

CURRICULUM CONNECTIONS

Don't Let the Pigeon Drive the Bus! The Musical!



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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:

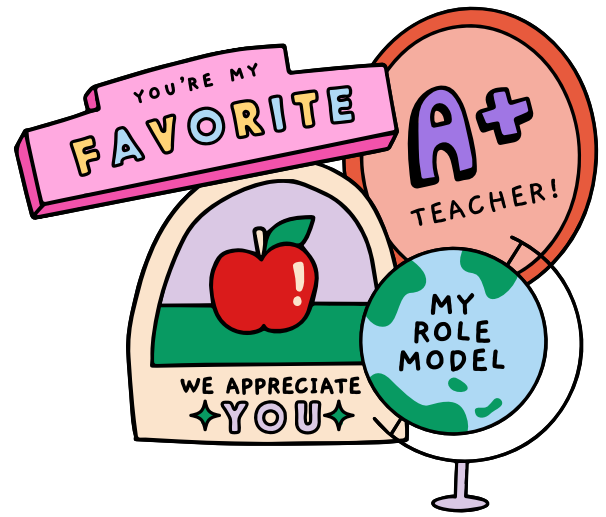
<https://tinyurl.com/ElementarySeasWelcome>





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**





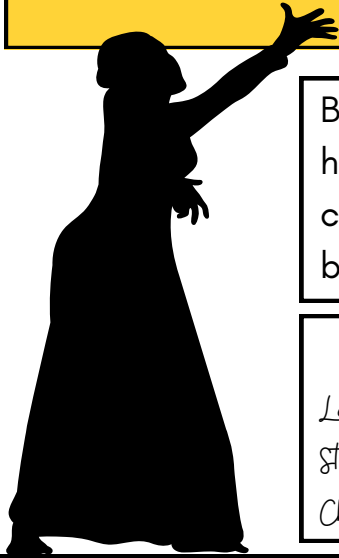
Theater etiquette

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.

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.

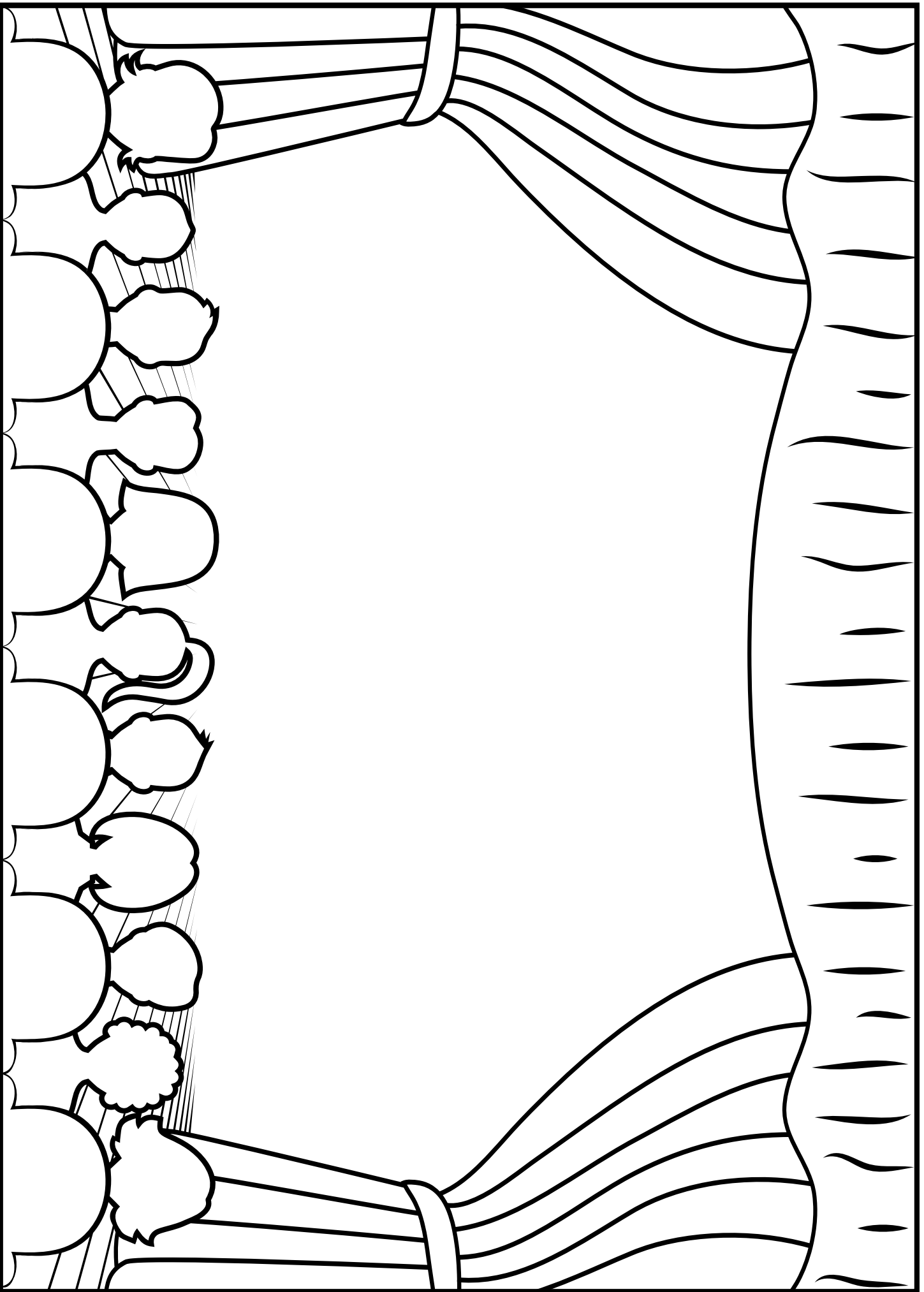
Characters: the individuals portrayed by actors in a play or musical.

