



EDUCATION @ MESA ARTS CENTER



MESA ARTS CENTER PRESENTS DALLAS CHILDREN'S THEATER: DIARY OF A WORM, A SPIDER, & A FLY

Ikeda Theater | February 4-5 | 9:30AM & 11:45AM | Grades: K - 5

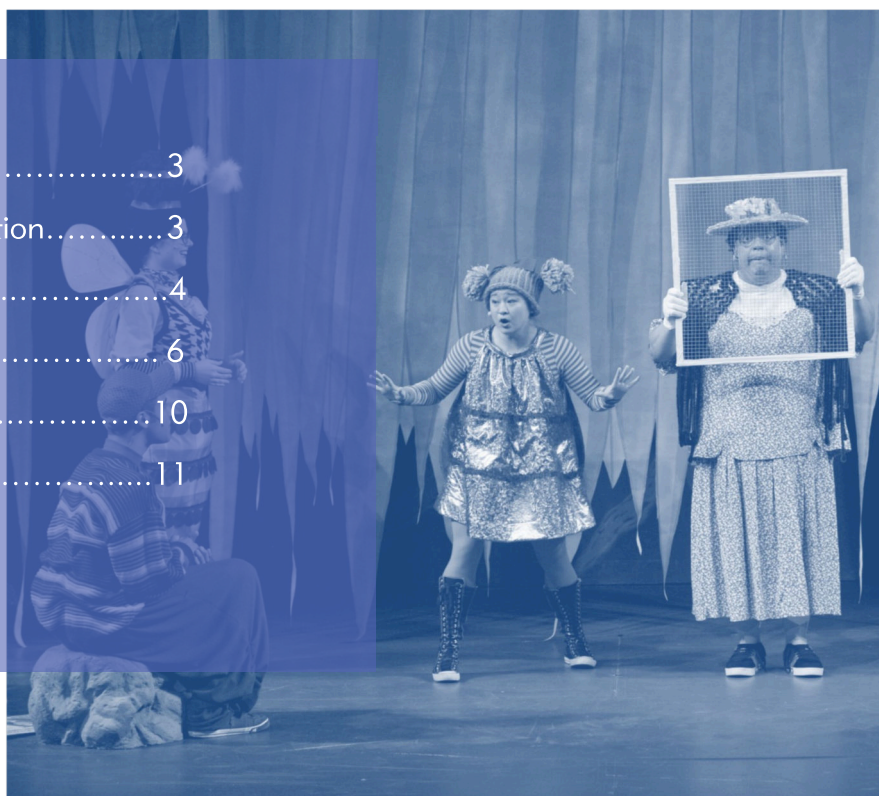
2018/2019 EDUCATOR RESOURCE GUIDE



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TABLE OF CONTENTS

Welcome to the Educator	3
Teacher and Chaperone Information.....	3
Curriculum Connections.....	4
Classroom Activities & Questions	6
Bus Loading Procedures	10
Contact Information.....	11



ABOUT DIARY OF A WORM, A SPIDER, AND A FLY...

Join us on the coolest ever rock-n-roll romp in a bug's world, capturing all the droll humor and whimsy of the wildly popular books. Insects rule in the diaries of unlikely best friends: Worm, Spider and Fly. Worm eats his homework, Fly believes she has superpowers, and Spider can't wait to grow up and molt. Promoting eco-consciousness, earth science and tolerance of others, *Diary of a Worm, a Spider, and a Fly* is a joyful, hip musical exploration of the world outside... You might just find that a bug's life is not all that different from your own! This musical production is based on the books *Diary of a Worm*, *Diary of a Spider*, and *Diary of a Fly*, written by New York Times best selling author Doreen Cronin.

ABOUT DALLAS CHILDREN'S THEATER...

Diary of a Worm, a Spider, and a Fly is presented by Dallas Children's Theater. Dallas Children's Theater is one of the top five family theaters in the nation and serves over 250,000 young people from 55+ cities and 29+ states each year through its eleven main-stage productions, national tour, educational programming, and outreach activities. Since its opening in 1984, this award-winning theater has existed to create challenging, inspiring and entertaining theater, which communicates vital messages to our youth and promotes an early appreciation for literature and the performing arts. With this touring performance, Dallas Children's Theater brings an energetic, musical adventure filled with lovable characters and terrific songs for your enjoyment!



