

## **A Guide for Educators**

**to accompany Florida Rep's Touring Production**

Created by Christina DeCarlo, Education Associate

2016-2017

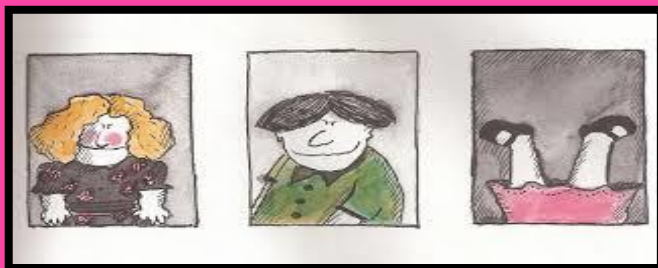
# INTRODUCTION

Florida Repertory Theatre is pleased to present *Miss Nelson is Missing* adapted by Joan Cushing, based off the book by Harry Allard and illustrations by James Marshal.

When paper airplanes and misbehaving children in Room 207 drive sweet Miss Nelson out of the classroom, her replacement, the evil Miss Viola Swamp, takes matters into her own hands. Miss Swamp terrifies the class, and with the help of Detective McSmogg, they begin to search high and low for the missing Miss Nelson! Based on the now classic children's book, join the search for Miss Nelson and see how the students of room 207 will survive with the detention-loving, recess-hating Miss Swamp!

Please use this study guide as a resource to explore the context of this story, make connections to the work of art, and explore activities that deepen learning.

We are thrilled to bring these characters to life and we hope you find this a helpful resource.



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# CAST AND CREATIVE TEAM

## CAST

**Miss Nelson/Viola Swamp:** Sarah Katherine Zanotti  
**Pop Hanson/Mr. Blandsford/McSmogg:** Brady Wease

**Adam:** Sam Bostic

**Allison:** Alexis Slocum

**Gregory:** Nate Ritsema

**Cheryl:** Ashley Chesler

## CREATIVE TEAM

**Director:** Jason Parrish

**Tour Manager:** Anna McCullers

**Scenic Designer:** Jordan Moore

**Scenic Charge:** Charlotte Alcorn

**Sound Designer:** John Kiselica

**Costume Designer:** Kim Griffin

**Prop Artisan:** Jonathan Borgia

# EDUCATION TEAM

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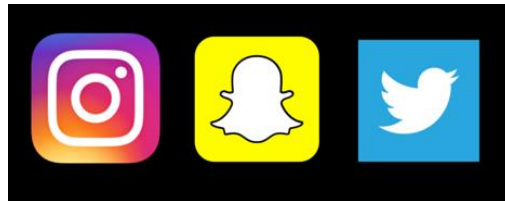
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Meet  
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## Joan Cushing

Joan Cushing is a former elementary school teacher and cabaret performer. She is best known for her political satirical revenue Mrs. Foggybottom & Friends, which opened in 1986 at New Playwrights Theatre.



More recently, she has adapted 13 popular children's books as musicals, receiving over 350 productions and 2 national tours: *Miss Nelson Is Missing!*, winner of the 2003 Nat'l Children's Theatre Festival; *Junie B. Jones & a Little Monkey Business!*; *Miss Nelson Has a Field Day!*; *Petite Rouge: A Cajun Red Riding Hood* (2007 NY Musical Theatre Festival); *Heidi* (w playwright Martha King De Silva); all commissioned by Imagination Stage.

In 2002 she worked with Young Playwrights Theatre to help turn their play *Pieces of Life*, written by local middle school students, into a musical, which was performed at the Kennedy Center and toured the D.C. schools.

According to TYA Magazine, she is "the most produced playwright in children's theatre" and *Miss Nelson Is Missing!* is "**the most produced play.**"



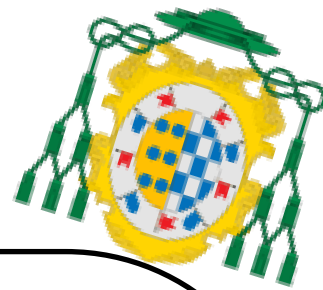
*Start a discussion with your class prior to reading the story:*

In this play, Miss Nelson's classroom is "out of control." They won't listen to Miss Nelson, they won't do their lessons, and they make fun of each other. A classroom is an important part of a child's life. It's a space where students learn not only about academic subjects, but also about social skills. One of the most important skills for a teacher to learn is classroom management. This allows teachers to set up their classroom so that everyone can learn in a comfortable environment, where both students and teachers are invested in what's going on in the classroom. Sometimes children turn to bad behavior when they are angry or bored, so teachers also learn how to understand their students and help them.

### **Discussion Questions:**

1. Have you ever been in a class or on a field trip where you thought the students were out of control? How did that affect what you were doing?
2. Who decides what is right or good behavior? Do you think those decisions are fair? Why or why not? Is there ever a time when it is OK to break the rules or "misbehave?"
3. How would you explain to someone from another culture how students are expected to act in your classroom?
4. What might you do if you were a teacher and your class refused to behave?

