



EDUCATION @ MESA ARTS CENTER



MESA ARTS CENTER PRESENTS EMILY BROWN AND THE THING

Piper Theater | March 18-19 | 9:30AM & 11:45AM | Grades: Pre-K - 3

2018/2019 EDUCATOR RESOURCE GUIDE



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ABOUT EMILY BROWN AND THE THING.....

One evening, Emily Brown and her old grey rabbit Stanley hear a Thing crying outside their window. The poor Thing just can't get to sleep, so Emily Brown and Stanley set off on incredible adventures to the Dark and Scary Wood, the Whirling Wastes and beyond, to find the Thing's cuddly, his bedtime milk, and his medicine... but nothing seems to help him settle. What's really troubling the Thing, and will anyone ever get to sleep?

Parents and children the world over will recognize all the bizarre excuses a child can make to keep the light on and a parent in the room at bedtime, and this story has a gentle message that there's really no need to be scared of 'Things' in the night. Touching on themes of fear, bravery and adventure, this production has great songs, clever puppets, and characters that audiences of all ages will adore. Join us for this magical musical show, based on the much-loved book by Cressida Cowell (writer of 'How to Train your Dragon') and Neal Layton.

Emily Brown and the Thing is presented by Tall Stories, a not-for-profit theatre company presenting old, new and timeless stories in fresh and exciting ways. Their goal is to create a lively theatrical experience that all can enjoy. They tell stories in a physical, visual style and link their performances with original music, movement, and lots of laughs. We hope you enjoy the Tall Stories' presentation of Emily Brown and the Thing!



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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

Emily Brown and the Thing

Arizona Academic Standards in the Arts

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

Theatre

TH.CR.1.K-3a — Create roles, imagined worlds and improvised stories in a theatrical work.

TH.PR.5.1-3a — Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for a theatrical work.

TH.CR.3.K-3b — Adapt and use sounds and movements in a guided theatrical experience.



Arizona English Language Arts Standards

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

Reading

Grades K-3.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.

Language

Grades K-3.L.5 — Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Writing

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

Grades K-3.W.7 — With guidance and support from adults, Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Speaking and Listening

Grades K-3.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-3.SL.2 — Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Grades 2 & 3 focus more on narrowing to main idea and key details.

Grades K-3.SL.3 — Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Grades K-3.SL.4 — Describe people/events or tell/recount a story including relevant details in a clear manner.



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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 — Everybody gets a little scared sometimes, even Emily Brown! In this play the Thing is scared of going to sleep. What is something that scares you? (Grades K-3.SL.1)

Question 2 — Do you ever have a hard time going to sleep? What is something that helps you get to sleep? (Grades K-3.SL.1, K-3.SL.4)

Activities to Explore....

Sleep is an important topic in this story and play. Read through the sleep facts with your class and discuss them with your students. What were they most surprised about? What did they find interesting? What could they relate to with sleep in their lives? Additionally, students can research their own sleep facts online if time allows.

Standards Implemented: Grades K-3.SL.1, K-3.SL.2; K-3.W.7 Approximate time: 10 - 15 minutes

Materials Needed: Copy of page 8

Read the story *Emily Brown and the Thing* by Cressida Cowell to your class. As you read, draw your students' attention to the narrative elements in the story. Can the students identify the characters, setting, problem, and solution? There are actually several steps to solving the problem in this story — can your students identify those and put events in order? This can be a class discussion or written on graphic organizers of your choice.

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

Approximate time: 30-45 minutes

Materials Needed: Copy of *Emily Brown and the Thing*, Chart paper/pencils/paper (optional)

This performance was 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 9 to improve their storytelling abilities.

