



Dreamworks'

MADAGASCAR: A MUSICAL ADVENTURE

Based on the DreamWorks Animation Motion Picture

Book by Kevin Del Aguila, Original Music and Lyrics by George Noriega & Joel Someillan

Classroom Guide Grade 2 — Grade 3

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How to Use This Guide

This classroom guide for *Madagascar* is designed for Texas students in Grades 2 and 3. It offers activities to help you integrate a performance of *Madagascar* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Madagascar is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a movie called *Madagascar*.

- Have you seen *Madagascar* as a class or by yourself?
 - Based on what you've seen, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you saw *Madagascar* beforehand, how was the play similar to the movie?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Madagascar*, how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Madagascar* is Awesome Adventures.

The Magik Must-Reads (Grade 2 — Grade 3) are:

Where the Wild Things Are by Maurice Sendak

The Boxcar Children by Gertrude Chandler Warner

The Polar Express by Chris Van Allsburg

Tigers at Twilight (Magic Tree House series) by Mary Pop Osborne

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

How did the theme of Awesome Adventures show in each book? Explain.

Setting

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of Awesome Adventures? Explain.

Characters

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

Plot

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

5: Animal Adaptations

Plants and Animals, including humans, have physical traits that allow them to thrive in their natural habitat. These traits are called structural adaptations. Other adaptations are things plants and animals do to thrive, rather than physical traits. These adaptations are called behavioral adaptations. If you are having trouble figuring out if something counts as an adaptation, just ask yourself “Does it help the plant or animal survive?” If the answer is yes, it’s an adaptation. Answer the following questions about adaptations to learn more about them!

- 1) Melvin the Zebra has a coarse mane that would feel scratchy if you ran your hand through it. Is this an adaptation?

- 2) Alex the Lion has long, retractable claws that allow him to grab and hold his prey. Is this an adaptation?

- 3) Gloria the Hippo has large incisor and canine teeth that help her fight off predators like crocodiles. Is this an adaptation?

- 4) Melman the Giraffe has a long neck that allows him to reach leaves in tall trees and spot predators from far away. Is this an adaptation?

- 5) Skipper the Penguin has black and white feathers that make him look like he’s wearing a little tuxedo. Is this an adaptation?

- 6) King Julien the Lemur has a colorful crown that looks really cool. Is this an adaptation?

