



# Teacher Resource Guide and Lesson Plan Activities

Tickets: [thalian.org](http://thalian.org)

910-251-1788

or

CAC box office 910-341-7860

Featuring general information about our production along with some creative activities to help you make connections to your classroom curriculum before and after the show.

The production and accompanying activities address North Carolina Essential Standards in Theatre Arts, Goal A.1: Analyze literary texts & performances.

Look for this symbol for other curriculum connections.



## Junie B. Jones, the Musical

Book and lyrics by MARCY HEISLER

Music by ZINA GOLDRICH

Adapted from the JUNIE B. JONES Series of books by Barbara Park

### March 2 - 11, 2018

7:30 PM Friday - Saturday and 3:00 PM Sunday

Hannah Block Historic USO / Community Arts Center  
Second Street Stage 120 South 2nd Street (Corner of Orange)



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## About this Teaching Resource

This Teaching Resource is designed to help build new partnerships that employ theatre and the arts. By using the guide, students will see how *Junie B. Jones, the Musical* offers them the opportunity to develop their understanding of national identities and diversity (Citizenship), support their reading, writing, speaking and listening skills (English), explore issues related to personal identities (Personal Well Being) and develop their creative skills (Performing Arts). Learning about how *Junie B. Jones, the Musical*, was created will make viewing the show a richer experience for young people.

## About the Musical

*Junie B. Jones, The Musical*, is a wonderful adaptation of four of Barbara Park's best-selling books, brought to life in a genuinely comical (and not strictly-for-kids) musical developed by Theatreworks USA. Awaken a young person's desire to read with the sassy little diva, Junie B. Jones, and her adventures in first grade. It's Junie B.'s first day of first grade, and a lot of things have changed for her: Junie's friend, Lucille, doesn't want to be her best pal anymore and, on the bus, Junie B. makes friends with Herb, the new kid at school. Also, Junie has trouble reading the blackboard and her teacher, Mr. Scary, thinks she may need glasses. Throw in a friendly cafeteria lady, a kickball tournament and a "Top-Secret Personal Beeswax Journal," and first grade has never been more exciting. Featuring a tremendously lovable character and fun-filled songs, *Junie B. Jones* will capture your audience members' hearts just as the books captivated an entire generation of students.

## About Thalian Association Community Theatre

Thalian Association Community Theatre was founded in 1788, to provide arts education & bring the excitement of the performing arts to Wilmington, North Carolina & produces five major productions annually on the Main Stage at historic Thalian Hall. In fact, Thalian Hall was proudly named for our organization in 1858. Our mission is to present quality live theatre that illuminates the human experience for the citizens of Wilmington, New Hanover County and beyond. We teach life skills through theatre education and provide an outlet for artists and technicians to develop and exercise their crafts. Established over 38 years ago Thalian Association Youth Theatre is an extension of Thalian Association Community Theatre non-profit organization & is dedicated to the enrichment of arts education for our community's youth. We offer Academy classes in Drama, Song & Dance, Improvisation & Musical Theatre Technique, aligned with the National Standards for Arts Education. Thanks to generous support from the Landfall Foundation and Wilmington East Rotary we provide arts enhancement classes for the Community Boys & Girls Club, the Brigade Boys & Girls Club and the Girls Leadership Academy of Wilmington. Special school performances for A. H. Snipes Academy of Arts & Design are made possible by a grant from Coming Incorporated Foundation. We want to turn out great theatre artists as well as great doctors, lawyers, teachers and bankers. Thalian Youth Theatre is about developing collaborative & thoughtful members of our community.

Find definitions for the highlighted words

## The Show

Dear First Grade Journal,

First grade is hard! Last year I had two best friends. This year the lunch lady is my best friend. Last year I was cute. This year I need glasses.

Junie B. Jones quickly learns that first grade is very different from **kindergarten**. Her old friends don't want to sit with her in class or on the bus, and she's **dreading revealing** her new glasses to her **classmates**. Helping Mrs. Gutzman serve lunch in the cafeteria turns out to have hidden **consequences**. Even the kickball **tournament** is filled with trouble (an **ill-timed** pinky toe injury **sidelines** Junie B). and suddenly she has to save the day during the half-time show! However, our fearless first grader tackles each **challenge** with **characteristic spunky** style in this high-energy musical.