# ALMA MATER



What is an Alma Mater?

An Alma Mater is the anthem of a school, college or university. An Alma Mater is typically sung at sports games, graduations, or school events to celebrate school pride and values. In *Miss Nelson is Missing* the students of room 207 sing the Horce B. Elementary School Alma Mater to begin the school day:

HAIL TO THEE, OH ALMA MATER.  
WE ARE LOYAL, THROUGH AND THROUGH.  
PROUD TO BE YOUR SONS AND DAUGHTERS,  
TO YOUR COLORS WE ARE TRUE.  
GREEN IS FOR THE TREE OF KNOWLEDGE.  
GOLD IS FOR THE GOLDEN RULE.  
HAIL TO THEE, OH HORACE B.  
ELEMENTARY SCHOOL  
HAIL TO THEE, OH HORACE B.  
ELEMENTARY SCHOOL!  
FOR PEARLS OF WIDSOM, WE ARE YEARNING,  
AND OUR TEACHERS WE RESPECT.  
EAGER TO ENGAGE IN LEARNING  
OUR MODELS OF GOOD CONDUCT, WE.  
THE PRIDE OF OUR COMMUNITY.  
HAIL TO THEE, OH HORACE B.  
ELEMENTARY SCHOOL! REPORT CARDS DO REFLECT.

Do you think the students of room 207 follow the values of the Horce B. Elementary School Alma Mater? Why or Why Not?

Think  
about  
it!

# Activity

Write an Alma Mater for your school in the space provided below. Be sure to include your school's name, mascot, and colors. If your school already has an Alma Mater or school pledge write the pledge in the space provided below. Would you make any changes to your school pledge? Why or why not?

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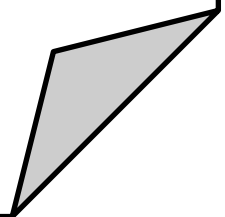
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# WHAT IF?

The students of room 207 have many ideas of what could have happened to Miss Nelson. See below for excerpts from the script:

ALLISON

*(Sings)*

WHAT IF  
SHE WAS  
GOBBLED BY A SHARK!  
THAT WOULD BE  
TERRIBLE!

ADAM

*(Sings)*

WHAT IF  
SHE GOT  
SUCKED UP BY A VACUUM!  
THAT WOULD BE  
REALLY GROSS!

ADAM

OH YEAH!

CHERYL

*(Sings)*

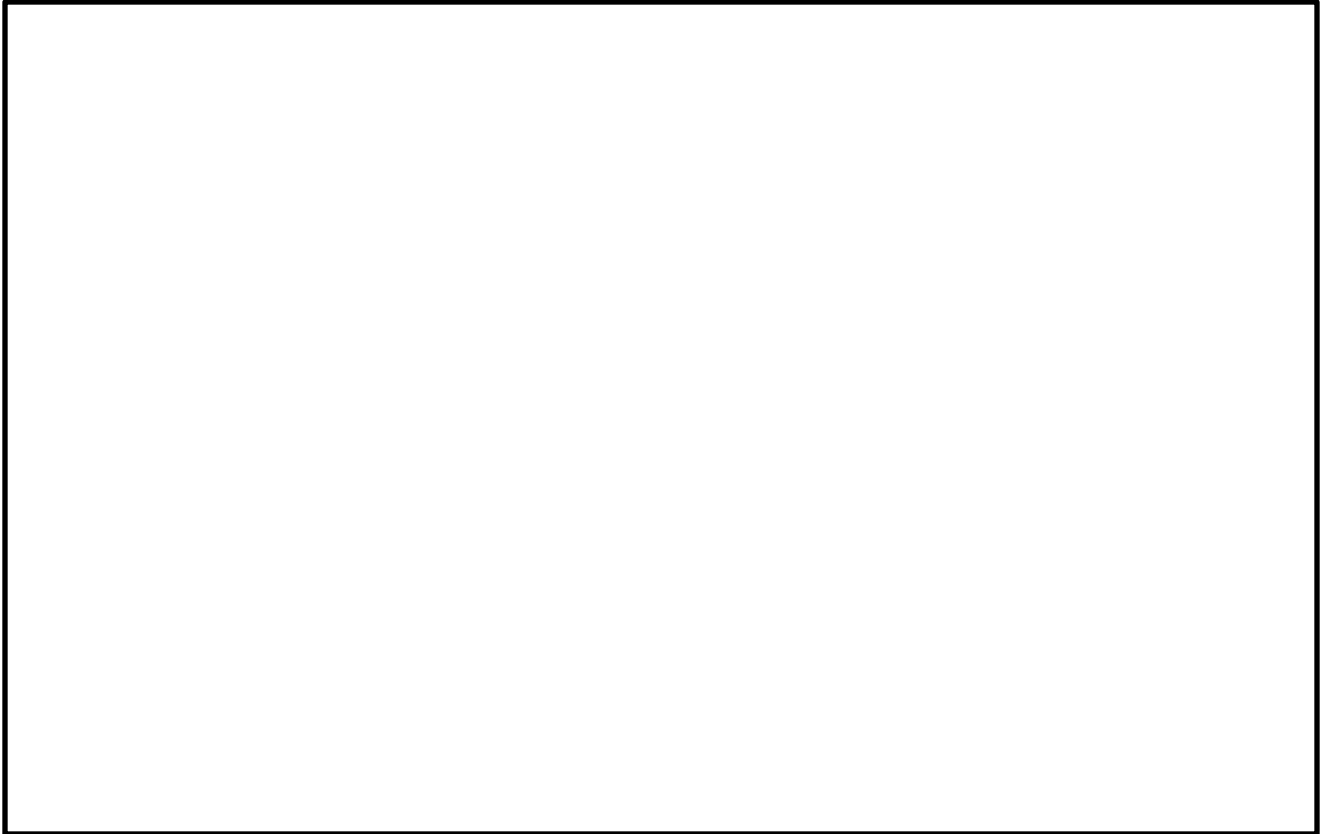
WHAT IF  
SHE WAS  
SQUIRTED BY A SKUNK!  
THAT WOULD BE  
EVEN WORSE!

