

Junie B. Jones

SHOW TIME for Teachers

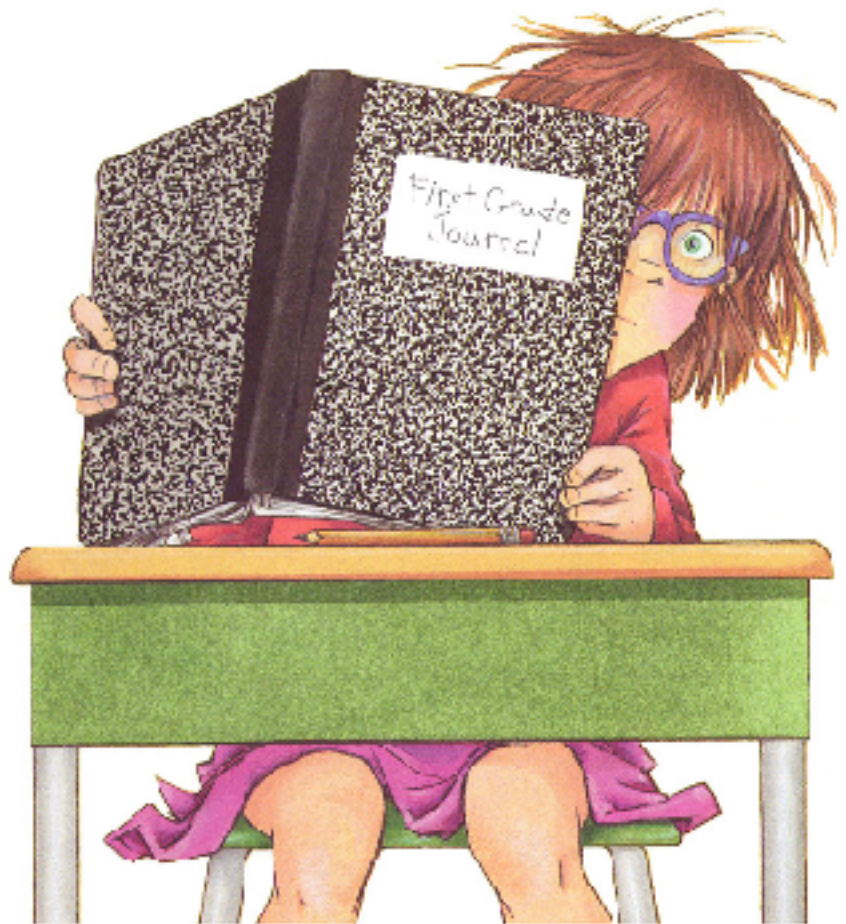
Welcome to *Show Time*, a performing arts resource guide published for the CSB/SJU Fine Arts Education Series. This guide may be used before or after a performance of *Junie B. Jones*.

Suggested activities in this issue include information and ideas for integrating the performance with several subject areas. Activities may be adapted to meet your classroom time and needs.

Watch for *Show Time* for Kids, one page student-ready activities designed for independent or small group work. Please feel free to copy pages as needed for student use.

How May We Help You?

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presented by

THEATREWORKSUSA

Junie B. Jones

Story Synopsis: a letter from Junie B.

Dear first-grade journal,

Hooray! Hooray! TheatreworkeUSA is making a brand-new musical (that is a play all jumbled together with singing and dancing, I believe). And what do you know! It's all about me, Junie B. Jones! (The B stands for Beatrice, only I don't like Beatrice. I just like B and that's all.)

This is the bestest musical ever, I tell you! It's got loads of funny songs, and it's based on a bunch of books this lady, Barbara Park wrote about me and the things I do in first grade.

Junie B., First Grader (at last!) In first grade, I meet new friends (like Herb and Jose, but not that tattletale May). But my new teacher, Mr. Scary, thinks I might need glasses!

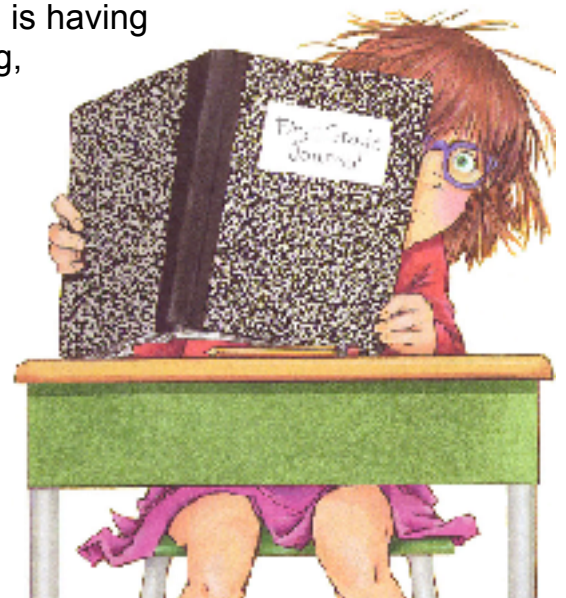
Junie B., Boss of Lunch I get to help my friend, the cafeteria lady! And I get to wear a real actual hair net too! Who knows...maybe someday I'll be the boss of the whole lunch operation!

