

JM FAMILY ENTERPRISES



Junie B. Jones^{The Musical}

CURRICULUM CONNECTIONS



Junie B. Jones *The Musical*

How to use Curriculum Connections:

Dear Teacher,

We appreciate you!

This guide can help in your classroom, whether before or after coming to see a play or musical it can be used to highlight important concepts. The curriculum connections introduced by the Broward Center for the Performing Arts are always aligned to the Florida Standards with the idea that they introduce another tool to effectively implement engaging methods to bring the page to the stage.

Curriculum Connections improve comprehension, help students organize information, and assist students' metacognition by enabling students to check for understanding. It is designed to be used before or after coming to the theater unless otherwise stated and may contain activities for certain grade levels (this will be clearly labeled).

Curriculum Connections will always contain a reminder of theater etiquette as well as a social emotional learning activity, and a Student-Family Cooperative Activity. The activities may be re-printed for individual use, used on smart boards as class activities, or in groups. It is suggested to discuss the play or musical as a class before your field trip.

Remember to follow us on Facebook and Instagram @Broward Center Education and use the QR code (below) for our Teacher's Lounge to receive insight about discounted tickets and information for you and your students!





Theater etiquette

It is often 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) at the end. This shows the performers that you respect and appreciate their work.



Junie B. Jones *The Musical* 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.

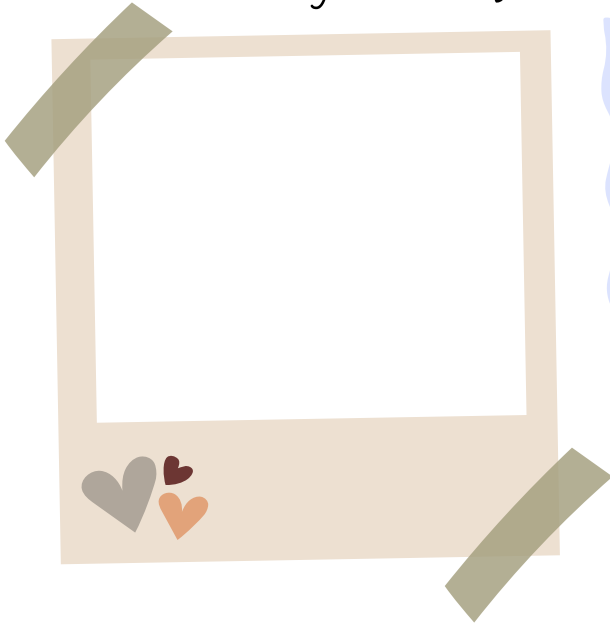
Now that Junie B. Jones has been going to school for over one-and-a-half years, who better to write the book on EVERYTHING you need to know? From bus rules and Band-Aids to carpools to cookies, Junie B. and her friends deliver the definitive word on surviving and thriving in style. With a jillion tips, 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!



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

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.



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 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.

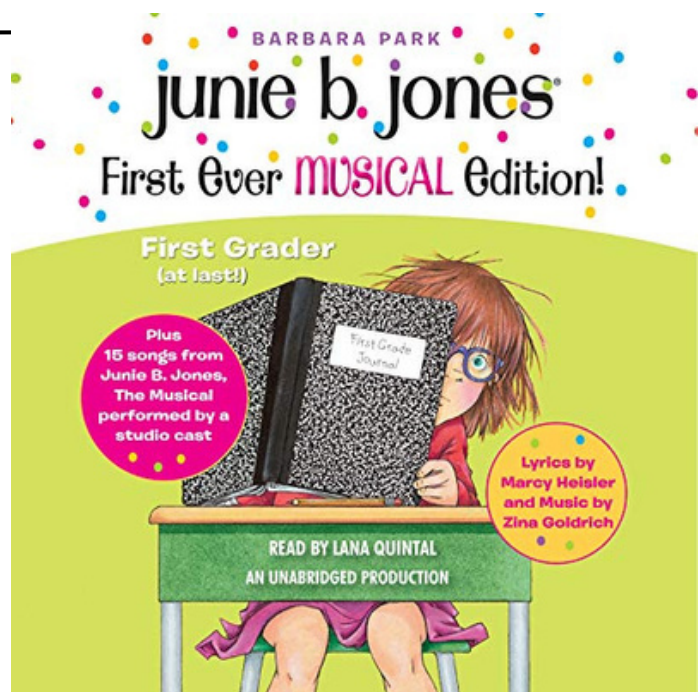


I feel excited.

Junie B. Jones:after the show

RECOUNT WRITING

Recount your field trip highlights:

[illegible]

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:

Junie B. Jones *The Musical*

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?

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.