



## CURRICULUM CONNECTIONS

# Junie B. Jones The Musical



# Thank you for joining us for a Smart Stage Matinee!

Smart Stage Matinees are educational performances produced by professional companies for students in grades Pre K-12.

Integrating the arts into learning in meaningful ways, the performances reinforce classroom lessons, are aligned with Florida's B.E.S.T. standards, and spark creativity to help students make learning gains.

Here are just a few ways the Broward Center for the Performing Arts believes that Smart Stage Matinees provide educational arts integrated experiences for students:

- Watching live performances improves listening and observation skills.
- Students gain appreciation for the performing arts and understand its role in culture and history.
- Theater helps students develop empathy by experiencing diverse perspectives and emotions.
- Live theater reinforces classroom learning through storytelling, music, and visual arts.
- Students analyze characters, themes, and plot, which strengthens comprehension and interpretive skills.
- Exposure to live theater sparks imagination and creative problem-solving.

We'd love your feedback. Please click the link or QR code to help us continually improve our programming:

<https://forms.office.com/r/1pJAckCr4i>



# What's included in Curriculum Connections:

Letter to Teachers...	page 2
Theater Etiquette...	page 3
Student Theater Review...	4
From Page to Stage (How to explain adaptations)...	page 5
Story/Synopsis...	page 6
Pre and Post Show Worksheets/Links and Activities...	pages 7-15
Post Show Cooperative Learning Activities (Group Work)...	16
Student to Family Cooperative Activity Ideas...	page 17
Florida Standards Alignments...	page 18

## 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 an 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>

*"As South Florida's only specialty-licensed hospital exclusively for children, Nicklaus Children's provides expert pediatric care tailored to every stage of development. Nicklaus Children's is proud to support early learning through the Smart Stage series, nurturing young minds alongside their health. "*



**Nicklaus  
Children's**

Where Your Child Matters Most™





**Dear Teacher,**

**We appreciate YOU and the incredible work you do!**

Our Curriculum Connections Study Guide is designed to make your classroom come alive—before or after your trip to see a play or musical.

These guides are aligned with Florida’s B.E.S.T. Standards and provide creative ways to bring the page to the stage, making learning engaging and memorable.

Why use Curriculum Connections?

- Boost comprehension and help students organize information.
- Encourage metacognition by giving students tools to check for understanding.
- Offer activities tailored for specific grade levels (clearly labeled for easy use).

Each guide includes:

- ✓ A reminder of theater etiquette
- ✓ A Social-Emotional Learning activity
- ✓ A Student-**Family** Cooperative Activity for extended learning at home
- ✓ A **NEW** Post-Show Cooperative Learning Page making group work easy after a show!

How to use it:

- Print activities for individual work
- Display on smart boards for class discussions
- Use in small groups for collaborative learning



**Pro Tip:** Discuss and or READ the play or musical as a class before your field trip. This makes the experience even richer!

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Follow @BrowardCenterEducation on Facebook and Instagram



Scan the QR code below to access our Teacher’s Lounge for insider tips, discounted tickets, and resources for you and your students!





# 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:

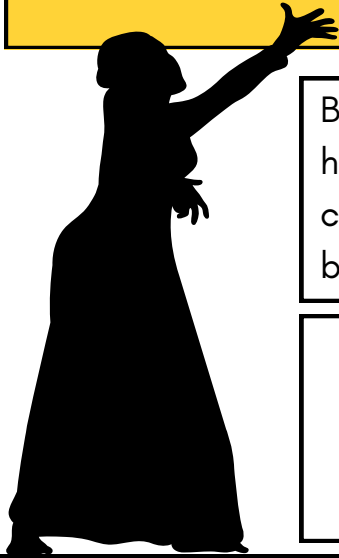
I learned:

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



Books make wonderful theater! When adapting a book however, changes must be made to the plot, setting and/or characters to accommodate the length of the play or to help bring the show to life on stage!