Junie B., One-Man Band The whole entire first grade is having a kickball tournament! Only, when I practice my kicking, I stub my piggy toe so badly I can't play. But my friend Sheldon can't play either, so maybe we can do a half-time show instead!

Whew! I'm glad I can write everything down in my **Top-Secret Personal Beeswax Journal!** And you know what? I think I might like first grade after all!

Love, (but not the mushy kind)

Junie B.



Junie B. Jones

Junie B, First Grader (at last!)

CHANGES, CHANGES

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 needs glasses. She is afraid of being teased by the other children because of her new eye wear, until Herb borrows Junie B.'s glasses and declares that her eyes "must be special" if she can see through them.

Discuss It!



- * What are some of the changes Junie B. faces as a first grader?
- * How does Junie B. respond to her peers when things aren't going her way?
- * What behaviors might Junie B. need to change to gain the respect of her peers?
- * What kind of changes have students in your classroom experienced?
- * How have students handled the changes in their lives?
- * Is change good or bad? Are there times when change can be both good and bad?

Invite students to strategize healthy ways to handle change and new experiences in their lives. Create a list to post in the classroom and refer to it as needed.

JUNIE B. and ME

Discuss Junie B.'s personality traits with students after reading *Junie B. First Grader (at last!)*. Create a list of traits and read passages from the book to illustrate those traits.

Ask students to journal about any personality traits they may share with Junie B. and to give an example of a time that trait was evident.

*** NOTE ***

See page 5 for instructions on making a journal just like Junie B.'s!

1st, 2nd, or 3rd GRADERS (at last!)

Invite students to brainstorm a list of new or unique experiences at their grade level. For example, third graders may use a different playground now or they may have several new students this year. Record their responses on the chalkboard.

Write their grade level vertically on a large piece of paper like this:

T
H
I
R
D

Create a class acrostic poem reflecting the responses listed on the chalkboard. When the poem is finished, direct students to create an illustration for one line of the poem.

Combine the illustrations into a class book adding word processed text from the poem.

Repeat the brainstorming and writing exercise at year's end to create a record of additional changes that have occurred.

Junie B. Jones

Junie B., One-Man Band

PROVERBIAL LEMONADE

Junie B. faces a huge disappointment when she hurts her toe and is unable to play in the first grade kickball tournament. Her father quotes a proverb to remind Junie B. to make the best of her situation: "When life hands you lemons, make lemonade."

Discuss It!

- * Remind students that a proverb is a saying that reflects wisdom and is passed on orally.
- * Ask students to brainstorm in small groups to interpret the meaning of the proverb.
- * Invite students to share about times that they have been disappointed. How did they handle the disappointment?

T-SHIRT WISDOM

Share the list of proverbs below with students. Ask them to identify those that they may have heard. Invite each student to choose a proverb and create a t-shirt design that illustrates its meaning using the t-shirt template on the next page.

One finger cannot lift a pebble. (Iran)

Talk does not cook rice. (China)

Look before you leap. (England)

Haste makes waste. (England)

All that glitters is not gold. (Germany)

The early bird catches the worm. (Germany)

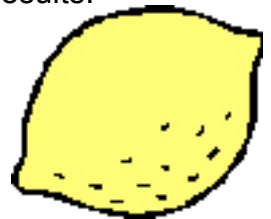
Keep a green bough in your heart and the singing bird will come. (China)

SOUR or SWEET?

