

## School Show Packet Welcome Letter:

Dear Educators,

One of my favorite field trips every year is going to a live-theater production with my students. It's seeing their delight in watching real people acting out their favorite stories. It's seeing their awe over sets, lighting, special effects, and costumes. It's hearing their reactions in gasps, sighs, and laughter. And most importantly, it's sensing their understanding that theater reflects our own life experience, and it has something to teach us about being good people. There's always a message to take away from the show.

Thank you for giving your students this special opportunity by participating in the Great River Educational Arts Theater School Show Season! The information enclosed in this packet will assist you in making the trip a successful venture. In addition, there are standards-based lessons that will enable students to use the content of the production as a spring-board for working on their required comprehension skills. I hope you will find them to be useful tools in your students' learning!

Best wishes for a successful school year, and may your GREAT field trip be a highlight for you and your class!

Ruth Johnson

Teacher-District 742

## Using *The Wiz* for Kindergarten Learning Activities

### Activity K-A

#### Standards:

0.1.2.2 With prompting and support, retell familiar stories, including key details.

0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Students will draw a key event from the beginning, middle, and end of the play.

Using the circle in each section, students will record their reaction to the events by creating a picture of their face. (Worksheet included)

### Activity K-B

#### Standard:

0.1.9.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Students will choose a character from the play. They will draw the character, using the *Character Feeling Chart*, recording the character's changing feelings and actions. (Worksheet included)

Using characters from the play, the class will record information on the *Character Comparison Page*. (Worksheet included)

#### **PRINCIPAL CHARACTERS FROM THE WIZ:**

Dorothy

Scarecrow

Tin Man

The Lion

Addaperle

Evillene

Glinda

The Wizard

## Activity K-C

Standard:

0.1.9.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

If students have heard a version of the Wizard of Oz, the class can compare and contrast the content of the book/movie, with the play, using the Venn Diagram.

(Worksheet included)

## Activity K-D

Standards:

0.6.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

0.8.5.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Students will record their opinions about the play, using the “I Went to the Theater” form. (Worksheet included)

## Activity K-E

Standard:

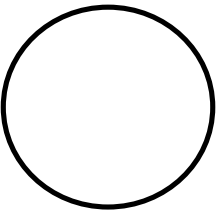
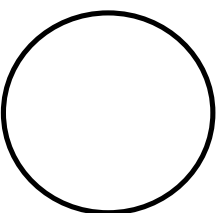
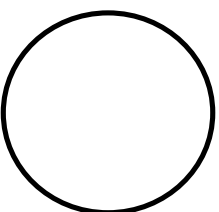
0.3.1.4.1 Interpret and perform a variety of characters using voice, movement and props.

Students will pantomime an action or speak in a voice to imitate a character from the play. Other students will attempt to guess which character they are imitating.



My Name: \_\_\_\_\_

The play I saw was: \_\_\_\_\_

<b>The Beginning...</b>	<b>The Middle...</b>	<b>The End...</b>
My Reaction: 	My Reaction: 	My Reaction: 

