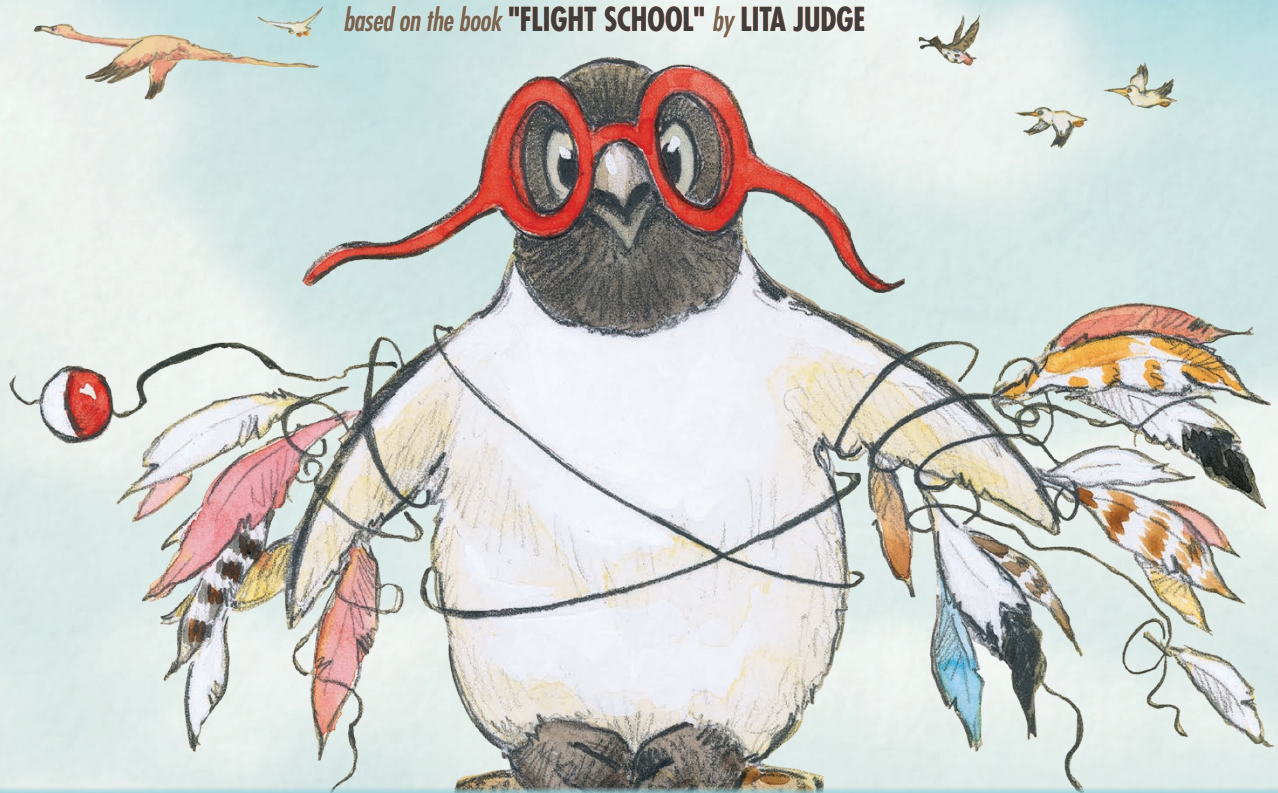


PENGUIN goes to FLIGHT SCHOOL The Musical

Book by **CARA LUSTIK** Lyrics by **JOSHUA H. COHEN** Music by **DAVID MALLAMUD**

Directed & Choreographed by
CLINT HROMSCO

based on the book "FLIGHT SCHOOL" by LITA JUDGE



CURRICULUM GUIDE GRADES K - 4

VITAL
THEATRE COMPANY

Penguin Goes to Flight School the Musical

Curriculum Guide Grades K - 4

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Theater Tips for Families & Young Audiences

Vital Theatre Company artists share stories and songs to inspire young audiences. And, we want everybody to have fun!

What to Expect

Vital Theatre musicals are approximately one hour long, performed by professional adult actors.

Attending a musical play is similar to hearing a concert or seeing a dance production.

You'll enter and exit the theater building through a lobby where you can purchase tickets, get a drink of water or visit the restroom.

The audience seating area is called the house. Actors, musicians or dancers perform on the stage.

The house lights are dim during the performance. You will hear recorded music and sounds during the musical.

We do not use strobe lighting in Vital Theatre shows.

During the show, it's O.K. to clap, laugh, ooh and ah!

Pay attention– sometimes actors invite the audience to participate.

Reminders

Turn off your phone or mobile device. Photos and videos are not allowed during the performance.

Try to stay seated, and keep your hands and feet in your own space. And, try not to talk to your neighbors, or call out to the actors on stage.

It's O.K. to take a break, or visit the restroom, during the show.

A proprioceptor tool, such as a squeeze ball or stuffed animal, can help reduce fidgeting. Headphones or ear plugs can help those with sound sensitivity.

If you are attending the musical with a school or other group, check with your field trip leader about what to bring or not to bring.

