

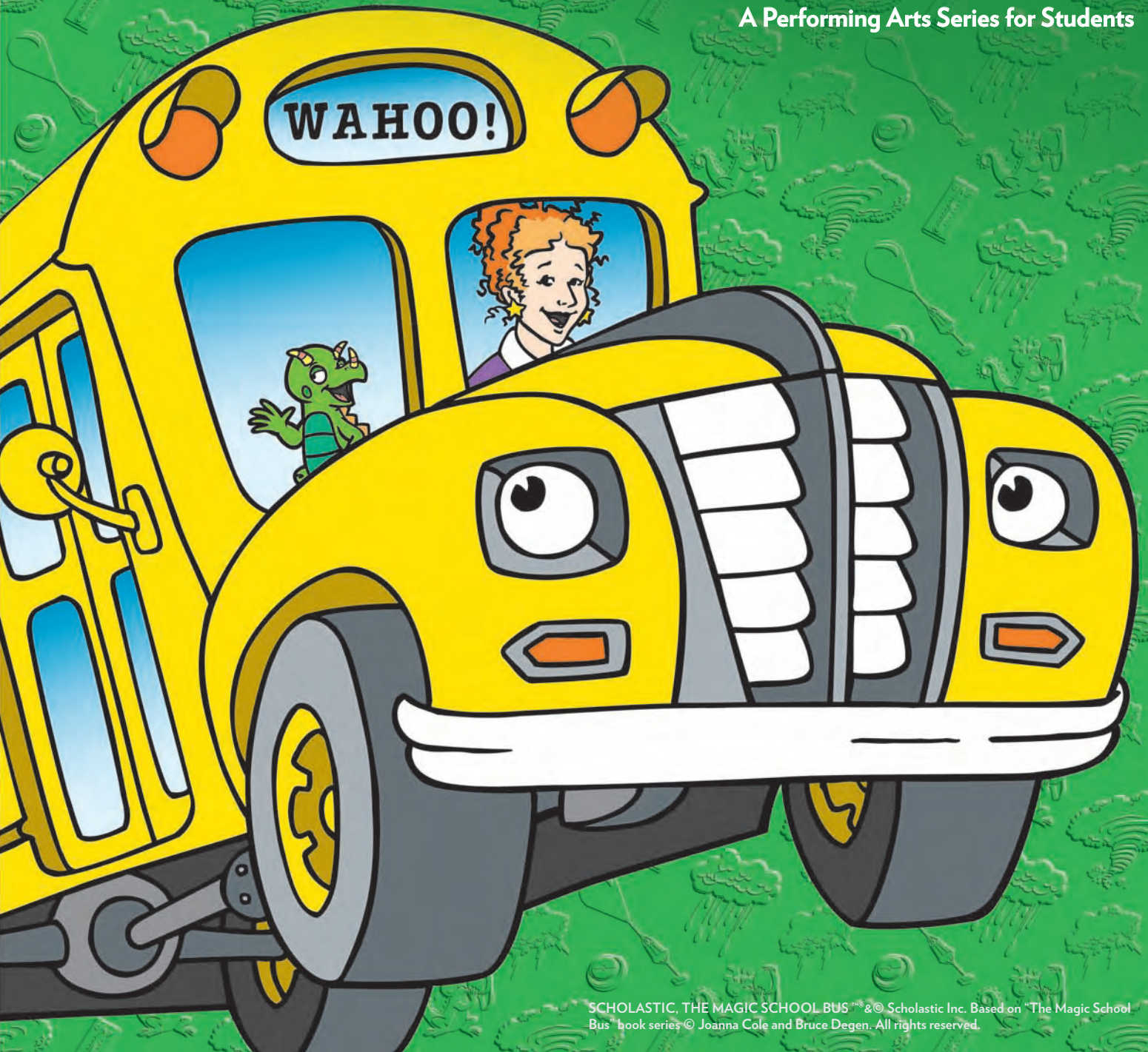
Overture Center
FOR THE ARTS

RESOURCE GUIDE

2011/12 Season

OVERTURE ONSTAGE

A Performing Arts Series for Students



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The Magic School Bus – Live! | FRI, JAN 20, 2012



