R&H
THEATRICALS

MAD LIBS® live!
The New ___Live!___ Musical!
ADJECTIVE

A STUDY GUIDE FOR TEACHERS
Prepared by Jeremy Brunaccioni

MAD LIBS LIVE!

THE NEW _Fabulous_ MUSICAL!
ADJECTIVE

MUSIC BY
Jeff Thomson

BOOK & LYRICS BY
Robin Rothstein

ORIGINALLY PRODUCED AT NEW WORLD STAGES IN
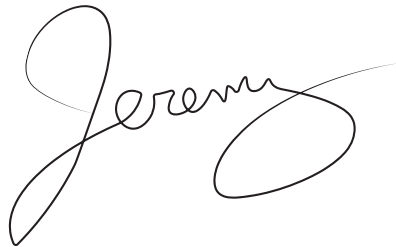NEW YORK CITY BY
Ava, Max & Peter Cane
WITH
Robin Rothstein &
Kevin Duda

R&H
THEATRICALS

Dear Teacher,

Welcome to MAD LIBS® LIVE! This guide has been written to assist you and your students in getting the most out of this immersive musical experience. You are in for a theatrical treat! The word puzzles, lesson plans and extension activities will help your students gain a better understanding of parts of speech while celebrating the performing arts. Try a word puzzle or two to prepare your students for the show and an extension activity upon your return.
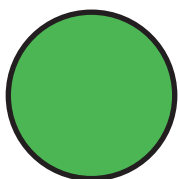
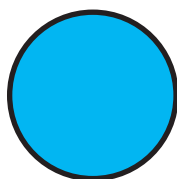Enjoy!

Jeremy & the MAD LIBS® LIVE! Creative Team

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Everyone Enjoys!

Teachers Learn

Students Discover
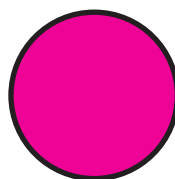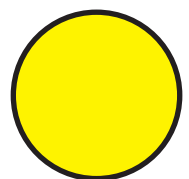
Resources Shared

What is a Mad Lib?

Mad Libs® is a word game where one player asks for suggestions of types of words to fill in the blanks of a story. Once all words are written in, the reader tells the — often comical or nonsensical — story aloud.

The best Mad Libs® are ridiculous! Don't give yourself a headache trying to think of the most logical word. Say the first thing that pops into your head and wait for the laughs to begin.

The musical MAD LIBS® LIVE! is based on the popular game, but it is a wholly original story. It 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. Essentially, it's a different show every time! The four characters represent the four parts of speech: Virtuosa = nouns, Gogo = verbs, Geyser = adjectives and Merrily = adverbs.

We are _____ to the theatre!

VERB ENDING IN -ING

When you go to a theater to view a performance, it's important to remember good manners and the rules of the theater. Don't forget, you are representing your family and school during your theater visit.

- Use the restroom before the show starts.

- Leave drinks, food and gum at home.

- Have an extra tissue or two in your pocket.

- Keep your feet off the seat in front of you.

- Turn off your cell phone or other electronic devices.

- Don't use your camera or cell phone during the performance to take pictures. The flash is bothersome to the actors.

- Clap when appropriate. Clapping signals to the actors that you enjoyed and appreciated their work.

- When someone holds the theater door open for you, thank them. If someone is behind you, hold the door open for them.

- Relax in your seat and wait for directions from your teacher when the show is over.

MY TRIP TO

MAD LIBS LIVE!

Today, I went to see a performance of MAD LIBS® LIVE! It is a _____
<u>NOUN</u>

for kids seven and up. When I got to the theatre, the first thing that I

saw was the _____. It was very _____. We all
<u>NOUN</u>   <u>ADJECTIVE</u>

showed our _____ to the usher and found our seats. Once I was
<u>PLURAL NOUN</u>

settled, I was handed a piece of _____ paper and _____
<u>ADJECTIVE</u>   <u>ADVERB</u>

wrote my name on and a part of speech. When I was done, I handed

the _____ to the usher. The lights dimmed _____
<u>NOUN</u>   <u>ADVERB</u>

to signal that the show was about to start. The audience became

_____ and focused their attention on the _____.
<u>ADJECTIVE</u>   <u>NOUN</u>

There was a lot of singing and the _____ actors used the
<u>ADJECTIVE</u>

word I had written on the _____. They even called me out
<u>NOUN</u>

by name! I felt a little _____, but it was pretty funny. My
<u>ADJECTIVE</u>

whole class _____ when my name was called. After the
<u>VERB ENDING IN -ED</u>

_____ show was over, the lights came back on and my teacher
<u>ADJECTIVE</u>

told us all to _____ in our seats (I think they wanted to make
<u>VERB</u>

sure we were all ready for the _____ trip back to school in the
<u>ADJECTIVE</u>

_____). It was a _____ day for learning!
<u>NOUN</u>   <u>ADJECTIVE</u>

National Core Arts Standards and MAD LIBS® LIVE!

