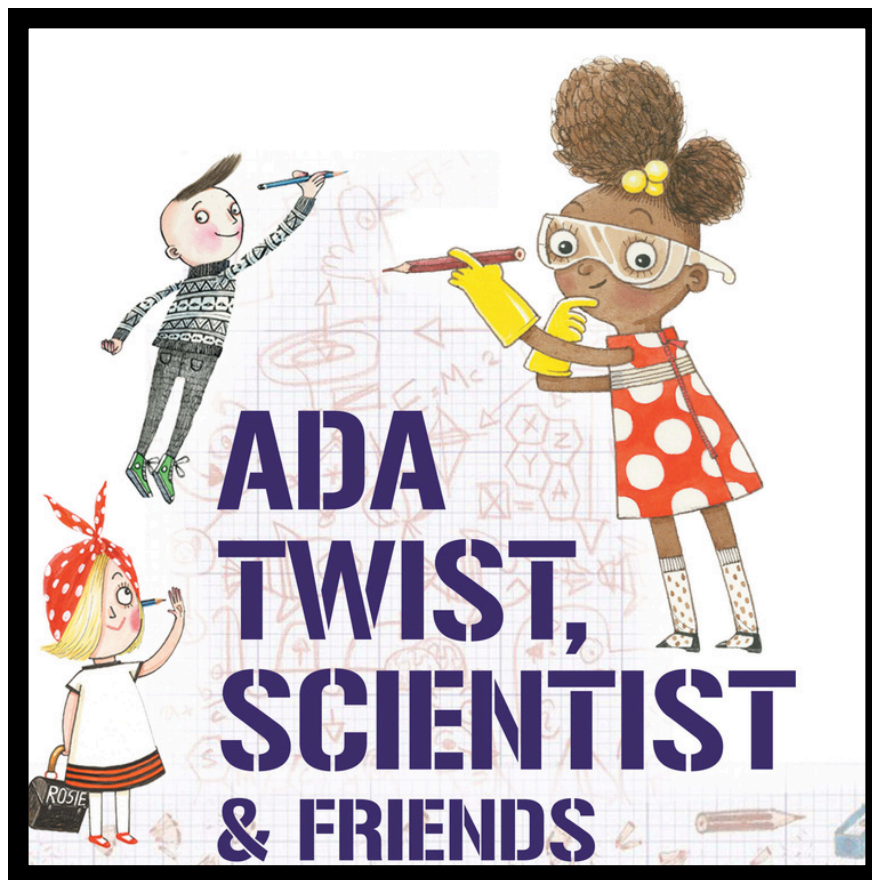


## CURRICULUM CONNECTIONS

# Ada Twist, Scientist & Friends



Support for SEAS has been provided by the Frederick A. DeLuca Foundation and the following Funds at the Community Foundation of Broward:

Mildred H. Fagen Charitable Fund  
Leonard & Sally Robbins Fund  
Mary and Alex Mackenzie Community Impact Fund