My Name: \_\_\_\_\_

## Character Comparison



Activity K-B

Characters: \_\_\_\_\_ and \_\_\_\_\_

How were they

**ALIKE?**

How were they

**DIFFERENT?**



My Name: \_\_\_\_\_

### Character Feeling Chart

The Play: \_\_\_\_\_

Character's Name: \_\_\_\_\_

<p><b>Beginning</b></p>
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<p><b>Middle</b></p>
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<p><b>End</b></p>
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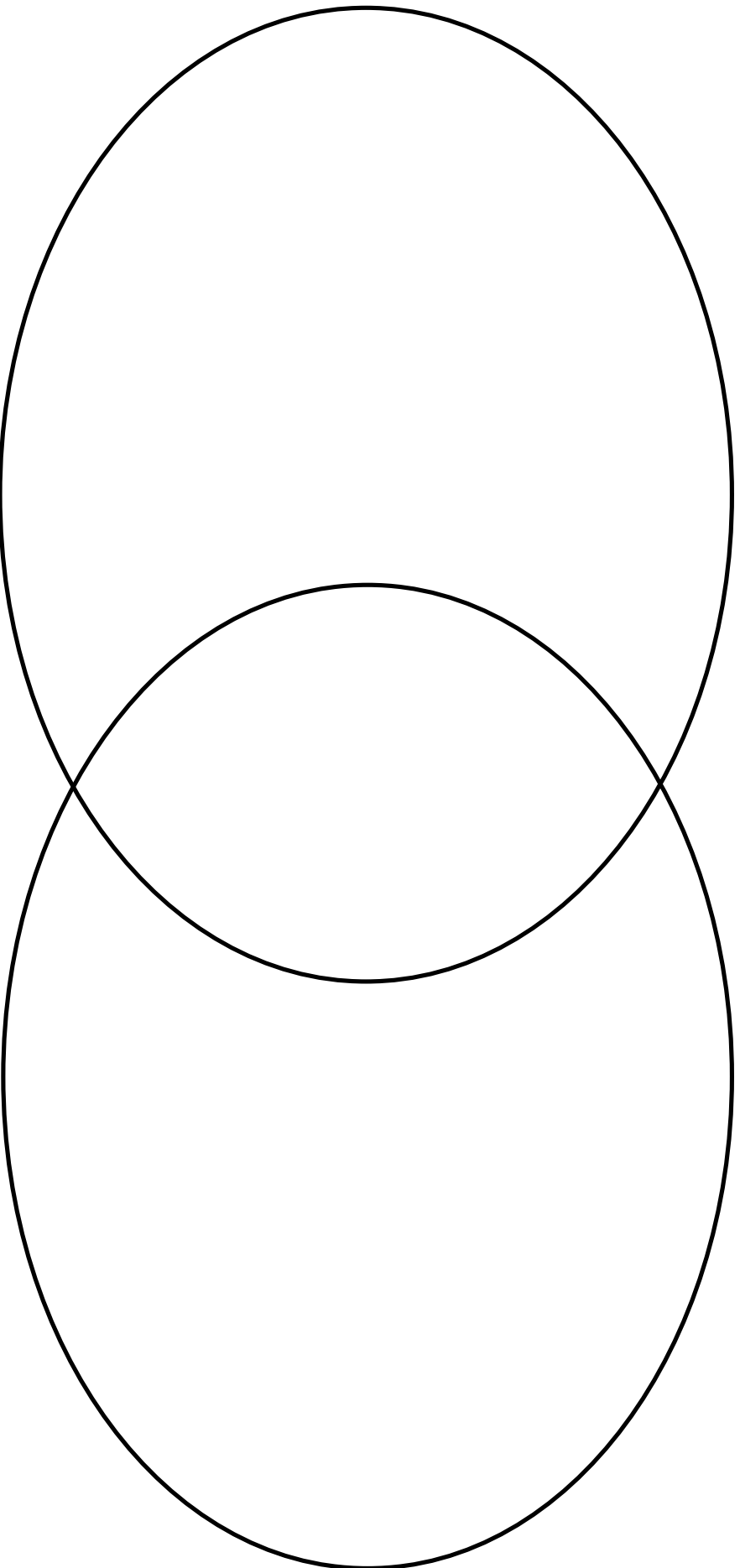
My Name: \_\_\_\_\_