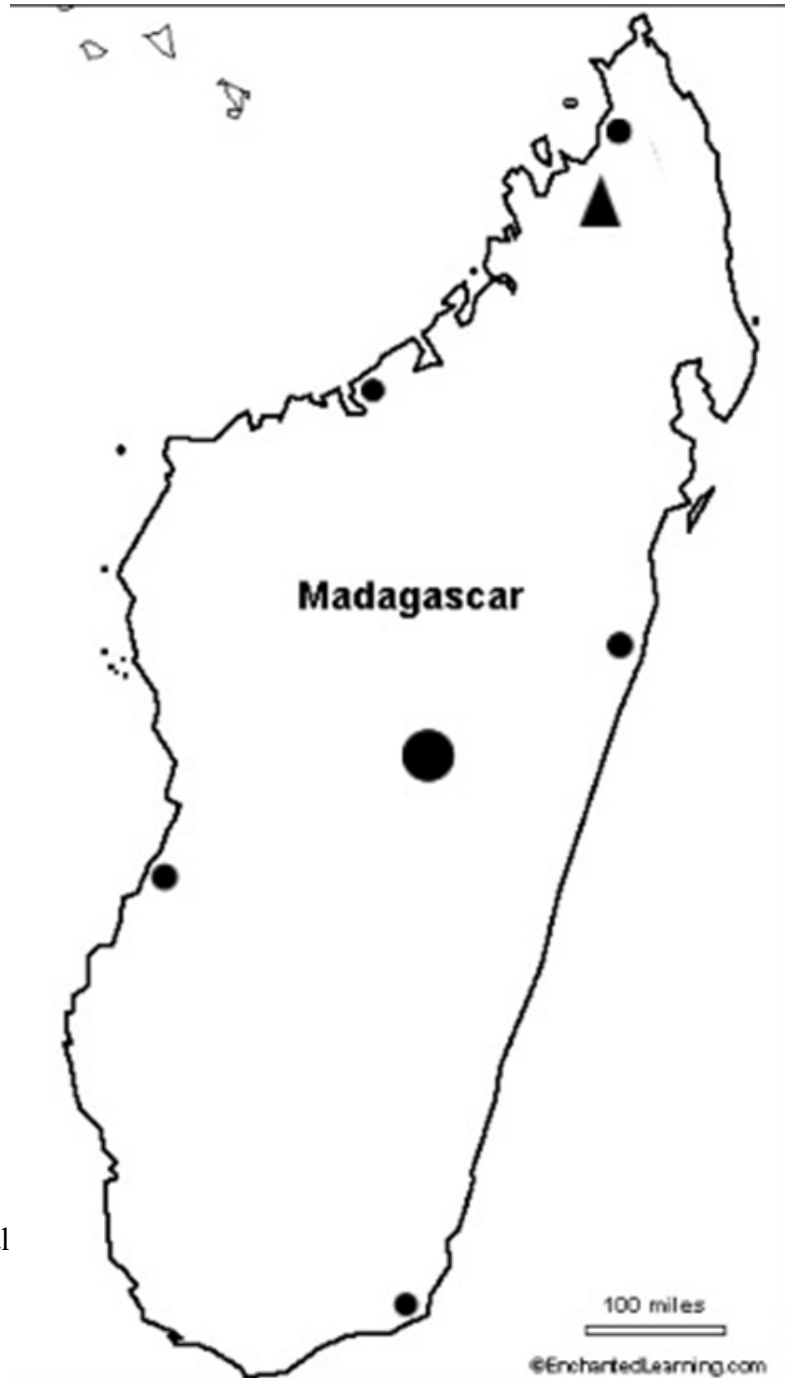
- 7) Mason the Chimpanzee has opposable thumbs, just like you! His opposable thumbs allow him to swing from branches and hold onto tools, such as stones and blades of grass. Is this an adaptation?

- 8) Name three animals and at least one adaptation that each of them possess.

6: Geography of Madagascar

You probably learned a lot from *Madagascar*, but one thing you didn't get to learn is what Madagascar looks like from a bird's eye view. In this activity you will make a map of Madagascar. Then if you ever get lost in Madagascar you'll know where to go!

- 1) On the map to the right, draw a compass rose. Label the directions *North*, *East*, *South*, and *West*. If you're having trouble remembering which directions are which, just go clockwise.
- 2) The triangle on the map represents the tallest mountain on Madagascar. Label the triangle "Maromokotro"
- 3) Draw a line of triangles along the southeast coast of Madagascar to represent the Ankaratra Mountain range and label them "Ankaratra Mountains".
- 4) Label the body of water to the left of Madagascar "Mozambique Channel" and label the body of water to the right of Madagascar "Indian Ocean".
- 5) Each dot represents a city in Madagascar. The largest dot represents the capital of Madagascar. Label the large dot in the center of Madagascar "Antananarivo", label the dot above the triangle "Antsohimbondrona", label the dot to the south of the island "Tolanaro", label the dot northeast of the large dot "Toamasina", label the dot southwest of the large dot "Morondava", and label the final unlabeled dot "Mahajanga".
- 6) Label the tiny islands to the northwest of Madagascar "the Comoros and Mayotte".
- 7) Your map is complete! Now you know that there's much more to Madagascar than the animals were able to see when they arrived.



7: Paper Plate Animals

There were several types of animals in Madagascar, from lions and giraffes to penguins and lemurs! Now you get to create your own paper plate animal. Decide which animal you want to make a replica of and let your imagination run wild!

