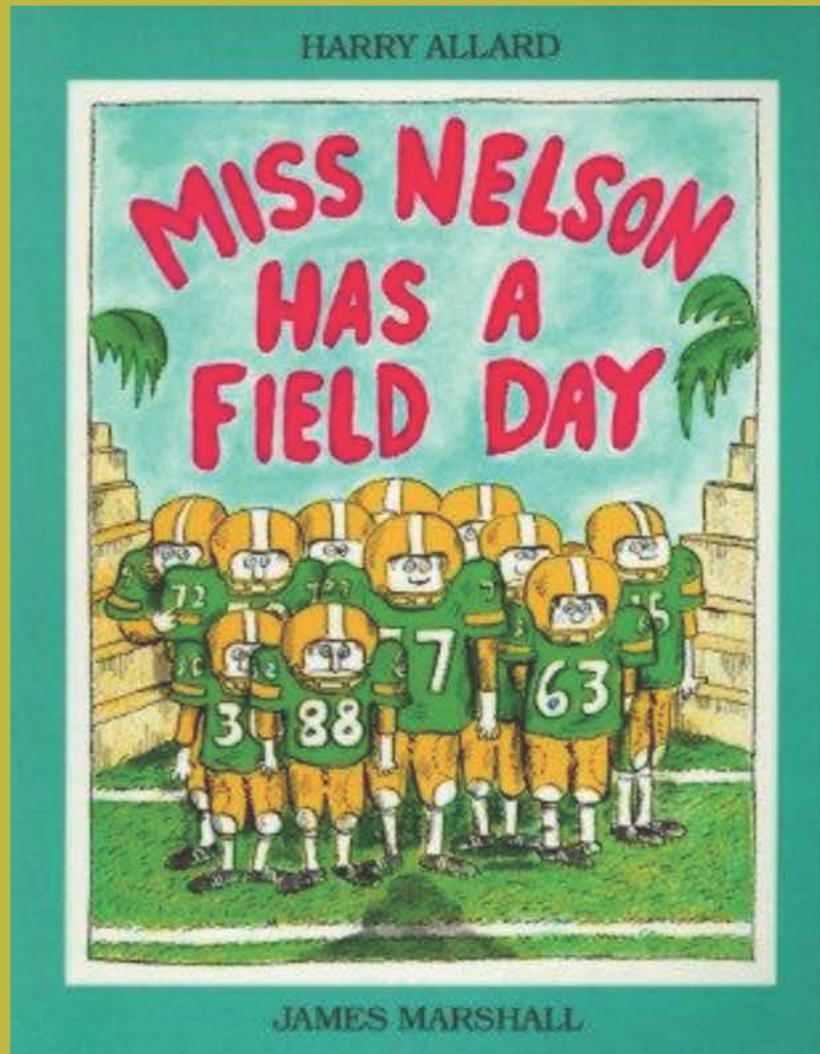




# Curriculum Guide 2012-2013



## Sunshine State Standards

### Language Arts

LA.7-12.2.1.4  
LA.7-12.2.3.1  
LA.7-12.5.2.1  
LA.7-12.5.2.2  
LA.7-12.5.2.4  
LA.7-12.5.2.5

### Theater Arts

TH.D.1.4  
TH.S.1.5  
TH.S.1.7  
TH.S.3.2  
TH.S.3.3

## Common Core Standards

RL. 9-10.5  
RL. 9-10.3  
SL 9-10.1  
SL. 8.4

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## A Letter from the Director of Education

“All the world’s a stage,” William Shakespeare tells us, “and all the men and women merely players.” I invite you and your class to join us on the world of **our** stage, where we not only rehearse and perform, but research, learn, teach, compare, contrast, analyze, critique, experiment, solve problems and work as a team to expand our horizons.



We’re “Shakin’ It Up” at Orlando Shakes, with new Lesson Plans designed to assist teachers with curriculum needs while sharing what is unique and magical about the Theater Arts. We’ve designed our Curriculum Guides with Sunshine State Standards in mind. You’ll find a first section which will help you prepare your students for the theatrical experience, a second section suggesting what to watch and listen for during the performance, and lastly, discussion questions and lesson plans to use when you are back in your classroom, to help your students connect what they’ve learned to their lives and your diverse and demanding curriculum.

