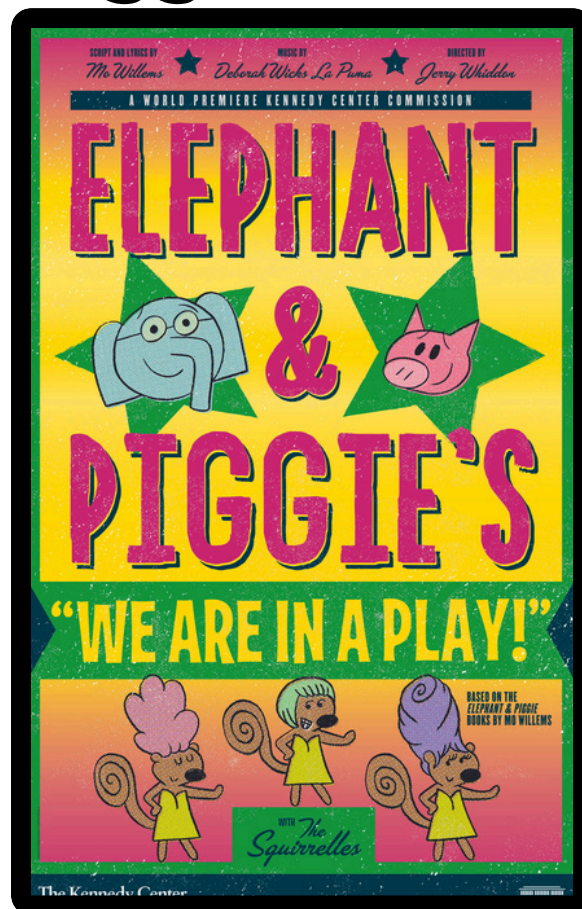


CURRICULUM CONNECTIONS

Elephant & Piggie's We are in a Play!



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
From Page to Stage (How to explain adaptations)...	page 4
Story/Synopsis...	page 5
Pre and Post Show Worksheets/Links and Activities...	pages 6-14
Student to Family Cooperative Activity Ideas...	page 15
Florida Standards Alignments...	page 16
Student Theater Review...	page 17

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:

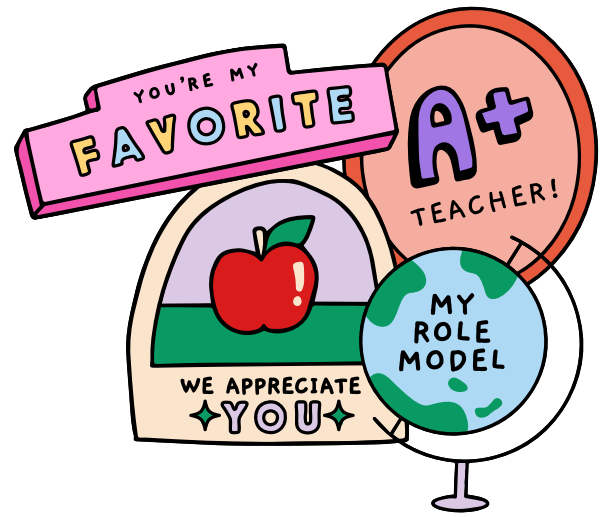
<https://tinyurl.com/ElementarySeasWelcome>





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





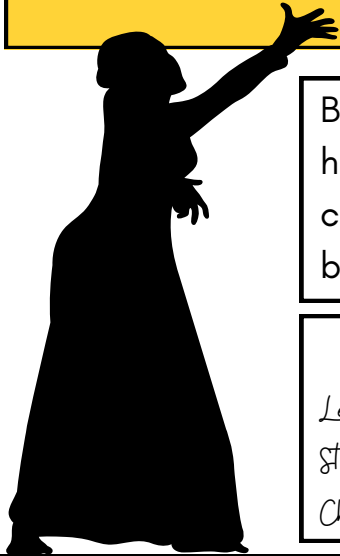
Theater etiquette

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.

