



EDUCATION @ MESA ARTS CENTER



MESA ARTS CENTER PRESENTS DON'T LET THE PIGEON DRIVE THE BUS

Ikeda Theater | March 16-17 | 10 AM & 11:50 AM | Grades: K-3

2019/2020 EDUCATOR RESOURCE GUIDE



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ABOUT DON'T LET THE PIGEON DRIVE THE BUS...

Whatever you do, don't let The Pigeon star in his own musical production! Because it's not easy being The Pigeon- you never get to do ANYTHING! But when the Bus Driver has a crisis that threatens to make her passengers (gasp!) late, maybe that wily bird CAN do something.

Starring an innovative mix of actors, puppets, songs, and feathers, *Don't Let The Pigeon Drive The Bus! (The Musical)* is sure to get everyone's wings flapping. With a script written by Mo Willems, the creator of the #1 New York Times best-selling, Caldecott honor award winning Pigeon picture books, along with longtime collaborator and Disney Jr's Muppet Babies executive producer, Mr. Warburton, and featuring music by Deborah Wicks La Puma, the composer behind *Elephant & Piggie's We Are In A Play!* and *Naked Mole Rat Gets Dressed: The Rock Experience*, this comedic musical production is even more fun than staying up late and having a hot dog party!



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WELCOME!

Dear Educator,

Thank you for selecting a **Performing Live for Students!** field trip with the Mesa Arts Center. We have a dynamic season planned and we look forward to connecting you to our many artists and performances. With Performing Live, students are able to experience live theatre and make educational connections well beyond the classroom.

We also recognize and appreciate the energy and time spent on your part in coordinating field trips. In this guide we have provided information to help make this the best experience possible.

In addition, the Mesa Arts Center has many open and inviting spaces that make good places to hold a brown bag lunch. No prior arrangements need to be made.

Please contact our offices at engagement@mesaartscenter.com or 480-644-6564 should you have any additional questions.

Enjoy the show!

TEACHER AND CHAPERONE INFORMATION

Chaperones

- ◆ Assign each chaperone a designated group of students and provide him/her with a written list of the students in that group.
- ◆ Ask chaperones to stay with their assigned group throughout the field trip. Adult chaperones are responsible for the students' conduct and behavior throughout their visit to the Center.
- ◆ Please review theater etiquette rules and responsibilities with all chaperones.
- ◆ Have the phone numbers of every chaperone in your group to quickly access each other in case of emergency.

Theater Etiquette

- ◆ No Food or Drink inside the theatre (besides bottled water).
- ◆ Students must be accompanied by chaperones at all times.
- ◆ Cameras and recording devices may not be used during the performance.
- ◆ Please silence cell phones and resist the urge to text message.
- ◆ Listening and following the House Managers and Ushers will help the seating and dismissal process.
- ◆ Feel free to laugh, clap and enjoy the show but also to be respectful of those around you.



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CURRICULUM CONNECTIONS

Don't Let the Pigeon Drive the Bus

Arizona Academic Standards in the Arts

These standards can be achieved through discussion questions or activities included in the study guide.

Theatre

TH.CN.11.K-3a – Identify or explore similarities and differences in stories in a guided theatrical experience.

Arizona English Language Arts Standards

These standards can be achieved by participating in the study guide.

Reading

Grades K-3.RL.2 – Summarize the key supporting details and ideas.

Grades K-3.RL.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In Grades K-3 students explore narrative elements and how characters develop.

Grade 2.RL.6 – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Grades K-3.RL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing

Grades K-3.W.1 – Write opinions/arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

