there, Mr. Young established the Irvin L. Young Foundation in 1949. Mrs. Fern Young continued her husband’s benevolence until her death in January 2002. Thousands of people, both at home and abroad, have been positively affected by their kindness. It is our goal that, by bearing Mr. Young’s name, we continue in his path of serving Wisconsin residents for years to come.

ABOUT YOUNG AUDITORIUM AT UW-WHITEWATER

The Young Auditorium is located on the University of Wisconsin-Whitewater campus and serves both the campus and public communities. The auditorium presents the highest quality arts and entertainment programming in a wide variety of disciplines for diverse audiences. There is something for everyone each season at Young Auditorium including touring Broadway shows; classical, jazz, rock, pop and folk music; family entertainment; school matinee performances; world-class ballet and opera; comedy; and lectures.

The mission of the Horizons program is to support the curriculum of schools by providing culturally diverse programs and outreach opportunities for K-12 students. This will be accomplished through 1) providing performances and hands-on, interactive outreach opportunities that cultivate and appreciation for the performing arts among young people that will last throughout their lives and 2) supporting teachers through professional development opportunities in the arts. It is our vision that someday every K-12 student in the auditorium’s service region will attend a Horizon’s performance and/or participate in an outreach event each year.

For Your Information 40-41
Dear Teachers,

Thank you for choosing to attend a Horizons School Matinee Series performance at Young Auditorium. We strive to provide programs that enhance your curriculum and allow you to explore arts integration in the classroom with your students. To help meet that goal, we offer a resource guide for each performance. This resource guide has been designed to help you prepare your students with before activities that help them engage in the performance and after activities that encourage them to evaluate the performance and make relevant personal and academic connections. Within the guide you will find a variety of activities that can be used to enhance the core subject areas as well as the creative arts. Wisconsin Model Academic Standards are listed for each lesson to help you link them to your existing curriculum. The materials in this guide reflect the grade range recommended by the performing arts group. As teachers, you know best what the needs and abilities of your students are; therefore, please select and/or adapt any of the material to best meet the needs of your particular group of students.

It is also part of our mission to provide teachers with support in the efforts to integrate arts in their curriculum and bring teaching artists into the classroom to work directly with students. Please visit our website www.uww.edu/youngauditorium for more information about Reaching New Horizons: Arts Integration in the Classroom, our new professional development series for teachers, and the Horizons Outreach Program.

As you prepare for your visit to the Young Auditorium, please do not hesitate to contact our staff. We are happy to assist you in making your trip a positive and memorable experience for your students.

Thank you for your support!
Young Auditorium
Study Guide for
The Magic School Bus Live!
The Climate Challenge

Presented by Maximum Entertainment
in Association with Bay Area Children’s Theatre
and Oregon Children’s Theatre
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Magic School Bus Through the Curriculum
Go Green with Your Class

To help reverse the effects of climate change on our planet, we all have to work together because “tiny stuff matters.”

1. RECYCLE-Start a schoolwide recycling program for paper, glass and aluminum. If your school already recycles, start a campaign reminding your school community that it is important to re-use as well as recycle. Use both sides of paper, create art projects out of used items like egg crates, plastic water bottles and grocery bags.

2. LETTER WRITING-Write letters or send emails to your congress representative, city council member, mayor, governor and the President of the United States asking him or her to support measures that help the earth.

3. WALK or RIDE- Start a “walk-or-ride to school day” once per week when everyone in school walks, rides a bike, takes the bus or carpool.

4. EDUCATE-Write and perform a play about the environment.

5. LOCAL PRODUCE-Take a field trip to a farm or farmer’s market to learn about how crops go from the field to the stores in your area.

6. TURN OFF LIGHTS-Appoint a designated “energy-saver” whose job is to turn off the classroom lights when the class leaves for recess or enrichment.
About This Production

Who makes the show happen?

The **Director** is Tracy. Tracy is in charge of telling the actors where to go on stage and how to make their characters interesting. She is the person who makes sure everyone is doing a good job telling the story of the play.

The **Actors** are all of the people you see on the stage. They work together as a team to rehearse the play, memorize their lines and learn their songs. All of the actors went to school to learn how to perform.

The **Playwright and Composer** is Scott. Scott writes all of the music for the show and all of the words that the actors speak. He also writes the lyrics, or the words that the actors sing. He also writes stage directions which help the director know what the actors should be doing while they say their lines. Scott read the Magic School Bus book very closely to find all of the most important facts and stories.

The **Choreographer** is Nicole. Nicole creates all of the dances in the show and then teaches them to the actors. She works very closely with the Director and the Music Director to help tell the story of the play through movement.

The **Music Director** is Sean. Sean teaches all of the music to the actors and helps them find the best way to sing the songs and the harmonies. A harmony is when two people are singing different notes at the same time and when you hear them together they sound beautiful. Sean works with the Composer to make sure he is doing the best job possible with the music!

