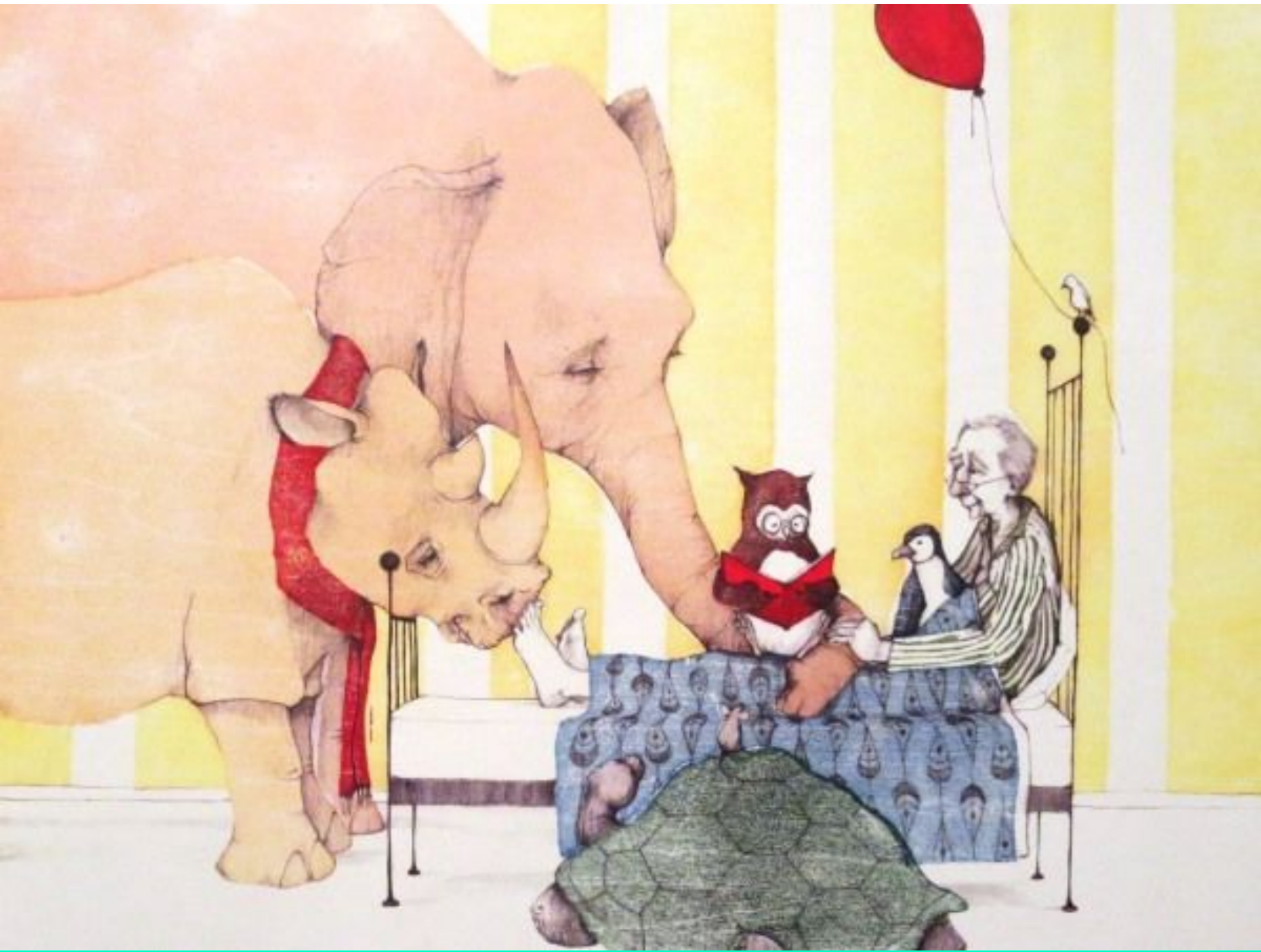


FLYNN CENTER PRESENTS



A SICK DAY FOR AMOS MCGEE

WELCOME TO THE 2018-2019 STUDENT MATINEE SEASON!

