

## CURRICULUM CONNECTIONS

# Llama Llama Live!



Major support for the Student Enrichment Through the Arts program has been provided by



**Frederick A. DeLuca**  
FOUNDATION

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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 **TEACHER**,



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 Amaturo 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!





# 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.



# 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)**

# 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.

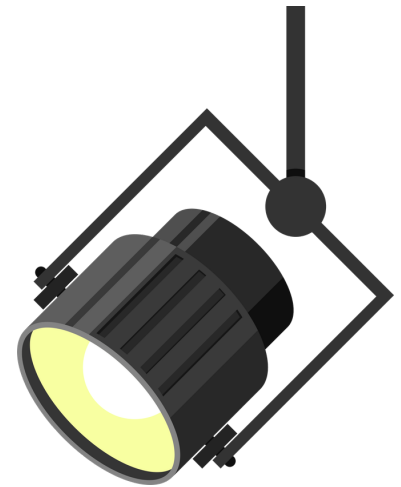
**Composer:** A person who writes music.

**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.



## 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

# Llama Llama LIVE!

## Here's the Story:

It's bedtime for Baby Llama, but sleep is nowhere in sight! He's splashed through his bath, brushed his teeth, and snuggled into bed, all cozy in his famous red pajamas. So why are his eyes still wide open?

With shadows dancing and Mama downstairs (doing who-knows-what!), bedtime suddenly feels a little spooky. Even a story can't settle his wiggly, worried thoughts! Good thing Baby Llama isn't alone! His trusty trio of toys, Fuzzy, Dino, and Robot, are ready to jump in and help.

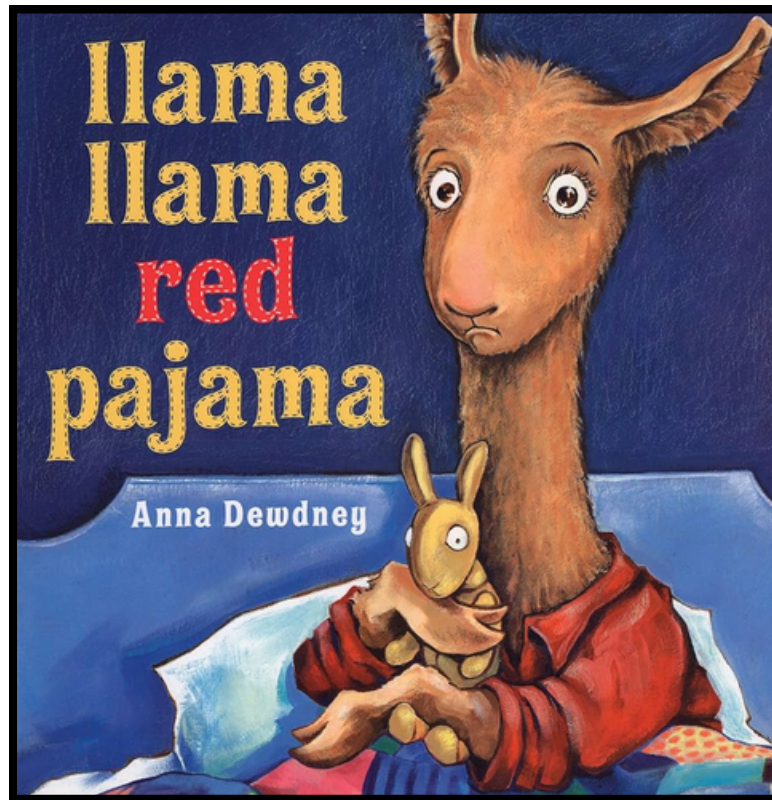
Join Baby Llama, Mama, and his lovable crew for a lively nighttime adventure filled with music, imagination, a few giggles, and just the right touch of cozy comfort. Inspired by the book *Llama Llama Red Pajama* by Anna Dewdney, sleep might take a little time, but the sweetness is guaranteed!