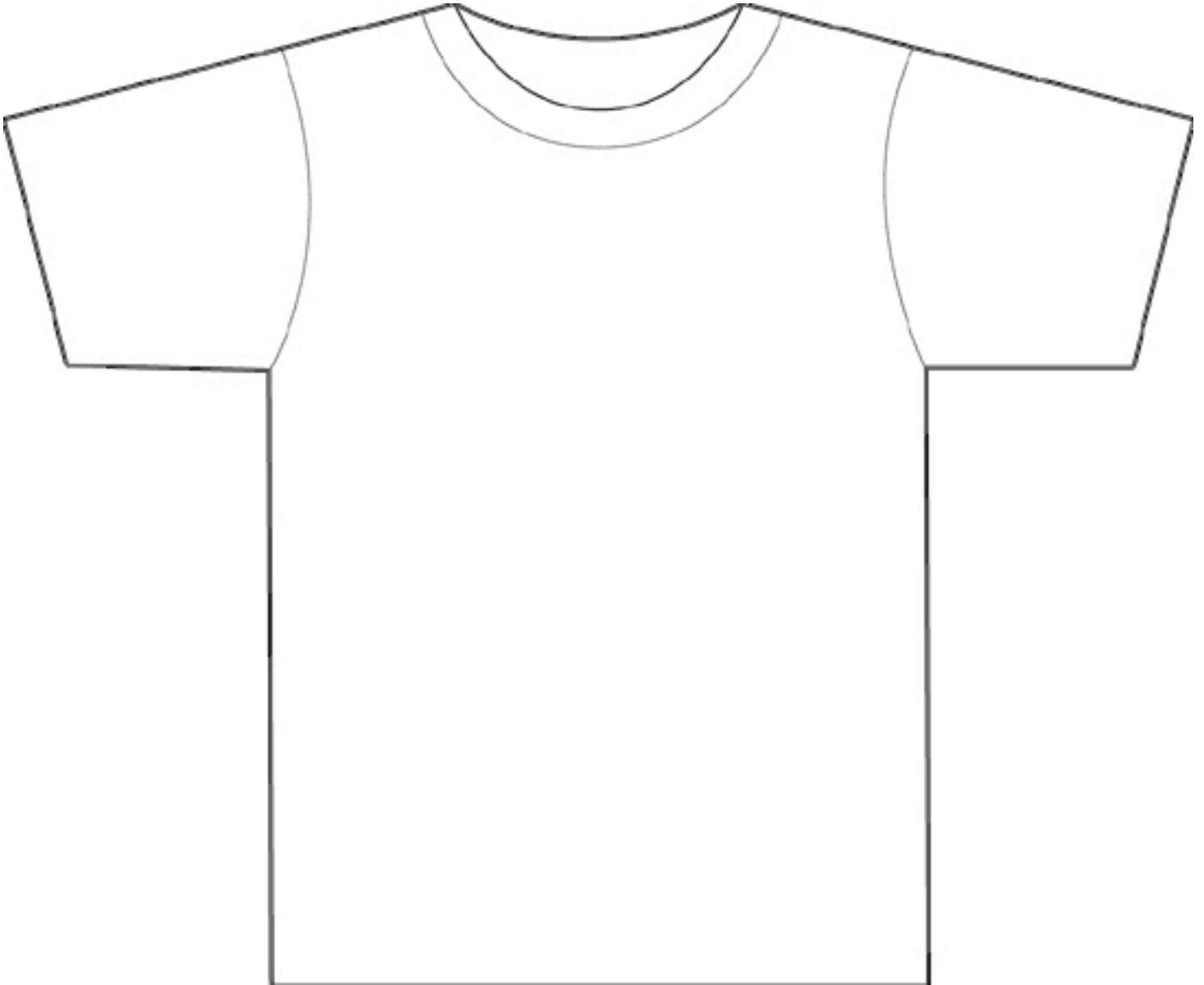
Cut fresh lemons into thin slices and quarter each slice. Invite students to taste the lemons and respond to the flavor. Ask students to suggest ingredients that may change the taste of the lemons.

Invite students to help make lemonade and to predict which ingredients will change the flavor of the lemons the most. Mix the lemon juice and water, then give students a plastic spoon for tasting. Add the sugar and give students cups of lemonade for tasting. When did the flavor change? Do students prefer sour or sweet lemons? Graph the results.

Lemonade Makes 1 quart
Stir together 1 cup lemon juice
(about 4 lemons), 3 cups cold
water, and 1/2 cup sugar.



Show Time for Kids: T-Shirt Wisdom



My proverb is _____

I think it means _____

Directions

Write the proverb you have chosen and what you think it means in the space above. Create a t-shirt design (including the words) that illustrates the proverb on the shirt pattern. Color your design and lettering and then color the rest of the t-shirt.

Junie B. Jones

Top-Secret Personal Beeswax

MIND YOUR OWN BEESWAX!

Throughout the musical, Junie B. records her thoughts and feelings in her own **Top-Secret Personal Beeswax Journal**. Of course beeswax used in this way has nothing to do with bees! Telling someone to “mind your own beeswax” is an old saying that means “mind your own business.”

Some scholars believe the saying is an idiom that describes how women used melted beeswax as makeup long ago. In high temperatures the wax would melt and the wearer might be reminded to “mind her own beeswax.”