Amenities & Accommodations

Call ahead or visit the performance venue website to learn about amenities and accommodations. In addition to ADA accessible parking and seating, some theaters also offer booster-seat cushions, a quiet room and assistive listening devices.



Stories that challenge our audience to ask questions, make discoveries and engage in dialogue–

If one adult is inspired,
if one child's imagination is awakened,
if one student is empowered,
our theatre is important and vital.

Visit us at vitaltheatre.org.

Reading & Discussion Prompts: *Flight School* by Lita Judge

GUIDED/GROUP READING

- Refer to text and illustrations to discuss characters' physical traits and attitude/motivation.
- Refer to text and illustrations to discuss actions, events and central message.
- Use context cues to explore vocabulary, word relationships and use of figurative language.

Grades K - 1

- How does Penguin travel to and from Flight School?
- What kinds of birds are illustrated in the book?
- What do Penguin and the other birds have in common?
- What is the difference between Penguin and the other birds?

Plot & Message

- What do birds do at the Flight School?
- Why are Teacher and the other birds surprised when Penguin says, "I was hatched to fly."
- What happens when Penguin tries to fly?
- What actions show Penguin is sad or upset?
- How does Flamingo help Penguin?
- Penguin wants to share flight school with a friend. What's funny about bringing an ostrich to Flight School?

Vocabulary & Language

- What does it mean to practice something?
- What are some words in the story that relate to "flight"?

Grades 2 - 4

Characters

- How does Penguin travel to and from Flight School?
- What types of birds are illustrated in the book?
- What is the difference between Penguin and the other birds?

Plot & Message:

- Why are Teacher and the other birds surprised when Penguin says, "I was hatched to fly."
- How does Penguin feel after attempting to fly the first time? (Refer to text or illustrations.)
- How does Penguin feel after the second flight— with help? (Refer to text or illustrations.)
- How does the phrase, "He'd just need a little help with the technical parts," relate to the message in the story?
- Penguin wants to share flight school with a friend. What's funny about bringing an ostrich to Flight School?

Vocabulary & Language:

- What are some words in the story that relate to "flight"?

Discuss metaphor— figurative language that creates comparison of unlike things without use of comparison words such as "like" or "as." Does Penguin literally have the soul of an eagle? Does Ostrich literally have the soul of a swallow?

Writing & Drawing Prompts: *Flight School* by Lita Judge

LEARNING NEW THINGS

Micro-writing: Pre-reading

Supplies: pencil and paper (journal, scratch paper or sticky notes)

This activity may be led as a verbal discussion with kindergarten students with an adult transcribing responses on a white board or oversized notepad.

Grades K - 1 Verbal Prompt

Think of a skill you're learning and a person who's helping you learn— it may be a task, such as tying your shoes, brushing your teeth or making a snack; or a sport or game, singing or playing a song. Write down 1) what you're learning and 2) the person helping.

Grades 2 - 4 Verbal Prompt

Think of a skill you're learning and a person who's helping you learn— it may be a task, such as making a snack or feeding your dog or cat; or a sport or game, singing or playing a song. Write down 1) what you're learning, 2) the person helping, 3) one or two words that tell how you feel about learning something new.

Check for understanding: Invite a few students to share their notes verbally. Check (or collect and display) note sheets or journal entries.

Writing & Drawing: After reading

Supplies: pencil, colored pencils, crayons or markers, journal or composition sheets

Review pre-reading notes. Students may draw and write about the same skills they noted earlier, or choose something different.

Grades K - 1

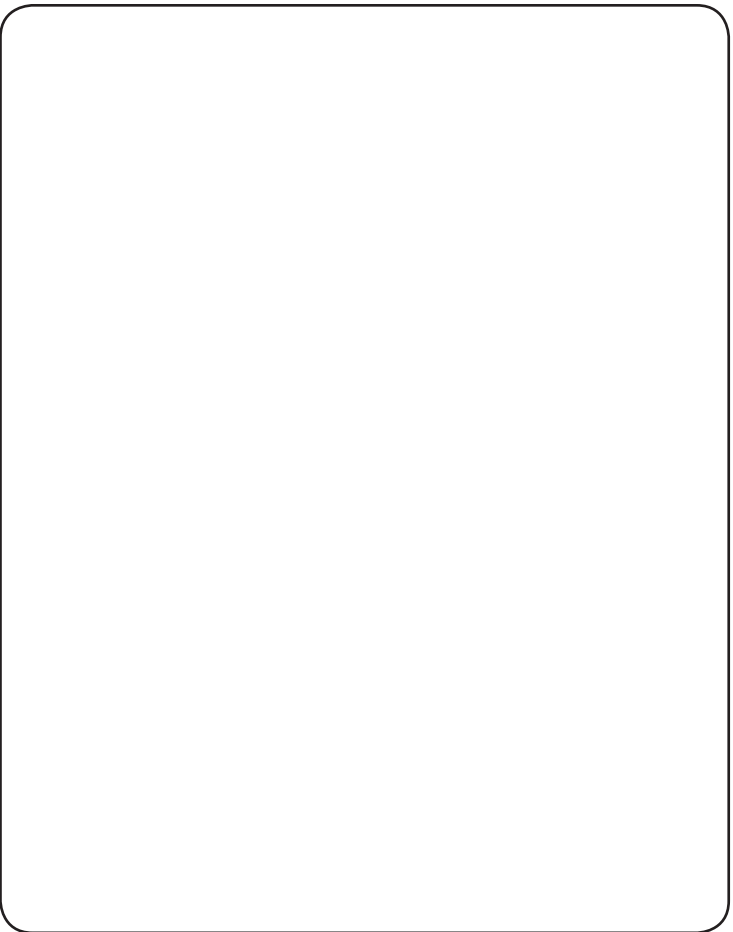
Draw a picture of a skill you are learning. Complete the sentences to name your skill and a person helping you. Check your work. Did you add a period at the end of the first sentence? Did you capitalize the first letter of the second sentence?

