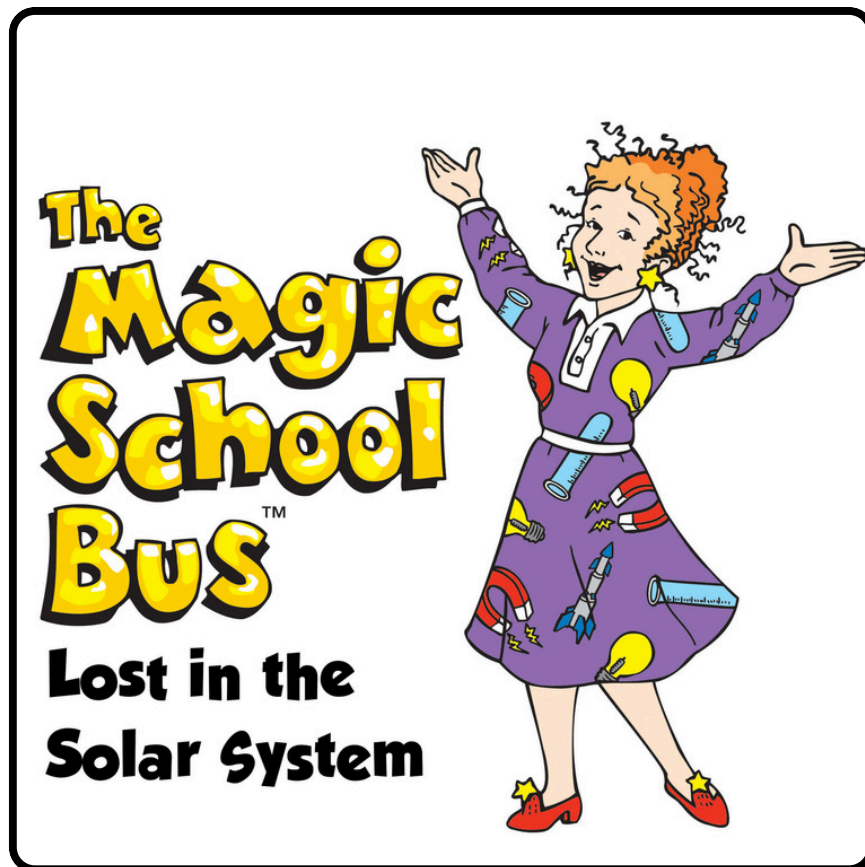


CURRICULUM CONNECTIONS

The Magic School Bus Lost in the Solar System



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



Frederick A. DeLuca
FOUNDATION

What's included in Curriculum Connections:

Letter to Teachers...page 2

Theater Etiquette...page 3

Student Theater Review...page 4

From Page to Stage (How to explain adaptations)...page 5

Synopsis...page 6

Pre and Post Show Worksheets/Links and Activities...pages 7-15

Answer Keys...pages 16,17

Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)...page 18

Student to Family Cooperative Activity Ideas...page 19

Florida Standards Alignment...page 20

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>

Sensory Experience Ratings:

Below are some ratings to help students prepare for the experience.

A rating of 1 represents a small amount and a rating of 5 represents a large amount.

- Potentially Anxious Moments: 1
- Scariness: 1
- Theatrical Effects: 1

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!



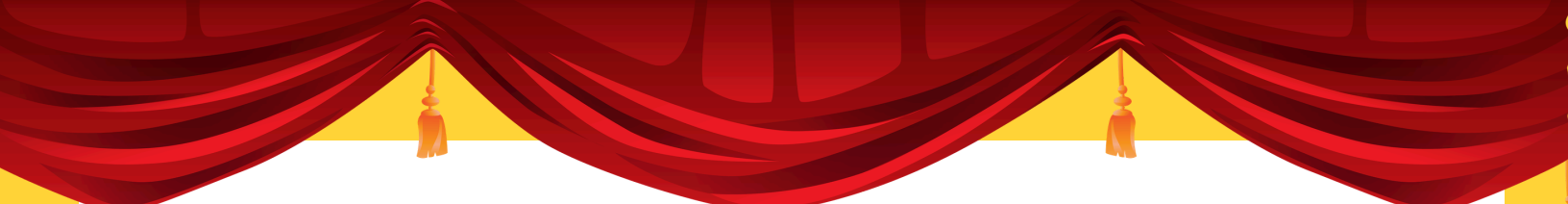


Theater Etiquette

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**

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.

