

# Junie B. Jones the Musical

Music by Zina Goldrich, Book & Lyrics by Marcy Heisler

Based on the books by Barbara Park



## Junie B. Jones the Musical

Field Trips Available Weekdays January 10 – April 19, 2025

### Field Trip Performances

Weekdays 10:30 AM

[REQUEST A FIELD TRIP](#)

### Public Performances

Saturdays 2:00 PM

*Sensory Inclusive Performance*

*February 2<sup>nd</sup> at 2:00 PM*

*Sponsored by Nicklaus Children's*

*Hospital*

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**KIDS CROWN AWARD**  
**BEST CHILDREN'S THEATRE IN MIAMI**  
*South Florida Parenting Magazine*

## SYNOPSIS OF THE PLAY

**THE STORY:** This musical is based on several books about Junie B’s first grade experiences, specifically, *Junie B, First Grader (at last!)*, *Junie B, Boss of Lunch*, and *Junie B, One-Man Band*. The connective tissue tying these stories together is a fourth book, *Top-secret Personal Beeswax: A Journal by Junie B (and Me!)*, which features diary entries by Junie, designed to give children ideas for their own writings. If time permits, use these books as a read-aloud in your class. The show is based very closely on them, and the students will enjoy hearing familiar dialogue and seeing the situations brought to life on the stage.

**TOP-SECRET PERSONAL BEESWAX: A JOURNAL BY JUNIE B (AND ME!):** Our musical opens with Junie celebrating her new top-secret personal beeswax journal, a gift from her mother, in which she can write and doodle anything, from her unique observations about the world, to drawings of wiener sausages.

**JUNIE B, FIRST GRADER (AT LAST!):** It’s Junie B’s first day of first grade, and a lot of things have changed for her: Junie’s kindergarten best friend, Lucille, doesn’t want to be her best pal anymore, and on the bus, Junie makes friends with the new kid at school, Herb. Also, Junie has trouble reading the blackboard and needs glasses. She is afraid of being teased by the other children because of her new eyewear, until Herb borrows Junie’s glasses and declares that her eyes “must be very special” if she can see through them.

**JUNIE B, BOSS OF LUNCH:** While basking in the joy of having a brand new lunch box, Junie B notices that in first grade, most of the other children buy their lunches from Gladys Gutzman, who brought her kindergarten class cookies last year. When Junie B complains about no cookies in first grade, Mrs. Gutzman offers her an assistant position, folding napkins and welcoming the other schoolchildren to the lunchroom. When Junie B smells lunch and loudly announces her distaste for the smell of tuna noodle casserole, the entire class foregoes their meal, and is angry at Junie B. Mrs. Gutzman arrives at Junie B’s class that afternoon, and asks her to help distribute cookies, and her class forgives her.

**JUNIE B, ONE MAN BAND:** Junie B prepares for the first-grade kickball tournament by kicking her mother’s watering can and badly stubs her toe. Since she and her injury-prone classmate Sheldon can’t play, the teacher, (Mr. Scary), suggests that they perform a halftime show. Junie’s father suggests that she make the best of an unfortunate situation and learn to juggle for the halftime show. As much as she practices, she can’t get the hang of it. On the day of the tournament, the large crowd scares Sheldon, and he runs away, leaving Junie B by herself. The restless crowd throws biscuits at her, and Junie tries to juggle one more time, and is successful! Her proud family and friends rush onto the field to congratulate her.

**TOP-SECRET PERSONAL BEEZWAX:** Junie has filled all the pages in her journal with her adventures, and Herb lends her more paper. The show closes with the entire company urging the audience to keep journals and to write down the story of their lives.



## Meet the Authors



## Barbara Parks

was best-known as the creator and author of the New York Times bestselling Junie B. Jones series, the stories of an outrageously funny kindergartener upon whom this musical is based. Published by Random House Books for Young Readers, the series has sold over 60 million copies in North America alone, and has been translated into multiple languages. Ms. Park passed in 2013 after a seven-year battle with cancer.

