

STUDY GUIDE

ELEMENTARY KINDERGARTEN & 1st GRADE



Broward Center for the Performing Arts

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

Plot Summary

From the moment his tall, red-and-white striped hat appears at their door, Sally and her brother know that the Cat in the Hat is a troublemaker. Suddenly a rainy afternoon is transformed by the Cat and his tricks. Will their house ever be the same? Can the kids clean up before mom comes home?

The story begins as a girl named Sally and her brother, Conrad, sit alone in their house on a cold, rainy day, staring out the window. Then they hear a loud bump which is quickly followed by the arrival of the Cat in the Hat, wearing a red-and-white striped hat and a red bow tie. The Cat proposes to entertain the children with some tricks that he knows. In the first trick, The Cat tries to balance a lot of items on top of each other – including a fish on an umbrella! - but ends up dropping everything. Then the Cat brings in a big box from outside, from which he releases two identical characters, or "Things" as he calls them, with blue hair and red suits called Thing One and Thing Two. The Things cause more trouble, such as flying kites in the house, knocking pictures off the wall and picking up the children's mother's new polka-dotted dress.

They then see the mother returning home! The kids don't know how to clean up the mess the Cat has made. But the Cat soon returns, riding a machine that picks everything up and cleans the house. The Cat then leaves just before their mother arrives, and the fish and the children are back where they started at the beginning of the story. Their mother enters and doesn't see anything out of place. But what answer will she get when she asks about their day?

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

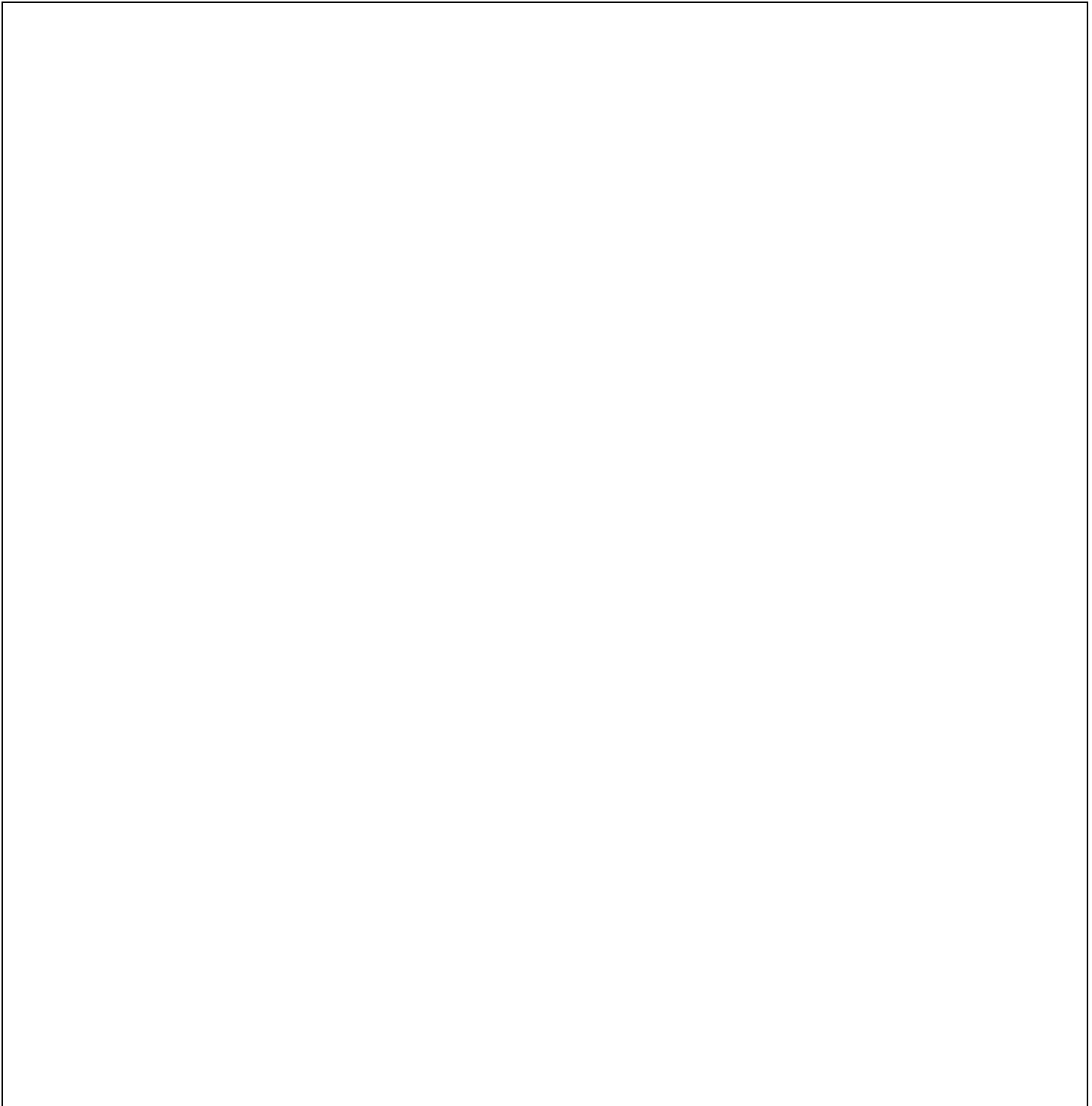
Name: _____

In each box, draw and label a character from the play. Write a sentence with one detail about the character. (ELA.K.R.1.1; ELA,1.R.1.1)

