

ORLANDO REPERTORY THEATRE
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CUE TO CUE

A RESOURCE GUIDE FOR EDUCATORS
AND AUDIENCE MEMBERS

WELCOME TO CUE TO CUE, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING *THE BEST CHRISTMAS PAGEANT EVER: THE MUSICAL*

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ABOUT THE PLAY



BIG IDEAS IN *THE BEST CHRISTMAS PAGEANT EVER THE MUSICAL*

- Holidays
- Selflessness
- Giving
- Forgiving
- Christmas Spirit

ACT 1

THE CHURCH AND IN TOWN

It is Christmas time in a small town in Southern Ohio. At church on a Sunday morning, Reverend Hopkins thanks the choir for their holiday melody. Students in Helen Armstrong's Sunday school class are invited to share their favorite thing about Sunday school. They offer many reasons, including the Christmas Pageant, but one of the students shares that they like Sunday school because the horrible Herdmans are never there. All the other kids agree.

The Herdmans are the absolute worst. Reverend Hopkins looks to Mrs. Armstrong to help stop the chorus of complaints, but instead she joins in and agrees that the Herdman children are a terrible crew. Then we see the town square where the Herdmans are running around with stolen Christmas decorations. Sirens sound in the distance -- the Herdmans set the Stammers' shed on fire!

THE BRADLEY HOME

Back at the Bradley home, it is TV dinners for supper again. Grace, Bob, and their two kids, Charlie and Beth, set the table and eat dinner. Beth and Charlie tell describe their day, and how the Herdmans brought their pet cat to show and tell. The cat broke loose and ran amuck -- shattering the classroom aquarium into pieces, and eating a student's pet hamster; among other things. Charlie tries to eat Beth's dinner because Leroy Herdman ate his lunch again. Grace has had enough of the Herdmans' bullying and wants to say something, but the kids do not want her to. The Herdmans are mean and saying something will only make it worse. In fact, Christmas seems to be making them more mean every day. The subject of Christmas sparks a conversation about the annual Christmas pageant. The Bradley's phone rings; It is Mrs. Armstrong and the church ladies. They are calling to ask, or demand, that Grace direct the pageant because Mrs. Armstrong has broken her arm and leg, and is unable to direct the pageant as planned. No one in the Bradley house wants it to happen, but Grace is convinced and now everyone has to be at auditions on Sunday, including Bob.

THE SCHOOL LUNCHROOM

At lunch the next day, students Ivy and Alice talk to Beth about her mom directing the pageant. All of them discuss the roles, particularly the leads, Mary and Head Angel. Just then, Imogene, Leroy, Claude, Ollie, Ralph, and Gladys Herdman enter the cafeteria. They cause mayhem as they "go shopping" for food from other kids' lunches. Charlie stands up to them and tells them they can take whatever they want out of his lunch, because he has a special place where he gets all the treats he wants -- Sunday school. Ralph asks when it is and upon discovering it is on Sunday, Leroy announces, "See you there, loser!" Beth is shocked, what has Charlie done!

HELEN ARMSTRONG'S HOSPITAL ROOM

Grace arrives at the hospital to visit Mrs. Armstrong, whom is telling her how the pageant has been done every year. Anxious to leave, Grace goes to rehearsal. Outside of the church, the Herdman children are looking for snacks. Alice arrives and tells them



ABOUT THE PLAY

that there will be snacks after auditions for the pageant. Curious, the Herdmans ask about the play. After learning that Alice wants to be cast as Mary, Imogene grins and seems to have a plan. Inside the church, Grace shares how auditions will run. Alice enters clearly upset.

AUDITIONS

When Grace asks who wants to be Mary, everyone is surprised when Alice refuses to audition for the part. Just then, the Herdmans enter. Imogene shares how it is going to go down. The Herdmans will take all of the leads. quit, but Grace puts her foot down. As the kids leave, Alice confronts Beth. How could her mother let the Herdmans take over the pageant? Beth asks Alice why she did not want to audition. Alice reveals that Imogene threatened her. She storms off to tell the whole story to Mrs. Armstrong.

All of the other kids threaten to quit, but Grace puts her foot down. As the kids leave, Alice confronts Beth, asking how her mother could let the Herdmans take over the pageant. Beth asks her why she did not want to audition, and Alice reveals that Imogene threatened her. Alice storms off to tell the whole story to Mrs. Armstrong.

