

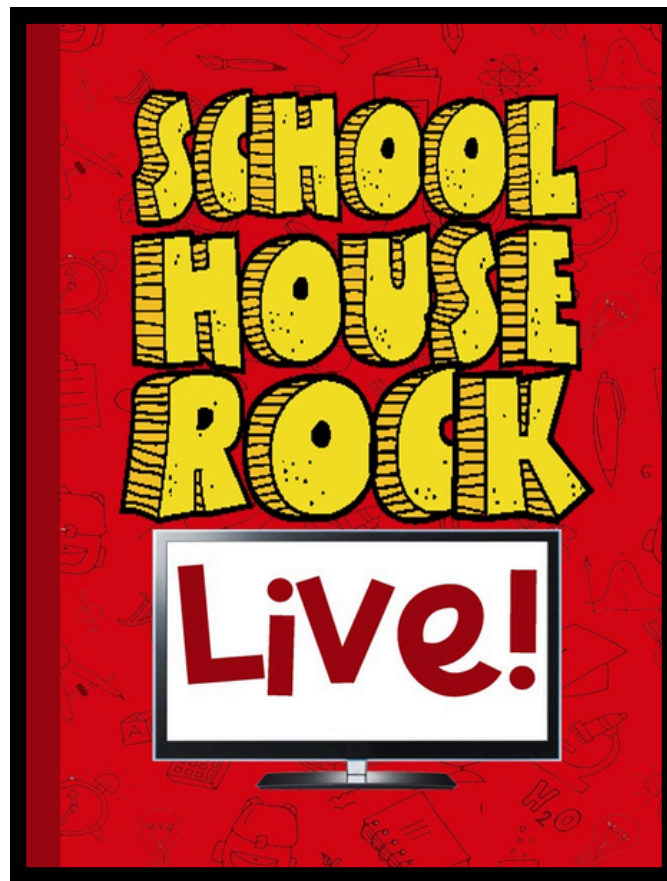


Nicklaus Children's
Health System



CURRICULUM CONNECTIONS

School House Rock Live!



**BROWARD
CENTER** FOR
THE
PERFORMING ARTS®



Nicklaus Children's
Health System

Where Your Child Matters Most™

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:

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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 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™



**BROWARD
CENTER FOR THE
PERFORMING ARTS®**

EDUCATION PROGRAMS



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!

Stay connected with us:



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!



Thank you for inspiring the next generation 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:

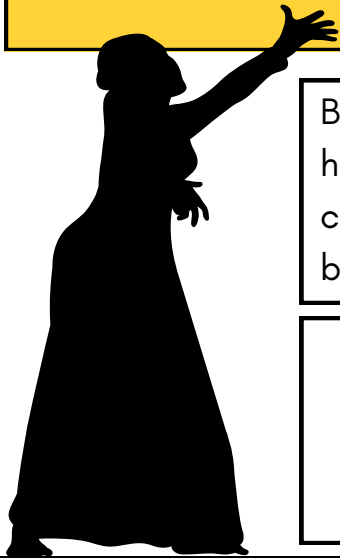
I learned:

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



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.