The play combines several Junie B., First Grader books, most notably:

- *Junie B., First Grader (At Last!)*
- *Junie B., First Grader: Boss of Lunch*
- *Junie B., First Grader: One Man-Band*

## The Author

**Barbara Park** was best known as the creator and author of the New York Times bestselling *Junie B. Jones* series, the stories of an **outrageously funny** kindergartener who has kept kids (and their grownups) laughing and reading for over two **decades**.

Park was born in Mount Holly, New Jersey, and spent most of her adult life in Arizona. There she, with her husband, Richard, raised her two sons and spent time with her two young grandsons. She died in 2013 after fighting ovarian cancer **heroically** for seven and a half years.

She wrote over fifty books, from the picture book *Ma! There's Nothing to Do Here!*, a love letter to her grandson, to middle grade novels such as *Skinnybones*, *The Kid in the Red Jacket*, *Mick Harte Was Here*, and *The Graduation of Jake Moon*. Barbara won more than forty children's book awards, including several Children's Choice awards.

## The Playwrights: Marcy Heisler (book and lyrics) and Zina Goldrich (composer)

Longtime songwriting team Marcy Heisler and Zina Goldrich made their 2015 Broadway **debut** with *Ever After* (based on the film of the same title). They were the first women ever **honored** with the Fred Ebb award for Musical Theatre Songwriting. Besides *Junie B. Jones*, other collaborations include the musical *Dear Edwina* and *Snow White Rose Red (and Fred)*, originally **produced** by the Kennedy Center. They have provided original songs for The Disney Channel, Disney Theatricals, PBS, and Nickelodeon. As performers, they have toured **domestically** and **internationally**. Other theatrical projects include *The Great American Musical*, based on the bestselling book by author/director Julie Andrews, and *Serena Bergman*, a Cyrano de Bergerac story set in the Brill Building. They are both active members of The Dramatist Guild, and have served as contributing writers to Dramatist Magazine.

## Classroom Discussions

Discuss the following situations

- Changes and new **situations** can be scary.
- Things that make us different can also make us special.
- **Disappointments** can seem **overwhelming**.
- We can learn to overcome disappointments.
- Sometimes your closest friends disappoint you the most.
- What makes a good friend?
- Have you ever had to **report** your friend's behavior?

## Writing Prompts

**Junie B. has to acclimate herself to many changes in first grade: a new teacher, a new bus friend, and new glasses.** What kind of changes have the students experienced (for example, getting a new baby in the family, or moving to a different city or school)? Compare their adventures to Junie B's. **Can change be good? Bad? Both at the same time?**

**When she gets her new glasses, Junie B. worries that no one will like her because of the way she looks, and that no one will want to be her friend.** She doesn't want to be different from her classmates (who in fact, are all unique in their own way!). Talk about Junie B.'s schoolmates and the things that make them special. For example: **Sheldon is allergic to glue, dairy, and artificial meat; Camille and Chenille are twins; Herb is the "new kid" at school; José can speak Spanish.** List some ways that being different can be good – and ways that having things in common can be good.

**Junie B. is very disappointed that she can't play in the kickball tournament, due to her "smashed piggy toe."** Her parents tell her the proverb: **"when life gives you lemons, you make lemonade."** What do they mean by this? **Discuss times when your students ever had to make the best out of a bad situation. Can your students think of any other proverbs, and what they mean?** (ie: "Where there's a will, there's a way," or "Man does not live by bread alone.")

**Junie B. and Sheldon perform at the halftime show during the first grade kickball tournament.** To prepare, Junie B. learns how to juggle, and practices constantly to get it right. (Another proverb: **"Practice makes perfect!"**) Have your students ever had to practice for something (like for a soccer game, a choir concert, or even their spelling words)? Was that difficult for them? **Did practicing help them achieve their goals? Why or why not?**

**Junie B. Jones is a feisty first grader, and sometimes she makes mistakes or gets in trouble. But she always learns something. What lesson did she learn after she got her glasses? After helping Mrs. Gutzman? After the big halftime show? What does she learn from keeping a journal?**

## MEMORY GAME: BABY'S GOT A BRAND NEW LUNCHBOX!

Direct the class to sit in a circle, and instruct the first student to fill in the blanks: "In my lunchbox, I've got \_\_\_\_\_." Going around the circle, the next student mentions the first item, plus a second. The next student mentions the first two items in order, plus a new lunch food, and so forth, so that by the end the circle might say "In my lunchbox, I've got an apple, a sandwich, milk, cookies, a fruit bar, chips, pizza..." et cetera. For an extra challenge, you might try eliminating students when they are incorrect – the last one in the circle who can remember all the food is the winner!