GREGORY

WHAT IF  
SHE WAS  
STOLEN BY A SWARM  
OF ANGRY BUTTERFLIES!

Break up the class into groups of four and assign each group member a part from the excerpt. Have each group read aloud the excerpt. Think about the emotions the students of room 207 are feeling and express their emotions when reading the words aloud. Ask various groups to read a loud for the class!

What do **YOU** think could have happened to Miss Nelson? In the space provided below write down and draw a picture of what you think could of happened to Miss Nelson!



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# CHARACTER ANALYSIS

List words and phrases that describe **Miss Nelson**

**How She Looked**

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---

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---

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**How She Acted**

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**Phrases she said and why she said them**

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# CHARACTER ANALYSIS

List words and phrases that describe **Miss Viola Swamp**

**How She Looked**

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**How She Acted**

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**Phrases she said and why she said them**

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# SIMILARITIES and DIFFERENCES

What does it mean to Compare and Contrast?

**Compare** means “find the similarities” and **Contrast** means “find the differences”



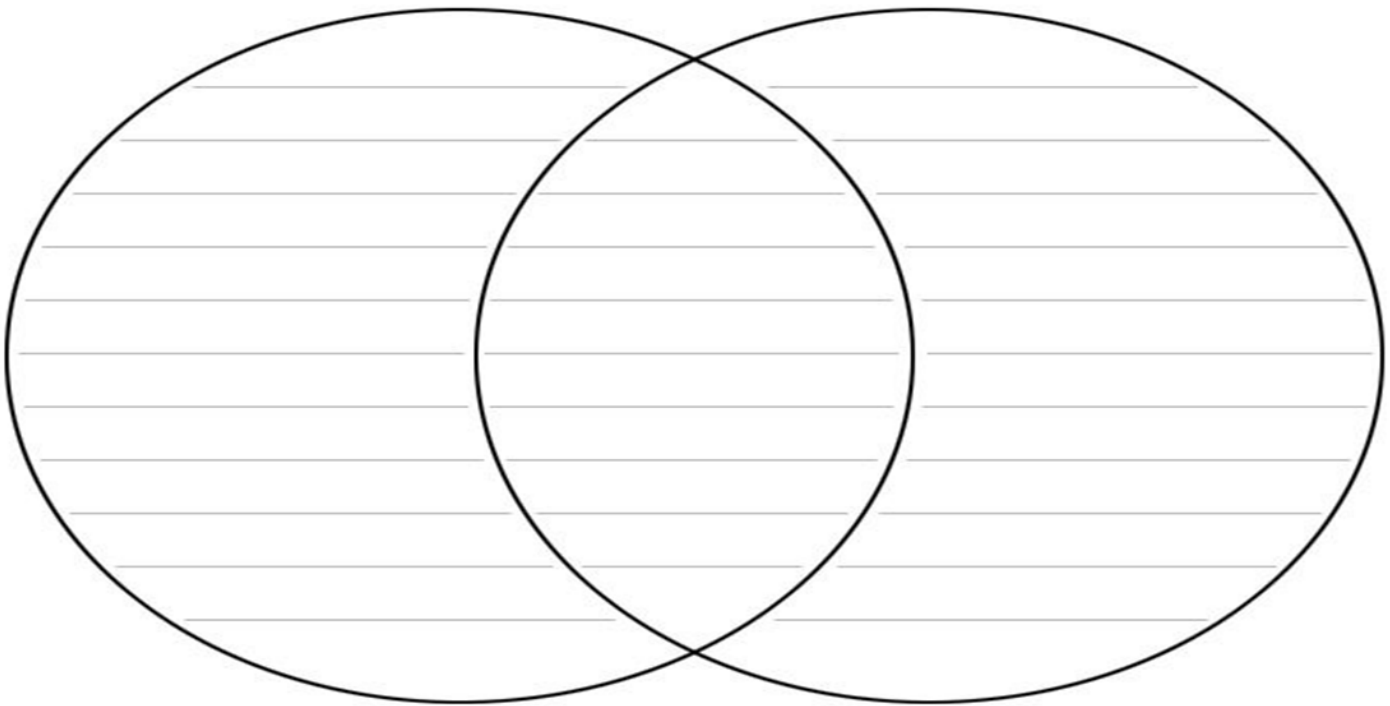
Often times Venn diagrams are used to **compare** and **contrast** topics, stories, characters, and much more! Venn diagrams were invented by an English logician named John Venn and are visuals which consist of two or more circles or ovals that intersect in the middle. The *differences* of each topic you are studying are written into the circles that do not intersect and the *similarities* are written into the overlapping section of the diagram.