Barbara Park arrived at the writing profession through an indirect route. Before becoming a bestselling and beloved children's author, she originally intended to teach high school history and political science. She got her secondary education degree but quickly realized that her calling was to be a writer. She said, "My senior year of high school, I was voted 'Wittiest.' So, several years later, I decided to try my hand at writing humor and see if I could be witty enough to make some money."



## Goldrich & Heisler

wrote and adapted *Junie B. Jones* for the stage in collaboration with Theatreworks, USA. Composer Zina Goldrich and bookwriter/lyricist Marcy Heisler have been writing together since 1992 and are recipients of several awards including the Richard Rogers New Horizons Theatre Award and the Fred Ebb Musical Theatre Award.

Goldrich was a staff songwriter for Walt Disney Feature Animation and composed for ABC's *The Middle*, *Wonderpets*, *Johnny and the Sprites*, *Pooh's Learning Adventures*, and *Peg + Cat*, on PBS. She studied music privately from the age of three and by ten she was writing songs for her school band. She attended Beverly Hills High School and participated in their acclaimed Drama department then enrolled in the University of California, Los Angeles (UCLA). Later she studied musical theatre at BMI Lehman Engel Musical Theatre Workshop in New York.

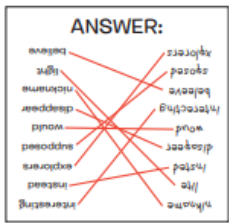
Marcy Heisler adapted and provided additional lyrics to *Jungle Book*, *Cinderella*, *101 Dalmatians*, and *Sleeping Beauty* for Disney. She earned a B.A. from New York University with High Honors in Dramatic Writing. Prior to NYU, she studied Theatre at Northwestern University. As an educator, she is on the faculty of the Dramatist Guild Institute and has written textbooks for aspiring lyricists.

REPRODUCIBLE ACTIVITY

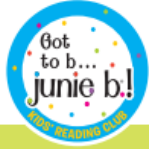
# Junie B. Spelling B.!

Sometimes Junie B. makes spelling mistakes, just like the rest of us. Can you draw a line from her misspelled word to the correctly spelled one?

- |             |             |
|-------------|-------------|
| nikname     | interesting |
| lite        | instead     |
| insted      | explorers   |
| disapeer    | supposed    |
| woud        | would       |
| interecting | disappear   |
| beleeeve    | nickname    |
| sposed      | light       |
| xplorers    | believe     |



Visit [JunieBKidsClub.com](http://JunieBKidsClub.com) for books, activities, and more!



Illustrations ©2015 by Denise Brunsch, from the Junie B. Jones® series by Barbara Park

Reproducible Activity

# Recipe Fun!

Here is a special recipe card just for you. Write a recipe for something delicious that you know how to make!

A large yellow recipe card template with a dashed green border and horizontal lines for writing.



Read the story in **Junie B. Jones: Boss of Lunch**

JunieBJones.com 

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JBJ13

Reproducible Activity

## Confusion Number Code!

The baby chick's name is Spike. Junie B. thinks Spike is not a good name for a fluffery baby chick. But Farmer Flores says Spike won't be a little chick forever. Use numbers to solve the code below. Each problem gives a number. Each number equals a letter in the alphabet (A = 1, B = 2, C = 3, and so on). Use the letters to fill in the blanks and find out what Spike will grow up to be.



$17 + 1 = \underline{\hspace{2cm}}$   
 $12 + 3 = \underline{\hspace{2cm}}$   
 $10 + 5 = \underline{\hspace{2cm}}$   
 $15 + 4 = \underline{\hspace{2cm}}$   
 $10 + 10 = \underline{\hspace{2cm}}$   
 $3 + 2 = \underline{\hspace{2cm}}$   
 $16 + 2 = \underline{\hspace{2cm}}$

- A 1
- B 2
- C 3
- D 4
- E 5
- F 6
- G 7
- H 8
- I 9
- J 10
- K 11
- L 12
- M 13
- N 14
- O 15
- P 16
- Q 17
- R 18
- S 19
- T 20
- U 21
- V 22
- W 23
- X 24
- Y 25
- Z 26

Spike will be a \_\_\_\_\_



Read the story in  
**Junie B. Jones Has a Peep in Her Pocket**

Answer Key:  
**ROOSTER**

JunieBJones.com 

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Reproducible Activity

# A Name Game Starring ME!

Names can tell a lot about you!  
Print the letters of your name in the shapes below. Then fill in a word that describes yourself starting with each letter!