Here are some famous adaptations you may know:  
Legally Blonde/Les Miserables/The Wizard of Oz/Mary Poppins/  
How the Grinch Stole Christmas/The Secret Garden/  
Charlie and the Chocolate Factory/Cinderella/Alice in Wonderland/  
Beauty and the Beast/Romeo and Juliet

## Vocabulary to share with students:

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

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

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

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

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

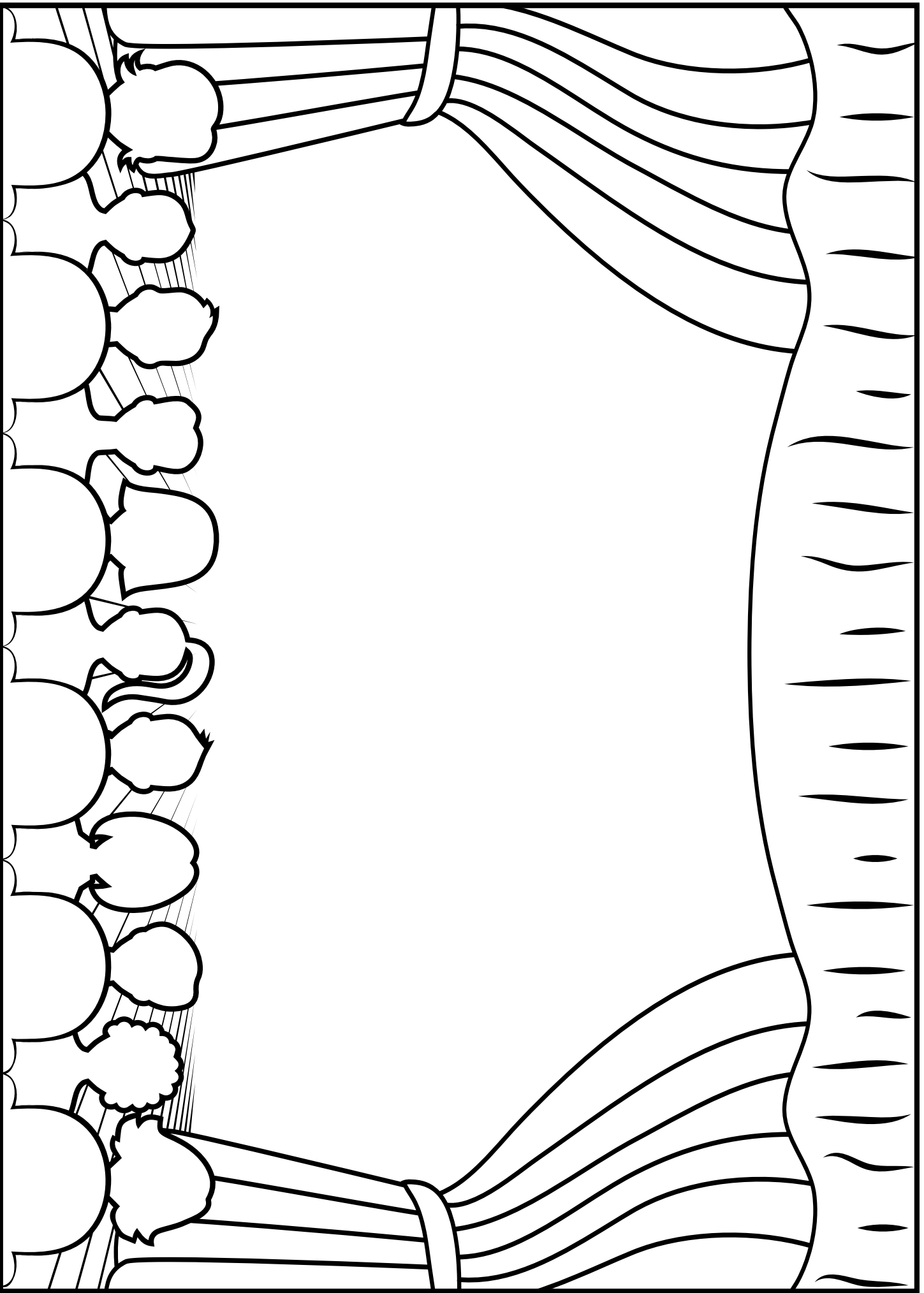
**Characters:** the individuals portrayed by actors in a play or musical.

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

## Pre-Show creative questions:

Ask your students, "If you could adapt any book for the stage, which book would you choose and why?" Invite them to draw a picture of the story they would adapt on stage. Define "costumes" "set" and "props" and ask them to draw what the set would look like on stage as well as the characters' costumes. (Use the next page to spark creativity)

Choose a book or story to adapt to a play or musical.  
Draw a picture of the set and props and/or actors in costume here.



# Junie B. Jones <sup>The Musical</sup> Synopsis:

Junie B. Jones is a popular children's book series written by Barbara Park, which has been adapted into a play for the stage. The play follows the adventures of Junie B. Jones, a spunky and spirited young girl who is navigating the ups and downs of elementary school.

