

Maddi's Fridge



THEATER
COMPANY

1973 50 YEARS 2023



By **ANNE NEGRI**

Adapted from the book
Maddi's Fridge by Lois Brandt
with illustrations by Vin Vogel
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INTERACTIVE LEARNING GUIDE

Take a Look at What's Inside:

**This guide is for educators, parents, guardians,
and caregivers. You name it - you can use it!**

This guide is filled with activities and conversation starters that can be used before or after your visit to the theater. Whether you are an educator, parent, or caregiver, the materials inside have been curated to extend the experience with this show.

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ACROBAT READER HERE**

About the Author
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with Missouri GLE and
National Core Arts Standards
Discussion Questions
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Maddi's Fridge

SYNOPSIS

Best friends Sofia and Maddi live in the same neighborhood, go to the same school, and play in the same park. But when Sofia learns a secret about Maddi's fridge, she's faced with a difficult decision: to keep her promise or tell her parents about Maddi's empty fridge. Based on the book by Lois Brandt, this heartwarming and hilarious play is a story about honesty, sensitivity and instilling important lessons in friendship, empathy and helping others!

ABOUT THE AUTHOR



Lois Brandt

Lois Brandt is a writer and teacher. She says she writes for young people because they are the most intelligent readers on the planet and libraries and librarians provided a safe and nurturing environment for her when she was growing up. Her short stories have appeared in *Highlights* and other fine children's magazines.

Years ago, Lois Brandt peeked into her best friend's refrigerator and found empty shelves and one small carton of milk; the family didn't have enough money to buy food. *Maddi's Fridge*, Lois's first picture book, is the result of that moment. When she is not working on her own projects, Lois teaches writers of all ages to tell the stories that are close to their hearts.



ABOUT THE PLAYWRIGHT



Anne Negri

Anne Negri is a K-8 Drama Specialist in the Evanston/Skokie District 65 public schools of Illinois. She is a graduate of Arizona State University's MFA program in Theatre for Youth. She earned her BA in Theatre, French, and K-12 Education from Ripon College in Ripon, WI. Her play, *With Two Wings*, published by Dramatic Publishing, received the 2014 American Alliance for Theatre and Education Distinguished Play Award, the 2010 Kennedy Center ACTF-Theatre for Young Audiences Award, was a finalist in the Bonderman Playwriting for Youth Symposium, and has been produced nationally (Childsplay, Northwestern University, The Growing Stage) and internationally (Theatre or Company? Ma in Japan). Other plays include *Girls Who Wear Glasses*, *Cave Boys*, *The JunGirl Book*, and *The Dancing Dog!* Negri collaborates frequently with Northwestern University's Purple Crayon Players and is a three-time participant in their annual PlayGround Festival of Fresh Work.

ABOUT THE DIRECTOR



Jess Shoemaker

Jess Shoemaker (she/her) is a freelance director, playwright, and educator who has spent the last decade working in classical theatre and new play development. She has previously directed *Seedfolks* for Metro Theatre Company. She also spent five years at the helm of the Great River Shakespeare Festival Apprentice Actor Training Program, where she developed her own curriculum for training skilled, authentic voices in the performance of classical and heightened texts. Additional directing credits include *Sueño* (Sargent Conservatory of Theatre Arts at Webster University), *Little Women* and *A Midsummer Night's Dream* (Grandstreet Theatre), *Loverboy*, *Flora Circular*, *12 Ophelias*, and *Tjipeter: A Search History* (University of Texas at Austin). Her plays include *Looking for Ithaca: An Odyssey*, *The Book of Orpah*, (& *Medea*), and *50 Shades of Shakespeare*. Jess holds her B.F.A. in acting from Sargent Conservatory of Theatre Arts at Webster University and her M.F.A. in directing from the University of Texas at Austin. When not in rehearsals, Jess can often be found playing endless games of fetch with her dog, Obe Mayhem.





COME ON OVER

Sometimes it's easy to think we know just about everything there is to know about other people, especially when we are close to that person. Even though Sofia and Maddi are best friends who live in the same neighborhood and go to the same school, they still had things to learn about one another. Let's take some time to learn more about our classmates.

- Ask students to join you in the center of the room.
- Find an empty spot in the room and say, "Come on over if..." and finish the sentence with a statement that is true about you (e.g., "Come on over if you like pizza").
- If it is true for your students, they will come on over and stand near you. If not, they stay where they are.
- One at a time, have the students find a new spot in the room and say their "Come on over if..." statement.
- Instruct them to notice who moves and who doesn't during the activity.