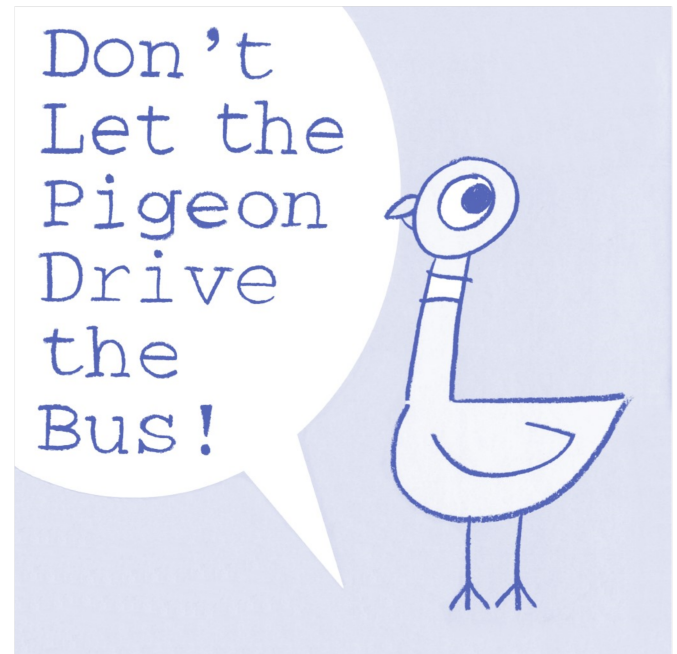
Grades K-3.W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grades K-3.W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

Grades K-3.SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grades K-3.SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.





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PRE-PERFORMANCE CLASSROOM ACTIVITIES

Included in this resource guide are a variety of activities created to correspond with the Arizona English Language Arts and Performing Arts Standards to enhance the students' growth, reading skills, and overall comprehension.

Questions to Ponder...

- Question 1 – In *Don't Let the Pigeon Drive the Bus*, the pigeon wants to do something he isn't allowed to do. He tries all kinds of arguments to get his way. What is something you have wanted or want to do but were not allowed? What were your arguments? Were you able to get your way in the end? (Grades K-3.SL.1)
- Question 2 – Mo Willems feels that it is important to have the just right balance between pictures and words in his books. How do the pictures help you know how to say the words? Why do you think Mo Willems chose not to draw much, if anything, in the background in his books? (Grades K-3.SL.1)

Activities to Explore...

Read aloud *Don't Let the Pigeon Drive the Bus*, *The Pigeon Finds a Hot Dog*, or *Don't Let the Pigeon Stay Up Late* by Mo Willems to your class. Make a class chart or students can make their own charts of the important plot elements in the story: characters, setting, problem, and solution. If time allows, discuss what can be learned from the books about responsibility, sharing, or taking care of others.

Standards Implemented: Grades K-3.RL.2 & RL. 3

Approximate time: 30-45 minutes

Materials Needed: Any of the *Pigeon* stories, pencils, paper

Dialogue and character expression really make the characters in this play (and stories) come to life. Have students draw their own pigeon, duckling, and bus driver characters and attach them to popsicle sticks. Students can also use the pigeon drawing instructions on page 7 in this guide. Then have students practice acting out any of the pigeon stories using their character puppets, modeling vocal expression for them as needed.

Standards Implemented: Grades K-3.RL.2, Grade 2.RL.6

Approximate time: 20-30 minutes

Materials Needed: Any *Pigeon* stories for reference, pencils, paper, popsicle sticks

If your class has read *Don't Let the Pigeon Drive the Bus* and *The Pigeon Finds a Hot Dog*, compare and contrast how the pigeon and the duckling behave and approach problems in the stories. This can take the form of a class discussion, class chart using a Venn Diagram or Double Bubble Map, or individual student written response. Ask students to decide which character had the most effective way of solving problems.

Standards Implemented: Grades K-3.RL.9

Approximate time: 15-30 minutes

Materials Needed: Both *Pigeon* stories, pencils, paper, chart paper



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POST-PERFORMANCE CLASSROOM ACTIVITIES

Questions to Discuss

- Question 1 – A theme in the play is being responsible. How did Pigeon learn to be responsible throughout the play? When is a time you had to be responsible? Was there a time when you were not as responsible? **(Grades K-3.SL.1 & SL.2)**
- Question 2 – Pigeon can't drive the bus because he doesn't know the rules. What might have happened if Pigeon had driven the bus? What is a rule at home or school that you think is really important? What would happen if that wasn't a rule? **(Grades K-3.SL.1 & SL.2)**
- Question 3 – If your class has read the books, ask them how similar the play was to the books. What parts were different? What parts were the same? Did the actors portray the characters as they were in the books? **(Grades K-3.SL.1, K-3.RL.9; TH.CN.11.K-3a)**

Activities for the Classroom

Pigeon always seems to be getting into new adventures. Have your students write a new adventure for him with the sentence starter: Don't let the pigeon _____. Depending on the age of your students, they can write a sentence, paragraph, or narrative story telling about pigeon's new cautionary tale. Feel free to use the sentence starter sheet on page 8.