HOW DOES ATTENDING A PERFORMANCE OF *MAD LIBS® LIVE!* MEET THE NATIONAL CORE ARTS STANDARDS?

THEATRE

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
  Theatre artists rely on intuition, curiosity, and critical inquiry.

- Anchor Standard 2: Organize and develop artistic ideas and work.
  Theatre artists work to discover different ways of communicating meaning.

- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
  Theatre artists make strong choices to effectively convey meaning.

- Anchor Standard 6: Convey meaning through the presentation of artistic work.
  Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

- Anchor Standard 7: Perceive and analyze artistic work.
  Theatre artists reflect to understand the impact of drama processes and theatre experiences.

- Anchor Standard 8: Interpret intent and meaning in artistic work.
  Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

- Anchor Standard 9: Apply criteria to evaluate artistic work.
  Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
  Theatre Artists understand and can communicate their creative process as they analyze the way the world may be understood.

To view the National Core Arts Standards, complete with enduring understandings and essential questions, visit: http://www.nationalartsstandards.org/

Common Core State Standards for English Language Arts

THIS IS A SMALL SAMPLING OF THE CORE STANDARDS
MAD LIBS® LIVE! FULFILLS:

GRADE 3

- LITERACY 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  http://www.corestandards.org/ELA-Literacy/L/3/1/a/

- LITERACY 5.b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  http://www.corestandards.org/ELA-Literacy/L/3/5/b/

- LANGUAGE 3.a. Choose words and phrases for effect.
  http://www.corestandards.org/ELA-Literacy/L/3/3/a/

GRADE 4

- LITERACY 1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
  http://www.corestandards.org/ELA-Literacy/L/4/1/d/

- LITERACY 1.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
  http://www.corestandards.org/ELA-Literacy/L/4/1/a/

GRADE 6

- LITERACY 1.a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  http://www.corestandards.org/ELA-Literacy/L/6/1/a/

- LITERACY 1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
  http://www.corestandards.org/ELA-Literacy/L/6/1/e/

- LITERACY 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  http://www.corestandards.org/ELA-Literacy/L/6/4/a/

To view more Standards, visit http://www.corestandards.org/read-the- standards/

DEFINITIONS

NOUN	A person, place, or thing
ADJECTIVE	A way to describe a noun
VERB	An action word that tells a noun what to do
ADVERB	A word used to modify verbs or other adverbs
PROPER NOUN	A specific person, place, or thing
PLURAL	Two or more nouns. Usually ending in -s
PERSON IN THE ROOM	Any name of someone in the room
TYPES OF...	A type of liquid, animal, etc.
COLOR	Anything found in the rainbow
VERB ENDING IN "ING"	A verb that is happening now
PLACE	Somewhere real or imaginary
NUMBER	Any value
SHAPE	Any form of an object
OCCUPATION	A job someone can have
HISTORICAL PLACE	A place where a famous event took place
BODY PART	A part of a person
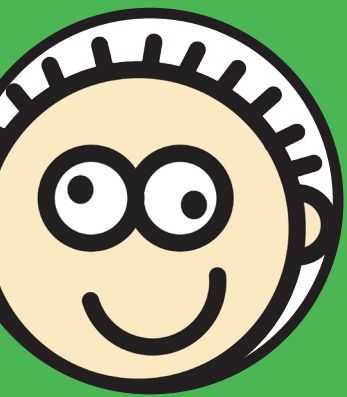
Bucket Lists Lesson Plan

Materials Needed:
• 4 buckets or containers per group of students
• Index cards
• Marker

Preparation:
Label the buckets for each group. (NOUNS, VERBS, ADJECTIVES, ADVERBS)
Cut the index cards in half and label them with examples of your own parts of speech or use the following examples:
• Nouns: year, woman, world, water, money, eye, story, question, company, way
• Verbs: be, have, do, say, go, get, make, know, think, take
• Adjectives: good, new, first, long, great, other, early, important, next, right
• Adverbs: not, also, very, often, however, too, usually, really, early, never

Time Needed:
This activity will take about 20 minutes, including modeling the game for students.

Age Appropriateness:
Grades 2 and up

Objectives:
• Students will identify parts of speech as they categorize words.
• Students will discuss their reasoning with peers.

