prompting. Give examples such as counting lunch money, playing games (Yahtzee, dominoes, cards, keeping score), telling time, or following a recipe.
- Once a list has been generated, ask students how many of them have performed each of these activities in the last day. Record the number of responses.
- Using graph paper and colored pencils, have students count the number of squares and make a graph of each response. Older students could identify and label each axis of the graph.
- Once students have completed their graphs, talk about comparing numbers. Ask which categories have more, which have less, how many more or less, and so on.
- Allow students to share their graphs with one another before posting on a bulletin board.

Additional resources:



<http://www.learner.org/exhibits/dailymath/> - A site that lets you see exactly how people use math every day - from buying lottery tickets (probability) to cooking (ratios and the metric system) to home decorating (finding area). More useful for adults or older students.

***Math Curse* by Jon Scieszka.** The story presents many math word problems for students to solve. Try to solve some of them with your students!

Comparing Mexico and the United States



Curriculum Ties: Geography

Grades: K-4

Objective: Students will learn about Mexico, a neighbor of the United States and the setting of *Borreguita and the Coyote*.

Materials: A relief map or globe showing North America, paper and pencils, a copy of one of the following books (optional): Carlos, Somonete. *We Live in Mexico*. Conlon, Laura. *People of Mexico*. Klepper, Nancy. *Our Global Village-Mexico*.

Connection: *Borreguita and the Coyote* takes place in Mexico, a neighbor to the United States. The two countries share many similarities and celebrate many differences.

Procedure:

- Ask the students to think about one of their neighbors. Do they have anything in common with their neighbor? How about any differences?
- Show the students the globe or map of North America. Explain that Mexico is one of the neighbors of our country because they are both on the same continent. (You may want to ask the students to point out the other neighbor of the United States.) Explain that there are similarities and differences between the U.S. and Mexico.
- Using the globe or map, show Mexico and the U.S. Look carefully at landforms, bodies of water, cities, and so on. What do the two countries have in common? Ask half of the students to look for things that are similar to what we know in the United States. Ask the other half to look for differences.
- Optional: Read one of the books listed above. Before reading, ask half of the students to look for things that are similar to what we know in the U.S. Ask the other half to look for differences. (Older students may want to write these down.) Remind them to look for similarities and differences in land, people, customs, and so on. After reading the book, ask students to share similarities and differences that they found.
- After sharing several examples, ask students to make a Venn diagram. (It may be better to do this as a class with younger students.) Ask students to list five differences and five similarities between Mexico and the U.S., particularly relating to land formation, people, and customs.

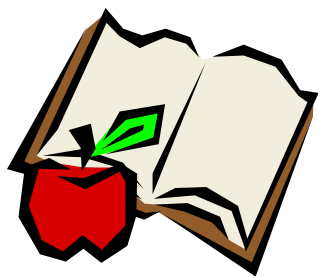


Additional Mexico resources:

<http://fga.freac.fsu.edu/academy/k1mexico.html> - Sixteen activities for early elementary students that teach about the Mexican flag, Mexican family roles and responsibilities, Mexican holidays and music.

http://otn.uoregon.edu/paulsen/Index_of_Lessons.html - A mini-unit that takes an Internet tour of Mexico. Plan a trip while you learn about Mexican history and its ties to science, math, and art.

Spanish Picture Dictionaries



Curriculum Ties: Spanish, Language Arts

Grades: K-4

Objective: Students will create a picture dictionary using Spanish words

Materials: Paper, colored pencils or crayons, a copy of *Say Hola to Spanish, Otra Vez (Again!)* by Susan Middleton Elya (or another picture book of your choice containing Spanish vocabulary – this one has all Spanish words and their pronunciations in the back), Spanish dictionary (optional), old magazines (optional)

Connection: Several Spanish words are used in *Borreguita and the Coyote*. Students can use these and other classroom words in their picture dictionaries.

Procedure:

- As you read *Say Hola...*, record any Spanish words you encounter on the board. (Older students could record these on their own.) Ask students what they think each word means (some translations are given).
- After reviewing some of the words, allow students to choose several (about ten to fifteen) Spanish words that they would like to include in their dictionaries.
- Allow students to create a page for each new Spanish word they have chosen. Have each student write the word on a piece of paper (or half piece). Leave plenty of room for a picture. (Option: have each student write a different word and compile the pages for a class book.)
- After correctly writing the words, allow students to draw or paste pictures on each page. For example, on the “manzana” page, the student would draw an apple.
- Allow students to draw or paste pictures of five classroom objects (option: use Spanish words for body parts). These items could be from a list of Spanish words (see page 12), or you could allow each student to look up his or her classroom words in a Spanish dictionary. (Option: label classroom objects or a person with the Spanish words.)
- Remind older students that dictionaries are in alphabetical order and advise them to arrange their pages as such.
- Use construction paper to create covers for the dictionaries.

Additional resources:

<http://www.lingolex.com/pronounce/index.html> - a Spanish pronunciation guide. Includes examples of sounds if you have a soundcard. A good source if your Spanish is a bit rusty!