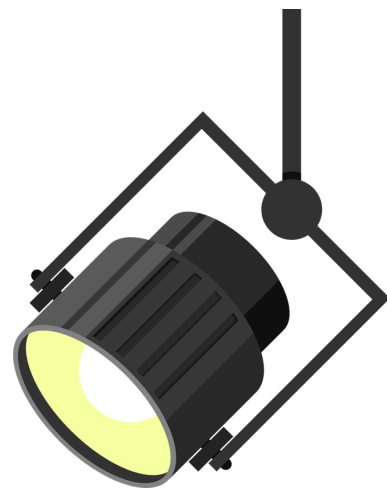
Composer: A person who writes music.

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

The Magic School Bus Lost in the Solar System

Synopsis:

In this adventure, the Magic School Bus kids blast off into space! Teacher Ms. Frizzle takes the kids into space to explore the solar system. But Ms. Frizzle gets separated from the group and her class must travel through the planets and beyond to rescue her. Will they be able to get everyone back to earth in one piece? The kids must put rivalries aside to work together or risk getting lost in space forever!

MEET OUR CHARACTERS:

MS. FRIZZLE: the exuberant and slightly wacky teacher

LIZ: her pet lizard

ARNOLD: the star pupil

JANET: Arnold's know-it-all cousin

RALPHIE: the class clown

WANDA: the class loner

CARLOS: the class double loner



Read the book aloud here:

<https://youtu.be/Ens-iCZQ0B4>

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.

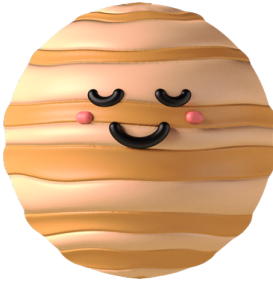
Sound Designer: an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.

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.

The Magic School Bus Lost in the Solar System

Look at the pictures of the planets.

Unscramble the words and write them on the lines provided.



uemyrcr



nsuve



raeht



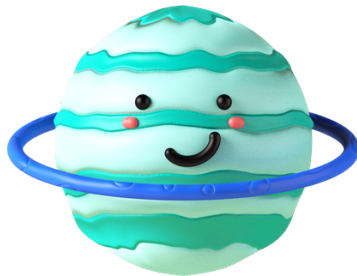
samr



ptirjue



tsuanr



nruasun



nteunpe

The Magic School Bus

Lost in the Solar System



PLANET FACTS

Match the planets to their names and their characteristics

1



☐ Mars

☐ It is the hottest planet. It has no moons.

2



☐ Uranus

☐ It is the biggest planet. It has a red spot.

3



☐ Neptune

☐ It has one moon. It is our home.

4



☐ Saturn

☐ It is the Rocky Red Planet. It has 2 moons.

5



☐ Mercury

☐ It is the farthest planet from the sun.

6



☐ Jupiter

☐ It is the smallest planet. It has no moons.

7



☐ Earth

☐ It is the coldest planet. It has dark rings.

8



☐ Venus

☐ It has bright rings. It is the sixth planet.

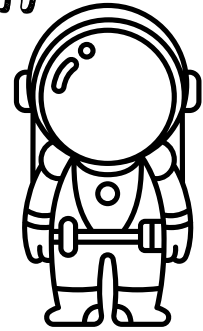
The Magic School Bus

Lost in the Solar System

Descriptive Writing

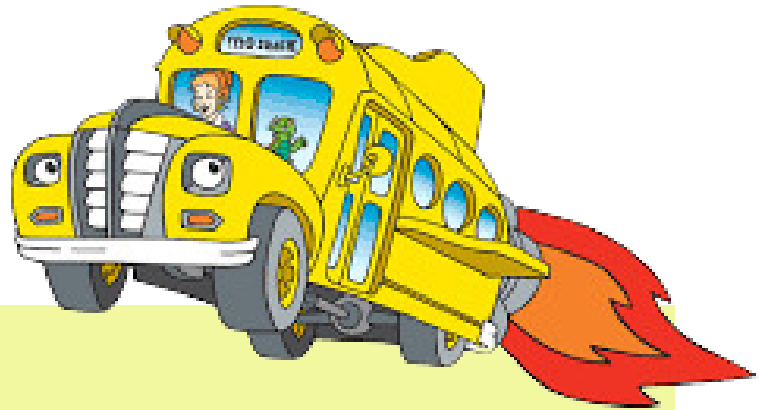
An Astronaut For a Day

Imagine you could become an astronaut for a day. What would you do? What would your day be like? Draw yourself in outer space and describe a day in your life as an astronaut.