Standards Implemented: Grades K-3.W.3

Approximate time: 20-30 minutes

Materials Needed: Pencils, paper, optionally page 8 of this study guide

Create a class book with your students on why the pigeon should not be allowed to drive the bus or stay up late. Have students finish the sentence: Don't let the pigeon drive the bus because _____. **OR** Don't let the pigeon stay up late because _____. Then compile all their responses into a class book and read it to the class. There are templates on pages 9 and 10 to help with the creative process.

Standards Implemented: Grades K-3.W.1 or W.4

Approximate time: 20-30 minutes

Materials Needed: Pencils, paper, optionally pages 9 or 10 of this study guide

Students can have a debate about one of the topics in the play or Pigeon books. Split your class into two groups or partners and have each side come up with reasons to support their side. The class could debate: Should the pigeon drive the bus? Should the pigeon share his hot dog? Should the pigeon stay up late? Or you can create a new dilemma for the pigeon that students can debate. Alternatively, students can also write an opinion or persuasive sentence, paragraph, or essay on the topic depending on the age of your students.

Standards Implemented: Grades K-3.SL.1 or W.1

Approximate time: 30-40 minutes

Materials Needed: Paper and pencils



Learn to Draw Pigeon

Creative
Corner

Learn to draw pigeon with shapes! What shapes do you see?



1. At the top of your page, make a circle for Pigeon's head. Now draw another, smaller circle inside it. You've made a donut!



2. Now darken in the eyeball inside the small circle. Where you place the eyeball (in the middle, up, down, or to the side) will determine how the Pigeon feels!



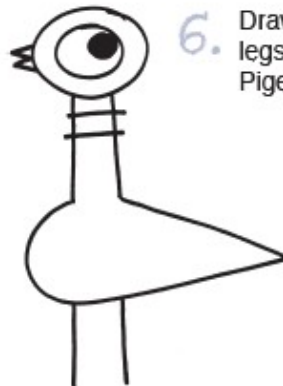
3. Now make a sideways letter "M" for the Pigeon's beak. (If you'd rather make a sideways letter "W", that's fine with me.)



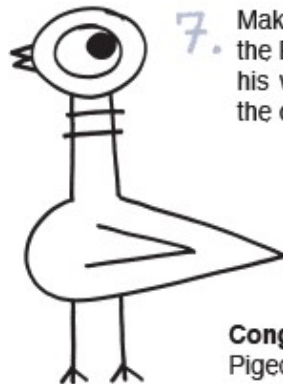
4. Draw two straight lines down for the Pigeon's neck, and two straight lines across for his collar. (This is always more fun with sound effects!)



5. Now comes the patented Mo Willems "circ-angle" for the Pigeon's body! A circ-angle is a circle that halfway through changes its mind and decides to become a triangle.



6. Draw two lines down for his legs (just like you did for Pigeon's neck).



7. Make three letter Vs: two for the Pigeon's feet and one for his wing (which goes inside the circ-angle).

Congratulations! You drew the Pigeon! Show your pals!

Fun Pigeon Fact:
Pigeons descend from birds that build their nests high up in rocky cliffs. That's why pigeons prefer to nest in skyscrapers instead of trees.





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PIGEON SEQUEL STORY

Don't Let the Pigeon _____



But why not?!

Don't let the pigeon drive the bus because

By _____



But why not?!