USE THE VENN DIAGRAM PROVIDED BELOW TO  
*compare and contrast*  
MISS NELSON AND MISS VIOLA SWAMP

Miss Nelson

Miss Viola Swamp



Imagine a third oval was added to this Venn diagram. Which character from *Miss Nelson is Missing* would you want to add? Why?

Think  
about it!

# McSMOGG IS ON THE JOB!

The students of Room 207 seek the help of **Detective** McSmogg to find Miss Nelson.

A **detective** is a person whose job is to investigate and solve crimes.

Detectives use Missing Persons Posters to let the community know someone has gone missing. The poster includes a current picture of the missing person, their age, height, eye color, hair color, where they were last seen, and the date of their disappearance.



## Activity

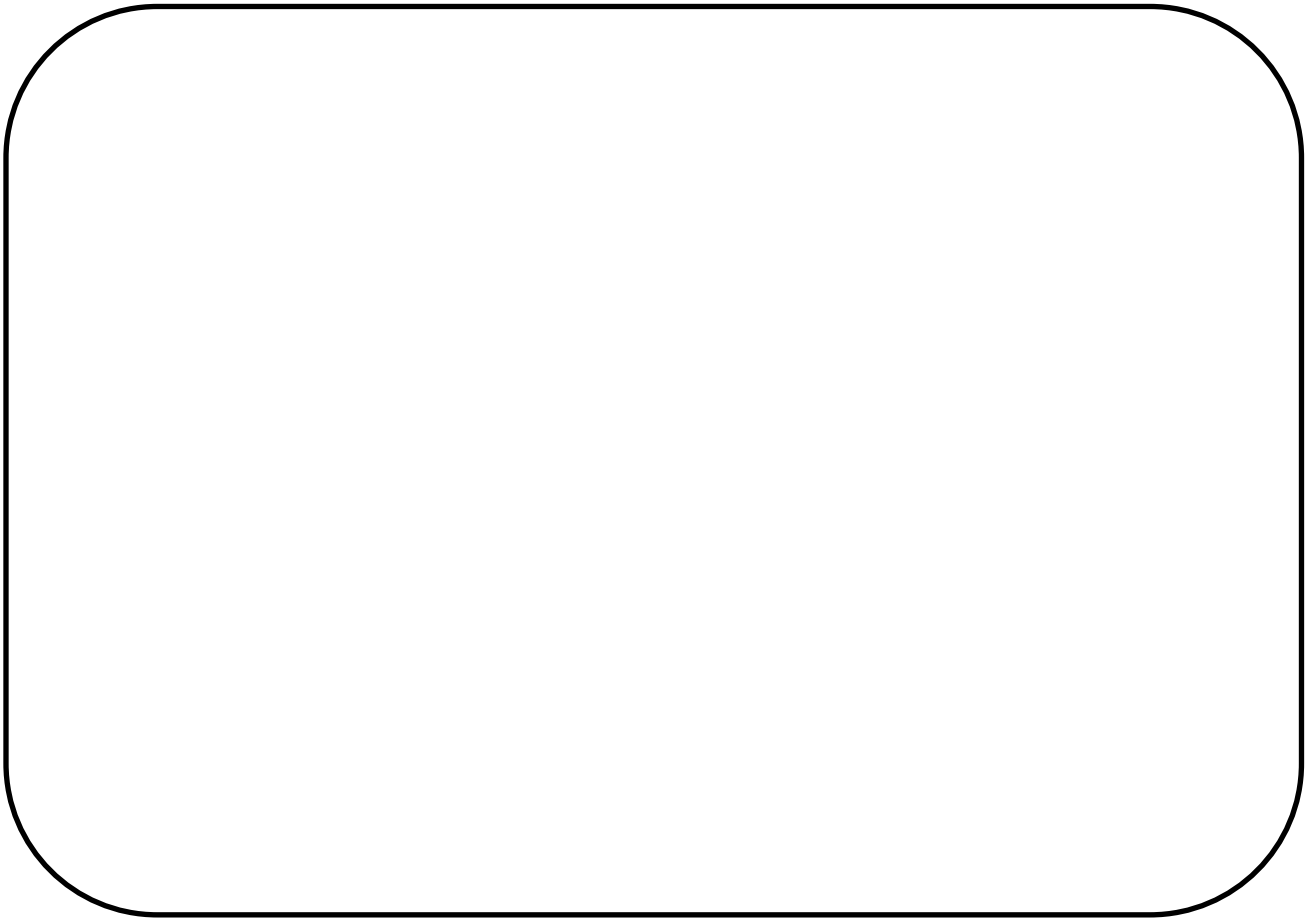
Using the template provided on the next page help detective McSmogg and the kids of room 207 by creating a Missing Persons Poster of Miss Nelson, be sure to color the picture! Once the posters are done hang them around the classroom.

