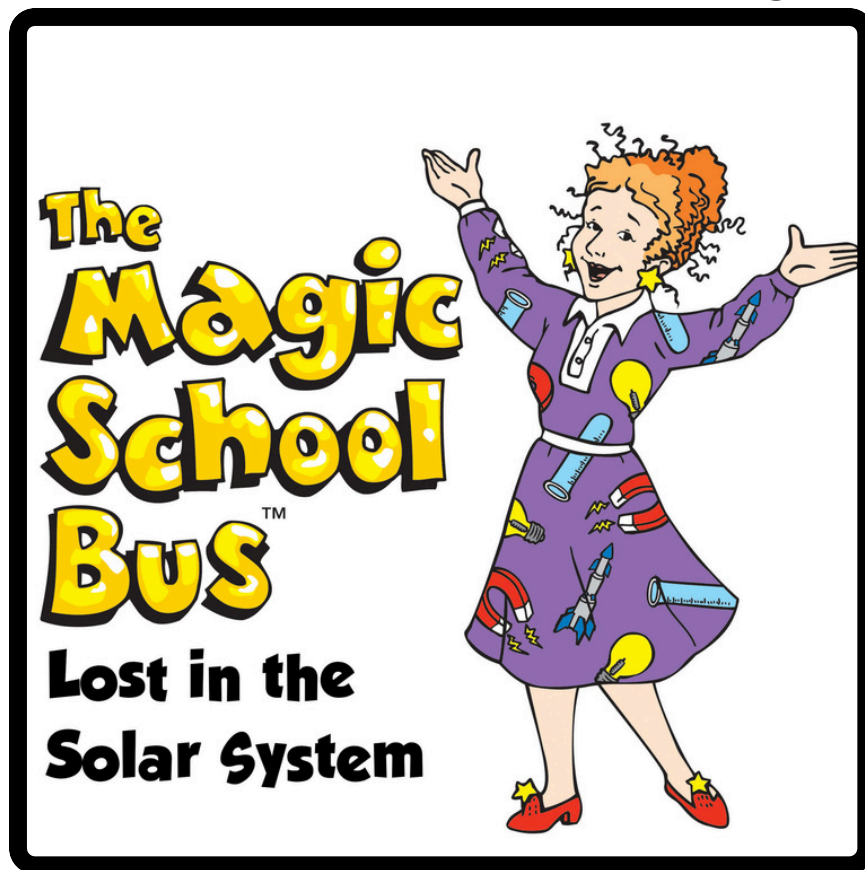




CURRICULUM CONNECTIONS

The Magic School Bus Lost in the Solar 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:

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 7-14
Post Show Cooperative Learning Activities (Group Work)...	15
Answer Keys...	pages 16 and 17
Student to Family Cooperative Activity Ideas...	page 18
Florida Standards Alignments...	page 19

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>



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!





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:

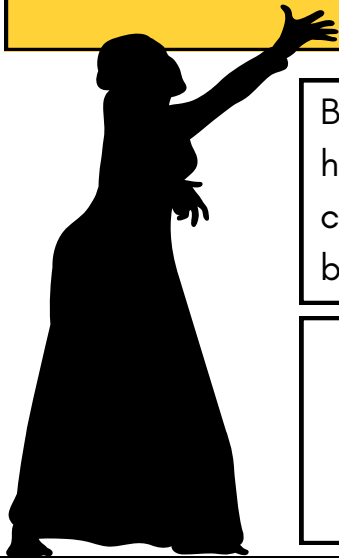
I learned:

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.

