



EDUCATION @ MESA ARTS CENTER



MESA ARTS CENTER PRESENTS CHILDSPLAY performing MADDI'S FRIDGE

Piper Theater | September 24 - 25 | 10 AM & 11:50 AM | Grades: 1-6

2019/2020 EDUCATOR RESOURCE GUIDE



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ABOUT MADDI'S FRIDGE...

Maddi and Sofia are best friends. They play in their neighborhood park together. Maddi is really good at climbing the rock wall, while Sofia is a fast runner. One day Sofia discovers that Maddi has no food in her fridge at home. Sofia wants to help her friend, but Maddi makes her promise not to tell anyone. What should Sofia do? Based on the book by Lois Brandt, this play is a gentle, yet sometimes hilarious exploration of friendship, empathy, and doing the right thing.

ABOUT CHILDSPLAY...

Maddi's Fridge is presented by Childsplay, a local, well respected theater company which has been performing for young audiences since 1977. Countless audiences have enjoyed Childsplay in house performances in Tempe and Phoenix as well as touring productions such as this sweet story of a young girl doing her best to help a friends in need. As of last year, theatergoers young and old can enjoy in house Childsplay productions at the Herberger Theater, as they moved their productions to Phoenix to continue their goal in serving a large audience of Arizonans.



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WELCOME!

Dear Educator,

Thank you for selecting a **Performing Live for Students!** field trip with the Mesa Arts Center. We have a dynamic season planned and we look forward to connecting you to our many artists and performances. With Performing Live, students are able to experience live theatre and make educational connections well beyond the classroom.

We also recognize and appreciate the energy and time spent on your part in coordinating field trips. In this guide we have provided information to help make this the best experience possible.

In addition, the Mesa Arts Center has many open and inviting spaces that make good places to hold a brown bag lunch. No prior arrangements need to be made.

Please contact our offices at engagement@mesaartscenter.com or 480-644-6564 should you have any additional questions.

Enjoy the show!

TEACHER AND CHAPERONE INFORMATION

Chaperones

- ◆ Assign each chaperone a designated group of students and provide him/her with a written list of the students in that group.
- ◆ Ask chaperones to stay with their assigned group throughout the field trip. Adult chaperones are responsible for the students' conduct and behavior throughout their visit to the Center.
- ◆ Please review theater etiquette rules and responsibilities with all chaperones.
- ◆ Have the phone numbers of every chaperone in your group to quickly access each other in case of emergency.

Theater Etiquette

- ◆ No Food or Drink inside the theatre (besides bottled water).
- ◆ Students must be accompanied by chaperones at all times.
- ◆ Cameras and recording devices may not be used during the performance.
- ◆ Please silence cell phones and resist the urge to text message.
- ◆ Listening and following the House Managers and Ushers will help the seating and dismissal process.
- ◆ Feel free to laugh, clap and enjoy the show but also to be respectful of those around you.



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CURRICULUM CONNECTIONS

Maddi's Fridge

Arizona Academic Standards in the Arts

These standards can be achieved through discussion questions or activities included in the study guide.

Theatre

TH.PR.5.1-6a — Participate in a variety of acting exercises and techniques.

TH.PR.6.1-6 — With prompting and support, use voice and sound in dramatic play or a guided theatrical experience.



Arizona English Language Arts Standards

These standards can be achieved by participating in the study guide.

Reading

Grades 1-6.RL.2 — Summarize the key supporting details and ideas. In Grades 4-6 students focus on determining the theme and supporting with details.

Grades 1-6.RL.3 — Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In Grades 1-3 students explore narrative elements and how characters develop.

Writing

Grades 1-6.W.3 — Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grades 1-6.W.4 — Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

Grades 1-6.SL.1 — Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grades 1-6.SL.2 — Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grades 1-6.SL.4 — Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.