ABOUT OVERTURE CENTER FOR THE ARTS

RESIDENT ORGANIZATIONS

Bach Dancing and Dynamite Society
Children's Theater of Madison
Kanopy Dance Company
Li Chiao-Ping Dance Company
Madison Ballet
Madison Opera
Madison Symphony Orchestra
Wisconsin Academy's
James Watrous Gallery
Wisconsin Chamber Orchestra

Overture Center for the Arts fills a city block in downtown Madison with world-class venues for the performing and visual arts. Made possible by an extraordinary gift from Madison businessman W. Jerome Frautschi, the center presents the highest-quality arts and entertainment programming in a wide variety of disciplines for diverse audiences. Offerings include performances by acclaimed classical, jazz, pop, and folk performers; touring Broadway musicals; quality children's entertainment; and world-class ballet, modern and jazz dance. Overture Center's extensive outreach and educational programs serve thousands of Madison-area residents annually, including youth, older adults, people with limited financial resources and people with disabilities. The center is also home to nine independent resident organizations.

Internationally renowned architect Cesar Pelli designed the center to provide the best possible environment for artists and audiences, as well as to complement Madison's urban environment. Performance spaces range from the spectacular 2,250-seat Overture Hall to the casual and intimate Rotunda Stage. The renovated Capitol Theater seats approximately 1,110, and The Playhouse seats 350. In addition, three multi-purpose spaces provide flexible performance, meeting and rehearsal facilities. Overture Center also features several art exhibit spaces. Overture Galleries I, II and III display works by Dane County artists. The Playhouse Gallery features regional artists with an emphasis on collaborations with local organizations. The Wisconsin Academy of Sciences, Arts and Letters' Watrous Gallery displays works by Wisconsin artists, and the Madison Museum of Contemporary Art offers works by national and international artists.

RESOURCE GUIDE CREDITS

Executive Editor	Beth Racette
Writer/Designer	Alanna Reeves

Dear Teachers,

In this resource guide, you will find valuable information that will help you apply your academic goals to your students' performance experience. We have included suggestions for activities that can help you prepare students to see this performance, ideas for follow-up activities and additional resources you can access on the web. Along with these activities and resources, we've also included the applicable Wisconsin Academic Standards in order to help you align the experience with your curriculum requirements.

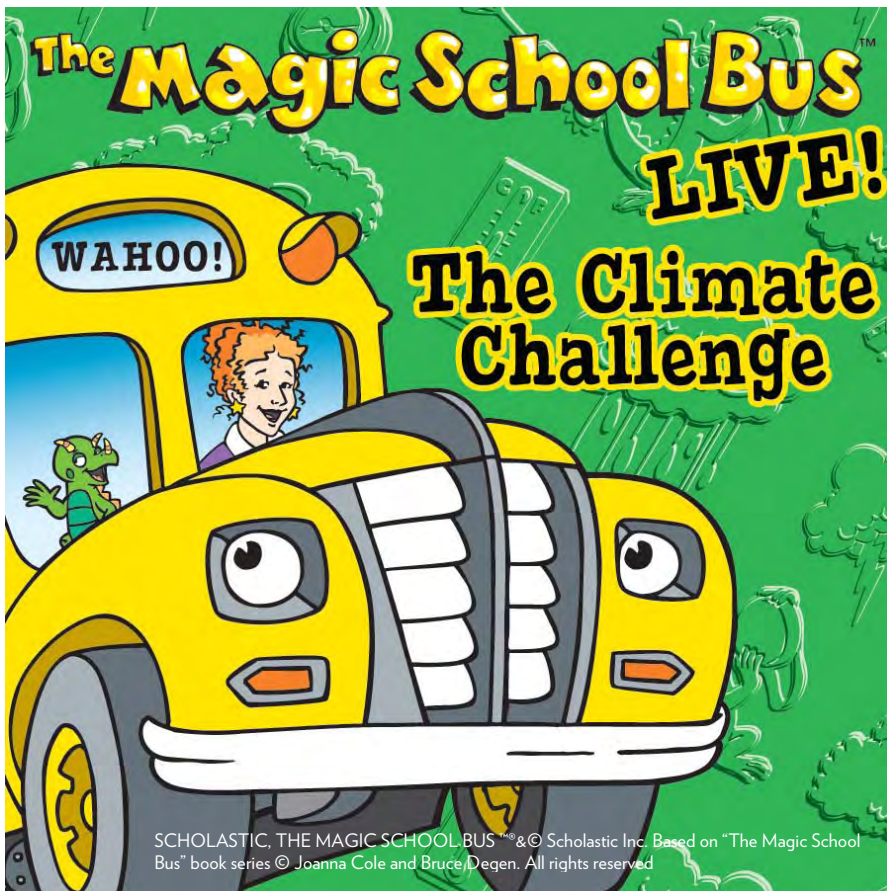
This Educator's Resource Guide for this Onstage performance of *The Magic School Bus Live! The Climate Challenge* is designed to:

