

# CURRICULUM CONNECTIONS

## Why Mosquitoes Buzz in People's Ears



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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 Educators,

We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturro Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.

Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!



Teacher's Lounge



# 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

An adaptation in theater is when a book, short story, novel, or even a poem is transformed into a stage performance, like a musical or play. The original story is usually kept at the core, but parts may be changed or added, such as songs, dialogue, or characters to make it work better for a live audience.

## VOCABULARY OF AN ADAPTATION

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

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

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

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

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

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

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

**Scriptwriting:** Turning narration into dialogue and scenes.



### ***Here are 10 of the most famous stage adaptations:***

Les Misérables

The Lion King

Wicked

Matilda the Musical

Harry Potter and the Cursed Child

The Phantom of the Opera

To Kill a Mockingbird

Hamilton

The Wizard of Oz

Oliver!

Les Misérables by Victor Hugo

Based on Disney's animated film (inspired by Hamlet)

Wicked by Gregory Maguire (a reimagining of The Wizard of Oz)

Matilda by Roald Dahl

Harry Potter series by J.K. Rowling

Le Fantôme de l'Opéra by Gaston Leroux

To Kill a Mockingbird by Harper Lee

Based on the Alexander Hamilton biography by Ron Chernow

The Wonderful Wizard of Oz by L. Frank Baum

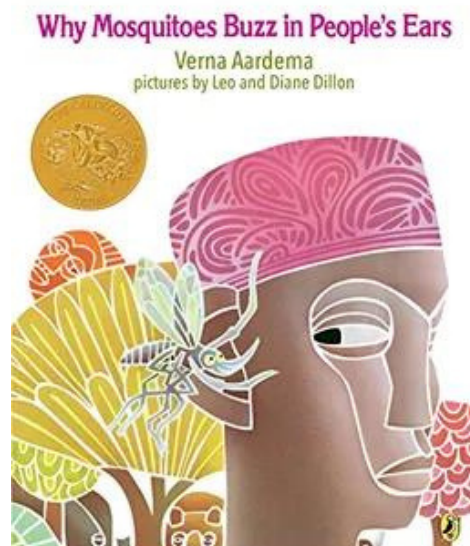
Oliver Twist by Charles Dickens

# Why Mosquitoes Buzz in People's Ears

## Synopsis:

In this West African folk tale, a mosquito brags to an iguana that he spied a farmer digging yams as big as mosquitoes. The iguana scoffs at such a notion and refuses to listen to any more nonsense. Grumbling, he puts sticks in his ears and scuttles off through the reeds and sets off a chain reaction among myriad animals inhabiting the same landscape.

The iguana offends a friendly python, who shoots down a rabbit hole and terrifies a rabbit. Seeing the rabbit scares a crow overhead, who spreads an alarm that danger is near. When a monkey reacts to the alarm, an owl is killed, which sets off a wave of grieving in the mother owl so profound that she is unable to wake the sun each day with her hooting. The nights grow longer, and when the King Lion calls a meeting to get to the bottom of the situation, the chain of events is traced back to the source of all the trouble, the pesky mosquito. Finding the culprit satisfies the mother owl, who calls the sun back again. But, alas, the mosquito is forever plagued with a guilty conscience, compelling him forever to be a pest.



# Theater Vocabulary: From Script to Spotlight

**Play:** A story told live on stage by actors in front of a live audience.

**Musical:** A story told live on stage by actors in front of a live audience that also involves singing and dancing.

**Genre:** The style of a play.

**Plot:** The timeline of actions in the story from beginning to end.

**Setting:** Where a story takes place.

**Characters:** Who the story is about.

**Conflict:** A problem that the characters in the story have to face and overcome. A conflict arises when a character wants something but something else gets in their way.

**Objective:** What a character wants to achieve or solve in the story. In other words, a character's goal.

**Protagonist:** The story's **hero**. This is the character who is out to accomplish a goal or find purpose.

**Antagonist:** The story's **villain**. This character is usually against what the protagonist(s) needs to accomplish their objective or goal.

**Dialogue:** a conversation between two or more people in a play or musical.

**Moment Before:** an acting term that encourages actors to consider what is going on in their character's life just before the present moment.

**Blocking:** Movement the director give to the actors to show them where to go on the stage

**Choreography:** A sequence of dance moves assigned to a dancer in a musical number (song) that are used to help tell the story.

**Cue:** In theater, a cue signals when another action should begin. Ex: The actor's cue to enter the stage might be after they hear the thunder sound effect.

**Make-Up:** Artistically designed cosmetics to enhance an actor's portrayal of a character.

**Playwright:** The writer or writers of the play. Playwrights write the dialogue between characters in a play.

**Composer:** The artist who writes music for a musical.

**Lyricist:** the artist who writes words to the music in a musical.

**Actor:** the artist who embodies or puts themselves "in the shoes of" a character or characters in a play or musical to tell that character's story to the audience.

**Audience:** a group of people who attend a live event like a theatre performances to watch, listen, and respond to the event on stage.