I believe that as an Educator it is imperative that I continue learning as I teach and teaching as I learn. It is my sincere hope that you will find our Curriculum Guides helpful to you and eye opening for your students. Feel free to contact us at Orlando Shakes should you have any questions or suggestions on how we can better serve you. We are always learning from you.

Thank you for the tremendous work you do each and every day in nurturing our audiences of tomorrow.

Curtain Up!!

Anne Hering  
Director of Education

## About the Playwright

# Joan Cushing

**JOAN CUSHING**, a former elementary school teacher and cabaret performer, has adapted 13 popular children's books as musicals, receiving over 350 productions and 2 national tours: *Miss Nelson Has A Field Day!*, winner of the 2003 Nat'l Children's Theatre Festival; *Junie B. Jones & a Little Monkey Business!*; *Miss Nelson Has a Field Day!*; *Petite Rouge: A Cajun Red Riding Hood* (2007 NY Musical Theatre Festival); *Heidi* (w playwright Martha King De Silva); all commissioned by Imagination Stage, Lawrence, commissioned by Gabrielino High School; and *Brave Irene*, commissioned by Adventure Theatre. Other theaters which have produced her work include Seattle Children's Theatre, Childsplay Theatre, Omaha Theatre Co., Children's Theatre of Charlotte, Dallas Children's Theatre, Orlando Shakespeare Festival, North Shore Music Theatre, South Coast Repertory, First Stage Milwaukee, Walnut Street Theatre, Stage One Louisville, Nashville Children's Theatre, Oregon Children's Theatre, Manhattan Children's Theatre, and California Theatre Center. According to TYA Magazine, she is "the most produced playwright in children's theatre" and *Miss Nelson Has A Field Day!* is "the most produced play."

In 2002 she worked with Young Playwrights Theatre to help turn their play *Pieces of Life*, written by local middle school students, into a musical, which was performed at the Kennedy Center and toured the D.C. schools. She was also commissioned by Oak Crest High School to write a musical for 100 girls using Broadway songs, *Belles Are Ringing!*

## About the Author

# Harry Allard

**HARRY ALLARD** was born in Evanston, Illinois, on January 27, 1928. He graduated from Amundsen High School in Evanston in 1946 and went on to receive his B.S. from Northwestern University in 1949. Still thirsty for knowledge, he continued his studies at Middlebury College in Middlebury, Vermont, where he completed his M.A. in French. He continued his study of language and was awarded a Ph. D. in French literature from Yale University in 1972. Throughout the years, he has used his foreign language skills to translate two books from German to English. He also prides himself on being fluent in Spanish. Although he never planned to write children's books, Harry teamed up with his friend James Marshall in the early 1970s and embarked on a remarkable and exciting partnership which lasted until Marshall's death in the early 1990s. They collaborated on as many as twelve titles, among them the misadventures of the Stupid family and the Miss Nelson books. Harry Allard currently lives in Oaxaca, Mexico.

## Pre-Performance Meet the Characters

**Kenny**

**Daniel**

**Patrick**

**Lauren**

**Miss Nelson**

**Mr. Blandsworth**

**Miss Viola Swamp**

**Coach Armstrong**

## Pre-Performance Read the Plot Summary

The scariest substitute teacher in the whole world, Ms. Viola Swamp, returns to Horace B. Smedly School and this time she has her work cut out for her. The Smedly Tornados are in the middle of their worst losing streak ever. It is all the students can talk about. Ms. Swamp arrives on the scene to transform this team of football zeros into football heroes!



# Pre-Performance Building a Story

Grade level K-2

Standards Addressed:

The Student:

- Identifies the characters and setting in a story (LA.1.2.1.3)
- Retells the main events (e.g., beginning, middle, end) in a story. (LA.1.2.1.2)
- The student will locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text; (LA.1.2.1.5)

General Goal(s):

- Foster vocabulary growth,
- Practice prediction skills,
- Practice speaking to groups,
- Develop creative writing skills,
- Facilitate collaboration.

