

Overture

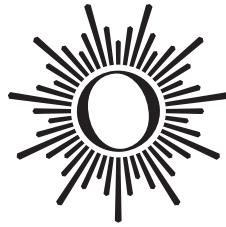
A Performing Arts Series
for Students

Onstage



Stellaluna

Thu, Oct 15 and Fri, Oct 16, 2009



Overture Center

FOR THE ARTS

ABOUT OVERTURE CENTER FOR THE ARTS

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 ten 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.

Resident organizations

Bach Dancing and Dynamite Society
Children's Theater of Madison
Kanopy Dance Company
Li Chiao-Ping Dance Company
Madison Ballet

Madison Museum of Contemporary Art
Madison Opera
Madison Symphony Orchestra
Wisconsin Academy of Sciences, Arts and Letters
Wisconsin Chamber Orchestra

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Other sections provided by Home School Share (www.homeschoolshare.com/stellaluna.php)

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www.everypicture.com

STELLALUNA

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DEAR TEACHERS

This Spotlight on Learning: Educator's Resource Guide for Stellaluna OnStage performance is designed to:

- Maximize students' enjoyment and appreciation of the performing arts;
- Extend the 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, storytelling and theater;
- Illustrate that the arts are a legacy reflecting the values, customs, 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-expression.

In this Resource Guide, you will find valuable information and suggestions for activities that can help prepare students to see this performance, ideas for follow-up activities and resources you can access on the web. We've also included Wisconsin Academic Standards for each activity in order to align the experience with your curriculum requirements.

WE WANT YOUR FEEDBACK!

OnStage performances can now be evaluated online! Provide us with feedback and ideas that are important to you. Please share this web address with others in your party:

overturecenter.com/community/overture-onstage

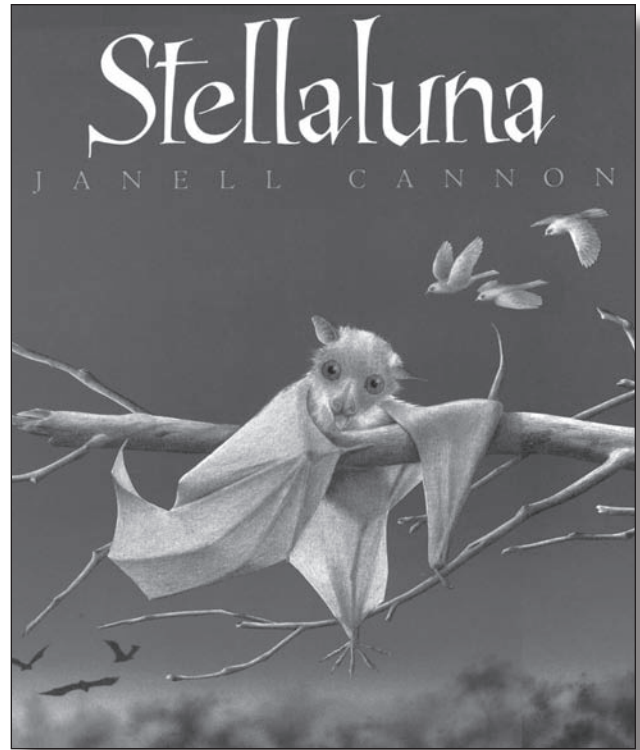
Click on the "Fill out an online evaluation form" at the bottom right side of the page. Evaluations are vital to the future and funding of this program. Your feedback educates us about the ways the program is utilized and we often implement your suggestions. We look forward to hearing from you.

Enjoy the show!
Overture Education Team

ABOUT THE PERFORMANCE

STELLALUNA

Baby bat Stellaluna's life is flitting along right on schedule—until an owl attacks her mother one night, knocking the bewildered batlet out of her mother's loving grasp. The tiny bat is lucky enough to land in a nest of baby birds, but her whole world has just turned upside down. Literally. Stellaluna's adoptive bird mother accepts her into the nest, but only on the condition that Stellaluna will act like a bird, not a bat. Soon, Stellaluna has learned to behave like a good bird should—she quits hanging by her feet and starts eating bugs. But, when she finally has an opportunity to show her bird siblings what life as a bat is like, all of them are confounded. Anyone who has ever been asked to be someone they're not will understand the conflicts—and possibilities—Stellaluna faces.