Frederick A. DeLuca  
FOUNDATION



COMMUNITY  
FOUNDATION  
OF BROWARD

# What's included in Curriculum Connections:

Letter to Teachers...page 2

Theater Etiquette...page 3

Story/Synopsis...page 4-5

From Page to Stage (How to explain adaptations)...page 6

Pre and Post Show Worksheets/Links and Activities...pages 7-13

Student to Family Cooperative Activity Ideas...page 14

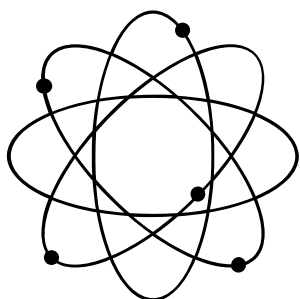
Florida Standards Alignments...page 15

Student Theater Review...page 16

## Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

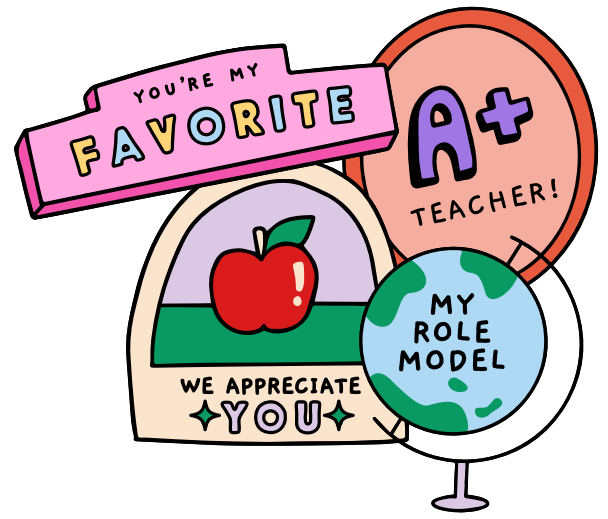
<https://tinyurl.com/ElementarySeasWelcome>





Dear Teacher,

We appreciate you!



This guide can help in your classroom, whether before or after coming to see a play or musical it can be used to highlight important concepts. The curriculum connections introduced by the Broward Center for the Performing Arts are always aligned to the Florida Standards with the idea that they introduce another tool to effectively implement engaging methods to bring the page to the stage.

Curriculum Connections improve comprehension, help students organize information, and assist students' metacognition by enabling students to check for understanding. It is designed to be used before or after coming to the theater unless otherwise stated and may contain activities for certain grade levels (this will be clearly labeled).

Curriculum Connections will always contain a reminder of theater etiquette as well as a social emotional learning activity, and a Student-Family Cooperative Activity. The activities may be re-printed for individual use, used on smart boards as class activities, or in groups. It is suggested to discuss the play or musical as a class before your field trip.

Remember to follow us on Facebook and Instagram @Broward Center Education and use the QR code (below) for our Teacher's Lounge to receive insight about discounted tickets and information for you and your students!

*nothing  
but  
gratitude!*

**MUCH  
appreciated**





# Theater etiquette

*There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.*

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.

# ADA TWIST SCIENTIST & FRIENDS

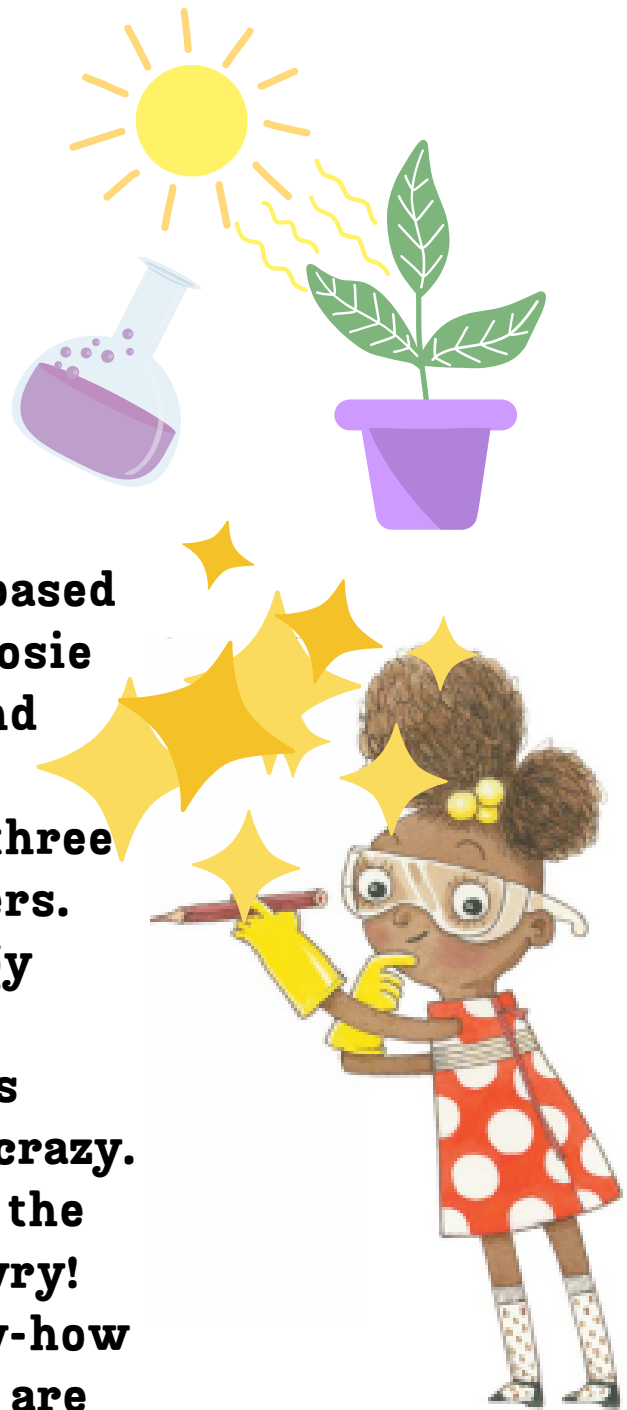
Here's the Story...