Why do you think it is important to provide all of these details on a Missing Persons Poster? What other information may be useful on a Missing Persons Poster?

**Think  
about it!**

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# Is MISSING!



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If found please contact the Kids of Room 207!

# WHERE IN THE WORLD IS MISS NELSON?

Detective McSmogg tells the class of room 207 he will search everywhere for Miss Nelson! But, where in the world is he going?



**Botswana** is a landlocked country in southern Africa.

**Sands of Arabia:** is located in Southwestern Asia and covers the vast majority of the Arabian Peninsula. The Arabian desert is the largest desert area in Asia covering about 900,000 square miles.

**The English Channel** is a part of the Atlantic Ocean, and it separates the island of Britain (From northern France and joins the North Sea to the Atlantic Ocean.)

**Himalaya of Tibet:** refers to the great mountain range of Asia; ranging east to west from Afghanistan through Pakistan to India into Nepal, Tibet through Bhutan and ending in Burma.

**Antarctica:** is the southernmost continent and site of the South Pole, is an ice-covered landmass.

## Classroom activity

What you will need:  
Globe  
Paper  
Markers  
Tape

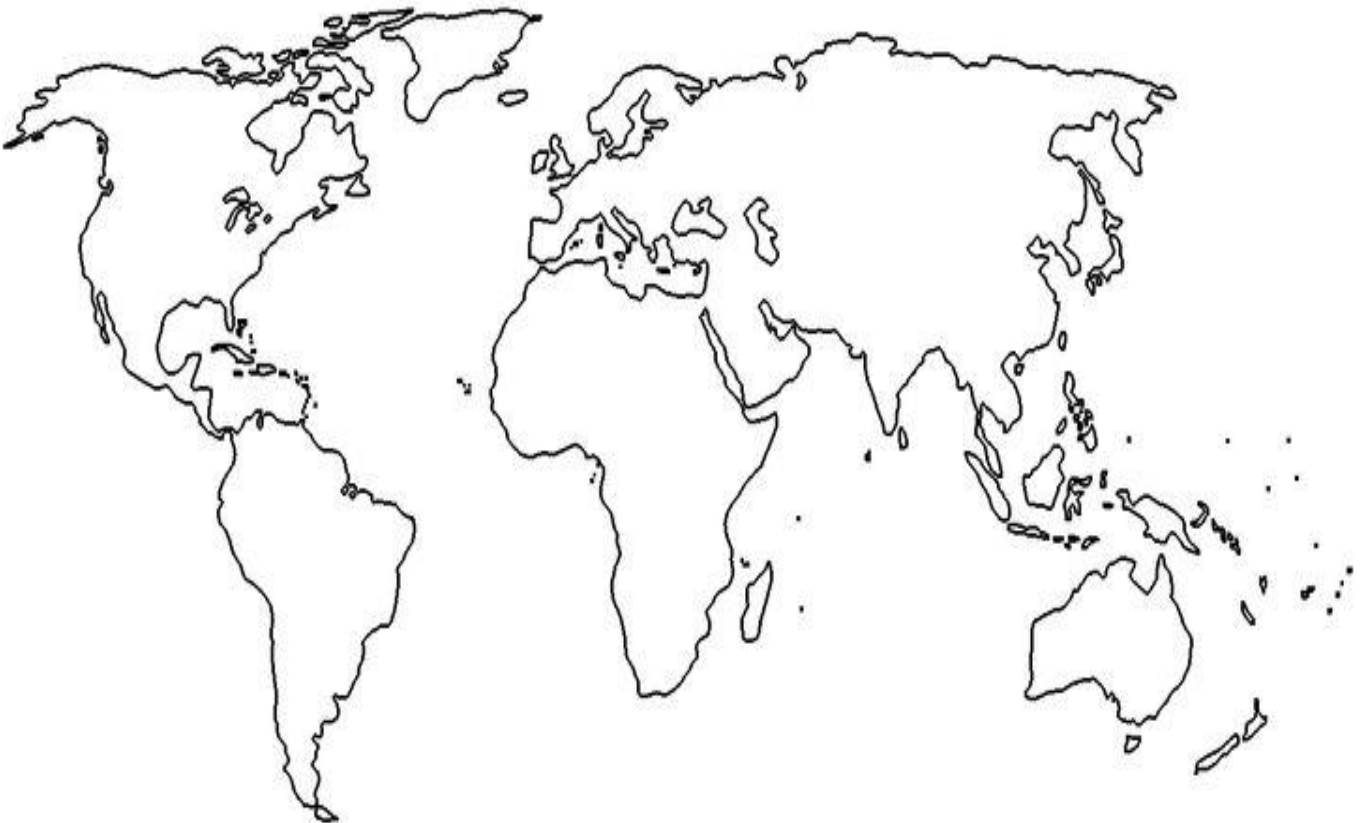
As a class locate everywhere Detective McSmogg is searching for Miss Nelson on the world globe. Write the name of the location on a small piece of paper and tape it on the correct location of the globe.