ON THE PHONES AND AT CHURCH

Later on the phones, the parents are in a tizzy. They cannot believe that Grace let the Herdmans take over the pageant. Mrs. Armstrong calls Grace in an outrage and tells her that the Herdmans must go. At church, Reverend Hopkins and some of the church ladies are packing food baskets for those in need. When he leaves the room, they all start talking about Grace and her decision to let the Herdmans participate. Reverend Hopkins stands up for the Herdmans -- after all, their father left them. He wants to make a basket for them but no one volunteers to help or deliver it.

Later that day, Reverend Hopkins visits Mrs. Armstrong in the hospital. She shares that she has a way of saving the show -- any idea to get the Herdmans out. Reverend Hopkins refuses and instead wonders if the Herdmans might want to join the church. Mrs. Armstrong is disgusted. She is not alone, all of the church ladies think this will be the worst Christmas pageant ever.

THE FIRST REHEARSAL

It is the first rehearsal and the Herdmans are making fun of the song, "Silent Night." After derailing rehearsal to play games, Grace tries to put her foot down. Alice, Ivy, and Beth talk to the side. Alice shares that her mom thinks Grace has no authority. Beth tries to stand up for her mom, but all the kids seem to agree, she is letting the Herdmans get away with everything.

ACT 2

THE BRADLEY HOUSE AND THE HOSPITAL

Back at the Bradley's, Grace is once again on the phone, surrounded by costumes and boxes. Mrs. Armstrong is on the other end sharing unsolicited advice -- to let the Herdmans go, and replace them. Grace stands up to her, but is upset when her own kids want them gone too. They are causing mayhem at every turn, breaking the steeple bell and locking themselves into bathrooms. Bob supports Grace's decision to stand up for the Herdmans and she is grateful for him doing so.

THE SECOND REHEARSAL

It is the second rehearsal and the other kids are giving the Herdmans instructions. They share the story of Mary, Joseph, and Jesus. Imogene is shocked that Mary was pregnant and the innkeeper would not let them stay for the night. She is outraged when she learns they had to sleep in a stable. Just then, some of the church ladies enter to spy on rehearsal. They overhear the conversation with Imogene when she asks where the social worker was for Mary and Joseph. Grace informs her that they did not have social services at that time. Gladys pipes up that the social worker is at their house almost every week. After the church ladies leave for the kitchen to make cakes, Ralph asks what kind of story this is anyway. Suddenly, everyone realizes that the Herdmans do not know the Christmas story at all. The kids and Grace share that Mary and Joseph were hiding from the



ABOUT THE PLAY

evil King Herod, who was afraid Jesus would grow up and take over his throne. As the Herdmans learn more about the story, Gladys decides that the whole thing sounds like a comic. She leaps into action as the Angel of the Lord, ready to fight Herod and kill him! Imogene thinks Charlie should play Herod and he becomes terrified! As the chaos builds, Imogene puts a cigar in her mouth and enters the kitchen. Suddenly, smoke comes out of the kitchen. As firetrucks sound in distance, the kids run around in panic. Reverend Hopkins bursts in and announces, Christmas is cancelled!

The Christmas Pageant cancellation is the talk of the town. As Grace and her family walk to the Hermans' house with a basket of food, they're shunned by the church ladies. Bob does not understand what the big deal is, after all it was only a little smoke. Suddenly, they are at the gate to the Herdmans' house. It is extremely rundown. Charlie is afraid, so Beth and Grace go on their own to deliver the basket. The garage is full of garbage and things the kids have collected over the years. Just as they are about to leave, they hear the kids coming home in heated discussion. Grace and Beth hide around the corner. Imogene is upset because they blamed the fire on them, when it was really the church ladies' cakes that burned. They cannot believe that Reverend Hopkins was able to just cancel everything. They enter the garage and discover the beautiful basket full of goodies. They have never had anything like it. Gladys shares that she has always dreamed of a Christmas like this. Grace and Beth are shocked when they see the light in their eyes, full of hope and love from the gift. They try to sneak away, but are discovered when they make a sound. The Herdmans think they are in trouble, but Grace tells them that the show is on. They find an old and very ragged doll that will be their baby Jesus.

GETTING READY FOR THE PAGEANT

Grace heads off to find the Reverend and convince him to let them do the pageant, Herdmans and all. Grace tells him that the Hermans were blamed for the fire, when in fact it was the church ladies' cakes. The Reverend is appalled and even though they only have 24 hours before the pageant, he leaps to action -- the show must go on!