The **Set Designer** is Emily. Emily creates the world where the actors tell the story. She imagines and draws all of the pieces that you see on the stage. For this production Emily has an extra challenge to use as many natural or recycled materials as possible.

The **Costume Designer** is Ulises. Ulises imagines the clothes that the actors are wearing to help become the characters. He draws and then sews the clothing.

The **Projection Designer** is Lloyd. Lloyd chose all of the pictures and movies that were played during the show. Lloyd works with Scott, the playwright and Tracy, the director to decide which kind of picture goes where in the script.

**Fun Fact:** Penguins live on many continents, including South America, Africa and Australia, but the majority of the species lives in Antarctica.
Pre-Show Classroom Activities and Discussions

Discussion Questions:
What is theatre? What is the difference between live theatre and a movie or television?
Imagine you are an actor on stage.
What kind of part would you like to play?
How would you like the audience to respond to your performance?
Why do we applaud at the end of a performance?

Class Activity: Going to See a Show
Select four volunteers to act as “performers.” Select two volunteers to act as “stagehands.” The rest of the class will act as the “audience.”
Step 1: Stagehands flash the lights in the classroom to indicate the performance is starting. And say the line “Everyone please take your seats.”
Step 2: Performers enter by standing in front of the class. All of the performers sing “Twinkle Twinkle Little Star” or any other song or poem that everyone in the class knows.
Step 3: The Audience applauds at the conclusion of the performance.
Step 4: The Performers bow.
Step 5: The Stagehands flicker the lights to indicate the end of the show.
Step 6: Rotate participants.
Post-Show Classroom Activities and Discussions

Discussion Questions:
What was the play about?
Were there differences between the story in the book and the story in the play?
What parts of the play were the most exciting?
Which character did you enjoy the most? Why?
Why do you think the director chose to use projections (giant pictures) along with live actors?

Writing and Drawing Activity:
Each student writes a letter to Ms. Frizzle.

Dear Ms. Frizzle,
My favorite part of the play was__________________________
While watching your play I felt__________________________
because______________________________________________
I have drawn a picture of the scene when __________________
If I could be in your play, I would like to play the part of _____
_______because________________________________________.
After seeing your play, I plan to ______________________ to do my part to GO GREEN!

Sincerely,
__________________________

After writing the letter, students can illustrate a scene from the play. We love hearing from our audiences! If you would like, please send these letters to Bay Area Children’s Theatre, 6114 La Salle Avenue, #431, Oakland, CA 94611. Include your return address and your class will receive a note back from the actors!
Vocabulary: Word Picture Match
Draw a line between the picture and the word.

- Sun: EARTH
- Tree: RAIN
- Cloud: SUN
- Earth: MAGIC SCHOOL BUS
- Rain: WIND
- Bus: TREE
Math: Word Problems

1. If Ms. Frizzle’s class has collected 99 plastic bottles to recycle and Arnold adds one more, how many bottles will the class have collected?

2. Wanda walks to school every day. So far, there have been 149 days of school. Today Wanda walked to school one more time. How many times has Wanda walked to school?

3. Arnold decides to plant a garden. It takes him one minute to plant one seedling. If he does not take a break, how many seedlings will he plant in ten minutes?

4. Liz wants to learn some new dance moves. Liz studies very hard and learns 49 new dance moves. Keesha wants Liz to know 60 dance moves for the big show. How many more dance moves does Liz have to learn?

5. Carlos writes one email to the Mayor asking for a windmill for their town, he writes one email to his Senator asking her to vote yes on a bill to help the environment and he writes one email to the President of the United States about the importance of conservation. Keesha thinks it is a good idea for her to write the same number of emails. How many emails do Keesha and Carlos send all together?

BONUS QUESTIONS
Ms. Frizzle learns that the Magic School Bus uses one gallon of bio-diesel fuel every time she drives 10 miles. If the arctic is 1,000 miles away, how many gallons of bio-diesel fuel will she need to make the trip?
Fill in the sentences below with the following vocabulary words (each word is used only once):

Glaciers
Climate
Recycle
Fossil Fuel
Global Warming
Solar Panels

1. When we put gasoline in our car we are using a ________ to make the engine run.

2. Over the last 100 years, the temperature on earth has gone up an average of one degree because of ___________.

3. The ________ of an area is its usual weather. For instance, the usual weather is Arizona is hot, but the usual weather in Oregon is cooler.

4. If you visit the Arctic, you will see ________ which are giant areas of frozen water.

5. One way to help the earth is to use ___________ which use the sun’s rays to create energy.

6. A great project for schools and kids is to collect cans, bottles, and paper to ________ so that they can be re-used.
Have you heard about our teacher, Ms. Frizzle? Almost every day, something weird happens in her class. For example, take the day we started to study global warming. We were going to put on a play about Earth and all the changes that are happening. The Friz had brought a book from home, and we were using the pictures to help us paint the scenery.