- Extend the scholastic impact of the performance by providing discussion ideas, activities and further reading that promote learning across the curriculum;
- Promote arts literacy by expanding students' knowledge of music, dance, storytelling and theatre;
- Illustrate that the arts are a legacy reflecting the values, custom, beliefs, expressions and reflections of a culture;
- Use the arts to teach about the cultures of other people and to celebrate students' own heritage through self-reflection;
- Maximize students' enjoyment and appreciation of the performance.

We hope this performance and the suggestions in this resource guide will provide you and your students opportunities to apply art learning in your curricula, expanding it in new and enriching ways.

Enjoy the Show!

Overture Center Department of Education & Community Engagement

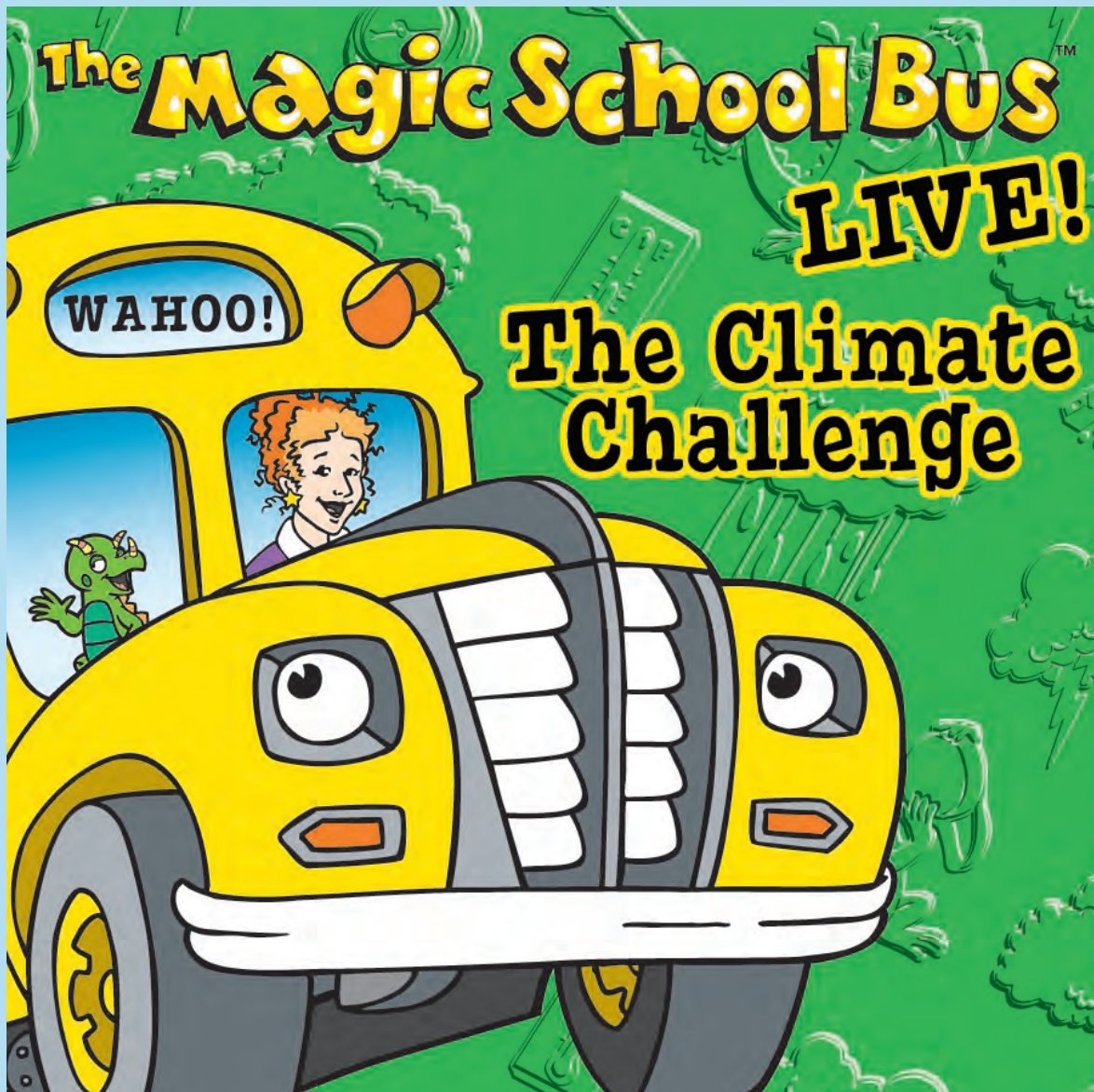


We Want Your Feedback!

OnStage performances can be evaluated online! Evaluations are vital to the future and funding of this program. Your feedback educates us about the ways the program is utilized and we often implement your suggestions. [CLICK HERE](#) to fill out an evaluation. We look forward to hearing from you.

See page two for the table of contents!

Study Guide for
The Magic School Bus Live!
The Climate Challenge



Presented by Maximum Entertainment
in Association with Bay Area Children's Theatre
and Oregon Children's Theatre

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Go Green with Your Class

To help reverse the effects of climate change on our planet, we all have to work together because “tiny stuff matters.”



1. **RECYCLE**-Start a schoolwide recycling program for paper, glass and aluminum. If your school already recycles, start a campaign reminding your school community that it is important to re-use as well as recycle. Use both sides of paper, create art projects out of used items like egg crates, plastic water bottles and grocery bags.
2. **LETTER WRITING**-Write letters or send emails to your congress representative, city council member, mayor, governor and the President of the United States asking him or her to support measures that help the earth.
