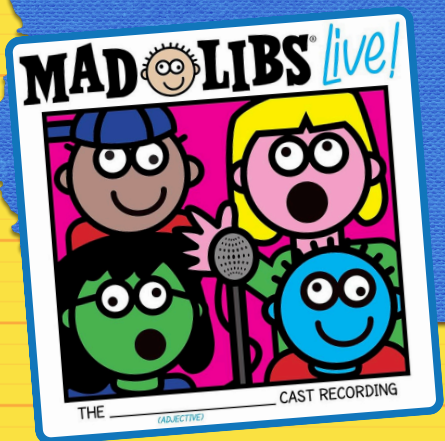




Bill Edwards

FOUNDATION FOR THE ARTS

Youth Educational Programs



TEACHER RESOURCE GUIDE

2024/25

MadLibs Live!

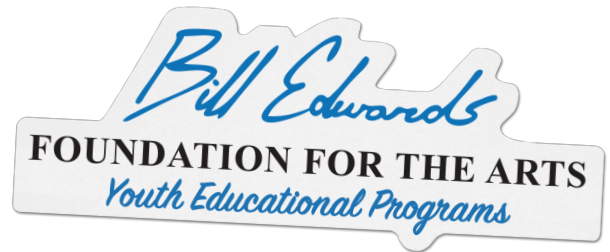
- ☒ September 18, 2024
- ☒ Duke Energy Center for the Arts - Mahaffey Theater



ClassActs

Teacher Resource Guide:

Mad Libs Live!



ELA 1.R.1.2: Identify the moral of a story

VA.2.C.2.1: Use appropriate decision making skills to meet intended objectives .

DA.2.S.2.1: Demonstrate focus and concentration while listening to instructions and observing others' movement .

ELA 3.R.1.2: Explain a theme in literary text .

ELA 3.R.2.2: Identify the central idea of a story.

VA.3.S.2.2: Follow sequential procedures and techniques to achieve an artistic goal.

ELA.4.R.2.2: Explain how relevant details support the central idea, implied or explicit .

DA.4.S.2.1: Display attention, cooperation, and focus during class and performance .

ELA.5.R.2.2: Explain how relevant details support the central idea(s), implied or explicit .

ELA 5.R.3.2: Summarize a story to include the theme .

TH.1.H.1.1: Identify characters in stories from various cultures.

TH.1.0.1: The student understands the artistic characteristics of various media and the advantages and disadvantages of telling stories through those artistic media.

TH.1.S.1: The student understands theatre as a social function and theatre etiquette as the responsibility of the audience.

TH.K.S.3.2: Describe the concept of beginning, middle, and ending in stories using dramatic play.

ELA.2.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Today I will...

- Create and build upon various art forms through collective effort with my peers.

I will know I am successful when I can...

- Articulate how intelligence and skill are not fixed but rather can be developed through hard work and perseverance.
- Collaborate with my classmates to create various stories and/or expand on a given idea through exploring improvisation.

Students will:

- Explore and practice sharing and utilizing a growth mindset by creating a collaborative story through Mad Libs.
- Work together to create a series of improvised uses for various objects using their imaginations and growth mindset

TRAILER:

 *Mad Libs Live! | Class Acts*

Mad Libs Live! is a new, interactive musical based on the most popular word game of all time. The show follows four teenagers, Virtuosa, Gogo, Geyser and Merrily, as they band together to win a singing competition. When they realize their songs have some holes, it's up to the audience to help them out!



2024/25 Season

THE AUDIENCE HAS A JOB TOO

Theatre is for everyone to enjoy! Being an audience member at a live theater performance is a special experience that we are excited to share with YOU! As an audience member at the theater, you will experience a STORY told LIVE on stage by a group of performers. Unlike a movie, the performers can feel the response of the live audience while they are telling the story LIVE on stage. The energy of the audience is what makes theater very exciting! So, you are encouraged to react to the story, laugh at funny moments, clap at the end of each song, and cheer for the performers at the end of the show! Just remember to be respectful of the performers (so they can focus on their jobs) and other audience members (so they can focus on their jobs too!).