Most scholars think the word beeswax is a malapropism for the word business. Telling someone to “mind your own beeswax” is kinder than telling someone to “mind your own business.”

Junie B.’s journal contains her top-secret personal business! Invite students to create their own journals and record their thoughts on everything!



Beeswax is made by female honey bees who eat huge amounts of nectar and huddle together to raise the hive temperature. The bees sweat waxy scales off of their abdomens and then form the wax into hexagonal combs that are used for storing food and raising their young.

Beeswax is used for making candles, soaps, cosmetics, some candy coatings, leather, and wood polish.

TOP SECRET JOURNALS!

Materials: recycled manila file folders, black paint, small sponges, yarn, craft needles, paper punch, lined filler paper

Directions

1. Cut a closed file folder into a cover that is 6.5” h x 8.25” w (6.5” x 16.5” opened) cutting off the uneven tab edge.
2. Open the cover piece and lay it crease side up on a covered surface. Lightly sponge paint the cover with black acrylic paint to create a speckled effect. Let dry.
3. Trim lined filler paper to 6” x 8” to fit inside the cover and punch an extra hole in the middle left side of the filler paper for a total of three holes.
4. Lay the filler paper on top of the closed cover and mark the holes with a pencil.
5. Punch the holes and insert the filler paper into the cover matching all holes.
6. Thread a large needle with a 30” long piece of yarn. Tie the yarn into a single loop knot on one end, leaving a tail about about 4” long.
7. Beginning at the bottom hole, thread the yarn up from the bottom, down through the middle hole, and back up through the top hole. Then go back down through the middle hole and up from the bottom.
8. Tie yarn off on the back side of the bottom hole and trim to desired length.
9. Place a white stick-on label in the middle of the front cover to make a nameplate.

Junie B. Jones

Junie B., Boss of Lunch

WHAT'S FOR LUNCH?

Junie B. has a brand new lunch box, but she notices that in first grade, most of the other kids buy their lunches from Gladys Gutzman, the lunchroom lady. When Junie B. complains about no cookies in first grade, Mrs. Gutzman offers her a job folding napkins and welcoming the children to the lunchroom.

But when Junie B. smells lunch and loudly announces her distaste for “tuna noodle stinkle,” the entire class skips lunch, and is angry with Junie B.

Play It!



Invite the class to sit in a circle, and ask the first student to fill in the blank: “I’ve got a brand new lunch box, and today I brought a_____.” The next student names the first item, and adds a second item. The next student names the first and second items in order, then adds a third item. Continue around the circle repeating and adding lunch items until all students have had a turn.

Pass out the pattern on **page 7** and invite students to draw the items they can remember on the inside section of the lunchbox. They may also create a design on the outside section of the lunch box.

TUNA NOODLE STINKLE *serves 6*

Junie B. begins to dislike her cafeteria job when she smells “tuna noodle stinkle” cooking for lunch. Discuss with students what they think “tuna noodle stinkle” is and ask them to write recipe directions for making this dish.

ASSIGNMENT: RESPONSIBILITY

When Junie B. is offered a job as a helper in the school cafeteria, her dad reminds her that a helper’s job is to make things easier.

Discuss It!



- * What jobs is Junie B. given as a helper in the cafeteria?
- * Is Junie B. a responsible helper?
- * What jobs have students done that show that they are responsible?