TODAY'S SCHOLARS AND RESEARCHERS SAY CREATIVITY IS THE TOP SKILL OUR KIDS WILL NEED WHEN THEY ENTER THE WORKFORCE OF THE FUTURE, SO WE SALUTE YOU FOR VALUING THE EDUCATIONAL AND INSPIRATIONAL POWER OF LIVE PERFORMANCE. BY USING THIS STUDY GUIDE YOU ARE TAKING AN EVEN GREATER STEP TOWARD IMPLEMENTING THE ARTS AS A VITAL AND INSPIRING EDUCATIONAL TOOL.

WE HOPE YOU FIND THIS GUIDE USEFUL AND THAT IT DEEPENS YOUR STUDENTS' CONNECTION TO THE MATERIAL. IF WE CAN HELP IN ANY WAY, PLEASE CONTACT SMS@FLYNNCENTER.ORG.

ENJOY THE SHOW! -Education Staff

AN IMMENSE THANK YOU...

THE FLYNN CENTER RECOGNIZES THAT FIELD TRIP RESOURCES FOR SCHOOLS ARE EXTREMELY LIMITED, THUS MATINEE PRICES FOR SCHOOLS ARE SIGNIFICANTLY LOWER THAN PRICES FOR PUBLIC PERFORMANCES. AS A NON-PROFIT ORGANIZATION, THE FLYNN IS DEEPLY GRATEFUL TO THE FOUNDATIONS, CORPORATIONS, AND INDIVIDUALS WHOSE GENEROUS FINANCIAL SUPPORT KEEPS MATINEES AFFORDABLE FOR SCHOOLS.

THANK YOU TO DUCKY DONATH FOR SPONSORING THIS PERFORMANCE.

THANK YOU TO THE FLYNN MATINEE 2018-2019 UNDERWRITERS:

NORTHFIELD SAVINGS BANK, ANDREA'S LEGACY FUND, CHAMPLAIN INVESTMENT PARTNERS, LLC, BARI AND PETER DREISSIGACKER, EVERYBODY BELONGS AT THE FLYNN FUND, FORD FOUNDATION, FORREST AND FRANCES LATTNER FOUNDATION, SURDNA FOUNDATION, TD CHARITABLE FOUNDATION, VERMONT ARTS COUNCIL, EVERYBODY BELONGS ARTS INITIATIVE OF BURLINGTON TOWN CENTER/DEVONWOOD, VERMONT COMMUNITY FOUNDATION, NEW ENGLAND FOUNDATION FOR THE ARTS, NATIONAL ENDOWMENT FOR THE ARTS.. ADDITIONAL SUPPORT FROM THE BRUCE J. ANDERSON FOUNDATION & THE WALTER CERF COMMUNITY FUND.

ABOUT THE COMPANY AND PRODUCTION

The Company:

Virginia Repertory Theatre is a nonprofit, professional theatre company. With four distinct venues, an educational touring arm, and an annual audience over 530,000, Virginia Rep is the largest professional theatre and one of the largest performing arts organizations in Central Virginia. They are dedicated to the development and production of new plays, and they seek outside producing collaboration to ensure the play has a life beyond its development and production at Virginia Rep.

For 65 years Virginia Rep has served Virginia's adults, children, families and schools and contributed to the cultural, educational, and economic life of their city, region, and across the nation.

The Characters:

Amos McGee - who is the zookeeper and the protagonist of the story. Amos is a kind-hearted and reliable friend who knows exactly what his friends need.

Tortoise - who likes to run races against Amos.

Penguin - who is shy but finds Amos to be a patient friend.

Elephant - who is smart and strategic in his games of chess with Amos.

Rhinoceros - who always has a runny nose, and Amos always has a handkerchief.

Owl - who is afraid of the dark, so Amos reads him stories.