**Here are some audience job duties that
will help you have an awesome time at the theater:**

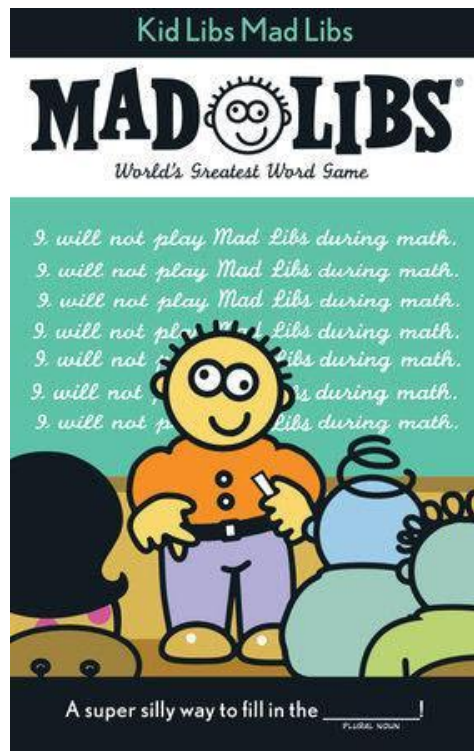
1. Participate. Show the cast and crew your appreciation with applause (clapping) at the end of songs and scenes. If you think an action or a joke is funny, feel free to laugh!
2. Pay close attention to the story. The performers have been practicing (rehearsing) for weeks! You can show respect to the performers by staying focused on the story. Save conversations with friends for after the show.
3. Turn off technology. That means no cell phones or iPads. Even if they are silent, we only want to see the lights that are on the stage, not from phones.
4. No eating or drinking during the show, please. The noise from candy and snack wrappers is not part of the sound designer's plan for the show! Please save your snacks until the performance is over.
5. Arrive early, use the restroom before the show starts, and stay at your seat.
6. Be respectful of the space and others. Take care of your space and respect other audience members' space so that everyone can enjoy the show!



SYNOPSIS

Our story begins at the finals of Teen Superstars, the live TV show that will determine the most popular singing group at Blankville Central High. Virtuosa, Gogo, Geyser, and Merrily seem to have nothing in common – until just before airtime, when they realize that their songs are missing words! In the spirit of the "World's Greatest Word Game," our gang fills in the blanks with words from the audience! This truly interactive musical changes at every performance – thanks to you! Will GoGo get the girl? Will Geyser make new friends? Will Merrily come out of her shell? Will Virtuosa get out of the spotlight? And who will be the next Teen Superstars?? There is only one way to find out:
Mad Libs Live!

HISTORY OF MAD LIBS



Mad Libs originated in 1953 when Roger Price and Leonard Stern, while working on a script, stumbled upon the idea of creating stories with missing words. The name "Mad Libs" was inspired by an overheard conversation at Sardi's restaurant in 1958. After facing challenges with publishers, they self-published and saw success, especially after introducing Mad Libs on Steve Allen's show in 1958. The company later expanded, reaching best-seller status and selling over a hundred million copies.

Here is a Quote from the creator of this zany game:

"The creation of Mad Libs is directly linked to my inability to spell "hyperbole" in a seventh-grade spelling bee. Humiliated and embarrassed beyond words, I ran home to take refuge in the family dictionary, determined to learn the correct spelling and exact meaning of as many words as humanly

possible. The dictionary became my constant companion – my roommate. Even today it's by my bedside, and on sleepless nights I make a point of learning at least one new word. Last night it was "orthogonal." – Leonard Stern

AFTER THE PLAY

Ask your students to write letters, create a Mad Lib, or draw pictures to send to the cast of *Mad Libs Live*. What did they like about the play? Who was their favorite character? What did they learn from the story?

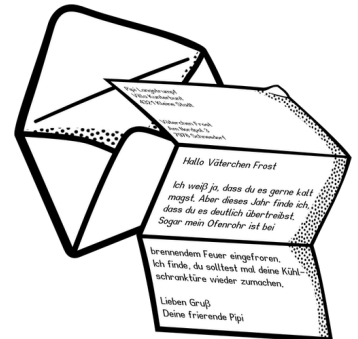
Example Letter:

Dear GoGo, Virtuosa, Merrily, Geyser & Riley Seablank,

I'm so (adjective) I got to (verb) you on the (noun)! My favorite part was when the (noun) (verb) (adverb). My favorite character was the (adjectives) (proper noun). I liked when (pronoun) (verb) to (noun) and (verb) with (noun). From this story I (verb-ed) that by (adjective-ing) together as a team (adverb) great things can happen! Thank you Cast of Mad Libs Live for the (adjective) show!