I am learning to (blank).
(Blank) is helping me.

Grades 2 - 4

Draw an illustration of a skill you're learning. Write about 1) how you feel about trying something new and 2) a person who's helping you learn. Check your work. Did you capitalize the first word of each sentence? Did you add a period at the end of each sentence? If you used a person's name, did you capitalize the first letter of the name?

LEARNING NEW THINGS



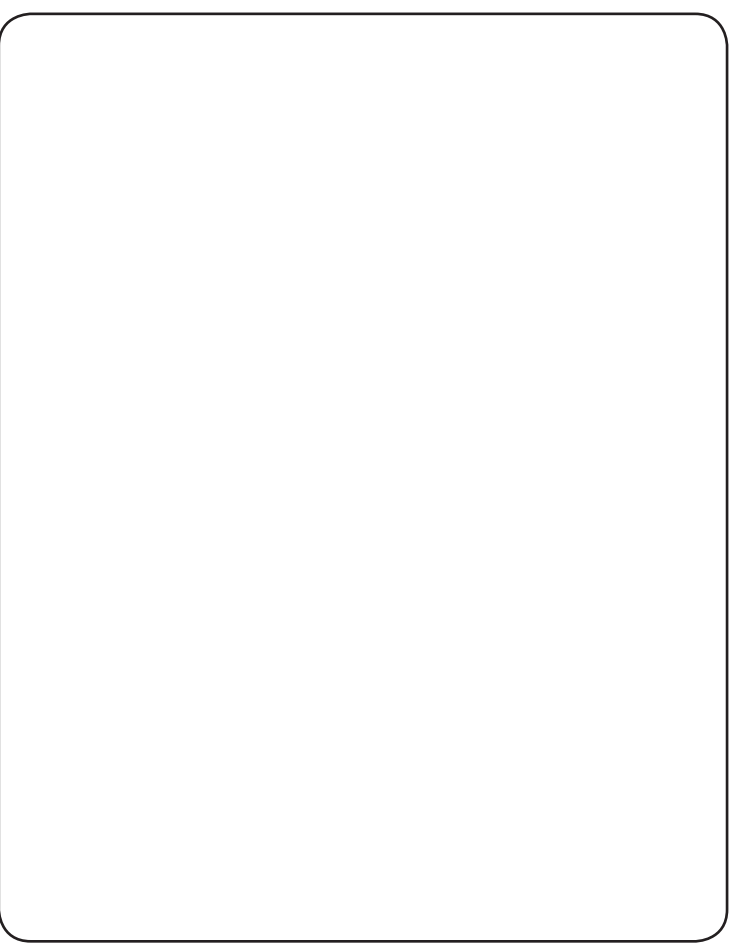
Draw a picture of a skill you are learning.
Finish the sentences to name your skill and a person helping you.

1. I am learning _____

2. _____ helps me.

Check your work. Did you add a period at the end of the first sentence?
Did you capitalize the first letter of the first word in the second sentence?

LEARNING NEW THINGS



Draw a picture of a skill you are learning.
Finish the sentences to name your skill and a person helping you.

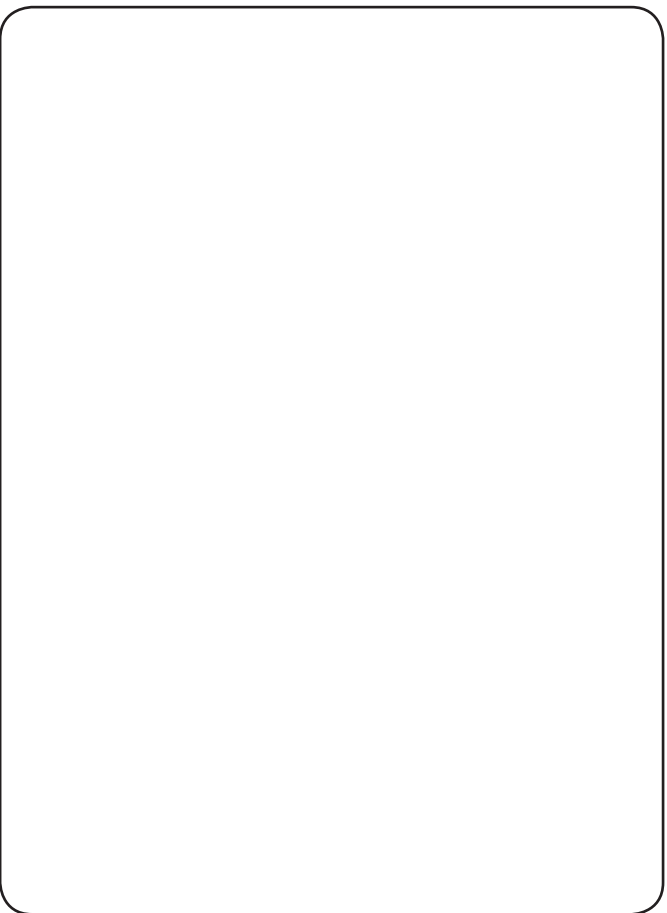
1. I am learning _____

2. _____ helps me.