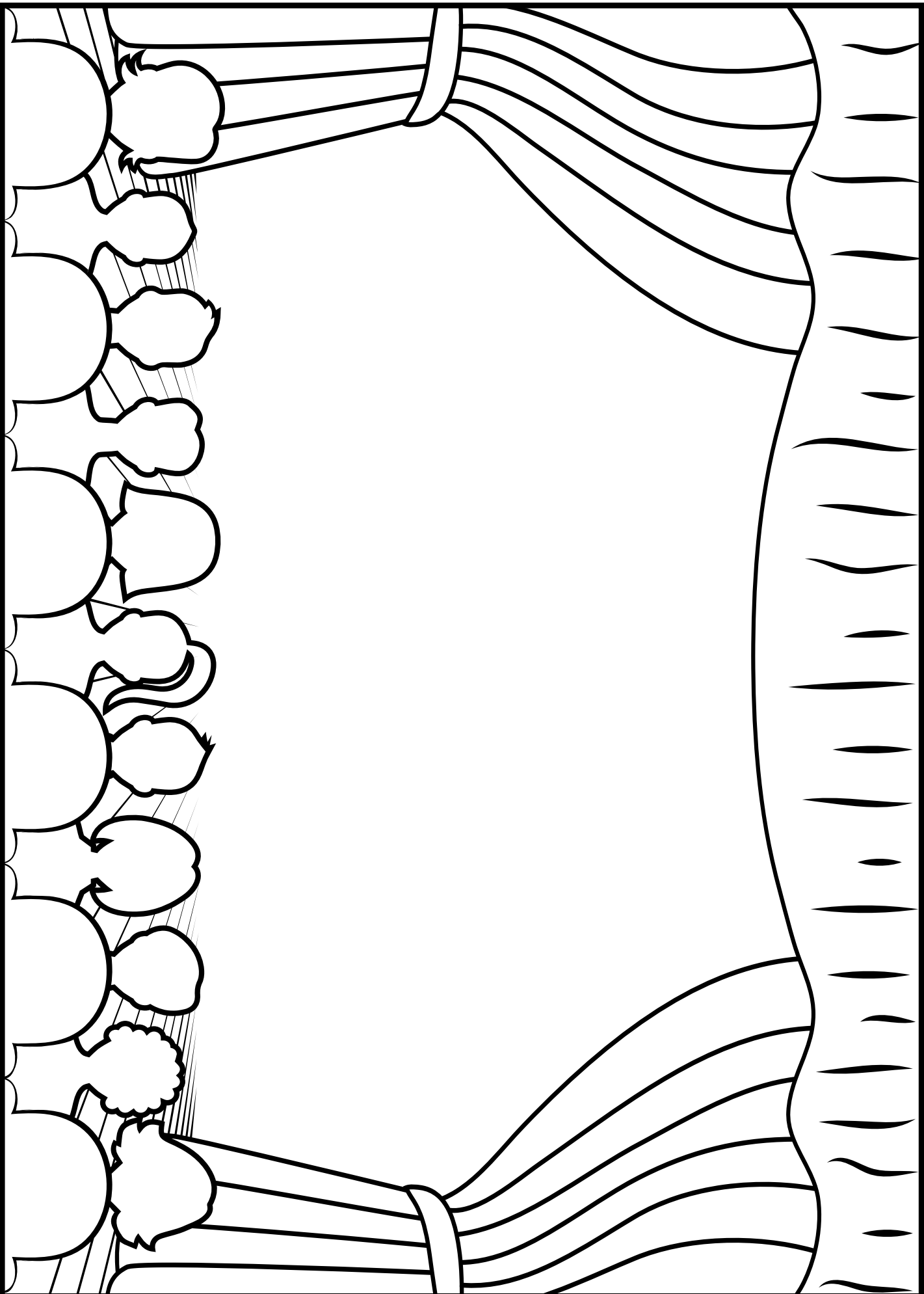
Characters: the individuals portrayed by actors in a play or musical.