“Ms. Frizzle’s book is kind of old,” said Tim. “It came out before things really started heating up.”
“I’ll go online to get new pictures,” said Wanda.”
She headed for the computer but Ms. Frizzle was already out the door. “Come on class,” she called.
“Bring my book, please.”

Before you could say “North Pole,” the Friz herded us onto the bus. She pushed a few buttons and pulled a few levers. Then we were on our way to the Arctic Sea--a place with a completely different climate.

1. Every day in Ms. Frizzle’s class something happens that is:
a) normal  c) weird
b) boring  d) ugly

2. The class was studying
a) math  c) giant spiders
b) global warming  d) Paul Revere

3. What is Tim’s complaint about Ms. Frizzle’s book?
a) It is too old  c) It is too long
b) It does not have pictures  d) It is confusing

4. What tool is Wanda going to use find new pictures?
a) newspaper  c) text book
b) coloring book  d) computer

5. Where did the class go with Ms. Frizzle?
a) Arctic Sea  c) Cleveland, Ohio
b) Tropical Rain Forest  d) Wanda’s House
**Art: Illustration**

The Magic School Bus Series tells Ms. Frizzle’s stories through both words and illustration. Illustration are the pictures that are next to the words.

Step 1: Select a story that the class is all reading together.
Step 2: Teacher reads aloud one scene from the story.
Step 3: Using markers, crayons, or colored pencils, all of the students use their imagination to illustrate the same scene.
Step 4: Each student describes what is in their drawing to a partner.

**Drama: Acting out a Story**

In the play “Magic School Bus Live! The Climate Challenge,” the actors took a story which was originally a book and acted it out.

Step 1: Teacher reads a story aloud to the class.
Step 2: As a class, brainstorm the characters in the story and the settings-locations in the story.
Step 3: As a class, determine the plot--events in order with a clear beginning, middle and end.
Step 4: Teacher breaks up the story into small segments and assigns each segment to a group of students.
Step 5: Students must create a tableaux (frozen picture that tells a story) of the moment in the story.
Step 6: All groups show their tableaux in front of the class in the order of the story.

Vocabulary: Illustration, Plot, Tableaux, Character, Setting
Geography: Climate

Using the tools of the classroom and library, students in groups must answer the following questions:

Group 1 - Glaciers

1. What is a Glacier?
2. What are three animals that might live near a Glacier?
3. What is the climate of a Glacier? What kind of clothing would you wear if you visited?
4. What is the name of one country that has Glaciers?

Group 2 - Rain Forest

1. What is a Rain Forest?
2. What are three animals that might live in a Rain Forest?
3. What is the climate of a Rain Forest? What kind of clothing would you wear if you visited one?
4. Find two different countries that have Rain Forests. What are the names of those countries? Find them on a map.

Group 3 - Desert

1. What is a Desert?
2. What are three animals that might live in a Desert?
3. What is the climate of a Desert? What kind of clothing would you wear if you visited a Desert?
4. Find two different countries that have Deserts? What are the names of those countries? Find them on a map.
Here are more ideas for Magic School Bus related activities for all grade levels.

Lower Elementary:
- Recycled Craft Day
- Decorate cloth shopping bags
- Learn about glaciers by making ice and then melting it.

Middle Elementary:
- Act out the story of one of Ms. Frizzle’s Journeys using tableaux
- Write a class book with energy saving ideas
- Paint a “Go Green” mural at your school site
- Keep an energy journal. Write down energy wasted and energy saved in every day activities

Upper Elementary:
- Write and illustrate your own story about a magical trip to a far away land
- Organize a class potluck using only local food
- Research projects on clean energy like windmills and solar panels

Fun Fact: Scientists believe there are between 20,000 and 25,000 Polar Bears living on earth.
Answer Key for Teachers

Word Problems
1. 100 plastic bottles
2. 150 walks to school
3. 10 seedlings
4. 11 dance moves
5. 6 emails
6. 100 gallons of bio-diesel fuel

Vocabulary
1. Fossil Fuel
2. Global Warming
3. Climate
4. Glaciers
5. Solar Panels
6. Recycle

Reading for Detail
1. c) weird
2. b) global warming
3. a) It is too old
4. d) computer
5. a) Arctic Sea
Activity: Before and After Reading Book; During Play

KWL chart

Grade Range: 2-4

WI State Standard(s) Addressed:
C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations

Curriculum Connections: Reading/Language Arts and science
Sources: http://www.superteacherworksheets.com/graphic-organizers/kwl-lines.pdf

Objectives
Before reading the book *The Magic School Bus and the Climate Challenge*, students will begin to fill out a KWL chart about what they know about climate change and what they want to know. After reading the book and seeing the play students will complete the rest of the worksheet.