FICTION BOOK/SHOW REPORT

Complete the book/show report below:



STUDENT NAME:

TITLE: THE MAGIC SCHOOL BUS: LOST IN THE SOLAR SYSTEM!

AUTHOR'S NAME: JOANNA COLE

SHORT SUMMARY:

MAIN CHARACTERS

STORY SETTING:

MAIN CONFLICT:

PERSONAL REFLECTION:

RESOLUTION:

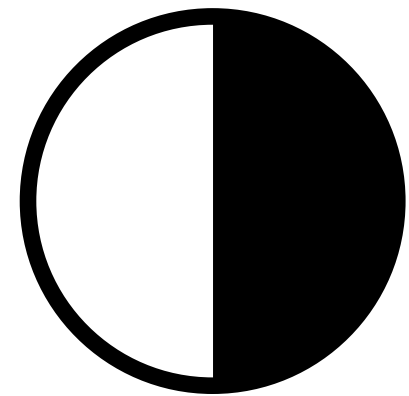
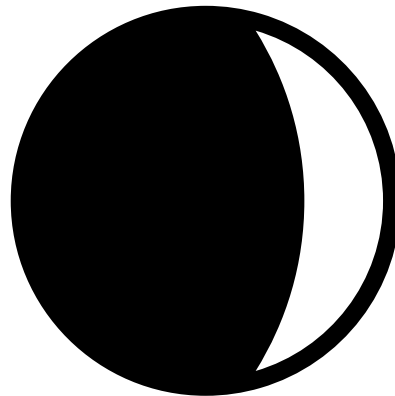
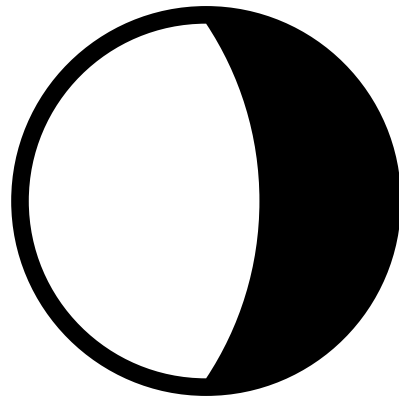
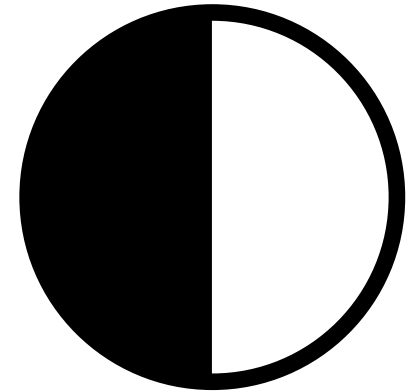
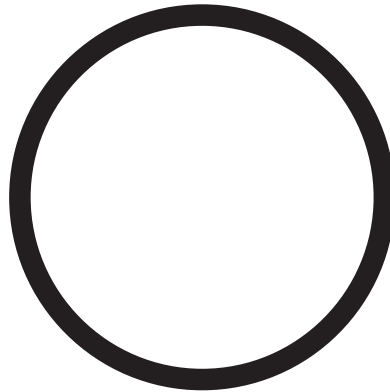
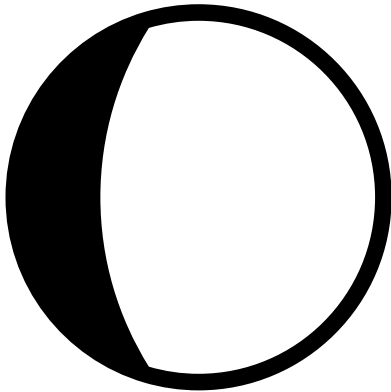
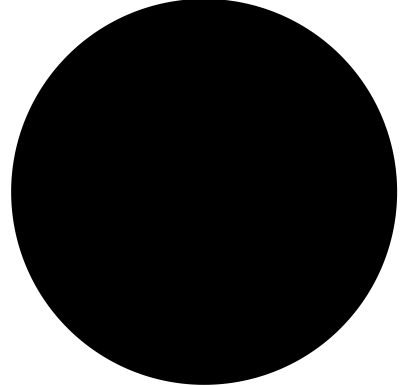
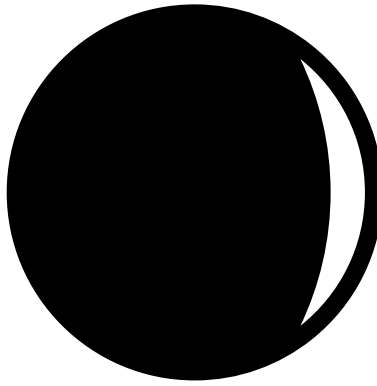
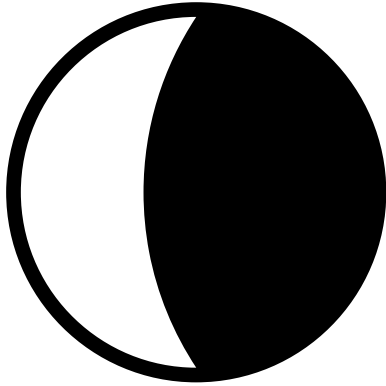
The Magic School Bus