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" 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)

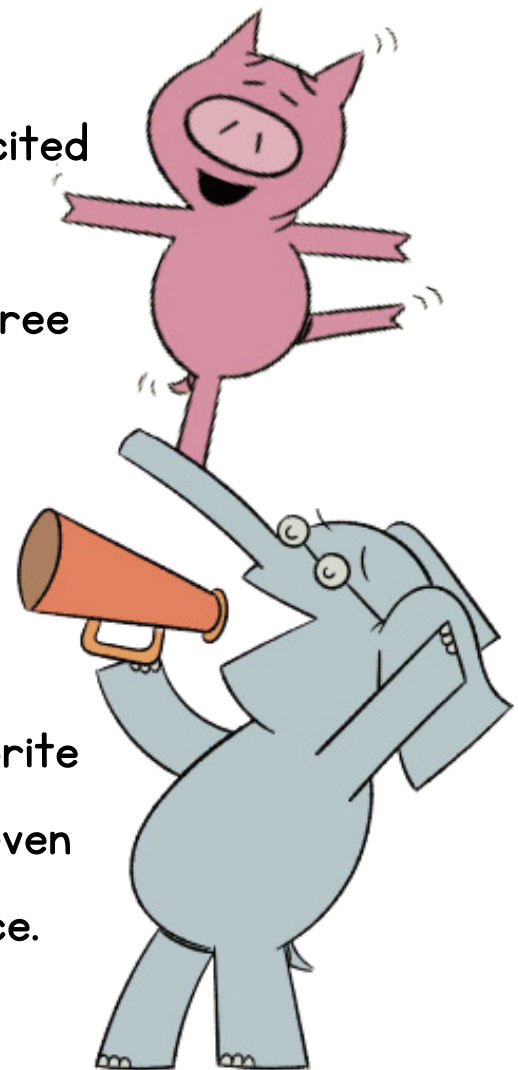
Choose a book or story to adapt to a play or musical.
Draw a picture of the set and props and/or actors in costume here.



ELEPHANT AND PIGGIE: WE ARE IN A PLAY!

