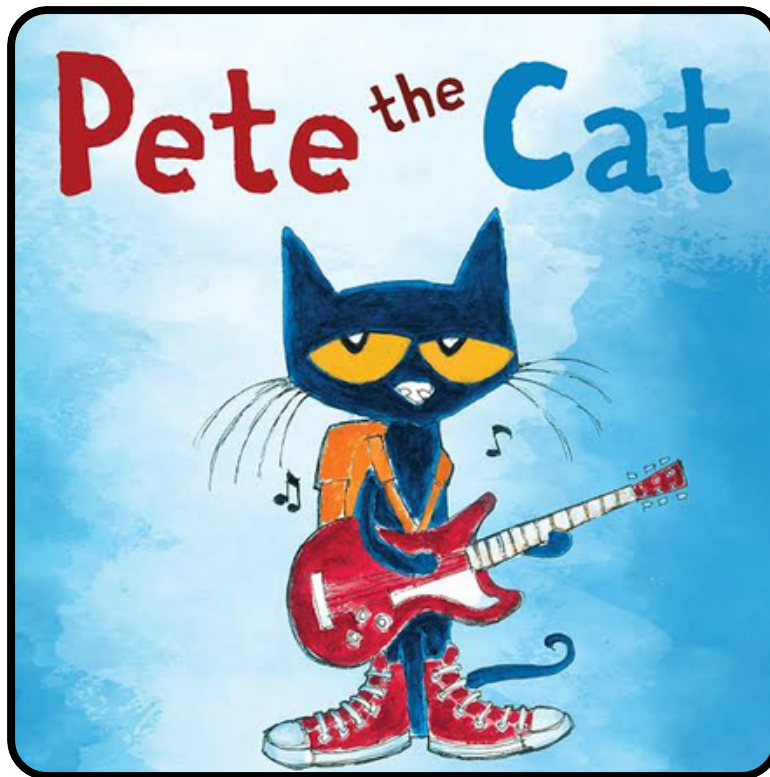


CURRICULUM CONNECTIONS

Pete The Cat



Major support for the Student Enrichment Through the Arts program has been provided by



Frederick A. DeLuca
FOUNDATION

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Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/ElementarySeasWelcome>

Dear **TEACHER**,



We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturo Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.



Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!





Theater Etiquette

There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- 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 (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.



My Theater Review

I saw: _____

Reviewed by: _____

This play/musical was about...

Here's a drawing of
my favorite character:

It made me feel:

I learned:

I gave this play/musical stars.



**We'd love to hear from you! If you'd like to submit this review,
please send to jenriquez@browardcenter.org**

From Page to Stage

An adaptation in theater is when a book, short story, novel, or even a poem is transformed into a stage performance, like a musical or play. The original story is usually kept at the core, but parts may be changed or added, such as songs, dialogue, or characters to make it work better for a live audience.

Vocabulary of an Adaptation

Adaptation: Something that has changed so that it can be presented in another form.

Author: A person who writes something such as a book or an article.

Characters: the individuals portrayed by actors in a play or musical.

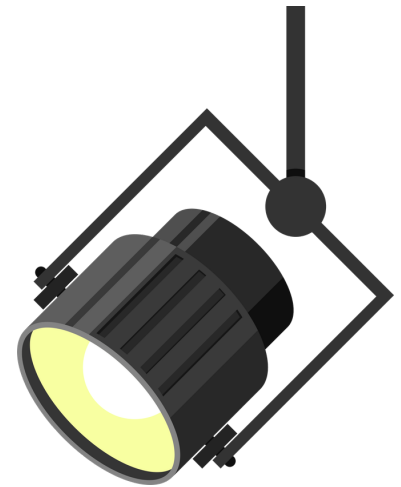
Composer: A person who writes music.

Director: A key creative figure in theater responsible for overseeing the artistic aspects of a production.

Lyricist: A person who writes the words of a song.

Playwright: A person who writes plays.

Scriptwriting: Turning narration into dialogue and scenes.



10 of the most famous stage adaptations:

Les Misérables

The Lion King

Wicked

Matilda the Musical

Harry Potter and the Cursed Child

The Phantom of the Opera

To Kill a Mockingbird

Hamilton

The Wizard of Oz

Oliver!