Objectives:

The student:

- Demonstrates a basic understanding of internal story grammar.
- Illustrates the beginning, middle and end in a story.
- Collaborates with classmates to create a resolution to the problem posed within the given story.

Required Materials:

- *Miss Nelson Has A Field Day* book
- Chart Paper
- Crayons

Anticipatory Set (Lead-In):

The class may be broken into small groups or arranged in a small circle on the floor around the storyteller? Ask students to talk about team sports they play. Is it hard to work as a team? Has their team ever lost? How did that make them feel? Then, display the cover of the book and ask for ideas on what might happen in the book.

Step-By-Step Procedures: *Miss Nelson Has A Field Day*

- Read the book *Miss Nelson Has A Field Day* stopping to clearly show the pictures to the students.
- Stop reading about 3/4 of the way through the story.
- Distribute crayons and a sheet of paper divided in to 3 columns.
- Ask the students to illustrate the events that occurred in the beginning and middle of the story. These drawings should be placed in the first and second column on the sheet of paper.
- In the last column students should draw how they imagine the story will conclude.
- Have students volunteer to share their conclusions with the rest of the class.
- Teacher proceeds to finish reading the book so that the students can see how the author finished the book.

Assessments:

The student:

- Demonstrates a basic understanding of internal story grammar.
- Uses a Story Map to identify and diagram the characters, settings, problems and solutions within a story.
- Accurately retells the events in the beginning, middle and end of a given story.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Chain of Events

Title: \_\_\_\_\_

<u>Event 1: Beginning</u>          
↓
<u>Event 2: Middle</u>          
↓
<u>Event 3: Ending</u>          

# Pre-Performance TARGET VOCABULARY

Type to enter text

**Quarterback:** an offensive player in football, who usually lines up behind the center, calls the signals and directs the play of the team: one who directs and leads.

**Receiver:** a member of the offensive team in football eligible to catch a forward pass.

**Tackle:** either of two offensive players positioned on each side of the center and between and end (2): either of two football players positioned on the inside of a defensive line.

**Calypso:** a style of music originating in the West Indies, marked by a lively duple meter, and having lyrics that are often improvised and usually satirize local personalities and events.

**Scrimmage:** the interplay between two football teams that begins with the snap of the ball and continues until the ball is dead (2): practice play (as in football or basketball) between two squads.

**Fumble:** to lose hold of a football while handling or running with it

**Touchdown:** the act of touching a football to the ground behind an opponent's goal; specifically: the act of scoring six points in American football by being lawfully in possession of the ball on, above, or behind an opponent's goal line when the ball is declared dead

**Interception:** to gain possession of (an opponent's pass)

## Pre-Performance TARGET VOCABULARY

*Fiesta*: a Spanish word for “Party”.

*Siesta*: a Spanish word for “Nap.”

*Wrath*: strong vengeful anger.

*Melancholy*: a depression of spirits

*Resplendent*: shining brilliantly

## Pre-Performance THEMES

**Respect**

**Self Control**

**Integrity**

**Sportsmanship**

**Teamwork**

**Trustworthiness**

**Guilt**

**Courage**

# Performance

## Theater is a Team Sport (“Who Does What?”)

The **Playwright** writes the script. Sometimes it is from an original idea and sometimes it is adapted from a book or story. The Playwright decides what the characters say, and gives the Designers guidelines on how the play should look.

The **Director** creates the vision for the production and works closely with the actors, costume, set and lighting designers to make sure everyone tells the same story.

The **Actors** use their bodies and voices to bring the author’s words and the director’s ideas to life on the stage.

The **Designers** imagine and create the lights, scenery, props, costumes and sound that will compliment and complete the director’s vision.



Stage Manager Amy Nicole Davis  
Photo: Rob Jones

The **Stage Manager** assists the director during rehearsals by recording their instructions and making sure the actors and designers understand these ideas. The Stage Manager then runs the show during each performance by calling cues for lights and sound, as well as entrances and exits.

