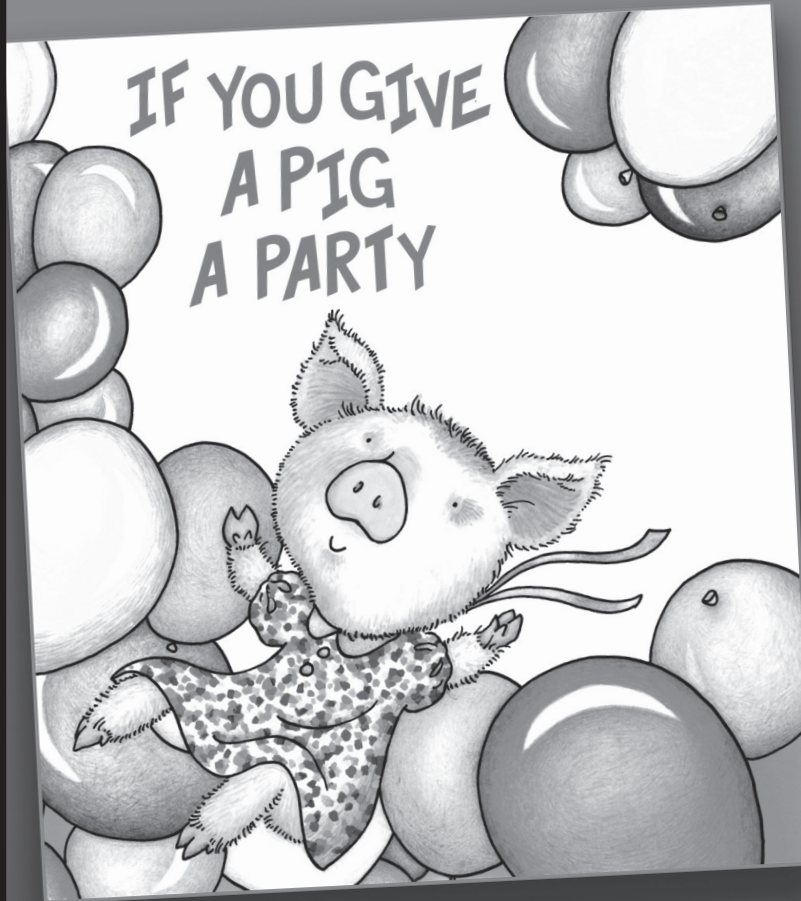




Dallas Children's Theater on Tour **BEHIND THE CURTAIN**

A Creative & Theatrical Resource Guide for Teachers



As part of DCT's mission to integrate the arts into classroom academics, the *Behind the Curtain Resource Guide* is intended to provide helpful information for the teacher and student to use before and after attending a performance. The activities presented in this guide are suggested to stimulate lively responses and multi-sensory explorations of concepts in order to use the theatrical event as a vehicle for cross-cultural and language arts learning.

Please use our suggestions as springboards to lead your students into meaningful, dynamic learning; extending the dramatic experience of the play.

Dallas Children's Theater

BEHIND THE CURTAIN

A Creative & Theatrical Resource Guide for Teachers

DCT Executive Artistic Director Robyn Flatt

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Play IF YOU GIVE A PIG A PARTY

Based on the Book by Laura Numeroff (Text)

and Felicia Bond (Illustrations)

Adapted for the stage by Nancy Schaeffer

Music by B. Wolf

Director of Production Nancy Schaeffer

Cover Art Felicia Bond

DALLAS CHILDREN'S THEATER, one of the top five family theaters in the nation, serves over 250,000 young people from 100 zip codes, 40 cities and 12 counties each year through its eleven main stage productions, touring, educational programming and outreach activities. Since its opening in 1984, this award-winning theater has existed to create challenging, inspiring and entertaining theater, which communicates vital messages to our youth and promotes an early appreciation for literature and the performing arts. As the only major organization in Dallas focusing on theater for youth and families, DCT produces literary classics, original scripts, folk tales, myths, fantasies and contemporary dramas that foster multicultural understanding, confront topical issues and celebrate the human spirit.