# Llama Llama LIVE!

Listen to the story that inspired the musical:

[https://youtu.be/K7evZs9iRoU?si=mg2OnkGw3PQ\\_mtF6](https://youtu.be/K7evZs9iRoU?si=mg2OnkGw3PQ_mtF6):



The author and illustrator of Llama Llama Red Pajama is Anna Dewdney.

- This means she both wrote the words and drew the pictures!
- She loved telling stories for children, especially about feelings like being scared, worried, or needing a hug.
- She used fun rhymes in her books so they sound like a song when you read them.
- The Llama Llama books became very popular, and lots of kids all over the world read them!
- Before she became a famous author, she was a teacher!
- She believed reading stories together was very important and helped children feel loved and safe.

# 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.

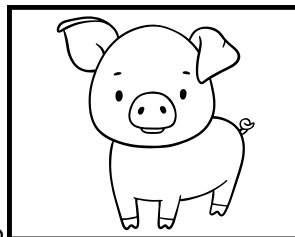
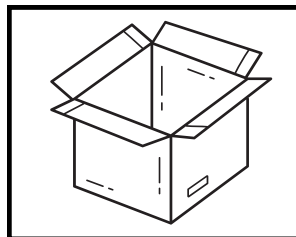
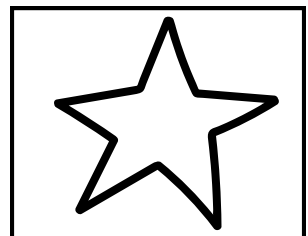
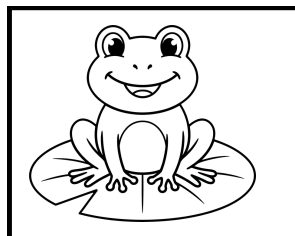
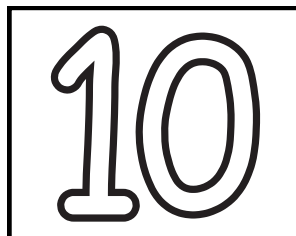
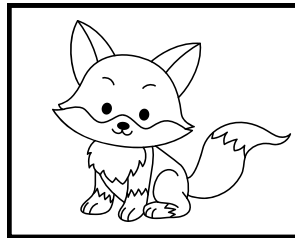
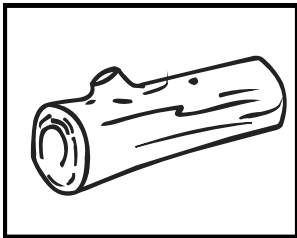
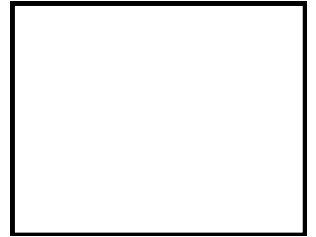
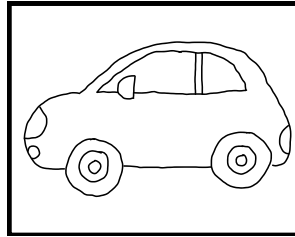
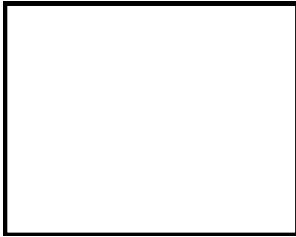
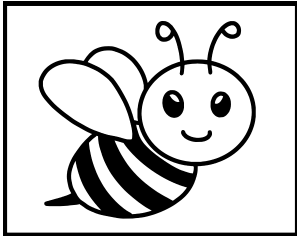
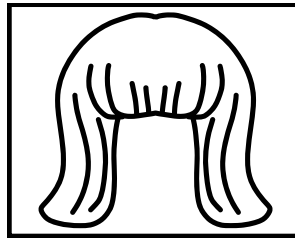
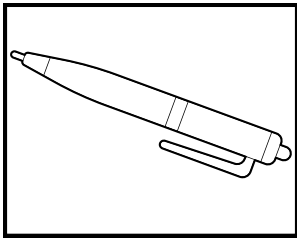
**Props:** Objects used by a character on stage to help tell the story. Ex: A character may use a prop like an umbrella on stage if it is raining in that scene of the play.