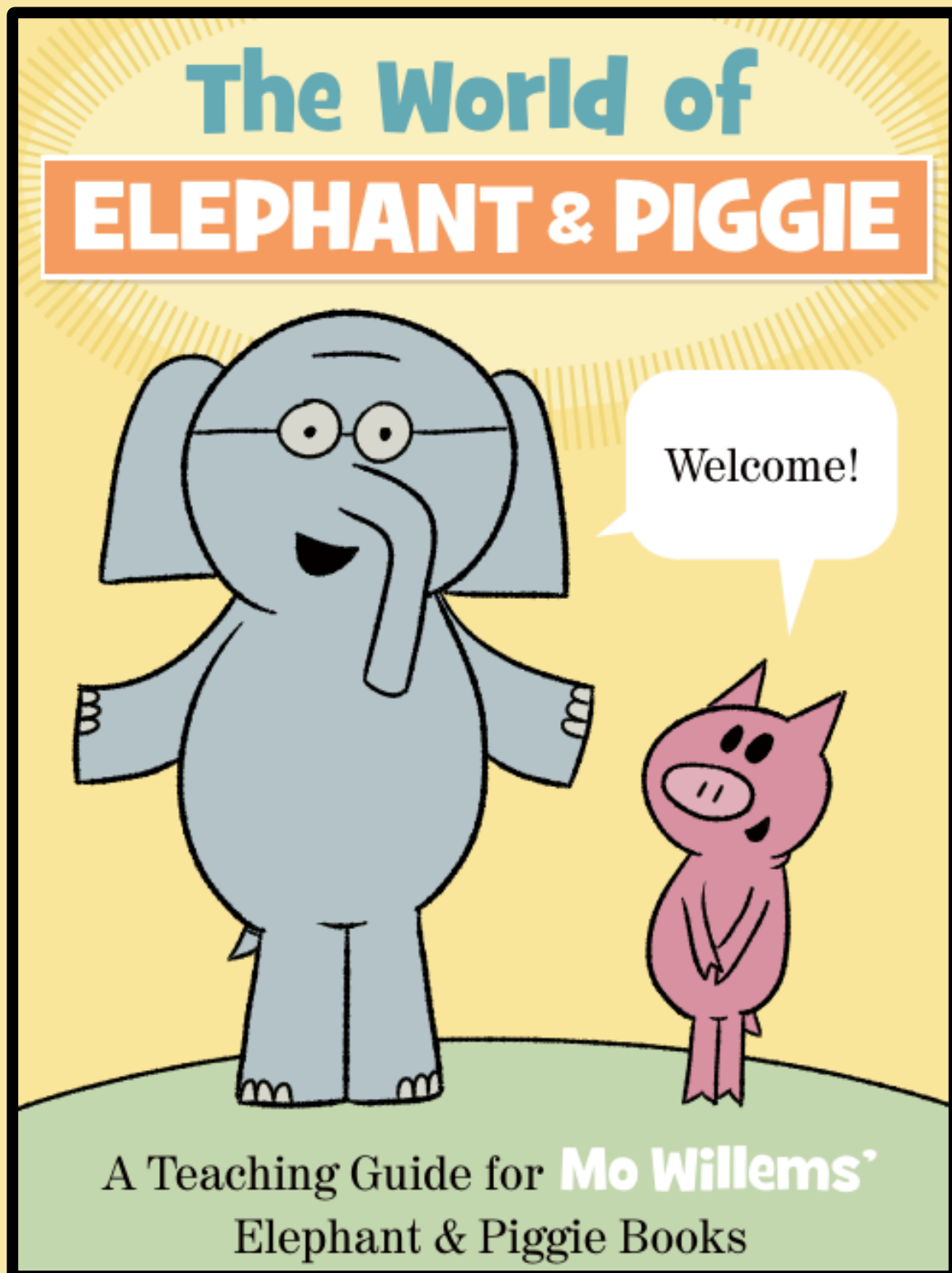
What Happens in the Show

An elephant named Gerald and a pig named Piggie are best, best, “bestus” (a word Gerald and Piggie made up that means “very best”) friends. But Gerald worries that something could go wrong that would end their friendship. Piggie is not worried at all. She’s even happier and more excited than usual. That’s because she and Gerald are invited to a party hosted by the Squirrelles, three singing squirrels who love to have a good time. And so begins a day when anything is possible. Gerald and Piggie will solve problems together, sing and dance to music played by a band on stage, make each other laugh, share their favorite things, get mad and sad with each other, and even do a little goofing around with you, the audience. Wait until you see what they have in mind!



Teachers, Don't miss this chance to connect the stage to the page:

https://www.pigeonpresents.com/content/uploads/2017/08/EP_Teachers-Kit_FINAL_2.pdf



ELEPHANT AND PIGGIE: WE ARE IN A PLAY!

There might be a few words in the performance that you don't know.

Like predicament! That means a difficult situation.

But don't worry, here's some help:

Unintended consequences—things that happen that surprise you.

Pachyderm (PAK-i-durm)—a thick-skinned animal like an elephant or hippopotamus.

Swine—a short-haired animal with a curly tail and hooves, like a pig.

Unpossible—a made-up word Gerald uses when he means not possible or impossible.

Contingency—something that might happen.

Sty (STEYE)—a fenced area, usually for pigs.

Manipulate—to change what people do or the way something happens.



Now, use each of these words in your own sentence:

Unintended consequences:

Predicament:

Contingency:

Manipulate:

ELEPHANT AND PIGGIE: WE ARE IN A PLAY! Rhyming Words

Throughout the show, you will hear rhyming words, like "Piggie" and "biggie," or "fear" and "dear."

Let's practice some rhyming blends too.

The blend I am rhyming with is:

Example: Blend 'and'.

a: and

b: band, bland, brand...

Directions: Select a blend from the "blend bank" below and use it with as many letters as possible to make new words.