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

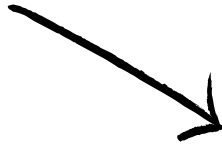
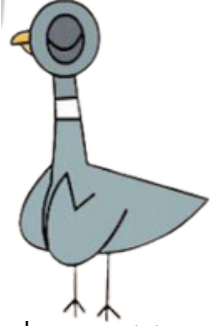
Pre-Show creative questions:

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.



DON'T LET THE PIGEON DRIVE THE BUS! THE MUSICAL! SYNOPSIS:



Hop on board for an unforgettable ride with the Pigeon.

Whatever you do, don't let the Pigeon star in his own musical production! It's not easy being the Pigeon—you never get to do ANYTHING! But when the Bus Driver has a crisis that threatens to make her passengers (gasp!) late, maybe that wily bird CAN do something. Starring an innovative mix of actors, puppets, songs, and feathers, Don't Let the Pigeon Drive the Bus! (The Musical) is sure to get everyone's wings flapping.

With a script written by Mo Willems, the creator of the #1 New York Times best-selling, Caldecott Honor award-winning "Pigeon" picture books, this comedic musical production is even more fun than staying up late and having a party!

The story follows the Pigeon, who wants to have at least one ride, but readers keep telling him "NO!", which aggravates him. The musical explores themes such as the responsibility to keep promises, persuasion, and the value of punishment.

Mo Willems has often said that his books are meant to be "played" not read, and this is true for his stage adaptations as well. DON'T LET THE PIGEON DRIVE THE BUS! THE MUSICAL! has a slightly different story than the picture book audiences have come to love.

The Pigeon is still very much himself, but the conflict is broadened a bit. The plucky bird still does not drive the bus, but this time, the show asks why? Because he can't reach the pedals? Because he doesn't have the training? Because the bus absolutely must reach each stop on time?

The conflict is bigger. It isn't about simply wanting to do the impossible on impulse, but something larger: wanting to have a thing. Everyone's got one. The Bus Driver drives buses, the Teenager loves movies, the Little Old Lady likes to throw birdseed around. Everyone has a "thing" that makes them unique, and the Pigeon is feeling insecure because he doesn't know what his "thing" is yet.

It's a big conflict, and it's told with simple, connective, honesty:

WILL THE PIGEON FIND HIS "THING"? DO THE PIGEON'S YEARNINGS SOUND LIKE SOMEONE YOU KNOW IN YOUR CLASS??

DON'T LET THE PIGEON DRIVE THE BUS! THE MUSICAL!



