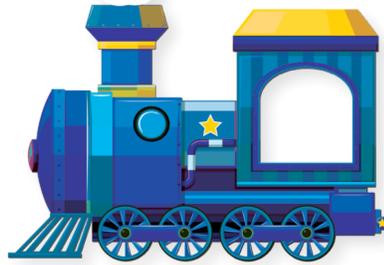




CLASS SHOW GUIDE

THE *little* Engine THAT COULD



What Is **FIRST STAGE**?

Our FIRST STAGE productions are perfect for preschoolers, children with special needs or sensory needs, or others who desire a gentler, more interactive and personal performance.

Our **FIRST STAGE** productions feature:

- Interactions with performers
- A smaller theater space where kids are part of the action
- Flexible seating in chairs, on the floor, on benches, etc.
- A “shush-free” environment
- Minimal lighting changes or periods of complete black-out
- Few, if any, loud sounds
- A whole lot of imagination and fun!

Presented in the intimate setting of The Rose’s Hitchcock Stage (a smaller theater space located on our 4th floor), FIRST STAGE allows children to become completely absorbed in the theatrical experience. We encourage interaction with the performers and children are invited to say goodbye to the performers after the show!

Pre-Show Activities

Preparing For A Visit To The Rose Theater!

CIRCLE ACTIVITY • 10-15 MINUTES

Objective: To prepare students for their field trip to The Rose Theater.

Materials: The Rose Theater Social Story

<http://www.rosetheater.org/box-office/accessibility/social-stories/>

Discussion: “Seeing a live play is different than watching a movie or a TV show. The actors in a live play are really in front of you! If you yell out or talk during the show, the actors will hear you. But they might ask you to participate or yell along with them!”

Activity: Share the Social Story via a SmartBoard. Be sure to let them know their show will be in a different, smaller theater than the Mainstage in the photos!

The Little Engine That Could

CIRCLE ACTIVITY • 15 MINUTES

Objective: Students will hear and comprehend the story, plot, and characters of *The Little Engine That Could* in preparation for seeing the live production.

Materials: *The Little Engine That Could* by Watty Piper

Discussion: “We are going to see a play called *The Little Engine That Could* at The Rose Theater. This play is inspired by a book that was written a long time ago! I’d like to share it with you now.”

Activity: Read the story. While reading, point out the differences between the train characters. Invite the students to help differentiate the train characters by attitude, helpfulness and physical descriptors. Invite the students to repeat back key phrases, such as, “Chug chug chug!” “Puff puff!” “I think I can, I think I can!” and “I knew I could! I knew I could!”

Extension: Invite the students to stand in their places and make frozen statues of the different train characters. Guide them to use their bodies and faces. “How does the strong train look? Show me with your face you are a snobby train!”

The Wheels On The Train!

CIRCLE ACTIVITY • 15-20 MINUTES

Objective: Students will use their voices and bodies to explore different parts of a train through song.

Materials: A picture of a train

Discussion: “A train transports, or moves, a group of people from one place to another. In the play, *The Little Engine That Could*, the characters of Piper and Watty are waiting for the train to take them to a new place. What do trains move on? What sounds do trains make? How do wheels move? How can we show that we are a conductor for a train?”

Activity: Sing the song! “The wheels on the train go round and round, round and round, round and round! The wheels on the train go round and round, all through the town.” Repeat with horn (“choo, choo, choo!”), brakes (“squeak, squeak, squeak”), Conductor (“all aboard, all aboard, all aboard”), and more!

Extension: Invite students to create their own movements to become other parts of the bus. “How can we show with our hands we are engine? How can we be the toys on the train?”

UPCOMING SHOWS



• the musical •
Elf: The Musical

BEST FOR 2nd - 8th Grade
MUSICAL CHRISTMAS COMEDY •
2 HOURS PLUS INTERMISSION

Book by Thomas Meehan and Bob Martin.
Music by Matthew Sklar. Lyrics by Chad Beguelin.

Based on the New Line Cinema film written by David Berenbaum.
Originally produced by Warner Bros. Theatre Ventures
In association with Unique Features

Buddy the Elf has always been a little different. Even among his professionally festive Christmas coworkers Buddy really stands... TALL! But when Buddy learns from Santa that he's a human, the enormous former elf embarks on a quest to the sparkling city of New York during the holidays to find his father.



Thumbelina

BEST FOR Pre-K - 2nd Grade
PARTICIPATORY PRETENDING • 30 MIN.

Adapted by Stephanie Jacobson
Based on the story by Hans Christian Andersen

Back by popular demand! Thumbelina is a flower-sized girl determined to discover the true meaning of friendship. Follow her on a magical, thumb-sized adventure that will find your child swimming with fish and flying with sparrows using inventive puppetry and innovative design.