This new musical adaptation is based on the beloved and bestselling Rosie Revere books by Andrea Beaty and David Roberts.

Ms. Greer's classroom includes three inquisitive out-of-the-box thinkers. Rosie Revere has big dreams. Iggy Peck has a relentless passion for architecture. And Ada Twist's curiosity can drive her teacher crazy. But all three are needed to save the day when their fieldtrip goes awry! By using their engineering know-how and problem-solving skills, they are able to get everyone home safe and sound.

Want to hear watch the story read aloud?

[https://youtu.be/aco\\_HxQPBSQ?si=4XN1IED1UYgaCCKY](https://youtu.be/aco_HxQPBSQ?si=4XN1IED1UYgaCCKY)



# **ADA TWIST SCIENTIST & FRIENDS**



## **Our Characters:**

### **ADA TWIST**

**Nonstop energy, with a constantly shifting focus. Happy, excited full of ideas and questions. Talks too fast and doesn't always listen to the answers to questions she peppers at people. Careless due to her excitable nature. She's a Scientist.**

### **ROSIE REVERE**

**Ambitious but also shy. A sweet kid who is used to blending into the background (where she can secretly build machines) as she presumes that no one will understand her ideas. She is recently energized by her Great Great Aunt Rose and is now testing out her own confidence. She's an Engineer.**

### **IGGY PECK**

**A sophisticated young man in the body of a second grader. Fine on his own. A dreamer but a dreamer that can realize his ideas. Straightforward. Calm. Confident.**

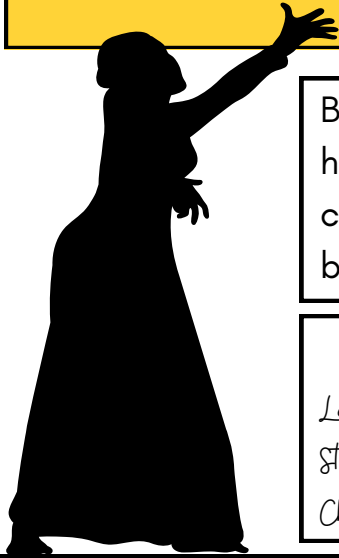
### **MISS LILA GREER**

**Teacher, worrier, prim, proper and always a little nervous.**

### **GREAT GREAT AUNT ROSE**

**Adventurous and fun, always cheering Rosie on.**

# From Page to Stage



Books make wonderful theater! When adapting a book however, changes must be made to the plot, setting and/or characters to accommodate the length of the play or to help bring the show to life on stage!