## Junie-Speak 101!

Junie B. Jones has a very unique (unusual) way of speaking. Sometimes, her grammar is not exactly perfect. And sometimes Junie B. mispronounces words. Below are several phrases from the Junie B. Jones books featured in our musical. Rewrite the sentences to make them grammatically correct. (We've underlined the incorrect phrases, to give you a head start!) You can also read the Junie B. Jones books and pick out incorrect phrases of your own!

1. Me and Herb walked to Room One.
2. I quick opened my journal.
3. It was the funnest dream I ever had.
4. I do not know him that good.
5. 'Cause this wasn't as hard as I thought.
6. Mother made me pasketti and meatballs.



# JUNIE B'S WACKY STORY!

Here's a story about Junie, and it's up to you to fill in the blanks! Under each blank is the name of a "part of speech." Pair up with a classmate and ask each other for each item in this list of types of words. Then fill these words into the blanks of the story, and read your crazy stories out loud!

- 1) Person's name: \_\_\_\_\_
- 2) Place 1: \_\_\_\_\_
- 3) Place 2: \_\_\_\_\_
- 4) Exclamation: \_\_\_\_\_
- 5) Noun 1: (plural): \_\_\_\_\_
- 6) Noun 2 : \_\_\_\_\_
- 7) Noun 2 : \_\_\_\_\_

- 8) Noun 2 : \_\_\_\_\_
- 9) Adjective 1: \_\_\_\_\_
- 10) Adjective 2: \_\_\_\_\_
- 11) Adjective 3: \_\_\_\_\_
- 12) Adjective 4: (with "est") \_\_\_\_\_
- 13) Verb 1: \_\_\_\_\_
- 14) Verb 2:(past) \_\_\_\_\_
- 15) Verb 2: \_\_\_\_\_
- 16) Adverb: \_\_\_\_\_
- 17) Weather condition: \_\_\_\_\_
- 18) Body part: \_\_\_\_\_

One day, Junie B. Jones and \_\_\_\_\_ decided to go to the \_\_\_\_\_.

**PERSON'S NAME** **PLACE 1**

When they got there, Junie B. said, "\_\_\_\_\_! Would you look at all these \_\_\_\_\_"

**EXCLAMATION** **NOUN 1: (PLURAL)**

\_\_\_\_\_ said, "Let's \_\_\_\_\_ all over them!" Junie B. said "Hurray, hurray!"

**PROPER NAME** **VERB 1**

That's a \_\_\_\_\_ idea!" \_\_\_\_\_ and Junie B \_\_\_\_\_ and \_\_\_\_\_

**ADJECTIVE 1** **PERSON'S NAME** **ADVERB** **VERB 1 (PAST TENSE)**

and \_\_\_\_\_ until they were very \_\_\_\_\_. Just then a \_\_\_\_\_

**VERB 1 (PAST TENSE)** **ADJECTIVE 2** **ADJECTIVE 3**

\_\_\_\_\_ appeared in the sky. "Uh-oh, \_\_\_\_\_ said. "It looks like "It's going to

**NOUN 2** **PERSON'S NAME**

\_\_\_\_\_." Junie B. and \_\_\_\_\_ rode their bicycles to the \_\_\_\_\_

**WEATHER CONDITION** **PERSON'S NAME** **PLACE 2**

& waited for the \_\_\_\_\_ to \_\_\_\_\_. While they were there, Junie B. bought \_\_\_\_\_

**WEATHER CONDITION** **VERB 2** **PERSON'S NAME**

a \_\_\_\_\_. "Thank-You, Junie B." \_\_\_\_\_ said. "I've always wanted a \_\_\_\_\_."