Check your work. Did you add a period at the end of the first sentence?
Did you capitalize the first letter of the first word in the second sentence?

LEARNING NEW THINGS

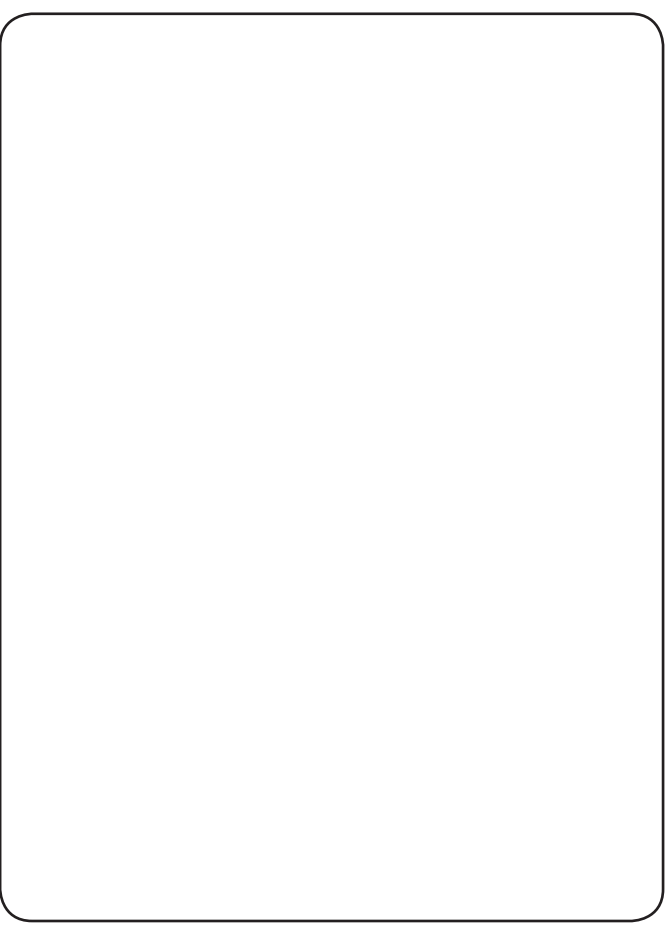
Draw an illustration of a skill you're learning. Write about 1) how you feel about trying something new and 2) a person who helps you learn.



Check your work. Did you capitalize the first word of each sentence? Did you add a period at the end of each sentence? If you used a person's name, did you capitalize the first letter of the name?

LEARNING NEW THINGS

Draw an illustration of a skill you're learning. Write about 1) how you feel about trying something new and 2) a person who helps you learn.



Check your work. Did you capitalize the first word of each sentence? Did you add a period at the end of each sentence? If you used a person's name, did you capitalize the first letter of the name?

Grades 2 - 4 Art & Math Activity: Origami Penguin

Supplies: Origami paper approx. 6" square, one white side, one dark side of any color, folding instruction sheet
Optional: Classroom set of polygon illustrations or manipulatives

Geometry Vocabulary Review

polygon: geometric figure with multiple sides (intersecting lines)
angle: the space between two intersecting lines (measured in degrees)
perimeter: outer edge of a geometric figure
triangle: three sided polygon
right triangle: triangle with one 90° angle
acute triangle: triangle with all angles less than 90°
quadrilateral: four sided polygon
pentagon: five sided polygon
square: four sided polygon with sides of equal length and all angles 90°

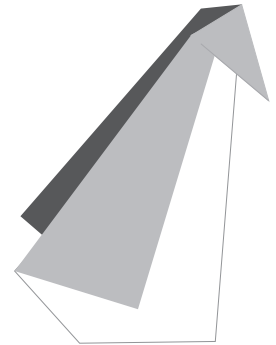
This simple penguin design is similar to a folded paper airplane and makes a great beginner origami activity.

All of the folds form triangular shapes. Students can observe how the perimeter of the paper forms a variety of polygons as they move through the folding steps.

Allow at least two sheets of paper per student. Plan to guide students through the activity at least one time for practice. Encourage students to complete the design before starting over. It's O.K. if a student's first attempt results in an uneven or wobbly penguin.

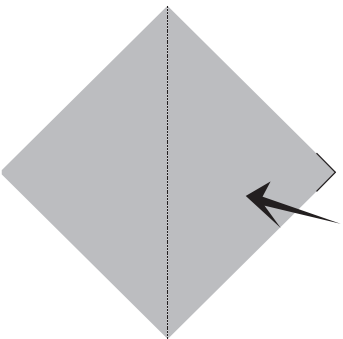
Invite students to fold a second penguin, if they'd like to improve their skill. Tight corners and alignment of paper edges will help make a more symmetrical figure.