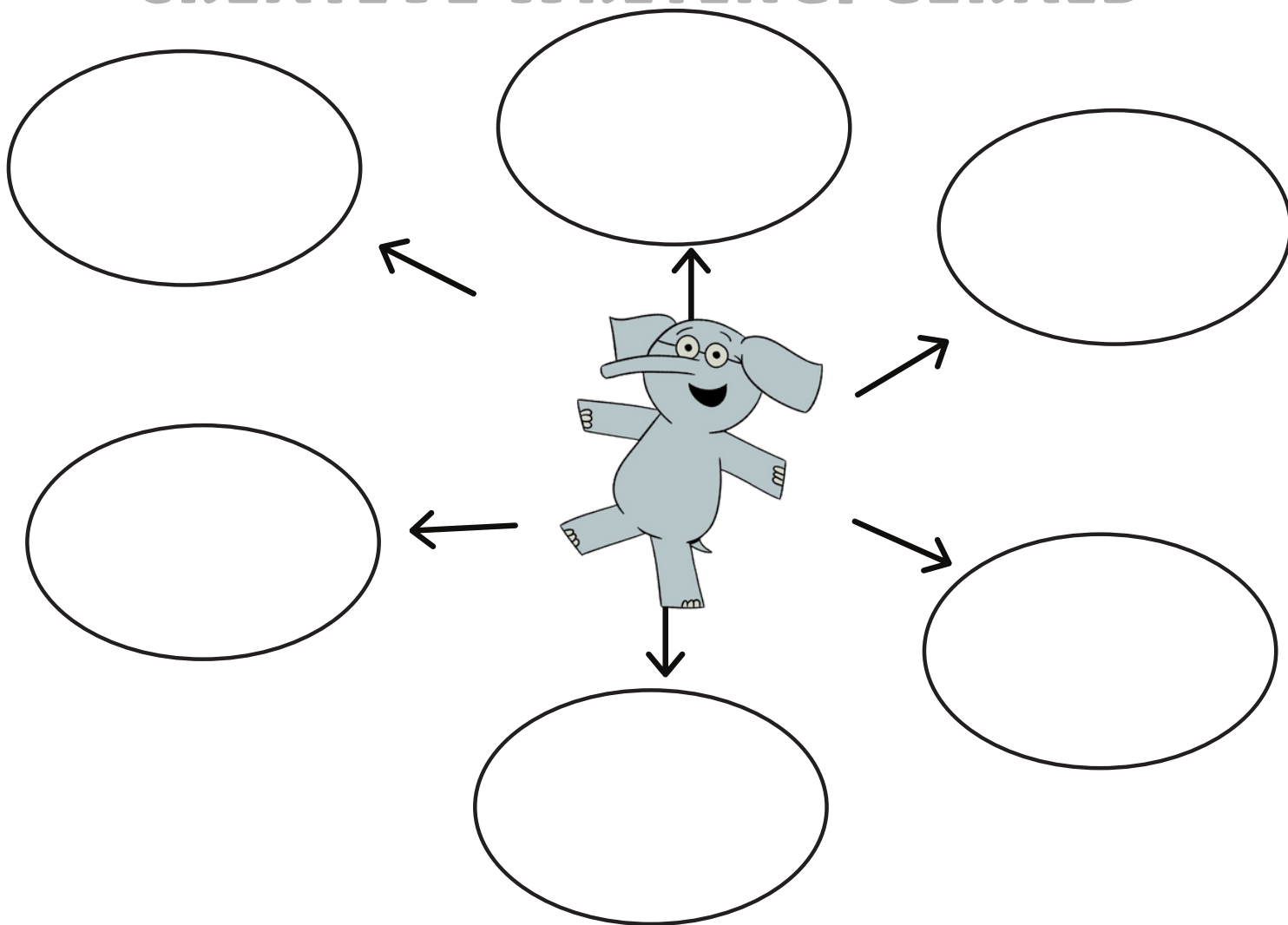
a		n	
b		o	
c		p	
d		q	
e		r	
f		s	
g		t	
h		u	
i		v	
j		w	
k		x	
l		y	
m		z	