DCT is committed to the integration of creative arts into the teaching strategies of academic core curriculum and educating through the arts. Techniques utilized by DCT artist/teachers are based upon the approach developed in Making Sense with Five Senses, by Paul Baker, Ph.D.

DCT founder and Executive Artistic Director, Robyn Flatt defines the artistic mission and oversees the operations of the organization, consisting of twenty-five full time staff members and more than 200 actors, designers, theater artists and educators.

**See page 11 and 12 for the Essential Knowledge and Skills that
your field trip to Dallas Children's Theater satisfies!**

Permission is granted for material included in this Resource Guide to be copied for use in the classroom

Curtains Up On- A World Premiere!

What's a World Premiere? Well, it's the very first time a play is performed anywhere in the world. And you will be members of the first audiences to ever see *If You Give A Pig A Party*. That's right! Dallas Children's Theater is presenting the very first performances of the stage version of *If You Give A Pig A Party* -- Laura Numeroff's latest book in her "If You Give..." series. From right here in your own home town, Nancy Schaeffer and B. Wolf have worked together to turn the book into a musical performance to bring the book to life.

Nancy Schaeffer (Stage Adaptation and Director)

Nancy has directed and choreographed numerous DCT productions. Among the shows she has directed are *Junie B. Jones*; *Stuart Little*; *If You Give A Mouse A Cookie*; *The Island of the Skog*; *Honk!*; *Babe, the Sheep-Pig*; *Jack & the Giant Beanstalk*; *The Wonderful Wizard of Oz*; *Bunicula*; *Lyle the Crocodile*; *Miss Nelson is Missing*; *Miss Nelson is Back!*; *If You Give A Moose A Muffin*; *The Surprising Story of the Three Little Pigs*; *The Boxcar Children*; *Sideways Stories from Wayside School*; *Lilly's Purple Plastic Purse*; *The Stinky Cheeseman and Other Fair(l)y (Stoopid) Tales*; and ten productions of *The Best Christmas Pageant Ever!* She is also a choreographer, actress, the mother of two boys and serves as DCT's Education Director.

B. Wolf (Music & Lyrics)

Audiences will remember Ms. Wolf's music from DCT's *The Velveteen Rabbit*. She served as Musical Director for *Rabbit* as well as for 2004's *Go, Dog. Go!* She has written prize winning children's plays that have been performed nationwide. Since 1976, as resident playwright and composer with KATHY BURKS THEATRE OF PUPPETRY ARTS, she has authored more than thirty puppet plays, musicals, and operettas, most of which remain in the troupe's repertoire. For the past eleven years she has served each spring as Composer-in-Residence at The Hockaday School for the Fourth Grade Creating Original Opera program. Ms. Wolf has designed sound, orchestrated scores and created original music and lyrics for several DCT productions including *Jack & The Giant Beanstalk* and *Pecos Bill*.

Curtains Up On- the Author

Laura Numeroff was born in Brooklyn, New York in 1953. Her mother was a teacher and her father was an artist for one of New York's major newspapers. She is the youngest of three daughters and describes her childhood as "surrounded by art, music and books". She loved drawing, making up stories and reading and spent a lot of her time at the local library. Some of Ms. Numeroff's favorite books as a child included *Eloise* and *Stuart Little* along with books by Beverly Cleary. She began her college career studying fashion design but soon realized it was writing and illustrating that she truly loved. Her first book was written as a class assignment and was published when she graduated. Though Laura Numeroff has written many books for children, one of her most popular books, *If You Give A Mouse A Cookie*, was turned down nine times before it was accepted for publishing. She has stated that her motto is "never give up" and her success as an author can certainly be an inspiration to children who love her books.

Curtains Up On- Science in the Kitchen!

Recipes For Your Own Piggy Party With Friends!

Perfectly Delicious Pink Lemonade

- INGREDIENTS:**
- 2 cups white sugar
 - 9 cups water
 - 2 cups fresh lemon juice
 - 1 cup cranberry juice, chilled

DIRECTIONS: In large pitcher combine sugar, water, lemon juice and cranberry juice. Stir to dissolve sugar. Serve over ice.