Materials:
- Book - *The Magic School Bus and the Climate Challenge* By Joanna Cole and Bruce Degen
- KWL worksheet

Procedure
Before reading the book, *The Magic School Bus and the Climate Challenge* by Joanna Cole and Bruce Degen pass out the KWL worksheets for the students.

Go over with the students what each section of the worksheet means and provide examples for them.

Give the students about 10 minutes to work individually on filling out the K and W of the worksheet on what they want to know about climate change.

Then, go over some examples that the students gave as a class and allow other students time to add to their chart.

Read the book with the students.

After the book is finished, give the students some more time to fill in the L portion of the worksheet.

As a class, review some of the examples that the students provided.
Activity: After Reading the Book

Discussion Questions

Grade Range: 2-4

WI State Standard(s) Addressed:
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Curriculum Connections: Reading/Language Arts

Sources: http://www.teachervision.fen.com/reading-comprehension/printable/48398.html

Objectives:
Students will demonstrate an understanding of asking and answering questions before, during, and after reading to improve reading comprehension.

Materials:
Book - The Magic School Bus and the Climate Challenge by Joanna Cole and Bruce Degen.

Procedure:
Ask and answer before reading questions.
What story clues are in the titles and pictures?
What will the main character(s) need or want?
Is this story real or make believe? How do you know?
Why do you want to read this story?
What will you learn?
How do you picture the setting?

Read The Magic School Bus and the Climate Challenge by Joanna Cole and Bruce Degen and ask during reading questions.
What will happen next in the story?
How do you feel about the main character?
Does the story make sense?
How will the story most likely end?
How does this story or text remind you of your life?

Ask and answer after reading questions.
How did the story make you feel?
What did you like/dislike about the story?
What is the main part of the story?
How have your feelings about the character changed?
How are the character’s feelings or actions different at the end of the story?
What is the author trying to teach you?
Activity: After Reading the Book

“Can You Conserve?”

Grade Range: 2-4

Time Frame: 40-45 minutes

WI State Standard(s) Addressed

B.4.1 Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations

Curriculum Connections: Science

Sources: None

Objectives

Given a large poster board and materials, students will show their understanding of ways to conserve energy by creating a poster.

Materials

- Poster Board
- Glue/Tape
- Markers/Colored Pencils/Crayons
- Scissors
- Magazines that students can cut out of

Example of Poster

Procedure

After reading the book, students will be asked to produce their own poster that reflects ways in which to conserve energy.

The students will be allowed the entire class period to work on the posters.

The object of the poster is to inform others of different ways to conserve energy. Some examples may include: carpooling, riding your bike, turning off the lights when you leave the room, turning off the water when you brush your teeth, and using reusable bags when shopping.

The students must have 7-10 different ways to conserve energy. They can use any materials in the classroom to represent them.

The posters will be discussed as a class when all students are finished. Each student will be given time to show their work.

The posters will be displayed in the classroom.

Extension

If students finish early, encourage them to add more examples of conserving energy. They could also write a few sentences under each explaining them.
Can You Conserve?
Activity: After Reading the Book

Story Map

Grade Range: 2-4

WI State Standard(s) Addressed:
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Curriculum Connections: Reading/Language Arts

Sources: http://www.howard.k12.md.us/res/rm/seuss/rm3.html

Objectives:
By completing the story map template, students will demonstrate an understanding that there are series of events that occur during a story and describe aspects of stories; including characters, where and when the events took place, and what happened.

Materials:
Book - The Magic School Bus and the Climate Challenge by Joanna Cole and Bruce Degen
Story Map Template (attached)

Procedure:
Read The Magic School Bus and the Climate Challenge by Joanna Cole and Bruce Degen
After reading the story, ask the students to suggest things that occurred in the story and write these suggestions on the board.
Have students complete their own story map, leaving the suggestions on the board to help them get started.
As the students are working, monitor their progress, and help by prompting them with questions.
Discuss answers as a class.
Suggested Answers to Story Map

Title: *The Magic School Bus and the Climate Challenge*

Author: Joanna Cole and Bruce Degen

Setting: Classroom, Bus-Plane around the Earth

Characters: Ms. Frizzle, Tim, Wanda, Keesha, Arnold, Dorthy Ann, Shirtly, Carlos, Phoebe, Molly, Ralphy

Problem: The students in Ms. Frizzle’s class need more up-to-date information about Global Warming to put on their play.

- **Event 1:** Paint scenery for the play
- **Event 2:** Take Bus-Plane to Arctic Sea – observed ice melting
- **Event 3:** Take Bus-Plane around the Earth – observed more changes
- **Event 4:** Ride sunbeams - observed the greenhouse effect
- **Event 5:** Discover alternate energy sources
- **Event 6:** Back at school to find ways to help and perform the play

Solution: Took a trip around the Earth to observe the causes and effects of Global Warming
Activity: After Reading the Book

Vocabulary Foldable

Grade Range: 2-4
Time Frame: 40-45 minutes

WI State Standard(s) Addressed:
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Curriculum Connections: Language Arts

Sources (List all Internet sources used to develop the lesson or activity.)