EXAMPLE:

J	jokey!
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Find more activities in  
**Junie B. Jones:  
Top-Secret, Personal Beeswax**

JunieBJones.com

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REPRODUCIBLE ACTIVITY

# Getting to Know You!

Read all about Junie B.! Then write something about Y-O-U, you!

## Me, Junie B.!

My middle name is: Beatrice.

If I could have a different name, it would be: Pedro.

My birthday is: Junie the first.

The thing I like best about my family is: They seem to enjoy me.

My best friends at school are: Herb, Lennie, José, and not May.

## Me, \_\_\_\_\_!

My middle name is: \_\_\_\_\_

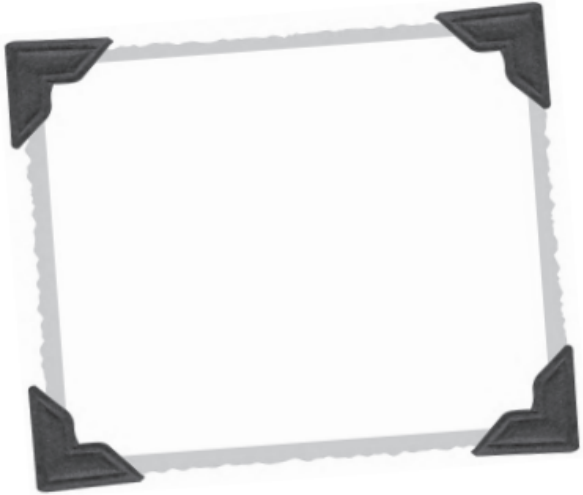
If I could have a different name, it would be: \_\_\_\_\_

My birthday is: \_\_\_\_\_

The thing I like best about my family is: \_\_\_\_\_

My best friends at school are: \_\_\_\_\_

**Draw a picture of your VERY OWN SELF!**



Visit [JunieBKidsClub.com](http://JunieBKidsClub.com) for books, activities, and more!



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# No-Bake "Brownie" Surprise!

Color the letters below brown, then ask a grown-up for help cutting them out. Arrange the brown Es on a plate and cover with a dishtowel. Announce to your family that you made "brown Es," and let them pull the towel away to see what you've "baked" up!