Teachers or classroom assistants may want to fold a few sample penguins prior to the group activity. Some students may benefit from the opportunity to view a three dimensional sample, (or reverse-engineer the process), before following the instructions on the activity sheet.

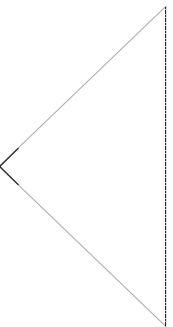


ORIGAMI PENGUIN

1A



1B



STEP 1 - CENTER FOLD

1A

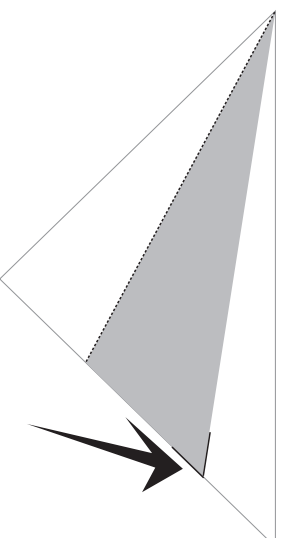
Start with a square piece of origami paper.

Place the paper with the dark side up. Fold the paper in half to form a right triangle with the white side of the paper visible.

1B

Your right triangle should have a fold along the center of your paper– the longest side of the right triangle you just folded.

2



STEP 2 - THE FIRST WING

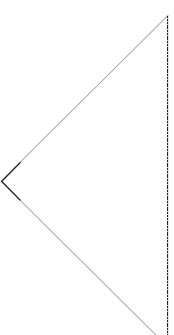
2

Grab the right angle corner – only the top flap of your folded triangle.

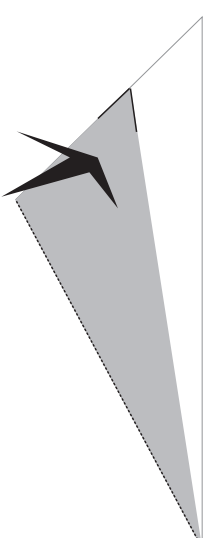
Fold up and back so the dark side of the paper makes an acute triangle. This is your penguin's first wing.

The shortest side of the acute triangle should line up with the edge of the white triangle.

3A



3B



STEP 3 - THE SECOND WING

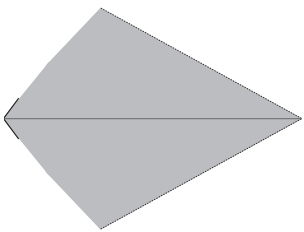
3A

Turn the whole paper over. The perimeter outline should form a right triangle.

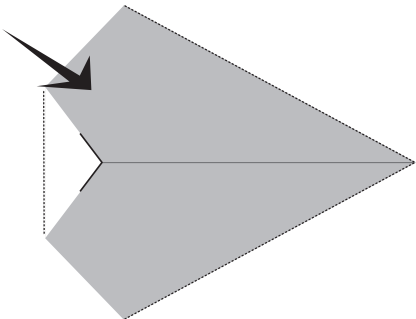
3B

Grab the right angle corner. Fold up and back so the dark side of the paper makes an acute triangle. This is your penguin's second wing. Hint: The two wing fold creases should line up.

4A



4B



STEP 4 - THE BASE

4A

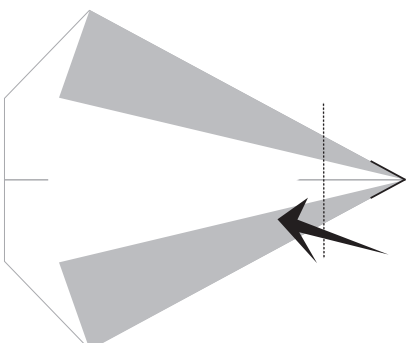
Keep the wings folded. Open your paper along the center fold with the dark side visible.

The perimeter is a quadrilateral with two longer sides and two shorter sides.

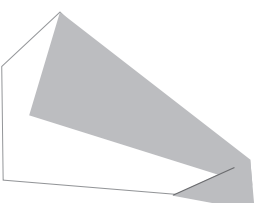
4B

Grab the right angle corner at the base of your polygon. Fold up to make a right angled triangle. This section forms your penguin's base.

5A



5B



STEP 5 - THE HEAD & BEAK

5A

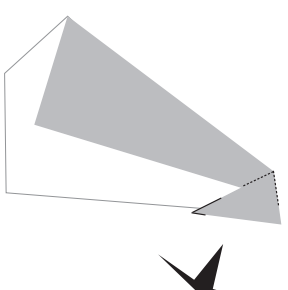
Turn the whole paper over. The outline should form a pentagon, a five sided polygon, with an acute angle at the top.

Ready to make your penguin's head and beak? Grab the acute angle corner. Fold down.

5B

Re-fold your paper along the center fold.