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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.



EDUCATION @ MESA ARTS CENTER

CURRICULUM CONNECTIONS

Diary of a Worm, a Spider, and a Fly

Arizona Academic Standards in the Arts

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

Theatre

TH.PR.4.K-5b — Use body and voice to communicate character traits and emotions in a guided theatrical experience.

TH.PR.6.K-5 — With prompting and support, perform in dramatic play or a guided theatrical experience.

TH.CN.11.K-3a — Identify or explore similarities and differences in stories in a guided theatrical experience.

TH.CN.10.K-4a — Relate character experiences to personal experiences in a guided theatrical experience.



Arizona Academic Standards

These standards can be achieved by participating in the discussion questions and/ the study guide activities.

Reading

Grades K-5.RL.1 — Read carefully to determine what the literary text says explicitly and to make logical inferences from it.

Grades K-5.RL.2 — Summarize the key supporting details and ideas.

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

Grades K-5.RL.9 — In Grades K-5 students compare and contrast events, versions, or themes of related stories.

Grades K-5.RI.1 — Read carefully to determine what the informational text says explicitly and to make logical inferences from it.



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CURRICULUM CONNECTIONS CONTINUED

Diary of a Worm, a Spider, and a Fly

Arizona Academic Standards

These standards can be achieved by participating in the discussion questions and/ the study guide activities.

Language

Grades 4-5.L.5 — Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Writing

Grades K-3.W.4 — With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Speaking and Listening

Grades K-5.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 K-5.SL.2 — Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Grades K-5.SL.4 — Describe people/events or tell/recount a story including relevant details in a clear manner.

Grades K-3.SL.5 — Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.





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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 — The characters in this play keep diaries about what is happening in their lives. Do you keep a diary or a journal? If so, what do you like to write about? (Grades K-5.SL.1, K-5.SL.4)

Question 2 — If your class is familiar with the books, remember that since the play is an adaptation of several books, not everything will be included. What are their favorite parts from the books? What do they think should definitely be included? (Grades K-5.SL.1, TH.CN.11.K-3a)

Activities to Explore....

Choose one Doreen Cronin's Diary books to read aloud to your class. While reading, take note of the narrative elements in the story. With the way these stories are written in a series of small events, it may be tricky for students to find the overall problem and solution. Make a class chart, or students can make their own charts, of the important narrative elements in the story: characters, setting, problem, and solution.

Standards Implemented: Grades K-3.RL.2 & RL.3

Approximate time: 30-45 minutes

Materials Needed: Either Diary of Worm, Diary of a Spider, or Diary of a Fly, pencils, paper

Doreen Cronin's Diary books, as well as the play adaptation, have factual information mixed into a fictional story. Using any of the books, make a T-chart and have students locate facts about insects for one side of the chart and fictional events or characteristics for the other side. If time allows, students can look in non-fiction books or online for more facts about worms, spiders, and flies.

Standards Implemented: Grades K-5.RL.1 & RI.1

Approximate time: 15-20 minutes

Materials Needed: Page 8, optional: pencils, paper

To make a play adaptation of the books, the short diary events have to be made into scenes. Have your students pair up or make small groups. Give them a diary entry from the books (or have them choose) so that they can work together to create a short scene based on that entry to act out in front of the class. Remind them to use dialogue and have enough interaction to make the scene clear.

Standards Implemented: Grades K-5.RL.2; K-5.SL.4; TH.PR.4.K-5b; TH.PR.6.K-5

Materials Needed: A Diary story to pull scenes from

Approximate time: 20-30 minutes



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POST-PERFORMANCE CLASSROOM ACTIVITIES

Questions to Discuss

- Question 1 — Worm, Spider, and Fly each have challenges they want to overcome. How do they solve their problems in the play? Have you had a challenge in your life you have overcome?
(Grades K-5.SL.1, TH.CN.10.K-4a)
- Question 2 — Facts about worms, spiders, and flies are mixed into the play. What did you learn about worms, spiders, or flies? (Grades K-5.SL.2)
- Question 3 — If your class had read Doreen Cronin's books before coming to the performance you can ask what story events they recognized in the play. How were the stories the same or different being shown as a play instead of in a book?
(Grades K-5.SL.2, K-5.RL.9; TH.CN.11.K-3a)

Activities for the Classroom

This play is an adaptation of the Diary books by Doreen Cronin (if your students are unfamiliar with the books read one prior to this activity). Thinking of the play and at least one of the books, compare and contrast the characters, setting, and plot using a Venn Diagram or Double Bubble Thinking Map. You can create one whole group, or have students work with a partner or individually.