3. **WALK or RIDE**- Start a “walk-or-ride to school day” once per week when everyone in school walks, rides a bike, takes the bus or carpools.
4. **EDUCATE**-Write and perform a play about the environment.
5. **LOCAL PRODUCE**-Take a field trip to a farm or farmer’s market to learn about how crops go from the field to the stores in your area.
6. **TURN OFF LIGHTS**-Appoint a designated “energy-saver” whose job is to turn off the classroom lights when the class leaves for recess or enrichment.

About This Production

Who makes the show happen?

The *Director* is Tracy. Tracy is in charge of telling the actors where to go on stage and how to make their characters interesting. She is the person who makes sure everyone is doing a good job telling the story of the play.

The *Actors* are all of the people you see on the stage. They work together as a team to rehearse the play, memorize their lines and learn their songs. All of the actors went to school to learn how to perform.

The *Playwright and Composer* is Scott. Scott writes all of the music for the show and all of the words that the actors speak. He also writes the lyrics, or the words that the actors sing. He also writes stage directions which help the director know what the actors should be doing while they say their lines. Scott read the *Magic School Bus* book very closely to find all of the most important facts and stories.

The *Choreographer* is Nicole. Nicole creates all of the dances in the show and then teaches them to the actors. She works very closely with the Director and the Music Director to help tell the story of the play through movement.

The *Music Director* is Sean. Sean teaches all of the music to the actors and helps them find the best way to sing the songs and the harmonies. A harmony is when two people are singing different notes at the same time and when you hear them together they sound beautiful. Sean works with the Composer to make sure he is doing the best job possible with the music!