Now that Junie B. Jones has been going to school for over one-and-a-half years, who better to write the book on EVERYTHING you need to know? From bus rules and Band-Aids to carpools to cookies, Junie B. and her friends deliver the definitive word on surviving and thriving in style. With a jillion tips, tricks, and trip-ups, Junie B. shares her hard-won expertise and shows us all how school is sometimes scary, sometimes super-fun, and ALWAYS something to sing about!



# 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.

**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.

**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.

# Junie B. Jones

## Let's write a Cinquain



**DIGNITY: being worthy of honor or respect.**

At the end of one of Junie B. Jones most loved books, Cheater Pants, Mr. Scary writes Junie B. a cinquain letting her know that he trusts her.

Help Junie B. write a cinquain about what she has learned about dignity.  
Remember to follow the rules in writing a cinquain.

**1st line: One word (title)**

**2nd line: Two words that describe the title**

**3rd line: Three action words about the title**

**4th line: Four words that express a thought or feeling about the title**

**5th line: One word that means the same thing as the title**

1.

Dignity

2.

3.

4.

5.

8



# Junie B. Jones The Musical classroom bingo

Find someone in the class who....

has a pet  
fish

walks to  
school

speaks  
spanish

loves to  
read

loves to  
paint and  
draw

plays a sport

keeps a  
journal

has travelled  
to another  
country

wears  
glasses

is left  
handed

has a baby  
brother or  
sister

is an only  
child

has seen a  
halftime show

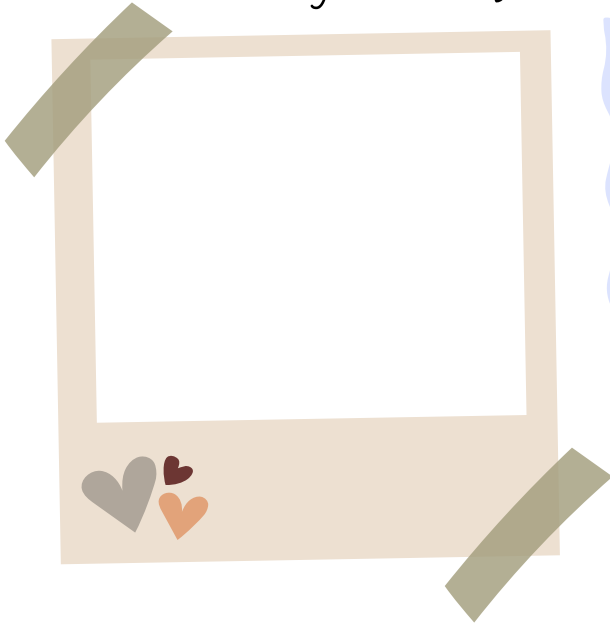
can juggle

loves school  
lunch

likes to bake

# Junie B. Jones ALL ABOUT ME...(NOT JUNIE B.)

This is a drawing of me ↘



My name is

---

---

---

When I grow up, I want to be a/an

---

---

---

---

---

---

I am \_\_\_\_\_ years old.

---

---

This year, I'm proud of myself for:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

# Junie B. Jones The Musical school word search

F	R	I	E	N	D	S	E	G	U	L
U	D	S	R	E	B	M	U	N	E	R
R	Y	R	O	T	S	I	H	A	C	A
G	T	R	F	V	O	L	R	R	L	N
N	D	S	U	K	T	N	G	I	O	G
I	E	T	N	Y	A	L	P	S	E	N
L	D	U	T	A	E	E	D	P	R	I
L	L	D	D	L	R	G	E	O	A	T
E	T	E	A	C	H	E	R	R	C	I
P	H	N	H	C	N	U	L	R	A	R
S	C	T	R	O	T	E	C	T	S	W