Lost in the Solar System

Phases of the Moon

Write which phase of the moon is shown.

Note for Teacher: This assignment may be completed/explained using OREO cookies for a special treat!



The Magic School Bus Lost in the Solar System: SEL

BELIEVE IN
YOURSELF

POSITIVE GROWTH MINDSET

Ms. Frizzle never gives up even when the bus seems to!
How can you be more like Ms. Frizzle? What can you do
to achieve your dreams?

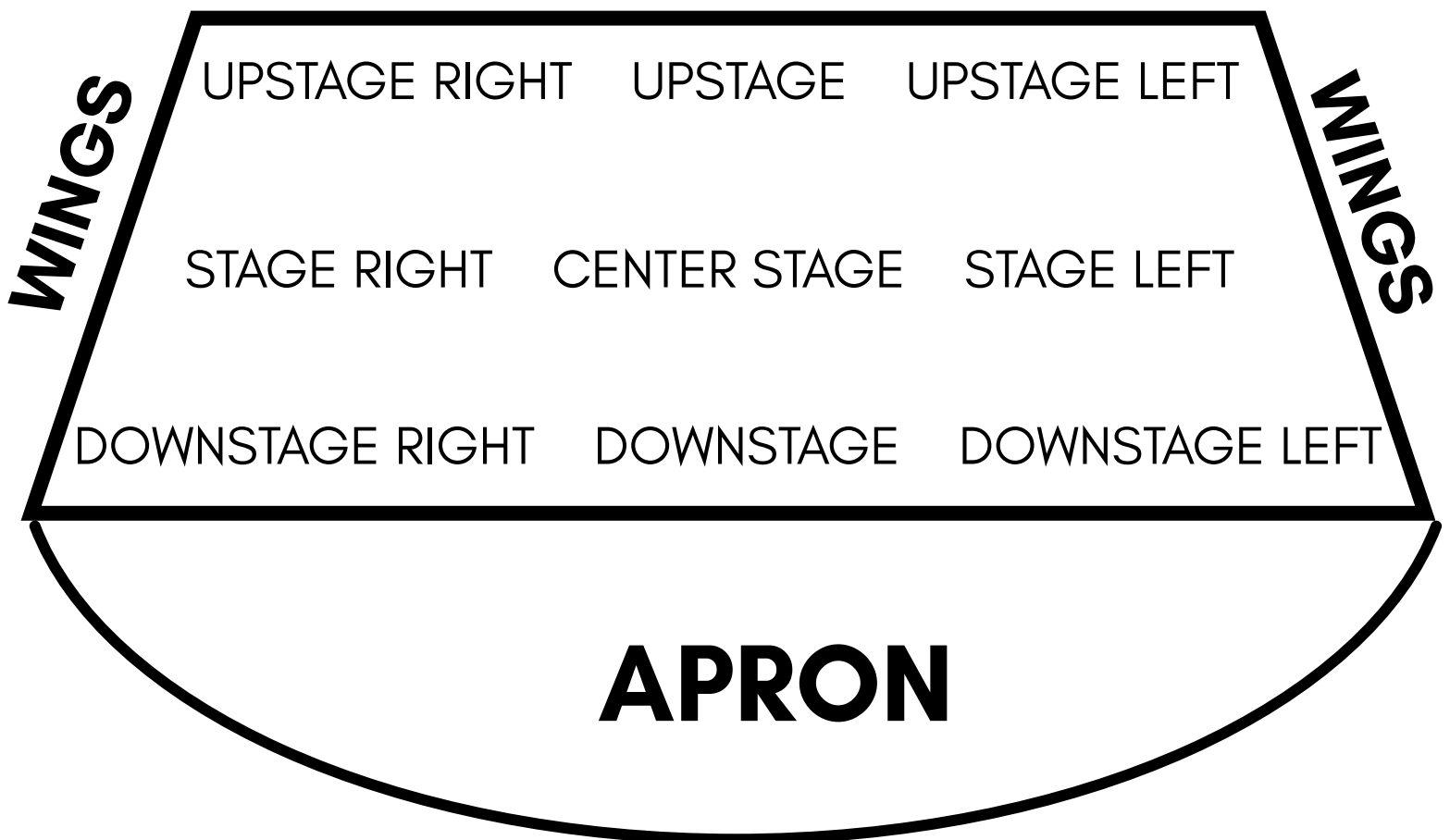


THE PARTS OF A STAGE

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



TEACHER'S HELPERS:



Solar System Crossword

across:

2a. mars

4a.reflection

5. comets

7. Jupiter

down:

1.eclipse

2d. moon

3.saturn

4d.revolution

Planet Facts Key:

Venus-Hottest planet/no moons

Jupiter-biggest planet-red spot

Earth-one moon/our home

Mars-Rocky Red/two moons

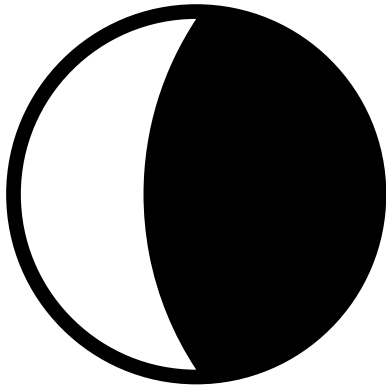
Neptune-farthest from the sun

Mercury-smallest planet/no moons

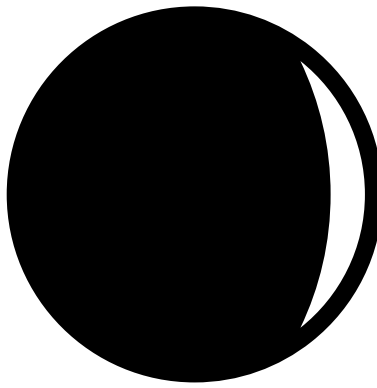
Uranus-coldest planet/dark rings

Saturn-bright rings/6th planet

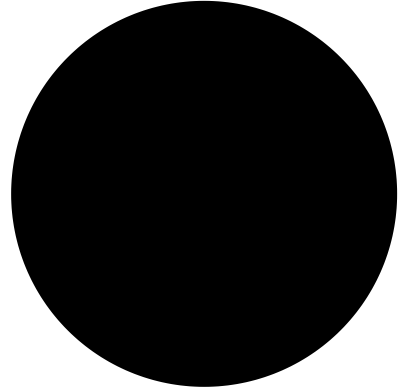
Phases of the Moon: **ANSWER KEY**



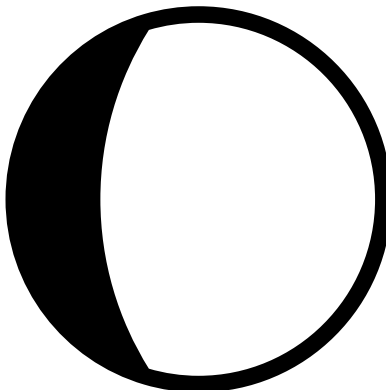
waning crescent



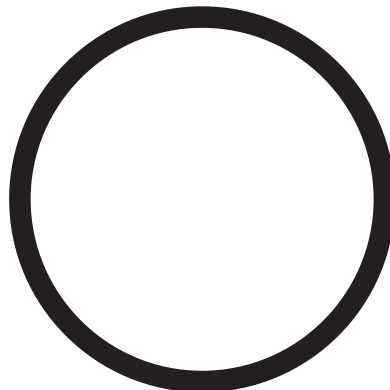
waxing crescent



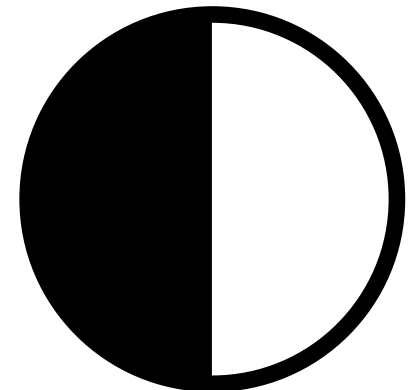
new moon



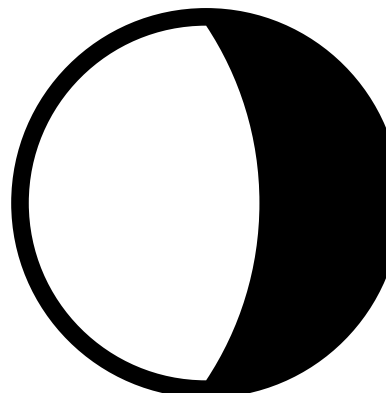
waxing gibbous



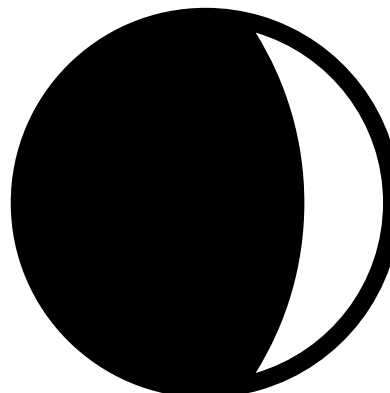
full moon



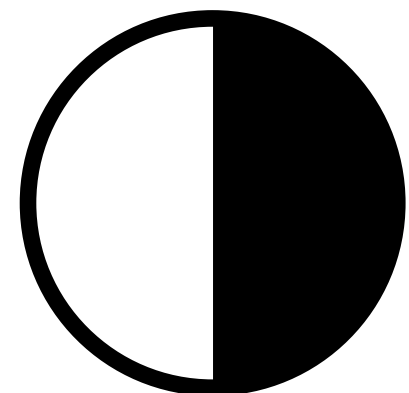
first quarter



waning gibbous



waxing crescent



last quarter

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.

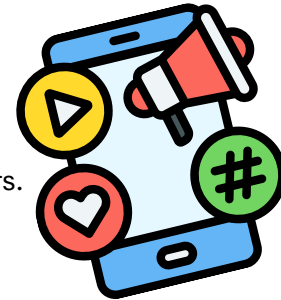


2. Create a Mini Review Together

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: The Magic School Bus Lost in the Solar System

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.)/NGSSS	
Kindergarten through Grade 12/ English Language Arts	
ELA.K.12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K.12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K.12.EE.3.1	Make inferences to support comprehension.
ELA.K.12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K.12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K.12.EE.6.1	Use appropriate voice and tone when speaking or writing.
Next Generation Sunshine State Standards/Science	
SC.35.CS-CS.1.4	Create a simple model of a system (e.g., flower or solar system) and explain what the model shows and does not show.
SC.3.E.5.1	Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.
SC.4.E.5.2	Describe the changes in the observable shape of the moon over the course of about a month.