Objectives:
Students will learn vocabulary related to climate change by creating a foldable

Materials:
- Magic School Bus and the Climate Challenge Book
- Vocabulary List – Attached
- Foldable

Procedure:
Create the foldable – see attached template
Fold
Cut
Label

Introduce vocabulary words one at a time with the use of a power point, smart board presentation, word wall, or discussion.
Allow for students to add the definition for each vocabulary word at this time.

Extension: If students finish early, encourage them to quiz each other on the terms with the use of their foldables.
Foldable Template

How To Construct:
Fold a 8 1/2 X 11 sheet of cardstock vertically (hotdog style)
On the Front cover draw 8 equal dividing lines – it may work best to already have this done for the students
Cut the lines from the edge to the fold creating 8 flaps.
On the front of the foldable or flap, students will write the vocabulary word
When the flap is opened the vocabulary word definition can be written on the solid backing

- Global Warming
- Climate
- Green House Effect
- Fossil Fuels
- Conserve
- Recycle
- Alternative Energy
The Magic School Bus and the Climate Challenge

Vocabulary Word List

**Global Warming:** A rise in the average temperature of the land and water on earth

**Climate:** Usual Weather

**Greenhouse Effect:** When heat-trapping gases act like the glass in a greenhouse and make the earth warmer

**Fossil Fuels:** A natural fuel such as oil, coal, and natural gas that is made from decayed plants

**Conserve:** Avoid Waste

**Recycle:** Treat waste materials so they can be used again

**Alternative Energy:** Energy from sources that do not use up natural resources
Activity: After Reading the Book

Recycle vs. Non-recycle

Grade Range: 2-4
Time Frame: 40-45 minutes
WI State Standard(s) Addressed:
D.4.2 Group and/or classify objects and substances based on the properties of earth materials
Curriculum Connections: Science
Sources:
http://www.anthc.org/cs/dehe/sustops/rasc/upload/Appendix%204.pdf

Objectives:
Students will be able to distinguish between recyclable and non-recyclable items

Materials:
Recyclables
Non-Recyclables
Trashcan
Recycle Bin

Procedure:
Scatter materials on the floor so that all objects are clearly visible.
  Glass
  Plastic
  Metal
  Paper/Cardboard
  Non-Recyclables
2. Place a recycle bin and a trashcan in the front of the classroom.
3. Have students come up, one at a time, and select one object.
4. Have the students place the object in the container they think it goes in.
   Ask the rest of the class if they agree.
5. Discuss the item and whether or not the student was correct.

Extension: Talk about possible ways to reuse each item before recycling or trashing it.
(Example: glass jar to catch lightning bugs, Cool Whip container as a water dish for a pet, etc.)
Activity: After Reading the Book

Cause and Effect of Global Warming

Grade Range: 2-4

WI State Standard(s) Addressed: RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Curriculum Connections: Reading/Language Arts

Sources: http://www.havefunteaching.com/reading-worksheets/graphic-organizers

Objectives:

By completing the cause and effect template, students will demonstrate an understanding of cause and effect relationships with the use of signal words (if, then, because, since, so, before, after).

Materials:

Book - The Magic School Bus and the Climate Challenge by Joanna Cole and Bruce Degen.

Cause and Effect Template (attached)

Procedure:

1. Read The Magic School Bus and the Climate Challenge by Joanna Cole and Bruce Degen

2. After reading the story, ask the students to suggest causes of Global Warming presented in the story and write these suggestions on the board.

3. Have students complete their cause and effect worksheet, leaving the suggestions on the board to help them get started.

4. As the students are working, monitor their progress, and help by prompting with questions.

5. Discuss answers as a class.
Causes and Effects of Global Warming

Causes

Effect

Effect

Effect

Effect

Effect

Effect
Activity: After the Play

Letter to the Mayor

Grade Range: 2-4
Time Frame: 40-45 minutes
WI State Standard(s) Addressed:
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Curriculum Connections: Reading and Language Arts
Sources: None
Objectives:
After reading the book and viewing the play, students will show their understanding of how to conserve energy by writing a letter to the mayor.