Pigs In Blankets

- INGREDIENTS:**
- 8 frankfurters
 - 8 slices American processed cheese
 - 1 (10 ounce) package refrigerated biscuit dough

- DIRECTIONS:**
1. Preheat oven to 350 degrees F (175 degrees C).
 2. Wrap cheese around each frankfurter then the biscuit around that. Put on cookie sheet with the overlap of biscuit faced down, so you don't have to use tooth picks.
 3. Bake in preheated oven until biscuits are brown, about 10 to 15 minutes.
-

Muffins for a Moose

- INGREDIENTS:**
- 1/2 cup unsalted butter
 - 1/2 teaspoon salt
 - 2 cups all-purpose flour, divided
 - 1/2 cup buttermilk
 - 2 tablespoons white sugar
 - 1 1/4 cups white sugar
 - 2 eggs
 - 2 teaspoons baking powder
 - 1 pint fresh blueberries - rinsed, drained and patted dry

- DIRECTIONS:**
1. Position rack in the middle of oven. Preheat oven to 375 degrees F (190 degrees C). Spray the top of a muffin pan with non-stick coating, and line with paper liners.
 2. In a large bowl, cream together the butter, 1 1/4 cups sugar and salt until light and fluffy. Beat in the eggs one at a time. Mix together 1 3/4 cup of the flour and baking powder. Beat in the flour mixture alternately with the buttermilk, mixing just until incorporated. Crush 1/4 of the blueberries, and stir into the batter. Mix the rest of the whole blueberries with the remaining 1/4 cup of the flour, and fold into the batter. Scoop into muffin cups. Sprinkle tops lightly with sugar.
 3. Bake in preheated oven for 30 minutes, or until golden brown, and tops spring back when lightly tapped.

More Recipes on the Next Page!

Curtains Up On- Science in the Kitchen!

Recipes For Your Own Piggy Party With Friends!

Cookies Fit For Any Mouse

- INGREDIENTS:**
- 1 cup butter flavored shortening
 - 3/4 cup white sugar
 - 3/4 cup brown sugar
 - 2 eggs
 - 2 teaspoons vanilla extract
 - 2 1/4 cups all-purpose flour
 - 1 teaspoon baking soda
 - 1 teaspoon salt
 - 2 cups milk chocolate chips

- DIRECTIONS:**
1. Preheat oven to 350 degrees F. Grease cookie sheets.
 2. In a large bowl, cream together the butter flavored shortening, brown sugar and white sugar until light and fluffy. Add the eggs one at a time, beating well with each addition, then stir in the vanilla. Combine the flour, baking soda and salt; gradually stir into the creamed mixture. Finally, fold in the chocolate chips. Drop by rounded spoonfuls onto the prepared cookie sheets.
 3. Bake for 8 to 10 minutes in the preheated oven, until light brown. Allow cookies to cool on baking sheet for 5 minutes before removing to a wire rack to cool completely.

Curtains Up On-Friends

Perfectly Piggy Party Projects

Hold a classroom party celebrating friendship. Students can make party hats representing their animals from the show to wear. Blow up balloons and make decorations for the room and mix up some of the recipes previously printed. Students can practice their writing skills with letters invitation, acceptance and regret. Invite your administrators or another class to join in the fun or have students draw names and invite each other. You'll find a few more ideas below.

1. Write an alliteration sentence telling your friends something great about themselves.

Tim is a terrific tumbler.

Sarah likes to share.

I love LaToya's laugh.

2. Try some tongue twisters like these:

Sally sold seashells by the seashore.