The Story:

Based on the 2011 Caldecott Medal Winner by Philip and Erin Stead, this rousing new musical tells the story of Amos McGee, a kindly and conscientious zookeeper. Day after day, Amos demonstrates the perfect way to bond with each of his friends: running races with the tortoise; spending quiet time with the timid penguin; and always being there with a handkerchief for the sniffling elephant. One day, when Amos feels under the weather and must remain home in his bed, the animals decide together how to return Amos' favors of kindness and compassion.

The story is originally a children's picture book written by Philip C. Stead and illustrated by Erin E. Stead. In addition to the 2011 Caldecott Medal, Erin Stead won the Best Illustrated Children's Books of 2010 award from the New York Times. The story shares a loving relationship between friends full of kindness and thoughtfulness.

Philip and Erin Stead

Philip C. Stead is the author of the Caldecott Medal winning book *A Sick Day for Amos McGee*, also named a New York Times Best Illustrated Book of 2010 and a Publishers Weekly Best Children's Book of 2010, illustrated by his wife, Erin E. Stead. Together with Erin, he also created *Bear Has a Story to Tell*, an E.B. White Read-Aloud Award honor book. Philip, also an artist, has written and illustrated several of his own books including *Hello, My Name is Ruby*, *Jonathan and the Big Blue Boat*, *A Home for Bird*, and his debut *Creamed Tuna Fish and Peas on Toast*, which was applauded by School Library Journal for "its wry humor and illustrations worthy of a Roald Dahl creation." Philip lives with Erin and their dog, Wednesday, in a 100-year-old barn in Ann Arbor, Michigan.



CHARACTER IN THE CLASSROOM

ASPECT OF STORY: CHARACTER

In every story, there are characters. A character could be a person, an animal, or even an object. Each character has their own personality that makes them unique in the story. When a writer crafts a story, they think about what each character wants and needs. The characters also face a conflict, or a challenge, during the story. A conflict is something that gets in the way of what a character wants. In most stories, there is usually one character who is the protagonist. The protagonist is the main character around whom the story is focused.

****In *A Sick Day for Amos McGee*, pay close attention to how the characters have different personalities. See if you can identify who the protagonist is in the story and what the conflict is about.**