Materials:
Lined paper
Book- The Magic School Bus and the Climate Challenge by Joanna Cole and Bruce Degen
Pencils

Procedure:
1. After reading the book, The Magic School Bus and the Climate Challenge, and viewing the play, students will be instructed to write a letter to the mayor describing their concern for saving energy.
2. In their letter, the students must include examples of how they can conserve energy and how they plan on informing the public.
3. Before students begin their writing, provide them with an example of a letter that they can use as a reference. Make sure the book is accessible to all students so they can see what Ms. Frizzle and her class did to conserve energy.
4. Allow the students about 25 minutes to complete the letter. If they finish before the time is up ask them to read it to their neighbor or switch papers and have them read it individually.
5. With the remaining class period have each student read their letter to the mayor.
Dear Mayor,

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Sincerely,

____________________
Activity: After the Play

Make Your Own Music

**Grade Range:** 2-4

**Time Frame:** 45-50 minutes

**WI State Standard(s) Addressed:**

D.4.2 Group and/or classify objects and substances based on the properties of earth materials

B.4.2 Play easy rhythmic, melodic, and choral patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments

**Curriculum Connections:** Science/Music

**Sources:**

http://www.home.earthlink.net/~graypoodles/kkraft.html

http://www.anthc.org/cs/dehe/sustops/rasc/upload/Appendix%204.pdf

http://www.youtube.com/watch?v=loeHhmUh-nE&feature=related

**Objectives:**

Students will be able to distinguish between recyclable and non-recyclable items

Students will create classroom instruments made from recycled materials

**Materials:**

- Paper towel/toilet paper rolls
- Milk Cartons
- Soup/coffee cans
- Cereal/Snack boxes
- Beans
- Rice
- Corn
- Toothpicks
- Tape
- Paint
- Markers
- Shoebox
- Rubber bands
- Recycle Soundtrack (Jack Johnson 3 R’s) – available on YouTube
Procedure:

1. Engage the class in a discussion on the subject of recycling.
   - Survey the class to determine whether any students assist in a family recycling effort, or recycle on their own.
   - Ask for descriptions of how recycling is accomplished and what materials are recycled.
   - Why do they recycle?
   - Is money earned from the effort?
   - Have any students visited a recycling center?

2. Review recyclable vs. non recyclable items

3. Play the Recycle Soundtrack
   http://www.youtube.com/watch?v=loeHhmUh-nE&feature=related

4. Make the instruments
   - **Shaker**: put some rice or beans in a can, over it and shake
   - **Drum**: Cover the top of a can and use a pencil as a mallet
   - **Rubber Band Guitar**: Place rubber bands around the shoebox and pluck away. You may also add a paper towel roll to the top of the shoebox to create the neck of the guitar

   *More ideas available on Earth Link under sources

5. Play the recycling soundtrack while the students are creating their instruments.

6. Play a tune
   - See if the children can keep the beat of the song with their homemade instrument.
   - Put the students into groups to make their own melody.

   *Challenge students write lyrics to their own recycling song.
Reflecting on the Performance

Write a friendly letter - As a way to reflect on the play, ask your students to write the Young Auditorium staff a letter. Our staff would love to hear what your students think about the Horizons productions they experience. For your convenience there is a letter template on the next page that is ready for you to reproduce for your students. This activity will provide your students with the opportunity to practice their writing skills by writing a critical evaluation of the Horizons performance for an authentic audience.

Write a Review - Create an idea map on the board by asking students to brainstorm everything they remember from the performance. The first part of this activity should be objective; remind students that they will be able to express their opinions when the write the review. Prompt students with the following questions: Was there music involved? If so, was it instrumental or what kinds of songs did they sing? In what different ways did the actors use their voices? What costumes did the actors wear? Did the actors wear masks? How did the different characters move? What did the set on the stage look like? What else can you remember?

- Instruct students to write a review that includes the following components:
  1) A rating, out of five stars
  2) One paragraph that objectively describes what you saw and heard at the performance
  3) For each star in your rating, explain one thing you liked about the performance (e.g. a four star rating equals four things you liked about the show)
  4) For each star under five, explain one thing you didn’t like about the performance (e.g. a three star rating equals two things you didn’t like about the show)
  5) Use at least two of the new vocabulary words from this study guide or the performance in your review
  6) Use the stages of the writing process to produce your review: pre-writing, draft, review, revise, edit
  7) Publish your work by sending it to Young Auditorium! (Use the address on the letter template on the next page.) We would love to hear from you, and our education coordinator will write back!

Create a Theatre Journal - Download and reproduce the four Theatre Journal pages available on the Young Auditorium web site. www.uww.edu/youngauditorium Copy the pages back-to-back and fold them down the middle into a booklet. There are a variety of writing and drawing activities to stimulate your students’ imaginations before and after the play.
Dear Horizons:

My name is ____________________________

I attend ___________________________ School in _______________________
(city or town).

I just saw ____________________________ (name of show).