JR120

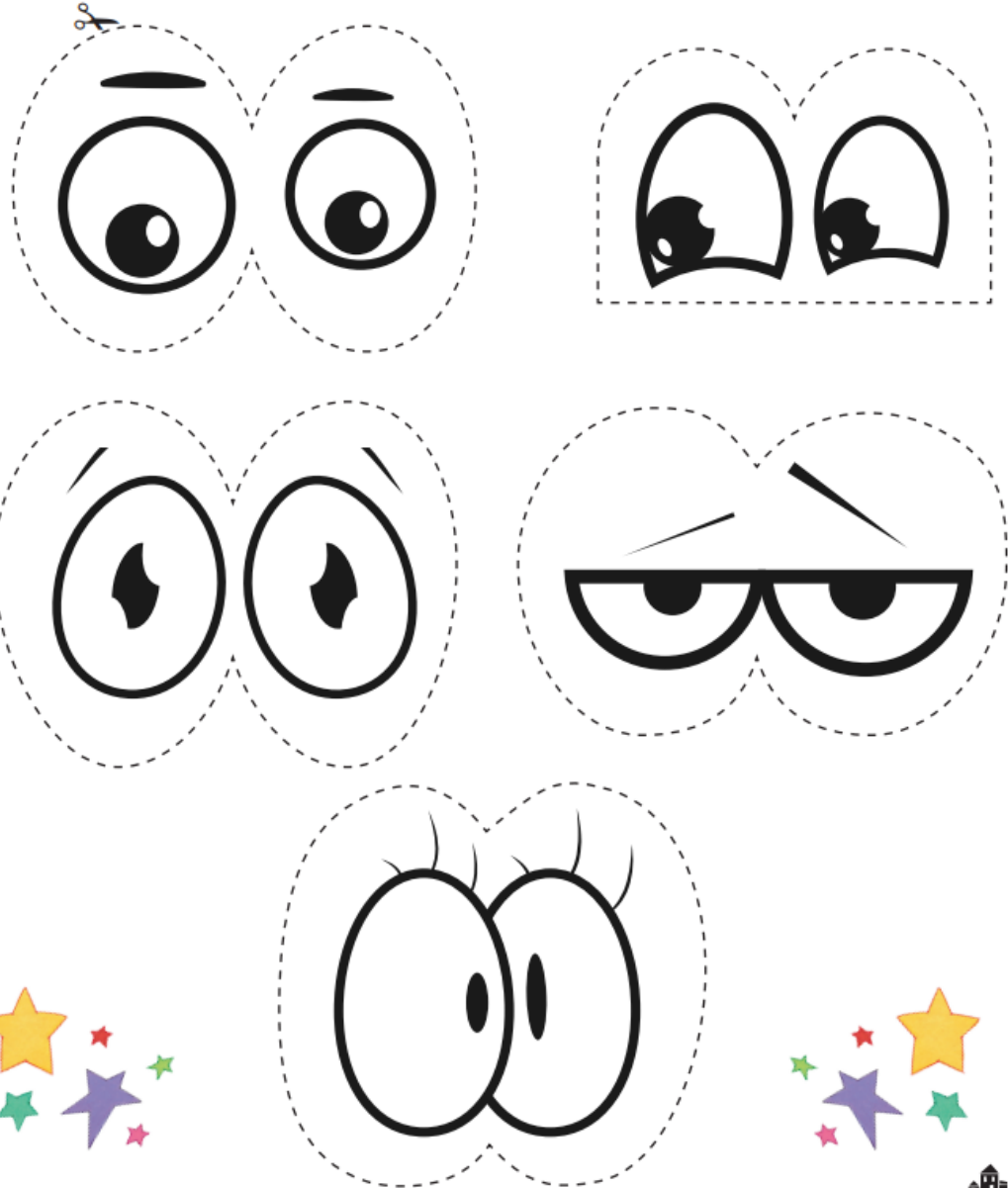
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Reproducible  
Activity

# The Friendly Fridge

Color in these eyeballs, and ask a grown-up for help to cut them out.  
Use tape to attach them to items in your refrigerator.  
Next time someone goes to look for a snack, the snack  
will be looking back!



Illustrations © 2013 by Denise Burasko from the Junie B. Jones™ series by Barbara Park. Eyeballs used under license from Shutterstock.com

JunieBJones.com RHCBC

JB.120

REPRODUCIBLE ACTIVITY

# Summer Fun with Junie B. Jones!

School's out for the summer! Help Junie B. find all the words below. Words can go horizontally, vertically, diagonally, or backward.

- |                     |              |                  |                 |
|---------------------|--------------|------------------|-----------------|
| <b>Bathing suit</b> | <b>Junie</b> | <b>Sand</b>      | <b>Summer</b>   |
| <b>Beach</b>        | <b>Ocean</b> | <b>Seashells</b> | <b>Vacation</b> |
| <b>Diving board</b> | <b>Pool</b>  | <b>Sprinkler</b> | <b>Waves</b>    |

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



ANSWER:

Visit [JunieBKidsClub.com](http://JunieBKidsClub.com) for books, activities, and more!



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## NOW CASTING

### EXCELLENT AUDIENCE MEMBERS!



Congratulations!