HEY TEACHER!:

READ THE BOOK OUT LOUD WITH YOUR CLASS. AFTER READING IT THROUGH, TURN THROUGH THE PAGES AND:

- **In this case, the author is also the illustrator. You can explain what that means.**
- **Point out that words in all capital letters and the use of exclamation points tell the reader to read those parts with more excitement and intensity.**
- **Look at the different faces that Pigeon makes. Ask the children what the different faces mean. Have them explain how they can tell.**
- **Ask the children how it made them feel that pigeon wanted them to help him do something that the grown up in the story didn't want him to do because it was not safe.**

DISCUSS RESPONSIBILITIES. What are your responsibilities at home? How about at school? Do other kids have different responsibilities than you? Why does the driver say "no" to the pigeon? If the driver had let the pigeon drive, what might have happened?

DON'T LET THE PIGEON DRIVE THE BUS! THE MUSICAL! WRITE ABOUT IT:

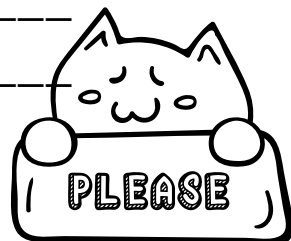
Have you ever wanted to do something very badly,
but weren't allowed?

What were some things that you wanted to do, but weren't allowed to do? _____

How did you feel when you were told, "no?"

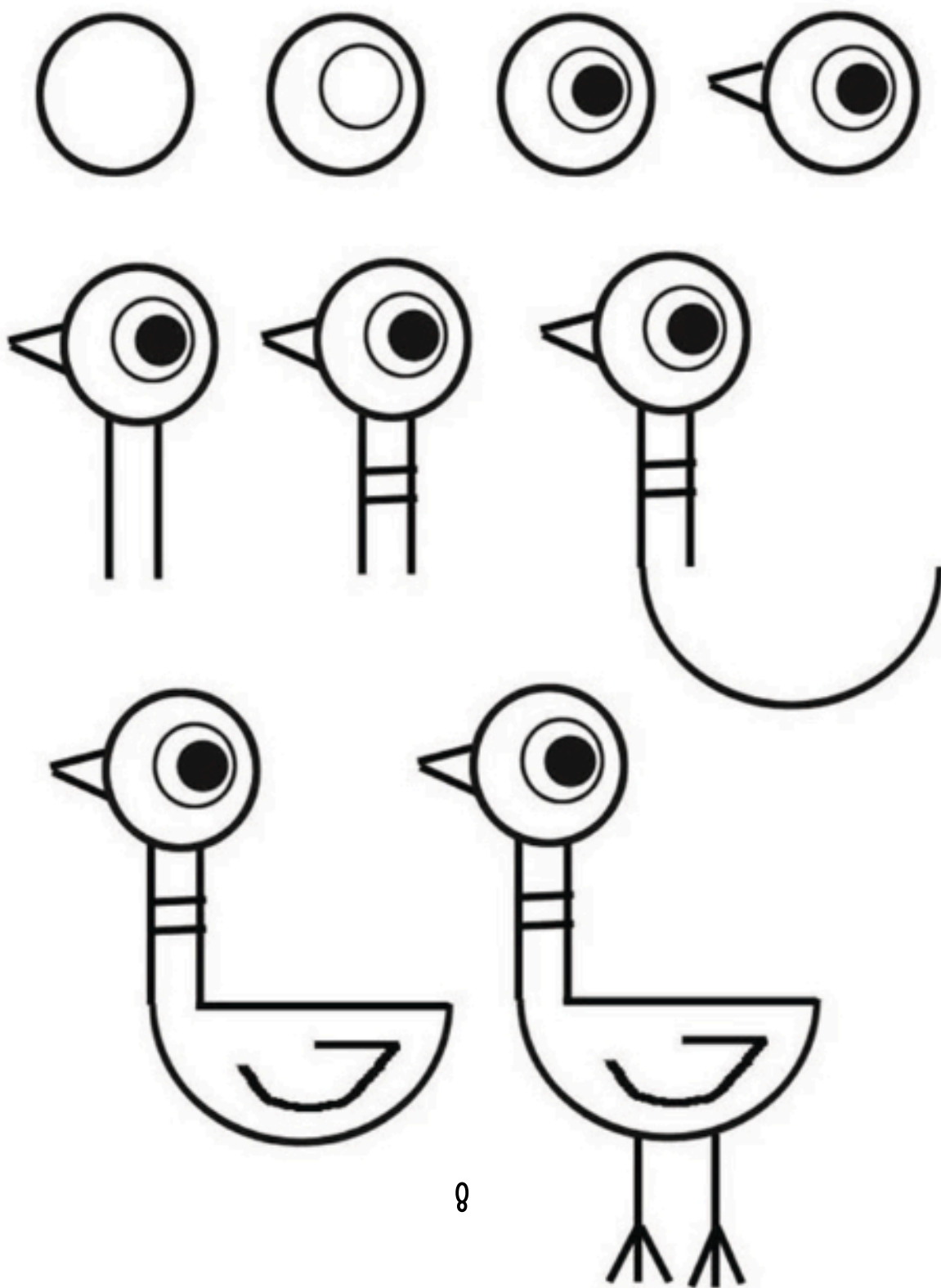
Why do you think that you're not allowed to do these things that you want to do?