CREATING A COMMUNITY OF CARE IN THE CLASSROOM

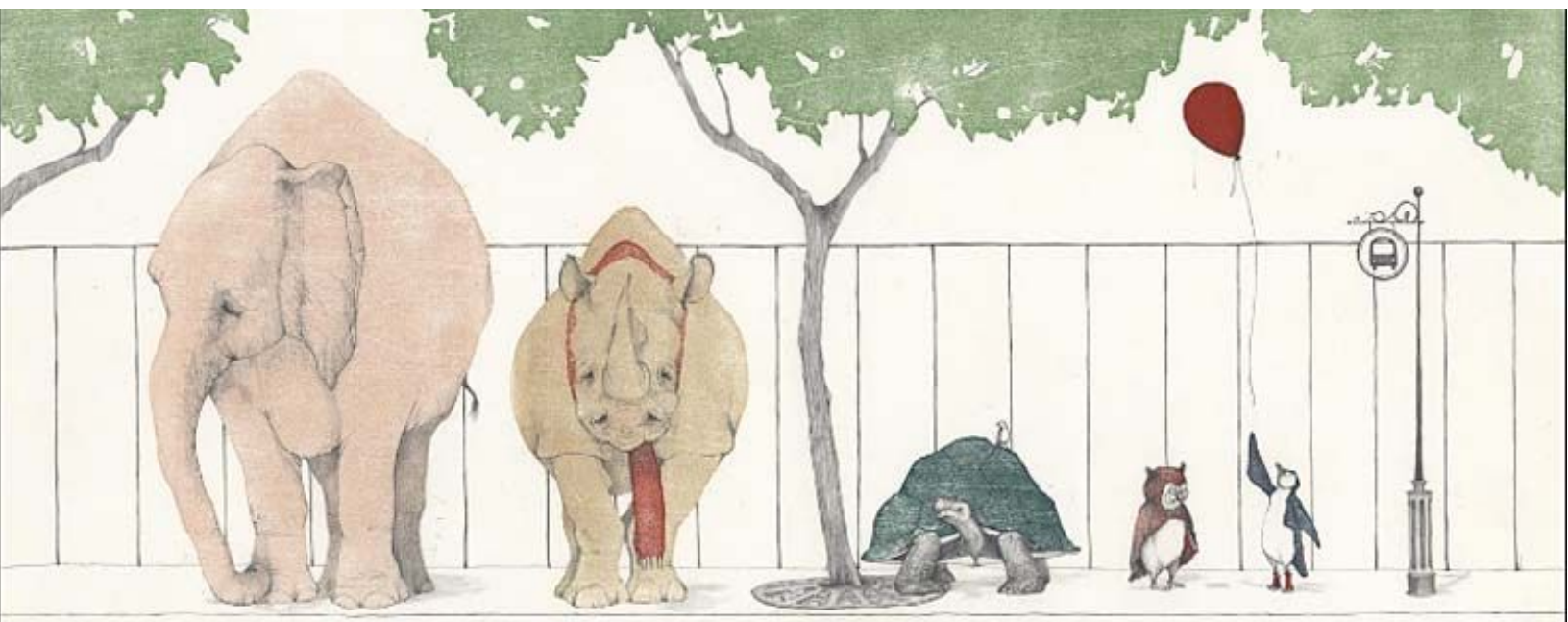
One of the biggest themes of *A Sick Day for Amos McGee* is *caring for others*. Create a care center in the classroom. Ask students: What types of things might you need to help people feel better? Beds? Blankets? Flowers? Games? As a class, come up with some ideas, and then create an area in the classroom that allows them to imagine and role play caring for one another. Someone could be “sick” while the others are “caretakers”. Stuffed animals could be used, too.

TINY OBSERVATIONS

Read the book once through without prompting students to observe anything particular. Then, as you read the book together a second time, notice the balloon and the tiny mouse and bird that appear on each page. Explore where they are, what they’re doing, and why they might be there. Choose a small item or animal or token, and place it around the classroom in different spots. Students can write or draw, making an observation journal about these items and their movement.

SMALL MOMENTS

After reading the book, talk about what small moments were meaningful and how this author and illustrator chose some sweet small moments to focus on instead of big action. Next have students select a small moment from their own life and write a narrative (or draw a picture) that shows that moment in detail, all the small important things that make up that moment. If comfortable, students can share their moment with the class, talking about what it means to them.



DISCUSSION QUESTIONS & ACTIVITIES

PRE-SHOW QUESTIONS

- Read the book. The reading can be silent reading, read aloud or reading to a friend or pet. Talk about what happens in the book. How would you describe the characters?
- Amos loves his animal friends, and he pays close attention to what his friends need. What does it take to be a good friend? Do you know what your friends need? How could you find out? What are different ways you can show kindness to your friends?
- The animals at the zoo know Amos as punctual and reliable. What does it mean to be reliable? Does being reliable make a difference for other people? How? What are ways you could practice being reliable?
- You'll see actors playing the part of different animals in the show including a Tortoise, Elephant, Penguin, Rhinoceros, and Owl. What are things you know about these animals? What do you think the actors will do to show they're being an animal instead of a human?