6

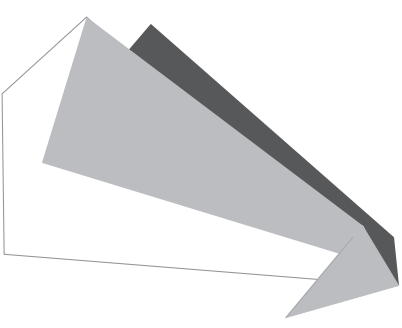


STEP 6 - FINISH

6

With the paper still folded along the center, gently pull the penguin's beak out and away from the body.

Done! Release your penguin to stand on its own.



Review & Discuss: *Penguin Goes to Flight School the Musical*

Supplies: cast photo sheet, individual pencil and paper or journal, white board, or oversized note pad

Note: 2017 season *Flight School*/photos may feature alternate cast members, but character make-up and costumes are the same in subsequent productions.

Musical Synopsis

It's the first day of Flight School, where they teach birds to fly. Penguin has the soul of an eagle and is ready to live on the wind. But he wasn't built to soar, as the other birds constantly remind him. Penguin's spirit won't be grounded. With some friends of a feather, and a little help with the technical parts, Penguin follows his dreams to flip, flap, fly! With book by Cara Lustik, music by David Mallamud, and lyrics by Joshua H. Cohen, *Penguin Goes to Flight School the Musical* is based on the book *Flight School* from best-selling author Lita Judge.

Musical Cast

PENGUIN is an optimistic, determined bird who dreams of flying. He has the soul of an eagle and is ready to live on the wind. While he wasn't built to soar, Penguin's spirit won't be grounded. (Played by female actor.)

TEACHER is a bright and bold flamingo with tons of patience. She runs Flight School and loves teaching birds to fly. She will do whatever it takes to give her students the confidence and skills to succeed. (Played by female actor.)

OWL is a wise, kind bird that can be a little shy. She is Penguin's closest friend at Flight School and is always ready to lend a wing to a friend in need. (Played by female actor.)

PELICAN is a cocky bird that thinks she/he can do it all: Fly, dive into water, even loop de loops! After all, "I Can" is part of Pelican's name. (Played by male actor.)

SEAGULL is a gullible, klutzy little bird that follows Pelican around. He is not the brightest bird in the flock. (Played by male actor.)

FLYING BIRD appears in the opening scene carrying a messenger bag. She tells Penguin about Flight School. (Played by female actor.)

Warm-Up Discussion Prompts: Grades K - 4

Invite students to discuss their experience of the musical. Based on grade level, instructors may note responses on white board/note pad, or invite students to take notes individually. (For example, K-1 students may choose words transcribed by instructor to fill in activity page.)

Invite students to share what they recall about their experience, the plot, costumes, music, etc.

Use the cast photos as visual aid, and invite students to describe the characters with examples from the musical—

- a) describe personal traits or behaviors
- b) tell what challenges characters faced
- c) give an example of what a character learned, or how they changed

Bird Idioms Discussion Prompts: Grades 2 - 4

An idiom is a phrase or expression that means something different than what the words actually say. Many bird idioms are inspired by real bird behavior and written, or spoken, to describe human behavior in an imaginative way.

Lyricist Joshua Cohen used or adapted common bird idioms in songs for *Flight School the Musical*. Review song lyrics and invite students to comment on use of the idioms. How do they relate to physical action or character interaction?

“Come on Up to Flight School”

Teacher, Owl, Pelican and Seagull sing this song early in the musical. The idiom “spread your wings” is sung in the chorus multiple times. In addition to flying, how do the characters learn and spread their wings at Flight School?

Flight School!
When it's time to face the test,
You spread your wings, you leave the nest,
And the first day of your brand new life can start!

idiom: spread (your) wings

meaning: try new things, be independent

with other pronouns: spread her wings, spread his wings, spread my wings

inspiration: young birds practice stretching their wings in the nest before they fly

“Friends of a Feather”

Penguin and Owl sing this duet after Owl persuades Penguin not to leave Flight School. The refrain is a variation of the idiom “birds of a feather flock together.” What do Owl and Penguin have in common? Do students have a “flock” of their own– a friend, or group, with whom they share common interests or experiences?

We're friends of a feather
Flocking together now.
Here until the end,
You're fine, my feathered friend.

idiom: birds of a feather flock together

meaning: people with something in common who spend time together

inspiration: same species of bird in a group or flock

sometimes shortened to: birds of a feather

Playwright Cara Lustik uses the idiom “night owl” in dialogue between Pelican and Owl. In the musical, why does Pelican tease Owl about being a night owl?

idiom: night owl

meaning: somebody who stays up late at night

inspiration: owls are often active at night

Additional bird idioms

idiom: eagle eye

meaning: watchful or good at noticing details

inspiration: eagles and other birds of prey have great eyesight

idiom: wild goose chase

meaning: try something, or try to go somewhere without reaching a goal or destination

inspiration: an English horseback riding game or challenge where riders follow a leader, similar to geese in flight

Do students know other bird or animal idioms?

Review & Discuss: *Penguin Goes to Flight School the Musical*

CHARACTERS

Write a few words to describe the characters in *Penguin Goes to Flight School the Musical*.

How do they act?

What challenges do they face?