# Llama Llama LIVE!

## Rhyming Words

Cut and paste the picture that rhymes.



# llama llama LIVE!



## More Rhyme Time

Write words that rhyme with the word in the boxes on the left.

Word

Rhyming Word

tree

knee, free, see

llama

say

me

you

# Llama Llama LIVE!

## Word Search

### Baby Llama's Bedtime Routine

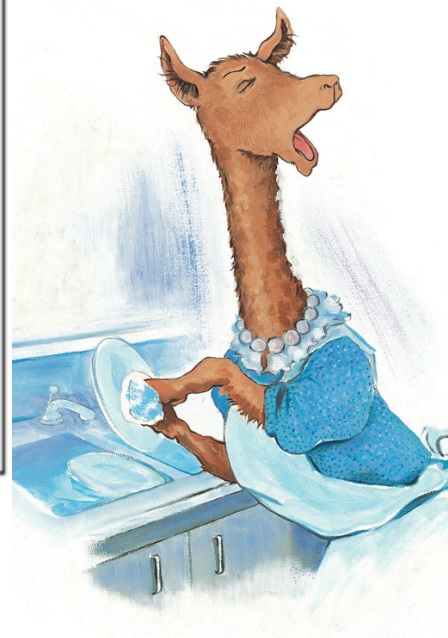
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|---|---|---|---|---|---|---|---|---|---|---|---|
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| R | O | B | O | T | Z | F | U | Z | Z | Y | M |
| D | I | N | O | S | A | U | R | I | Y | B | A |
| I | E | B | H | P | A | J | A | M | A | S | M |
| B | L | A | N | K | E | T | P | D | W | A | A |
| A | J | T | H | L | U | L | L | A | B | Y | Q |
| E | X | H | P | I | L | L | O | W | R | Q | K |
| F | S | T | O | R | Y | P | V | X | H | F | L |

Find the following words in the puzzle.  
Words are hidden → and ↓.