Les Misérables by Victor Hugo

Based on Disney's animated film (inspired by Hamlet)

Wicked by Gregory Maguire (a reimagining of The Wizard of Oz)

Matilda by Roald Dahl

Harry Potter series by J.K. Rowling

Le Fantôme de l'Opéra by Gaston Leroux

To Kill a Mockingbird by Harper Lee

Based on the Alexander Hamilton biography by Ron Chernow

The Wonderful Wizard of Oz by L. Frank Baum

Oliver Twist by Charles Dickens

Pete the Cat: The Story

Our show is based on 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 and sent to spend a week as a house cat with a family.

Pete meets his host family, the Biddles.

Pete 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.

When Jimmy finally learns to let loose and jam with magic sunglasses on, he paints the perfect picture!

More amazing Pete The Cat activities found here:

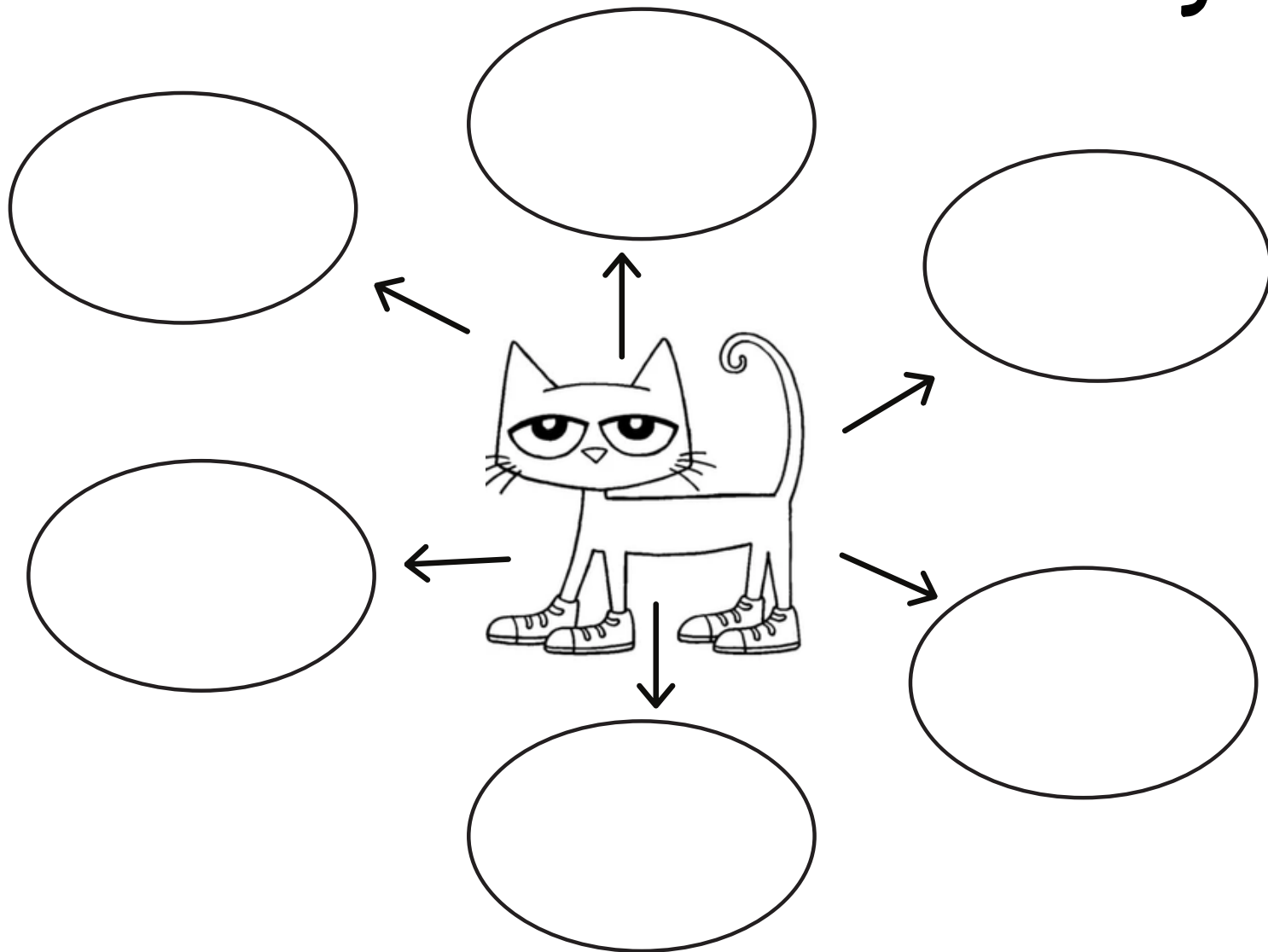
<https://petethecatbooks.com/activities>