**Director:** the artist who works with the writers, actors, and designers to tell a clear story on stage for the audience.

**Stage Manager:** The artist who manages the onstage and backstage areas before, during, and after a performance.

**Costume Design:** A costumer designer chooses and creates the articles of clothing that characters wear on stage to help tell the audience who the characters.

**Sound Designer:** an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.

**Props:** Objects used by a character on stage to help tell the story. Ex: A character may use a prop like an umbrella on stage if it is raining in that scene of the play.

# Why Mosquitoes Buzz in People's Ears **EXTINCT!**

## West African Animal Research:

**Black Rhino**

**Mountain Gorilla**

**African Wild Dog**

**Rothschild's Giraffe**

**Hooded Vulture**

**Chimpanzee**

Research an animal from the list above, and answer the following questions to present to your class.

My original habitat:

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Approximate date of  
extinction:

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Color or paste a picture of me:

What made me special:

Factors that contributed to my  
extinction:

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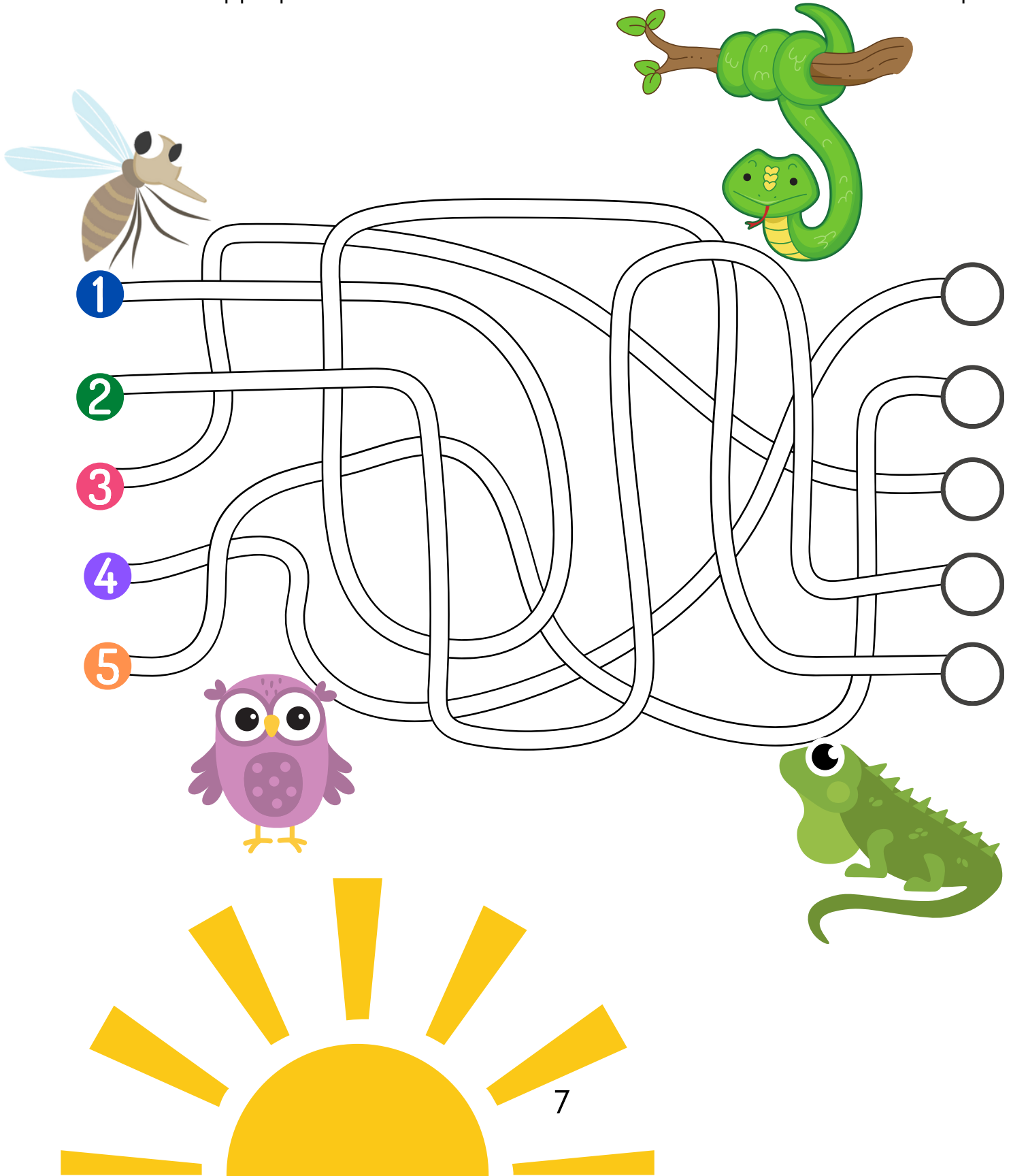
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# Why Mosquitoes Buzz in People's Ears

- Write the appropriate colored number inside the circles at the end of the paths.