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PRE-PERFORMANCE CLASSROOM ACTIVITIES

Included in this resource guide are a variety of activities created to correspond with the Arizona English Language Arts and Performing Arts Standards to enhance the students' growth, reading skills, and overall comprehension.

Questions to Ponder....

Question 1 – Have you ever made a promise to a friend? Was it ever in your friend's best interest to break the promise? (**Grades 1-6.SL.1**)

Question 2 – Can you think of an example when you helped someone? What did you do? How did it feel? (**Grades 1-6.SL.1**)

Question 3 – Sometimes it can be hard to ask for help. Can you think of a time when you needed help with a problem? Did you ask someone for help? What was the outcome? (**Grades 1-6.SL.1**)

Activities to Explore....

Read aloud *Maddi's Fridge* by Lois Brandt to your class. Make a class chart or students can make their own charts of the important plot elements in the story: characters, setting, problem, and solution. If time allows, discuss the theme of friendship and how Maddi and Sophia show each other friendship throughout the book.

Standards Implemented: Grades 1-6.RL.2 & RL. 3

Approximate time: 30-45 minutes

Materials Needed: *Maddi's Fridge* by Lois Brandt, pencils, paper

In the book and play, Sofia has a fear of climbing the rock wall and struggles to overcome it. Have students write a sentence, paragraph, or narrative describing a time when they were working to overcome a fear. If they have yet to overcome the fear, have them include what steps or plan they have to help them with this difficulty.

Standards Implemented: Grades 1-6.W.3

Approximate time: 20-30 minutes

Materials Needed: Pencils, paper

This performance is based on a book, but sometimes actors need to make up their own stories collaboratively. Have your students play one of the improvisational story games described on page 7 to improve their storytelling abilities.

Standards Implemented: Grades 1-6.W.3, TH.PR.5.1-6a, TH.PR.6.1-6

Materials Needed: Page 7, pencils & paper optional

Approximate time: 15 - 30 min



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POST-PERFORMANCE CLASSROOM ACTIVITIES

Questions to Discuss

- Question 1 – What are the ways we know Maddi and Sophia are best friends? What does being a best friend mean to you? **(Grades 1-6.SL.1, Grades 1-6.SL.2)**
- Question 2 – Sophia is fearful of climbing rocks but keeps trying to overcome her fear. What is something you are afraid to do? What are you doing to try to overcome your fear? **(Grades 1-6.SL.1, Grades 1-6.SL.2)**
- Question 3 – Sophia tries to keep Maddi's secret, but ends up telling Luis. Why does she do that? When a friend tells you a secret should you always keep it? Why or why not? **(Grades 1-6.SL.1, Grades 1-6.SL.2)**

Activities for the Classroom

Helping others is an important theme in the play. Split your class in half and have one half write about a time they helped someone and the other half write about a time someone helped them. When the students are finished, pair them up so that each pair has a giver and receiver of help and have them read each other their stories. You can use the writing templates on pages 8 and 9 to get students started.

Standards Implemented: Grades 1-6.W.3

Approximate time: 30-45 minutes

Materials Needed: Pencils, paper, optionally pages 8 and 9

Unfortunately empty fridges are a problem in many communities since 1 in 5 kids in the US is at risk of having an empty fridge like Maddi. Discuss this problem with your class, and if your school is in a position to help, consider organizing a food drive to benefit a local food bank. Depending on your age group, students can create posters to put up around school encouraging classmates and families to donate food, create an action plan to help fight hunger, or create a public service announcement to inform others how to help.

Standards Implemented: Grades 1-6.W.4 & SL.4

Approximate time: 30 minutes +

Materials Needed: Poster or construction paper, writing materials, phone or recording device

Secrets are a sure way to catch someone's attention – there's that immediate desire to know what it is! Sofia struggles with what to do about Maddi's secret in the play. Sometimes secrets should be told and other times they should be kept. To give your students practice with narrative writing, have them choose a writing prompt from page 10 to write about a personal or fictional experience.