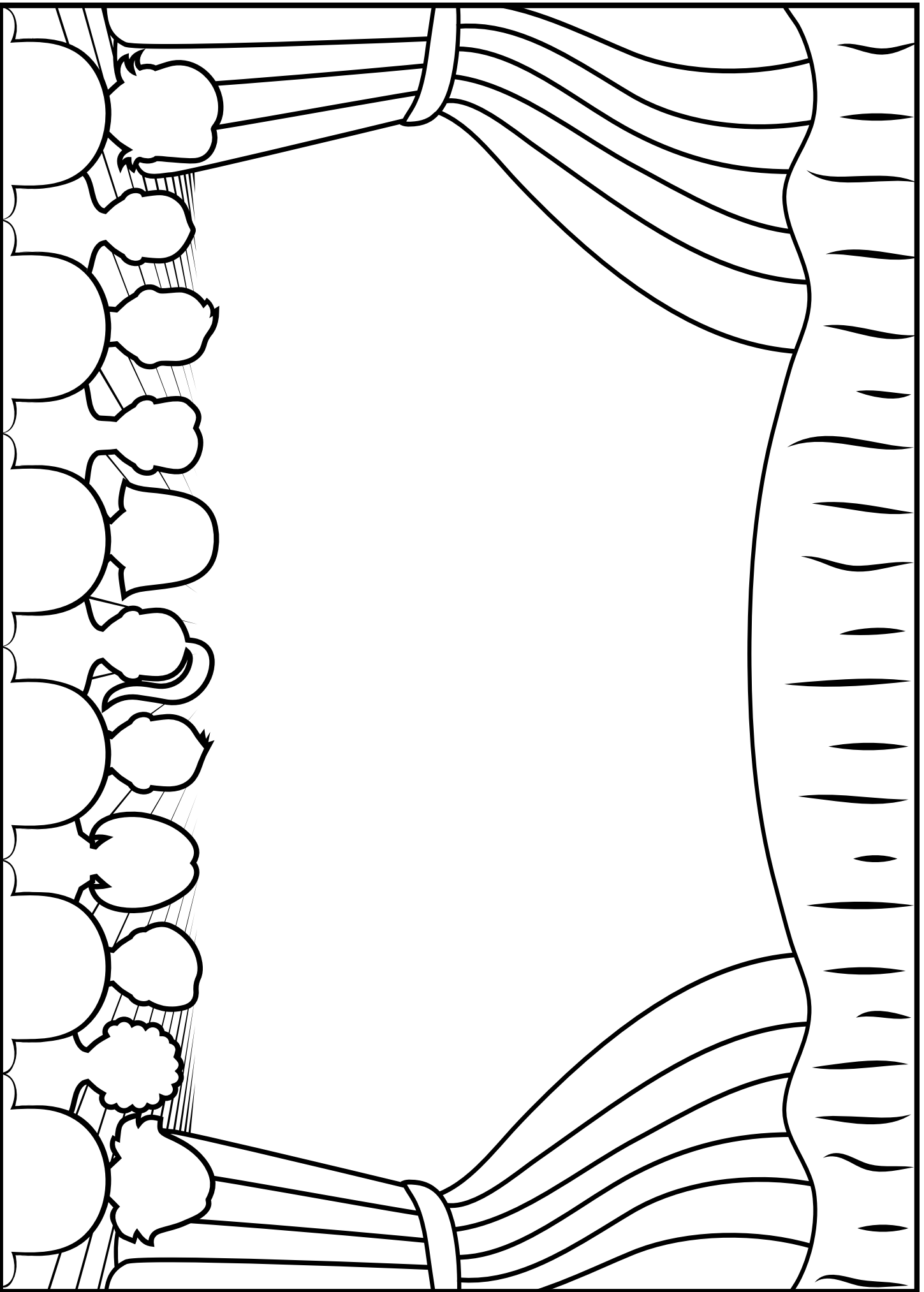
Characters: the individuals portrayed by actors in a play or musical.

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.



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.

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.

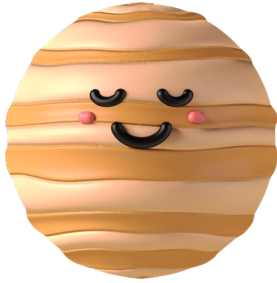
Sound Designer: an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.

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.

The Magic School Bus Lost in the Solar System

Look at the pictures of the planets.