Want to book a workshop? Workshops at Your School

The Rose offers several workshops that can take place AT YOUR SCHOOL. A professional Rose teaching artist can visit your classroom for one to five days in a one week time period to explore, through drama, a curriculum topic of your choice. **To register your class for a workshop that will take place at your school, please contact Melissa Richter at (402) 502-4625 or melissar@rosetheater.org.**

Workshops at The Rose

A workshop AT THE ROSE is the perfect way to explore themes from a school field trip show or learn about the profession of theater. A professional teaching artist with a college degree in dramatic arts education will lead your class. **To register your class for a Workshop at The Rose, please contact Melissa Richter at (402) 502-4625 or melissar@rosetheater.org.**

Visit www.rosetheater.org for more information!



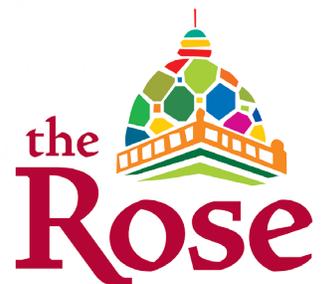
Free Funding Is Available for Field Trips! We understand that budgets are tight. That's why we're offering two great solutions to help pay for your school's field trip expenses. Both Nebraska Arts Council and Target Stores are offering financial assistance to help underwrite the cost of providing your students with experiences such as those provided by The Rose Theater. For more information, please visit www.nebraskaartscouncil.org (click "Grants" to see all categories) or www.target.com/fieldtrips.

Write To Us!

Letters may be written to:
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Omaha, NE 68102

Emails may be sent to:
Michael Miller at
michaelm@rosetheater.org

Facebook: Rose Theater - Omaha
Twitter: @RoseTheaterCo



Performing Arts
FOR CHILDREN AND FAMILIES

THE little Engine THAT COULD

Post-Show Activities

Character Train!

AROUND THE ROOM OR CIRCLE ACTIVITY • 20 MINUTES

Objective: Students will use their bodies, voices, and imaginations to portray characters from the play.

Discussion: “We saw a play at The Rose Theater! What is a play? Yes, a live performance on stage in which actors pretend to be different characters and tell a story to the audience! What do we call the people who pretend to be characters and act out a play? Yes, actors! Today, we are going to be actors, too!”

Activity: Create a big space for students to move around freely. Say “Everybody, everywhere, went to sleep, sleep, sleep. Show me how you would fall asleep.” Invite the students to sleep. Then say, “Everybody everywhere woke up as _____.” Invite students to wake up as the different trains from *The Little Engine That Could*: Bored Watty, Excited Piper, Sassy Engine, Old Train, Happy Train, Strong Train. In between each character, guide the students in returning to their initial sleeping positions. As the students get the hang of moving around as the characters, invite them to share what the characters might say.

Extension: Choose a different book and facilitate this activity with those characters.

Form Those Statues!

ACROSS THE ROOM ACTIVITY • 15-20 MINUTES

Objective: Students will use their bodies and voices to work together to make statues of objects or characters.

Brainstorming: “What are some different machines that move from one place to another? How did you get to school today? Now are these cars, airplanes, buses, boats bigger than you are or smaller?”

Activity: Invite students to walk around the room. Shake a tambourine (or clap hands) and say, “Form a [train, boat, bus, airplane, van, car, truck] with [however many people you want in the group]”. For example, “Form a TRAIN with 4 people!” Students will then find a group of 4 students to create a statue of a train all together.

Extension: Try challenging the students to form the statues without talking.

This Is Not A...

CIRCLE ACTIVITY • 15-20 MINUTES

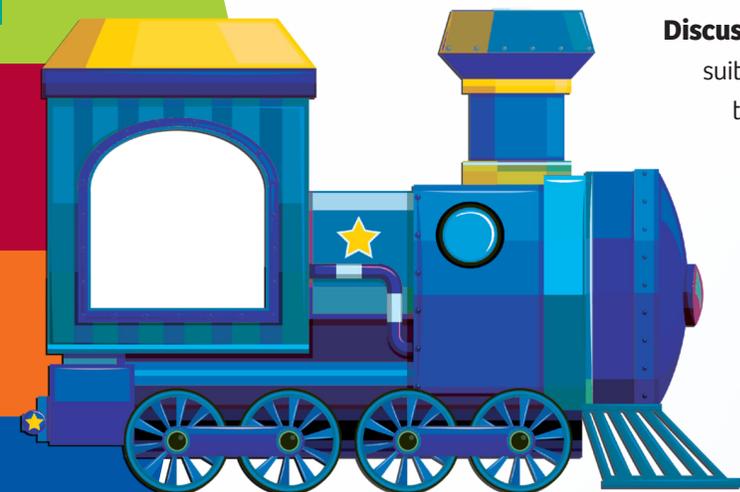
Objective: Students will use their imaginations to show all the different things one object could be.