Standards Implemented: Grades K-3.RL.9

Approximate Time: 15 - 30 minutes

Materials Needed: Pencils, paper

Worm, Spider, and Fly keep diaries telling about important events in their lives. Doreen Cronin uses personification, or the practice of giving human characteristics to non-humans, to entertain and teach her readers. Have your students pretend they are an insect, animal, or other object and use personification in a diary entry (template on page 8) to help give insight into its daily life.

Standards Implemented: Grades K-5.W.4, Grades 4-5.L.5

Approximate time: 30 - 45 minutes

Materials Needed: Pencils, writing paper or copies of page 8

Retelling is an important skill to show understanding of a story. Using the instructions on page 9 and a few supplies, students can create character puppets for Spider, Worm, and Fly. Students can then use these puppets to retell their favorite parts of the play or any of the events in Doreen Cronin's Diary books.

Standards Implemented: Grades K-3.RL.2; K-3.SL.4

Approximate time: 30 - 45 minutes

Materials Needed: Paper bags, construction paper, pipe cleaners, glue, scissors, markers



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DIARY ENTRY

Diary of a

Date: _____

Dear Diary,



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PAPER BAG PUPPET ACTIVITY

Materials needed for all three puppets:

Paper lunch sacks

Red, black, and white construction paper

Black pipe cleaners

Scissors

Glue stick

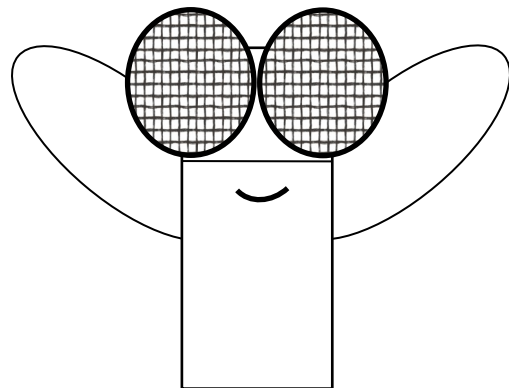
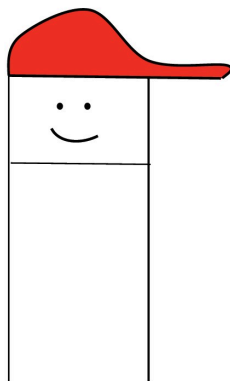
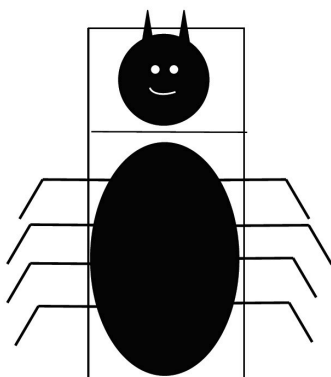
Black marker

Provide each student with a paper lunch sack, scissors, and glue stick.

Spider: Students who choose to make the spider puppet will need a sheet of black construction paper and four pipe cleaners. The spider puppet is made with a large oval of black paper for the body and a smaller circle for the head. The head is glued to the top flap of the sack while the body is glued to the sack's front. Chenille stems can be cut in half and attached to the sides of the body with glue.

Worm: Students making the worm will need a half sheet of red construction paper to make his cap. Students will need to cut a cap shape from a half sheet of construction paper. If students are younger you can make a template to trace. Students should make certain they draw the cap on the long side of the paper before cutting it out. Glue the cap to the top of the ap portion of the paper sack and add a face using black marker or crayons.