It is the night of the show and it is chaos. There is a large line out the door for the show. No one seems to know where to go and when, but the doors open and Grace tries to organize everything.

THE PAGEANT

The show begins and no one knows where the Herdmans are. Just as everyone is panicked, Ralph and Imogene appear. They enter and are shocked by the crowd, but Grace encourages them anyway. They adlib some lines and Gladys makes a big entrance too. When the Three Wise Men appear with Bob, Alice is sure they brought Jesus something awful. Instead, Leroy, Ollie, and Claude present the entire food basket from the church. Ralph and Imogene thank the Wise Men and Bob, who joined them on stage. They share that this food will help feed them for an entire month. Imogene breaks into song and everyone joins. She bends over and kisses the baby.

Reverend Hopkins comes to the stage clearly moved. Gladys chimes in, "Hey everybody, unto us a child is born!" Reverend Hopkins responds, "Let there be joy in the world!" With excitement, everyone joins in song and celebration. The church ladies cannot believe what they have seen. They cannot wait to tell Mrs. Armstrong. Suddenly, Mrs. Armstrong rolls up in a wheelchair and pronounces that it was the best Christmas pageant ever. Charlie runs up to Leroy and reminds him to not forget his basket. But, Leroy says it was a gift, and you cannot take back a gift. Reverend Hopkins thanks the Herdmans for joining the pageant and says that they'll be missed next year. That is, until Ralph shares that they will be doing the Christmas pageant every year!



THE CREATORS

PLAYWRIGHT, LYRICIST, AND COMPOSER | JAHNNA BEECHAM AND MALCOLM HILLGARTNER

Jahnna N. Malcolm is the pen name of Jahnna Beecham and Malcolm Hillgartner. They met as actors at the Oregon Shakespeare Festival in 1978 and were married three years later on the stage of the Empty Space Theatre in Seattle. The pair has been writing together almost from the moment they met, starting with radio and television commercials and later plays, musicals, and interactive games. They have also written books for kids and young adults. Their first series, *Bad News Ballet*, was published by Scholastic in 1989. Since then they published more than 130 books. Their musical adaptation of *The Doll People* by Laura Godwin and Ann M. Martin, enjoyed a successful premiere at Smith College in October 2014. In 2015, their musical adaptation of the beloved story *The Best Christmas Pageant Ever* was published by Playscripts. When they are not writing, Jahnna directs plays and Malcolm narrates audiobooks. They live in Ashland, Oregon but enjoy going on adventures with their grown son Dash and daughter Skye.

Source: www.jahnnaandmalcolm.com

AUTHOR | BARBARA ROBINSON

Barbara Robinson was born and grew up in southern Ohio, in the river town of Portsmouth. She often credited her life in that small town as inspiring her writing, saying that it provided “great stuff to feed the imagination.” An avid reader and writer from an early age, Robinson followed her passion for both drama and writing when she attended Allegheny College in Pennsylvania. She graduated in 1948. In 1949, she married John Robinson. Their family grew to include two daughters. Robinson made her home and worked in Berwyn, a Philadelphia suburb, for many years. Robinson was a Breadloaf Fellow in 1962 and wrote more than 40 short stories for newspapers and magazines, including *McCall's* and *Ladies' Home Journal*. In 1962, she published her first book for children, *Across from Indian Shore*. Her most popular work, *The Best Christmas Pageant Ever*, was released in 1972 to warm praise. In the novel, the Herdmans, none of whom has ever heard the Christmas story, offer their own wild and irreverent interpretation when they take over the annual holiday pageant. Robinson adapted the book for both the stage and for television in the 1980s, and it has sold more than 3.3 million copies in all editions. She went on to create two sequels starring the Herdmans, *The Best School Year Ever* and *The Best Halloween Ever*. Though she enjoyed various styles of writing over the course of her career, she noted she was “most happily an author of children's books, because there's no greater audience than boys and girls who read books and demand that those books be the most exciting, the most mysterious, the most touching, the funniest... the best.”