Check out Pete The Cat songs and videos found here:

<https://www.petethecatbooks.com/songs-videos>



Pete the Cat: Creative Writing



Directions: Use the character map to use words that describe PETE (above).

Next, write a paragraph using the words you used to describe PETE (below):

Pete the Cat: Math Cathematics

Solve the following word problems. Don't forget to share your solutions.

Show your work!



1.

Tamara has two cats. One of her cats gave birth to three kittens. How many cats does Tamara now have?

2.

The cat shelter has twelve cats. Dev adopted two of them. How many cats does the shelter have left?

3.

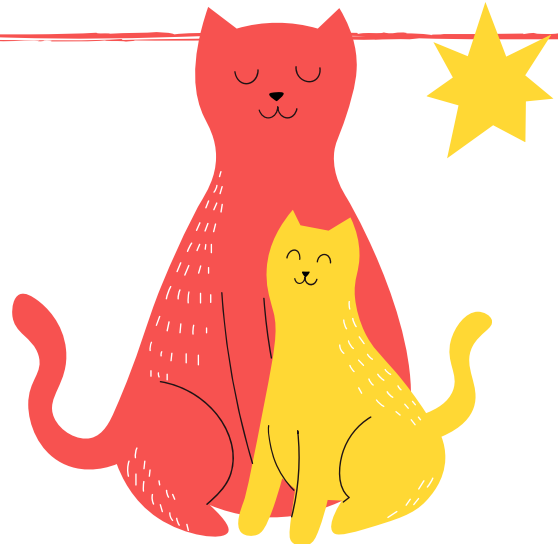
A cat followed Soojin home. She already has three cats. How many cats does she now have?

4.

Zander rescued six kittens. His best friend Darryl adopted two of them. How many kittens does Zander have left?

5.

Jada brought three of her cats to the vet. Her friend, Emily, brought two. How many cats did the girls bring together?



Pete the Cat: Group Work

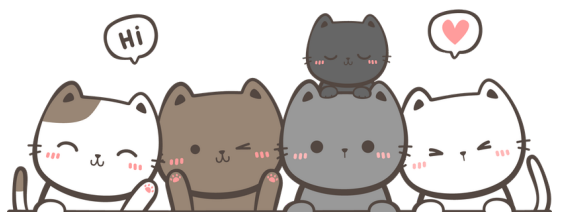
All About Cats

Learn about cats by doing some research.

Do cats really act like Pete does in the play?

Explore the Internet for information. Students can work in groups and create presentations for the class. Choose from these some topics for your presentation:

1. The oldest known pet cat existed 9,500 years ago.
2. A cat was the Mayor of an Alaskan town for 20 years.
3. Cats walk like camels and giraffes.
4. In 1963 a cat went to space.
5. House cats share 95.6% of their genetic makeup with tigers.
6. A quivering cat's tail is the greatest sign of love a cat can give you.
7. Cats have the largest eyes of any mammal in relation to body size.
8. Cats are the sleepiest of all mammals. They spend an average of 16 hours sleeping each day.



Pete the Cat's Mystery Word!

Pete the Cat loves riding the cool school bus! Cross out the letters that appear more than once to find out what his favorite part of the bus is!

F H L Z T S P

A L K O R F K

Z T S A L N P



What noise does this make?
Write the answer below!

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I Can Read!

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your favorite books!

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Answer: The answer is horn. The noise it makes is beep beep.

Rhyming with Pete the Cat!

Pete the Cat thinks rhyming is totally groovy!
Help him think of some cool rhymes for the words below!