Activity:
Model for students how to categorize the cards and place them in the appropriate buckets. Give each group a stack of mixed cards and four buckets. Students will then work in teams or groups to categorize their cards. They should be encouraged to explain their reasoning behind how they sort their cards.

Differentiation:
For younger students, try adding illustrations to the cards.
For older students, have students act out the cards.

Extensions:
• Generate lists of words with students to then be used on cards as part of the bucket game.
• Create lists to use with other parts of speech.

ACTIVITY #1

Class(es) break into 4 different teams. The teams will each be assigned a part of speech: noun, verb, adverb and adjective.

Each group will be responsible for "polling" the school (or alternately, other classes) to find out what is the most popular word in each category in the school.

The winning word will be used in a Mad Libs® Morning Announcement.

ACTIVITY #2

Divide students into groups of four. On a piece of paper, make four columns with *Noun, Verb, Adjective,* and *Adverb* as the headings. Review the parts of speech as a class.

Choose one letter to begin the game

Give the students five minutes to write as many words as possible for each of the four categories that begin with the chosen letter. Teams will earn a point per word that no other team has written. Continuing playing with a new letter each round.

PARTS OF SPEECH CROSSWORD
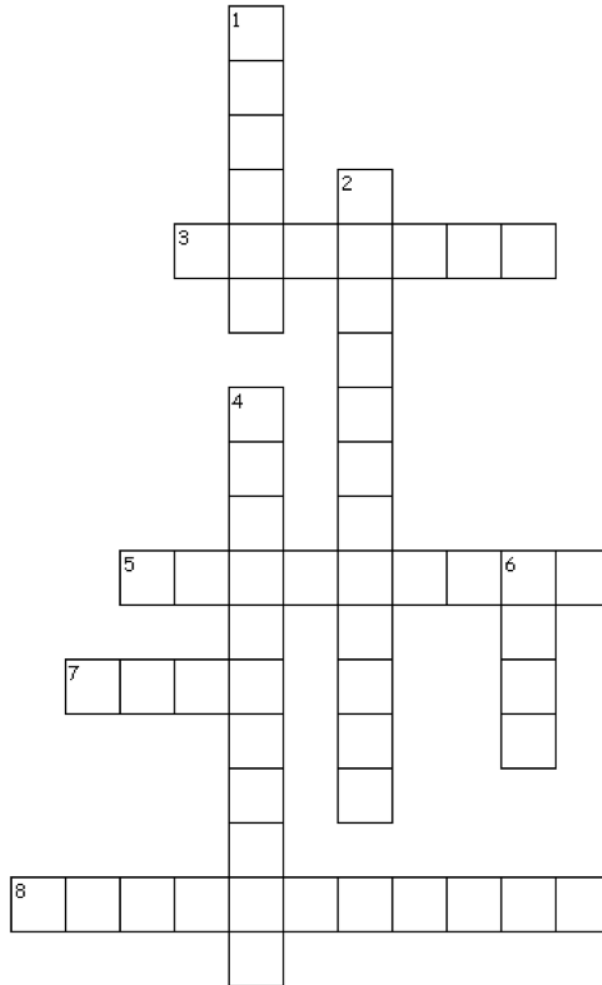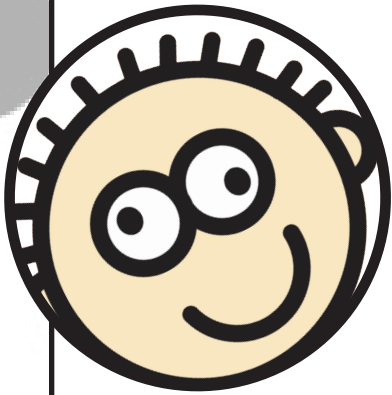
ACROSS
3. A word used in place of a noun
5. Modifies or describes a noun or pronoun
7. The name of a person, place, thing, or idea
8. A word placed before a noun or pronoun to form a phrase modifying another word in the sentence

DOWN
1. Modifies or describes a verb, an adjective, or another adverb
2. A word used to express emotion
4. Joins words, phrases, or clauses
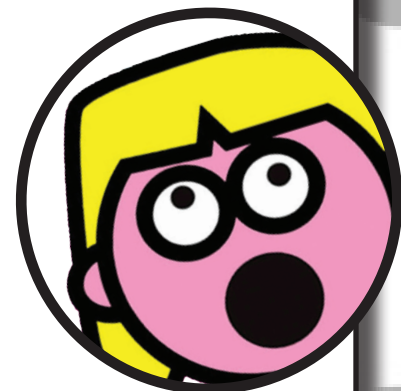6. Expresses action or being