I liked the performance because
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

My favorite part was when
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

One question that I have is
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Signed

________________________________
Theatre Vocabulary A-Z

Act: 1. To perform a role on stage; 2. One of the main divisions of a play or opera, i.e. Act I, Act II
Actor: Someone who performs a role on stage
Applause: To show approval by clapping the hands
Apron: The part of the stage that extends in front of the main curtain
Audience: Spectators that listen to or watch a performance
Backstage: The part of the stage and theater that the audience cannot see
Balcony: A platform inside of a building extending out over part of the main floor, as in a theatre
Blackout: A fast shutdown of lights to darkness
Bow: To bend the head, body or knee in acknowledgement
Box Office: Refers to the ticket office where people can buy tickets for a show
Cast: The group of actors or performers in a show
Catwalk: A walkway above the stage used to gain access to equipment
Choreographer: A person who arranges dances or other movements
Company: The cast, crew, and other staff associated with a show
Costumes: Clothes worn by the actors on stage
Crew: People that perform the technical tasks for a show
Cue: The signal for an actor or crew member to do an action
Curtain Call: At the end of a performance, the acknowledgement of applause by actors taking bows
Dialogue: The spoken text of a play, conversations between characters
Director: Person who guides the actors in the development of a show
Downstage: The part of the stage nearest to the audience
Dress Rehearsals: A full rehearsal in costume, to practice the show as it will be on show night
Dressing Rooms: Room in which actors change into their costumes and apply makeup
Equity: Short for American Actors’ Equity Association, the trade union of actors, directors, designers and stage managers (www.actorsequity.org)
Follow Spot: A hand operated lighting instrument that emits a high intensity beam of light used to follow an actor on stage
Front of House: Areas of the theatre in front of the proscenium arch, includes lobby areas open to the general public
Gel: Thin, transparent sheet of colored plastic used to color stage lights
Ghost Light: A light on a pole that is left on stage when nobody is there so the last person out and the first person in won’t fall off the end of the stage in the dark
Green Room: Room close to the stage for the actors to meet and relax
House: 1. The audience inside the theatre; 2. The seating area inside the theatre
Intermission: A brief break between acts of a performance, usually ten to twenty minutes long
Load In/Load Out: Process of moving a production in or out of the theatre
Matinee: A performance held in the daytime, especially in the afternoon
Musical: A play whose action and dialogue is interspersed with singing and dancing
Orchestra Pit: Sunken area immediately in front of the stage, intended to accommodate an orchestra
Props: Something other than scenery or costumes that is used in a performance, short for “properties”
Proscenium: The frame separating the stage from the audience
Rehearsal: A practice session in preparation for a public performance
Script: The text or a musical or play
Set: The complete stage setting for a scene or act
Sound Check: A thorough test of the sound system before a performance
Stage: the part of the theatre on which performances take place
Stage Manager: A person who is in charge of the stage and the related details of a performance
Stage Right/Stage Left: The left and right of the stage from the point of view of the actor on stage looking at the audience
Theatre: A building or area for dramatic performances
Understudy: Someone who studies another actor’s part in order to be his or her substitute in an emergency
Upstage: The part of the stage furthest from the audience
Usher: A person who guides audience members to their seats
Wardrobe: The general name for the costume department
Wings: The out of view area to the left and right sides of the stage

A Lesson in Theatre Etiquette
A fun way to review theatre etiquette with your students is to have them compare appropriate dress and behavior for the theatre with other activities such as attending a concert, going to a movie, swimming at the beach, going to a sports game, or going to the mall with family or friends. Divide the class into groups and assign each group a different activity. Have the groups list the appropriate dress and behavior for their activity and why. The groups can then briefly role play their activity and present their ideas to the rest of the class. After all groups have presented, discuss how we behave differently for a live theater performance than we do for other activities (such as watching TV or a movie).

Print copies and review the “Courtesy Counts” sheet in this guide with your students.
Courtesy Counts

Please share this information with your students . . . most children are unfamiliar with proper theatre behavior. Make sure you share these courtesies as a part of their experience, and be sure to select shows appropriate for their age & attention span. Ask students to use the restroom before the performance begins.

Produce positive energy . . . Watching a live theatre performance is very different from watching a movie or television show. A live presentation has not been prerecorded with the mistakes edited out. The audience’s behavior and reactions can either add or detract from a performance. Each audience member affects those around him/her as well as the performers. Concentrate on helping the performers by producing only positive energy!

Find your seat . . . An usher will show you where to sit. Walk slowly and talk quietly as you are seated.

Keep it clean . . . Gum, food, and beverages are not allowed in the theatre!

Quiet on the set . . . Young Auditorium is known for its excellent acoustics, so if you make a noise others will hear you (including the performers)! Please no talking, humming, unwrapping cough drops and candy, or foot tapping during the performance. Exceptions to this rule include shows that ask for audience participation. Applause and laughter are appreciated and appropriate.

Unplug . . . Turn off pagers, cell phones, cameras, and watch alarms during performances. Better yet, leave them at home or school!

Only use your memory as a recording device . . . Flash photography and video recording are not allowed during performances because the bursts of light are dangerous to the performers on stage and distracting to other patrons. Please keep recording equipment at home or school, or conceal it in a jacket pocket or purse.