"blend bank" (choose one)

op ear are air eak old unk est and ick



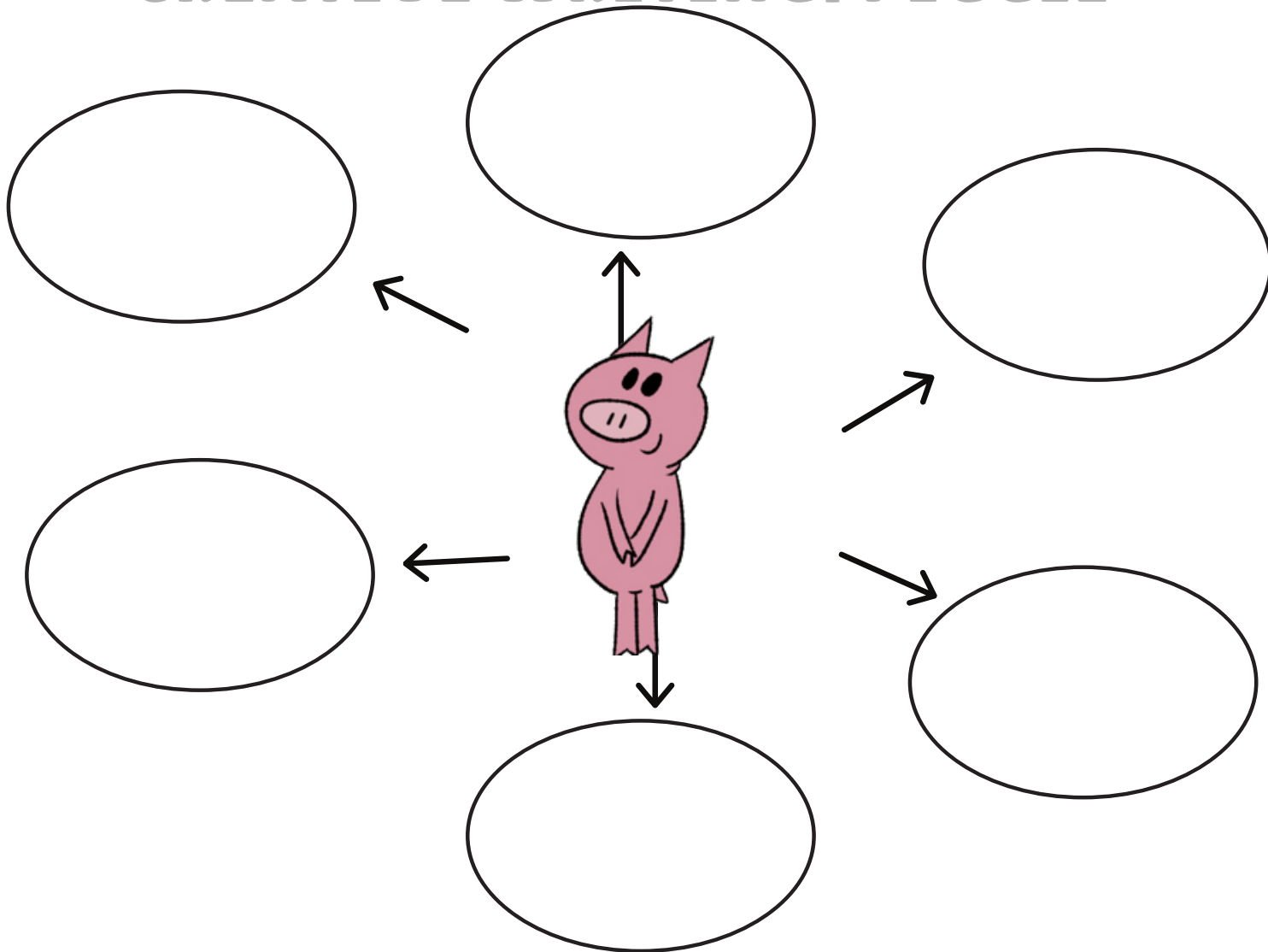
ELEPHANT AND PIGGIE: WE ARE IN A PLAY! CREATIVE WRITING: GERALD



Directions: Use the character map to use words that describe GERALD (above).

Next, write a story using the words you used to describe GERALD (below):

ELEPHANT AND PIGGIE: WE ARE IN A PLAY! CREATIVE WRITING: PIGGIE



Directions: Use the character map to use words that describe PIGGIE (above).

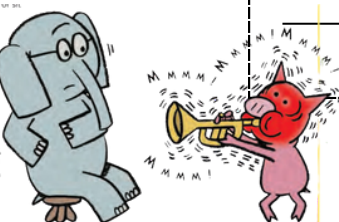
Next, write a story using the words you used to describe PIGGIE (below):

ELEPHANT AND PIGGIE: WE ARE IN A PLAY! MUSIC BINGO CHALLENGE

Find someone who..