*Here are some famous adaptations you may know:*

*Legally Blonde/Les Miserables/The Wonderful Wizard of Oz/Mary Poppins/How the Grinch Stole Christmas/The Color Purple/A Christmas Carol/The Secret Garden/Charlie and the Chocolate Factory/Cinderella/Alice in Wonderland/Beauty and the Beast/Romeo and Juliet*

## Vocabulary to share with students:

**Adaptation:** Something that has changed so that it can be presented in another form.

**Playwright:** A person who writes plays.

**Lyricist:** A person who writes the words of a song.

**Composer:** A person who writes music.

**Author:** A person who writes something such as a book or an article.

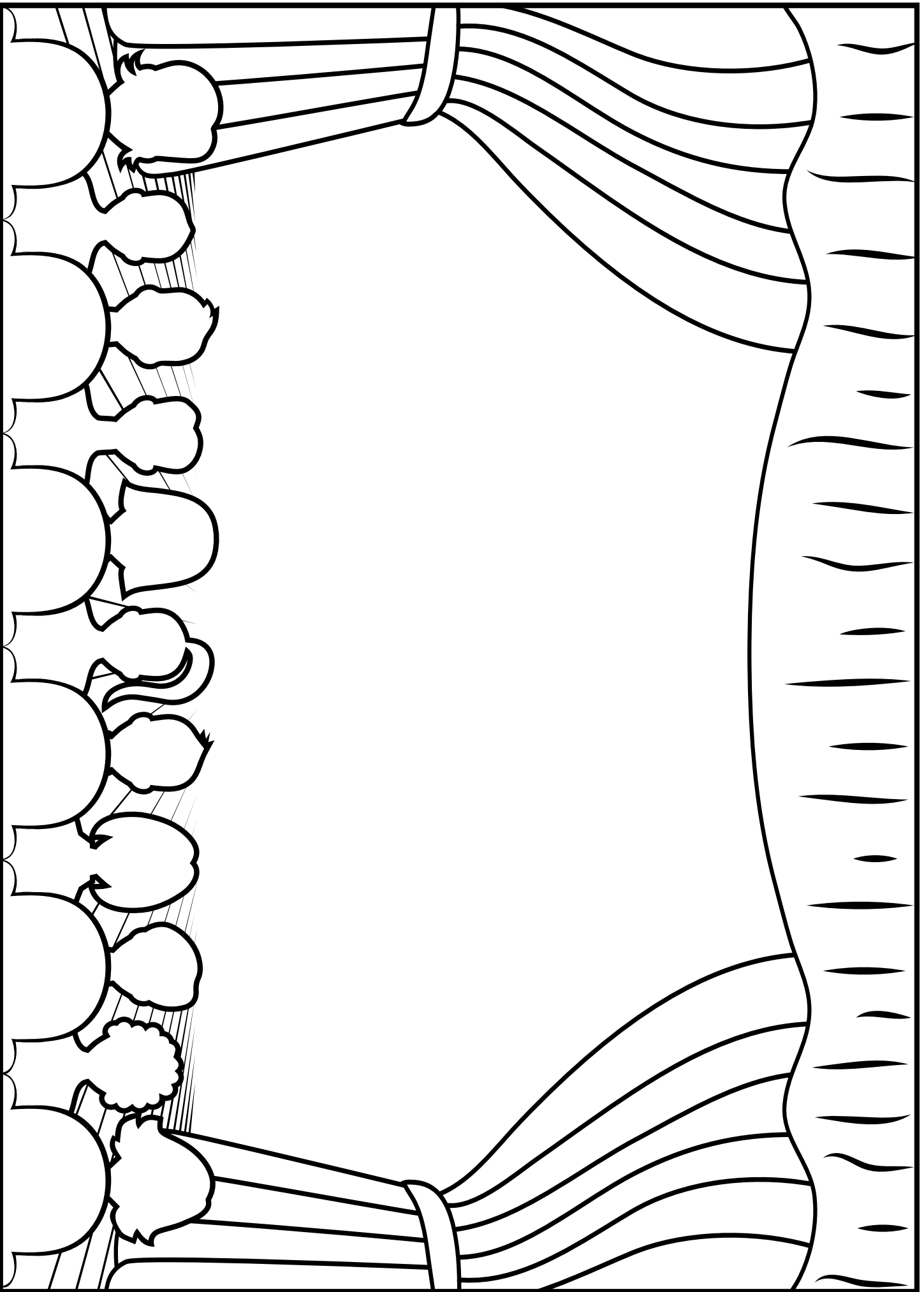
**Characters:** the individuals portrayed by actors in a play or musical.