The *Set Designer* is Emily. Emily creates the world where the actors tell the story. She imagines and draws all of the pieces that you see on the stage. For this production Emily has an extra challenge to use as many natural or recycled materials as possible.

The *Costume Designer* is Ulises. Ulises imagines the clothes that the actors are wearing to help become the characters. He draws and then sews the clothing.

The *Projection Designer* is Lloyd. Lloyd chose all of the pictures and movies that were played during the show. Lloyd works with Scott, the playwright and Tracy, the director to decide which kind of picture goes where in the script.

Fun Fact:
Penguins live on many continents, including South America, Africa and Australia, but the majority of the species lives in Antarctica.

Pre-Show Classroom Activities and Discussions

Discussion Questions:

What is theatre? What is the difference between live theatre and a movie or television?

Imagine you are an actor on stage.

What kind of part would you like to play?

How would you like the audience to respond to your performance?

Why do we applaud at the end of a performance?



Class Activity: Going to See a Show

Select four volunteers to act as “performers.” Select two volunteers to act as “stagehands.” The rest of the class will act as the “audience.”

Step 1: Stagehands flash the lights in the classroom to indicate the performance is starting. And say the line “Everyone please take your seats.”

Step 2: Performers enter by standing in front of the class. All of the performers sing “Twinkle Twinkle Little Star” or any other song or poem that everyone in the class knows.

Step 3: The Audience applauds at the conclusion of the performance.

Step 4: The Performers bow.

Step 5: The Stagehands flicker the lights to indicate the end of the show.

Step 6: Rotate participants.

Post-Show Classroom Activities and Discussions

Discussion Questions:

What was the play about?

Were there differences between the story in the book and the story in the play?

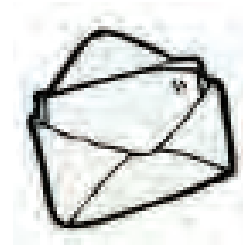
What parts of the play were the most exciting?

Which character did you enjoy the most? Why?

Why do you think the director chose to use projections (giant pictures) along with live actors?

Writing and Drawing Activity:

Each student writes a letter to Ms. Frizzle.



Dear Ms. Frizzle,

My favorite part of the play was _____

While watching your play I felt _____

because _____

I have drawn a picture of the scene when _____

If I could be in your play, I would like to play the part of _____
because _____.

After seeing your play, I plan to _____
to do my part to GO GREEN!

Sincerely,

After writing the letter, students can illustrate a scene from the play. We love hearing from our audiences! If you would like, please send these letters to Bay Area Children's Theatre, 6114 La Salle Avenue, #431, Oakland, CA 94611. Include your return address and your class will receive a note back from the actors!

Vocabulary: Word Picture Match

Draw a line between the picture and the word.



EARTH



RAIN



SUN



MAGIC SCHOOL BUS



WIND



TREE

Math: Word Problems

1. If Ms. Frizzle's class has collected 99 plastic bottles to recycle and Arnold adds one more, how many bottles will the class have collected?
2. Wanda walks to school every day. So far, there have been 149 days of school. Today Wanda walked to school one more time. How many times has Wanda walked to school?
3. Arnold decides to plant a garden. It takes him one minute to plant one seedling. If he does not take a break, how many seedlings will he plant in ten minutes?
4. Liz wants to learn some new dance moves. Liz studies very hard and learns 49 new dance moves. Keesha wants Liz to know 60 dance moves for the big show. How many more dance moves does Liz have to learn?
5. Carlos writes one email to the Mayor asking for a windmill for their town, he writes one email to his Senator asking her to vote yes on a bill to help the environment and he writes one email to the President of the United States about the importance of conservation. Keesha thinks it is a good idea for her to write the same number of emails. How many emails do Keesha and Carlos send all together?

BONUS QUESTIONS

Ms. Frizzle learns that the Magic School Bus uses one gallon of bio-diesel fuel every time she drives 10 miles. If the arctic is 1,000 miles away, how many gallons of bio-diesel fuel will she need to make the trip?