The **Shop and Stage Crew** builds the set, props and costumes according to the designer’s plans. The Stage Crew sets the stage with props and furniture, assists the actors with costume changes and operates sound, lighting and stage machinery during each performance.

The **Front of House Staff** welcomes you to the theater, takes your tickets, helps you find your seat and answers any question you may have on the day of performance.

**The Theater** is where it all takes place. Orlando Shakespeare Theater In Partnership with UCF is the only professional, classical theater company in Central Florida, reaching students and audiences in the surrounding eight counties.

### Mission/Vision:

With Shakespeare as our standard and inspiration, the Orlando Shakespeare Theater In Partnership with UCF produces bold professional theater, develops new plays, and provides innovative educational experiences that enrich our community. Our vision is to create theater of extraordinary quality that encourages the actor/audience relationship, embraces the passionate use of language, and ignites the imagination.



Sound Designer Bruce Bowes  
Photo: Rob Jones



Costume Designers  
Denise Warner and Mel Barger  
Photo: Rob Jones



Box Office Manager Gina Yolango  
Photo: Rob Jones

## Performance

### The Actor/Audience Relationship

The Audience is the reason Live Theater exists. At Orlando Shakes, we cherish the Actor/Audience relationship, the unique give and take that exists during a performance which makes the audience an ACTIVE participant in the event. The actors see the audience just as the audience sees the actors, and every, laugh, snuffle, chuckle and gasp the audience makes effects the way the actor plays his next moment. We want you to be engaged, and to live the story with us!

There are certain Conventions of the Theatrical Event, like, when the lights go down you know that the show is about to start, and that the audience isn't encouraged to come and go during a performance. Here are some other tips to help you and your classmates be top notch audience members:

- Please make sure to turn off your cell phones. And NO TEXTING!
- Please stay in your seat. Try to use the restroom before you take your seat and stay in your seat unless there is an emergency.
- Please do not eat or drink in the theater.



# Post-Performance Reflect, Connect, Expand

*Asking questions that lead children up the “thinking ladder”.*

Use the following pattern in asking questions:

1. Ask **OPEN** questions to encourage and engage children.
2. Ask **FOCUSED** questions to elicit and organize specific information
3. Ask **CONNECTING** questions to help children learn to see the relationships between events, characters and ideas.
4. Ask broad questions to help children **GENERALIZE**/ learn to draw conclusions.

### **OPEN question examples:**

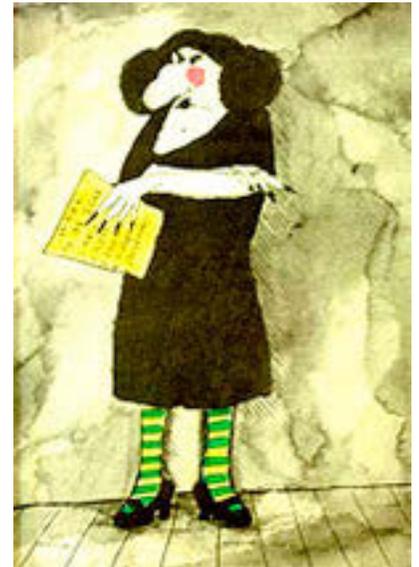
- What did you notice at the play today....Anything at all... What did you see?
- What about the play was different from the book?
- What surprised you?
- What impressed you?
- (Accept, record and read all responses on the board, chart or overhead for all to see.)

### **FOCUSED questions:** (questions that probe children’s’ insights)

- What was Miss Nelson sad/ discouraged about? (Tornadoes poor sportsmanship.)
- How did Miss Nelson think she could solve this problem? (By hiding out and disguising herself as Miss Swamp.)
- What did the team learn from Miss Swamp? (When you apply yourself you can achieve your goals.)

### **ANALYZING/CONNECTING questions:**

- Why do you think that the Tornadoes are so lazy in the beginning of the play?
- Describe a time where you felt motivated to pursue a dream?
- Did someone help you feel motivated? What did they do to help motivate you?