Source: <https://www.publishersweekly.com/pw/by-topic/childrens/childrens-authors/article/58177-obituary-barbara-robinson.html>



AFTER THE SHOW

POST-SHOW DISCUSSION QUESTIONS

1. What did you notice when you first entered the theatre? Describe the stage.
2. What was the setting of the story? Did the set and scenery help to establish the show's location? What specific things did you notice about the set and stage lights: color, shape, and texture? Did you notice anything about the set or lights that you thought was unique?
3. *The Best Christmas Pageant Ever The Musical* takes place during the holidays. How did the costume designer create costumes appropriate to the season? What specific details did you notice about the costumes: color, shape, and texture? What did the costumes say about the characters, their status, and their age?
4. Which character do you relate to the most? Why? What words describe that character?
5. What did the characters learn about themselves or the world in the play? Was there a moral or lesson?
6. What did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?
7. What was the story about? Describe the beginning, middle, and end. What was the climax of the story? Why? If you had to summarize the play in one sentence, what would it be?

Standards: LAFS.K-8.RL.1.1, LAFS.K-1.RL.1.2, LAFS.K-4.RL.1.3, LAFS.6-8.RL.1.3, LAFS.3.RL.2.6, TH.K.C.3.2, TH.1.S.3.2, TH.2.O.2.1, TH.3.C.1.2, TH.4.C.3.1, TH.1.C.2.2, TH.K.C.2.1, TH.3.O.1.2, TH.6-8.O.1.3, TH.68.H.1.5



LANGUAGE ARTS

BELL WORK

In *The Best Christmas Pageant Ever The Musical*, everyone seems to have an opinion about the Herdmans without really knowing what is going on with them and their family. Have you ever made an assumption about someone? How would you feel if someone made an assumption about you? Why is it important to treat one another the way we would want to be treated? Describe how you can work to treat your friends and people you do not know with respect. Create a code of respect for your classroom. What expectations and rules should be included?

Standard: LAFS.K-8.W.1.3

WORD WALL

DIRECTIONS: Draw a line from the word to its meaning. Use context clues from the play, the root word, and if needed, look up the definition using a dictionary resource.

disaster	an interview for a particular role or job as a singer, actor, dancer, or musician
plague	relating to angels
menace	unhealthy or unhealthful; tending to harbor or spread disease
audition	the state of disintegrating or being destroyed
angelic	a person who tends and rears sheep
rehearsal	contagious bacterial disease characterized by fever and delirium
ruin	an aromatic gum resin obtained from an African tree and burned as incense
unsanitary	a sudden event, such as an accident or a natural catastrophe
decree	agreement or concord
shepherds	a practice or trial performance of a play
frankincense	a person or thing that is likely to cause harm
humanity	an official order issued by a legal authority
harmony	humaneness; benevolence

Standard: LAFS.K-5.L.3.4

Extension: Pick three words from the list and use them in an original sentence or paragraph. You can choose to write about the play or something else. You can also draw a picture, illustrating the definitions in the words you choose.

Standard: LAFS.K-5.W.1.2

ACTIVITIES ACROSS THE CURRICULUM

LANGUAGE ARTS

Giving Is Getting

Directions:

In *The Best Christmas Pageant Ever: The Musical*, we discover the importance of helping others versus serving our own self interests. The holidays can be a joyous time filled with family, friends, and fun, but it is also an important time to help those that are in need. Write a letter to your fellow classmates outlining a project which helps others during the holidays. A project example might include starting a food drive or collecting supplies for an animal shelter. Use persuasive language and specific examples for how your project will benefit the community. Share your letter with your classmates.

Extension:

As a class, identify which project will be implemented by voting. Identify and designate roles for everyone. For example, is there a project manager; a marketing manager; a secretary (who writes the meeting minutes, another word for detailed notes), inventory coordinator, etc? The most important goal is to work well as a team and ensure everyone participates.

Standard: LAFS.2-5.W.1.1

MATH

The Show Must Go On!

Directions:

In *The Best Christmas Pageant Ever: The Musical*, they decide to do the pageant again at the very last minute. With only 24 hours, Grace is not ready with all her costumes and props. Solve the following word problems to find out how much work she needs to do before the pageant can go on!

1. In order to ensure all of the costumes will be made before the deadline, Grace has to take inventory. She cast 9 angels in the pageant. She counts 5 costumes. How many costumes is she short?
2. The shepherds need more canes. She has 3 blue canes, 5 yellow canes, and 6 orange canes. How many does she have? If she needs 15 total, does she have enough? If not, how many does she need to make?

Standard: MAFSK-1.OA.1.1

SCIENCE

It Is Cold Outside!

