

spartanburg **youth!** theatre



SCHOOL PERFORMANCES: OCT. 9 & 10, 2019
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AT THE THEATER



Dear Teachers,

We are so excited to present *Miss Nelson is Missing* for the schools in Spartanburg and surrounding counties.

Enclosed in this Enrichment Guide, you will find curriculum materials and activities that you can use in your classrooms before and after attending the performance. Please feel free to adapt any of these activities to fit the needs of your students.

Thank you so much for supporting the arts in your classrooms. Please do not hesitate to call or email with any questions or concerns.

Adam Sanders

Director of the Spartanburg Youth Theatre

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CONTACT

Spartanburg Little Theatre: (864) 585-8272

Spartanburg Youth Theatre: (864) 583-4891

The Chapman Cultural Center: (864) 542-ARTS

DO YOU WANT TO BE AN ACTOR ON THE SYT STAGE?

Anyone in grades 3-12 can audition for a
Spartanburg Youth Theatre Production.

Visit our website to find out how: www.spartanburgyouththeatre.com/audition-information



WELCOME TO THE CHAPMAN CULTURAL CENTER

The Chapman Cultural Center brings together Spartanburg's visual and performing arts in a beautiful 85,000 square-foot campus. At the heart of the complex is the 500-seat theater.

Patrons enter the theater through an exterior courtyard plaza, enclosed by the facility's three buildings, through a columned portico, and into the Center's main lobby. Large windows overlooking

the plaza, patterned terrazzo floors, and a pair of open stairways create an elegant setting for large gatherings, as well as community or private events.

Following the tradition of great performance spaces, such as Carnegie Hall, the theater itself is a classic horseshoe-shaped design. The shape creates an intimate theatre experience for patrons sitting on both levels. Each seat

has an excellent view of the stage, and the design of the room allows patrons to see each other from the side parterres and balcony. The architectural design of the theater is defined by the horseshoe geometry with curving parterre, balcony fronts, and a stepped circular ceiling with a detailed stenciled pattern crowned with a stained glass skylight.

chapman  center
Discover. Experience. Celebrate.

THIS BOOKLET

was written
by Alyssa Cameron.

Contact Alyssa by email at alyssabcameron@gmail.com to discuss your curriculum development needs.



MEET THE AUTHOR

Adapted from

<https://nhpbs.org/kn/vs/childrensliteratureharryallard.asp>

Harry Allard was born in Evanston, Illinois on January 27, 1928. He graduated from Northwestern University in 1949 and received a masters degree in French from Middlebury College in Vermont. He went on to get a doctorate in French literature from Yale in 1952. He is the author of *Miss Nelson is Missing*, *Miss Nelson Is Back*, *The Stupids Step Out*, and *It's So Nice to Have a Wolf Around the House*.

PLOT SUMMARY

Adapted from:

<https://www.scholastic.com/teachers/books/miss-nelson-is-missing-by-harry-allard/>

The kids in Room 207 were misbehaving again. Spitballs stuck to the ceiling. Paper planes whizzing through the air. They were the worst-behaved class in the whole school.

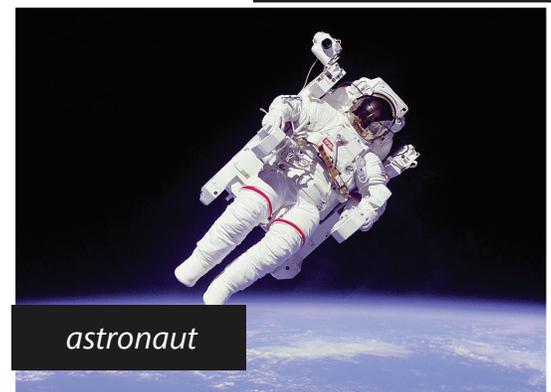
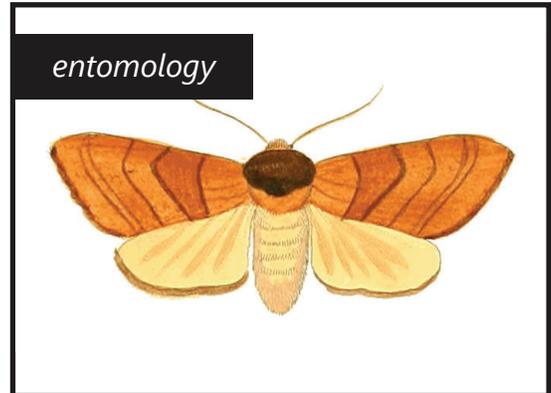
So begins this quirky classic, first published in 1977 and still relevant today as a lighthearted reminder to show our appreciation to those we value. The students don't proffer a shred of respect for their good-natured teacher Miss Nelson, but when the witchy substitute Miss Viola Swamp appears on the scene, they start to regret their own wicked ways.