PRE-PERFORMANCE ACTIVITIES

Language Arts Connections

Vocabulary Bingo

Using the vocabulary words and four 'free spaces', create three different 4x4 square bingo cards. Read the definitions of the words, and have students mark an X on the word that matches the definition. Four words in a row (horizontal or vertical) wins.

Clutched	To hold on tightly
Downy	Soft
Clambered	Climbed
Anxious	Worried
Peculiar	Weird/Strange
Perched	To sit at a high vantage point
Sultry	Very hot and moist
Limp	Lacking strength or firmness
Babble	Excessive or meaningless talk
Graceful	With ease of movement
Clumsy	Lacking in grace
Muse	To ponder or meditate on (to think for a long time)

Language Arts Connections

Grammar

This performance of *Stellaluna* contains descriptive language and similes.

When we compare something using the words “like” or “as” it is called a simile. *Stellaluna*’s wings are described “as limp and useless as wet paper”. Can you think of some similes of your own to describe *Stellaluna*? Descriptive language is used to help you picture the scene in your mind. “The dark leafy tangle of branches.” What are the descriptive words in this sentence? Write your own descriptive sentence (or paragraph) describing a specific setting - your backyard, a favorite place, or a room in the house.

Wisconsin Academic Standards: Language Arts – Reading and Literature (A), Writing (B), Language (D)



www.beekeeping.com

Social Studies/Science Connections

Getting Started

There are around a thousand different types of bats. The biggest is the Giant Flying Fox. Its wingspan can be up to six feet. The smallest bat is the Kitti’s Hog-nosed bat, also called the Bumble Bee bat. Its average wingspan is only four inches. The big brown bat is the most common bat in North America. It has a wingspan of around fourteen inches. The most famous bat is the Vampire bat. They are found in South America, Central America and Mexico. Blood is the only food they eat.

Where do Bats Live?

Bats live all over the world! *Stellaluna* and her mother are fruit bats. Research a country where fruit bats live. What is their habitat like? What foods do they eat? Who are their predators? Present your findings to the class.

Animal Nurturing

“Mother bat loved her soft tiny baby.” Do all animals nurture their babies? Research and make a list of

the animals that take care of their young, and animal babies that fend for themselves.

Night Animals

Bats, like other nocturnal animals, sleep during the day and are active at night. What other types of animals are active at night? As a class, make a list of nocturnal animals. Research what other kinds of traits and behaviors these animals have in common with bats.

What’s that Smell?

All bats have a good sense of smell, which they rely upon to find their food. Fruit bats follow the scent of fresh fruit. Blindfold your students and have them smell different types of fruit to see if they can identify them.

Echolocation

While fruit bats, like *Stellaluna*, rely on vision for navigation, about 70 percent of bat species use echolocation (a radar-like sense). Microbats (bats who eat animals ~ at least

for the most part!) “see” by using echolocation, and depend upon this sense to help them hunt for food at night. They send out high pitched sounds, and when the echoes bounce back, they are able to judge what objects (such as insects) are close by. What other types of animals use echolocation to navigate?

- Using two paper towel tubes and a clock that ticks, place one end of each tube at a slant (45 degree angle) against a wall. Put the ticking clock at one open end of a tube. Listen at the other open end of the opposite tube. Do you hear the ticking clearly through the tube? If the tubes are held correctly, the sound waves should bounce off the wall and shoot out through the second tube - just like an echo.

Wisconsin Academic Standards: Social Studies – Behavioral Science (F); Science – Life and Environmental Science (F)

Social Studies/Science Connections

PREDATORS

What is a predator? What is prey? Can you name some of each? Make a diagram of who eats whom. Start with an animal and name some of the things they eat, then what those things eat, and so on. This is called a food chain. Animals that are considered prey use a variety of ways to protect themselves from predators:

Hiding

Some animals simply hide from predators, concealing themselves in burrows, under rocks or leaves, in tree hollows, or in other niches where they are hard to find. Make a list of the animals that use hiding as protection. Who are they hiding from?

Camouflage

Camouflage is another way of hiding, in which the animal blends into its environment. Many animals, like the "walking stick" insect, are camouflaged so well that they are virtually invisible when they are standing still. What other animals use camouflage as protection?