PARTS OF SPEECH WORD SEARCH

*Diagonal, Horizontal, Vertical

```
U  V  B  A  D  V  E  R  B  Z  Z  Q  S  E  N  T  E  N  C  E
T  Y  Q  Y  I  Z  M  O  D  I  F  I  E  R  Y  X  O  D  V  M
R  L  N  P  Y  B  T  F  Y  G  R  D  O  L  D  Z  B  L  L  M
A  N  X  U  C  K  Z  P  U  D  V  Z  B  I  W  E  U  I  A  K
N  U  O  B  U  I  B  O  A  B  C  K  W  E  G  A  A  N  S  J
S  B  V  O  R  T  Z  I  P  E  Z  U  L  A  E  R  K  T  U  P
I  E  E  U  D  H  L  N  S  I  W  Q  U  V  P  T  P  E  U  U
T  N  K  H  L  P  Y  A  R  K  D  G  I  E  Z  I  V  R  C  W
I  P  W  D  Z  B  R  V  G  E  N  T  X  U  H  C  Z  J  Y  A
O  P  X  S  T  H  V  A  N  A  C  N  X  G  P  L  J  E  N  N
N  R  N  R  P  P  F  E  L  E  U  W  I  R  L  E  Y  C  U  Q
S  E  S  L  I  I  B  X  J  O  D  F  Y  J  E  S  Z  T  A  Q
B  P  A  L  W  F  J  D  N  C  O  N  J  U  N  C  T  I  O  N
I  O  R  L  Y  F  A  Z  B  T  O  P  V  K  O  I  Y  O  E  T
K  S  T  K  O  P  E  E  C  H  R  A  R  P  Q  Y  J  N  X  O
Q  I  P  E  Q  Z  S  S  N  W  B  Y  Y  O  O  N  C  T  S  M
B  T  F  E  W  N  I  Q  F  R  A  G  M  E  N  T  G  O  V  U
W  I  U  V  E  N  L  X  E  Y  A  G  I  M  D  O  Y  Z  Z  T
U  O  J  T  I  C  B  V  S  G  A  Q  C  W  Q  I  U  M  H  Z
A  N  H  M  O  C  H  I  K  Q  W  F  O  W  D  B  S  N  Z  Z
```

ADJECTIVE	PHRASE
ADVERB	PREPOSITION
ARTICLES	PRONOUN
CONJUNCTION	SENTENCE
FRAGMENT	SPEECH
INTERJECTION	TENSE
LANGUAGE	TRANSITIONS
MODIFIER	VERB
NOUN	

MAD LIBS® PROMPTS WORD SEARCH

*Diagonal, Horizontal, Vertical

```
F P N W M J Z Z T A Q V B W A I E X U O
I E E O D Z A V Q E Y O X W O L O S C C
N R T W F N G N C T Y X J V G O V E I C
T S W H V U J E U Y N T Y B T D S Y P U
Z O A L E M C D S W F H N E M K B M E P
H N D C S B Y Q C N N I C J E Q Y B O A
V I J V X E H K Q D C T Q E D V D I L T
O N E V T R G F Y O J Q L W O M B S J I
C T C N E D N P N O S N D P I A R K L O
T H T F P R J B I Q F S E M O C N O U N
M E I V E R B E N D I N G I N I N G A L
T R V R D Y C M T A U L V V M A M D X V
Q O E R T A J R A S H A P E H N U F A X
V O V T L Y A E C D S Z A G L I Q U I D
X M I P S P Z G Q B V V X C X M X Z V C
U Y J Z Y Z I T G S C E S R N A U L K C
P I I D V P G Q H E E G R C P L F B V Y
J T O B Q W T N W O Z A Z B R I P N T Q
L B B L Q H H S Q O B C O L O R J Y C J
Y R S Y W D A S H E V M T T O C C Q N T
```

PLACE	ANIMAL
SHAPE	LIQUID
NUMBER	PERSON IN THE ROOM
BODY PART	VERB ENDING IN ING
OCCUPATION	VERB
COLOR	NOUN
ADVERB	ADJECTIVE

NAME: _____

TOP 10 ADJECTIVES	TOP 10 NOUNS
TOP 10 VERBS	TOP 10 ADVERBS

FAVORITE U.S. ADJECTIVE IS:

AWESOME

Based on the MAD LIBS® National Tour 2015

NOUN

A person, place, or thing.