**Director:** A key creative figure in theater responsible for overseeing the artistic aspects of a production.

## Pre-Show creative questions:

Ask your students, "If you could adapt any book for the stage, which book would you choose and why?" Invite them to draw a picture of the story they would adapt on stage. Define "costumes", "set" and "props" and ask students to draw what the set would look like on stage as well as the characters' costumes. (Use the next page to spark creativity)

Choose a book or story to adapt to a play or musical.  
Draw a picture of the set and props and/or actors in costume here.





# VOCABULARY

## ADA TWIST SCIENTIST & FRIENDS

Directions: Use the word bank at the bottom of the page to decide which best describes the definition and write that word on the blank line.

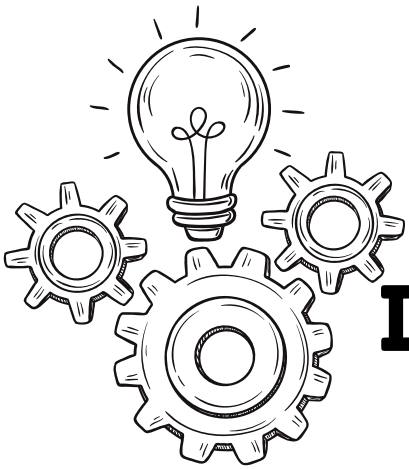
1. A person who designs structures, like buildings. \_\_\_\_\_
2. Doing the work of creating the building. It also means the design of a structure. \_\_\_\_\_
3. Someone trained in the skill of creating engines or machines. \_\_\_\_\_
4. A mountain or a hill from which lava and ash are released. \_\_\_\_\_
5. A science that looks at matter and energy and the galaxy. \_\_\_\_\_
6. A science that looks at what substances make up our world, from the air we breathe to the things we use. \_\_\_\_\_
7. A small tower on top of a larger tower on a castle. \_\_\_\_\_
8. To ask questions and discover answers about anything at all. \_\_\_\_\_
9. A journey that people take with a purpose in mind, usually to investigate something. \_\_\_\_\_
10. The speed at which something is moving, usually fast. \_\_\_\_\_

### Word Bank:

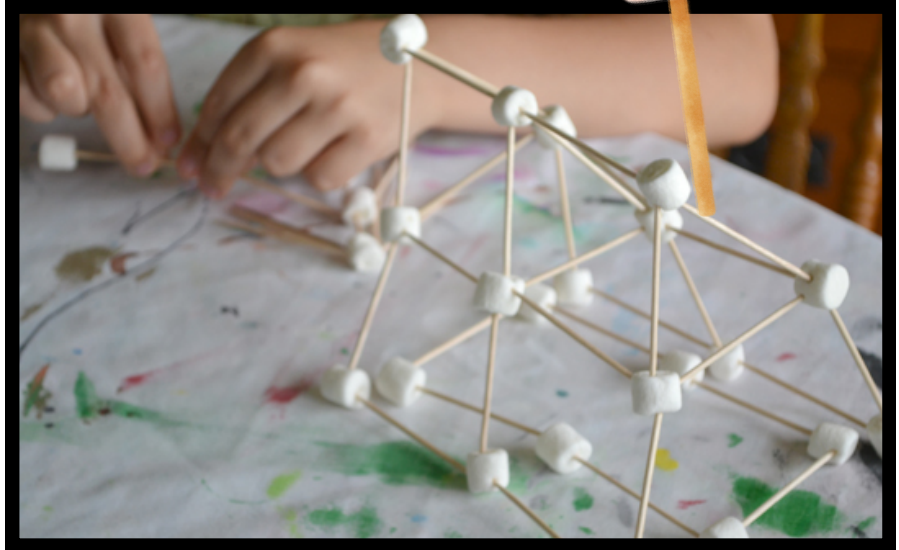
expedition	velocity
turret	architechure
physics	investigate
engineer	chemistry
architect	volcano