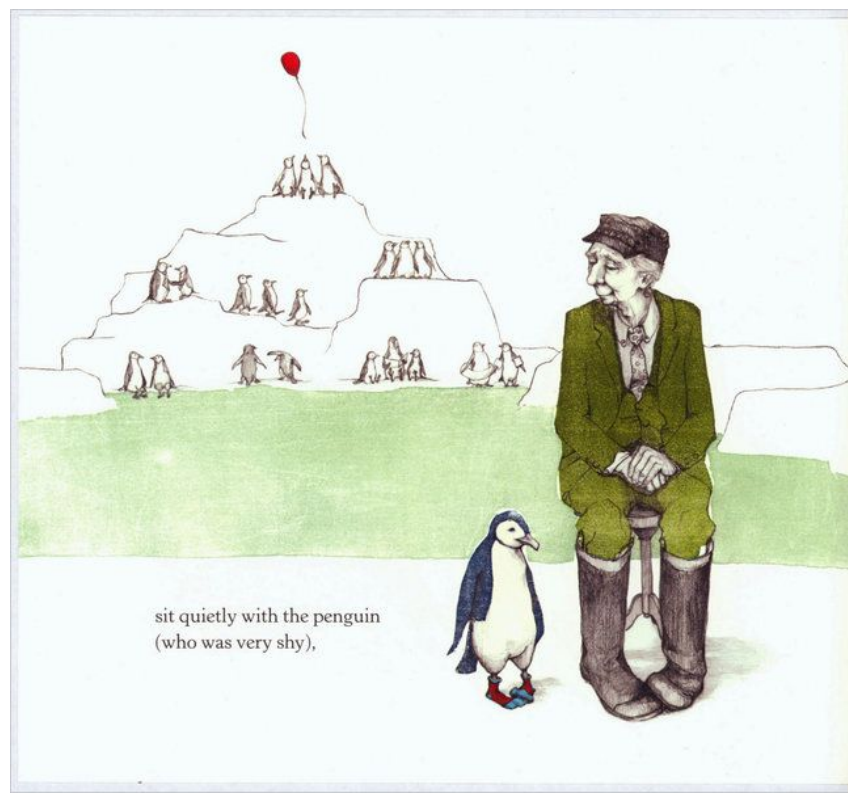
POST-SHOW QUESTIONS

- How was the play different from the books you have read? How was it the same?
- Were there any characters or events that were in the book but not in the play? Why do you think these choices were made?
- What do you think the set and costume designers need to consider when bringing the book to the stage?
- What things helped to tell the story on stage?
- What happened in the story that was surprising? Exciting? Funny? Scary?
- Did you have to use your imagination when you watched this play? Explain.
- Notice what the actors do with their bodies and voices to show they're playing the part of an animal instead of a human. After the show, what did you noticed?
- Every story has a beginning, middle, and end. Notice these part of the story during the show. After the show, share what you remember about how the story started, what happened in the middle, and how the story ended.
- Notice how the characters in the story show kindness to each other. After the show, discuss: how did Amos show kindness to his animal friends? How did the animal friends show kindness to Amos?

FRIENDSHIP SIMILARITIES AND DIFFERENCES

Amos and the animals are friends who have lots of similarities, but they also are very different from one another. Students can discover the things they have similar to and different from their classmates.

- Place students in pairs.
- Each pair receives a Venn diagram
- Students discuss facts about their lives such as family information, likes and dislikes, hobbies, or places they have visited.
- Write or draw all similarities in the area where the two circles join. Write or draw all differences in the areas of the circles that are separated.
- This activity can be completed two or three times with different pairings of students. Have each student swap partners several times to create multiple comparisons.



ACTIVITIES

ANIMAL COSTUMES

In *A Sick Day for Amos McGee*, you see actors playing the part of an animal. If you got to pick an animal to play in a show, what animal would you pick? Let's create your animal costume!

- For the exercise, the teacher can have students draw an image of their animal costume, make a collage, or create a 3D costume using various recycled materials.
- When the costume design is complete, share them! Why did you choose this animal? What choices did you make for the costume design that clue us in to which animal you picked?

ACTS OF KINDNESS

A Sick Day for Amos McGee is about kindness. Amos and his friends find many different ways to show kindness to each other. What are ways you can show kindness to your friends? To your classmates? To your family? To new people you meet?