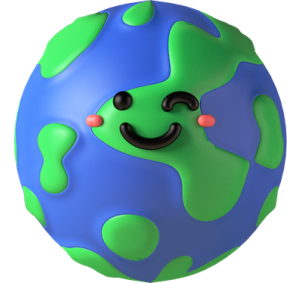
Unscramble the words and write them on the lines provided.



uemyrcr



nsuve



raeht



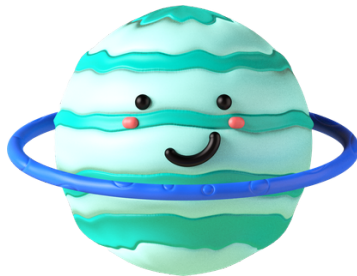
samr



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

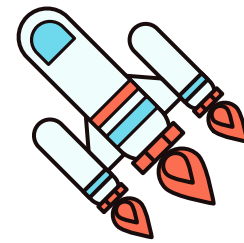
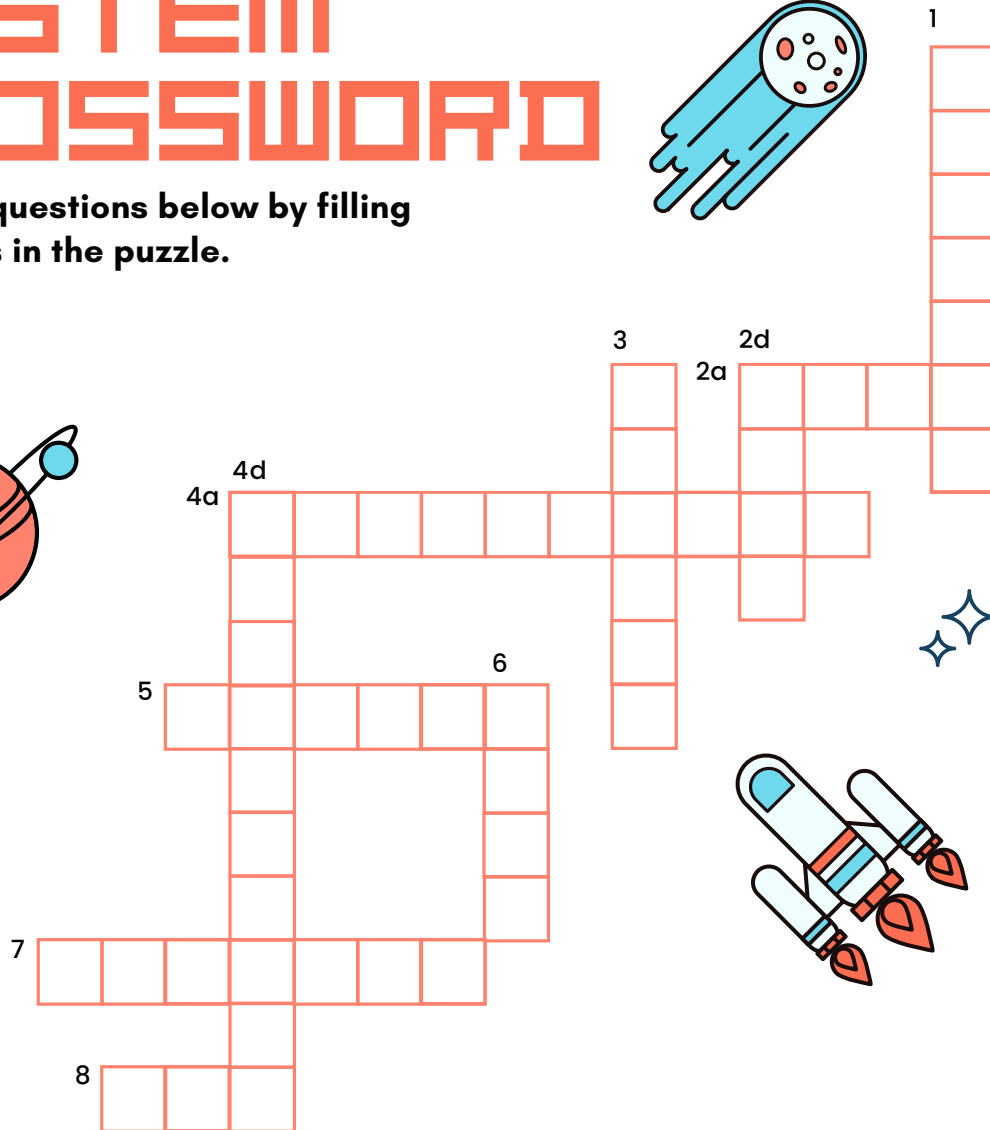
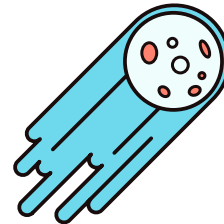
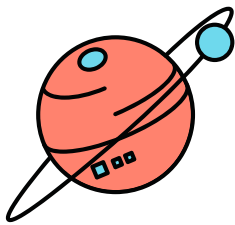
It has bright rings. It is the sixth planet.