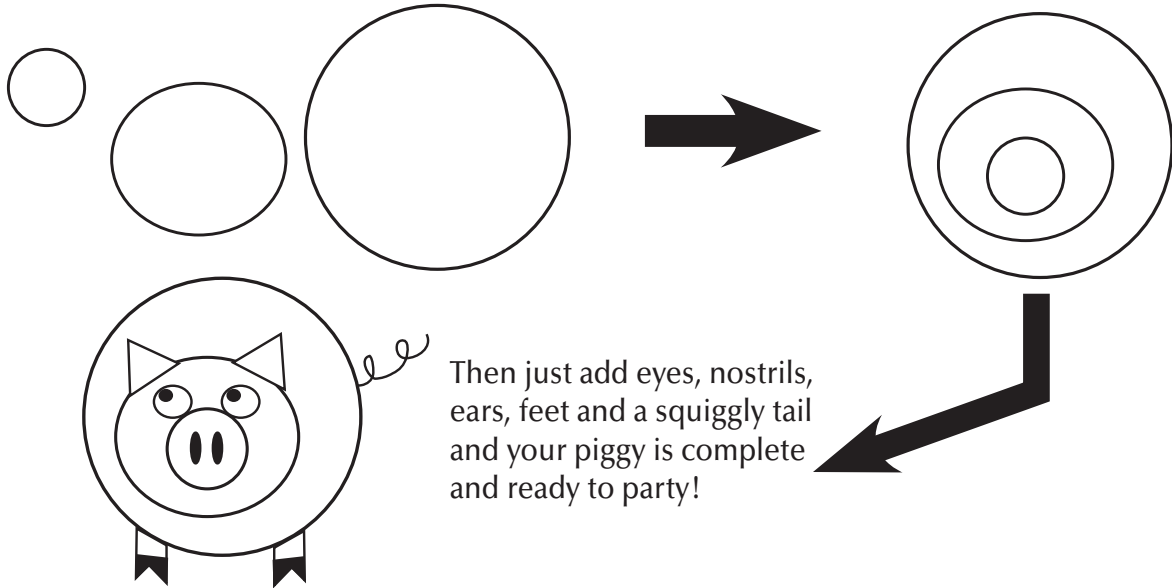
Peter Piper picked a peck of pickled peppers.

Rubber baby buggy bumpers.

Curtains Up On- Art

Perfectly Simple Piggy Drawing

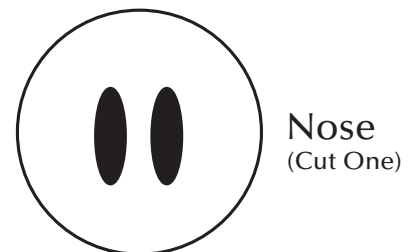
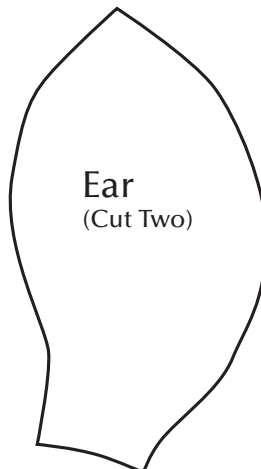
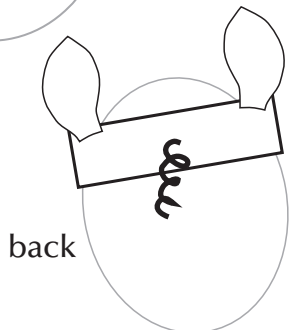
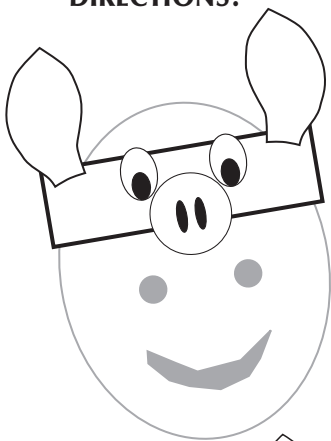
Even the youngest students can draw a perfect piggy using these simple steps.



Piggy Party Hats

DIRECTIONS:

1. Copy the pieces on to pink construction paper or card stock or create templates from tagboard that students can trace.
2. Cut a 3 in. strip of pink construction paper long enough to encircle your head. Fasten the ends to form a circle.
3. Cut out and attach the copied pieces to form your hat.
4. Add a curly tail using a chenille stem or curling ribbon.