The director has cast YOU in the IMPORTANT role of...

## BEST AUDIENCE MEMBER EVER!

Here are your directions – rehearse your part at school so you’re ready the day of the show! Like Junie B. always says, “Practice makes perfect!”

1. Let the actors do the talking and YOU do the listening – after all, they got a script ahead of time and memorized all those lines. It’s much easier to listen if you aren’t speaking yourself 😊
2. Laugh when things are funny and cry when things are sad – Theatre is an art form meant to make the audience feel things so let the emotions begin!
3. Show your appreciation for the cast and crew with your applause.
4. Stay in your seat during the whole show and wait for directions afterward.
5. Leave snacks behind – we don’t allow food or drink in the seating area.

That’s it! You’re ready to play your part. When we all work together live theatre can be a very special experience. You’ve got this – you’re perfect for this role!

**EXTRA – EXTRA - READ ALL ABOUT IT! Junie B. Jones Books in Story Order**



## PRE-SHOW LESSON PLANS AND THE ACCOMPANYING FLORIDA EDUCATION STANDARDS



### WITHOUT A WORD

SUBJECT: ELA, ARTS

Have students pre-read a chapter from a Junie B. Jones book. Have the students act out a section from the story without words (pantomime) while it is being read aloud by other students or the Teacher. Next have the students perform the story using improvised (made up) dialogue and movement based on the story’s plot. See if they can imitate Junie’s unusual way of speaking. Discuss how dialogue and movement can help tell a story.

FLORIDA B.E.S.T. STANDARDS: R.1.1, R.1.2, R.1.3, R.3.1, R.3.2, ELA.C.2.1, V.1.3, ELA.K.C.2

FLORIDA ARTS STANDARDS: TH.A.1.2.1., FL.TH.B.1.2, TH.E.1.2.3

### THE CHANGING PLAY

SUBJECT: ELA, ARTS

Using a sentence or nursery rhyme, place emphasis on different words to change the meaning of the piece. How many different ways can you say: Yes, No, Maybe? Read a short poem or story out loud changing your expressions each time. Try it softly, creepily, comically, etc. Ask the children to react to the story as though they were watching it in a theatre and observe how a performer and an audience change with the style of the play.

FLORIDA B.E.S.T. STANDARDS: R.1.1, R.1.2, R.1.3, R.1.4, R.3.1, R.3.2, R.3.4, C.2.1, V.1.2, V.1.3

FLORIDA ARTS STANDARDS: TH.D.1.2.4, TH.E.1.2.3

### FEELINGS

SUBJECT: ELA, SEL/HEALTH, ARTS

Have the students sit or stand in a circle. Each student should say their name, a word that describes their immediate feeling, and add an abstract gesture to represent that feeling. The next person in line repeats the feeling, word, and gesture of the previous person, and then takes their turn adding their immediate feeling and adding an abstract gesture as before. Continue around the circle until everyone has created and expressed everyone else’s feelings and gestures. Discuss empathy, and how sharing other’s feelings helps us all.

FLORIDA B.E.S.T. STANDARDS: R.3.1, C.2.1, V.1.3

FLORIDA SEL/HEALTH STANDARDS: RESILIENCE BUILDING, EMPATHY

FLORIDA ARTS STANDARDS: TH.D.1.2.4, TH.E.1.2.1, TH.E.1.2.3

### JUNIE B SAYS, “PRACTICE MAKES PERFECT”

SUBJECT: ELA, SEL/HEALTH, ARTS

Have students write a story of a time when they were afraid to do something because they didn’t know how but practiced a little at a time and mastered the task, thereby overcoming the obstacle of “not knowing”. Use guiding questions to elicit details and descriptions. Time, place, people, challenge, outcome, etc.

