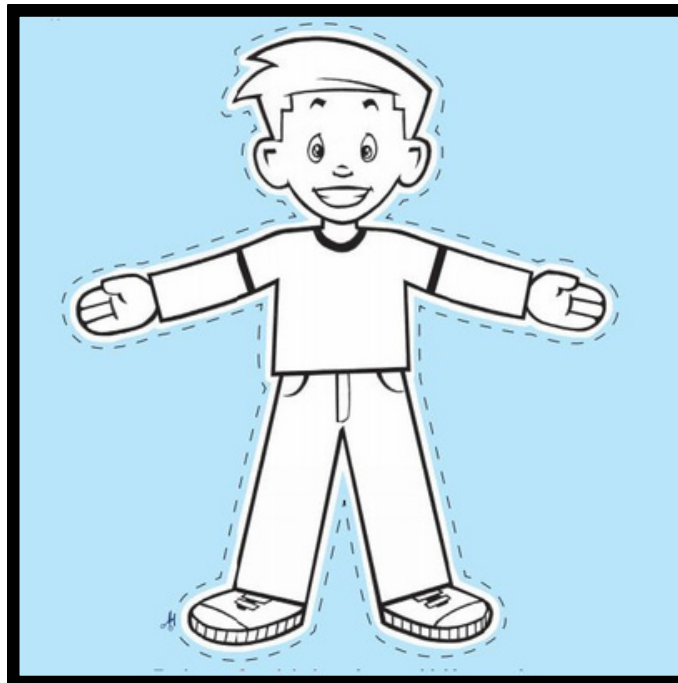


# CURRICULUM CONNECTIONS

## The Musical Adventures of **Flat Stanley**



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 6-12

Student to Family Cooperative Activity Ideas...page 13

Florida Standards Alignments...page 14

Student Theater Review...page 15

## Know Before you Go:

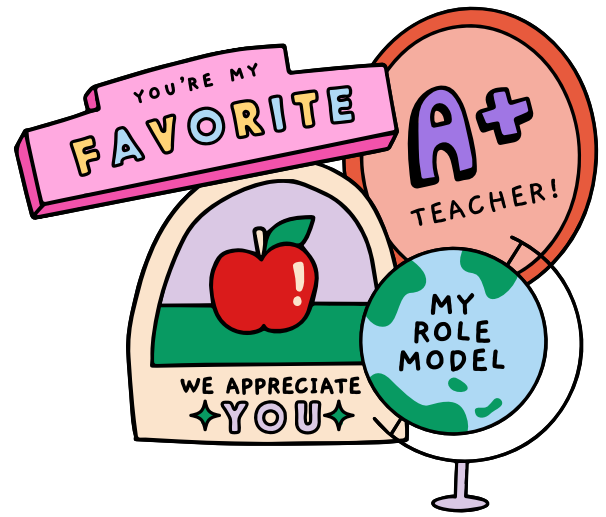
- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember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





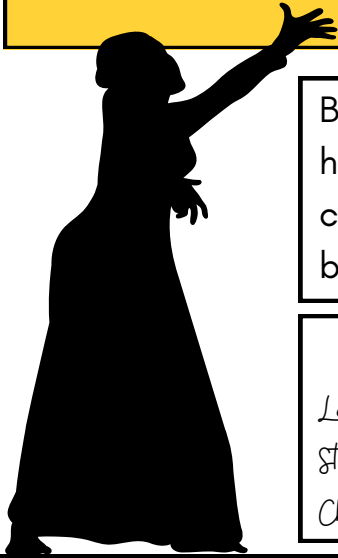
# Theater etiquette

*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.