Scaring Predators

Some animals try to convince predators that they are bigger and more fierce than they really are. Many butterflies have large "eye" designs on their wings. This makes them look like the head of a very large animal instead of a harmless butterfly, and scares many predators away. Can you name some other animals that use similar techniques to scare away predators?

Warning Colors

Poisonous animals openly advertise their defense methods, usually with bright colors and flashy patterns. When a predator eats one member of the group, it will get sick. This memory will stay with the predator, who will avoid that type of animal in the future. This method sacrifices a few individuals in order to protect the entire group. Can you name some animals who use poison as protection from predators?

Running Away

Fast animals can try to outrun predators. Name some animals that are usually faster than their predators. What other ways do predators use to catch faster prey?

Attacking

Some animals are equipped with sharp teeth, claws and/or horns that can be used to repel predators. Can you name some animals that don't give up without a fight?

Wisconsin Academic Standards: Social Studies – Behavioral Science (F); Science – Life and Environmental Science (F)



www.vet.cornell.edu

POST-PERFORMANCE ACTIVITIES

MATH CONNECTIONS

How Many Feet?

When mother bird returns to find the birds sleeping by their feet, she sees eight tiny feet gripping on the edge of the nest. How many pairs is that? How many feet would she have seen if she only had two baby birds along with Stellaluna? Or, four birds plus Stellaluna? How many feet are there in your family?

Wisconsin Academic Standards: Math – Processes (A)



SCIENCE/SOCIAL STUDIES CONNECTIONS

Time to Fly

How long did Stellaluna stay with the birds? Research how long it takes for a baby bat to mature and be able to fly.

Wisconsin Academic Standards: Science – Life and Environmental Science (F)

Adaptation

“Stellaluna learned to be like the birds.” We adapt to our surroundings. Stellaluna learned to adapt to living with the birds. Children born in China learn to speak Chinese and eat Chinese food. They learn the customs and way of life of the people around them. When the Pilgrims came to America, they had to adapt to a new way of life. As a class, discuss a situation in which you needed to adapt to your surroundings.

Wisconsin Academic Standards: Social Studies – Behavioral Science (F); Science – Life and Environmental Science (F)

Obeying Rules

Mother bird will not let Stellaluna back in the nest until she promised to obey all the rules. Stellaluna promised and then she tried very hard to do just that. Why is following mother bird’s rules important? Why do you think Stellaluna obeyed mother bird even when she wasn’t there watching? What rules does your family have?

Wisconsin Academic Standards: Social Studies – Behavioral Science (F)

Feelings

“How embarrassing!” Stellaluna gets into several embarrassing situations. Have you ever been embarrassed? When? What made you feel better? Have you ever seen a friend get embarrassed? How did you help her/him to feel better? Also, the birds felt out of place with the bats (just as Stellaluna felt out of place with the birds). Have you ever felt out of place somewhere? When? What helped you to feel better? What can you do when you see someone who looks like they feel out of place?

Wisconsin Academic Standards: Social Studies – Behavioral Science (F)

ADDITIONAL RESOURCES

Stellaluna

Stellaluna (Book) by Janell Cannon. (1996). Harcourt

.....
Stellaluna's Friends
www.kids-learn.org/stellaluna/

This website presents various facts, poetry, and activities on Stellaluna and bats that were created by elementary students around the world.

.....
Stellaluna: Family Education
<http://school.familyeducation.com/literature/childrens-book/34850.html>

Activities, quizzes and more reading fun.

Bats

A to Z Kids Stuff
www.atozkidsstuff.com/bats.html

Learn facts about bats, read stories and do activities (includes cutouts)

.....
Enchanted Learning
www.enchantedlearning.com/themes/bat.shtml

Visual learning website with various bat craft ideas and cutouts

.....
Bat Conservation International
www.batcon.org/

Meet the "Bat Ambassadors." Visit the Kidz Cave and explore the world of bats. Learn about Bracken Bat Cave in San Antonio, Texas, the largest bat colony in the world.