# SEARCHING THE WORLD FOR MISS NELSON

## Geography Student Worksheet

Detective McSmogg is determined to find Miss Nelson. He is even willing to search the seven continents for the missing teacher. On the world map below, locate and label the following continents. Color each continent a different color.

Africa Antarctica Asia Australia Europe North America South America



## Where in the World is Miss Nelson?

In addition to Botswana, Sands of Arabia, English Channel, Himalaya of Tibet, and Antarctica Detective McSmogg will also search the **Seven Wonders of the World** for Miss Nelson.

## What are the Seven Wonders of the World?

Let's begin with the Seven Wonders of the Ancient World. The Seven Wonders of the Ancient World are amazing elaborate pyramids, structures, and temples that were built thousands of years ago without the technology or equipment we have today. The following are the ancient world wonders: The Great Pyramid of Egypt, The Hanging Gardens of Babylon, Temple of Artemis at Ephesus, The Statue of Zeus, The Tomb of Maussollos at Halicarnassus, Colossus at Rhodes and The Lighthouse of Alexandria. The Great Pyramid of Egypt is the only structure that still remains standing today and is located in Al Haram, Giza Governorate, Egypt.

The Great Pyramid of Egypt was built sometime around 2560 BC and originally was 450 feet tall. An estimate of 360,000 men built the pyramids and it took up to 20 years to complete!



## Where in the World is Miss Nelson?

*In 2007, seven new structures were announced as the Seven Wonders of the World. The following are the new Seven Wonders of the World:*

**Christ Redeemer:** This 38 meter statue is located on top Corcovado mountain in Rio de Janeiro, Brazil.

**The Great Wall of China:** Located in China the great wall is largest man-made monument ever to have been built. The great wall stretches throughout 13,170.69 miles!

**Machu Picchu:** This city was built halfway up the Andes Plateau located in the Amazon Jungle of Peru during the 15th century. Known as the city in the clouds Machu Picchu was lost for about three centuries until it was rediscovered in 1911 by American explorer Hiram Bingham.

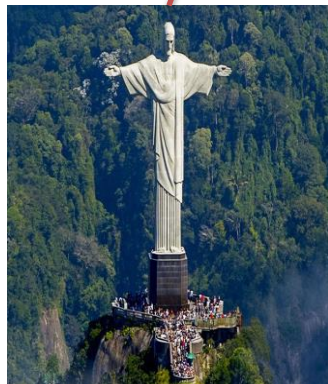
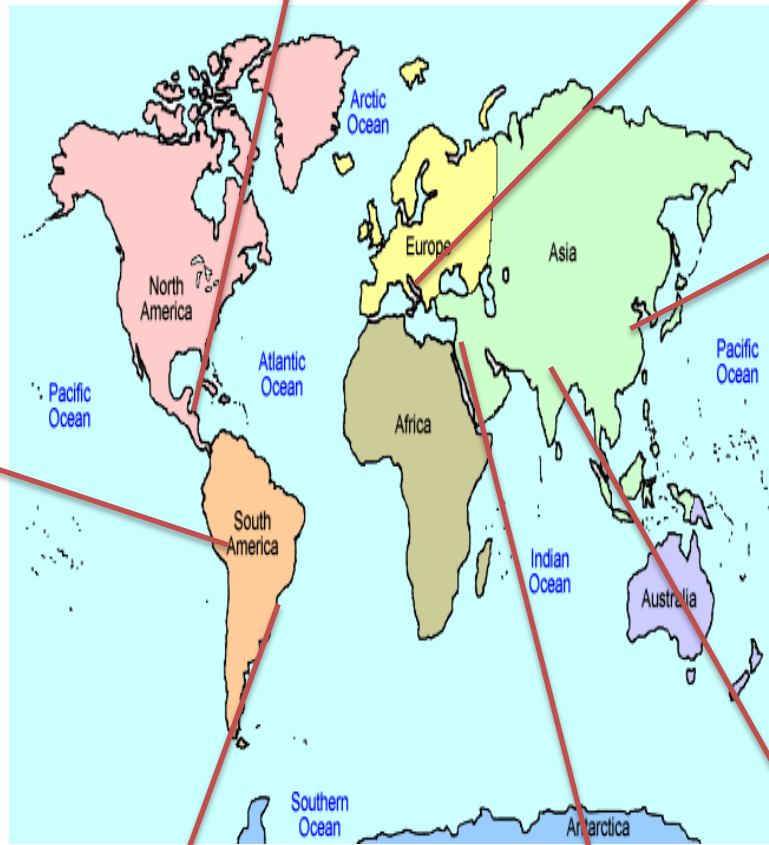
**Petra:** Petra is a city located on the edge of the Arabian Desert in Jordan. Petra was the capital of the Nabataean empire and was built with tunnels and water chambers throughout the city. In addition, Petra also includes a theatre with seating for 4,000 audience members.