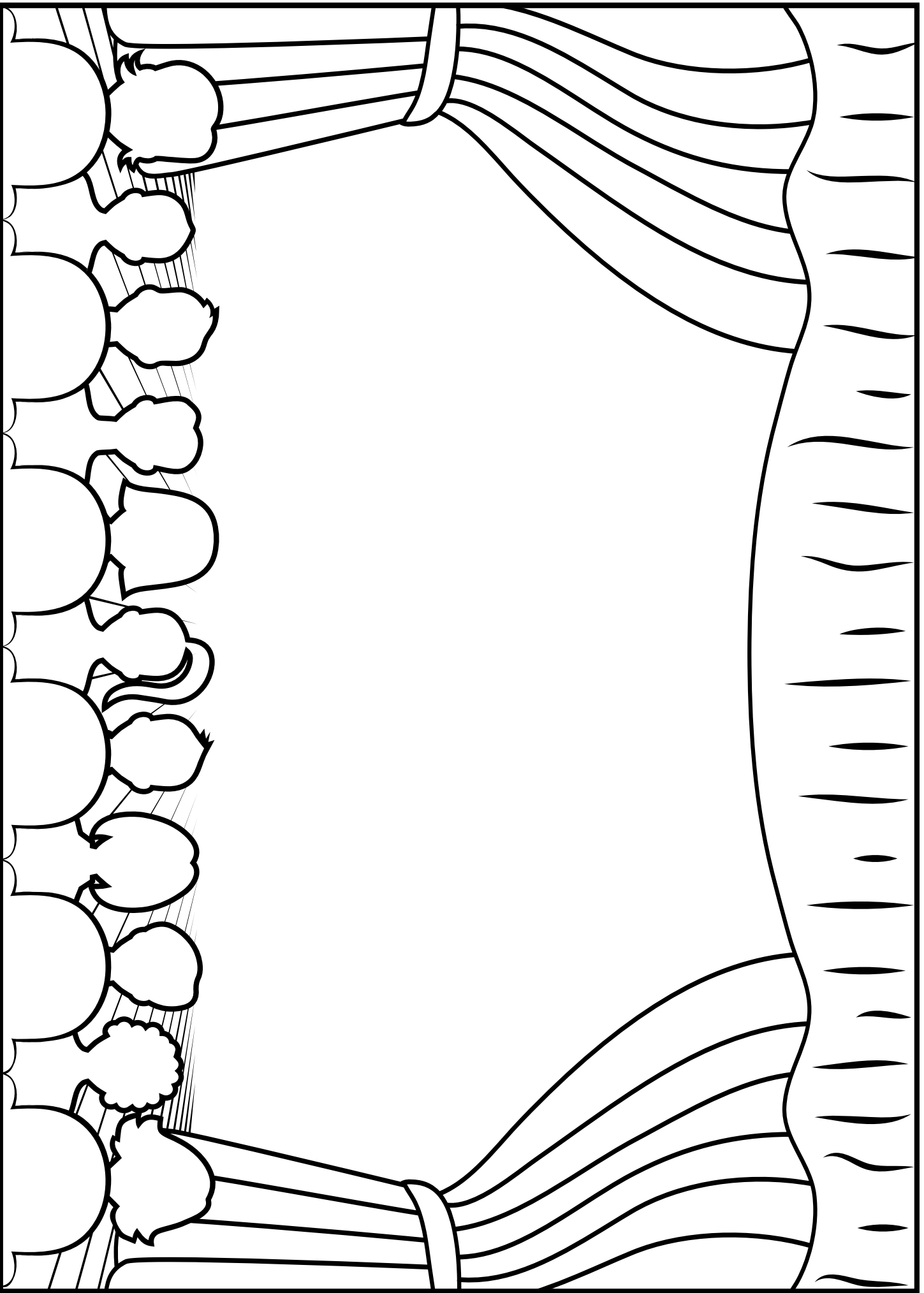
Characters: the individuals portrayed by actors in a play or musical.

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.





Synopsis:

In the dark we hear the sound of an alarm clock ringing and we are introduced to Tom, a young teacher preparing for his first day of school. As he rehearses what he will say, he hears the school bell and the sound of the children settling into their desks. One at a time we see Tom's "other sides", as they enter speaking his thoughts. They tell us his thoughts that range from "I love children" to "these monsters are going to eat me alive".

Tom decides to try and watch some television while he settles down and collects his thoughts. When he turns on the TV we hear the theme to Schoolhouse Rock. The characters begin to sing one of the familiar songs that Tom instantly recognizes. As the song goes on, Tom is swept up in the excitement and begins to sing and dance with the others. They explain that they are there to help Tom remember that teaching is as easy as 1,2,3!

