

Engage. Educate. Entertain.

THE MONSTER WHO ATE MY PEAS

Curriculum aligned to the Florida Standards



WEDNESDAY, OCTOBER 30, 2019

11:00 A.M.

**DUKE ENERGY CENTER FOR THE ARTS
MAHAFFEY THEATER**

April Minor CURATOR OF ART AND EDUCATION

Kim Dennison CURRICULUM RESEARCH & DESIGN

HOW TO REACH US

Class Acts at The Mahaffey Theater

400 1st Street South
St. Petersburg, FL 33701-4346

Pinellas County Schools Pony Route #3
Attn: Class Acts/Perkins Elementary School

Class Acts Box Office
(727)892-5800

An electronic version of this guide can be
found at stpetecllassacts.com.



DIRECTIONS TO THE MAHAFFEY THEATER

Take I-275 (south from Tampa, north from
Bradenton/Sarasota) to exit 22 (I-175).

Follow Route I-175 (it will become
5th Avenue South) to 1st Street South.

The Mahaffey Theater will be in
front of you.
*1st Street South and 2nd Street South are
two-way streets.*

Follow the directions given by the
parking attendants.

Bill Edwards

FOUNDATION FOR THE ARTS

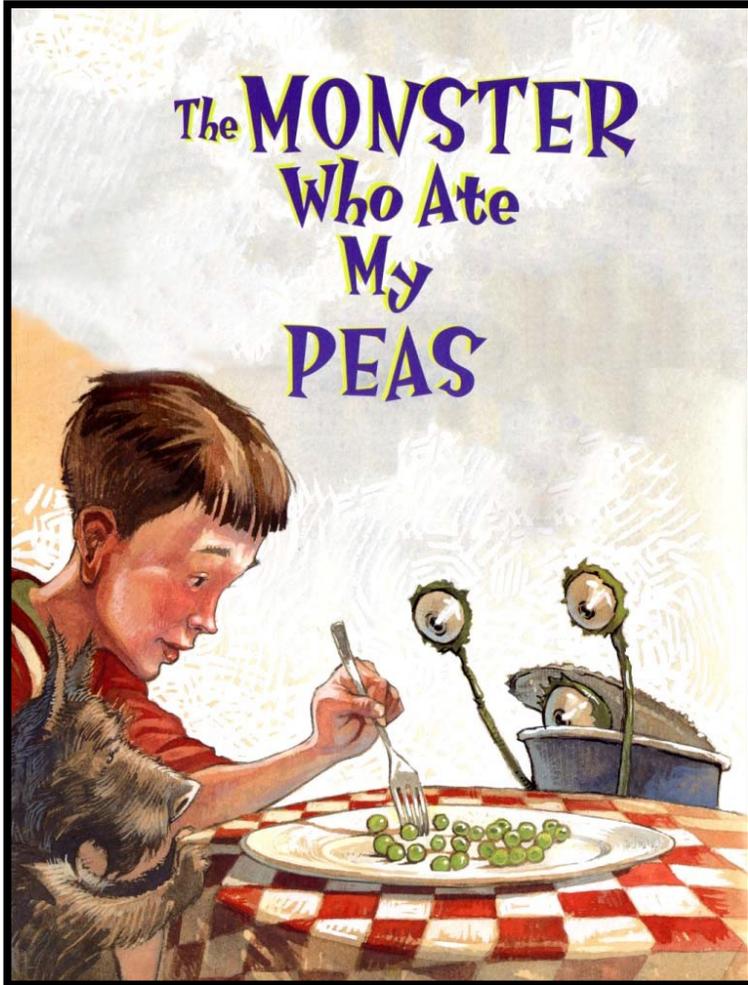
Bill Edwards Foundation for the Arts supports performing arts programming at the Duke Energy Center for the Arts – Mahaffey Theater. We provide arts education programs for youth, community outreach programs, and performances as well as concerts for the entire community. The Foundation and Theater staff work together to deliver unrivaled cultural arts experiences to our patrons.

We rely heavily on public support, through Memberships, Corporate Partnerships, Naming Rights and General Donations to achieve our mission. The Edwards Foundation and Mahaffey Theater work collaboratively with The City of St. Petersburg and all of our cultural neighbors in an effort to bring awareness to the importance of the arts and to position St. Petersburg on the world stage.

(727)308-5100

billedwardsfoundationforthearts.org

ABOUT THE SHOW



What happens in *The Monster Who Ate My Peas*?

The Monster Who Ate My Peas is a musical based on the book by author Danny Schnitzlein and illustrator Matt Faulkner published in 2010.

Danny is a boy with a problem: he hates eating peas. Although Danny lives happily with his Mom, Dad, and pet dog, Ralph, his parents demand that Danny eats his peas at the dinner table. Danny refuses and says, "I would rather eat dirt!" As much as he wished for those peas to disappear from his plate, nothing happened.

One night at dinner, Danny repeats his wish for the peas to go away. Just then, as if somebody had heard his wish, a monster appears. The Monster didn't really scare Danny. In fact, the Monster told Danny that he could "help kids like you," by eating all the foods that "most stomachs" don't like.