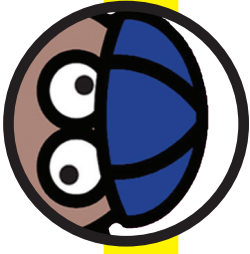This extraordinary _____ belongs to:
NOUN

_____
BOOK OWNER

ADVERB

A WORD USED TO MODIFY VERBS OR OTHER ADVERBS.

For _____ to use while _____ reading.
BOOK OWNER   ADVERB
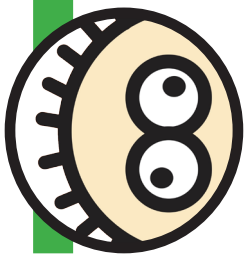

ADJECTIVE

A way to describe a noun.

This _____ bookmark belongs to:
ADJECTIVE

_____
BOOK OWNER

VERB

An action word that tells a noun what to do.

Do not _____ this bookmark. It belongs to:
VERB

_____
BOOK OWNER

CUT OUTS

Resource Page

- Mad Libs® Live! Preview:

    www.youtube.com/watch?v=gsMX_ajZ6Hs

- Download the Mad Libs® App!

    iTunes App Store or Google Play

- Download Printable Mad Libs® here:

    www.madlibs.com/printables/

- More about the show online:

    www.madlibslive.com/

- Thinking about performing the show?

    www.rnh.com/show/390/Mad-Libs-Live!

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Dearly, Nearly, Insincerely: What Is an Adverb?
By Brian P. Cleary
First Avenue Editions

Hairy, Scary, Ordinary: What Is an Adjective?
By Brian P. Cleary
Carol Rhoda Books

Kites Sail High: A Book About Verbs
By Ruth Heller
Puffin Books

Many Luscious Lollipops: A Book About Adjectives
By Ruth Heller
Puffin Books

Merry-Go-Round: A Book About Nouns
By Ruth Heller
Puffin Books

A Mink, a Fink, a Skating Rink: What Is a Noun?
By Brian P. Cleary
Lerner Publishing Group

Nouns and Verbs Have a Field Day
By Robin Pulver
Holiday House

Slide and Slurp, Scratch and Burp: More About Verbs
By Brian P. Cleary
First Avenue Editions

To Root, to Toot, to Parachute: What Is a Verb?
By Brian P. Cleary
Carol Rhoda Books

Up, Up and Away: A Book About Adverbs
By Ruth Heller
Puffin Books

JEREMY BRUNACCIONI

Mr. Brunaccioni has taught in museums and public schools for 20 years. He is the author of the popular Finn book series (*FinnBooks.com*) and a freelancer for *Scholastic.com*. His Nana took him to his first musical, *The King and I* starring Yul Brenner.

KATY KARAS

Katy Karas is a graduate from the University of Iowa working as a Brooklyn-based designer and actor. For contact information, visit www.katykaras.work.

R&H Theatricals

R&H Theatricals (Licensing) is proud to represent the performance rights to *Mad Libs® Live!* in addition to over 150 musicals by more than 200 writers. Collectively these include works by Rodgers & Hammerstein (*The Sound of Music, Oklahoma!, The King and I*), Rodgers & Hart (*Babes in Arms, Pal Joey*), Kern & Hammerstein (*Show Boat*), Kurt Weill (*The Threepenny Opera, One Touch of Venus*), Adam Guettel (*Floyd Collins, The Light in the Piazza*), as well as the incomparable Irving Berlin (*Annie Get Your Gun, White Christmas, Holiday Inn*). R&H Theatricals is home to works from Broadway (*Sophisticated Ladies*, Michael John LaChiusa's *The Wild Party, In the Heights, [title of show]* and *First Date*), Off-Broadway (*Carrie the musical, Ordinary Days, Altar Boyz, Giant*), perennials such as *Once Upon a Mattress, Big River* and *Footloose*, a Theater for Young Audiences (TYA) collection, which includes *Mad Libs® Live!* and *Garfield The Musical with Cattitude*, and the longest-running revues in the history of Broadway – *Smokey Joe's Cafe* – and Off-Broadway – *I Love You, You're Perfect, Now Change*. R&H Theatricals is a division of Rodgers & Hammerstein, an Imagem company: www.rnh.com.

Penguin Books

Penguin Random House (Publisher) is the international home to nearly 250 editorially and creatively independent publishing imprints, including Price Stern Sloan the publishing imprint for Mad Libs. Price Stern Sloan was founded in Los Angeles in the early 1960s by comedy writers Roger Price and Leonard Stern. Their idea for Mad Libs was concocted while working for Steve Allen's Tonight Show and has since become a cultural fixture.

For more information, please visit MadLibsLive.com