Curtains Up On-Writing

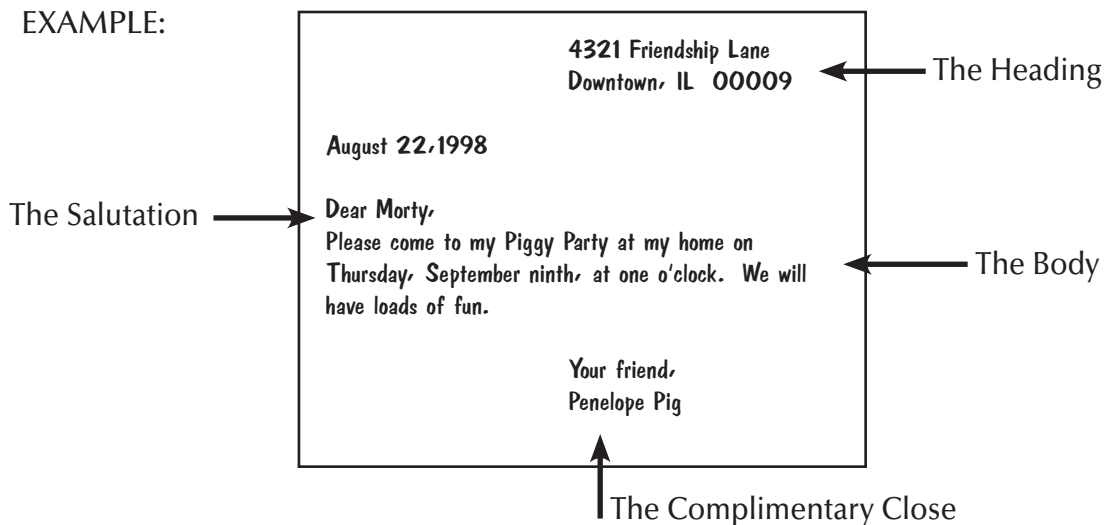
Writing a Letter of Invitation

Students may write letters of invitation to a real or imaginary party. Make sure to use proper letter form and include all important information about your party. Consider inviting another class to your party and sending them invitations.

Your invitation should include:

1. What the invitation is for (a party, a program),
2. When your friends should come (the day, the date, and the time),
3. Where they should come (the place)

EXAMPLE:



Writing Letters of Acceptance and Letters of Regret

When you receive an invitation it is very important to let your friend know whether or not you will be able to attend. If you plan to attend, you should send a letter of acceptance while if you cannot attend you should send a letter of regret. Students can practice sending letters of acceptance or regret and should be sure to include the following information:

1. Repeat the day, date, and time so that it is clear you received the correct information
2. Thank your friend for inviting you
3. Be sure to use proper letter writing form

See Models on the Next Page

Curtains Up On-Writing

Letters of Acceptance and Letters of Regret

123 Blueberry Hill
Muffintown, TN 55555

August 23, 1998

Dear Penelope,

Thank you for inviting me to your party. I will be glad to join you on Thursday, September ninth at one o'clock at your house. I look forward to sharing a fun afternoon with you.

Sincerely,
Morty Moose

123 Blueberry Hill
Muffintown, TN 55555

August 23, 1998

Dear Penelope,

I am sorry I will not be able to attend your party at your home on Thursday, September ninth at one o'clock. I have already made plans with the Muffin Man on that date. Thank you for your kind invitation.

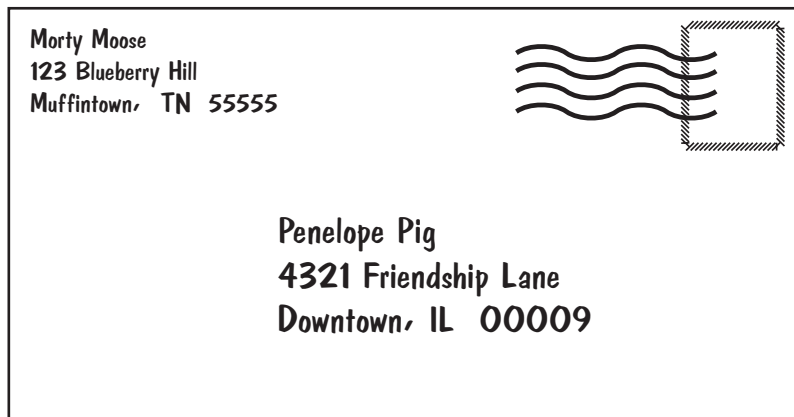
Sincerely,
Morty Moose

Addressing Envelopes

Review the rules for addressing envelopes properly before having students practice with their own envelopes.

