

Eddie and Vinnie with Magik Theatre

ABOUT THE PERFORMANCE:

Grades: K-6

In this performance, Eddie has dyslexia and struggles with schoolwork, and finds out he can't play on the basketball team unless he gets his grades up. With the help of his pet gecko, Vinnie, and the overly helpful new girl in class, will Eddie's final class presentation come together, or will his basketball dreams be dashed forever? This Magik Theatre world premiere comes to Houston from San Antonio Texas and is currently touring throughout Texas on the Texas Commission on the Arts Touring Roster.

TEKS (Texas Essential Knowledge and Skills):

	Theater	Social Studies	Language Arts	The Students Will: * Demonstrate appropriate concert etiquette during live performances. * Write literary texts, stories and poems that express their ideas and feelings about real or imagined people, events, and ideas. * Better understand why some students struggle in school. * Improve empathy and other SEL skills.
K	K.2, K.5	K.10, K.11, K.15	K.1, K.11	
1	1.3, 1.5	1.14, 1.18	1.1, 1.12	
2	2.3, 2.5,	2.12, 2.17	2.1, 2.12	
3	3.3, 3.5	3.10, 3.16	3.1, 3.12	
4	4.2, 4.5	4.17, 4.22	4.1, 4.12	
5	5.2, 5.5	5.20, 5.21, 5.26	5.1, 5.12	
6	6.2, 6.5	6.13, 6.16, 6.22	6.1, 6.11	

STAAR (State of Texas Assessments of Academic Readiness):

Writing	Grade 4 Reporting Category 2: 11, 12	The Students Will: * Demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development, and effective use of language and conventions.
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Academic Vocabulary:

dyslexia	*difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Dyslexia is a result of individual differences in areas of the brain that process language. Dyslexia is not due to problems with intelligence, hearing or vision. Most children with dyslexia can succeed in school with
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	tutoring or a specialized education program. Emotional support also plays an important role.
dysgraphia	*difficulty in writing, characterized chiefly by very poor or often illegible writing or writing that takes an unusually long time and great effort to complete
dyscalculia	*difficulty learning or comprehending arithmetic, such as difficulty in understanding numbers, learning how to manipulate numbers, performing mathematical calculations, and learning facts in mathematics.

CLASSROOM CONNECTIONS:

Before the performance:

- Create a “K-W-L” chart and complete the first two columns:

K	W	L
What do you already Know about “dyslexia?” (or “reading”)	What do you Want to learn about “dyslexia?” (or “reading”)	What have you Learned about “dyslexia?” (or “reading”)

After the performance:

- Use information from the performance to create a song, dance, drama, or piece of artwork about what you learned.
- Fill in the last column of the “K-W-L” Chart:

Language Arts:

- Write a story, poem, skit, song, rap, or other form about a kid who is having trouble in school.
- Cut out a large “b” from construction paper. Turn it different directions to create “p,” “q,” and “d.” Discuss why it may be confusing to young learners.
- (Trick) Point each index finger. Bring the fists together so they resemble **bd** and say, “bed!” To remember which is a “b” and which is a “d,” repeat these actions. (In Spanish, instead of “bed,” say “buenos días!”)
- Play “The Dyslexia Game” (described below).

The Dyslexia Game

Created by Cynthia Herbert, PhD
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If you are a good reader, it may be hard to imagine what is like to have problems learning to read. Even teachers and parents sometimes feel that a student with problems is lazy—or just not that smart. Play this game to see what might really be going on.

Preparation:

- Have on hand a stopwatch or watch with a second hand.
- Gather 20 bottle caps, buttons, poker chips or other small objects, in two different colors.
- Number the objects in each color from one to ten. Variation: If you have a lot of different small objects or they are not in two colors, stick one of two colors of Avery dots on them before numbering them.
- Put the objects in two vertical lines with the numbers in order. Allow 3 or 4 inches between the two lines.

Rules for Round One:

- Two people play.
- One person will point to the “1” in the first line/color and then to the “1” in the second line/color; the “2” in the first line and then the “2” in the second line—through all the numbers to “10.” They must actually touch each object and say the number as they do so.
- The second person will time and record how many seconds it takes the first person to complete the task.
- Switch roles and repeat.

ROUND ONE



ROUND TWO



Rules for Round Two:

- This time the objects in the second line/color should be randomly shaken and dropped. Note: If some

objects land upside down, backward, or even on the floor, just leave them that way.

- Try to play the game the same as in Round One.

Reflect:

- What happened? How much time did each round take?
- Which round was easier? Why?
- How did you feel doing the second round?
- Interpretation:
- Imagine that one line/color is your visual system, and the other is your auditory system.
- In order to read, you have to match the visual picture of a word (think of the white line) to its auditory counterpart (think of the red line). This is the essence of phonics. In the game, this is like trying to read a 10-letter word, one letter at a time.
- Now imagine that one of your systems is “scrambled.” (Think of Round Two.) No matter how you try, you cannot make the match as quickly as a good reader. There is nothing wrong with your intelligence. You aren’t lazy. In fact, you have to work much, much harder.
- Imagine that after this matching process is completed, you have to put the 10 pieces (letters) together to make a whole (word). How hard is it to keep the sound of piece (letter) “1” in mind as you travel down the line (word)? In Round One, this is do-able. In Round Two, it takes extraordinary effort.

Visual:	s	c	r	a	m	b	l	i	ng
Auditory:	/s/	/k/	/r/	/ă/	/m/	/b/	/l/	/i/	/ŋ/

People who have trouble reading are not stupid. People who have trouble reading are not lazy. Their task is simply Herculean!

Mathematics:

- Learn more about “dyscalculia,” a difficulty with mathematics.
- Draw and use manipulatives to represent numbers and word problems to make math concepts more easily understood.

Social Studies:

- Engage in SEL (social-emotional learning) skills, related to empathy.
<https://veryspecialtales.com/empathy-activities-for-kids-printable-kindness/>
- Learn about multiple intelligences and different ways to be “smart.”
<https://freespiritpublishingblog.com/2022/08/22/multiple-intelligences-8-ways-kids-are-smart/>

Science:

- Help kids learn more about how the brain works and how brains are different.
<https://mindbodypal.com/teaching-how-brain-works-to-kids/>

Resources:

Related Websites:

Dyslexia:

<https://childmind.org/article/understanding-dyslexia/#:~:text=Dyslexia%20is%20most%20commonly%20associated%20with%20trouble%20learning,This%20causes%20difficulty%20with%20reading%2C%20writing%20and%20spelling>

<https://parentingpod.com/dyslexia-activities/#:~:text=Activities%20for%20Children%20who%20have%20been%20diagnosed%20with,Provide%20them%20with%20easy-to-understand%20structure%20...%20More%20items>

Dysgraphia:

<https://www.healthline.com/health/what-is-dysgraphia>

Dyscalculia:

<https://www.mentalup.co/blog/the-difficulty-of-learning-mathematics-dyscalculia>

ABOUT THE ARTIST:

Magik Theatre's mission is to use the power of theatre to create Magikal storytelling for children that activates imagination, grows young minds, and inspires creativity and a love of learning. Everything they do is designed to educate both young people and adults. They strive to nurture the next generation's theatre audience. The Magik Theatre has been a part of downtown San Antonio since 1994, serving over 2.5 million visitors in the past 25 years.