REFLECTION QUESTIONS:

1. Was there anything you were excited to share?
2. Was there anything that you were nervous to share?
 - Take a moment to celebrate the bravery of students who shared even when they were nervous.
3. Did you learn anything new about a classmate?
 - What happens when we assume we know everything about our classmates already?
4. Were you surprised to find you had something in common with a classmate?

K-5 ELA MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS – GRADES K-5: Listen for a purpose.
A. Develop and apply effective listening skills and strategies in formal and informal settings

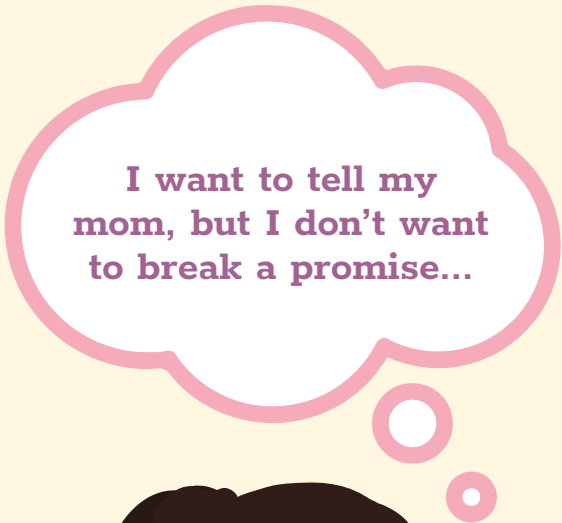




ASKING FOR HELP

Explain that asking for help is a powerful skill. Asking for help can be challenging. Knowing that you're in need of help can be hard to identify or admit. It takes courage to reach out and say that you need something.

As a class, discuss the ways in which Maddi and Sofia help one another. Brainstorm reasons why it was important for Maddi and Sofia to seek help from other people when they did.



Instruct students to write a journal entry from the perspective of Sofia before she tells Luis and her mom about what Maddi is going through.
• How did she feel when she opened Maddi's fridge?
• What is it like keeping Maddi's secret?
• What does she hope to do for Maddi?
Encourage your students to step into Sofia's point of view by using "I statements" (e.g. I think or I feel) as they write their entry.

K-5 ELA MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS – GRADE 2: 2. Compose well-developed writing texts for audience and purpose. C. Write fiction or non-fiction narratives and poems that: a. establish a situation/topic based on the student's experience or imagination

HEALTH EDUCATION GRADE-LEVEL EXPECTATIONS – GRADE 2: Standard 2. Social, Emotional and Mental Health. A. Influence of Family and Peers - Recognize the influence peers have on people (shared interest, goals, and values)



SPACE BETWEEN

Ask students to arrange themselves representing characters from *Maddi's Fridge* (Maddi, Sofia, Luis), so that the space between them symbolizes how close their relationships are at the beginning of the play.

Then, read the following prompts and ask students to move closer or further away from one another, based on how they think the characters felt about one another in that moment.



How did Maddi, Sofia, and Luis feel...

- When Maddi and Sofia stopped speaking?
- When Maddi shared her secret with Sofia?
- When Sofia tells Luis about Maddi's Fridge?
- When Maddi gives a note to her teacher?
- At the very end of the play?

K-5 ELA MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS
– **GRADE 3:** 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. A. Read, infer, analyze, and draw conclusions to: c. describe the interaction of characters, including relationships and how they change

HEALTH EDUCATION GRADE-LEVEL EXPECTATIONS – GRADE 2:
Functions and Interrelationships of Systems Standard 2. Social, Emotional and Mental Health. B. Responsibilities in Society - Identify the cause and effect of one's actions on others

REFLECTION QUESTIONS:

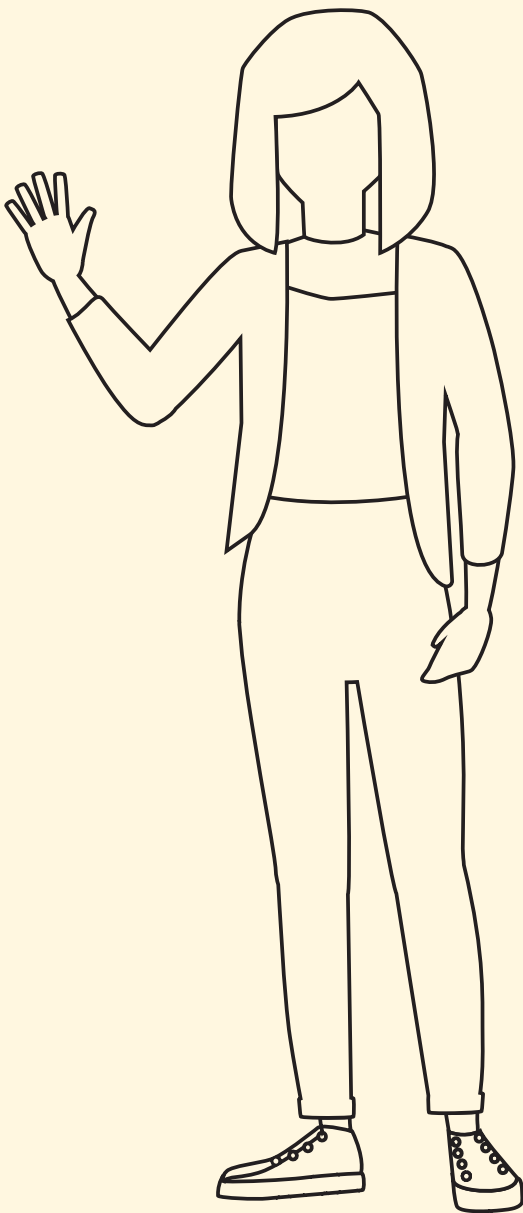
1. Who feels close to whom?
2. What did keeping a secret do to their friendships?
3. Did anyone feel distant? If so, who?
4. How do you think Luis felt when Sofia and Maddi weren't getting along?
5. What changed about the space between the characters by the end of the play? Why did this happen?



ROLE ON THE WALL

Sometimes the way that we view ourselves is different from the ways others view us. Take some time to consider the qualities of characters from the play.

Maddi



1. Start by drawing a large outline of a person on a dry erase board or large piece of paper, leaving plenty of empty space inside and outside of the outline. Label the figure as "Maddi."
2. On the outside of the figure, write down words, phrases and thoughts shared by students that are related to how other characters view Maddi (e.g., from Sophia's point of view).
 - Explain that these words and phrases may be positive or negative, depending on the person's perspective.
3. After the outside of the figure is filled with language, move on to the inside of the figure. The inside will focus on words and phrases about how Maddi perceives herself.
 - Again, these words may be positive or negative, and might be words that have been used on the outside of the figure.

K-5 ELA MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS – GRADE 3:

2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.
B. describe the personality traits of characters from their thoughts, words, and actions

REFLECTION:

Reflect on how other people may notice things about us that we may not perceive about ourselves. Our actions and words can impact the way that others view us. This activity can be repeated with other characters from the play.



ORIGAMI PEPITO FOR MADDI'S FRIDGE

Maddi's mom makes origami and leaves notes for Maddi to come home to. Origami is the Japanese art of folding paper into shapes and figures. Handmade crafts like origami and notes can help our loved ones know that we are thinking of them.

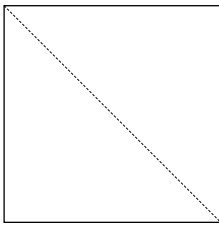
Make an origami Pepito to give to a friend or family member or to put on your fridge.

- MATERIALS**
- Square piece of paper (any color)
 - Black paper
 - Pink or red paper
 - Markers, colored pencils, or crayons
 - Scissors
 - Glue

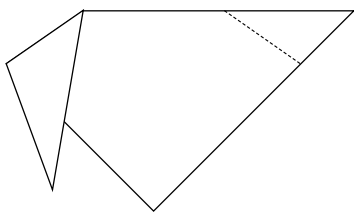
Share your origami with us by tagging @metroplays on social media!

INSTRUCTIONS <https://scypinc.org/easy-origami-dog/>

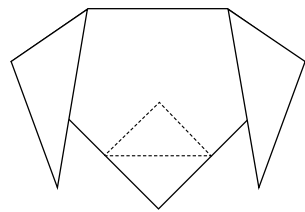
1. Fold the square piece of paper diagonally in half to make a triangle.



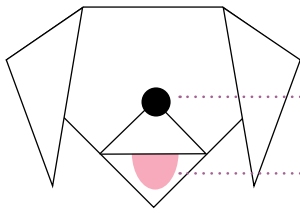
2. Fold the side corners down to make Pepito's ears.



3. Fold the bottom corner of the triangle up - only fold the top sheet of paper.

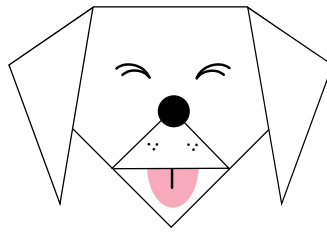


4. Cut a circle out of the black paper to make the nose and cut a half oval out of the pink/red paper to make the tongue.



Glue the nose and tongue onto Pepito's face.