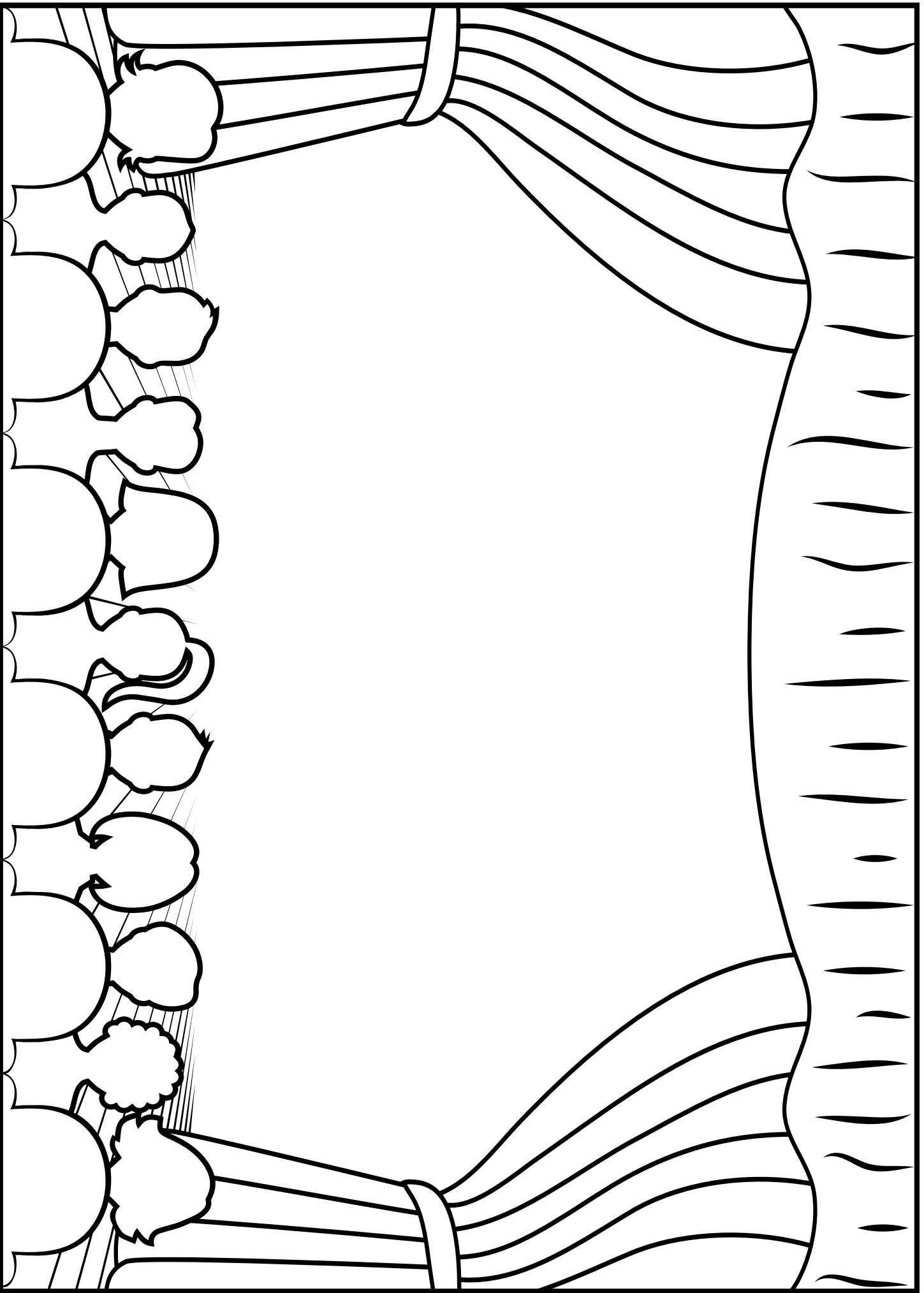
**Characters:** the individuals portrayed by actors in a play or musical.

**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.



# **the Musical Adventures of** **FLAT STANLEY** **PLOT SYNOPSIS**

Our narrators introduce us to the LAMBCHOP FAMILY. Stanley and his little brother, Arthur, are in their bedroom and Stanley is sharing his hopes to leave his boring life behind and go on adventures. As Stanley is falling asleep the bulletin board, warns him to be careful about what he wishes for because crazy things could happen.

In the morning, Stanley's family discovers that he was flattened when the bulletin board fell down on him. No one is able to find any problems with Stanley, except for the fact that, well, he's flat. Stanley starts to think that it isn't so great being flat until a letter carrier encourages him to travel the world by sending himself everywhere in an envelope. This new thought thrills Stanley and he decides to begin his adventures!