Standards Implemented: Grades 1-6.W.3

Approximate time: 30-45 minutes

Materials Needed: Page 10, paper, pencils



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IMPROVISATIONAL STORY GAMES

Most of these games work best if the students are sitting in a circle, but some could work with students seated at desks or tables.

Story Circle

To play this game students will be telling a story one to three words at a time. For novice players saying multiple words is easier, for older or more advanced students they can just say one word at a time. You can start with retelling a familiar story to teach them the game. Going around the circle or room, the students will tell the story with each student only being able to say a set number of words. Students can also say period to show the end of a sentence as one of their words. After they understand how the game works, students can create their own stories as a group. It is very important that students listen to each other for this game to be successful.

Story, Story

This game is similar to Story Circle except students will tell the story a sentence or multiple sentences at a time. One person is the moderator and stands in the middle of the circle (you as the teacher should be this role until the students understand the game). The moderator tells the group a setting and possibly characters as well depending on how much support students need. Then the moderator points to one of the students in the circle to begin the story. This student should tell the story until the moderator points to another student to continue the story. Play until the story is resolved or all students have participated.

Fortunately, Unfortunately

In this story game, students decide on a main character and a setting (or you can decide this as the teacher). Then going around the circle, each student says a sentence to tell the story. The sentences should alternate beginning with Fortunately and Unfortunately. For example: *Fortunately, the mouse was walking through the forest on a bright, sunny day. Unfortunately, he came across a hungry fox in his path.* And so on... The story can end naturally or when all students have had a turn.

Any of these games can be taken to the written form once the story has been told. Students could also then act out stories that they have created together.



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A TIME WHEN I HELPED

By _____



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A TIME WHEN SOMEONE HELPED ME

By _____



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SECRET WRITING PROMPTS

Here are 8 possible writing prompts for students to choose from. Some may lend themselves to a personal narrative but many work best as a fictional narrative. Based on your age group encourage students to respond to the prompt with a sentence, paragraph, or narrative.