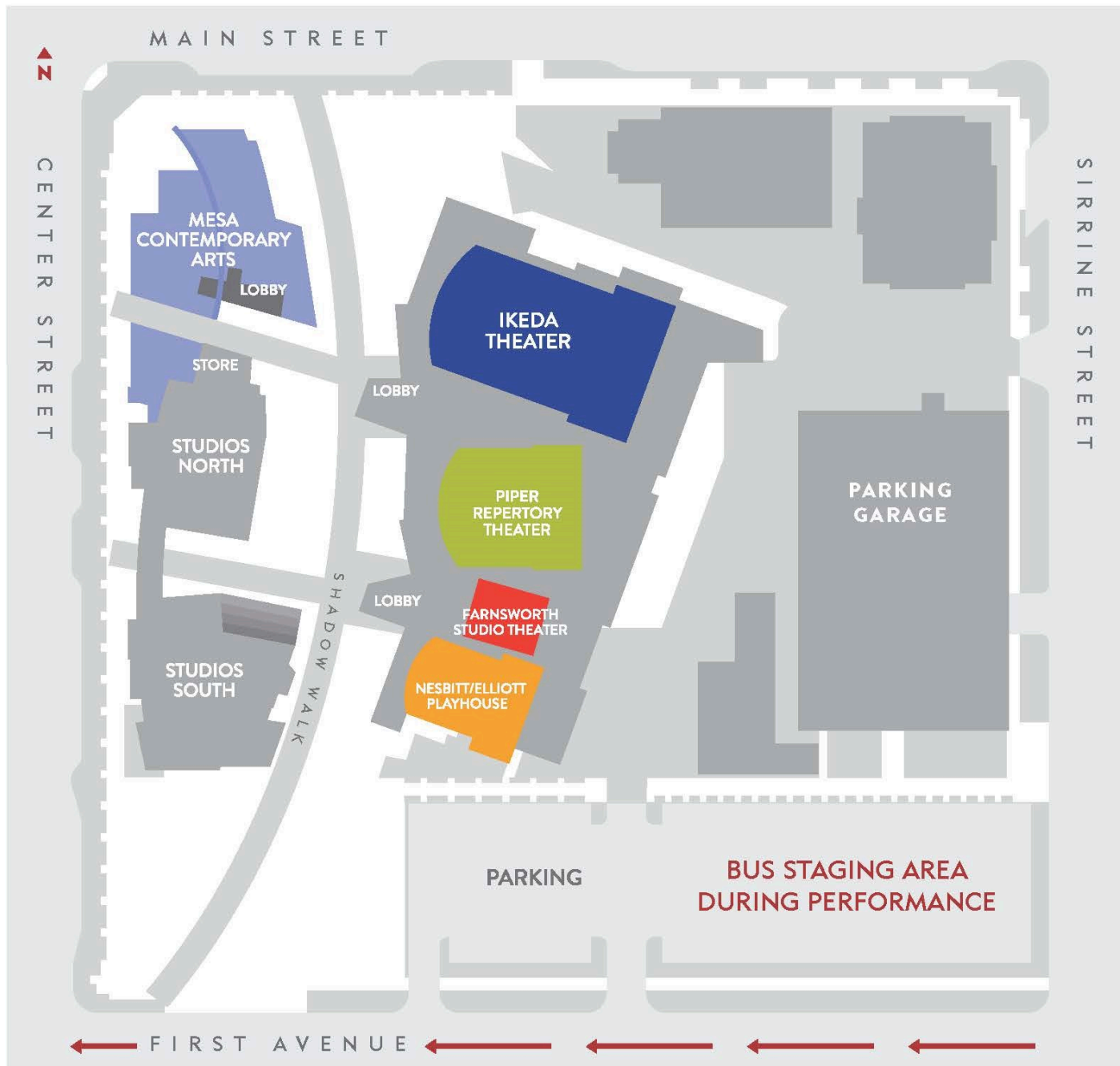
Fly: Students making the fly will need a sheet of white construction paper and optionally can use two pipe cleaners for legs as well. Students will need to cut two circles for the eyes (it might be helpful to trace them with a cup) and draw grid marks to show the compound eyes. Glue the eyes to the flap of the bag. Students can fold the remainder of the paper in half and draw a skinny oval for wings. By cutting the folded paper, students will have two ovals that are the same size to attach to the back of the bag for wings. Draw a mouth with a black marker or crayon.



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