# FLAT STANLEY

## VISITS THE DECLARATION OF INDEPENDENCE

### Independence Day Word Search



|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| J | M | O | D | E | E | R | F | H | U | N |
| U | U | S | R | E | B | O | I | N | E | O |
| H | N | L | O | T | U | S | H | E | C | I |
| H | I | S | Y | R | T | L | R | T | L | T |
| N | T | S | T | O | T | N | G | A | O | A |
| I | E | H | R | Y | E | D | I | R | P | R |
| L | D | Y | T | O | E | E | D | B | R | A |
| L | N | O | S | R | E | F | F | E | J | L |
| P | A | R | A | D | E | I | F | L | C | C |
| A | M | E | R | I | C | A | L | E | A | E |
| S | S | S | E | R | G | N | O | C | S | D |

AMERICA

JULY

CONGRESS

CELEBRATE

FREEDOM

UNITED

JEFFERSON

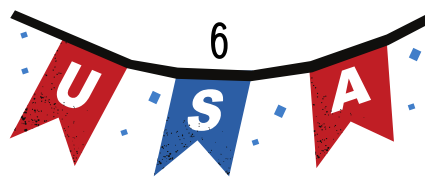
HISTORY

FOURTH

DECLARATION

PARADE

PRIDE



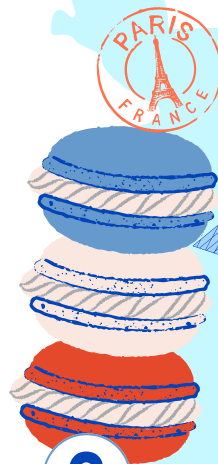


# FLAT STANLEY VISITS FRANCE

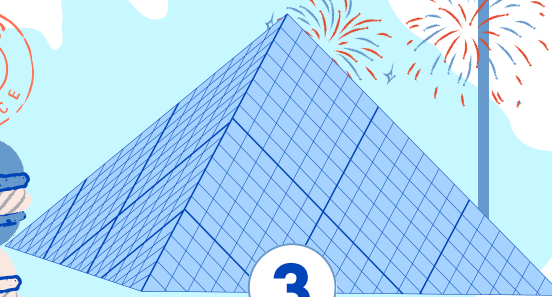
Below is some information about famous landmarks and items from France. See if you can identify each one and write it on the line provided.



1

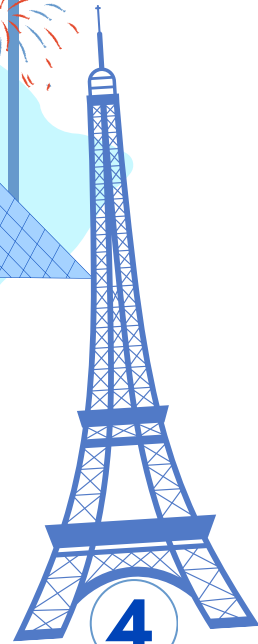
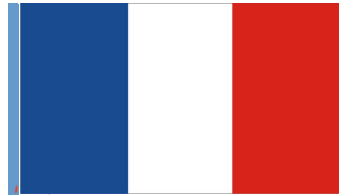


2



3

Flag:



4

Capital: \_\_\_\_\_

Population: **67,399,000**

Language: \_\_\_\_\_

Money: **Euro**

Continent: **Europe**

*bonjour*

Aloha!

# FLAT STANLEY VISITS HAWAII

Let's make paper LEI'S:

Materials:

- construction paper or card stock in bright colors
- straws
- yarn
- scissors
- toothpick (for threading)
- tape



**Step 1:** Draw and cut out a flower. Then, use that flower as a template; trace it onto other colors of paper and cut the flowers out.



**Step 2:** Cut the straws into approximately 1" pieces.



**Step 3:** Measure a piece of yarn and cut it about two inches longer than you want it to be (leaving room to tie the lei). Then, tape one end of the yarn to a toothpick.

**Step 4:** Use the toothpick to string the flowers and straws, alternating between the two. Encourage your kids to create a pattern with the different colors. Once the yarn is full, cut the toothpick off, then tie the two ends together.



8



the Musical Adventures of  
**FLAT STANLEY**

CREATIVE WRITING PROMPT: Hawaiian adventures

It was a Sunday morning. As I walked along the beach in Hawaii I could feel the roughness of the sand against my toes. In the distance I could see something on the wet sand ahead of me. I started to walk a little faster towards it. As I approached, I was certain I saw it move. I knelt down beside it to get a better look. The poor creature before me clearly needed my help. I decided to...