# Miss Nelson's Link to the Sunshine State Standards

## Social Studies

### Positive Portraits

Grade level K-4

Standards Addressed:

The Student:

- Shows respect and kindness to people and animals (SS.1.C.2.4)
- Recognizes healthy ways to express needs, wants and feelings. (HE.K.B.2.1)
- Explains the rights and responsibilities students have in the school community. (SS.1.C.2.1)

General Goal(s):

- Create a positive classroom environment by teaching students to show respect for one another and share compliments.

Objectives:

The student:

- Learns about his classmates.
- Practices sharing compliments.
- Demonstrates listening skills and self discipline

Required Materials:

- Drawing paper,
- Markers or crayons

Anticipatory Set (Lead-In):

Students should have a basic understanding of respect, manners and compliments.

Lesson Process:

- Provide each student with a piece of white drawing paper measuring 5 inches long and 4 inches wide. Provide students with 5 to 10 minutes to draw a self-portrait on the paper.
- When the drawings are completed, have students mount their pictures in the middle of an 8-1/2 x 11 inch sheet of paper and write their names in the upper-left corner of their papers.

- Gather the students for a class discussion. Start the discussion by sharing the following topics with students:
- What I Like About Me
- What I Like to Eat
- What I Like About My Family
- What I Like About School
- What I Like to Do
- What I Like to Think About
- Talk about each topic and invite two or three students to share their responses to each, so other students get an idea about what they might share in their own responses.
- Then have each student write the above topics on a piece of paper (or on a work sheet you've created). Have students write on their papers a few ideas about each topic.
- Students in grades K-1 may draw pictures to illustrate their answers or encouraged to share their ideas during a group discussion:
- Students in grades 3 or above might use their topic ideas to compose a short essay describing what they like most, drawing on their ideas about those topics.
- Have students attach their lists or essays to their self-portraits.
- Choose one willing student to share his or her list of responses to the topics or to read the brief essay she or he wrote. After that student shares, ask other students what they learned about the classmate who shared. Help students present their comments to the student as *compliments*. (If you teach young students, you might want to model this.) For example, a student might say
  - It's clear that you really love your dog.
  - I agree that your blue eyes are your best feature.
  - It's nice that you take time to help out your grandmother.
  - Jumping rope is one of my favorite activities too. I'd love to jump rope with you sometime.
  - Lasagna also is my favorite food.
  - I wish I had hair like yours!
  - I'm happy to know someone else who likes to collect stamps.
  - The Blue Jays are my favorite sports team too.
  - It's obvious that you like to read. I know a book you will really like.
  - I enjoy having a younger sister too.

- When students are comfortable giving compliments, continue the activity by having each student share his or her list or essay. Encourage students to listen carefully to one another and think about a compliment they might give in response. Instead of having classmates share aloud their compliments, however, have them just *"think"* their compliments for a little while.
- When all students have had a chance to share their lists or essays, have them return to their desks and pass their self-portraits to the person sitting behind them. (The person at the back of a row will pass his or her self-portrait to the person at the head of the next row.) Provide students with a couple of minutes to write a compliment on the white paper that surrounds the student's self-portrait. Then have students pass the papers to the next person in the row, and so on. Keep the pace moving. Give students only a minute or two to write each compliment. Remind students not to take time to read the compliments others have written; explain that they should be sharing compliments from their own minds and hearts.
- Students who have a difficult time remembering what each person read, can refresh his or her memory by referring to the student's list or essay attached to the self-portrait.
- At the end of the activity, each person's self-portrait should be surrounded by compliments. Display the self-portraits and their accompanying compliments for all to see.

### Extend the Lesson:

Don't forget this lesson! You might want to set aside a couple of minutes at the end of each school day to give students an opportunity to share compliments and end the day on a positive note.



# Miss Nelson's Link to the Sunshine State Standards

## Social Studies

In *Miss Nelson Has A Field Day!*, Viola Swamp helps the Tornadoes to realize the importance of teamwork and cooperation when trying to achieve a goal. Take time with your students to create of rules and guidelines to enable students to work as a team in the classroom.

The following activity will help you and your students to:

- Establish guidelines and expectations for responsible behavior.
- Create a sense of order and safety—both physical and psychological—in the classroom.
- Foster a sense of ownership and belonging toward the group.
- Teach children the purpose of rules in a democratic society.