Material: Any classroom object

Discussion: “In the play, *The Little Engine That Could*, the character of Piper uses suitcases as trains. Today, we are going to use our imaginations and see if we can turn some of our classroom objects into something new!

Modeling: Using a found object from the classroom, such as an eraser, tissue box, or cup, say, “This is not an eraser, it is a _____.” Come up with anything that the found object is not. It could be a telescope, camera, a jacket! Show the class how one might use the new item by pantomiming [or acting out without words].

Activity: Pass the item in the circle and invite the students to come up with new ideas for what the object could be.



I'm the Conductor!

ACROSS THE ROOM ACTIVITY • 15-20 MINUTES

Objective: Students will understand how actors move their bodies in many different ways to portray characters.

Brainstorming: "In the play, Watty was in a hurry to get to where she was going. What are some items Watty and Piper might have in their bags? What kind of toys would you bring on a trip?"

Discussion: "Watty and Piper had a lot of luggage with them as they waited at the train station. We are going to move from one side of the room to the other side using our imaginations and bodies. When I say 'I am the conductor and to get to me you must _____' I want you to move to me in that way. When you get to me, as a big group, I want you to say 'Mr/Ms. Conductor, we found you!'"

Modeling: Model a way students may have to cross the room. They can be carrying a bag of rocks, wading through peanut butter, swimming in an ocean, hop like a bunny, etc.

Activity: Announce, "I am the conductor and to get to me you must hop like a bunny." Repeat with a range of different ways to cross the room.

Side Coaching: "Make sure to know that this is not a race. I am looking for the people moving like the animals or people I say. How might a bunny hop? Would a turtle move super fast or super slow? If you have a big bag of rocks how might that change the way you move?"

Extension: Once the students get the idea of moving from place to place, pick a few students to be the conductor, one at a time.

Body Tracks!

ACROSS THE ROOM ACTIVITY • 15-20 MINUTES

Objective: Students will explore different ways a train could move from one side of the room to another.

Materials: Open space for students to move.

Discussion: "The play we saw was all about transportation! That means moving something from one place to another. *The Little Engine That Could* is about transportation by train. Do trains move on land? No? What do they move on? That's right! Tracks!"

Brainstorming: "What are the different parts of a train?" Make a list of students' ideas: Caboose, Conductor, Food Train, Wheels, Smokestack, and so on.

Activity: In small groups, invite students to choose which part of the train they will be. One group will stand up and go to one side of the room. They will try to move to the other side of the room by connecting their statues, one by one. They are only allowed to move when the teacher announces their part of the train.

Side Coaching: "How can the parts of the train connect?" "Use your body to show us different statues!" "Can your conductor's statue be different every time you move?"



Behind the Scenes Spotlight: The Director

Meet the Artist, Stephanie Jacobson

Stephanie is a full time Teaching Artist and the Director of Youth Productions at The Rose Theater. She previously directed ***George and Martha***, ***Charlotte's Web***, ***A Child's Garden of Verses***, ***The Misfits*** and The Rose's world premiere of ***The Grocer's Goblin*** and ***The Little Mermaid*** as well as her adaptation of ***Thumbelina: A Friend's Journey*** which premiered at The Rose Theater in 2016.



Q: What does a Director do? How did you learn about directing?

A: I believe the Director's job is to help everyone be their best artistic self. Often, people assume that the director's job is to tell people what to do and where to stand. I think it is really important that each actor and designer gets to bring their own creativity to the production. The director needs to listen to others, make observations and help the actors and designers work together. The director also has to make sure that the story is as clear as possible for the audience to understand. I have been doing theater for about 30 years. I have been lucky to work with many different directors in many different styles. Each director taught me something different about telling a story in a production: different ways to talk to actors, different ways to rehearse a play, and different ways to visually show a story.

Q: Are there skills you learned when you were a kid that help you to be a good director?

A: I didn't start doing theater until I was in middle school, Before that, as a young child, I took dance classes, and I always, always made up stories, acting them out with dolls! I have always loved stories, I listened to anyone telling a story! Also, I read a lot! Knowing different ways to tell a story has been incredibly important to me as a director. When I was in high school, I began working as an intern. I worked for box office, in the gift shop, for the PR department, for production departments as well as with puppet designers and builders. I learned so much at an early age about the different jobs in the theater before I was old enough to apply for the job!

Q: What is it like to direct a world premiere of a play, especially one based on a very famous and beloved book?

A: EXCITING! I love working on new plays with the playwright and actors. Since graduate school, my primary focus has been on developing new works, because there is a special energy in the room when a group of people working together are creating a NEW story! It gives everyone in the group an opportunity to be an artist and leave an imprint on the play. The story of *The Little Engine That Could* is such an honor to tell, because I loved that story growing up and my son lived and breathed trains until he was six years old. I have spent a lot of time around trains and with this story in particular. The message in *The Little Engine That Could* is so beautiful, and focuses on working together and taking a chance, even when you are nervous!