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
Bank of America Charitable Foundation
Community Foundation of Broward
The Frederick A. DeLuca Foundation
Florida Power & Light Company
Florida Panthers Foundation
Florida Theatrical Association
Charles F. and Esther M. Frye Foundation
Funding Arts Broward
Genesis Inspiration Foundation
City of Hollywood
David Kilmnick Scholarship Fund
JM Family Enterprises, Inc.
Robert Wood Johnson Family Charities
Kapila Family Foundation

D Richard Mead Charitable Foundation
The Rose Miniaci Family
Miramar Cultural Trust
William & Anita Newman Foundation
Ronald Plotkin Scholarship Fund
PNC Foundation
City of Pompano Beach
Harold Rosenberg Fund
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Salah Foundation
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Jerry Taylor and Nancy Bryant
Trust
Wayne and Lucretia Weiner

With additional gratitude for the following endowment gifts that help sustain the Broward Center's education initiatives over the years.

Joel & Beverly Altman
Endowed Fund for Education
Jane S. Brown Memorial Education Fund
Albert E. & Birdie W. Einstein Endowed Fund
Doug Gorab & Ron Plotkin
Fund for Children's Education
Dr. Stanley & Pearl Goodman Endowed Fund
Gotta Dance Ted Stephens Endowed Fund
Barbara & Arnold Grevior Education Endowed Fund
Mary Jane Harlow Charitable Trust
Education Endowed Fund

JM Family/Jim & Jan Moran Endowed Fund
Kapila Family Foundation Endowed Fund
Kapila Family Foundation Endowed Fund
for Sensory-Inclusive Preschool Programs
Rose Miniaci Education Endowed Fund
Anita Perlman Endowed Fund
Sandy and Kenny Tate
Endowed Education Fund
I. Lorraine Thomas Endowed Fund for Children
Jerry Taylor and Nancy Bryant
Endowed Fund for Education

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