FLORIDA B.E.S.T. STANDARDS: ELA.K.C.1.2

FLORIDA SEL/HEALTH STANDARDS: RESILIENCE BUILDING, EMPATHY

FLORIDA ARTS STANDARDS: TH.C.1.2.2, TH.D.1.2.2, TH.E.1.2.3

### MOOD MUSIC

SUBJECT: MUSIC, VISUAL ARTS

Select a song from the [CAST ALBUM](#) and play it for the students. Have them close their eyes as they listen and try to “feel” the music. Either during or afterward ask questions: What colors did you see or think of as the music played? Did you see smooth, flowing lines or irregular, choppy lines? Ask the students to create a line drawing while listening to the music. Encourage them to move their drawing arm and body to the movement and rhythm of the music. Finally have them write their impressions down or take turns sharing them out loud.

FLORIDA ARTS STANDARDS: MU.B.2.2.2, FL.MU.D.1.2, TH.E.1.2.2, TH.E.1.2.3, VA.A.1.2.1, FL.VA.B.1.2

## POST-SHOW LESSON PLANS AND THE ACCOMPANYING FLORIDA EDUCATION STANDARDS



### WHO, WHAT, WHEN, WHERE & HOW

SUBJECT: ELA

After seeing *Junie B. Jones*, re-tell, write, draw, or act out some of the scenes that were in the musical. Afterward, answer the following questions: Who were the main characters in the scene? What was the problem or conflict? Describe where the scene took place? How did the characters resolve or react to the problem or conflict?

FLORIDA B.E.S.T. STANDARDS: R.1.1, R.1.2, R.1.3, C.1.2, C.2.1, C.5.1, V.1.3

### THINGS ARE NOT WHAT THEY SEEM

SUBJECT: ELA, ARTS

After watching *Junie B. Jones*, divide into groups and have each group gather five everyday objects and create a short play or scene that includes all five things. The objects may be used as something different than what they are, for instance a hat could be a bowl. Make sure that each scene has a clear beginning (exposition), middle (problem or conflict), and ending (resolution). For older more advanced students use Exposition, Rising Action, Climax, Falling Action, Denouement - *pronounced DAY-nu-MAW* as a French term meaning “Say no more!”

FLORIDA B.E.S.T. STANDARDS: ELA.C.1.2

FLORIDA ARTS STANDARDS: TH.A.3.2.2, FL.TH.B.1.2

### RE-TELL THE STORY

SUBJECT: ELA, SEL/HEALTH

After watching *Junie B. Jones* have one or more students lead a class discussion of the main events of the plot (story) in order, characters in the show, each character’s important moments, and what the characters’ relationships were with one another. For instance, Junie B. has very strong opinions about other people, how does that affect her relationship with each of the characters? Have the students discuss how their own relationships with others might change over time.

FLORIDA B.E.S.T. STANDARDS: R.3.2, ELA.C.1.2, ELA.C.2.1

FLORIDA SEL/HEALTH STANDARDS: RESILIENCE BUILDING, EMPATHY

### WALK IN MY SHOES

SUBJECT: ELA, ARTS, SEL/HEALTH

After seeing *Junie B. Jones*, have individual students or groups of students re-tell the story from a particular character’s point of view. Assign different characters to different students or groups. Have the class note how the story differs depending on whose perspective is shared.

FLORIDA B.E.S.T. STANDARDS: ELA.C.2.1, R.1.3

FLORIDA ARTS STANDARDS: TH.C.1.2.3

FLORIDA SEL/HEALTH STANDARDS: RESILIENCE BUILDING, EMPATHY

### SPIRIT DRAWING

SUBJECT: ARTS, SEL

Discuss the quality of different characters’ spirits – their strengths, weaknesses, personality, and the way they see the world and conquer challenges. Have the students create a symbolic or metaphoric abstract drawing that represents one of the character’s spirit. Allow students time to share their drawings and the reasoning behind their symbolism.

FLORIDA ARTS STANDARDS: VA.B.1.2.3.4.1, VA.B.1.2.1.4.2

FLORIDA SEL/HEALTH STANDARDS: RESILIENCE BUILDING, EMPATHY

[PARENT LINK TO RANDOM HOUSE PUBLISHER EXPLANATION OF JUNIE B. JONES LANGUAGE](#)