Language: Word Find

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

ENERGY
SOLAR
RECYCLE
CLIMATE
GLACIER
ATMOSPHERE
GREENHOUSE
WINDMILL
CONSERVE
REDUCE



Vocabulary

Fill in the sentences below with the following vocabulary words (each word is used only once):

Glaciers

Climate

Recycle

Fossil Fuel

Global Warming

Solar Panels

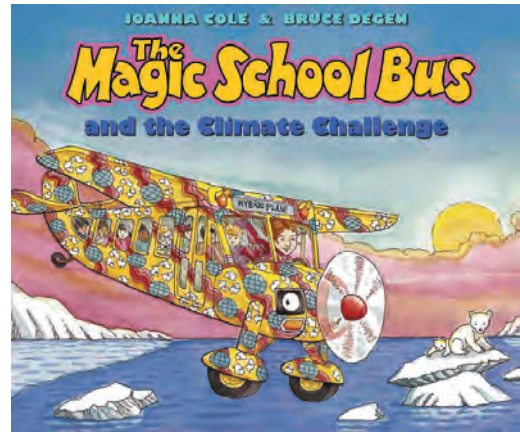


1. When we put gasoline in our car we are using a _____ to make the engine run.
2. Over the last 100 years, the temperature on earth has gone up an average of one degree because of _____.
3. The _____ of an area is its usual weather. For instance, the usual weather in Arizona is hot, but the usual weather in Oregon is cooler.
4. If you visit the Arctic, you will see _____ which are giant areas of frozen water.
5. One way to help the earth is to use _____ which use the sun's rays to create energy.
6. A great project for schools and kids is to collect cans, bottles, and paper to _____ so that they can be re-used.

Reading for Detail

Read the following section from “The Magic School Bus and the Climate Challenge” by Joanna Cole and Bruce Degen

Have you heard about our teacher, Ms. Frizzle? Almost every day, something weird happens in her class. For example, take the day we started to study global warming. We were going to put on a play about Earth and all the changes that are happening. The Friz had brought a book from home, and we were using the pictures to help us paint the scenery.



“Ms. Frizzle’s book is kind of old,” said Tim. “It came out before things really started heating up.”

“I’ll go online to get new pictures,” said Wanda.”

She headed for the computer but Ms. Frizzle was already out the door. “Come on class,” she called.

“Bring my book, please.”

Before you could say “North Pole,” the Friz herded us onto the bus. She pushed a few buttons and pulled a few levers. Then we were on our way to the Arctic Sea--a place with a completely different climate.

1. Every day in Ms. Frizzle’s class something happens that is:

- a) normal
- b) boring
- c) weird
- d) ugly

2. The class was studying

- a) math
- b) global warming
- c) giant spiders
- d) Paul Revere

3. What is Tim’s complaint about Ms. Frizzle’s book?

- a) It is too old
- b) It does not have pictures
- c) It is too long
- d) It is confusing

4. What tool is Wanda going to use find new pictures?

- a) newspaper
- b) coloring book
- c) text book
- d) computer

5. Where did the class go with Ms. Frizzle?

- a) Arctic Sea
- b) Tropical Rain Forest
- c) Cleveland, Ohio
- d) Wanda’s House

Art: Illustration

The Magic School Bus Series tells Ms. Frizzle's stories through both words and illustration. Illustration are the pictures that are next to the words.



Step 1: Select a story that the class is all reading together.

Step 2: Teacher reads aloud one scene from the story.

Step 3: Using markers, crayons, or colored pencils, all of the students use their imagination to illustrate the same scene.

Step 4: Each student describes what is in their drawing to a partner.

Drama: Acting out a Story



In the play "Magic School Bus Live! The Climate Challenge," the actors took a story which was originally a book and acted it out.

Step 1: Teacher reads a story aloud to the class.

Step 2: As a class, brainstorm the characters in the story and the settings--locations in the story.

Step 3: As a class, determine the plot--events in order with a clear beginning, middle and end.