.....
U.S. Fish and Wildlife Service: Bats
www.fws.gov/endangered/bats/bats.htm

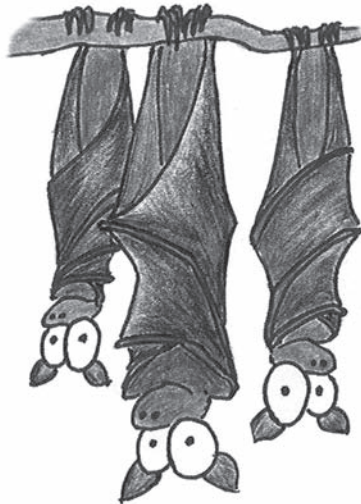
Forty-five species of bats are found in the continental United States, six are federally-listed as endangered species. Learn about the bats who call the U.S. their home.

.....
EduScapes: Bat Species
www.42explore.com/bats2.htm

Learn all you want to know about fifteen different types of bat species.

.....
Gander Academy
www.cdli.ca/CITE/batsgeneral.htm

List of thirty different websites with general resources on bats.



<http://bluebison.net>

LANGUAGE ARTS

Reading and Literature

A.1 Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying knowledge of letter-sound relationships, and analyzing word structures.

Writing

B.1 Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice

Language

D.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication. Identify common figures of speech and use them appropriately

SCIENCE

Life and Environmental Science

F.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive

F.2 Show how organisms have adapted structures to match their functions, providing means of encouraging individual and group survival within specific environments

F.3 Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type

F.7 Investigate how organisms both cooperate and compete in ecosystems

F.8 Show through investigations how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system of life on the planet

F.12 Trace how the sensory and nervous systems of various organisms react to the internal and external environment and transmit survival or learning stimuli to cause changes in behavior or responses

SOCIAL STUDIES

Geography

A.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders

BEHAVIORAL SCIENCES

E.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning

E.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development

E.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior

E.13 Investigate and explain similarities and differences in ways that cultures meet human needs

E.14 Describe how differences in cultures may lead to understanding or misunderstanding among people

E.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters

MATH

Processes

A.4.1 Use reasoning abilities to perceive patterns, identify relationships, formulate questions for further exploration, justify strategies, test reasonableness of results



THEATER ETIQUETTE AND EXPERIENCES

We have a wonderful opportunity at this performance to help youth learn about attending live performances.

Please discuss the following with your students:

1. Sometimes young people do not realize how a live performance differs from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. This makes it riskier for the performer and more exciting for the audience. It also means the audience has a real contribution to make to the overall event. Each audience member affects those around him/her as well as the performer. Concentrate to help the performers. The audience gives energy to the performer who uses that energy to give life to the performance.
2. An usher will show you where to sit. Walk slowly and talk quietly as you enter the theater.
3. For safety's sake, do not lean over or sit on the balcony railings or box ledges. Please be careful on the stairs. Avoid horseplay and running throughout the building.
4. If necessary, use the restroom before the performance begins. Adults need to accompany young students.
5. You may talk quietly to the people next to you until the performance begins.
6. When the lights in the theater begin to dim, it is the signal that the performance is about to begin. Stop talking and turn your attention to the stage.
7. Stay in your seat throughout the entire performance.
8. During the performance, listen quietly and watch closely. Talking during the performance will distract other audience members and performers. Try not to wiggle too much and don't kick the seat in front of you. These disruptions make it hard for others around you to concentrate on the show.
9. Sometimes during a performance you may respond by laughing, crying, or sighing. By all means feel free to do so! LAUGHING IS APPROPRIATE. (Teachers, please do not hush the students while they are laughing.) If something is funny, it's good to laugh. If you like something a lot, applaud. This will let the performers know that you are enjoying the show.
10. At the end of the show, applaud to say thank you to the performers. The performers will bow to acknowledge your appreciation and thank you for coming.
11. When the lights get brighter in the theater, the show is over. Stay in your seats until the OnStage Coordinator dismisses your school.
12. Please remember:
 - Taking photographs or using recording devices is strictly prohibited.
 - Beverages and food, including gum and candy, are not allowed in the theater.
 - You are only one person among several hundred in the audience.
 - Please respect the performers and your fellow audience members.

Please inform your adult chaperones that ushers will be available throughout the performance if there are any difficulties.

American Girl's Fund for Children

Funding for this study 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.

OVERTURE CENTER FOR THE ARTS

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