1. The full name of the person to whom the letter is being sent is centered on the envelope.
2. The address is written just below the name.
3. The next line includes the city, state and zip code to which the letter is being sent.
4. The upper left-hand corner of the envelope is the place for the return address.
5. Proper postage goes in the upper right-hand corner.

EXAMPLE:



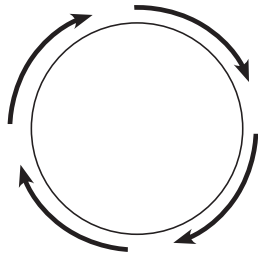
Curtains Up On-Writing

Write Your Own Circle Story

This activity can be done as a class with younger students or individually with older children.

Use the template as a model to create your own circle story. Remember that it must begin and end at the same place! How many steps can it take to return and how many characters will you meet along the way? Have students illustrate their stories when they are complete.

Story starters may include the following ideas but encourage students to find their own direction!



If you give a lion a lollipop...then...
If you let a laugh go loose...then...
If a moose got in the kitchen...then
If your sister saw a snake....then

Curtains Up On- P.E.

Bath Time Relay

You will need:

- Balloons-inflated to represent bubbles
- Beach towels or bath towels-one for each pair of students
- A box, trash can, or tub large enough to hold many balloons
- Optional shower caps and long handled bath brushes

Students will work in pairs to fill the tub with balloon bubbles.
Each pair should have a beach or bath towel to carry the bubbles to the “tub”.

Allow students first to empty the tub and scatter the balloons about the room.
On ‘go’, students will need to find their partner and work together to return the bubbles to the tub. **They may only carry balloons on their towels and partners must carry the towels together.**

Encourage them to work cooperatively to carry as many balloon bubbles as they can in one trip! The relay is ended when all the bubbles are returned and the tub is filled. Allow students to empty and fill the tub as often as time allows.

*You may add to the fun by having students wear shower caps and use long handled tub brushes to gather the balloons.
*Or to add an element of competition, split students into 2 teams, with 2 tubs - the team that fills their tub first wins!

Curtains Up On- P.E.

Jump Rope Game

You will need jump ropes, though the game may alternately be played simply as a hand clapping game.

Students can adapt the old favorite jump rope game “A My Name Is Alice...” to “If You Give A Pig A Party”. Encourage students to jump to the rhythm as they create their own animal alliterations.

For example, “If you give a cat a candle, she will surely want a cake.”, or “If you give a dog a dime, he will surely want a dollar.” Younger students may want to create their alliterations before jumping while older students can follow the alphabet.



Curtains Up On-Suggested Reading

IF YOU GIVE AN AUTHOR A PENCIL-Richard C. Owen Publishing- Laura Numeroff’s own autobiography!

Laura Numeroff’s (very own) Website-www.lauranumeroff.com –Laura Numeroff has lots of fun photos, games and information on her website. You can even send her a personal e-postcard!

Other books by Laura Numeroff:

IF YOU GIVE A MOUSE A COOKIE - Harper Collins Children’s Books

IF YOU GIVE A PIG A PANCAKE - Harper Collins Children’s Books

IF YOU GIVE A MOOSE A MUFFIN - Harper Collins Children’s Books

THE CHICKEN SISTERS - Harper Collins Children’s Books

THE BEST MOUSE COOKIE - Harper Collins Children’s Books

TWO FOR STEW - Harper Collins Children’s Books

CHIMPS DON’T WEAR GLASSES - Alladin Paperbacks

MONSTER MUNCHIES - Random House

SOMETIMES I WONDER IF POODLES LIKE NOODLES - Simon and Schuster

E.K.S. satisfied by If You Give a Pig a Party

117.3 - Music, Kindergarten.

- * K.4 - Response/evaluation. The student responds to and evaluates music and musical performance.
 - o A - Identify steady beat in musical performances.
 - o B - Identify higher/lower, louder/softer, faster/slower, and same/different in musical performances.