Directions: Using the passage above as a prompt, write a short story. Remember to use a variety of nouns, adjectives, verbs and adverbs to make your story more interesting for your readers!

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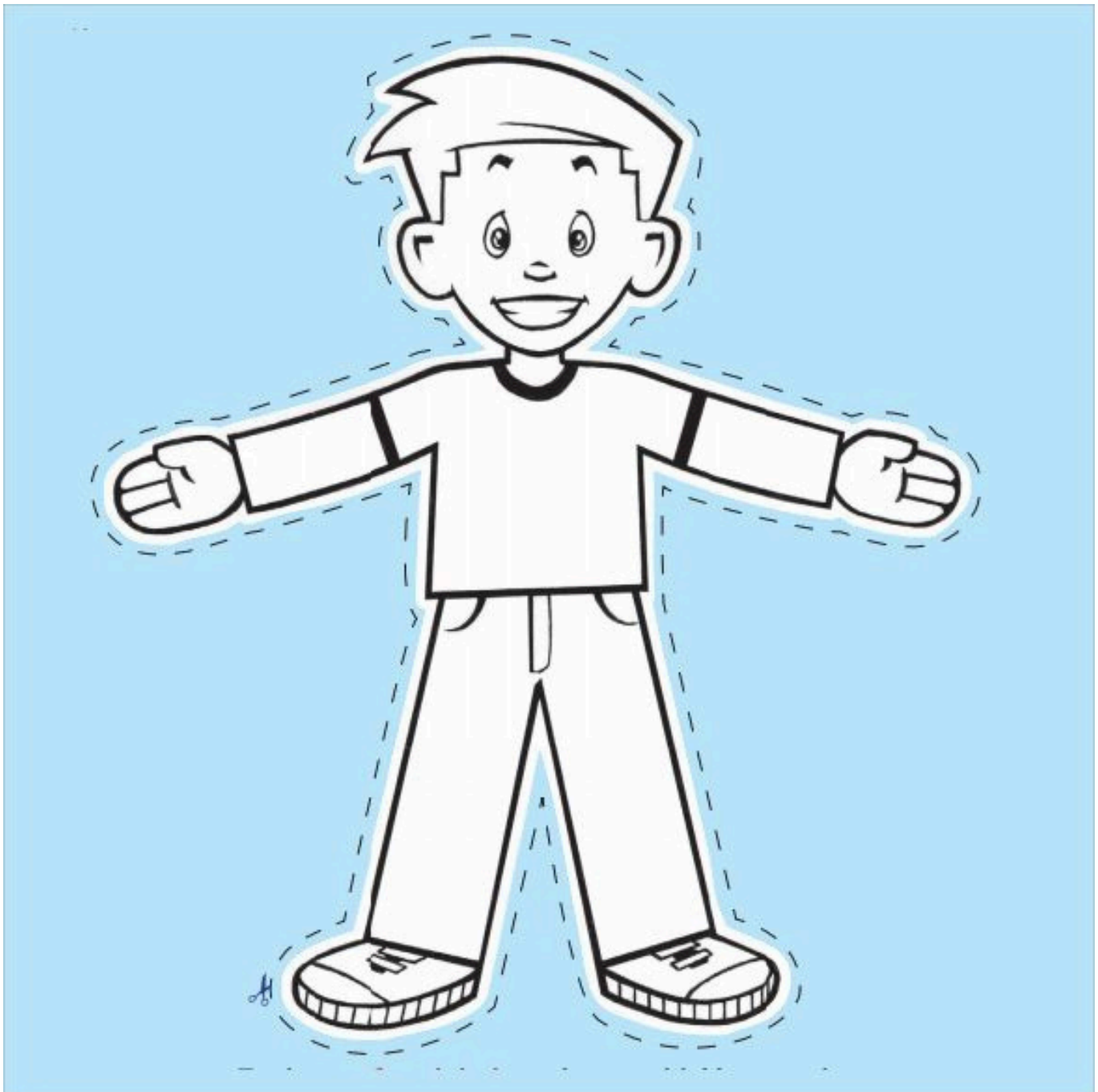
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**the Musical Adventures of**  
**FLAT STANLEY**  
**MAKE YOUR OWN:**



**WHERE WILL YOU SEND YOUR  
FLAT STANLEY?**

# the Musical Adventures of **FLAT STANLEY** WHERE WILL YOU SEND YOUR **FLAT STANLEY?**

Creating your own Flat Stanley is an awesome way to really bring the world of Flat Stanley to life in your classroom. After seeing the musical it should be clear that Stanley loves to sing, dance and act. Luckily, people all over the world also love to sing, dance and act. Follow these simple instructions and turn your classroom into a museum celebrating the performing arts around the world.