Materials

- Paper plates
- Paint
- Glue
- Scissors
- Paint brushes
- Googly eyes
- Construction paper
- Colored pencils/crayons/markers
- Extra materials, such as pipe cleaners, popsicle sticks, string, tissue paper, etc.

Procedure

- 1) If your animal has skin/fur/feathers/scales that are any color other than white, paint your paper plate the color of your animal's skin/fur/feathers/scales.
- 2) If your animal has external ears, cut two ears out of construction paper and glue them to either the front or the back of your plate.
- 3) Apply some glue to the back of two Googly eyes and put them on your paper plate. If your animal has different colored spots around its eye, like a Panda, cut eye spots out of construction paper and glue your Googly eyes to them, then glue your construction paper eye spots to your paper plate.
- 4) Draw a mouth, cut out a mouth design, or add a construction paper beak.
- 5) Draw nostrils, add a pompom nose, or add a construction paper trunk.
- 6) If your animal has spots or stripes, draw them on using colored pencils/crayons/markers.
- 7) Now you get to use your extra materials. Does your animal have antlers, a mane, whiskers, etc.? If so this great opportunity to add neat details to your paper plate animal. Be creative!

Need some inspiration? Just check out these cool paper plate animals that other students have made.



8: Getting Technical

Madagascar takes a beloved children’s movie, and tells us the story through dance and song on the big stage! Making this story into a musical gives the audience a better look into Marty’s (and Alex’s) life as he discovers where he’s truly meant to be! But how does music help tell the story? Let’s find out!

Warm Up

- 1) Start by doing a repeat after me song. (Kummala, Froggy, Form a banana, etc.)
- 2) During this warmup, make sure that you start in a soft sound, then end in a loud sound.
- 3) Review what a rhyme scheme is.

Activity One

- 1) Play a game of “Freeze Roulette”
- 2) Play a song while everyone dances around the room. Make sure you listen to the songs that are being played. What are the rhythms and tempos? Point them out as a class. Dance the same as the rhythm/tempo.
- 3) Change the music to a different song with a different tempo/rhythm. Again, point out the difference, then dance to *that* rhythm/tempo.

Activity Two

- 1) Get in a circle... as a group the class will create a song, with a beat.
- 2) One by one, come up with part of the beat as a class. (Snap, clap, stomp, thump, etc.)
- 3) Once everyone has part of a beat, put it together. Try that without words, two or three times.
- 4) Next, every student will come up with a line for a song. Remember rhyme scheme and make sure, as a class, that you follow it. Also, make sure that everyone’s lines/songs follow the beat that you made earlier.
- 5) Put the lyrics and the beat together. Try it out a few times! Make sure to have fun with it!

Follow-Up Questions

- 1) Based off of these activities, what makes music so important?
- 2) How does music help change a simple play into something much bigger?
- 3) How could you take what we learned from this music lesson, and apply it to everyday life?

TEXAS

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.10.b.5
2	ELA 110.13.b.5
3	ELA 110.13.b.17-18
4	Math 111.14.b.3-4
5	Science 112.13.a.4.C; 112.13.b. 1-4; 112.13.b.9.A; 112.13.b.10.B
6	Soc Studies 113.13.b.2A-C; 113.13.b.18.A-E; 113.13.b.19 A-B; 113.13.b.20A-B
7	Fine Arts 117.8.b.1-2, 4
8	Fine Arts 117.9.b.1-2, 4

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.13.b.5
2	ELA 110.14.b.4
3	ELA 110.14.b.17-18
4	Math 111.15.b.3-4
5	Science 112.14.a.4.C; 112.14.b.1-4; 112.14.b.9.A; 112.14.b.10.A-B
6	Soc Studies 113.14.b.5.C-D; 113.14.b.17 A-F; 113.14.b.18. A-C
7	Fine Arts 117.11.b.1-2, 4
8	Fine Arts 117.12.b.1-2, 4

COMMON CORE

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.2.1, 5-6
3	ELA W.2.3
5	Math 2.OA.1

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.3.1, 5-6
3	ELA W.3.3
5	Math 3.OA.3, 7