Step 4: Teacher breaks up the story into small segments and assigns each segment to a group of students.

Step 5: Students must create a tableaux (frozen picture that tells a story) of the moment in the story.

Step 6: All groups show their tableaux in front of the class in the order of the story.

Vocabulary: Illustration, Plot, Tableaux, Character, Setting

Geography: Climate

Using the tools of the classroom and library, students in groups must answer the following questions:



Group 1-Glaciers

1. What is a Glacier?
2. What are three animals that might live near a Glacier?
3. What is the climate of a Glacier? What kind of clothing would you wear if you visited?
4. What is the name of one country that has Glaciers?

Group 2-Rain Forest

1. What is a Rain Forest?
2. What are three animals that might live in a Rain Forest?
3. What is the climate of a Rain Forest? What kind of clothing would you wear if you visited one?
4. Find two different countries that have Rain Forests. What are the names of those countries? Find them on a map.



Group 3-Desert

1. What is a Desert?
2. What are three animals that might live in a Desert?
3. What is the climate of a Desert? What kind of clothing would you wear if you visited a Desert?
4. Find two different countries that have Deserts? What are the names of those countries? Find them on a map.



Here are more ideas for Magic School Bus related activities for all grade levels.

Lower Elementary:

- Recycled Craft Day
- Decorate cloth shopping bags
- Learn about glaciers by making ice and then melting it.

Fun Fact:
Scientists believe there are between 20,000 and 25,000 Polar Bears living on earth.

Middle Elementary:

- Act out the story of one of Ms. Frizzle's Journeys using tableaux
- Write a class book with energy saving ideas
- Paint a "Go Green" mural at your school site
- Keep an energy journal. Write down energy wasted and energy saved in every day activities

Upper Elementary:

- Write and illustrate your own story about a magical trip to a far away land
- Organize a class potluck using only local food
- Research projects on clean energy like windmills and solar panels



Answer Key for Teachers

Word Problems

1. 100 plastic bottles
2. 150 walks to school
3. 10 seedlings
4. 11 dance moves
5. 6 emails
6. 100 gallons of bio-diesel fuel

Vocabulary

1. Fossil Fuel
2. Global Warming
3. Climate
4. Glaciers
5. Solar Panels
6. Recycle

Reading for Detail

1. c) weird
2. b) global warming
3. a) It is too old
4. d) computer
5. a) Arctic Sea

Additional Resources:

Books

A full list of *The Magic School Bus* books by Joanna Cole can be found at:

<http://www.scholastic.com/magicschoolbus/books/index.htm>

TV & DVD

<http://www.scholastic.com/magicschoolbus/tv/index.htm>

Parent and Teacher Web Resources

<http://www.dnr.state.wi.us/org/caer/ce/eeek/teacher/index.htm>

<http://www.scholastic.com/magicschoolbus/parentteacher/activities/index.htm>

<http://www.pbs.org/teachers/connect/resources/6984/preview/>

<http://www.lessonplanet.com/search?keywords=magic+school+bus&media=lesson>

<http://www.nwf.org/Global-Warming/School-Solutions/Eco-Schools-USA/Become-an-Eco-School/Pathways/Climate-Change/Curriculum.aspx>

<http://www.climatechangeeducation.org/>

http://www.climatechangenorth.ca/section-LP/C6_P_LessonChart.html

Child-Friendly Web Resources

<http://www.scholastic.com/magicschoolbus/>

<http://www.pbs.org/teachers/connect/resources/6984/preview/>

<http://www.dnr.state.wi.us/org/caer/ce/eeek/index.htm>

Wisconsin Academic Standards

Environmental Science

- A.4.1 Make observations, ask questions and plan environmental investigations
- A.4.2 Collect information, make predictions, and offer explanations about questions asked
- A.4.3 Develop answers, draw conclusions, and revise their personal understanding as needed based on their investigations
- B.4.2 Illustrate how they use energy in their daily lives
- B.4.6 Cite examples of how different organisms adapt to their habitat
- C.4.1 Identify environmental problems and issues
- C.4.5 Identify proposed solutions to the issue and discuss arguments for and against the issue
- D.4.2 Identify and give examples of short-term and long-term solutions to a problem
- D.4.3 Identify two or more ways to take positive environmental action; e.g., posters, letters, and speeches (see LA Oral Language)
- D.4.4 Communicate with local, state, or national officials regarding an environmental topic (see LA Writing)
- D.4.5 Explain how they can influence an environmental issue
- D.4.6 Develop a plan, either individually or in a group, to preserve the local environment