James Marshall's scritchey, cartoonish full-color ink and wash illustrations are hilarious. A back-to-school perennial!

CLASSROOM CONNECTION

MISS NELSON IS MISSING VOCABULARY

- **Applaud** - this term is used when Miss Nelson starts clapping
- **Nauseous** - this word is used when Miss Nelson starts doing roll call
- **Grammar** - this term is used when the class wants to go to recess
- **Geography** - this is the subject when Miss Nelson wants the class to learn state capitals
- **Entomology** - this is a subject that involves the study of insects
- **Discipline** - this is a word the principal uses when Miss Nelson is having a hard time controlling her class
- **Cabinet** - this is a word used by Mouse, so that people will vote for him to be gangleader
- **Detention** - a word Miss Swamp uses as punishment for the children
- **Evidence** - a word Miss Swamp uses when telling Lavita not to chew gum in class
- **Arithmetic** - a subject Miss Swamp says the class is going to learn instead of going to recess
- **Substitute** - a word Miss Swamp uses to describe herself when talking to the Principal
- **Faculty** - a word the Principal sings while singing about Miss Swamp
- **Astronaut** - a word Miss Swamp uses when talking about the homework the class will have over the weekend
- **Detective** - a term used a lot because it is the job of McSmogg
- **Mysterious** - a word McSmogg uses when talking about how to find Miss Nelson
- **Kidnapped** - a word McSmogg uses when talking about what he thinks has happened to Miss Nelson
- **Evolves** - a word Lavita uses when talking about an insect that turns from one type of animal to another
- **Identify** - a word Lavita uses when she almost gets caught by Miss Swamp
- **Vanished** - a word McSmogg uses when he says someone else is missing



LITERARY ACTIVITY
DRAWING CONCLUSIONS/ INFERENCING

What Did Your Teacher Do Last Night?

STANDARDS

1.I. Standard 4, 4.1; 2:I.RL.MC. 5.1; 2. I.Standard 4, 4.1

PURPOSE

The purpose of this activity is to allow students to practice inferential thinking and drawing conclusions with a concrete model that will then translate to their own reading. Students will have opportunities to listen to a teacher model, share orally and write before practicing independently.

MATERIALS

- Bag
- 4-5 items to fill bag to give students hint about what teacher did last night, for example: receipt, almost empty water bottle, Chick-fil-a bag, crumbled paper, nail polish, red pen, classroom papers, book, etc.

PROCEDURE

1. Before lesson, teacher will gather a few items together in a bag.
2. Teacher will tell class that in the story Miss Nelson Is Missing, the teacher, Miss Nelson does not come to school one day and her students try to figure out where she has gone. Today, students will try to figure out what their teacher did last night.
3. Teacher will produce bag with contents gathered before. Teacher will pull one item out of bag and think aloud (students listen as teacher thinks aloud) - "This is a water bottle that looks almost empty. Hmm when might someone drink water? This water bottle makes me think that last night my teacher went to the gym because I know my teacher likes to run.
4. Repeat with new object but this time have students think along with teacher.
5. Option: Teacher can continue thinking aloud with full class, allow all students to turn and talk with a partner about common object or give different groups of students a different object and allow them to discuss and then share back with the full group.
6. Students can help teacher fill out or fill out independently the following anchor chart

Object	Who?	Did What?	When?	Where?	Why?
<i>water bottle</i>	<i>my teacher</i>	<i>drank some of the water from the water bottle</i>	<i>while she was running</i>	<i>at the gym</i>	<i>because running makes her thirsty</i>

7. After all objects have been discussed, class will decide how the objects fit together to create a common story for what your teacher did last night. Start with "After school my teacher..." and include each object and how it was used.
8. Finally, teacher will tie this to reading- "As readers, we are gathering clues and thinking as we go through a book. All these clues and thinking fit together for the full story." Before allowing students to practice during independent reading, teacher should model in a read aloud with a book. Today when you are reading, I want you to notice a clue and write down what you think this means"
9. After independent reading time, students can share their thinking clues with the full class.