- Brainstorm different acts of kindness that you could do at school, home, for friends, family, fellow students, etc.
- Have students vote or select their favorite acts of kindness and make a class list. The teacher can put these ideas in a hat or leave the list hanging in class.
- Each morning, pick an act of kindness that students will take on for the day in school and at home.
- Have students share throughout the day what they're experiencing by acting kind. What difference does it make for other people when you're kind?



CHARACTER MAPS

Create a character map to describe Amos and the animal characters in the book. After students have listed some traits on the map, have them write a paragraph describing the characters using the trait words or have them tell you about the character using the traits. Discuss what traits are the same and different for each of the characters. Students can combine their paragraphs into a story and bind it into a classroom book for all to share.

EXPLORING THE ROLES OF AUTHOR AND ILLUSTRATOR

It is the role of an illustrator to bring life to an author's story through pictures. Try the following activity in order to gain insight into the difficulties of both the author and the illustrator in collaborating on a project.

You will need:

- Writing paper
- Drawing paper
- Pencils
- Drawing pencils, crayons, markers, colored chalk, or watercolors

Provide each student with writing paper and pencil. Encourage them to pursue the role of the author and write a clear description of a character or scene from their imaginations. The description should be four or five sentences with vivid adjectives to paint a picture with words of the character or place.

Next, ask the students to trade papers with each other and switch roles to that of the illustrator. Provide them with drawing materials and encourage them to follow the author's word description as closely as possible when creating the images.

Follow up with a discussion of the experiences as author and as illustrator in the exercise.

EXPLORING PAGE TO STAGE ADAPTATIONS

- How are characters shown in books, and how are they shown in plays? (Some thoughts: in books, we get to read what is written about characters and that they say, and if there are pictures we might get to see how the illustrator imagined them. In plays, we get to see how characters move around, see how they respond to things, etc.)
- How are settings shown in books, and how are they shown in plays? (In books we get to read descriptions of environments, or possibly see drawings if there are illustrations. In plays, we get to see physical items that communicate setting to us. Often settings in plays are abstract, so something as simple as a piece of blue fabric might tell us we're at the river's edge.)

MOVING PARTS: WARM-UP YOUR BODY!

Sit in a circle together and make sure you have enough space around you to move your body without bumping into your neighbor. It's important for actors to warm-up their bodies before they rehearse or perform. We're going to warm-up like an actor as well as practice moving like some of the characters in *A Sick Day for Amos McGee*.

- Begin by shaking out your left hand, then your right hand. Shake out your left arm, then your right arm. Shake out your left foot, then your right foot.
- Now, imagine you're a Tortoise. How would a Tortoise warm-up? Roll your neck around like a Tortoise.
- Imagine you're an Owl. How would an Owl warm-up? Stretch out and flap your wings.
- Imagine you're an Elephant. How would the Elephant warm-up? Flap your ears like an Elephant, and swing your trunk from side to side.

WORDS COME ALIVE:

ARTS INTEGRATION ACTIVITIES

PROVIDING THE OPPORTUNITY TO ACTIVELY EXPLORE THE WORLD OF THE SHOW HELPS STUDENTS BECOME MORE ENGAGED AND CONNECTED AUDIENCE MEMBERS, THINKING ABOUT ARTISTS' CHOICES AND APPROACHING THE PERFORMANCE WITH ENHANCED CURIOSITY.

FOR MORE INFORMATION ABOUT OUR ARTS INTEGRATION ACTIVITIES:

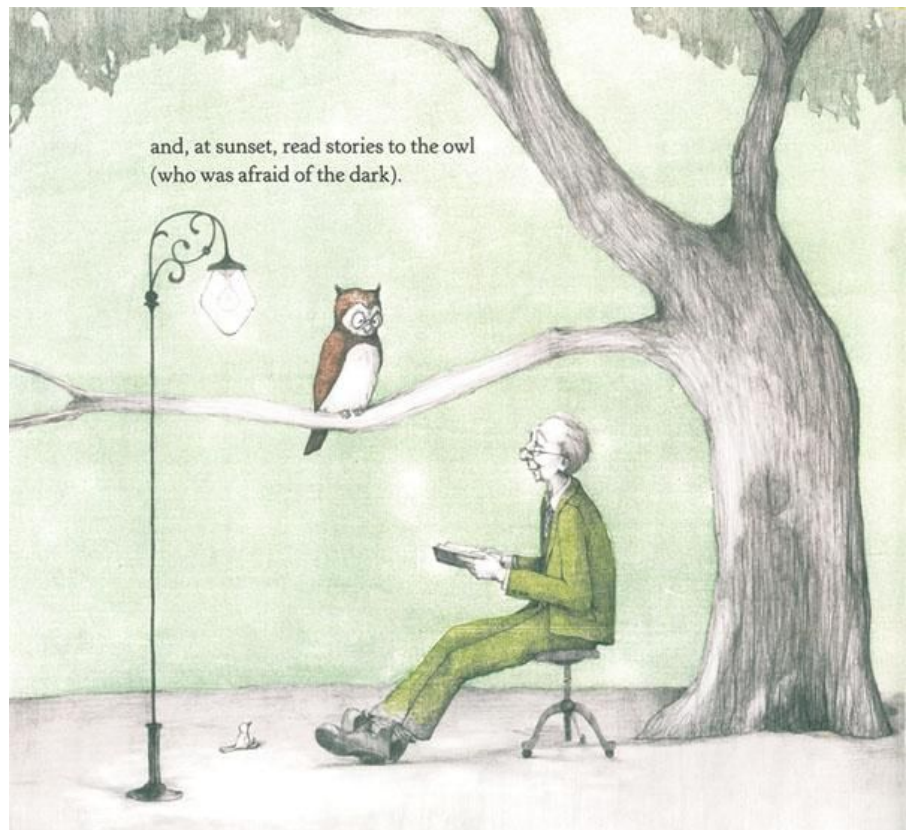
- [CLICK HERE](#)
- CALL 652-4548
- EMAIL LAUREN AT SCHOOLPROGRAMS@FLYNNCENTER.ORG

MOVING THROUGH SPACE:

MOVE LIKE AN ANIMAL!

Next, we're going to move around the room like the characters in the story. To do this, you'll want to focus your attention on embodying each character, and don't let anything else in the room distract you. Make sure you walk in a way that doesn't disturb anyone else in the room. Think about how you would shape your body to move like each character (many of them will be animals). Let students know the boundaries of the space they'll be walking through.

- First, practice moving through the space like Amos the Zookeeper. Walk from one side of the room to the other as if you've just arrived to work and you're checking on the animals.
- Now, imagine you're the Elephant. It's early in the morning, and you're just waking up. Walk slowly through the room like an Elephant in the morning.
- Now, you're the Tortoise. It's the middle of the day, and you're ready to race. Move through the space as if you're a Tortoise running a race.
- Now, you're the Owl. The sun has set, and you don't like the darkness. Fly through the space like an Owl afraid of the dark.



WE CAN'T WAIT TO SEE YOU AT THE THEATER!

ETIQUETTE FOR LIVE PERFORMANCES: THE ESSENTIALS

- LISTEN, EXPERIENCE, IMAGINE, DISCOVER, LEARN!
- GIVE YOUR ENERGY AND ATTENTION TO THE PERFORMERS.
- PLEASE DO NOT EAT OR DRINK IN THE THEATER.
- TALK ONLY BEFORE AND AFTER THE PERFORMANCE.
- TURN OFF WIRELESS DEVICES.
- NO PHOTOS, VIDEOS, TEXTING, OR LISTENING TO MUSIC.

TEACHERS, A FEW REMINDERS:

- SHARE YOUR EXPERIENCE WITH US! USE THE [FEEDBACK LINKS](#), OR SHARE YOUR STUDENTS' ARTWORK, WRITING, RESPONSES. WE LOVE TO HEAR HOW EXPERIENCES AT THE FLYNN IMPACT OUR AUDIENCES.
- EXPLORE OTHER [STUDENT MATINEES](#) AT THE FLYNN THIS SEASON. WE STILL HAVE SEATS IN SOME SHOWS AND WE'D LOVE TO HELP YOU OR OTHER TEACHERS AT YOUR SCHOOL ENLIVEN LEARNING WITH AN ENGAGING ARTS EXPERIENCE!