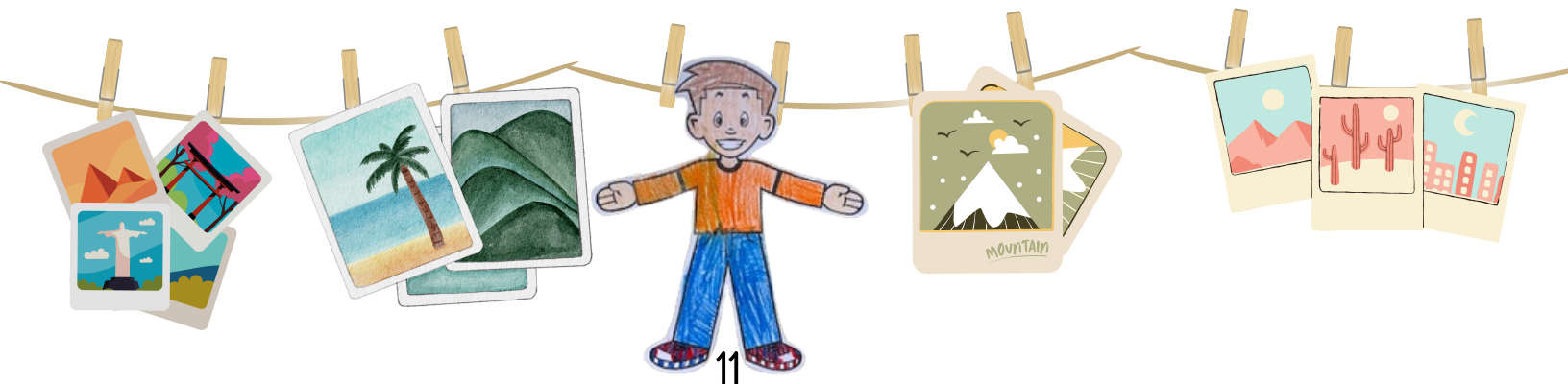
- 1) Allow each student to create a Flat Stanley. Don't forget your name, address and email on his back.
- 2) Brainstorm a class "Where In The World" list students can send Stanley where he will meet other people who like to perform. Consider family and friends, or even performing arts centers across the country.
- 3) Have students mail their Stanley to the locations they have identified. Make sure to include a self-addressed envelope for Stanley to return home.
- 4) Include a letter written by the students with Stanley. Here is a sample/idea:

**Dear Friend,**

**Thank you so much for agreeing to host my good friend, Flat Stanley.**

**You should know that Stanley is big fan of the arts, so a visit to a musical, concert, play, dance performance or museum are favorite activities for him. I really hope that you can take some pictures with him. Please send them to me when you return so I can see what he did. My information is on my back. Thank you.**

- 6) Once your Stanley is returned, chart the locations he visited on a world map in your classroom.
- 7) Hang a classroom clothesline to display your pictures for all to see.



**the Musical Adventures of**

# **FLAT STANLEY: SEL**

**Stanley had to be brave to go on his many adventures! What are some of your strengths? Answer the questions below.**

Things that make me feel brave are:

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Things I am good at which make me happy are:

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I feel most happy about school when:

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Something I did even though I was a bit afraid is:

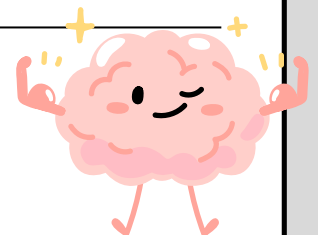
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I'm good at helping others with:

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# 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: The Musical Adventures of Flat Stanley

**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.) |   |
|--|---|
| <b>Kindergarten through Grade 12/ English Language Arts</b>    |   |
| 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.  |
| <b>Social Studies</b>  |   |
| SS.3. G.2.1  | Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica). |
| <b>Theater</b>   |   |
| TH.1. O.2.1  | Describe in words or by drawing a picture, the most exciting part in the story line of a play.  |





# 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)**