Tom is asked to remember why he wanted to be a teacher in the first place. He remembers that his grandmother and her mother before that were teachers. Caught up in the moment, Tom remembers one very important thing; that learning should be fun!

One character reminds Tom that English will not be the first language of many of his students. School will be a very important transition to America for many of his students, just as America went through an important transition as it struggled to expand and continues to expand. Tom then thanks them all for helping him remember that learning can be fun. By the time the final bell rings, Tom is energized with songs, heart, and the timeless lesson of Schoolhouse Rock Live! — that when education has rhythm, courage follows and learning truly becomes unforgettable.

CONJUNCTION JUNCTION

Conjunctions are joining words that connect words, phrases, and sentences. Complete each sentence below by dragging the conjunction to the correct sentence.

SO

FOR

OR

AND

NOR

YET

BUT

It was cold outside I put on a jacket.

It started raining we zipped up the tent.

Dad was tired he still kept walking.

I wore boots the trail was muddy.

Do you want to fish help with the fire?

I grabbed my backpack went for a hike.

It was raining we stayed outside.

They climbed trees and we collected berries.

I got lost I used my map to find my way.

I love camping I don't like the bugs!

Should we hike explore the woods?

I can't cook can I build a fire.

It rained all night we stayed dry.

He carefully climbed the rocks hurt his knee.

AND

FOR

NOR

BUT

OR

YET

SO

NOUN DETECTIVES

Read carefully and underline or circle all the nouns in each sentence!



1. The cat chases the butterfly in the garden.
2. A big elephant splashes water in the pond.
3. My mom baked a delicious cake for my birthday.
4. The dog barks at the mailman every morning.
5. The sun shines brightly in the blue sky.
6. I saw a rainbow after the rainstorm.
7. The teacher reads a story to the class.
8. Jamie finds a shiny rock on the playground.
9. The flowers in the park smell wonderful.
10. Olivia and her friends play games at the party.



ADJECTIVE MAZE

Read the sentences below and find their corresponding adjective in the box.

Draw lines in your way to the finish! (See example)

Start	Funny	Bright	Cheerful	Blue	Strong	Bitter
Happy	Warm	Brave	Cold	Sweet	Pink	Noisy
Smooth	Curly	Fragile	Messy	Thick	Light	Loud
Square	White	Clean	Sad	Sour	Ancient	Modern
Italian	Easy	Silent	Delicious	Lazy	Empty	Quick
Tricky	Green	Fast	Heavy	Thin	Small	Shiny
Expensive	Sunny	Wooden	English	Relaxing	Wide	Finish

- The sun is always...
- The flashlight in the dark room is very...
- On a winter day, the wind feels...
- This dessert is delicious and very...
- The wrestler is incredibly...
- The construction site is always...
- The concert was extremely...
- The feather is so...
- The lemon tastes very...
- The news made her feel...

- After cleaning, the floor was...
- This math problem is surprisingly...
- This instructions are...
- The designer handbag was quite...
- The weather today is bright and...
- The chair is made of ... material.
- The box is too ... to lift.
- The sheet of paper is very...
- The kitten is so...
- The new car's surface is very...

WHO AM I? SEL

Use the space below to draw a self-portrait. On the left side, draw how you look on the outside.

On the right side, describe your wonderful self using adjectives.

Color your creation when you're done!



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.

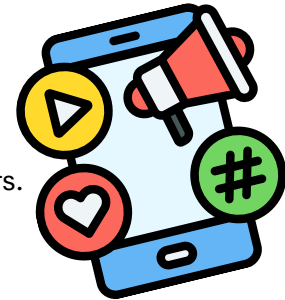


2. Create a Mini Review Together:

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.

School House Rock Live!

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)

Standards Alignment: School House Rocks 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.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.
ELA.K.R.3.1	Identify and explain descriptive words in text(s).
ELA.3.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.