TEACHER

FRIENDS

PLAY

HISTORY

STUDENT

WRITING

SPORT

FUN

LEARN

NUMBERS

SPELLING

LUNCH

# Junie B. Jones *The Musical*

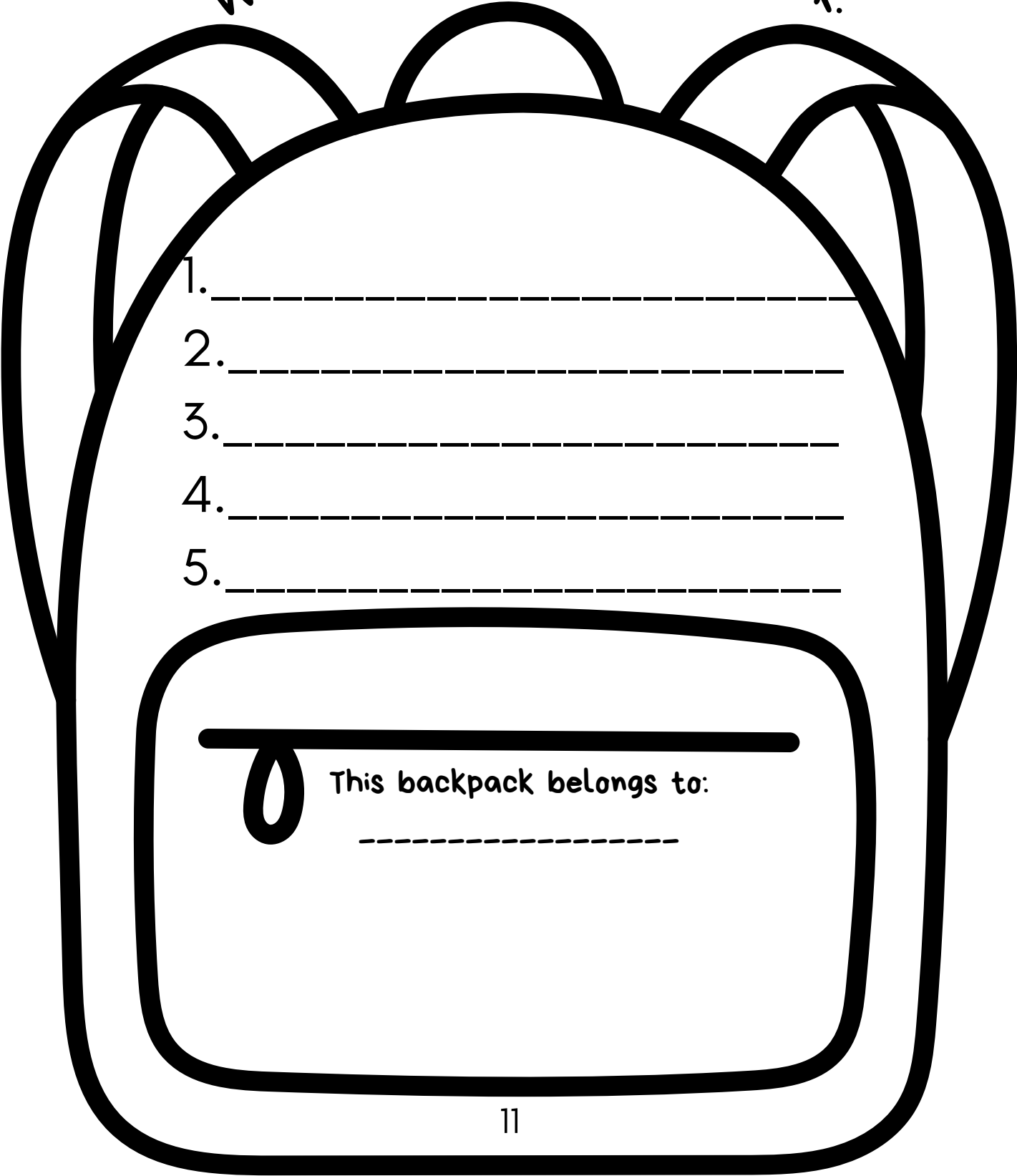
Junie B. Jones is certain about her school supplies. What are things you **MUST** have in your backpack?

List them here. Add more everywhere (just like Junie would do). Color the backpack.

What I want in my backpack:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

\_\_\_\_\_



This backpack belongs to:

\_\_\_\_\_

# Junie B. Jones The Musical

## WRITING PRACTICE

Trace the letters and practice writing the sentences.



I feel happy.



I feel sad.



I feel angry.



I feel nervous.



I feel calm.



I feel sick.



I feel excited.

# Junie B. Jones <sup>The Musical</sup> My Daily Journal: SEL

Junie always kept a journal. Now you can journal too. Answer the questions below:

What are three moments you'd like to remember?

What activities did you enjoy today?

How did you feel today?

What did you learn today?

What do you want to do tomorrow?







# Junie B. Jones:after the show

## SHOW RETELL

Retell the Junie B. Jones musical in the boxes below:

Who was the show about:

Where did it take place:

What was the Problem:

What was the solution:

My Favorite Part:

# 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.*

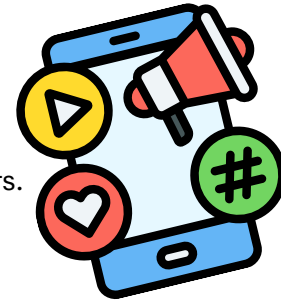


## 2. Create a Mini Review Together

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: Junie B. Jones**

**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.