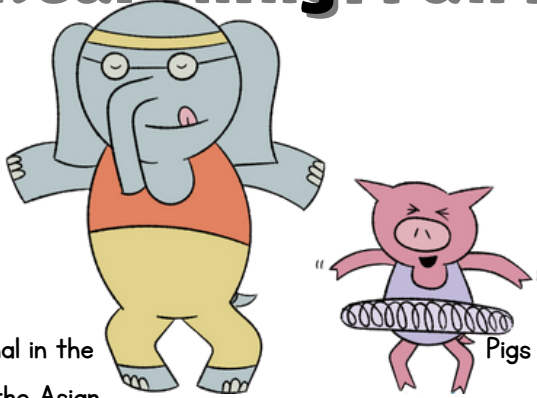
During the show, four musicians called Dr. Cat and the Bear-a-tones will play at least five instruments right on stage and be part of the fun. For this challenge, find a classmate for each description. Write their name in the corresponding box. The goal is to fill all nine squares. Get ready to engage, have fun, and achieve "Bingo"! Let's begin!

can play the piano! _____	enjoys attending live concerts or music festivals regularly. _____	plays the guitar. _____
has a record collection. _____	has met a famous musician or band member in person. _____	knows how to play a percussion instrument. _____
has taken music lessons or classes in the past. _____	knows the words from an Elephant & Piggie song. _____	has performed in a school or community music event. _____



ELEPHANT AND PIGGIE: WE ARE IN A PLAY!

Here's the Real Thing: Fun Facts–



Elephants

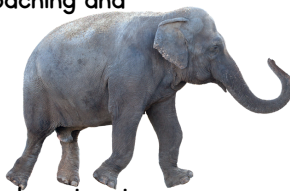
Elephants are the largest land-living mammal in the world. There are two types of elephants: the Asian elephant and the African elephant.

Elephants are known for their large, thin ears which are made up of a complex network of blood vessels; blood is circulated through their ears to cool them down in hot climates.

Elephant trunks are very special. The trunk is able to sense the size, shape and temperature of an object.

An elephant uses its trunk to lift food and suck up water to then pour it into its mouth. When elephants swim, they can use their trunk to breathe like a snorkel when they are in deep water.

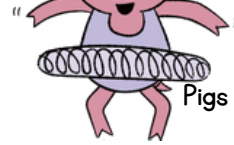
Elephants have no natural predators. The main risk to elephants is from humans through poaching and changes to their habitat.



MORE FUN FACTS

1. Elephants do not like peanuts! They do not eat them in the wild or even at the zoo.
2. Elephants can recognize themselves in a mirror.
3. Elephants can get sunburned, so they take care to protect themselves.
4. Elephants have six toes on their feet!

Pigs



Pigs are among the smartest of all domesticated animals.

Pigs have the reputation of being dirty animals, but this is not true. The pig's reputation for being filthy comes from its habit of rolling in mud to cool off.

Pigs that live in cool environments stay very clean.

Pigs are known as hogs or swine. Farmers raise pigs for the variety of valuable products they provide to humans, including pork and lard.

In the wild, pigs eat everything from leaves, roots, and fruit to rodents and small reptiles.

In the United States, farm-raised pigs eat diets of mostly corn. A pig's snout is an important tool for finding food in the ground and sensing the world around them.



MORE FUN FACTS

1. Pigs dream just like humans.
2. Pigs have an excellent sense of smell.
3. Pigs live on every continent, except for Antarctica.
4. Adult pigs can run at speeds up to 11 miles per hour.

ELEPHANT AND PIGGIE: WE ARE IN A PLAY!