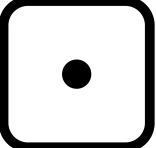

























# Why Mosquitoes Buzz in People's Ears

Roll a die three times to pick a character, setting, and problem.

Then, use these to write a creative group story.

Group Work!

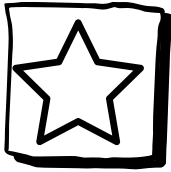
	Character	Setting	Problem
	A zoo keeper 	In a dark forest 	Finds a magic wand 
	A beautiful princess 	On a ship 	Gets stuck in a fire 
	A big bear 	In a desert 	Meets a big monster 
	An old man 	In a hidden cave 	Gets lost 
	A friendly alien 	At a farm 	Is chased by a wolf 
	A brave policeman 	On a spaceship 	Sees a ghost 

Roll a Story

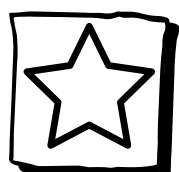
# Roll A Story

[illegible]

## Why Mosquitoes Buzz in People's Ears



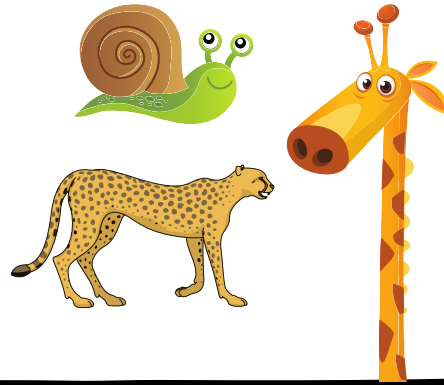
# Similes



A figure of speech comparing two different things in a descriptive way

Complete the following sentences. Use the pictures as prompts:

- I am as slow as a \_\_\_\_\_
- He is as fast as a \_\_\_\_\_
- He is as tall as a \_\_\_\_\_



Fill in the blanks. Make sure the sentence still make sense:

- Her bedroom was as dirty as a \_\_\_\_\_
- \_\_\_\_\_ was as red as a tomato.
- My grandma is as sweet as \_\_\_\_\_
- The night was as dark as \_\_\_\_\_
- The dog was as spotty as a \_\_\_\_\_
- \_\_\_\_\_ as prickly as an echidna.
- \_\_\_\_\_ was scary as a nightmare.

# Why Mosquitoes Buzz in People's Ears

## METAPHORS

A metaphor is a figure of speech that describes a person or object by referring to something that is considered to have similar characteristics to whatever you're comparing it to. To create effective imagery, focus on the qualities of things you're comparing – What kind of image are you painting?

### Which of the following metaphors creates a sense of great happiness?

These phrases are comparing the feelings of someone's happiness with that of the motion of water. In both metaphors, we get the image of happiness covering up any other feelings and good senses in the brain, however, one is more intense.

Check the box that is more intense.

☐

**A tidal wave of happiness flooded his brain.**

☐

**A puddle of happiness trickled into his brain.**



### Your turn: Use metaphor to create an intense feeling of JOY!



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# Why Mosquitoes Buzz in People's Ears

## FRACTURED FOLK TALES

Rewrite the ending of your favorite fairy tale:

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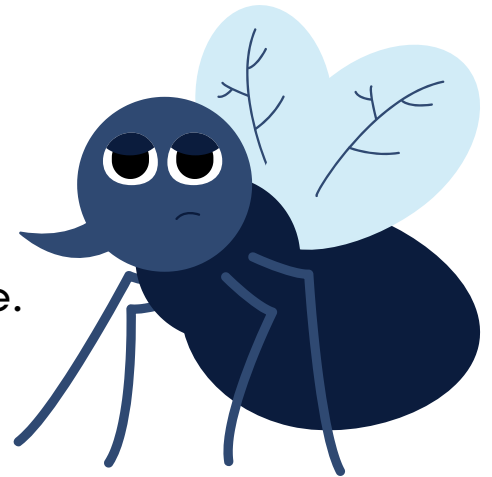


# Why Mosquitoes Buzz in People's Ears

## I MADE A MISTAKE: SEL

In the play, the mosquito makes a few pretty big mistakes.  
Which of the following can you do when you make a mistake?

- ☐ Be honest that I've made a mistake.
- ☐ Sincerely apologize to anyone affected.
- ☐ Forgive myself for making a mistake.
- ☐ Think of ways to do it better next time.
- ☐ Remind myself that everyone makes mistakes.
- ☐ Breathe, relax, and try again.
- ☐ Reflect on the mistake.
- ☐ Learn from my mistake.
- ☐ Address the root cause of my mistake.
- ☐ Share what I've learned.
- ☐ Allow myself to feel my emotions.
- ☐ Be patient with myself.
- ☐ Ask for help.
- ☐ Avoid the urge to dwell on the mistake.
- ☐ Remember that I am not a mistake.



# 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.

## Why Mosquitoes Buzz in People's Ears: Standards Alignment

**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.



# 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)**