Directions:

The Best Christmas Pageant Ever: The Musical takes place in Ohio where it gets really, really cold. In Florida, we do not have blizzards or ice storms, but we do experience large storms during hurricane season. People living in a variety of climates must prepare for severe weather in different ways. As a class, explore how someone living in Buffalo, New York prepares for winter versus how someone living in Orlando, Florida prepares for hurricane season. Make a list with two columns: one for a winter storm and one for a hurricane. In each column, list weather effects caused by each storm (snow, wind), ways that the weather impacts how people live during that season (activities, transportation) and finally list ways people prepare for severe weather during these seasons (clothing, supplies, and safety procedures). Compare and contrast the two lists. What do you notice? What is surprising?

Standard: SS.K.G.3.3, SS.1.G.1.6, SC.2.E.7.5

ELTA



MUSIC

Songs From Around The World

Directions:

Music plays an important role in *The Best Christmas Pageant Ever: The Musical*. We hear both traditional and contemporary holidays songs that tell the story of Christmas, love, and joy throughout the play. Music is used for celebrations in American and all around the world. Break up into small groups. Each group will receive a holiday from the list below. Using digital resources, research music that might accompany each celebration. Share the songs with your class. What do you notice? What similarities and differences do you hear?

St. Lucia Day
Kwanzaa
Christmas
Easter
New Year's Eve

Chinese New Year
Basanth
Songkran
Hanukkah

Standard: MU.2.H.2.1



ADDITIONAL RESOURCES

INSPIRED BY THE SHOW

Books

The Best Christmas Pageant Ever by Barbara Robinson
The Best School Year Ever by Barbara Robinson
The Best Halloween Ever by Barbara Robinson
My First Kwanzaa by Karen Katz
A Christmas Carol by Charles Dickens
A Season of Gifts by Richard Peck
The Gift of the Magi by O'Henry
The Magic Menorah: A Modern Chanukah Tale by Jane Bresbin Zalben
The Christmas Wish by Lori Evert
The Little Christmas Elf by Nikki Shannon Smith
The Christmas Tree Ship by Carol Crane
Horrible Harry and the Christmas Surprise by Suzy Kline
Magic Tree House #44: A Ghost Tale for Christmas Time by Mary Pope Osborne
The House Without a Christmas Tree by Gail Rock

Movies

Home Alone (Twentieth Century Fox, 1990)
A Charlie Brown Christmas (Lee Mendelson Film Productions, 1965)
The Best Christmas Pageant Ever (Regency Home Video, 1983)
The Christmas Shoes (Gaiam – Entertainment, 2006)
The Christmas Blessing (Gaiam – Entertainment, 2007)
Christmas Hope (Gaiam – Entertainment, 2010)



STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS AND FLORIDA STATE STANDARDS

SATISFIED BY USING THIS GUIDE AND ATTENDING ORLANDO REP'S PRODUCTION OF *THE BEST CHRISTMAS PAGEANT EVER: THE MUSICAL*

Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 1: Key Ideas and Details

(Text refers to the play, the script, or the content in this guide.)

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LAFS.1.RL.1.1 Ask and answer questions about key details in a text.

LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.7.RL.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LAFS.6.RL.1.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

LAFS.7.RL.1.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

LAFS.8.RL.1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 2: Craft and Structure

LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

Language Arts Florida State Standards | Strand: Writing Standards | Cluster 1: Text Types and Purposes

LAFS.2-5.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LAFS.K-5.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

LAFS.K-8.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Language Arts Florida State Standards | Strand: Writing Standards | Cluster 3: Vocabulary Acquisition and Use

LAFS.K-5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade K-2 reading and content, choosing flexibly from an array of strategies.

Math Florida State Standards | Domain: Operations and Algebraic Thinking | Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

MAFS.K.OA.1.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

MAFS.1.OA.1.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.



STANDARDS

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Next Generation Sunshine State Standards - Science

SS.K.G.3.3 Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

SS.I.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.

SC.2.E.7.5 State the importance of preparing for severe weather, lightning, and other weather related events.

Next Generation Sunshine State Standards – Music

MU.2.H.2.1 Discuss how music is used for celebrations in American and other cultures.

Next Generation Sunshine State Standards – Theatre Arts

TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.

TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.

TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

TH.1.C.2.2 Identify elements of an effective performance.

TH.4.C.3.1 Identify the characteristics of an effective acting performance.

TH.K.C.3.2 Share reactions to a live theatre performance.

TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.

TH.3.O.1.2 Discuss why costumes and makeup are used in a play.

TH.6-8.O.1.3 Explain the impact of choices made by directors, designers, and actors on audience understanding.

TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.