LITERARY ACTIVITY
THINKING THROUGH OTHERS' EYES

Perspective

STANDARDS

1.RL.MC.8.1; 2.RL.MC. 8.; 2. RL. LCS. 11.2

PURPOSE

The purpose of this activity is to challenge students to consider the same situation through the eyes of different characters.

MATERIALS

- Anchor chart model for teacher
- Recording sheet for each student

PROCEDURE

1. Teacher will allow students to face any direction in the room and freeze. Ideally, teacher wants to have students facing all different ways so they are able to see different things.
2. Teacher will instruct student that they are frozen in the direction they have chosen- they can not move their bodies in any way- including their head!
3. Teacher will walk throughout the room and do a variety of things- jump, spin, sit down, tap a student on the back, etc. Then teacher will ask all students to face back to the front and report what things they saw their teacher do. Students will have different answers depending on where they were facing.
4. Teacher will ask students to turn and talk about why they saw different things. Full class share.
5. Teacher- "Just like you saw me do different things as I moved around the classroom, characters notice and think different things about situations in books." Review the story of Miss Nelson Is Missing or read aloud now.
6. Students will help teachers identify 3 main characters- Miss Nelson, Miss Swamp and students and teacher will ask "How does _____ (fill in with above 3 groups) think about Room 207?" Chart below allows students to think about each of the three groups- teacher can choose to think aloud/model one, have students help on the second, and allow students to complete the third independently, allow students to work with a partner after a model, or do all full class.

	Did...	Did not...	Other response...	Why?
<i>Miss Nelson</i>				
<i>Miss Swamp</i>				
<i>Students</i>				

7. Next, teacher will share that we will now pull our thinking together to answer our initial question:

_____ (person/group) thinks Room 207 is _____ (adjective/s) because _____ (thinking proof from chart above). This tells me _____ (person/group) is _____ (characteristic).

Example: *Miss Nelson* thinks Room 207 is out of control because none of the students will listen to her! This tells me that Miss Nelson is frustrated.

8. Finally, teacher will ask students to complete the sentence stem for themselves: "I think room 207 is _____ because _____. This tells me that I _____."
9. Teacher will conclude lesson by saying " Just like real people, book characters notice different things from different situations and then feel different ways about them. As readers, it is important for us to notice the way different characters think and feel to understand why things in the book happen the way they do. When we realized that Miss Nelson thought the room was out of control, we as the reader understand why she became Miss Swamp and why Miss Swamp was so mean!" It is also important for us as readers to decide how we feel about situations in our books so we can form our own opinions."

Extension Activity: Compare and contrast the feelings of each character, compare the characters to your own opinion, discuss why your opinion is the way that it is.

BEFORE SHOW ACTIVITY

20
min

CROSS CURRICULAR ACTIVITY STEM

Paper Airplane Challenge

STANDARDS

Science: 1.S.1A.3. 2.S.1A.3 2.E.2A.3
Math: 1.MDA.2 2.MDA.1

PURPOSE

The purpose of this activity is to practice measuring using common object by throwing paper airplanes.

MATERIALS

- Paper for paper airplanes- variety of paper types- cardstock, printer paper, tissue paper, foil, etc.
- Items to measure distance (pom pom balls, pennies, manipulatives, pencils, etc)

PROCEDURE

1. Teachers shares with class that Miss Nelson's class is out of control! They throw paper airplanes in class and today we are going to throw out own paper airplanes to practice measuring.
2. Teacher will show students the paper airplanes and students will each predict which airplane will fly the farthest. (Teacher can make tally chart or graph here)
3. Students will throw airplanes from marked line and then measure how far their airplane went using the objects to measure. (In order to compare each throw, the objects for every child need to be the same).
4. Share results.

STUDENT ACTIVITIES

Miss Nelson is Missing Enrichment Guide

Name: _____

Date: _____

Math Clocks | Match the analog clock to the subject and time.