Character	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Character	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name: _____

In the box below, draw a picture showing your favorite part in the play. On the next page, explain why you liked it, who your favorite character was, and what you learned from the story. (ELA.K.C.1.3, ELA.1.C.1.3, ELA.K.C.5.1, ELA.1.C.5.1) (TH.K.C.2.1, TH.K.O.2.1; TH.1.C.1.2)



Name: _____

My favorite part of the show was

It was my favorite because

My favorite character is

I learned

Arts Integration

Characterization/Improvisation (TH.K.S.2.1, TH.1.C.1.1, TH.1.S.3.1)

Have students reenact scenes from the play (with or without words). First have the students discuss specific scenes – who were the characters, where did it take place, what happened?

Creation (TH.K.S.2.1, TH.1.C.1.1, TH.1.S.3.1)

When the children are bored because of the rain and they don't know what to do, the Cat in the Hat comes in and starts to cause mischief. The children then must decide how to handle this troublemaker. Have your students create and present a short scene based on a personal experience where they witnessed someone doing something wrong. Did they stop it? How? If they didn't, how could they have stopped it?

Creation (ELA.K.C.5.1; ELA.1.C.5.1) (TH.K.S.2.1, TH.1.C.1.1, TH.1.S.3.1) (VA.K.S.1.2, VA.1.S.1.1)

Using the template on the next page, have students create (and draw) a new fantastical friend for the Cat. Who else the Cat might have brought into the house after The Things if the mother hadn't come home?

Language Arts / Visual Arts Connection

(ELA.K.C.5.1; ELA.1.C.5.1) (VA.K.S.1.2, VA.1.S.1.1)

Name: _____

The Cat in the Hat introduces the kids to two of his friends – Thing One and Thing Two. They cause a lot of trouble! Use your imagination to create a new friend the Cat might have invited over if the mother hadn't come home.

My character's name is: <hr/>	My character looks like this:
My character has the following traits: 1. <hr/>	
2. <hr/>	
3. <hr/>	
My character likes to: <hr/> <hr/>	

Academic Vocabulary

- **Trait** – characteristic or quality that makes a person or animal different from others
- **Character** – a person, animal, being, creature, or thing in a story
- **Mischief** – bad behavior that is playful
- **Tricks** – an act of skill or magic; a joke or prank
- **Dish** – a container for holding food, such as a plate, cup, or bowl
- **Messy** – dirty and out of order; not neat

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
- **Improvisation** – creating (a scene or role play) ‘on the spot’ without any planning ahead of time – making it up as you go

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.

Benchmarks For Excellent Student Thinking (B.E.S.T.)	
Kindergarten	
Reading – Prose and Poetry	
ELA.K.R.1.1	Describe the main character(s), setting, and important events in a story
Communication – Narrative Writing	
ELA.K.C.1.3	Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason
Communication – Creating and Collaborating	
ELA.K.C.5.1	Use a multimedia element to enhance oral or written tasks.

Florida’s B.E.S.T. Standards	
Grade 1	
Reading – Prose and Poetry	
ELA.1.R.1.1	Identify and describe the main story elements in a story
Communication – Narrative Writing	
ELA.1.C.1.3	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure
Communication – Creating and Collaborating	
ELA.1.C.5.1	Use a multimedia element to enhance oral or written tasks.

Florida Theatre Standards	
Kindergarten	
Critical Thinking and Reflection	
TH.K.C.2.1	Respond to a performance and share personal preferences about parts of the performance
Organizational Structure	
TH.K.O.2.1	Draw a picture of a favorite scene from a play
TH.K.O.3.1	Compare a story that is read to one that is acted out
Skills, Techniques, and Processes	
TH.K.S.2.1	Pretend to be a character from a given story

Florida Theatre 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.
Organizational Structure	
TH.1.O.2.1	Describe in words or by drawing a picture, the most exciting part in the story line of a play
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	
Kindergarten	
Skills, Techniques, and Processes	
VA.K.S.1.2	Produce artwork influenced by personal decisions and ideas

Florida Visual Arts Standards	
Grade 1	
Skills, Techniques, and Processes	
VA.1.S.1.1	Experiment with art processes and media to express ideas.

Student Work Samples

Teachers:

Thank you for your continued support of the SEAS Program. Using the suggestions and/or activity pages included in this Study Guide, please collect student work samples, and upload them using the link below.

Please click on the link below to upload your student's work samples to their respective show folder:

[Click Here to Upload Student Work Samples](#)

Should you have any questions, please contact Lauri Foster at:
lauri.foster@browardschools.com