

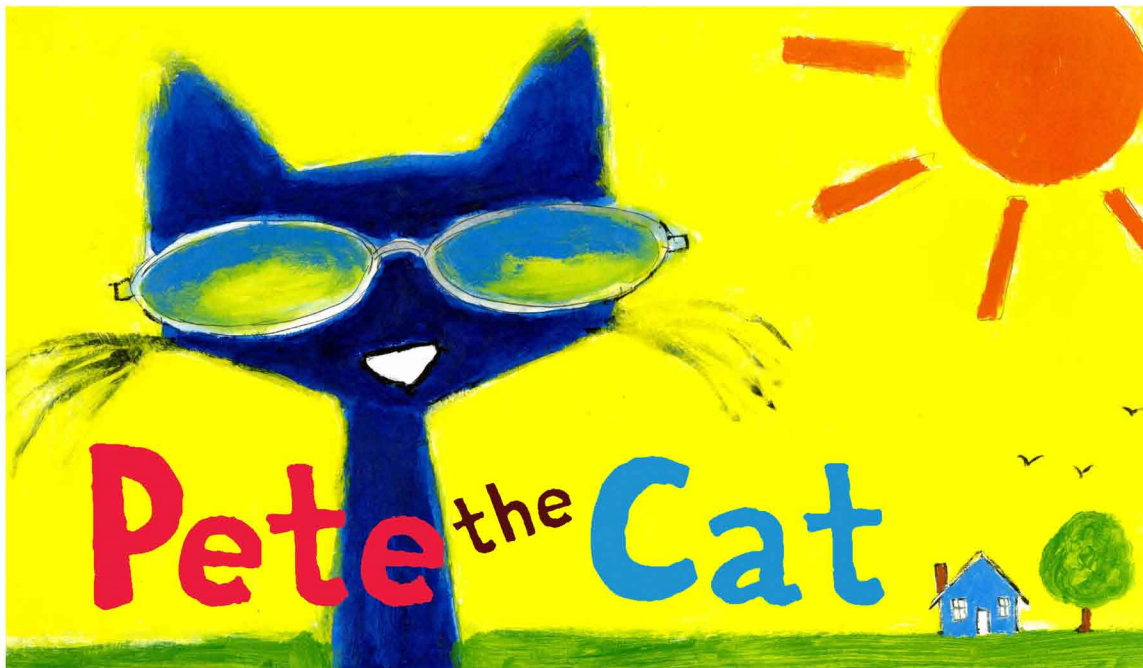


BROWARD
CENTER
— for the —
PERFORMING ARTS



STUDY GUIDE

ELEMENTARY SCHOOL • 1st GRADE



THEATREWORKS INC.



Study Guides are produced in partnership with Broward County Public Schools.

Plot Summary

This performance is an adaptation of the Pete the Cat series of books by James and Kimberly Dean.

Pete, a rock and roll cat and his animal friends are living a life of freedom and jam sessions when they wander into a yard and Pete is caught by the cat-catcher. His punishment is to spend a week as a housecat with a family. Pete meets his host family, the Biddles. He becomes roommates with Jimmy Biddle, a second grader who is nervous about the idea and has a lot of rules about behavior he wants Pete to follow. However, Pete likes to play it cool and is not a rule-follower.

Jimmy brings Pete to school and his math test turns into an art class. Jimmy is flustered and copies another student's painting because he can't think of his own idea for a picture. He gets in trouble and has to create an original picture in order to pass second grade.

To help him, Pete takes Jimmy in the VW (very wonderful) bus to find inspiration for his perfect picture. They travel to the beach, the moon and Paris and when Jimmy finally learns to let loose and jam with magic sunglasses on, he paints the perfect picture.

Theatre Etiquette

(Before the Show)

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing **why** these rules of behavior are important.

Audience members should:

- listen carefully to the ushers, your teachers – this gets everyone to their seats quickly and ensures a pleasant experience
- walk single-file and hold hand-rails as you use steps – this also keeps everyone safe
- listen carefully to the performers – they are working hard to entertain and inform you with lots of clues about the story
- refrain from talking – this allows everyone to enjoy the performance without being distracted
- laugh if something is funny, but not too loudly – you don't want to miss any dialogue
- pay attention to the lighting, scenery, costumes, and music – all of these elements help provide more details to tell the story in an interesting way
- applaud at the end – this shows the performers that you respect and appreciate their work

Teacher Instructions (After the Show) – Choose from the activities listed on the following pages to extend student learning.

