



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 Grades K - 1

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How to Use This Guide

This classroom guide for *Madagascar* is designed for Texas students in Grades K and 1. 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.

Table of Contents

Theatre

1: Discussion Questions	3
-----------------------------------	---

English Language Arts

2: Magik Must Reads	4
3: Write and Illustrate Your Own Story	5

Mathematics

4: Picture Problems	6
-------------------------------	---

Science

5: Habitats	7
-----------------------	---

Social Studies

6: What Is An Island?	9
---------------------------------	---

Art

7: The Royals of Madagascar	10
---------------------------------------	----

Music

8: Best Friends	12
---------------------------	----

Appendix

Activity Content Standards	13
--------------------------------------	----

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 K - Grade 1) are:

We're Going on a Bear Hunt by Helen Oxenbury & Michael Rosen

Kitten's First Full Moon by Kevin Henkes

Curious George by H.A. Rey

The Incredible Intergalactic Journey Home by David Cadji-Newby & Pedro Serapicos

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?

3: Write and Illustrate Your Own Story

In *Madagascar*, the zoo animals go on the adventure of a lifetime as they journey to and across Madagascar, relying on each other when times get tough. As a class, make a picture book about an animal who helps out their friend. Have everyone draw one picture from the story you create. When you are done, put the pictures together to make your very own book.

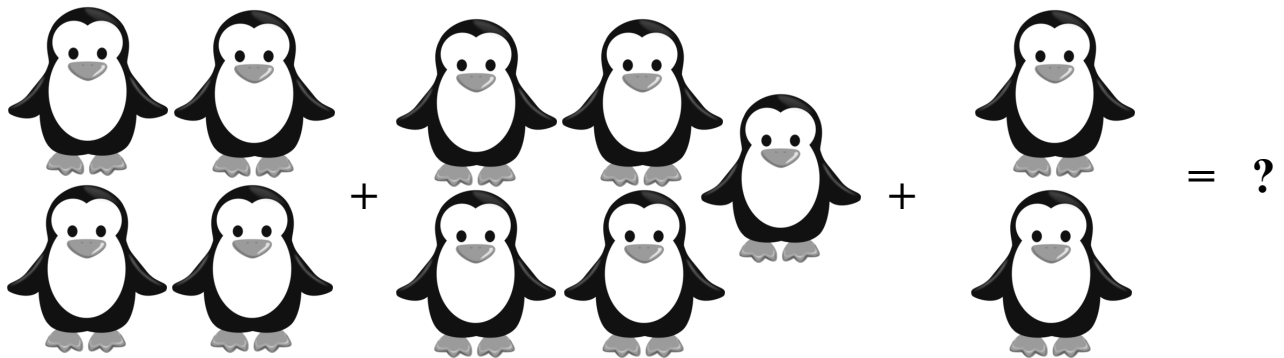
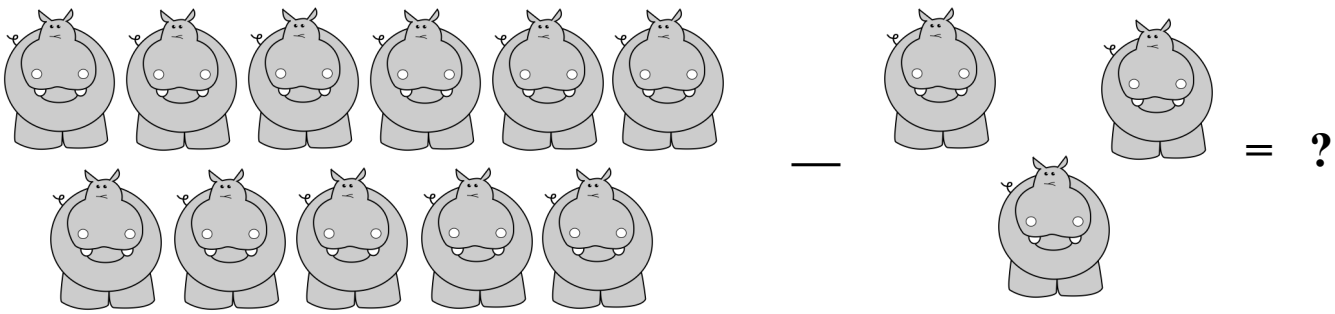
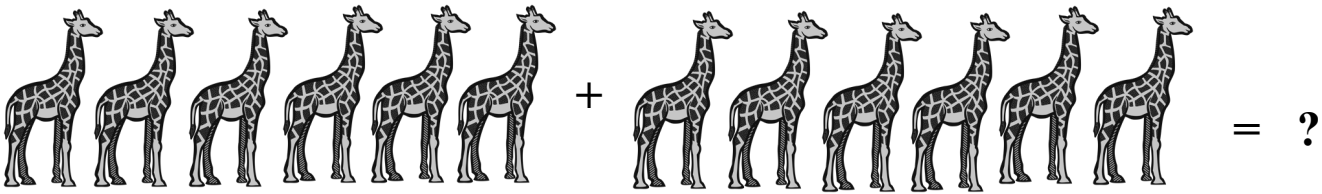
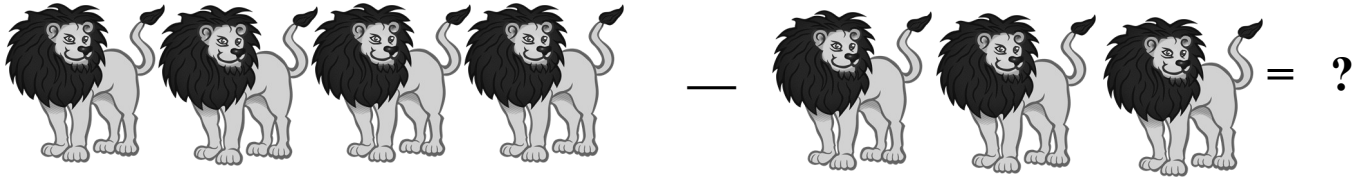
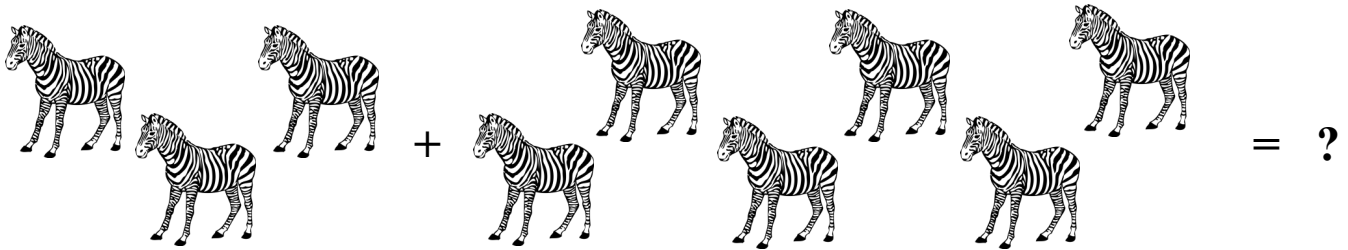
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.