What kinds of things do you say or do to try to make your (parent, teacher, babysitter) change their mind?



DON'T LET THE PIGEON DRIVE THE BUS! THE MUSICAL!

**DRAW THE PIGEON! STEP-BY-STEP
ON YOUR OWN PAPER:**

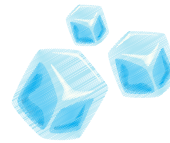


DON'T LET THE PIGEON DRIVE THE BUS! THE MUSICAL!

Opposite Words

Pigeon has many feelings during the story Don't Let the Pigeon Drive the Bus.
Can you draw a line to match each picture with its opposite trait?.

fast



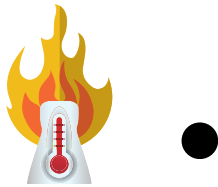
cold

long



back

hot



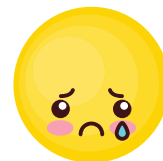
night

front



slow

full



sad

day

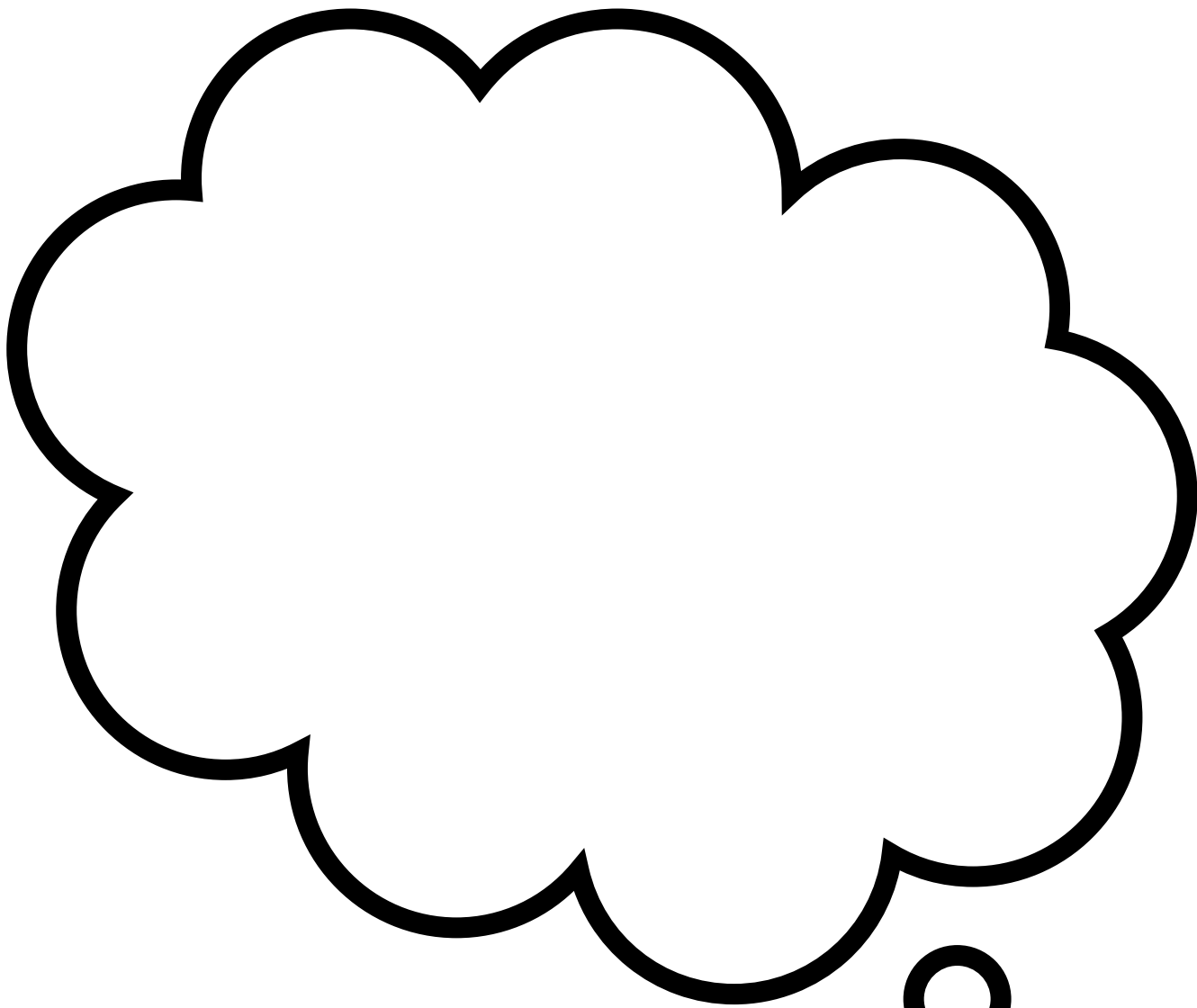


short

happy



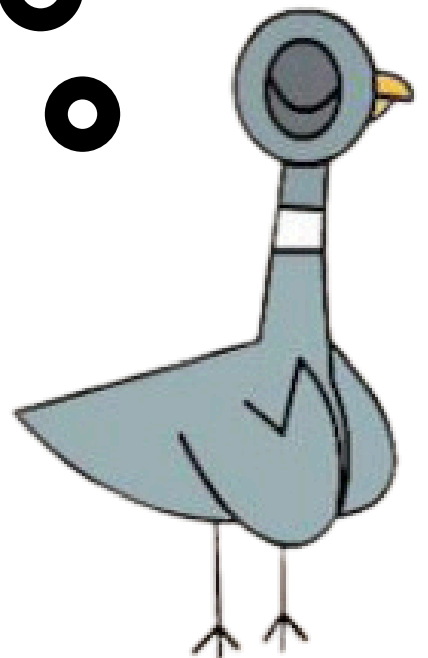
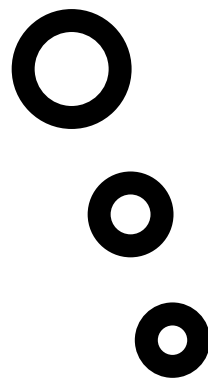
empty



Don't let the pigeon

_____!

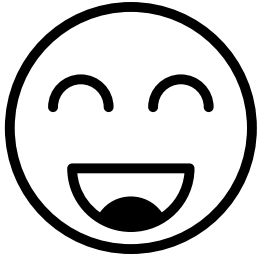


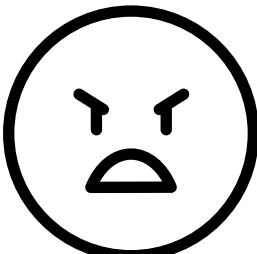
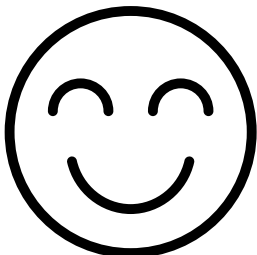
By:



DON'T LET THE PIGEON DRIVE THE BUS! THE MUSICAL!

Express your feelings like the PIGEON: SEL

Use your favorite colors to bring these emojis to life!
Have fun expressing different feelings through colors. Remember, it's okay to feel all these emotions sometimes, and coloring can help you understand them better.

Emotion	Emoji	When do you feel like this?
Happy (Yellow)		
Sad (Blue)		
Surprised (Purple)		
Angry (Red)		
Calm (Green)		

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: Don't Let the Pigeon Drive the Bus! The Musical!

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.)	
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.
Theater	
TH.K.C.3.2	Share reactions to a live theatre performance.
TH.1. H.3.1	Identify similarities between plays and stories.
TH.2. O.3.1	Identify theatrical elements and vocabulary found in everyday life.



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**