Grade level: 1-3 grade

### Materials:

Copy of the book, *Miss Nelson Has A Field Day*  
Chart Paper  
Markers

After seeing or reading *Miss Nelson Has A Field Day* discuss with the your class how Viola Swamp may have changed the Tornadoes. Why was the team so lazy in the beginning of the play? Begin a discussion about how Ms. Swamp motivated the Tornadoes to reach their goal by creating rules and guidelines . Then ask your students to help you write a list of rules for your classroom. Accept every answer and record it on chart paper.

### Procedure:

After the class has a nice long list, stop and say, "Whoa, that's a lot of rules. Do you think we can remember all of them?" Tell the students that this list will be put away and reviewed again tomorrow. If the students still want to add more rules, ask them to wait until the following day.

Next, brainstorm with your class to create a list of the things they will learn and do in the coming year. Record this on chart paper also.

Finally, ask your students what they most hope for or dream of doing in the coming year. Record this on chart paper also. You may take the time here to have each student independently illustrate his or her hopes or dreams. These pictures may be displayed on a bulletin board titled, "Hopes and Dreams for Our Class."

The Following day, re-visit the list of rules and talk about why rules are important and how rules can help the class achieve their dreams and goals. Tell the class that together you will choose the five most helpful and important rules for your classroom. Have the students help to create a bulletin board to display the fives rules you have chosen.

## The Rule Jar

**During** the first weeks of school help students practice basic classroom procedures and rules using the "Rule Jar." Inside the jar are slips of paper. Each slip lists a procedure or rule; such as "Show the class how to sit in a chair." Include silly ideas like, "Show the class how not to line up." This quick activity is a fun way to get your students thinking about how to act in the classroom and it is great filler when you need a two-minute activity!



# Miss Nelson's Link to the Sunshine State Standards Theater

## ANYTHING FABRIC

**Miss Nelson uses a clever disguise to pretend to be someone else and trick the students At Horace B Smedly. What clever disguises or costumes can we create with our imagination?**

Grade level: K-4

Number of Participants: 5-20

Materials: A piece of fabric, about a yard square, solid color or pattern

Specific Objective: Create a costume for acting out a drama.

Procedures:

Participants stand in a circle. The leader shows the fabric to the participants and says "What could this piece of fabric be." We're going to pass it around the elide and each of you will show us something that it could become." The leader demonstrates, turning the fabric into something (for suggestions, see list below) and stating what it is. The fabric is passed from person to person, with each participant sharing an idea. If an idea is repeated, such as "a hat", the Leader asks the participant to be more specific (a turban, a bonnet), thereby making the participant come up with their own idea. If the number of participants is small enough, the fabric can travel around the circle twice. A variation on this game is to limit the ideas to a category such as clothing, or things that are the color of the fabric.

*This game stimulates imagination by encouraging multiple answers for the same question.*

Notes: Here are some of the answers to the question, although the possibilities are endless. A Superman cape A Diaper A Magic carpet  
A Flag A Picnic blanket A Dog's leash A Toga ("One of those things they wore in Greece" was the original description) A Leg cast A Wig

# Miss Nelson's Link to the Sunshine State Standards

## Visual Arts

### Swamp Mask

Standards Addressed:

The Student:

- Generates ideas and images for artwork based on memory, imagination and experiences. (VA.K.O.2.1)
- Produces artwork influenced by personal decision and ideas. (VA.K.S.1.2)
- Creates and Shares personal works of art with others. (VA.K.C.1.1.)
- Uses the art-making process to develop ideas for self-expression (VA.3.C.1.1)

Objectives:

The student will create a mask based on a character featured in the play *Miss Nelson Has A Field Day* using important events and character traits to inspire the imagination.

Required materials:

Paper plates

Scissors

Whole punch

Paper bowl

Yarn

Anticipatory set:

Miss Nelson uses a disguise to transform herself in to the wicked Viola Swamp. An important part of Miss Nelson's disguise was a mask. For centuries masks have played an important role in creating characters in theater.