4: Picture Problems



5: Habitats

In the musical, the animals are taken from their zoo habitats and encounter an entirely new habitat in Madagascar. A habitat is a place where an organism, or a community of organisms, lives. Habitats include all of the living and nonliving factors in an environment. For example, a shark's natural habitat may be the ocean. As a class, answer the following questions to learn more about habitats:

- 1) What do humans need to survive?

- 2) If you have a pet, what do they need to survive?

- 3) What are the needs that pets and humans have in common?

- 4) Think about animals that live outside. They need these things too. These are things that must be present in a habitat. Take a penguin, for example. What does a penguin need to survive?

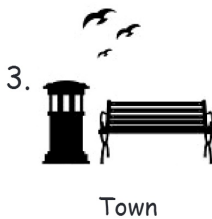
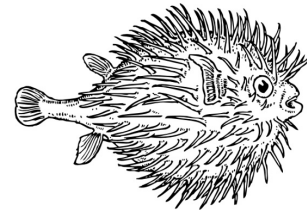
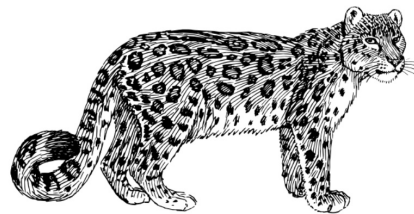
- 5) Where would a penguin's natural habitat be? (Where should a penguin live so that it has the best chance of survival?)

Once you've answered these questions, complete the worksheet on the next page! Match the animals to their natural habitat. If you have extra time, make a list of other animals that can be found in the listed habitats!

This activity is borrowed from education.com.

Animal Habitats

Can you guess which animal habitat each animal lives in?
Draw a line from the habitat to the animal.