Standards Implemented: Grades K-3.W.3, TH.CR.1.K-3a, TH.PR.5.1-3a

Materials Needed: Page 9, pencils & paper optional

Approximate time: 15 - 30 min



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POST-PERFORMANCE CLASSROOM ACTIVITIES

Questions to Discuss

- Question 1 — Emily Brown and Stanley have three adventures in the play. Which adventure did you like best? Was it with the troll, polar bear, or witch? What made it your favorite? (Grades K-3.SL.1, Grades 1-3.SL.2)
- Question 2 — The Thing kept coming up with reasons why he couldn't go to sleep. Was there a time in your life when you used one of the Thing's reasons at bedtime? (Grades K-3.SL.4)
- Question 3 — Emily Brown and Stanley are very helpful to the Thing even though it must have been frustrating that he kept having new problems to solve. Have you ever helped a friend solve a problem even though it was frustrating? (Grades K-3.SL.1, Grades K-3.SL.4)

Activities for the Classroom

Sound effects played a big role in the play since there are many examples of onomatopoeia in Emily Brown and the Thing. Using the sounds and phrases on Page 10, recreate some of the sounds the Thing made in the play or add sound effects to enhance the various settings in the story. Discuss with the students how onomatopoeia can help bring your stories to life!

Standards Implemented: Grades K-3.L.5; TH.CR.3.K-3b

Approximate time: 10 - 15 minutes

Materials Needed: Page 10

A great game to work on understanding characters is Hotseat. In this game you can be in the Hotseat (any chair at the front of the room) first to help students understand the game. Take on the role of one of the characters in the story, perhaps the witch. Students can ask questions to find out more about the character and you respond as the character would. Later students can choose a character and be in the hotseat themselves. See page 10 for question ideas!

Standards Implemented: Grades K-3.RL.3, K-3.SL.3

Approximate time: 15 - 20 minutes

Materials Needed: Page 10

Cressida Cowell uses quite a bit of alliteration in her stories such as the Wild and Whirling Wastes or the Weird and Whiny Witches. Have students think of an alliterative title or setting which they can then develop into an adventure story. Possible titles might be "The Frightfully Frosty Forest" or "The Mystical Misty Mountain Misadventure." If ideas are needed, the adventure could be for a new item they find for the Thing with their best friend. Encourage them to use alliteration throughout their story!

Standards Implemented: Grades K-3.W.3, K-3.L.5

Approximate time: 30 - 45 minutes

Materials Needed: Pencils, paper



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SLEEP FACTS

SLEEP – Did You Know?

The world record for not sleeping was set by 17-year-old Randy Gardner in 1964 when he was awake for 264 hours and 12 minutes.

Scientists haven't been able to figure out why exactly we need sleep.

Somniphobia is the fear of sleep.

12% of people have black and white dreams. But before colour TV, the number was 75%.

You forget 90% of all your dreams.

It's impossible to sneeze while sleeping.

Scientists have determined that counting sheep isn't a good way to go to sleep. It is better to imagine a calm landscape. Think of nice things!

When you die you will have slept about 1/3 of your life, which for the average person is approximately 25 years.

The average person spends 6 years of their life dreaming.

Parents of new babies miss out on 6 months' worth of sleep in the first two years of their child's life.

Before alarm clocks were invented, there were 'knocker-ups' who went tapping on customers' windows with long sticks until they were awake.

Animals dream.

A snail can sleep for 3 years.

Sea otters hold hands when they sleep so they don't drift away from each other.

Cats sleep for 70% of their lives.

Giraffes only need an average of 1.9 hours sleep per day.

Bats sleep for 20 hours a day.

Horses and cows can sleep standing up.

Both whales and dolphins literally fall half asleep. Each side of their brains takes turns to rest so they can continue surfacing to breathe.

Almost everything we know about sleep, including the facts on this list, has been learned in the last 25 years



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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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ONOMATOPOEIA

Sound effects and background music play a huge part in our production creating atmospheres and bringing the story to life. As a group recreate the noises of the Thing. How quietly can you make the sounds? How loud can you be? How silly can the sounds be? Try out these sounds:

Splish! Splash! Sploosh!

Rumbles getting louder and louder!

Coughing that splutters more and more!

Scatch, scratch, scratch quietly from under the bed!

Now talk about the sounds in the Dark and Scary wood. What can you see and smell? What can you hear? Allow the students to physicalise the adventure while other students make the sound effects.

Walking in the rain

Running through leaves

Splashing in puddles

Howling of wolves

Creeping into the woods

Yelping of the troll

Hooting of an owl

Climbing the twistiest, thorniest tree

Crunching branches

Cheering when Emily finds the cuddly

Can you use instruments to create your own background music for an adventure?