The Magic School Bus

Lost in the Solar System

SOLAR SYSTEM CROSSWORD

Answer the questions below by filling in the blanks in the puzzle.



ACROSS

- 2a - The planet with the moons Phobos & Deimos.
- 4a - What the moon's light is caused by?
- 5 - Objects that are commonly made of snow, ice, and dust, and can be found moving around outer space.
- 7 - The planet famous for its red spot.
- 8 - The center of our solar system.

DOWN

- 1 - What occurs when one heavenly body (moon or planet) moves into the shadow of another?
- 2d - This is Earth's satellite.
- 3 - The planet that has the most number of rings.
- 4d - One turn around the sun that equals 365 days is called?
- 6 - What is the sun?

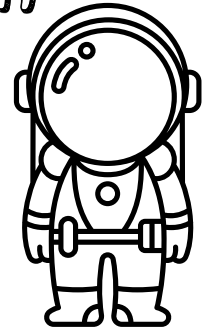
The Magic School Bus

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:

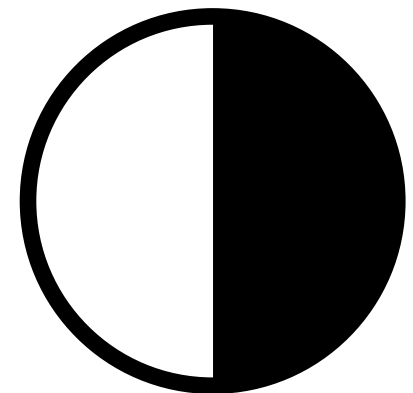
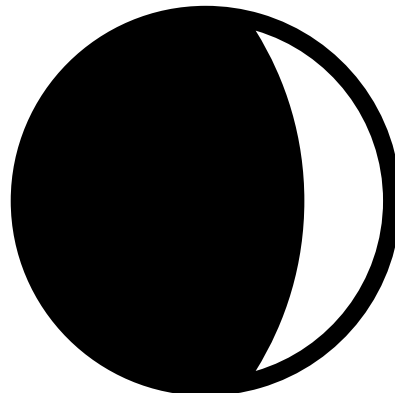
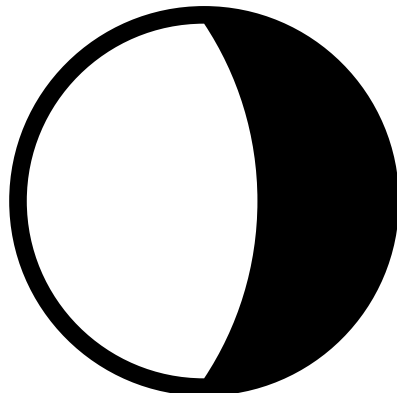
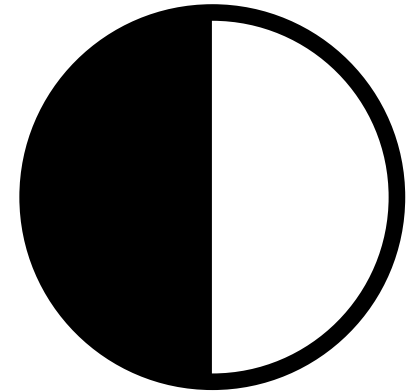
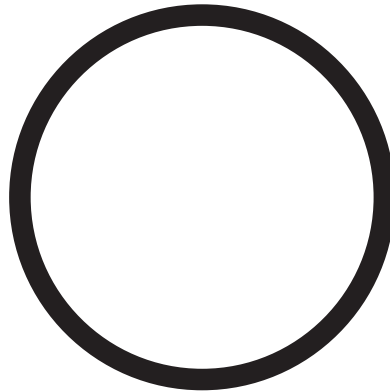
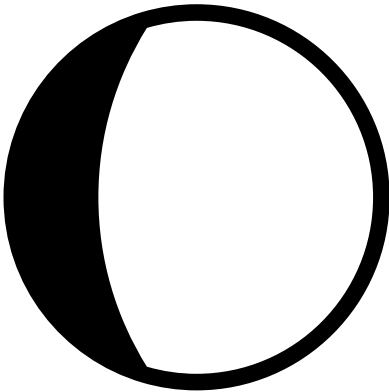
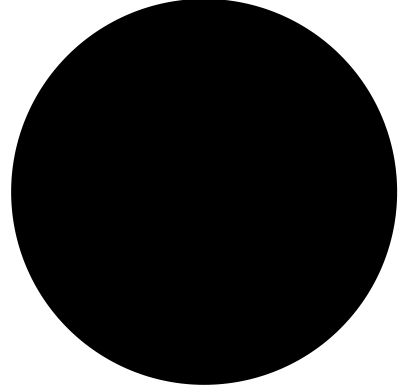
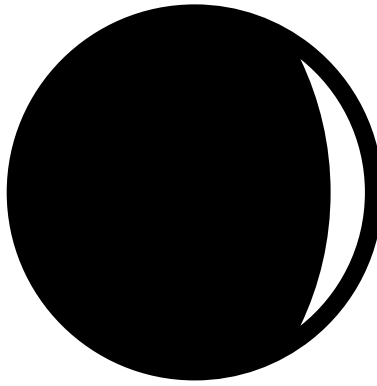
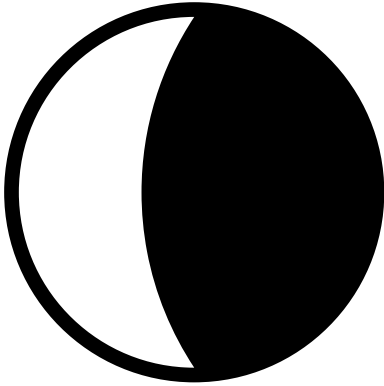
RESOLUTION:

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!



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.

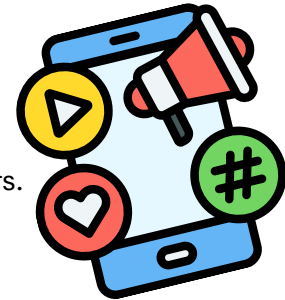


2. Create a Mini Review Together

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.





TEACHER'S HELPERS:



Solar System Crossword

across:

- 2a. mars
- 4a.reflection
- 5. comets
- 7. Jupiter

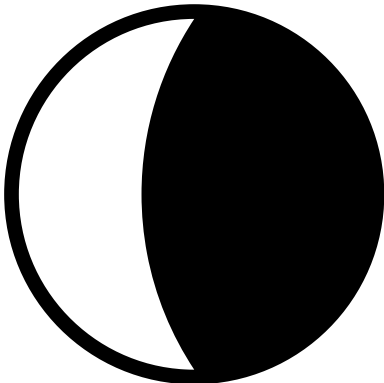
down:

- 1.eclipse
- 2d. moon
- 3.saturn
- 4d.revolution

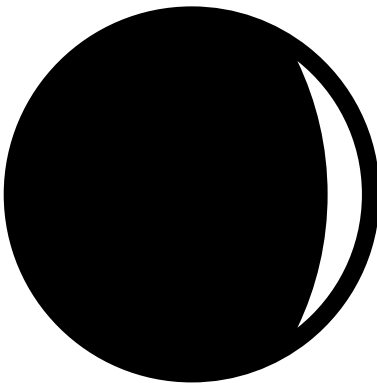
Planet Facts Key:

- 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

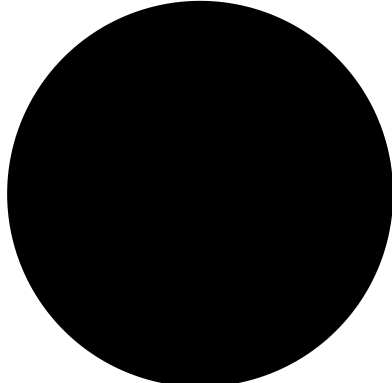
Phases of the Moon: **ANSWER KEY**



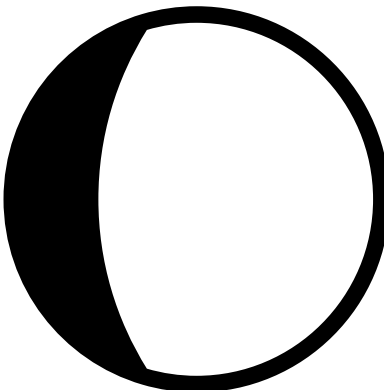
waning crescent



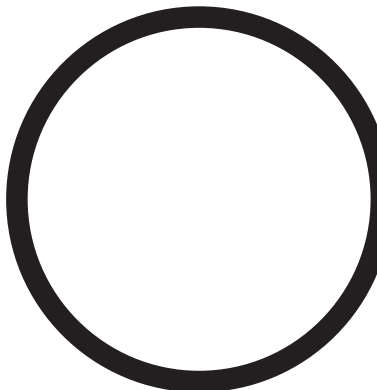
waxing crescent



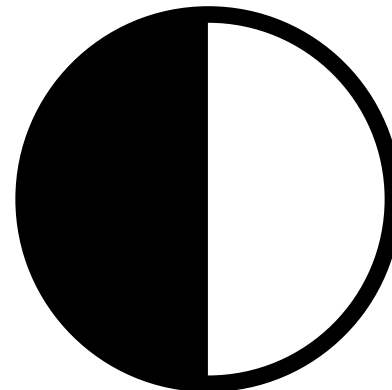
new moon



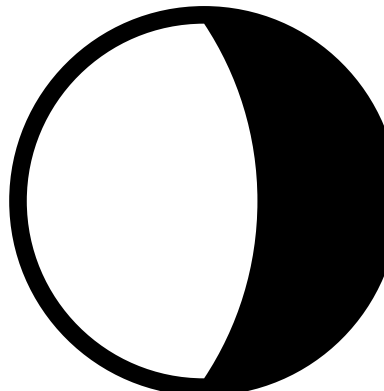
waxing gibbous



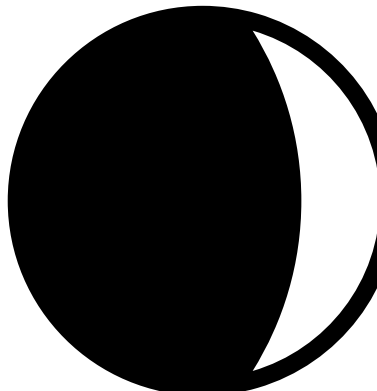
full moon



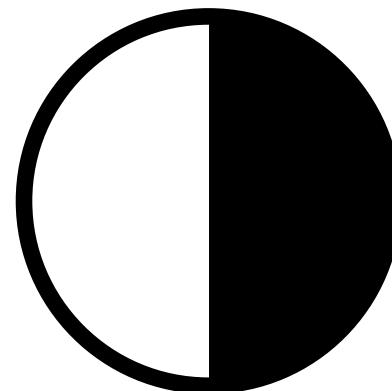
first quarter



waning gibbous



waxing crescent



last quarter

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.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.
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.