THE FLYNN IS A PLACE FOR ALL STUDENTS, AND THESE TOOLS CAN HELP!

PRE OR POST-SHOW VIDEO CHATS:

HELP STUDENTS BUILD ENTHUSIASM OR PROCESS THEIR EXPERIENCE WITH A FREE, 5-10 MINUTE VIDEO CHAT BEFORE OR AFTER THE SHOW! WE CAN SET UP SKYPE/FACETIME/GOOGLE HANGOUTS WITH YOUR CLASS TO ANSWER QUESTIONS ABOUT THE CONTENT, ART FORM, AND EXPERIENCE. CONTACT KAT, [KREDNISS@FLYNNCENTER.ORG](mailto:kredniss@flynncenter.org) TO SET UP YOUR CHAT!



AUTISM AND SENSORY-FRIENDLY ACCOMMODATIONS:

THE FLYNN CENTER HAS BEEN WORKING DILIGENTLY TO BREAK DOWN BARRIERS FOR AUDIENCE MEMBERS WITH DISABILITIES, WITH A PARTICULAR FOCUS ON THOSE WITH SENSORY-SENSITIVITIES. SOCIAL STORIES, BREAK SPACES, SENSORY FRIENDLY MATERIALS, AND MORE ARE AVAILABLE FOR ALL STUDENT MATINEES. FEEL FREE TO LET US KNOW AHEAD OF TIME IF ANY OF THESE WOULD BE USEFUL, OR ASK AN USHER AT THE SHOW!



COMMON CORE STANDARDS

THE COMMON CORE BROADENS THE DEFINITION OF A "TEXT," VIEWING PERFORMANCE AS A FORM OF TEXT, SO YOUR STUDENTS ARE EXPERIENCING AND INTERACTING WITH A TEXT WHEN THEY ATTEND A FLYNN SHOW.

SEEING LIVE PERFORMANCE PROVIDES RICH OPPORTUNITIES TO WRITE REFLECTIONS, NARRATIVES, ARGUMENTS, AND MORE. BY WRITING RESPONSES AND/OR USING THE FLYNN STUDY GUIDES, ALL PERFORMANCES CAN BE LINKED TO COMMON CORE:

CC ELA: W 1-10

YOU CAN USE THIS PERFORMANCE AND STUDY GUIDE TO ADDRESS THE FOLLOWING COMMON CORE STANDARDS:

CC ELA: RL 1-10, RF 1-4, SL 1-4, L 4-6

NEXT GEN: LS2.A & D, LS4.C & D

WE APPRECIATE AND VALUE YOUR FEEDBACK

- CLICK [HERE](#) TO EVALUATE OUR STUDY GUIDES.
- CLICK [HERE](#) FOR TEACHER FEEDBACK FORMS FOR THE PERFORMANCE.
- CLICK [HERE](#) FOR STUDENT FEEDBACK FORMS FOR THE PERFORMANCE.
- CLICK [HERE](#) FOR PARENT FORMS TO HELP PARENTS ENGAGE WITH THEIR CHILDREN AROUND THE SHOW.

THIS GUIDE WAS WRITTEN & COMPILED BY THE EDUCATION DEPARTMENT AT THE FLYNN CENTER FOR THE PERFORMING ARTS WITH INSPIRATION FROM THE VIRGINIA REP STUDY GUIDE AND WEBSITE. PERMISSION IS GRANTED FOR TEACHERS, PARENTS, AND STUDENTS WHO ARE COMING TO FLYNN SHOWS TO COPY & DISTRIBUTE THIS GUIDE FOR EDUCATIONAL PURPOSES ONLY.