# ADA TWIST SCIENTIST & FRIENDS



**Let's  
be  
marshmallow  
engineers:**



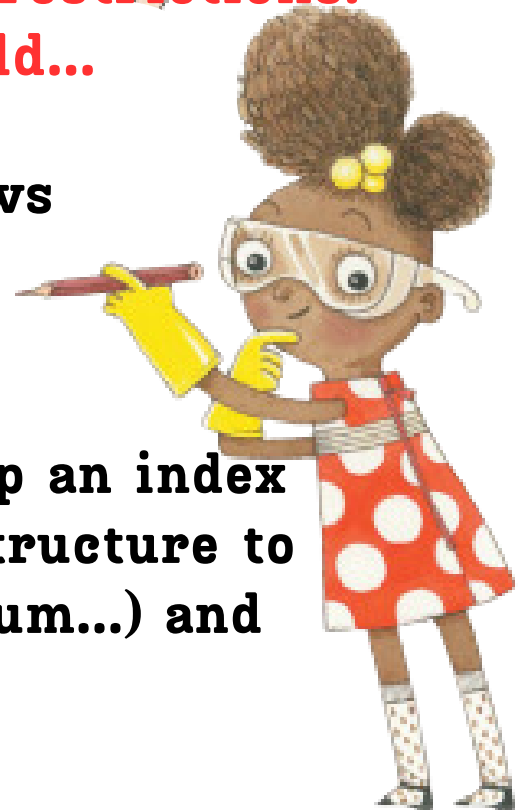
**Attention marshmallow engineers:  
Look at your index card and build a  
structure according to your teachers  
specifications and time restrictions.**

**Ready, Set, Build...**

**You will need:  
mini marshmallows  
toothpicks  
imagination**

**TEACHERS:**

**Give each student or group an index  
card with the name of a structure to  
build (bridge/tower/stadium...) and  
set your timer!**



# ADA TWIST SCIENTIST & FRIENDS

# STEM Challenge Magnet Magic



## Objective

To explore the magnetic properties of different objects.

## Materials

- magnet
- Assorted objects (paperclip, coin, plastic spoon, pencil, eraser, scissors, etc.)

## Instructions

- Lay out many different objects on a table or the floor.
- Predict (hypothesize) which objects you think will be attracted to the magnet and which won't.
- Test each object by bringing the magnet close and observing any attraction or repulsion

## Challenge Questions

- Which objects were attracted to the magnet, and which ones were not?
- What materials are attracted to magnets, and why?
- Can you sort the objects into two groups: magnetic and non-magnetic?
- How could you increase the magnetic force between the magnet and the objects?

# ADA

# TWIST

# SCIENTIST Elements Scavenger Hunt & FRIENDS

Elements from the Periodic Table can be found everywhere.

Place an X over any element you've heard of and write underneath where it can be found.

1 <b>H</b> Hydrogen 1.008	3 <b>Li</b> Lithium 6.94	7 <b>N</b> Nitrogen 14.007	8 <b>O</b> Oxygen 15.999	9 <b>F</b> Fluorine 18.998403163
10 <b>Ne</b> Neon 20.1797	11 <b>Na</b> Sodium 22.98976928	12 <b>Mg</b> Magnesium 24.305	13 <b>Al</b> Aluminium 26.9815385	14 <b>Si</b> Silicon 28.085
15 <b>P</b> Phosphorus 30.973761998	16 <b>S</b> Sulfur 32.06	17 <b>Cl</b> Chlorine 35.45	19 <b>K</b> Potassium 39.0983	20 <b>Ca</b> Calcium 40.078
24 <b>Cr</b> Chromium 51.9961	25 <b>Mn</b> Manganese 54.938044	26 <b>Fe</b> Iron 55.845	28 <b>Ni</b> Nickel 58.6934	29 <b>Cu</b> Copper 63.546
30 <b>Zn</b> Zinc 65.38	35 <b>Br</b> Bromine 79.904	47 <b>Ag</b> Silver 107.8682	50 <b>Sn</b> Tin 118.710	53 <b>I</b> Iodine 126.90447
74 <b>W</b> Tungsten 183.84	79 <b>Au</b> Gold 196.966569	80 <b>Hg</b> Mercury 200.592	82 <b>Pb</b> Lead 207.2	84 <b>Po</b> Polonium (209)