1.MDA.3
2.MDA.6

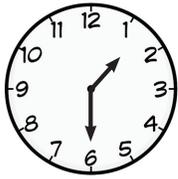
A



1

Math is at 9:00 AM

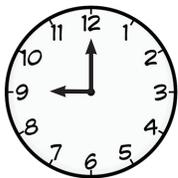
B



2

Reading is at 10:30 AM

C



3

Lunch is at 12:00 Noon

D



4

Science is at 1:30 PM

Find the Opposites | Miss Nelson and Miss Swamp are opposites! Can you solve these opposite puzzles?

1. RL. MC. 3.1
2. RL.MC. Standard 3, 3.1

1



is the opposite of

You draw the opposite here!



3

FIRST is the opposite of _____

2



_____ is the opposite of _____

4

WALK is the opposite of _____

5

Make your own!

_____ is the opposite of _____

STUDENT ACTIVITIES

Miss Nelson is Missing Enrichment Guide

Name: **KEY**
Date:

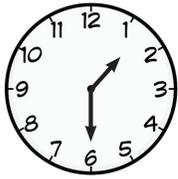
Math Clocks | Match the analog clock to the subject and time.

1.MDA.3
2.MDA.6

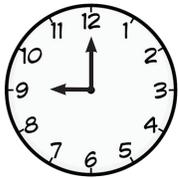
A



B



C



D



1

Math is at 9:00 AM

2

Reading is at 10:30 AM

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Find the Opposites | Miss Nelson and Miss Swamp are opposites! Can you solve these opposite puzzles?

1. RL. MC. 3.1
2. RL.MC. Standard 3, 3.1

1



is the opposite of

You draw the opposite here!



3

FIRST is the opposite of L A S T

2



T H I C K is the opposite of T H I N

4

WALK is the opposite of R U N

5

Make your own!

_____ is the opposite of _____

PERFORMANCE REFLECTION

Miss Nelson is Missing Enrichment Guide

Name:

Date:

Memory Game | Can you remember...

1 What color was Miss Nelson's shirt?

2 How many girls were in the class? How many boys?

3 What item was sitting on Miss Nelson's desk?

Your Thoughts | What did *you* think of the play?

1 My favorite character was _____ because _____ .

2 Describe one difference between the book and the play:

3 Did you like the book or the play better? Why?

Discussion / Writing

1.RL. LCS. 9.2

1. Why do you think the author chose the name "Miss Swamp" for the mean teacher? How does this name fit her personality?
2. Miss Nelson going missing was an event that changed her students' behavior. Can you think of an event that has changed you in some way?

LITERARY ACTIVITY
CLASSROOM CHECKUP*Final Thoughts, So What?***STANDARDS**

1.RL.MC.7.1 2.RL. MC. 7.1

PURPOSE

The purpose of this activity is to engage students in thinking beyond the book to apply the theme to their own lives and to their own classrooms.

MATERIALS

- Anchor chart

PROCEDURE

1. Teacher will ask students to think about what the lesson of the story *Miss Nelson is Missing*. Students will share their thinking aloud. (Answers should be along the lines of “We should respect adults”)
2. Teacher will share with students that the best classrooms are the ones where respect is the center so today we will be doing a “classroom check up” to ensure that our classroom doesn’t become like Miss Nelson’s classroom!
3. Complete anchor chart together (allow multiple students to answer for each box- make sure all voices are heard!)

The best things about our classroom	Things we can work on as a class
Ways we can show our teacher respect	Ways our teacher can show us respect

4. Then all students will complete the “My promise to our classroom” heart independently (see next page). Each student will share.
5. Teacher will share with students that throughout the year, even on our toughest days, we should remember to be kind and respectful to everyone (and when we mess up, its okay as long as we learn from our mistakes!).
6. Teacher will display hearts in the classroom to remind students of their promises.

My promise to my classroom is:

Name:

Teachers: This can be cut out and posted in your classroom, glued in a journal, or used as a full page.

STAGE POLICIES

- The use of recording equipment and cameras is not permitted during the performance.
- Electronic devices are not permitted.
- Should a student become ill, suffer an injury, or have another problem, please escort him or her out of the theater.
- In the unlikely event of a general emergency, the house lights will come on, and a SYT or Chapman Center employee will come on stage and inform the audience of the problem. Remain in your seats and wait for further instructions.
- Please find your seats prior to going to the restroom.