HOTSEAT QUESTIONS

What is it like living in the Wild and Whirling Wastes? (or wherever the character lives)

How did you feel when you saw Emily Brown and Stanley? (or substitute for any other character)

What is your favorite food?

What makes you happy?

What are you scared of?

Where would you want to go on an adventure to?

Who is your best friend?

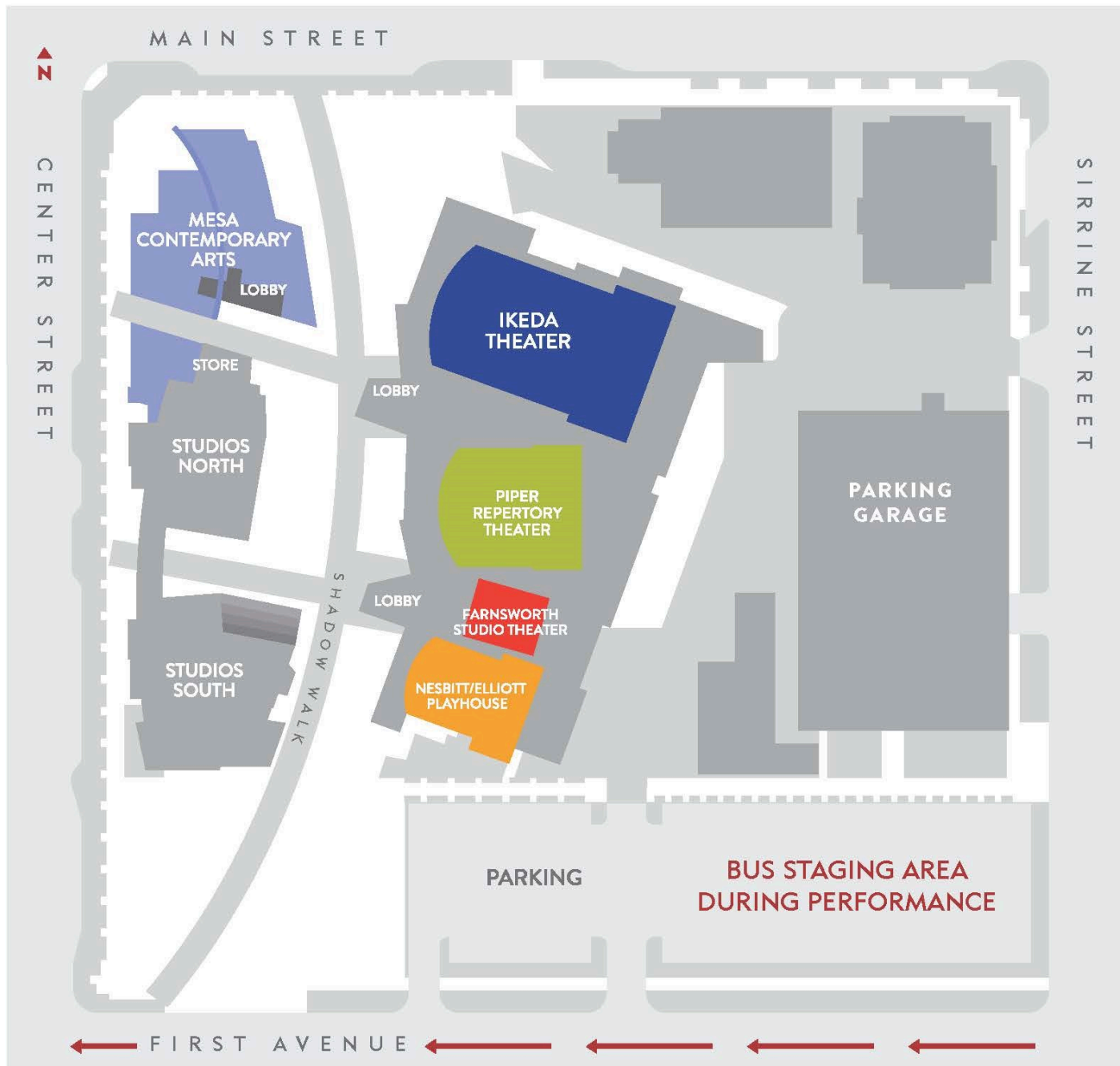
What is your favorite thing to do for fun?

What do you do when you can't go to sleep?

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