**NOUN 3** **PERSON'S NAME** **NOUN 3**

Just then, Junie B. woke up in her \_\_\_\_\_ and rubbed her \_\_\_\_\_. She said,

**NOUN 4** **BODY PART**

"That was the \_\_\_\_\_ dream ever, I tell you!"

**ADJECTIVE 4 WITH "EST"**




## A June Picnic with Junie B.

Start this game with the refrain:

**"I'm going on a picnic with Junie B.,  
and this is what I'll take with me. . ."**

The first player says the refrain and then names an item that starts with the letter A. The next player says the refrain again but brings something that starts with the letter B. Continue until you finish all the letters of the alphabet. Use the chart below to keep track of all the items that the group would bring on their Junie B. picnic.

<b>A</b> _____	<b>L</b> _____	<b>W</b> _____
<b>B</b> _____	<b>M</b> _____	<b>X</b> _____
<b>C</b> _____	<b>N</b> _____	<b>Y</b> _____
<b>D</b> _____	<b>O</b> _____	<b>Z</b> _____
<b>E</b> _____	<b>P</b> _____	
<b>F</b> _____	<b>Q</b> _____	
<b>G</b> _____	<b>R</b> _____	
<b>H</b> _____	<b>S</b> _____	
<b>I</b> _____	<b>T</b> _____	
<b>J</b> _____	<b>U</b> _____	
<b>K</b> _____	<b>V</b> _____	



For more fun, look for  
**Junie B. Jones:  
These Puzzles Hurt My Brain! Book**

JunieBJones.com 

Illustrations © 2013 by Barbara Baranzini. From the Junie B. Jones® series by Barbara Park.

## A classroom environment that promotes respect & kindness.

Junie B. is always learning valuable life lessons. Let her evolving insights help your students understand the importance of building good character.

- Introduce character traits to your class to emphasize why having such traits promotes a healthy and safe environment where learning and fun can take place.
- Use a journal to help foster good character traits in the classroom throughout the year.
- Have students read all the books in the series and identify and record passages where Junie B. exhibits good character. Junie B. often behaves badly at first. Have students record these instances along with suggestions for better ways to handle the situations.
- Students can also keep track of their own good behavior by writing down examples of actions they have taken that promote respect, dignity, perseverance, honesty, kindness, tolerance, responsibility, caring, self-discipline, citizenship, courage, or fairness.

### Respect

Define the term respect and discuss with your class how it is important to be respectful to yourself, meaning that one should be proud of one's actions and behaviors; be respectful to others, meaning that one should be thoughtful and caring to others; and be respectful to resources, meaning that one should take care of one's own and others' belongings.

### Class Discussion

In *BOO . . . and I MEAN It!*, Junie B. is not appreciative of the Halloween treats her neighbors hand out to her. Discuss why her mom was not pleased with her behavior. **Ask students to define respect and talk about how it is related to how people treat one another.** Is it important to be respectful to others, to others' property, and even to oneself? **Discuss if Junie B.'s reaction to the neighbors is respectful. What would have been the more respectful way to handle that situation?**

### Honesty

In *Cheater Pants*, Junie B. learns that doing your own work is not "a suggestion." **Define the term cheating and discuss how it relates to honesty and one's dignity.** Also **define the term cause and effect.** **Ask students to think about the consequences that occur because of Junie B.'s poor choices.**

### Dignity

In *Cheater Pants*, Mr. Scary is disappointed in Junie B. after she makes the decision to copy May's homework paper. Junie B. then cheats on her spelling test and decides to come clean with Mr. Scary. **Define the term dignity and how it relates to the decision that Junie B. makes to tell Mr. Scary the truth.** **Ask students why it is important that Mr. Scary writes Junie B. a cinquain to let her know that he can trust her again.** **How do they think this makes Junie B. feel?**