BATH  
BLANKET  
DINOSAUR  
FUZZY

LULLABY  
MAMA  
PAJAMAS  
PILLOW

ROBOT  
STORY  
TOOTHBRUSH



# Llama Llama LIVE!

## Vocabulary Words for Llama Llama Live!

Alone - being without anyone

Fret - worry

Moan - a long and low sad cry

Holler - to yell or shout

Drama - words and actions to act out someone or something

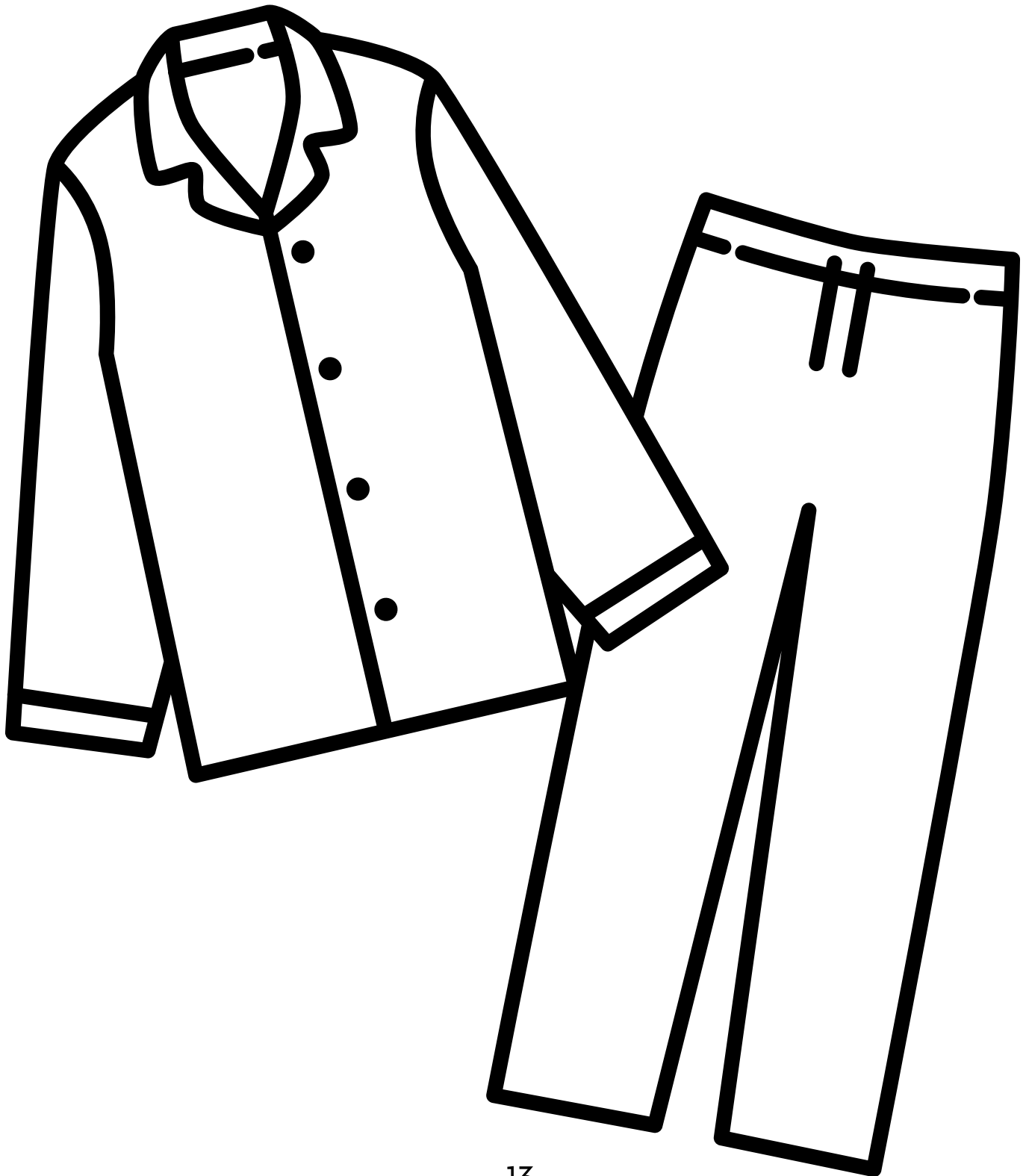
Snuggles - to curl up closely and comfortable



# llama llama LIVE!

## Design your own pajamas!

Have a blast designing pajamas that you'd love to wear! Use crayons, markers, colored pencils or whatever you've got!



# Llama Llama LIVE!



## 10 Facts about Llamas!

Here are 10 fun and kid-friendly facts about llamas:

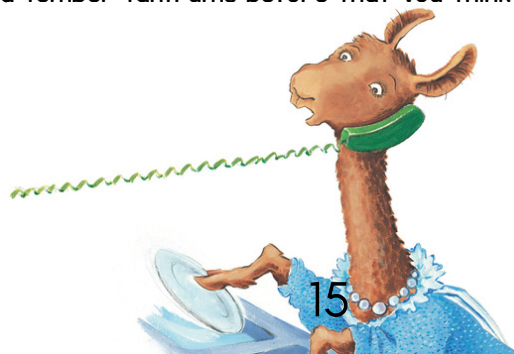
1. Llamas are part of the camel family—but they don't have humps!
2. They come from South America, especially countries like Peru and Bolivia.
3. Llamas are super helpful—they can carry heavy loads for people hiking in the mountains.
4. They have very soft, warm wool that people use to make clothes and blankets.
5. Llamas can hum! They make gentle humming sounds to “talk” to each other.
6. If a llama feels annoyed, it might spit—but usually only at other llamas, not people!
7. Baby llamas are called crias (say: KREE-uhs).
8. Llamas are really social and like having llama friends—they don't like being alone.
9. They have long eyelashes that help keep dust out of their eyes.
10. Llamas are calm and gentle animals, which makes them great companions on farms.