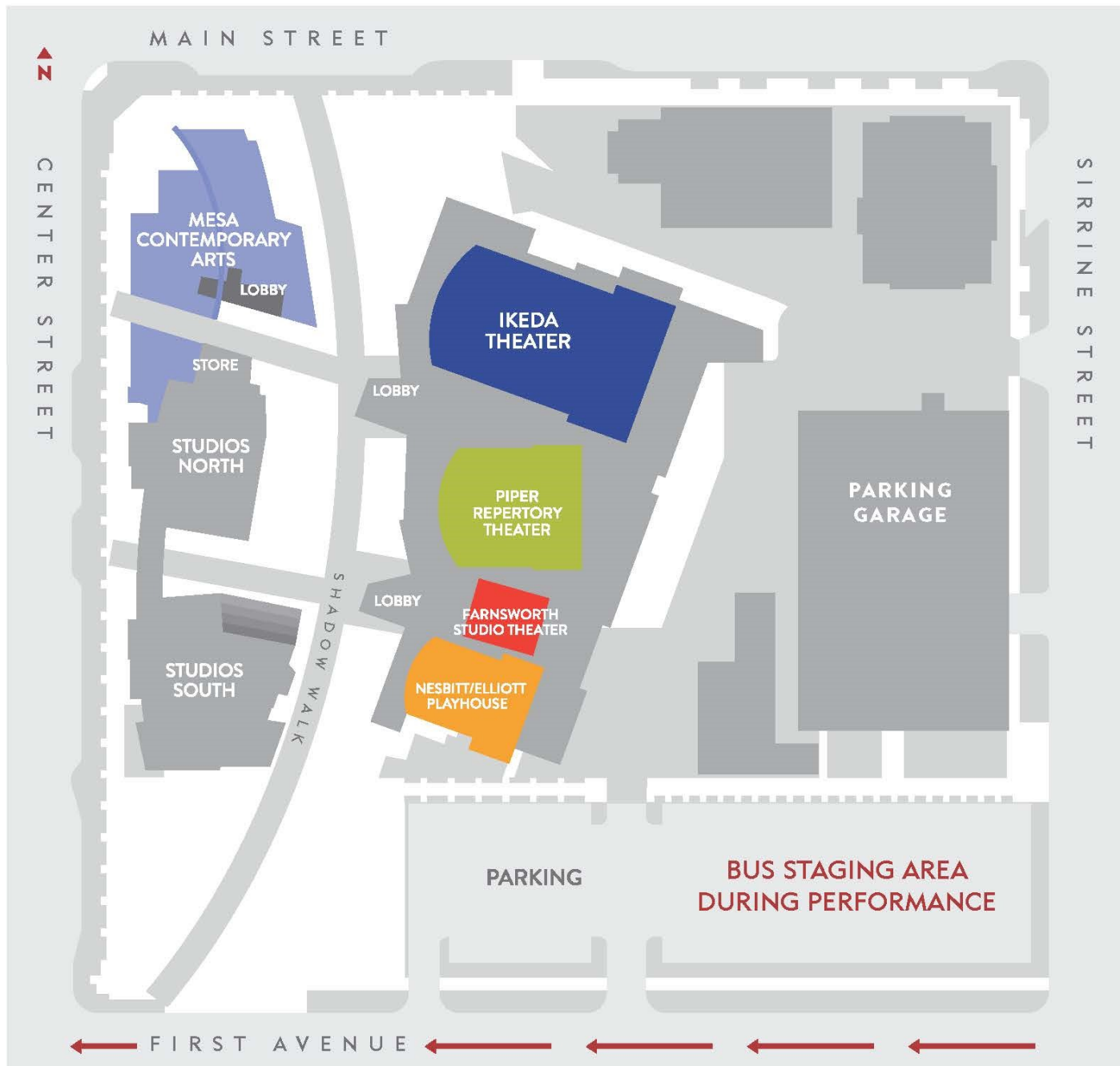
Don't let the pigeon stay up late because

By _____

BUS PARKING MAP



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STEPS TO UNLOAD

- 1 Enter the drop off area by coming in westbound on 1st Avenue.
- 2 Pull up to the curb marked with cones and wait until notified to unload passengers.
- 3 Await parking direction from MAC security

STEPS TO PICK UP

- 1 Passengers will exit the theater and meet buses in the bus parking lot area.
- 2 Wait for clearance to depart.



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SHARE YOUR EXPERIENCE!

We'd love to hear your students' response to our shows.
We especially appreciate pictures and letters!

THANK YOU!

Questions? Please contact Engagement at:

P 480-644-6540 | F 480-644-6503
engagement@mesaartscenter.com