Respect personal space . . . Please keep feet on the floor, not on the seat or balcony rail in front of you. Shifting in your seat, wearing hats, or wandering in the aisles is extremely distracting to those around you; please stay in your seat until intermission or the final curtain.
FOR YOUR INFORMATION
(teachers & chaperones)

PLACE: All Horizons School Matinee Series performances will be held in Young Auditorium, on the UW-W campus. Musical Encounters concerts are held in the Light Recital Hall in the Greenhill Center of the Arts. You will be escorted from the auditorium to the recital hall if you are attending a concert.

TIME: The doors of the auditorium will be opened 30 minutes prior to curtain time. Please arrange your schedule so the buses will arrive with time for seating and a bathroom stop. Late arrivals will not be seated until there is an appropriate pause in the production.

BUSES: The east side of Lot 1 is reserved for buses that are staying for the duration of the Horizon’s performance. Buses that are not staying will pull into Lot 2 and line up along the curb to drop off and pick up students. Please make sure that your bus driver receives the Bus Driver’s Memo available on our website.

WHEELCHAIR: All entrances are wheelchair accessible. If you have upper level seats, use the elevator. Main floor seats are on the same level as the lobby. Please inform us at least 4 weeks in advance if you need wheelchair seating or any other special accommodations.

RESTROOM: Main floor men’s and women’s restrooms are located on each side of the auditorium. On the upper level, the women’s restroom is on the south side and the men’s restroom is on the north side of the building. Please try to limit your restroom visits to before or after the show.

SEATING: An auditorium escort has been assigned to your school. The escort will direct you to your seats. All seats are reserved; thus each group must adhere to the seating assignment and may use only the number of seats reserved. Please plan to have chaperones seated with the students under their supervision. Chaperones - please do not bring infants/babies to the school matinee performance. After all the students and respective chaperones have been seated, please settle in and remain seated during the entire show. No one should leave the hall until after the final curtain, except in the case of emergency. Leaving during the performance is exceedingly distracting for both the performers and members of the audience. If students must leave during the performance for any reason, re-entry into the auditorium will be allowed only when there is an appropriate pause in the program.

CAMERAS/RECORDERS AND CELL PHONES: The use of cameras or recorders during any performance is strictly forbidden. Please do not bring them to the program. Cell phones must be turned off for the duration of the program. We encourage you to ask your students not to bring cell phones with them to the theatre.

FOOD, drinks, and chewing gum are not permitted in the auditorium.

EMERGENCY: Please contact the nearest usher in case of emergency.

LOST ARTICLES: Report lost articles to the house manager, or call 262-472-4444.

CONTINUED ON NEXT PAGE
EXITING: Please disperse in an orderly manner. Teachers and chaperones have the responsibility of keeping their group together. Ushers are not assigned to oversee your exit from the building.

BUS PICK-UP: Your bus pick-up will be the same place as the drop-off.

LUNCH: Local fast food establishments and restaurants, as well as UW-W campus dining (262-472-1161) are happy to accommodate your group for lunch. Please make advanced arrangements to promote efficient service.

LUNCH SPACE: Schools may request a place to eat their bag lunches. Young Auditorium can accommodate a very limited number of people eating lunch picnic-style seated on the floor. This must be scheduled in advance. You will receive an admission slip in the mail confirming lunch space, which you must bring along with your lunches. We thank you, in advance, for cooperating in implementing these procedures, giving all audience members the opportunity to sit back, relax, and enjoy the show.

Thank you for coming – we appreciate having you as a part of the Horizons program!

SPECIAL NOTE: Please print the Bus Driver Memo/Map from our website www.uww.edu/youngauditorium and give it to your driver on the day of the show!

Policies
Please note the following policies are in place to ensure enjoyment for all!

The house opens at least one-half hour before the curtain.

A seat must be purchased for everyone attending an event, including teachers, chaperones, and bus drivers.

Timing is everything . . . so don’t be late! Performances begin at 10:00 a.m. and 12:30 p.m. so plan to arrive at the theater 30 minutes early.

Patrons arriving late are seated only when there is a suitable pause in the performance.
The Horizons School Matinee Series is funded cooperatively by the University of Wisconsin-Whitewater, participating schools, grants from the Wisconsin Arts Board, Dorothy Remp Elmer Children’s Arts Outreach Endowment, Nasco, and Target, and a partnership with the National Endowment for the Arts, in addition to various public and private institutions. Young Auditorium is a non-profit organization under Section 115 of the Internal Revenue Code.

**John F. Kennedy Center Partners in Education Program**

The Young Auditorium and School District of Janesville are members of the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington D. C. Selected because of their demonstrated commitment to the improvement of education in and through the arts, the Partnership Team participates in collaborative efforts to make the arts integral to education. For more information, please visit http://www.kennedy-center.org/education/partners.