

STUDY GUIDE

ELEMENTARY
KINDERGARTEN & 1st GRADE


The Golden Meatball

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Broward Center for the Performing Arts

This study guide has been developed specifically to align to Florida State Standards for the grade(s) listed above. Please modify accordingly for other grade levels if necessary.

Plot Summary

Join Curious George, the inquisitive, lovable monkey-star of books, movies, and the award-winning PBS television show in a brand-new musical. *Curious George: The Golden Meatball TYA* is a loveable adventure, specifically designed for young audiences, that is sure to leave them singing and swinging down the aisles.

All-You-Can-Eat Meatball Day came just once a year. George had been waiting all month for that day, a day almost bigger than his birthday! On Meatball Day, George helped his friend, Chef Pisghetti, cook some delicious meatballs and serve them to the hungry crowd. But this year, the crowd had vanished! Something was keeping people away ... something pretty big. And that something was Phinneas T. Lightspeed and his speedy Meatballs-o-Matic machine. In despair, Chef Pisghetti vows to cook no more. Determined to help his friend, George goes on a mission to enter the Chef's meatballs in the world-famous Golden Meatball Contest in Rome.

With every swing and flip, George takes the audience through a fun-filled adventure, in which he learns more about Rome ... and meatballs ... and the secret ingredient to cooking! This story is an adaptation of a book and is told through musical theatre, so be sure to listen closely to the songs and watch the way the characters move (choreography) to discover the fantastic details of George's adventures.

Theatre Etiquette

(Before the Show)

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing **why** these rules of behavior are important.

Audience members should:

- *listen carefully to the ushers, your teachers – this gets everyone to their seats quickly and ensures a pleasant experience*
- *walk single-file and hold hand-rails as you use steps – this also keeps everyone safe*
- *listen carefully to the performers – they are working hard to entertain and inform you with lots of clues about the story*
- *refrain from talking – this allows everyone to enjoy the performance without being distracted*
- *laugh if something is funny, but not too loudly – you don't want to miss any dialogue*
- *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 at the end – this shows the performers that you respect and appreciate their work*

Teacher Instructions (After the Show) – Choose from the activities listed on the following pages to extend student learning.

Language Arts Connection

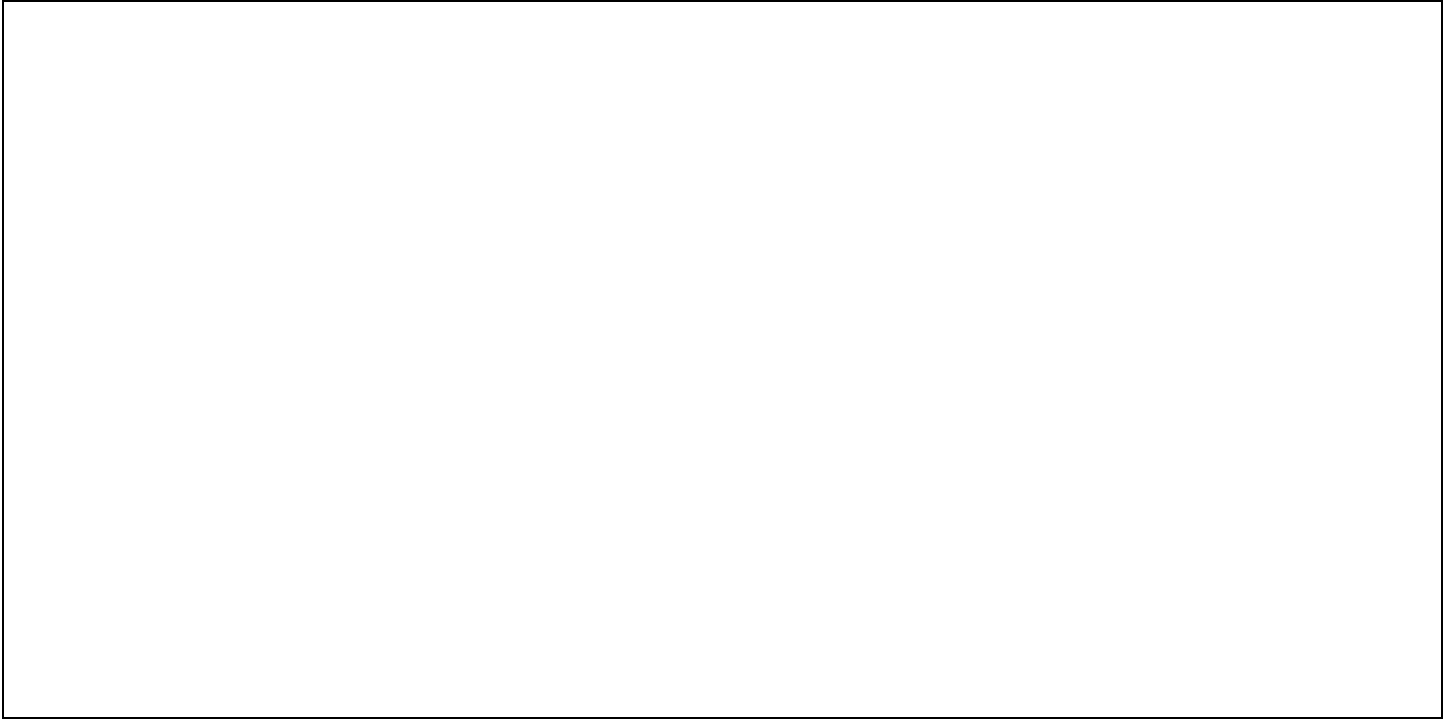
Name: _____

After watching the play Curious George, complete the chart below.
(ELA.K.R.1.1; ELA,1.R.1.1)