Q: What is one thing about being a director that is challenging and sometimes maybe not-so fun?

A: I always find it challenging to use our rehearsal time in the best way. We only have two weeks of rehearsal before we start tech [when the lights, sound, and costumes are added!], so as a director, I need to be very prepared and organized. But really, to be honest, I am always nervous to begin a project, because it is hard to try something new! It takes a lot of confidence and a leap of faith to create something new.

Q: What is your favorite part of being a director?

A: I love working with other people, and learning about how they see and understand stories. When directing, you work with a design team, actors, stage managers, and sometimes a choreographer and musical director. In the theater, you are always working with a group, and everyone is going to have a lot of different ideas and how to solve challenges to make the story the best it can be. Bottom line, I love collaborating and I love telling stories!

Thank you for sharing your talents with us, Stephanie!

Explore More!

If you enjoyed *The Little Engine That Could*, be sure to check out these other great resources!

Books You Might Enjoy!

1) **Steam Train Dream Train** by **Sherri Duskey Rinker**, illustrated by **Tom Lichtenheld**

The dream train pulls into the station, and one by one the train cars are loaded: polar bears pack the reefer car with ice cream, elephants fill the tanker cars with paints, tortoises stock the auto rack with race cars, bouncy kangaroos stuff the hopper car with balls.

2) **Pete the Cat's Train Trip** by **James Dean**

Pete can't wait to visit Grandma, especially because he gets to take a train ride to see her! The conductor gives Pete a tour of the train, and Pete gets to see the engine and honk the horn.

3) **The Goodnight Train** by **June Sobel**

All aboard for Dreamland! Hold on to your pillow because the Goodnight Train is taking off. Roll that corner, rock that curve, and soar past mermaids, leaping sheep, and even ice-cream clouds.

4) **Freight Train** by **Donald Crews**

Donald Crews used childhood memories of trains seen during his travels to his grandparents' farm in the American South as the inspiration for this timeless favorite.

Non-Fiction Books You Might Enjoy!

1) **Trains** by **Byron Barton**

Passenger trains and electric trains. Here come the trains. All aboard!

2) **All Aboard! How Trains Work** by **Jeffery Prior**

Climb aboard for a journey into the world of trains! In this fascinating nonfiction title, readers learn about the history of trains, the different uses for them, and the different types and parts including freight cars, box cars, passenger cars, and the caboose.

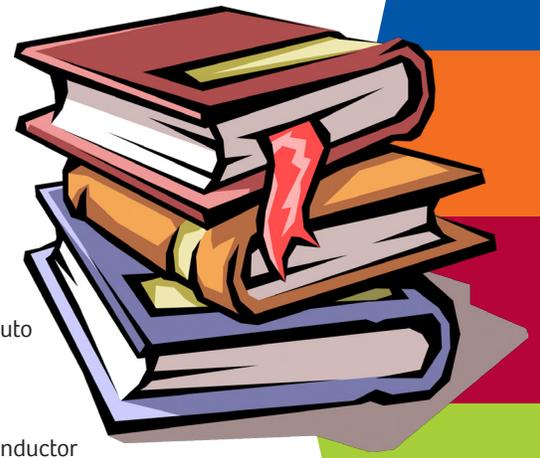
Places To Visit!

1) **Durham Museum – Model Trains Exhibit** - 801 S 10th St, Omaha, NE 68108

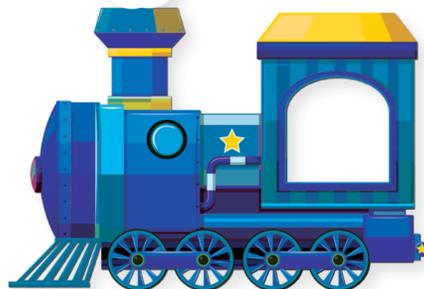
This O scale model train layout is a delight for young and old. The depot and diorama represents Union Pacific's double track main line from Omaha to Ogden during the 1950s. Push-button interactives allow visitors to lower the crossing guards, turn the lights on in Durham Junction and make sure the trains stay running on time!

2) **Union Pacific Railroad Museum** - 200 Pearl St, Council Bluffs, IA 51503

The restoration of the historic Carnegie Library and the development of the Union Pacific Railroad Museum created a tourist destination in the heart of the Council Bluffs historic district and preserves an important part of the city's rich heritage. The Union Pacific Railroad Museum complements other local rail attractions, including the Historic General Dodge House, the RailsWest Museum, the Golden Spike monument, the Durham Museum, and it expands on the story of pioneer migration depicted at the Western Historic Trails Center.



THE
little **Engine**
THAT COULD



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