Activity K-C



Title: \_\_\_\_\_

Title: \_\_\_\_\_



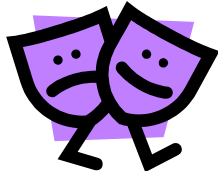
The Play

The Book/Movie

*My Name:*

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*Activity K-D*



*I went to the theater to see the*

*play*

*called*

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*My Name:*

\_\_\_\_\_ *Activity K-D*

*I* \_\_\_\_\_ *the play*

*because* \_\_\_\_\_

\_\_\_\_\_

*My Name:*

*Activity K-D*

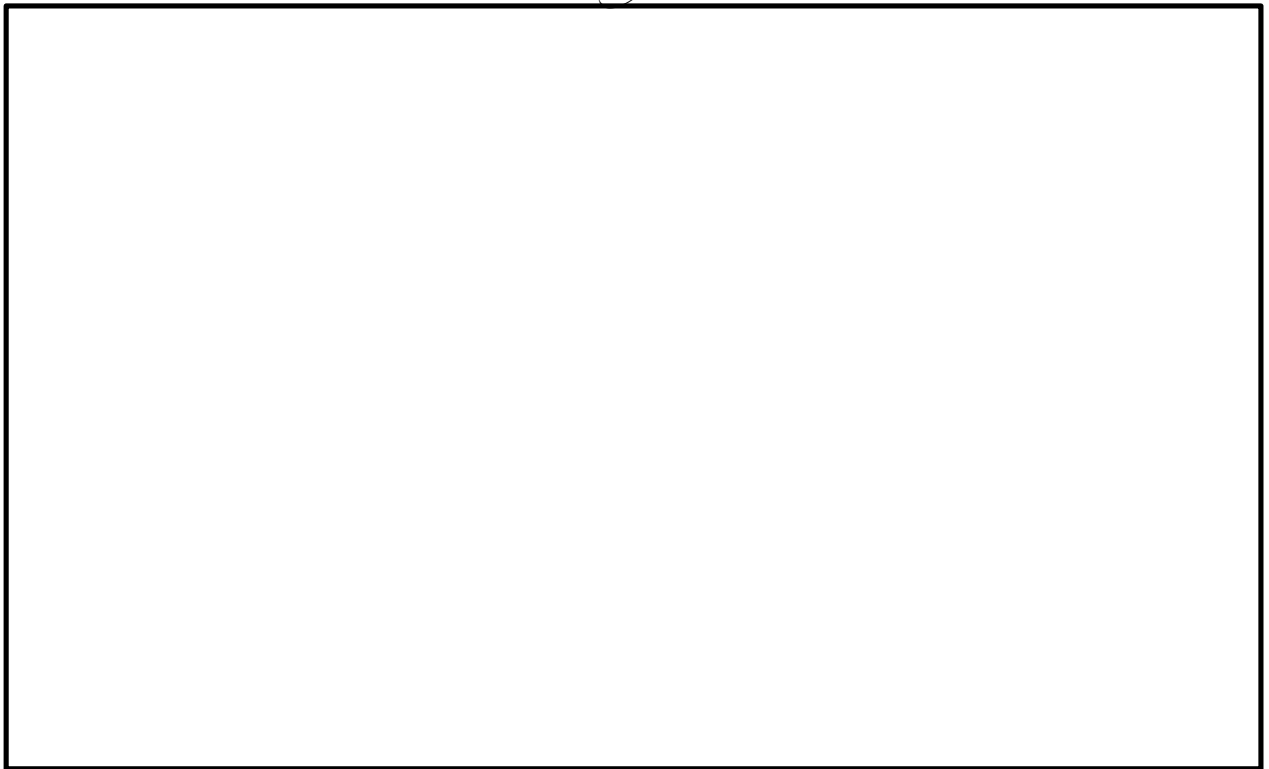
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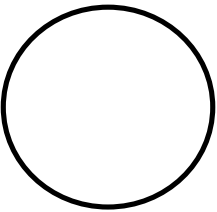
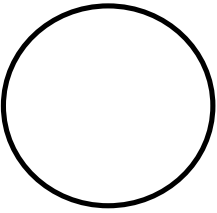
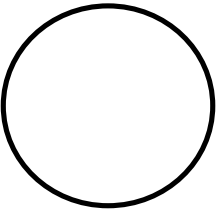
*Draw a picture of your idea.*





My Name: \_\_\_\_\_

The play I saw was: \_\_\_\_\_

<b>The Beginning...</b>	<b>The Middle...</b>	<b>The End...</b>
My Reaction: 	My Reaction: 	My Reaction: 