Discussion questions:

- How was Miss Swamp's "face" different from Miss Nelson's face?
- Ask students to think of masks that are used in everyday life. (Welding, Hockey, underwater, and surgical masks may be worn for protection.)
- Ask students to think of ceremonial uses for masks. (Many cultures use masks for religious celebrations, storytelling, and rituals.)
- What are some situations when masks might be used to hide the wearer's identity? (Criminals wear masks to avoid being identified.)
- When might a mask be used to create a new identity for the wearer?

Lesson process:

- Cut a paper plate in half and attach a craft stick to the side for a holder.
- Use two fingers to measure how far apart the eyes are and mark the paper plate accordingly.
- Draw and cut out eyeholes.
- Use marker or crayon to draw details on the mask. Create expression by exaggerating the eyes and eyebrows.
- The mask can also be worn instead of holding it by the stick. Simply punch holes at the sides and tie 1/4" elastic into the holes.

Hair on a bowl:

- Select a paper or plastic bowl that fits on the head.
- Turn the bowl upside down and attach "hair" using strips of crepe paper, tissue paper, or yarn. Leave 1/4 of the bowl free of long pieces of hair so the wearer's vision is not obstructed.
- Add short pieces of hair material for bangs to hide the front of the bowl.

Extensions:

The class can use the masks and wigs to recreate scenes from the book and or play.

Assessments:

The Student:

- Accurately follows stated instructions to create artwork.
- Describes personal choices made in the creation of artwork.

# Miss Nelson's Link to the Sunshine State Standards

## Reading and Language Arts

### Friendly Letter Writing

Grade level K-2

Standards Addressed:

The Student:

- Identifies the characters and setting in a story (LA.1.2.1.3)
- Retells the main events (e.g., beginning, middle, end) in a story. (LA.1.2.1.2)
- The student will locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text; (LA.1.2.1.5)

General Goal(s):

- This lesson teaches students the five parts of a friendly letter. Students will be able to write friendly letters utilizing the writing process. Students will visit various websites to learn more about writing friendly letters.

Objectives:

The student:

- Uses the writing process to develop friendly letters.
- Uses the Internet to learn more about writing friendly letters.

Required Materials:

- Dry erase board,
- Dry erase markers
- Examples of friendly letters
- Computer with internet access

Anticipatory Set (Lead-In):

Students should be familiar with the writing process. Students should have basic experience with computers.

# Miss Nelson's Link to the Sunshine State Standards

## Reading and Language Arts

### 1.Heading

Name\_\_\_\_\_

Address\_\_\_\_\_

City, State, Zip code\_\_\_\_\_

### 2. Salutation

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

### 3.Body

---

---

### 4.Closing

Sincerely,

### 5.Signature

Your Name\_\_\_\_\_

Friendly Letter Check List	YES	NO
I used capital letters & punctuation correctly.		
My letter has a heading		
My letter has a greeting		
My letter has a body		
My letter has a closing		
My letter has a signature		
My letter is ready to be checked by the teacher.		

## Friendly Letter Writing

### Procedures/ Activities:

1. Show students the slideshow from the website. Take time to discuss each part of the letter. Allow students to ask questions as the slideshow is presented.
2. Demonstrate how to write a friendly letter on the board. List the five parts of a friendly letter on the board. Have students identify and label each part of the letter on the board.
3. Show examples of other friendly letters from the website. Have students assist in editing the letters.
4. Allow students time to create a letter to Arthur on the Internet in order to reinforce what has been taught in the lesson so far.
5. Have students write drafts of their own friendly letters to Miss Nelson.

### Assessment Strategies:

- The letters will be checked for the heading, greeting, body, closing and signature.
- The letters will be assessed for correct capitalization, punctuation and spelling.

## Tell Us What You Think!

After watching the play, write Orlando Shakespeare Theater a “Friendly Letter” and tell us what you think! Tell what you liked or disliked about the story, the characters, costumes, or set. Make sure to use the 5 parts of the letter listed in the lesson and to support your thoughts with examples and reasons.

Mail to: Orlando Shakespeare Theater, Education Department,  
812 E. Rollins Street, Orlando, FL 32803.

Teacher’s comments are appreciated!