# Llama Llama LIVE!

## Creative Writing and/or Class Discussion

- When Llama tells his Mama about his first day of school, he starts by remembering only the sad and scary parts, but he eventually comes to realize that he had a good experience. Can you think of a time when you were scared to do something, but it ended up being fun? What was it like?
- Llama's favorite thing in the whole world might be his red pajamas. He wears them every night! Do you have a favorite set of pajamas? Or maybe another favorite outfit that you wear a lot? What about it do you like?
- Fuzzy, Dino, and Robot are Llama's favorite toys! When he's in bed, he imagines that they talk to him and help him fall asleep. Do you have favorite toys? Maybe toys that you need to have every night before you fall asleep? If they could talk to you, what do you imagine they'd say?
- Llama can't fall asleep, even when he tries really hard! He tries reading a story, guided meditation, and some stretches, but he still can't fall asleep! Have you ever had a hard time falling asleep? How did it make you feel? What techniques do you use to help yourself fall asleep?
- While Llama is trying to get to sleep, he wonders what sorts of things Mama does after she puts him to bed. Although she's really getting all sorts of chores done, he imagines all sorts of funny and silly possibilities. What sorts of silly things might adults in your life do after they put you to bed? Use your imagination!
- When Llama has his temper tantrum, what do you think he could have done differently so as not to scare Mama? Have you had temper tantrums before that you think might have gone better if you had acted in a different way?