Math

- 3.1 Make sense of problems and persevere in solving them
- 3.2 Reason abstractly and quantitatively
- 3.2 Use appropriate tools strategically

Literature

- 2.3 Describe how characters in a story respond to major events and challenges
- 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language
- 3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

- 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons
- 3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- 3.7. Conduct short research projects that build knowledge about a topic

Art & Design

- E.4.4 Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models
- K.4.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology
- K.4.3 Use what they are learning about life, nature, the physical world, and people to create art

ABOUT LIVE PERFORMANCE (Audience Tips)

Theater, unlike movies or television, is a LIVE performance. This means that the action unfolds right in front of an audience, and the performance is constantly evolving. The artists respond to the audience's laughter, clapping, gasps and general reactions. Therefore, the audience is a critical part of the theater experience. In fact, without you in the audience, the artists would still be in rehearsal!



Find Your Seat

When the performance is about to begin, the lights will dim. This is a signal for the artists and the audience to put aside conversations. Settle into your seat and get ready to enjoy the show!

Be sure to use the restroom before the show begins.

Look and Listen

There is so much to hear (dialogue, music, sound effects) and so much to see (costumes, props, set design, lighting) in this performance. Pay close attention to the artists onstage. Unlike videos, you cannot rewind if you miss something.

You are sharing this performance space with the artists and other audience members.

Your considerate behavior allows everyone to enjoy a positive theater experience.

Energy and Focus

Artists use concentration to focus their energy during a performance. The audience gives energy to the artist, who uses that energy to give life to the performance. Help the artists focus that energy. They can feel that you are with them!

Talking to neighbors (even whispering) can easily distract the artists onstage. They approach their audiences with respect, and expect the same from you in return. Help the artists concentrate with your attention.

Laugh Out Loud

If something is funny, it's good to laugh. If you like something a lot, applaud. Artists are thrilled when the audience is engaged and responsive. They want you to laugh, cheer, clap and really enjoy your time at the theater.

Please, don't feed the audience.

Food is not allowed in the theater. Soda and snacks are noisy and distracting to both the artists and audience.

Discover New Worlds

Attending a live performance is a time to sit back and look inward, and question what is being presented to you. Be curious about new worlds, experience new ideas, and discover people and lives previously unknown to you. Your open mind, curiosity, and respect will allow a whole other world to unfold right before your eyes!

Unplug.

Please turn off all cell phones and other electronics before the performance.

Photographs and recording devices are strictly prohibited.

AMERICAN GIRL'S FUND FOR CHILDREN

Funding for this resource guide and the OnStage Performing Arts Series for Students is provided by a generous grant from American Girl's Fund for Children, a philanthropic foundation created to support programs and services for school-age children in Dane County. Since its founding in 1992, American Girl's Fund for Children has supported programs in the arts, culture, and environment.

Additional funding provided by American Family Insurance, the A. Paul Jones Charitable Trust, a grant from the Wisconsin Arts Board with funds from the State of Wisconsin and the National Endowment for the Arts, and by Overture Center Foundation contributors. Learn how you can help make arts experiences real for hundreds of thousands of people in the greater Madison area at overturecenter.com/contribute.

OVERTURE CENTER FOR THE ARTS

Tom Carto, President & CEO

Susan Crofton, Vice President of Programming

Tim Sauers, Director of Education and Community Engagement

Beth Racette, Education and Outreach Manager

Karra Beach, OnStage Coordinator

Alanna Reeves, Resource Guide Writer

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Overture Center
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201 State Street, Madison, WI 53703 | 608.258.4165
onstage@overturecenter.com | OVERTURECENTER.COM