### Tolerance

Throughout the series Junie B. is sometimes annoyed about the attention her little brother Ollie receives. Ollie cries a lot & he needs to be fed, and it sometimes seems to Junie B. that his needs are considered more important than her own. **Discuss with the class how, even though we may not be comfortable with someone or a situation, there are times when we need to be tolerant and understanding.** Junie B.'s recurring conflicts with May also illustrate a lack of tolerance and understanding. For example, in *Turkeys We Have Loved & Eaten (and Other Thankful Stuff)*, Junie B.'s reaction to May's behavior makes the situation even worse. **Ask students how Junie B. could behave differently to show she is more tolerant of others & understands others' points of view.**



NCES-TheatreArts.(K-5).TA.AC.2: Use performance to communicate ideas and feelings. North Carolina Essential Standards, Information and Technology Standards 2.TT.1.1: Analyze theatre in terms of the social, historical, and cultural contexts in which it was created. 5.TA.CU.2: Understand the traditions, roles, and conventions of theatre as an art form. Use a variety of technology tools to gather data and information.

# Dear Diary.....

## ACTIVITY

### A Lesson on Journal Writing (Grades K-6)

When Junie B. writes in her first grade journal, she expresses her thoughts and feelings about what is going on in her life. Journal writing can be an effective way to get students interested and excited about writing. With this lesson, students create and write their own journals as a way to freely explore their inner thoughts and create a source of ideas for their writing. For younger pre-readers, drawing or simple words can be used for the students to express themselves in their journals. More advanced writing prompts can be used for older, more advanced students. Remind students that it isn't so much about what they write that is important but that they stick to their writing. There is no right or wrong way of keeping a journal. Just keep writing.

#### You will need the following:

- 10 sheets of white paper, folded in half for writing pages
- 1 piece of construction paper, folded in half for a cover
- markers
- hole puncher
- ribbon or rafia

Place the folded sheets of white paper in the folded piece of construction paper. Punch two holes in the fold, one at top and one at bottom. Thread and tie a piece of ribbon or raffia through the holes to bind your journal. Decorate the cover with markers.

Now that students are ready, explain how each entry must be dated, addressed, and signed. Have students keep their journal for at least a week. Encourage them to be creative by including poems, drawings, and song lyrics if they wish. To give students ideas for their first entries, present the following prompts and give them 5-10 minutes to write:

- This weekend, one thing I did for fun was...
- I get really frustrated and mad when...
- I have a lot of thoughts inside my head today...

Collect and read journals after one week, making personal rather than corrective comments on their thoughts and ideas. Ask for volunteers to read aloud from their journals and have students give the writer feedback on style and/or content. This activity can be continued on a longer timeline.



## Theatre Corner

### Post-Performance Discussion

As soon as possible after the performance, engage your students in conversation about the production.

- How did the musical differ from the books?
- How were they similar?
- Why wasn't Junie's dog Tickle in the show?
- Why do you think some episodes from the book were omitted in the play?
- Who was their favorite character and why?
- Describe the costumes and the sets.
- What was something that stood out - made an impression on them?
- If you could play one character - who would it be?



**North Carolina Essential Standards in Theatre Arts**  
**3.A.1.2:** Evaluate formal or informal theatre productions.  
**NCES-TheatreArts.(K-5).TA.AC.2:** Use performance to communicate ideas and feelings.

## Youth Theatre Academy Classes

Over 38 years ago Thalian Association Community Theatre established the Youth Theatre program dedicated to the enrichment of arts education for our community's youth.



We offer affordable classes in Drama, Song & Dance, Improvisation & Musical Theatre Technique that are aligned with the National Standards for Arts Education, N.C. Essential Standards in Theater Arts & N.C. Common Core.

Starting as young as three years old (in TACT Tots) all the way to high school seniors, we have something for everyone! Classes are offered downtown at the Hannah Block Historic USO/Community Arts Center Building & mid-town at the First Baptist Activity Center.



Thalian Association Youth Theatre Academy is the place to be if you want to learn "the ropes" from local professional artists currently working in their field.



If you are an aspiring performer or just want to build confidence & make new friends, check out thalian.org for more information on the Youth Academy.

Learn what it is like to be part of a show. Join the Theatre Community!



Thalian Association Community Theatre offers 5 Youth productions annually with auditions open to performers ages seven through high school seniors. Would you like to be in a show?



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*Next Onstage:*

**Disney's Tarzan**

*April 27 - May 6, 2018*

Hannah Block Historic USO/Community Arts Center