# ADA TWIST SCIENTIST & FRIENDS

# Lab Safety

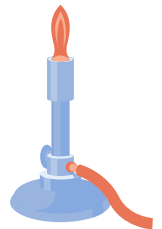


Question 1: Why do we need safety rules in the science lab?

Answer:

Question 2: How does our science lab day differ from a normal classroom day?

Answer:



Question 3: What are some of the risks and dangers in a science lab?

List your answers in the table below:


Question 4: Match each picture to the name and description of how this piece of safety equipment will reduce the risk of an accident in a science lab.

Gloves

Safety  
Glasses

Tongs

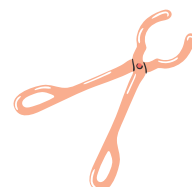
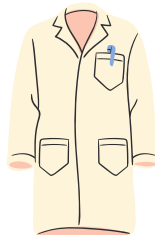
Lab  
Coat

We use these to hold hot objects when conducting an experiment with a bunsen burner

We wear these when conducting an experiment with chemicals to protect our hands from chemical burns

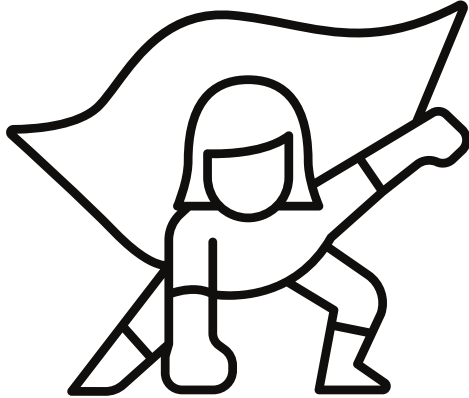
We wear this to protect our bodies from dangerous chemicals when conducting experiments

We wear these to protect our eyes from chemicals or objects when conducting experiments.



# ADA TWIST SCIENTIST CLASS PROJECT & FRIENDS

In the play, Rosie's Great Great Aunt Rose, is based on a figure from American history named Rosie The Riveter.



The 'real' Rosie the Riveter was a famous fictional character in American history. During World War II, millions of American men were overseas fighting. So, all the jobs that kept the country running were left without anyone to do the work. Women took the place of the men who usually worked these jobs. The American government created a poster to encourage women to get jobs in factories, farms, and mills.

The strong woman on the poster was nicknamed Rosie the Riveter because one of these important war-time jobs was working the factories that produced equipment for the troops.

These were factories in which women rarely, if ever, worked. World War II was one of the first times in our history that women had access to jobs traditionally worked solely by men.