**Pyramid at Chichén Itzá:** Located in Yucatan Peninsula, Mexico Chichén Itzá is believed to be the largest Mayan temple built. The four sides of the pyramid contain 365 steps representing the solar year.

**Roman Colosseum:** The colosseum is located in Rome, Italy and is the largest amphitheater in the world measuring in at 189m long, 156m wide and 50m high. The colosseum contains 80 entrances and could seat up to 50,000 spectators!

**Taj Mahal:** The Taj Mahal which means “crown of palaces” is located in Agra, India. The Taj Mahal was built out of white marble and took over 20 years to complete. The Taj Mahal was built in honor of Mughal emperor Shah Jahan’s late wife Mumtaz Mahal.

Help Detective McSmogg locate where each wonder of the world is on the map! Write the name of the monument by the picture in the space provided.





*Start a discussion with the class after reading the story:*

After reading *Miss Nelson is Missing* and watching Florida Rep's touring performance of the beloved story, what difference and similarities did you notice in the plot, characters, and theme? Do you think the kids of room 207 learned a lesson? What lesson did they learn?

### Discussion Questions:

1. Why was Miss Nelson missing?
2. How did the children of room 207 treat Miss Nelson?
3. What did Miss Nelson's class need in order to create a better learning environment?
4. What rules did the class constantly break?
5. How did breaking the rules affect the whole class environment?
6. How do our classroom rules compare to Miss Nelson's class rules?

# Critical Review



Using the space below, write your own review of the performance. What did you like? What did you not like? Why? Would you tell your friend to go see it? Try to incorporate the theatre vocabulary into your review.

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## Theatre Vocabulary

- 1. Role-** the character(s) played by an actor.
- 2. Props-** items held by actors such as the bag of wind or oars of a boat.
- 3. Script-** the written words of a play the actors memorize their lines from.
- 4. Climax-** the height and “changing point” of the story.
- 5. Blocking-** the physical movement of actors. Where they stand and when they move.
- 6. Costumes-** what the actors wear, including accessories such as a crown.
- 7. Playwright-** the author of the play.
- 8. Improvisation-** acting without scripted lines. Similar to ad-libbing, meaning to make something up on the spot.
- 9. Fourth Wall-** the imaginary division between the audience and the actors. When actors speak directly to the audience, it is called “breaking the fourth wall.”
- 10. Dialogue-** the words spoken between 2 or more characters. A conversation.
- 11. Monologue-** a series of lines spoken by one actor only. They may be speaking to another on stage character, or may be alone on stage.

CPALMS

# Making Connections



## Making Connections

# About the Playwright:

Kindergarten: LAFS.K.RI.2.6

With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

First Grade: LAFS.K12.R.4.10

Read and comprehend complex literary and informational texts independently and proficiently.

Second Grade: LAFS.2.RI.1.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Third Grade: LAFS.3.RI.2.6

Distinguish their own point of view from that of the author of a text.

Fourth Grade: LAFS.4.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Making Connections

# About the Playwright:

Fifth Grade: LAFS.5.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Making Connections

# Discussion Questions:

Kindergarten: LAFS.K.RL.1.1

With prompting and support, ask and answer questions about key details in a text.

First Grade: LAFS.1.RI.1.2

Identify the main topic and retell key details of a text.

First Grade: LAFS.1.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Second Grade: LAFS.2.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

## Making Connections

# Discussion Questions:

Third Grade: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion.

Fourth Grade: LAFS.4.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

## Discussion Questions:

Fifth Grade: LAFS.5.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

## Making Connections

# Alma Mater:

Kindergarten: LAFS.K.RI.2.4

With prompting and support, ask and answer questions about unknown words in a text.

First Grad: LAFS.1.W.2.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Second Grade: LAFS.2.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Third Grade: LAFS.3.W.2.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Fourth Grade: LAFS.K12.W.2.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Making Connections

# Alma Mater:

Fifth Grade: LAFS.5.W.2.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## Making Connections

# What If:

Kindergarten Standards:

LAFS.K.RL.4.10

Actively engage in group reading activities with purpose and understanding.

First Grade: TH.1.S.3.1

Use simple acting techniques to portray a person, place, action, or thing.

Second Grade: LAFS.2.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Third Grade: LAFS.3.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Making Connections

# What If:

Fourth Grade: LAFS.K12.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Fifth Grade: LAFS.K12.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Making Connections

# What do you think happened?

Kindergarten: LAFS.K.SL.2.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

First Grade: LAFS.1.SL.2.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Second Grade: LAFS.2.RL.1.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Third Grade: LAFS.3.RI.2.6

Distinguish their own point of view from that of the author of a text.