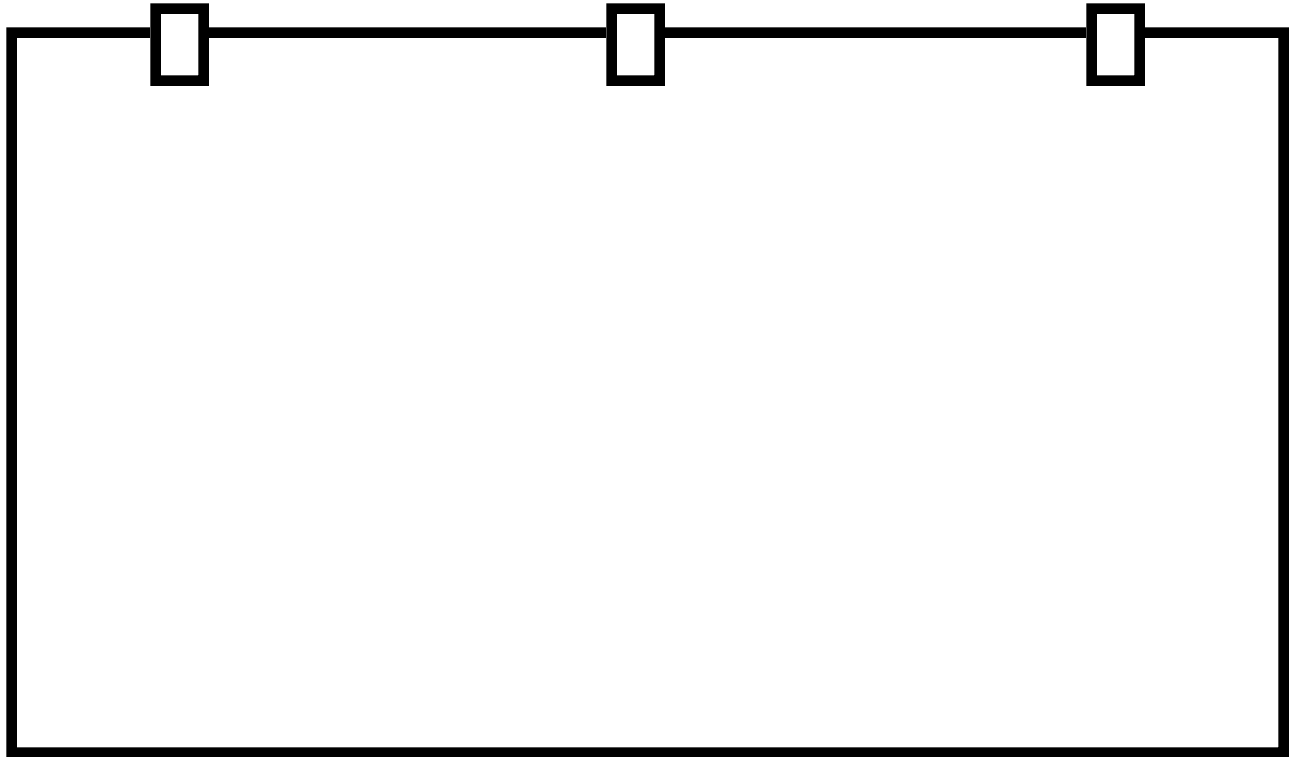
Ask students to brainstorm a list of jobs that they could perform to help out at school. Then schedule a time when students can volunteer as helpers in the building.

Invite students to journal about their experiences when they have finished volunteering.

Junie B. Jones author **Barbara Park** gives this advice for aspiring writers:

1. **READ, READ, READ!** ...lots of different authors
2. **PRACTICE, PRACTICE, PRACTICE!** ...keep journals, write poems & stories
3. **WRITE ABOUT WHAT YOU LOVE!** ...writing should be fun, not hard

Show Time for Kids: What's In Your Lunch Box?



What did your class bring for lunch today? Draw and color as many items as you can remember inside the top lunch box. Create a design for the outside on the bottom lunch box and print your name in the space provided.



This lunch box belongs to _____

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THEATER ETIQUETTE

Each year, thousands of teachers, students, bus drivers, and parents take part in CSB/SJU's Fine Arts Education Series. Please review the **LOOKING and LISTENING** information below with your students to help make your theater experience the best it can be.

LOOKING and LISTENING

Attending a live performance of *Junie B. Jones* will be interesting and enjoyable for everyone if you remember to...

- ~watch for facial expressions to help you understand the actor's feelings.
- ~listen in order to understand the song lyrics and what the actors are saying.
- ~watch for similarities and differences between the musical and the books.
- ~watch to see how many roles each actor plays.

The performers in *Junie B. Jones* need help from you, the audience. You are an important part of the play. Being an audience member in a theater is different from watching a movie or television show. The actors are in the same room with you and are affected by what you do. To do their best, the actors need you to watch and listen closely. Other audience members also depend on your quiet attention during the performance so that they can enjoy their theater experience as well. Applaud when it is appropriate and enjoy the show!

Please review the **PROCEDURES** information below to help your theater visit go smoothly.

PROCEDURES

- ~Please bring a minimum of one adult chaperone for every fifteen students.
- ~Please remind chaperones that they are modeling theater etiquette for the students.
- ~Prepare your students to enter the theater in single file in order of seating.
- ~Position your chaperones to maximize adult supervision of your group.
- ~Please wait until your whole group is seated before making restroom visits. Students may go in small groups with the teacher's permission. Younger students visiting the restrooms will need an adult chaperone.
- ~Food, gum, drink, cameras, and other electronics are not allowed in the theater.
- ~Please leave inappropriate behaviors behind when visiting the theater.
- ~Please remain seated following the performance. Your group will be dismissed from the theater by a Fine Arts Programming staff member.

This study guide was written and designed by Janine Bunkowski. Some parts were adapted from materials provided by **THEATREWORKSUSA**.