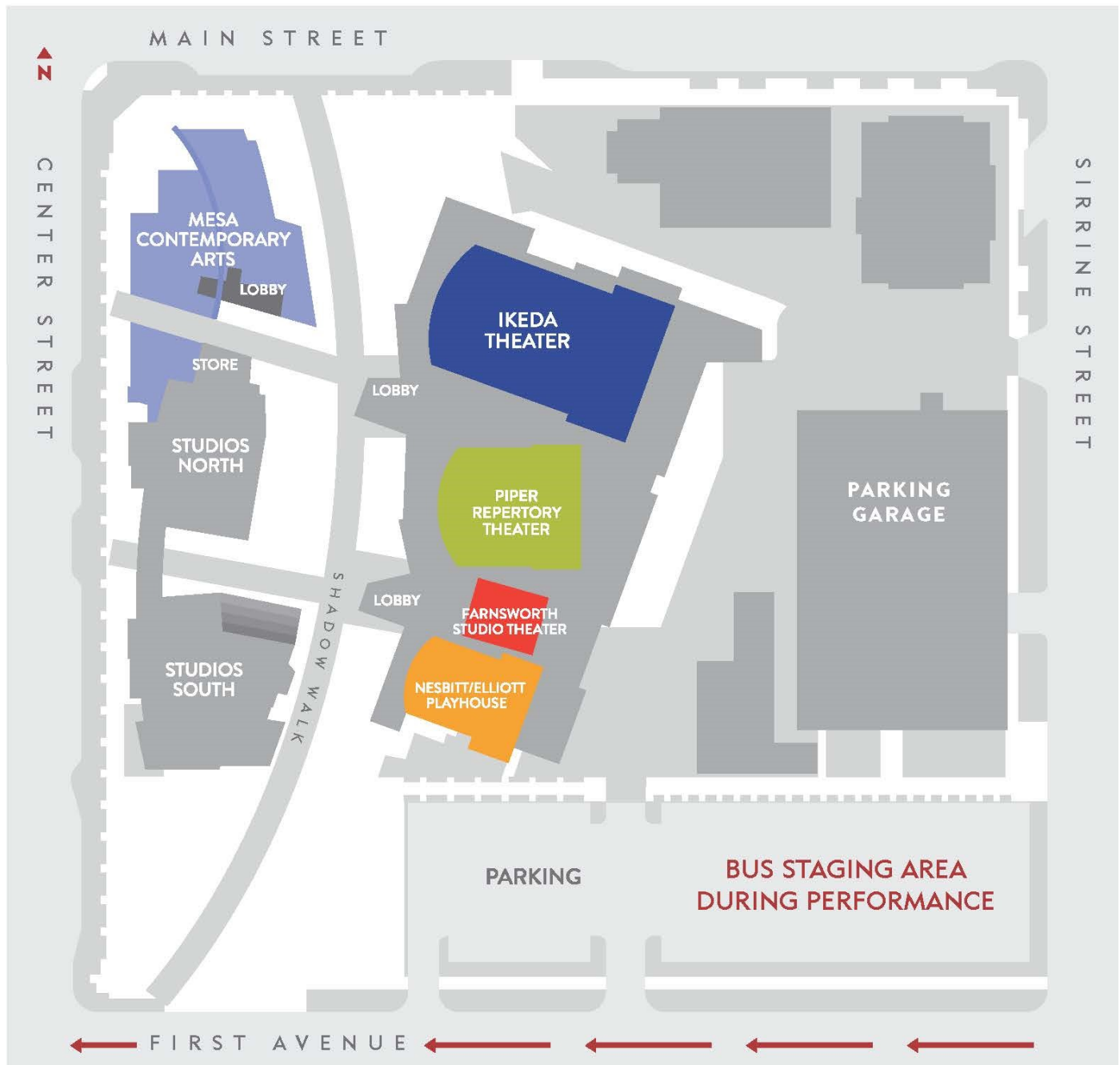
1. A character is keeping a secret that is keeping him or her from what he or she wants to do the most. What does this character want to do? What is the secret standing in the way?
2. Two characters share a secret, but it is not what everyone thinks. What do the other characters think the secret is? What is the real secret?
3. A small group of characters meet together in secret every week. Why are they meeting and why must it be a secret?
4. One character unexpectedly discovers another character's secret. Should the secret be kept? Or should the secret be told?
5. A character thinks he or she is keeping a secret, but it turns out pretty much everyone close to the character already knows about it. What is the secret and how did all the other characters find out about it? Should they tell the main character they know the secret?
6. There is a secret that would affect everyone on Earth if they knew about it, but only a small group of people know about it. What is the secret and what should the group of people do with their secret knowledge?
7. While visiting a grandparent's house, a family secret is discovered. What is this family secret? Will it remain a secret now that someone else knows about it?
8. The main character writes a secret in a journal but then accidentally misplaces the journal. What was the secret? What will the character do now that the secret could get out? What happened to the journal?

Some prompts adapted from those found at: <https://www.writingforward.com/writing-prompts/fiction-writing-prompts/top-secret-fiction-writing-prompts>

BUS PARKING MAP



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STEPS TO UNLOAD

- 1 Enter the drop off area by coming in westbound on 1st Avenue.
- 2 Pull up to the curb marked with cones and wait until notified to unload passengers.
- 3 Await parking direction from MAC security

STEPS TO PICK UP

- 1 Passengers will exit the theater and meet buses in the bus parking lot area.
- 2 Wait for clearance to depart.



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SHARE YOUR EXPERIENCE!

We'd love to hear your students' response to our shows.
We especially appreciate pictures and letters!

THANK YOU!

Questions? Please contact Engagement at:

P 480-644-6540 | F 480-644-6503
engagement@mesaartscenter.com