Language Arts Connection

Name: _____

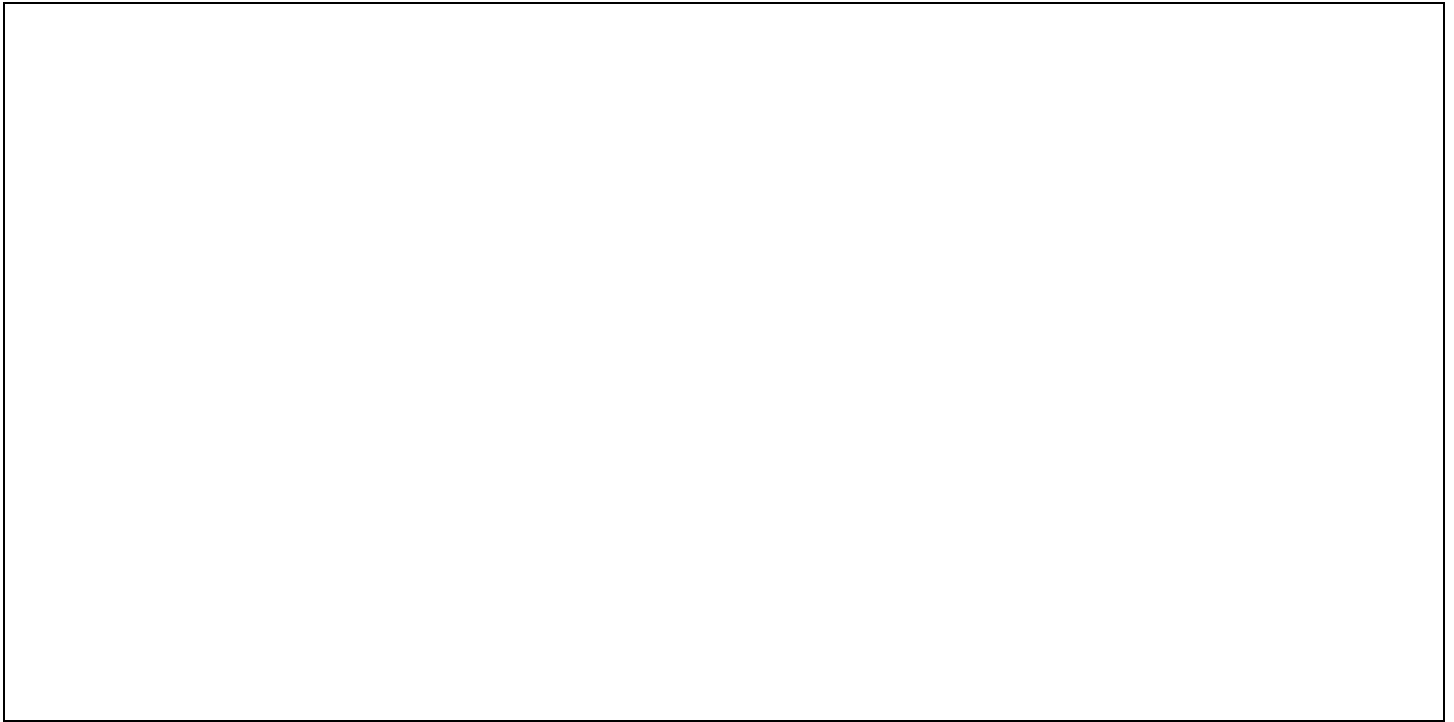
In each box, draw and label a character from the play. Write a sentence with one detail about the character, what the problem is, and where it happens.

(LAFS.1.RL.1.3)

Character	Detail / Problem / Setting <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Character	Detail / Problem / Setting <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name: _____

In the box below, draw a picture representing your favorite part in the show. Explain why you liked it, who your favorite character was, and what you learned from the story. (LAFS.1.W.1.1) (TH.1.C.1.2)



Arts Integration

Characterization/Improvisation (TH.1.C.1.1, TH.1.S.3.1)

Have students re-enact scenes from the play (with or without words depending on the students' ability to focus). First have the students discuss specific scenes – who were the characters, where did it take place, what happened? Examples of scenes:

- Pete and his friends jamming on their instruments
- Riding a VW bus to different places in the world
- Trying magic sunglasses for the first time
- Playing an “air” instrument: guitar, drums, piano

Creation (TH.1.C.1.1) (LAFS.1.SL.2.4) (VA.1.S.1.3)

Have students create a journal entry, improvise a short scene, and then draw a “perfect” painting. (Template on the next page)

Language Arts / Theatre Arts / Visual Arts Connection

(LAFS.1.SL.2.4) (TH.1.F.1.1) (VA.1.S.1.3)

Name: _____

In the play, Jimmy needs inspiration to create the perfect painting. Complete the journal entry template below (include details and feelings), improvise a short scene to show your classmates, and then draw your perfect painting.

If I could go anywhere in the world, I would:

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
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Academic Vocabulary

- **Allergic** – when a person has a bad reaction (like a rash or sneezing) to something like animals, dust, flowers
- **Character** – a person, animal, being, creature, or thing in a **story**
- **Detail** – a word or sentence that gives information about a story
- **Disguises** – items worn to hide a person’s real identity (like sunglasses, hats, wigs, ...)
- **Inspiration** - a sudden brilliant, creative, or timely idea

Arts Vocabulary

- **Adaptation** – alter a text to make it appropriate for the stage
- **Cast** – the group of actors who work together to perform the show
- **Characterization** – use body, voice, and movement to create a representation of a person or animal
- **Jamming out** – when musicians and dancers relax and improvise (make up) songs and movements on the spot
- **Rock and Roll** – a type of music that began in the 1950’s as combination jazz, blues, and country music that mostly uses guitars, bass, and drums

Standards Alignment: The activities in this study guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternative means for students to demonstrate what they know.

Language Arts Florida Standards	
Grade 1	
Reading Literature	
LAFS.1.RL.1.3	Describe characters, settings, and major events in a story, using key details.
Writing	
LAFS.1.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Speaking and Listening	
LAFS.1.SL.2.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Florida Theater Standards	
Grade 1	
Critical Thinking and Reflection	
TH.1.C.1.1	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
TH.1.C.1.2	Draw a picture from a favorite story and share with the class why the scene was important to the story.
Innovation, Technology, and the Future	
TH.1.F.1.1	Pretend to be an animal or person living in an imagined place.
Skills, Techniques, and Processes	
TH.1.S.3.1	Use simple acting techniques to portray a person, place, action, or thing.

Florida Visual Arts Standards	
Grade 1	
Skills, Techniques, and Processes	
VA.1.S.1.3	Create works of art to tell a personal story

Cover Sheet

Please collect student work samples and attach it to this cover sheet. Pony all work samples to:

KCW – 3rd floor.

Attention: Lauri Foster

School Name: _____

SEAS Show: Pete the Cat

Grade: _____