What do they learn?

Pelican

Penguin



Teacher



Owl

Seagull

Birds of a Feather

Sample Rhythm Improvisation

CL $\frac{4}{4}$

Birds of a feath-er flock to - geth - er

CL 4

Birds of a feath-er (will) flock to - geth - er

CL 7

Birds of a feath -er flock to - geth -er

Grades 2 - 4 Rhythm Activity

Supplies:

Individual note paper or white board, (or scoring software with smart board), metronome optional

Prompt:

Chant and clap the idiom, "Birds of a feather flock together."

Invite students to improvise variations on the rhythm, in 4/4 or 2/4 meter, working individually or in small groups. Students may choose to alter the idiom, adding or repeating words, for musical effect.

Notation & Unpitched Percussion

Body percussion, such as clapping, does not have a definite pitch.

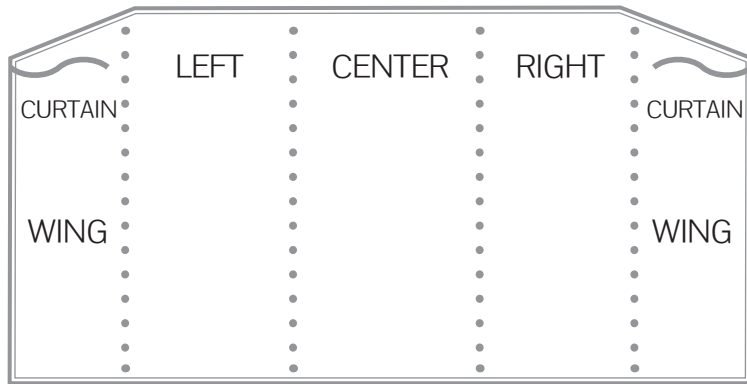
Notation for clapping includes a time signature, notes, rests and bar lines.

Since there's no set pitch, the staff includes only one line, and doesn't include a clef or key signature.

In the Wings: Follow Stage Directions

The diagram and gross motor activities are based on proscenium style theater layout in which the audience is seated in front of the stage. The audience sits in the house. The front of the stage, closest to the audience, is the down stage area. The opposite, back section, is the up stage area. Students practice lateral movement left, right or center.

Grades 2 - 4 Diagram: Individual or small group activity



In the opening scene, Penguin is first seated stage center, on a “glacier.” Flying Bird enters from the stage right wing.

Grades K - 4 Flip, Flap, Fly: Gross motor group activity

Supplies: painters tape or masking tape, paper, markers

Optional: bird stickers or bird name tags for students to wear

Space: activity room, gym or outdoor play area— or your school’s performance stage, if you have one

Prep: Use painters tape to divide the stage area into five columns. Use paper and markers to create simple labels for each section of the stage. Tape the labels down at the front (down stage area) of each column.

Warm-Up

Review the labels for each section of the stage– left, center, right, wings.

Form Flight School bird groups. Students may be penguins, owls, seagulls and pelicans, etc. Invite students to choose and practice their bird moves.

Options for younger students may include flap, fly, soar, waddle, shake. Older students may explore posture or facial expression to indicate thoughts/feelings, i.e. concentrate on flapping, shake with frustration, soar with excitement. Students may want a vocal bird sound or two. Be sure to identify at least one stationary move, such as stand, sit or rest.

Play Time

From the house position, in front of the stage, the director (teacher or instructor) calls out instructions for bird groups to move– flap, waddle, etc.– to various sections of the stage, left, right, center or wings. Students on stage, as actors, follow directions.

Example: If owls are sitting stage center, the director may call out, “Owls flap to stage left.”