## FEMALE TRAILBLAZERS: CLASS PROJECT

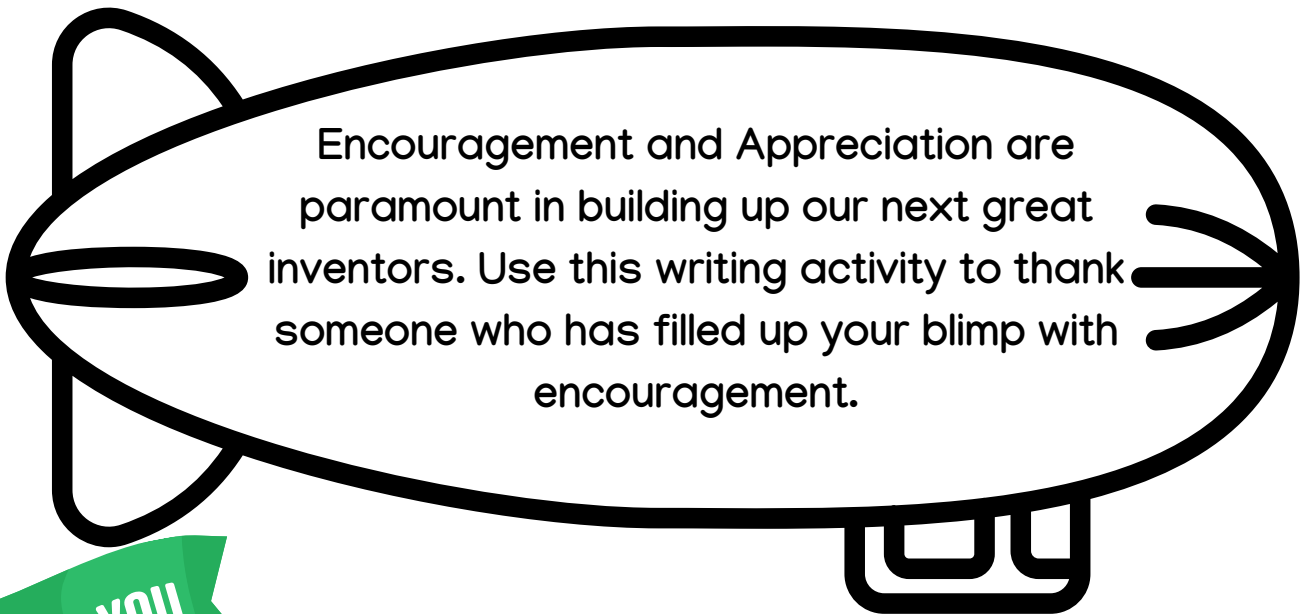
1. Separate the class into 5 groups, depending upon classroom size and management strategy.
2. Assign a female trailblazer to each group.
3. Ask one student to be the group note-taker.
4. Have the students do some research about this figure. This research can be done online or in the library.
5. Have the students write down 3 or more important facts about their assigned figure.
6. The student volunteers read their research aloud to the class and share what they learned.

GET CREATIVE with presentation ideas!

**HERE ARE JUST A FEW TRAILBLAZERS...**

**MARIE CURIE/ROSA PARKS/AMELIA EARHART/MALALA YOUSAFZAI/JANE GOODAL  
OPRAH WINFREY/ADA LOVELACE/SERENA WILLIAMS/FRIDA KAHLO/WANGARI MAATHAI  
MAYA ANGELOU/GRETA THUNBERG/JACINDA ARDERN/RUTH BADER GINSBURG**

# ADA TWIST SCIENTIST & FRIENDS SEL AND WRITING



Encouragement and Appreciation are paramount in building up our next great inventors. Use this writing activity to thank someone who has filled up your blimp with encouragement.



THANK YOU

Dear \_\_\_\_\_,

,

From, \_\_\_\_\_



# K-5 Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

## Additional Activity Ideas:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.



### Standards Alignment: Ada Twist Scientist and Friends

**Standards Alignment:** The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)/NGSSS	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
Next Generation Sunshine State Standards/Science	
SC.8.P.8.6	Recognize that elements are grouped in the periodic table according to similarities of their properties.
SC.4.P.8.4	Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.
SC.2.P.13.2	Demonstrate that magnets can be used to make some things move without touching them.
SC.35.CS-CS.2.4	Solve real-world problems in science and engineering using computational thinking skills.



# My Theater Review

I saw: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

This play/musical was about...

Here's a drawing of  
my favorite character:

It made me feel:

I learned:

I gave this play/musical .... stars.



**We'd love to hear from you! If you'd like to submit this review,  
please send to [jenriquez@browardcenter.org](mailto:jenriquez@browardcenter.org)**