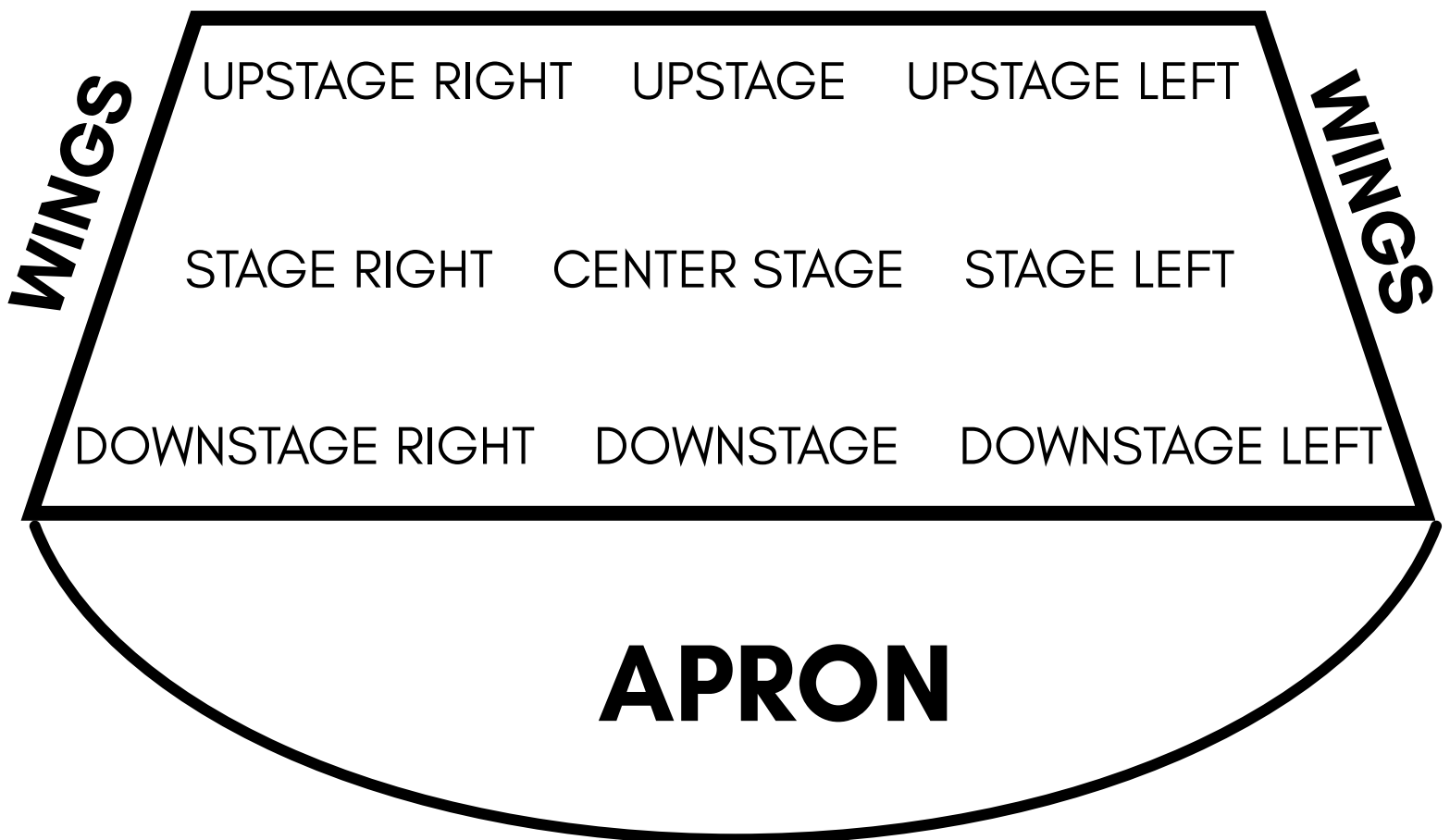


# THE PARTS OF A STAGE

A proscenium stage is a traditional theatre configuration where the audience views the performance through a "picture frame" arch, separating the stage from the seating area.

- Stage Left and Stage Right are named from the actor's point of view while facing the audience, **not** from the audience's view.
- Upstage means the back of the stage, and downstage means the front. These terms come from old stages that were sloped upward toward the back.
- Wings are the areas on the sides of the stage where actors wait to enter and where scenery and props are kept out of the audience's sight.

## BACKSTAGE



## HOUSE

# THE PARTS OF A STAGE FOUR CORNERS GAME

Adapt Four Corners with you as the **DIRECTOR**. Start at center stage, close your eyes and count to 10. Students move to a part of the room. Call out a stage direction. Students in that section are “out” and become part of the “house” to watch the rest of the game until there is a winner!

## BACKSTAGE

UPSTAGE RIGHT    UPSTAGE    UPSTAGE LEFT

STAGE RIGHT    CENTER STAGE    STAGE LEFT

DOWNSTAGE RIGHT    DOWNSTAGE    DOWNSTAGE LEFT

## APRON

## HOUSE

# Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)



## 1. Group Reflection Circle

Sit together and share your favorite moments, characters, or songs from the performance. Encourage everyone to explain why they liked those parts.

*This builds listening skills and helps everyone appreciate different perspectives.*

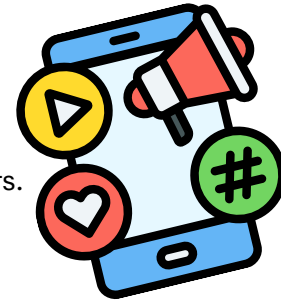


## 2. Create a Mini Review Together

Work as a team to write a short review of the show.

Assign roles: one person writes, another edits, others brainstorm key points.

You can post it on social media or keep it in a class journal.



## 3. Reenact a Scene

Pick a favorite scene and act it out as a group.

Add your own twist—maybe change the setting or improvise new dialogue.

*This sparks creativity and teamwork.*



## 4. Design a Poster or Program

Collaborate to create a poster or program for the performance you saw.

Include drawings, quotes, and fun facts.

*This is great for artistic expression and memory keeping.*



## 5. Plan a "Behind the Scenes" Discussion

Research how the performance was made (costumes, music, choreography).

Assign each group member a topic to present.

*This turns curiosity into a cooperative learning activity.*



# 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: Llama Llama Live!

**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.6.1                                                 | Use appropriate voice and tone when speaking or writing.                                                                      |
| <b>ELA.K.R.1.4</b>                                             | <b>Identify rhyme in a poem.</b>                                                                                              |
| Theater                                                        |                                                                                                                               |
| TH.K.F.3.1                                                     | Exhibit age-appropriate dramatic play behaviors.                                                                              |

# CURRICULUM CONNECTIONS DONORS

We thank the Broward Performing Arts Foundation and the following funding partners for their support of educational programming at the Broward Center this season.

Linda and Ed Appleby & Family  
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