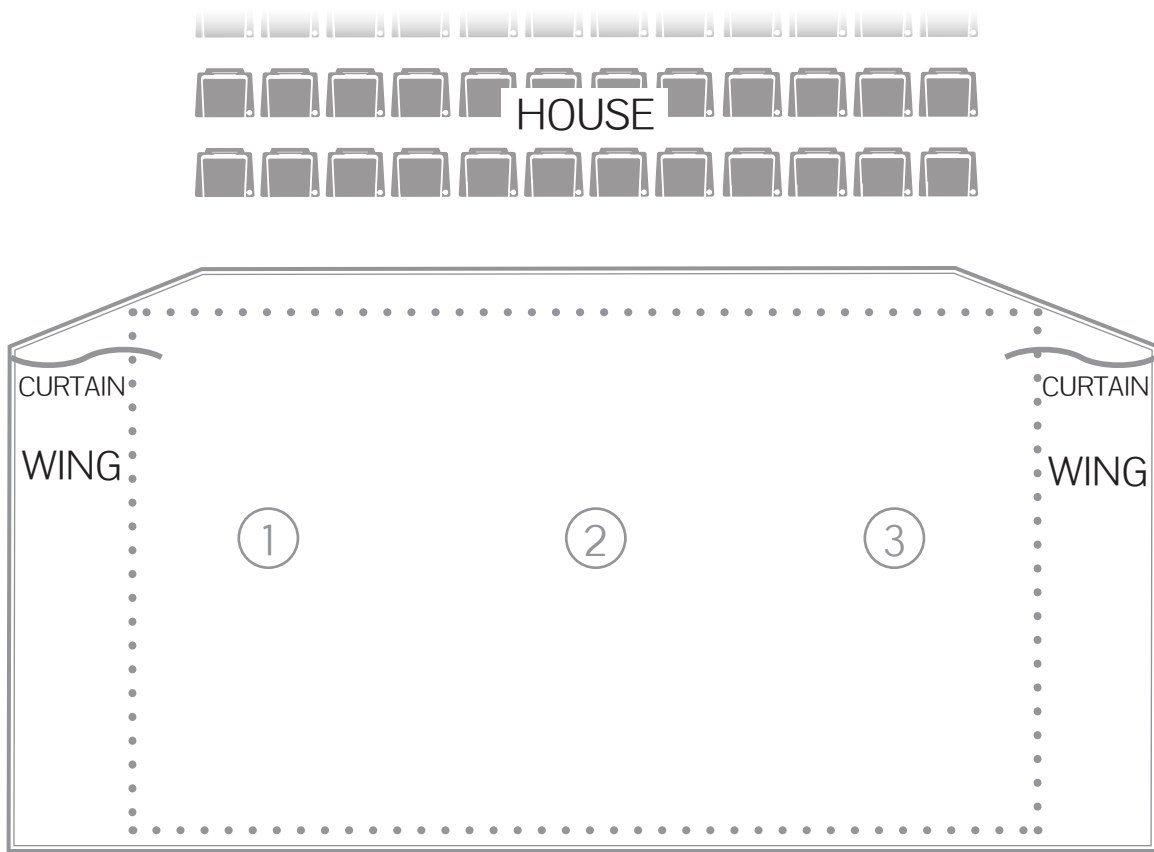
Adjust the number and complexity of directions based on age group.

Option for larger classes: One half of students may sit in the “house” while the other half acts on stage; then groups switch places.

Wrap-Up Challenge

Remove the labels from the stage floor. Can students still identify left, right and center columns correctly? Students may respond verbally, and/or try another round of movement.

IN THE WINGS



STAGE DIRECTIONS

An actor's movements on stage are based on the script and the director's instructions.

The audience sits in the house, facing the stage. The acting area is the part of the stage the audience can see.

The acting area can be divided into sections, so actors know how to move from side to side.

From the actor's point of view, the sides are stage left and stage right. The middle is stage center. The wings are located on each side of the acting area. Actors in the wings are usually hidden from audience view by a curtain or wall.

So, what do theaters and birds have in common? They both have wings!

STAGE DIAGRAM

Add to the diagram above. Trace the dotted lines to create a rectangular acting area.

Draw lines to divide the acting area into three vertical columns of equal width.

Label the columns.

- 1) stage left
- 2) stage center
- 3) stage right

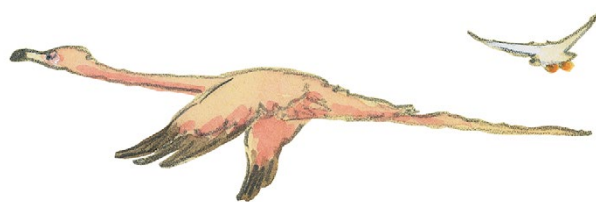
Recall the first scene in *Penguin Goes to Flight School*.

▲ Draw a triangle in the acting area where Penguin is first seated for the song "The Sky is in My Heart."

■ Draw a square in the wing where the flying bird waits before her entrance during "The Sky is in My Heart."

Penguin Goes to Flight School the Musical

Resources



_____ Additional Reading

Anthropomorphism | New Challenges | Friendship | Humor

Lobel, Arnold. *Frog and Toad Together*. (HarperCollins, 1979) Frog and Toad are best friends. When Toad admires the flowers in Frog's garden, Frog gives him seeds to grow a garden of his own. When Toad bakes cookies, Frog helps him eat them. And when both Frog and Toad are scared, they are brave together.

Henkes, Kevin. *Wemberly Worried*. (Greenwillow, 2000) Wemberly is a young mouse who worries about big things, little things and things in between. When it's time to start school, he worries even more.

Rylant, Cynthia. Teague, Mark. *Poppleton in Winter*. (Scholastic, 2001) Poppleton makes a friend, creates a sculpture of Cherry Sue and gets a birthday surprise– three witty, illustrated stories.

Hobbie, Holly. *Toot & Puddle: Top of the World*. (Little, Brown, 2002) When Toot doesn't return home as expected, Puddle decides to find him. The search leads Puddle on an adventure and to new summits of friendship.

Alborough, Jez. *Captain Duck*. (HarperCollins, 2003) Goat thinks his boat is safely moored. He doesn't see Duck jump aboard. Soon Sheep and Frog are all at sea . . . Who knows what dangers are afloat when Duck is captain of the boat.

_____ Digital Resources

Vital Theatre Company
vitaltheatre.org

Flight School/publishers Simon & Schuster
simonandschuster.net/books/Flight-School/Lita-Judge/Flight-School/9781442481787

National Geographic Kids YouTube Playlist: Penguin Videos
kids.nationalgeographic.com/explore/youtube-playlist-pages/youtube-playlist-penguins/

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