117.4 - Theatre, Kindergarten.

- * K.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
 - o A - Develop self-awareness through dramatic play.
 - o B - Explore space, using expressive movement.
 - o C - Imitate sounds.
 - o D - Imitate and recreate objects in dramatic play.
- * K.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.
 - o A - Begin to identify appropriate audience behavior.
 - o B - Respond to dramatic activities.
 - o C - Demonstrate awareness of the use of music, creative movement, and visual components in dramatic play.
 - o D - Observe the performance of artists and identify theatrical vocations.

117.6 - Music, Grade 1.

- * 1.1 - Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
 - o A - Identify voices and selected instruments from various musical families.
 - o B - Use basic music terminology in describing musical sounds.
 - o C - Identify repetition and contrast in music examples.

117.7 - Theatre, Grade 1.

- * 1.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
 - o A - Develop confidence and self-awareness through dramatic play.
 - o B - Develop spatial awareness in dramatic play, using expressive and rhythmic movement.
 - o C - Imitate actions and sounds.
 - o D - Imitate and create animate and inanimate objects in dramatic play.
- * 1.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.
 - o A - Identify appropriate audience behavior.
 - o B - Respond to and begin to evaluate dramatic activities.
 - o C - Identify the use of music, creative movement, and visual components in dramatic play.
 - o D - Observe the performance of artists and identify theatrical vocations.

117.9 - Music, Grade 2.

- * 2.1 - Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
 - o A - Identify instruments visually and aurally.
 - o B - Use music terminology to explain sounds and performances.
 - o C - Identify music forms such as AB and ABA.

117.10 - Theatre, Grade 2.

- * 2.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
 - o A - React to sensory experiences.
 - o B - Expand spatial awareness in dramatic play, using expressive and rhythmic movement.
 - o C - Participate in dramatic play, using actions, sounds, and dialogue.
 - o D - Role-play, imitate, and recreate dialogue.

- * 2.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.
 - o A - Identify and apply appropriate audience behavior.
 - o B - React to and begin to evaluate dramatic activities.
 - o C - Employ music, creative movement, and visual components in dramatic play.
 - o D - Observe the performance of artists and identify theatrical vocations.

117.12 - Music, Grade 3.

- * 3.1 - Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
 - o A - Categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures.
 - o B - Use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances.
 - o C - Identify music forms presented aurally such as AB, ABA, and rondo.

117.13 - Theatre, Grade 3.

- * 3.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
 - o A - React to sensory and emotional experiences.
 - o B - Create playing space, using expressive and rhythmic movement.
 - o C - Respond to sound, music, images, and the written word with voice and movement and participate in dramatic play, using actions, sounds, and dialogue.
 - o D - Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.
- * 3.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.
 - o A - Evaluate and apply appropriate audience behavior consistently.
 - o B - Evaluate simple dramatic activities and performances.
 - o C - Incorporate music, movement, and visual components in dramatic play.
 - o D - Observe the performance of amateur and professional artists and begin to compare vocations in theatre.

117.15 - Music, Grade 4.

- * 4.1 - Perception. The student describes and analyzes musical sound and demonstrates musical artistry.
 - o A - Categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures.
 - o B - Use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.
 - o C - Identify music forms presented aurally such as AB, ABA, and rondo.

117.16 - Theatre, Grade 4.

- * 4.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.
 - o A - Relate sensory and emotional responses to theatre.
 - o B - Develop body awareness and spatial perceptions, using rhythmic and expressive movement.
 - o C - Respond to sounds, music, images, and the written word, using movement.
 - o D - Express emotions and ideas, using interpretive movements, sounds, and dialogue.
 - o E - Imitate and synthesize life experiences in dramatic play.
 - o F - Represent environment, characterization, and actions.
- * 4.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.
 - o A - Identify and apply appropriate audience behavior at performances.
 - o B - Define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and discuss these aspects as found in art, dance, and music.
 - o C - Compare and contrast the ways ideas and emotions are depicted in art, dance, music, and theatre and select movement, music, or visual elements to enhance classroom dramatizations.
 - o D - Compare theatre artists and their contributions.