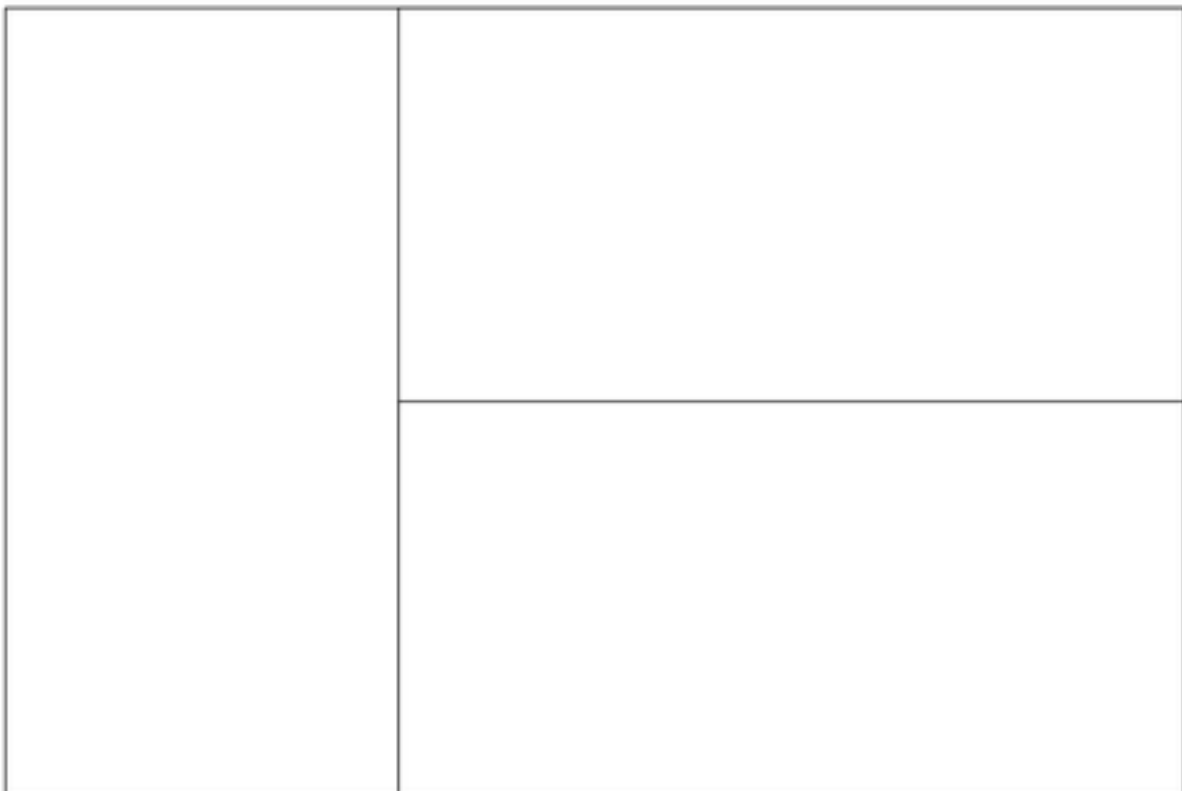


6: What Is An Island?

Madagascar is an island, but what does that mean? As a class, discuss and list the characteristics of an island. Use those characteristics to find Madagascar and other islands on a map or globe. Once you have done that, color in the flag of the Republic of Madagascar! The island is its own country!

Discussion Questions

- 1) What is an island?
- 2) What makes an island an island?
- 3) List some islands that you see on a map.
- 4) What is the capital of Madagascar?
- 5) Which bodies of water surround Madagascar?



Flag of Madagascar

Adopted on 14 October 1958.

A Horizontal bicolor of red and green with a white vertical band on the hoist side. The colors of the flag represent Madagascar's history, yearning for independence, and traditional classes. Red and white were the colors of the Merina kingdom, which succumbed to France in 1896.

7: The Royals of Madagascar

In *Madagascar*, the lemur Julien is introduced as King Julien. Make your own crown to become a royal of Madagascar!