But the Monster wasn't going to eat Danny's peas for nothing. He demanded something that Danny had as payment each evening when he returned to eat the peas. But Danny was never happy to give the Monster any of his stuff. The Monster forces Danny into making a very difficult decision by demanding he hand over his most valued possession. Will Danny be able to save the one thing that is most important to him by eating his peas and sending the Monster away forever?

ArtsPower National Touring Theatre

9 Sand Park Rd., Suite 6, Cedar Grove, NJ 07009-1272

Gary W. Blackman & Mark A. Blackman, Executive Producers

Book and Lyrics by Greg Gunning

Music by Richard DeRosa

Costume Design & Construction by Fred Sorrentino

Set Illustrations by Dan Helzer/Blitz Design



ArtsPower *The Monster Who Ate My Peas* Study Buddy was used as a resource for this guide.

www.artspower.org

BEFORE THE SHOW

Who and What?

Familiarize students with the story.

A video read aloud of the book can be found at the following link:

[The Monster Who Ate My Peas—PBS](#)

Engagements:

Pre-K/VPK - Students will talk about their favorite parts of the story. Students will then act out their favorite parts of the story.

Kindergarten - Students will identify the characters, setting, and major events of the story. Students will turn and talk with a partner about the characters, setting, and events.

1st Grade - Students will describe the characters and setting in the story. Students will retell the events over their fingers to a partner.

2nd Grade - Students will write WHO, WHAT, WHEN, WHERE, WHY, and HOW questions about the story to ask their partner. Partners will respond to these questions with key details from the story.

3rd Grade - Students will describe the character of Danny using illustrations, words, and phrases. Have a Compliment Gallery Walk to showcase students' knowledge products.

Who is Danny Schnitzlein?

Visit the author's website at dannyschnitzlein.com to learn more about the author and his work.



BEFORE THE SHOW

Theater etiquette is an important part of attending a live stage production. So that all patrons have an enjoyable experience at the theater, please share these guidelines with your students prior to attending the performance. Remind students to be respectful of the performers and other audience members by engaging in responsible behavior.

- You agree to be on time. Theater is great! It's live! It happens in the moment. You can't rewind it. You are an important part of the show and you need to be there from the very beginning. The actors are there, so you need to be there, too. Arriving 20 minutes before show time is the standard rule.
- You agree to use the restroom before the show starts to avoid getting up and disrupting the performance while it's happening. Once a class is seated, you may visit the restroom in small groups prior to show time. Young students must be escorted.
- You agree not to talk or whisper during the show. If you whisper to your friends during the show, you disrupt those around you, and quite possibly the actors. And, you might miss something!
- You agree to participate. This includes laughing at appropriate times, clapping in appreciation for the things and actors you like, and doing other things when invited by the actors to do so. It also means paying attention to what's going on by listening and watching closely.
- You agree to turn off all cell phones and other gadgets that may make noise during the show.
- You agree not to take pictures or use recording devices of any kind during the show. The material performed on stage is copyrighted material, and therefore protected under copyright law from reproduction of any kind without written permission. In addition, the Mahaffey Theater is a union house, and union rules prohibit the use of photography and recording devices without prior consent.
- Finally, you agree to give the actors a full curtain call. A curtain call is the actors' final bow at the end of the performance. It's your opportunity to show your appreciation for what they've shared with you. Please wait until all the actors have taken their final bow before exiting the theater. The ushers will assist you in finding the best route out of theater!

AFTER THE SHOW

Reflection

Reflect on the performance with the following engagements.

Pre-K/VPK - Sing Along: Teach students the lyrics that Danny sings in the play. Generate different movements to go along with the lyrics.



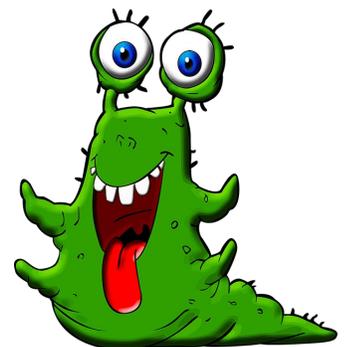
**My parents keep saying:
“Danny, please eat your peas.”
But even the sight
Makes me weak in the knees.
I could die if I eat them.
I keep telling them—please,
No way,
I just can’t eat those peas.**

Kindergarten - My Monster: Students will create a story about a monster who eats a food they dislike. Use imagination and creativity to tell the story with movement and sounds.

1st Grade - Act It Out: Divide the story/play into several parts. Assign small groups a part to act out. Present the performance to another class or grade level.

2nd Grade - Give a Critique: Students will write a critique of the play, giving specific examples of why other patrons may or may not like the performance. Students will share the critiques with others who may or not have seen the play.

3rd Grade - So, Here’s What Happened: Give small groups of students the opportunity to find props that they could use to recount the play and what happened. Have students perform the retelling for other classes or grade levels.



FLORIDA STANDARDS

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

TH.K.C.1.1 Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.

LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

TH.1.S.2.1 Collaborate with others to present scenes from familiar stories.

LAFS.2.RL.1.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

TH.2.S.1.3 Explain, using specific examples, why some individuals may or may not like a particular performance.

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

TH.3.F.1.1 Create and/or collect appropriate props and costumes and use them to help tell a story.



Visit cpalms.org for more information on the Florida Standards.