Draw a picture of your character. 	Write one sentence about the character. <hr/> <hr/> <hr/>
What was the problem in the story? <hr/> <hr/> <hr/> <hr/> <hr/>	
Where does the story take place? <hr/> <hr/> <hr/> <hr/> <hr/>	

Name: _____

In the box below, draw a picture representing your favorite part in the show. Explain why you liked it, who your favorite character was, and what you learned from the story. (ELA.K.C.1.3, ELA.K.C.5.1; ELA.1.C.1.3, ELA.1.C.5.1) (TH.K.C.2.1, TH.K.O.2.1; TH.1.C.1.2)



This part was my favorite because:

My favorite Character was:

I learned:

Arts Integration

Characterization/Improvisation (TH.K.S.2.1, TH.1.C.1.1, TH.1.S.3.1)

Have students reenact scenes from the play (with or without words). First have the students discuss specific scenes – who were the characters, where did it take place, what happened?

Some of the songs you might remember include: A Dash of Joy, Golden Meatball, A Buddy Like You.

Creation (ELA.K.C.5.1; ELA.1.C.5.1) (TH.K.S.2.1, TH.1.C.1.1, TH.1.S.3.1) (VA.K.S.1.2, VA.1.S.1.3)

Have students create a recipe, improvise a short scene to describe how you make it and what it tastes like, and then draw a “perfect” meal. (Complete the template on the next page)

Language Arts / Theatre Arts / Visual Arts Connection

(ELA.K.C.5.1; ELA.1.C.5.1) (TH.K.S.2.1, TH.1.C.1.1, TH.1.S.3.1) (VA.K.S.1.2, VA.1.S.1.3)

Name: _____

Many families have their own favorite recipes that come from all over the world. Curious George and the Man in the Yellow Hat love Italian home cooking the most. Complete the journal entry below, improvise a short scene to show your classmates how you make the recipe (like on a cooking show), and then draw a picture of the food you would make.

My favorite food is: _____	When I am finished it looks like this:
To make it you will need: _____ _____ _____ _____ _____	

Academic Vocabulary

- **Character** – a person, animal, being, creature, or thing in a story
- **Competition** – an event or contest where people try to prove they are the best (like creating the best tasting meatball)
- **Curious** – eager to learn something
- **Detail** – a word or sentence that gives information about a story
- **Recipe** – a set of instructions to prepare a dish to eat

Arts Vocabulary

- **Adaptation** – alter a text to make it appropriate for the stage
- **Cast** – the group of actors who work together to perform the show
- **Characterization** – use body, voice, and movement to create a representation of a person or animal
- **Improvisation** – creating (a scene or role play) ‘on the spot’ without any planning ahead of time – making it up as you go
- **Musical Theatre** – form of theatre performance that includes singing, and dancing as well as acting

Standards Alignment: The activities in this study 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 alternative means for students to demonstrate what they know.

Benchmarks For Excellent Student Thinking (B.E.S.T.)	
Kindergarten	
Reading – Prose and Poetry	
ELA.K.R.1.1	Describe the main character(s), setting, and important events in a story
Communication – Narrative Writing	
ELA.K.C.1.3	Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason
Communication – Creating and Collaborating	
ELA.K.C.5.1	Use a multimedia element to enhance oral or written tasks.
Benchmarks For Excellent Student Thinking (B.E.S.T.)	
Grade 1	
Reading – Prose and Poetry	
ELA.1.R.1.1	Identify and describe the main story elements in a story
Communication – Narrative Writing	
ELA.1.C.1.3	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure
Communication – Creating and Collaborating	
ELA.1.C.5.1	Use a multimedia element to enhance oral or written tasks.

Florida Theatre Standards	
Kindergarten	
Critical Thinking and Reflection	
TH.K.C.2.1	Respond to a performance and share personal preferences about parts of the performance
Organizational Structure	
TH.K.O.2.1	Draw a picture of a favorite scene from a play
TH.K.O.3.1	Compare a story that is read to one that is acted out
Skills, Techniques, and Processes	
TH.K.S.2.1	Pretend to be a character from a given story

Florida Theatre Standards	
Grade 1	
Critical Thinking and Reflection	
TH.1.C.1.1	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
TH.1.C.1.2	Draw a picture from a favorite story and share with the class why the scene was important to the story.
Organizational Structure	
TH.1.O.2.1	Describe in words or by drawing a picture, the most exciting part in the story line of a play
Skills, Techniques, and Processes	
TH.1.S.3.1	Use simple acting techniques to portray a person, place, action, or thing.

Florida Visual Arts Standards	
Kindergarten	
Skills, Techniques, and Processes	
VA.K.S.1.2	Produce artwork influenced by personal decisions and ideas

Florida Visual Arts Standards	
Grade 1	
Skills, Techniques, and Processes	
VA.1.S.1.3	Create works of art to tell a personal story