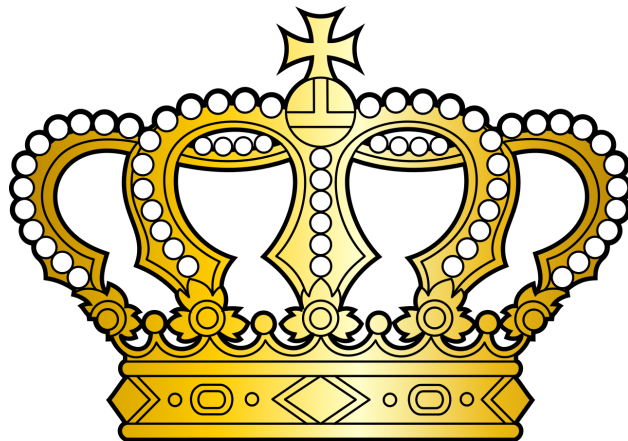
Materials

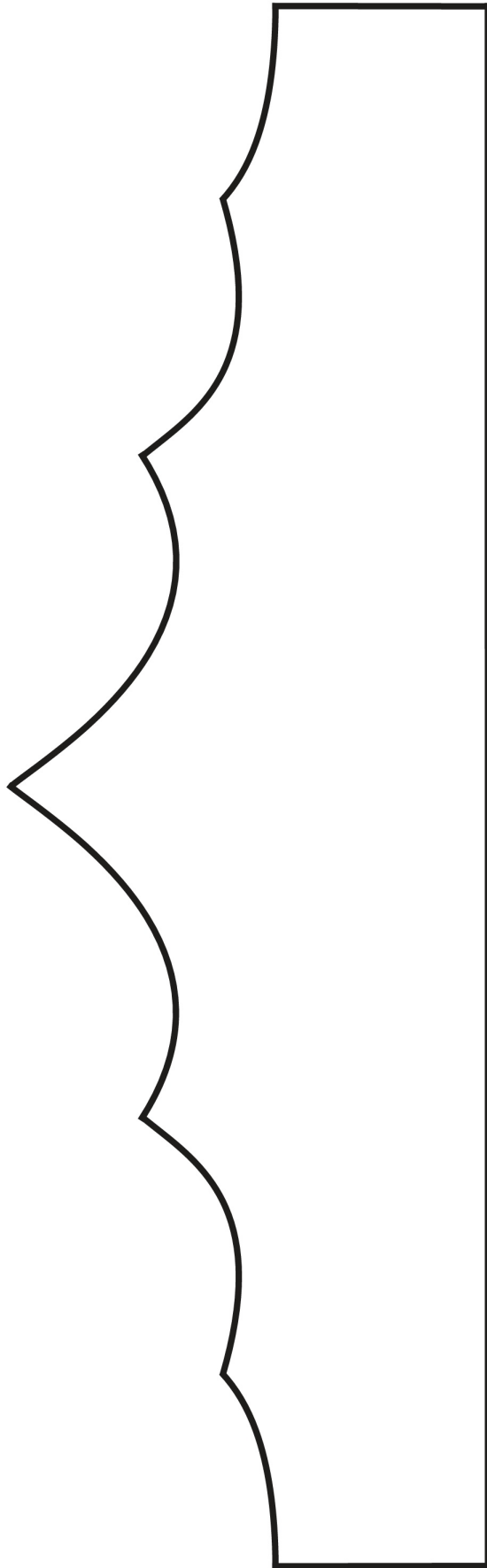
- Colored construction paper OR
- White construction paper
- Markers
- Glitter
- Glue
- Ribbon
- Single hole punch
- Other fun additions! (stickers, pom poms, etc.)

Procedure

- 1) Trace and cut out (or just cut out) the crown image from the following page.
- 2) Color and decorate it as you please.
- 3) Punch one hole in each side of the crown.
- 4) Slide ribbon through the holes, tying it on each end so that it becomes a crown!

Crown template from firstpalette.com.





8: Best Friends

In *Madagascar*, Marty and Alex sing the song Best Friends. The song is about how they'll always be there for each other, no matter what, because they are best friends. As a class, learn the beginning of the song Best Friends. After you've learned the song, you can perform it for others!

You can find a recording of this portion of the song with lyrics here:
<https://www.youtube.com/watch?v=NuNmX7c6pYY>

A recording of this portion of the song without lyrics is here:
<https://www.youtube.com/watch?v=3D9qtkbLbKY>

The full song, from the movie series, is here:
<https://www.youtube.com/watch?v=L1BMt45BUoI>

Lyrics:

Ain't nothing in the world that could tear us apart
You're my friend
Ain't nothing in the universe that could come,
In between us,
If you're in a rut I will pick you up,
and bring you back to who you are.
Anything that you need,
I'm here for ya,
Wherever I need to be,
I'm there for ya,
Unconditional, even if it ain't cool,
I'm there when you need me.

TEXAS

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.4.b.5
2	ELA 110.11.b.5
3	ELA 110.11.b.13-14
4	Math 111.12.b.1, 3-4
5	Science 112.11.a.4.A-B; 112.11.b.2.B-E; 112.11.b.4.A,B
6	Soc Studies 113.11.b.2-3, 14-15; ELA 110.11.b.13, 15
7	Fine Arts 117.2.b.1-2, 4
8	Fine Arts 117.3.b.1-2, 4

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.7.b.5
2	ELA 110.12.b.6
3	ELA 110.12.b.17-18
4	Math 111.13.b.1-3
5	Science 112.12.a.4.A-B; 112.12.b.1.A-B; 112.12.b.2.A-E; 112.12.b.4.A-B
6	Soc Studies 113.12.b.17.A-C; 113.12.b.18.A-B; 113.12.b.19.A-B
7	Fine Arts 117.5.b.1-2, 4
8	Fine Arts 117.6.b.1-2, 4

COMMON CORE

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.K.1
3	ELA W.K.3
4	Math K.OA.1-2

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.1.1
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8