RECIPE FOR FRIENDSHIP

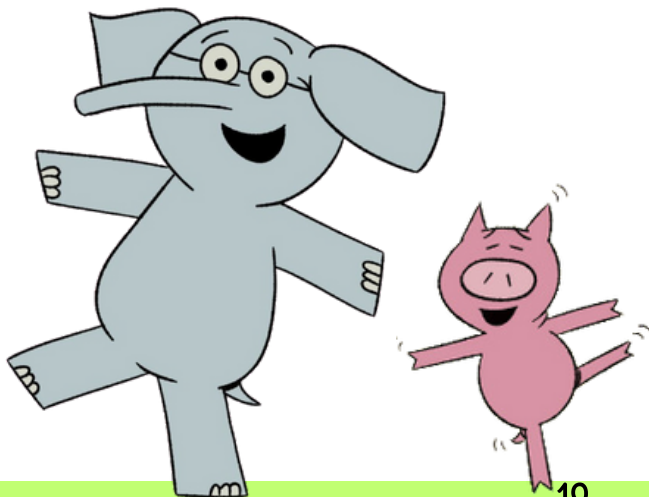
You might not think that a serious elephant and a playful pig could be best friends—but Gerald and Piggie are. Friendship is one big idea in everything that these “besties” do together on stage.

Gerald and Piggie's recipe for Friendship is:

- share
- cooperate
- joke around
- help each other
- forgive each other

What are your ingredients for friendship?:

Steps:

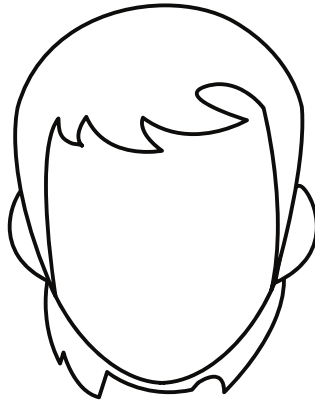


ELEPHANT AND PIGGIE: WE ARE IN A PLAY!: SEL

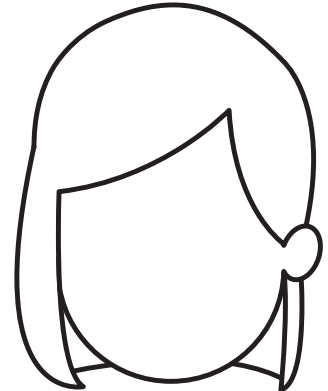
During the performance, Gerald and Piggie have strong emotions, or feelings—like joy, love, anger, worry, fear, sadness, and embarrassment (feeling uncomfortable with something you’ve done). Watch for ways these pals communicate their feelings through what they say, sing, or do. After the show, draw the expressions on each of the faces to match the feelings:



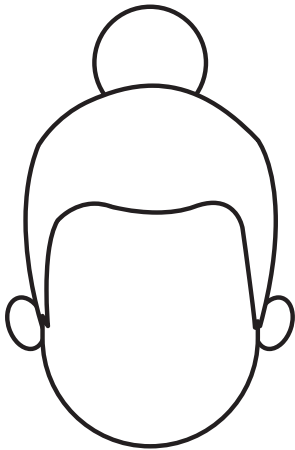
JOY



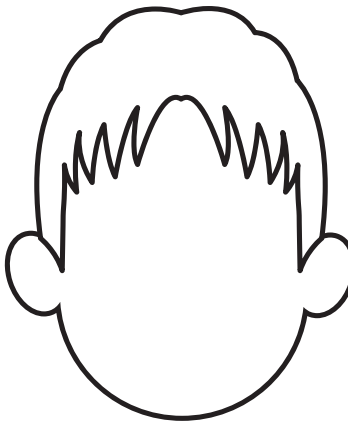
ANGER



SADNESS



SILLY



FEAR



WORRY



EMBARRASED



LOVE



EXCITED

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: Elephant and Piggie: We are in a Play!

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.K.12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K.12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K.12.EE.3.1	Make inferences to support comprehension.
ELA.K.12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K.12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K.12.EE.6.1	Use appropriate voice and tone when speaking or writing.
ELA.K.R.1.4	Identify rhyme in a poem.
Theater	
TH.1. O.2.1	Describe in words or by drawing a picture, the most exciting part in the story line of a play.
Music	
MU.1. C.1.2	Respond to music from various sound sources to show awareness of differences in musical ideas.



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**