My Name: \_\_\_\_\_

## Character Comparison



Activity K-B

Characters: \_\_\_\_\_ and \_\_\_\_\_

How were they

**ALIKE?**

How were they

**DIFFERENT?**



My Name: \_\_\_\_\_

### Character Feeling Chart

The Play: \_\_\_\_\_

Character's Name: \_\_\_\_\_

<p><b>Beginning</b></p>
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<p><b>Middle</b></p>
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<p><b>End</b></p>
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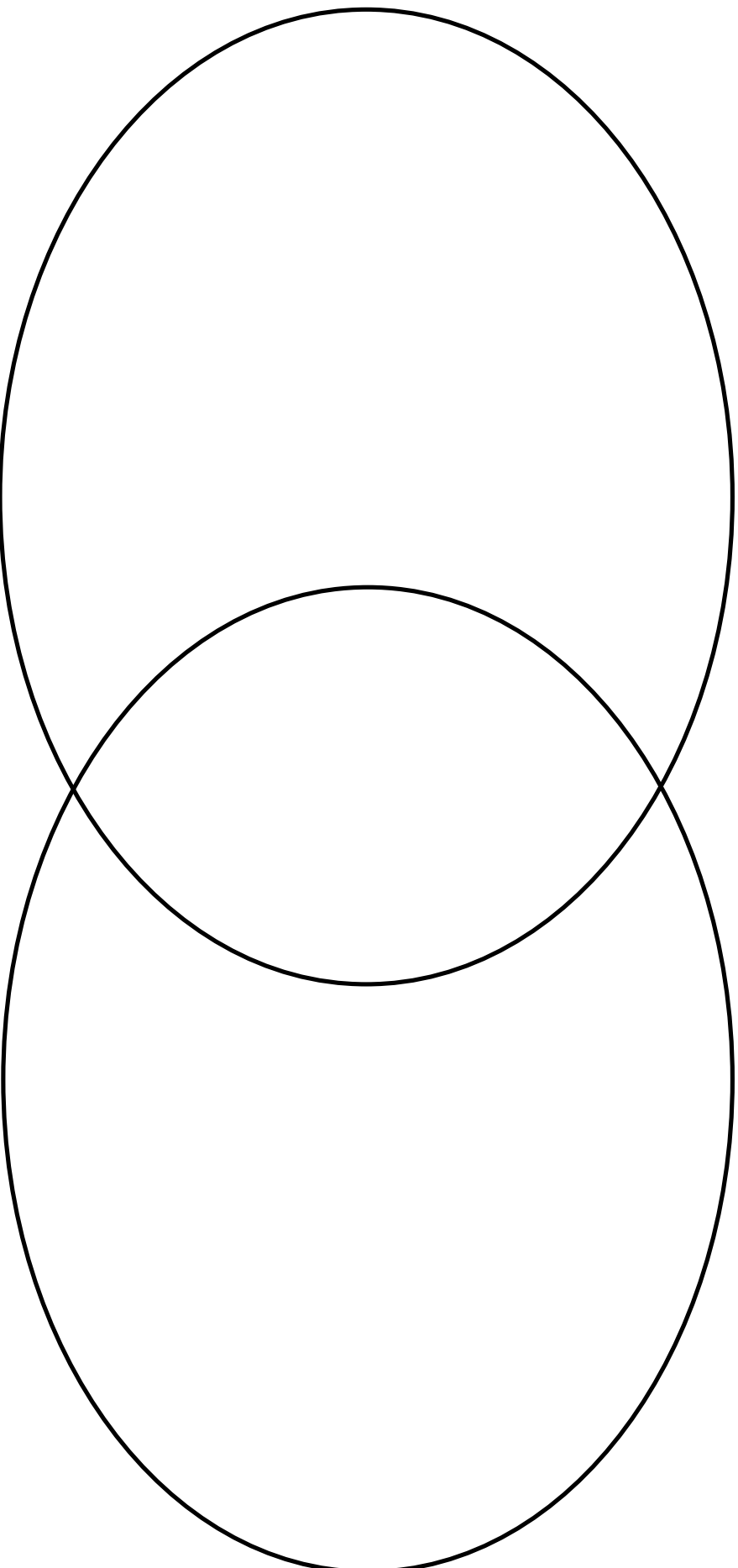
My Name: \_\_\_\_\_

Activity K-C



Title: \_\_\_\_\_

Title: \_\_\_\_\_



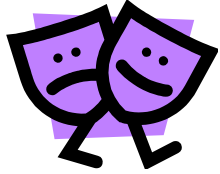
The Play

The Book/Movie

*My Name:*

---

*Activity K-D*



*I went to the theater to see the*

*play*

*called*

---

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*My Name:*

\_\_\_\_\_ *Activity K-D*

*I* \_\_\_\_\_ *the play*

*because* \_\_\_\_\_

\_\_\_\_\_

*My Name:*

*Activity K-D*

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*Draw a picture of your idea.*