Fourth Grade: LAFS.K12.R.1.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## Making Connections

What do you think happened?

Fifth Grade: LAFS.K12.W.1.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Making Connections

# Character Analysis

Character Analysis:

K-12 LAFS.K12.R.1.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## Making Connections

### Compare and Contrast-Venn Diagram:

Kindergarten: LAFS.K.RI.1.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

First Grade: LAFS.1.RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

First Grade: LAFS.1.RL.3.9

Compare and contrast the adventures and experiences of characters in stories.

Second Grade: LAFS.2.RL.3.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Third Grade: LAFS.3.RL.1.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Fourth Grade: LAFS.4.RL.1.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

## Making Connections

### Compare and Contrast-Venn Diagram:

Fifth Grade: LAFS.5.RL.1.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

## Making Connections

# Missing Persons Poster

Kindergarten: VA.K.S.3.2  
Practice skills to develop craftsmanship.

First Grade: VA.1.F.3.1  
Describe the use of art to share community information.

Second Grade: VA.2.C.2.1  
Use appropriate decision-making skills to meet intended artistic objectives.

Third Grade: VA.3.F.3.1  
Create artwork that communicates an awareness of events within the community.

Fourth Grade: VA.4.F.3.1  
Create art to promote awareness of school and/or community concerns.

Fifth Grade: VA.5.F.3.1  
Create artwork to promote public awareness of community and/or global concerns.

## Making Connections

### Where in the world is Miss Nelson Activity and worksheet:

Kindergarten: SS.K.G.1.4

Differentiate land and water features on simple maps and globes.

First Grade: LAFS.1.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Ask questions to clear up any confusion about the topics and texts under discussion.

First Grade: Solve age-appropriate problems (e.g., puzzles and logical thinking programs) with or without technology (i.e., computational thinking).

Second Grade: SC.K2.CS-CS.2.2

Solve age-appropriate problems (e.g., puzzles and logical thinking programs) with or without technology (i.e., computational thinking).

## Making Connections

Where in the world is Miss Nelson  
Activity and worksheet:

Third Grade: SS.3.G.1.3

Label the continents and oceans on a world map.

Fourth Grade: LA.4.4.2.2

The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;

Fifth Grade: LA.5.4.2.2

The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;

## Making Connections

### 7 wonders of the world:

Kindergarten: SS.K.G.1.2

Explain that maps and globes help to locate different places and that globes are a model of the Earth.

First Grade: SS.1.G.1.4

Identify a variety of physical features using a map and globe.

Second Grade: SC.K2.CS-CS.1.3

Describe how models represent a real-life system (e.g., globe or map).

Third Grade: LAFS.3.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Fourth Grade: LAFS.4.RI.4.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Fifth Grade: SS.5.G.1.4

Construct maps, charts, and graphs to display geographic information.

## Making Connections

### Post Show Discussion Questions:

Kindergarten: TH.K.O.3.1

Compare a story that is read to one that is acted out.

First Grade: LAFS.1.RI.1.2

Identify the main topic and retell key details of a text.

Second Grade: LAFS.2.RL.1.3

Describe how characters in a story respond to major events and challenges.

Third Grade: TH.3.S.1.2

Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.

Fourth Grade: LAFS.4.RL.1.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Fourth Grade: LAFS.4.RL.3.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Fifth Grade: LAFS.5.RL.1.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

## Making Connections

### Critical Review:

Kindergarten: TH.K.C.2.1

Respond to a performance and share personal preferences about parts of the performance.

First Grade: TH.1.C.3.1

Share opinions about selected plays.

Second Grade: LAFS.2.W.1.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Third Grade: LAFS.3.W.1.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Provide reasons that support the opinion.

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

Provide a concluding statement or section.

## Making Connections

### Critical Review:

Fourth Grade: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

Provide a concluding statement or section related to the opinion presented.

#### Fifth Grade: LAFS.5.W.1.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Provide logically ordered reasons that are supported by facts and details.

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

Provide a concluding statement or section related to the opinion presented.

# RESOURCES

## Reference Websites:

<http://www.joancushing.com/bio.html>

<http://www.himalayanfootsteps.com/destinations/where-are-the-himalayas/>

<http://www.sciencekids.co.nz/sciencefacts/engineering/tajmahal.html>

[https://www.travelchinaguide.com/china\\_great\\_wall/facts/how-long.htm](https://www.travelchinaguide.com/china_great_wall/facts/how-long.htm)

<http://world.new7wonders.com/?n7w-page=new7wonders-of-the-world>

<http://www.ngkids.co.uk/history/colosseum>

<http://easyscienceforkids.com/all-about-the-seven-wonders-of-the-ancient-world/>

<http://kids.nationalgeographic.com/explore/history/seven-wonders/#Pyramids-at-Giza.png>

## Books for Reference

Gail E. Tompkins *50 Literacy Strategies Step by Step* Fourth Edition. Pearson 2013