(Adverb),

Name and School



[Digital version of a Letter to Mad Libs Live](#)

[Printout version of a Letter to Mad Libs Live](#)

Please email a copy of the filled out digital letter to:

Katrina Young kyoung@billedwardsfoundationforthearts.org

Subject: Letter to the Cast of Mad Libs Live!

OR

Physically mail a copy of the letter letter to:

Bill Edwards Foundation for the Arts ATTN: Class Acts

400 First Street SE, St. Petersburg, FL, 33701

Storytelling Through Song

Introduction to Story Songs:

Explain to students that story songs are musical pieces that narrate a tale. They involve a character on a journey with a clear beginning, middle, and end.

Identifying a Story Song:

Provide examples of children's songs and guide students to identify story songs. For instance:

- A) Itsy Bitsy Spider (Correct)
- B) Old MacDonald (Not a story song)
- C) Happy Birthday (Not a story song)

Old MacDonald is more of a list; nothing really happens, just a list of animals and noises. Whereas "Itsy Bitsy Spider" has both a rising and falling action.

▶ The Itsy Bitsy Spider | Kids Yoga, Music and Mindfulness with Yo Re Mi

Mad Libs Style Script Creation

1. Mad Libs Style Worksheet:

Provide students with the "*Itsy Bitsy Spider*" worksheet with blanks representing different elements of a story (Noun, Noun Plural, Verb Past Tense.). Instruct students to fill in the blanks with their own words to create a script that will narrate the story they imagine based on the *Itsy Bitsy Spider*

ITSY BITSY SPIDER MAD LIB WORKSHEET

2. **Story Creation:** Students can individually or in pairs fill in the Mad Libs style worksheet to generate their unique script/story inspired by the *Itsy Bitsy Spider*.
3. **Script Performance:** Have students or groups physically act out their scripts, incorporating the elements they filled in the worksheet. Encourage them to perform in front of the class or in smaller groups, allowing everyone to witness the diverse stories created from the same song.

This activity promotes creativity, understanding of storytelling elements, and physical expression, fostering a deeper connection between the students, the song, and their imaginative interpretations.

Improv Games

“Not a, But a...”: Drama Activity

“Not a..., but a...” is an improv game where players pass around a random object and make up new uses for it. The objective is to develop flexible thinking by listing as many uses, real or imagined, as possible for an ordinary object. The focus is to let go of fear of judgment or looking for the best answer; any response is correct, as there is no wrong answer as long as a new use is given and the object is passed to the next person.

Directions:

1. Have students sit in a circle on the floor.
2. Either have a volunteer pull an item from the box or select one yourself.
3. After choosing an object, hold it and say “This is not a (whatever it really is), but a ... (give it a different function).”

****For example:** if a paperclip was selected from the box, you could say “*This is not a paper clip, but a mini marshmallow skewer.*” And then the item would be passed to the next person.

The item is then passed to the next player and they will in turn provide a new use for the object. This exercise can continue for several rounds, pulling a new item out of the box each time it has made its way around the circle.



Media Support

- ▶ [Nessy Reading Strategy | Adjectives, Nouns, Verbs \(Amazing Newts Vibrate\) |](#)
- ▶ [The Adjective Song | Learn through music and rap with MC Grammar](#)
- ▶ [Action Verbs | Reading & Writing Song for Kids | Verb Song | Jack Hartmann](#)
- ▶ [What is an Adjective | Parts of Speech Song for Kids | Jack Hartmann](#)
- ▶ [Nouns - BrainPOP Jr.](#)
- ▶ [Verbs - BrainPOP Jr.](#)
- ▶ [Noun Rap | Parts of Speech Song | Jack Hartmann Nouns for Kids | What Is a Noun](#)

Additional Printouts

[Noun, Verbs, Adjectives Multiple Choice](#)

[Noun, Verb, Adjective?](#)

[Parts of Speech](#)

[What Can Fit?](#)

[Mad Libs Workbook Grade 3](#)

[Mad Libs Workbook Grade 4](#)

[This Website has several Free Mad Libs Printouts](#)

Teacher Guide Created By: *Polly Croucher*
Class Acts Director: *Katrina Young*

To learn more about Class Acts visit www.MahaffeyClassActs.org

A blue cursive signature of Bill Edwards.

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