1. School _____

2. Cat _____

3. Walk _____

4. Shoe _____

5. Skate _____

6. Read _____



Possible Answers: 1) cool, 2) hat, 3) talk, 4) blue, 5) date, 6) read

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Pete the Cat



Pete the Cat: Parts of Speech

Create your own Pete the Cat story

Grab a friend or family member to play this silly Pete the Cat game. Print out this page and ask your partner to fill in the blanks with the corresponding part of speech below each line. Don't read the story out-loud until all of the blanks are filled.

PART OF SPEECH KEY

Noun: A person, place, or thing

Adjective: A word that describes a noun

Verb: A word that shows an action

Adverb: A word that describes how you do an action

Interjection: A short word or phrase that expresses emotion

Pete the Cat was on his way to the _____ with
(noun)
some friends when suddenly he heard a very _____
(adjective)
noise. It sounded like something had _____ across
(verb)
the path! Pete wondered what it could be! Pete and his
friend Grumpy Toad _____ started to investigate
(adverb)
what it could be, when suddenly a _____ jumped
(noun)
out from behind a tree! Pete the Cat and Grumpy Toad
were _____. Turned out their
(interjection)
new friend wanted to join them on
their trip to the _____.
(noun – same as 1st noun)



Pete the Cat: S.E.L.

My Friends are Groovy!

Pete knows that each of his friends can do something really well. Squirrel can climb trees. Grumpy Toad can jump. Octopus can juggle. What about your friends? List a few of your friends below, and then write down something that each does really well. Don't forget to be a good friend and tell them that you think they're awesome, too!

My friend _____ is really
good at _____.



My friend _____ is really
good at _____.

My friend _____ is really
good at _____.

My friend _____ is really
good at _____.