5. Draw on the eyes and other details.



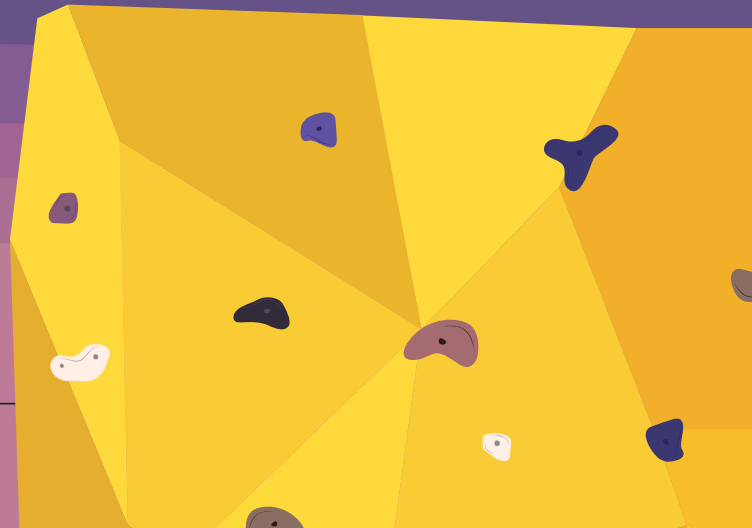
MISSOURI LEARNING STANDARDS FINE ARTS VISUAL ARTS STANDARD 1: Generate and conceptualize artistic ideas and work. VA:Cr1B.2. Make art or design with various materials and tools to explore personal interests, questions, and curiosity



DISCUSSION QUESTIONS

Maddi's Fridge

1. Maddi helps Sofia learn how to rock climb. Has a friend ever helped you learn a new skill? What did you learn to do?
2. Sofia is conflicted about keeping her promise to Maddi and not telling her secret. Is it ever okay to tell a secret?
3. Why do you think Sofia finally decided to tell her mom about Maddi's situation?
4. Have you ever felt like Sofia, where you wanted to help a friend but didn't know how to? What did you end up doing?
5. What do you predict will happen after Maddi gives her teacher the letter she wrote?



RESOURCES FOR READERS AND EDUCATORS



Take Action to Help Fight Hunger

- Operation Food Search** <https://www.operationfoodsearch.org/>
- St. Louis Area Food Bank** <https://stlfoodbank.org/give-help/>
- Feeding America** <https://www.feedingamerica.org/take-action>
- No Kid Hungry** <https://www.nokidhungry.org/ways-you-can-help>
- Food Outreach** <https://foodoutreach.org>
- St. Louis MetroMarket** <https://stlmetromarket.org>

Talking to Young People About Food Insecurity

- Ways to Fight Hunger as a Family** <https://www.feedingamerica.org/take-action/talk-about-hunger>
- Discussing Hunger with Children** https://www.scholastic.com/hungrytohelp/pdfs/Feeding_America_TeacherInstructions.pdf
- 8 Ways to Talk About Hunger** <https://www.littlegreenthumbs.org/2018/04/17/hunger-and-food-security-local-and-global/>

Other Books for Young People About Food Insecurity

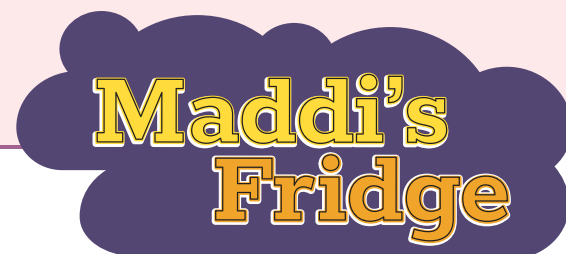
- One Potato, Two Potato** by Cynthia C. DeFelice
- Uncle Willie and the Soup Kitchen** by DyAnne DiSalvo-Ryan
- The Lunch Thief** by Anne C. Bromley, Robert Casilla
- On Our Street: Our First Talk about Poverty** by Jillian Roberts, Jaime Casap

St. Louis Rock Climbing

- Upper Limits Indoor Rock Climbing**
<https://www.upperlimits.com/>
- Climb So iLL**
<https://stlouis.climbsoill.com/>

Lois Brandt Resources

- Lois Brandt Website** <https://www.loisbrandt.com/>
- Cheesy Pizza Bomb Recipe** <https://www.loisbrandt.com/cheesy-pizza-bombs>



metroplays.org

MISSION STATEMENT

Inspired by the intelligence and emotional wisdom of young people, we create professional theater, foster inclusive community, and nurture meaningful learning through the arts.

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Nancy Garvey (9/11), Kristin Guehlorf (10/6), Peter Hesed, Peggy Holly (9/22), and Jeff Rogers, (9/19)

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