<http://www.spanishdict.com> - Type in the English word, and this online dictionary will give you the Spanish equivalent. Contains over 56,000 entries.

Dream Silhouettes

Curriculum Ties: Art

Grades: 2-4

Objective: Students will create pictures of their dreams or wishes

Materials: White paper, pencil, tape, crayons (or colored pencils, markers, or watercolors), a light source (such as an overhead or film projector – it might be helpful to have several)

Connection: In *Appelmando's Dreams*, Appelmando's colorful dreams are spread throughout the town for everyone to see.



Procedure:

- Briefly discuss dreams with the students. For younger students, ask if we can see our dreams. Can other people see our dreams? Allow students to share some of their dreams and wishes, if desired.
- Describe or show examples of silhouettes to the students. Explain that silhouettes are when the subject of a picture is shown as a shadow. You may want to explain that most silhouettes are simply dark shadows on a lighter background. In this case, however, the silhouette will be filled in with pictures of each student's dreams and wishes.
- Demonstrate for the student how to create a silhouette. Lightly trace a student's shadow onto the white paper. Using a darker crayon or marker, trace over the pencil line but do not fill in the silhouette.
- Before tracing, allow students to brainstorm some of their dreams and wishes. Students may want to make a list or sketch what they will put inside their silhouettes.
- After children have completed their brainstorming, begin tracing silhouettes. It might be helpful to work with partners and take turns tracing one another's shadows.
- Once the silhouettes have been traced, draw pictures of the dreams and wishes inside the silhouette. These should be colorful and bright!
- Allow students to share their silhouettes as time allows.

Additional resources:

http://www.artist-doug-carpenter.i12.com/silhouette_art/silhouette-pages/silhouette-history.html - This page offers background information as well as examples of silhouettes to show the students.

Talking Animals



Curriculum Ties: Language Arts, Art

Grades: K - 2

Objective: Students will draw themselves with an animal characteristic (a giraffe's neck or an elephant's nose) and write the reactions of other animals.

Materials: White paper, pencil, and crayons (or colored pencils or markers)

Connection: In *Imogene's Antlers*, Imogene wakes up with antlers and finds uses for them. In *Martha Speaks*, Martha dog learns to speak after her family feeds her alphabet soup.

Procedure:

- Discuss different animal characteristics. Ask the students to name some animals that have special characteristics, like a giraffe's long neck. (Talking about zoo animals may help students think of more interesting characteristics.) What are some characteristics that animals have that we don't?
- Ask the students to think about what it would be like to have one of those characteristics. Give each child a sheet of blank paper and have the students draw themselves with a particular characteristic.
- After they have finished drawing, tell the students to imagine that they are now one of the other animals at the zoo. How might those animals react to the animal in their picture? Write a paragraph on the back of the picture or on a separate piece of paper.
- Option: Allow students to role-play the interaction between the zoo animals and the ones that are "different." If the students are unkind to the different animals, ask them to switch and explain how it feels when someone makes fun of you for being different.



Discussion Questions

Use these questions to get your students thinking after you see the production.



1. Why do you think Grace was such a good Peter Pan?
2. Do you have someone who believes in you like Grace's Nana believes in her?
3. What were some of the ways that Imogene and her family used her antlers?
4. If you had antlers like Imogene, how would you use them?
5. Why do you think the student in the play saw all of the math problems?
6. If you could see math problems like the student in the play, what would they be?
7. Do you have an important blanket or animal from when you were younger? What is that object?
8. Why do you think it was hard for Owen to give up Fuzzy?
9. Why were Appelemando's dreams so important to his friends?
10. Why do you think the adults didn't like Appelemando's dreams?
11. If your pet could talk like Martha, what would it say?
12. What would you feed your pet if you wanted it to do a dance?
13. How did Borreguita avoid being eaten by Coyote? What were some of Borreguita's strengths?
14. If you were Borreguita, how would you try to trick Coyote?

Spanish Glossary

To make a word plural:

If it ends in a vowel, add an "s," e.g., brazos, libros, orejas

If it ends in a consonant, add "es," e.g., papeles, marcadores, corazones

Parts of the Body

arm	brazo
back	espalda
body	cuerpo
ear	oreja
eye	ojo
face	cara
finger	dedo
foot	pie
hand	mano
head	cabeza
heart	corazon
knee	rodilla
leg	pierna
mouth	boca
neck	cuello
nose	nariz
shoulder	hombro
stomach	estomago
tooth	diente

Items in a Classroom

book	libro
calendar	calendario
chair	silla
chalk	tiza
chalkboard	pizarra
clock	reloj
computer	computadora
desk	escritorio
door	puerta
flag	bandera
game	partido
marker	marcador
paper	papel
pen	pluma
pencil	lapiz
ruler	regal
scissors	tijeras
sink	fregadero
student	estudiante
table	mesa
teacher (male)	profesor
teacher (female)	profesora
telephone	telefono
television	televisor
window	ventana