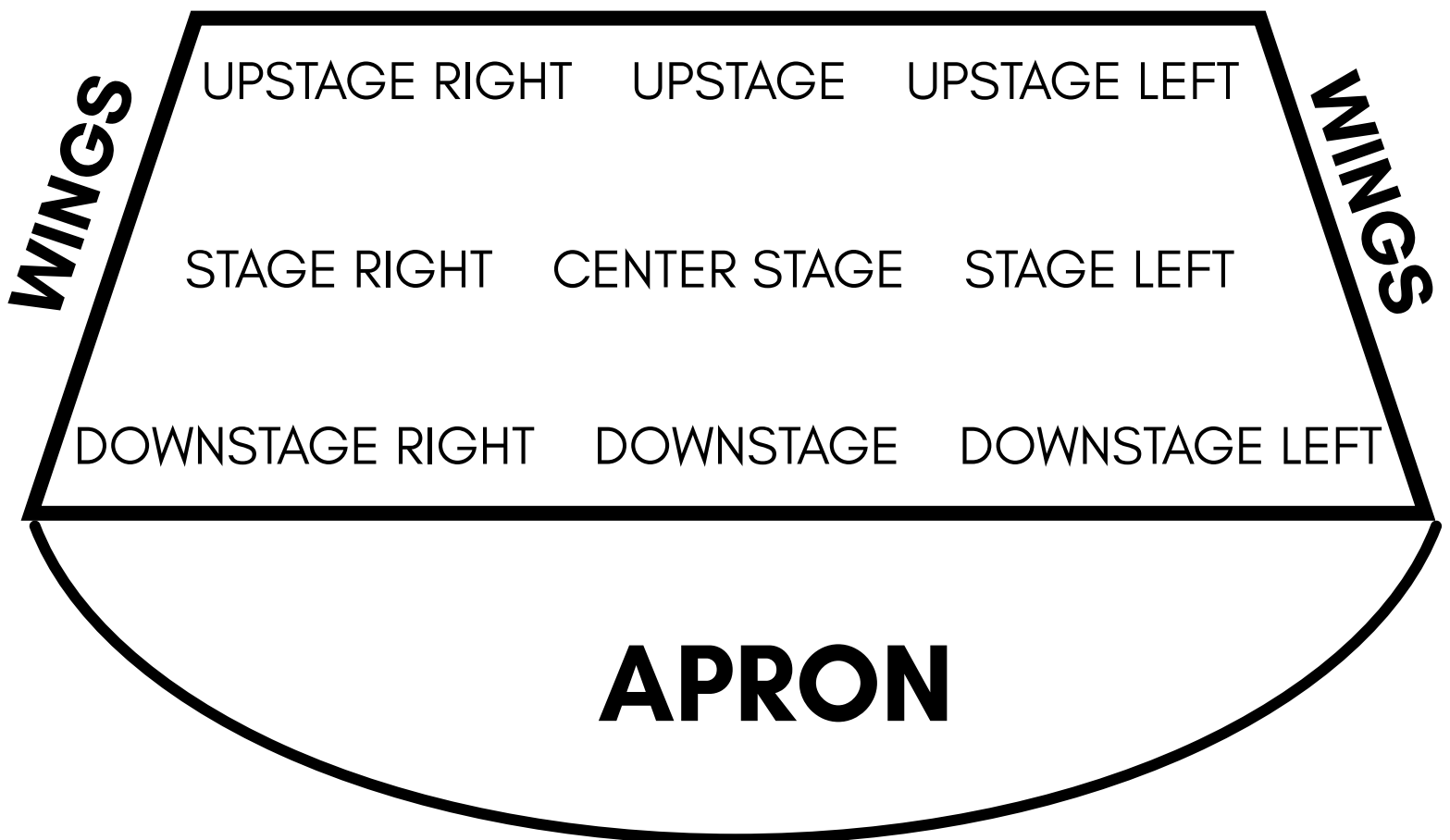


THE PARTS OF A STAGE

A proscenium stage is a traditional theatre configuration where the audience views the performance through a "picture frame" arch, separating the stage from the seating area.

- Stage Left and Stage Right are named from the actor's point of view while facing the audience, **not** from the audience's view.
- Upstage means the back of the stage, and downstage means the front. These terms come from old stages that were sloped upward toward the back.
- Wings are the areas on the sides of the stage where actors wait to enter and where scenery and props are kept out of the audience's sight.

BACKSTAGE



HOUSE

THE PARTS OF A STAGE FOUR CORNERS GAME

Adapt Four Corners with you as the **DIRECTOR**. Start at center stage, close your eyes and count to 10. Students move to a part of the room. Call out a stage direction. Students in that section are “out” and become part of the “house” to watch the rest of the game until there is a winner!

BACKSTAGE

UPSTAGE RIGHT UPSTAGE UPSTAGE LEFT

STAGE RIGHT CENTER STAGE STAGE LEFT

DOWNSTAGE RIGHT DOWNSTAGE DOWNSTAGE LEFT

APRON

HOUSE

Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)



1. Group Reflection Circle

Sit together and share your favorite moments, characters, or songs from the performance. Encourage everyone to explain why they liked those parts.

This builds listening skills and helps everyone appreciate different perspectives.

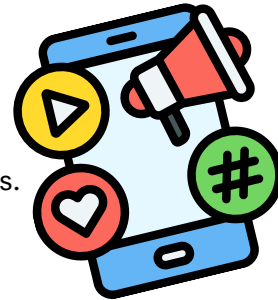


2. Create a Mini Review Together

Work as a team to write a short review of the show.

Assign roles: one person writes, another edits, others brainstorm key points.

You can post it on social media or keep it in a class journal.



3. Reenact a Scene

Pick a favorite scene and act it out as a group.

Add your own twist—maybe change the setting or improvise new dialogue.

This sparks creativity and teamwork.



4. Design a Poster or Program

Collaborate to create a poster or program for the performance you saw.

Include drawings, quotes, and fun facts.

This is great for artistic expression and memory keeping.



5. Plan a "Behind the Scenes" Discussion

Research how the performance was made (costumes, music, choreography).

Assign each group member a topic to present.

This turns curiosity into a cooperative learning activity.



K-5 Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.

Standards Alignment: Pete the Cat

Standards Alignment: The activities in this 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 alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
ELA.1.C.5.1	Use a multimedia element to enhance oral or written tasks.
ELA.2.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
Mathematics	
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.
MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.

CURRICULUM CONNECTIONS DONORS

We thank the Broward Performing Arts Foundation and the following funding partners for their support of educational programming at the Broward Center this season.

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