If you have special needs for any student(s) and did not indicate your needs when you ordered tickets, please call SYT director, Adam Sanders, at (864) 583-4891.

Watching a live performance on a stage is different from viewing a film at a movie theater. Remember, the actors on stage can see and hear you at the same time you can see and hear them.

THEATRE ETIQUETTE

- Stay with your group at all times and pay attention to your teachers and chaperones.
- Find your seat in the theater before going to the bathroom or getting a drink of water.
- Make yourself comfortable while keeping movement to a minimum.
- Please do not stand up, walk around, or put your feet on the seat in front of you.
- No chewing gum, eating, or drinking in the theater. No backpacks, cameras, or electronic devices are permitted in the theater.
- Feel free to talk quietly in your seats before the show.
- Show your appreciation by clapping for the actors at the end of the play.
- After the lights come back up, wait for the ushers to escort your group out of the theater.



DID YOU KNOW??

The first actors were from ancient Greece. They wore masks to show their emotions. Today we use comedy and tragedy masks as a symbol for theatre.

THEATRE VOCABULARY

- **Apron** – The area of the stage that extends toward the audience, in front of the main curtain
- **Backstage** – The space behind the acting area, unseen by the audience
- **Balcony** – An upper floor of seats that project out over the main seating area of a theater
- **Character** – The role played by an actor as he or she assumes another’s identity
- **Conflict** – The problem or incident that creates the action and is resolved by the end of the play
- **Costume** – The carefully selected or specially designed clothing worn by the actors
- **Cross** – The actor’s movement from one stage location to another
- **Cue** – The last words or action of an actor immediately preceding the lines or business of another actor
- **Dialogue** – The stage conversation between characters
- **Director** – The person who oversees the entire process of staging a theatrical production
- **Downstage** – The part of the stage closest to the audience. At one time stages were raked, or sloped, with the lower (“down”) part closest to the audience, and the higher (“up”) part further away
- **Ensemble** – A cast of actors working together effectively to present a theatrical performance
- **Plot** – The storyline: beginning (the setting, characters, and problem), middle (how the characters work to solve the problem), and the ending (resolution of the problem)
- **Project** – To speak loudly so the entire audience can hear you
- **Props** – All the stage furnishings, including furniture, that are physically used by the actors
- **Script** – The text of the play, including dialogue and stage directions, all written by the playwright
- **Set** – All of the scenery that makes up the physical environment of the world of the play
- **Stage Left** – The part of the stage to the actor’s left when the actor faces the audience
- **Stage Manager** – The person who supervises the physical production of a play and who is in charge of the stage during the performance
- **Stage Right** – The part of the stage to the actor’s right when the actor faces the audience
- **Strike** – Dismantling the set, costumes, and props at the end of the run of a show
- **Theme** – The central thought, idea, or significance of the action of a play
- **Upstage** – The area of the stage farthest way from the audience and nearest to the back wall

Break a leg!

Although the origin of the saying is unknown, well-wishers typically say “break a leg” to actors to wish them luck before they go on stage to perform. In the theatre, wishing a person “good luck” is actually considered bad luck.

SPECIAL THANKS TO OUR SPONSORS

Before our actors take the stage in *Miss Nelson is Missing* we would like to thank our season sponsors and community partners. We couldn't put on these performances without them.

Platinum Sponsors

Pediatric Associates-Spartanburg, part of Greenville Health System, offers a full range of healthcare needs for your children. From well-checks to sick visits, our goal is to offer you and your family the most current medical information and care available. For more information (hours, locations, and a complete list of services), visit www.ghschildrens.org/pediatric-associates-spartanburg.php.



Denny's is America's diner. This is where guests have come for over sixty years now to sit back, relax and enjoy delicious, hearty meals 24/7, every day of the year. If you're feeling hungry, we highly recommend that you stop in for a delicious breakfast all day long! For more information, visit www.dennys.com.



The **Spartanburg County Public Library** is the perfect place to read more about Christmas traditions and to find more great reading adventures! For more information, visit www.infodepot.org/.

Community Partner

Hub City Bookshop
www.hubcity.org/bookshop

