



CLASS SHOW GUIDE



Pre-Show Activities

Theater Etiquette

IN-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will actively explore proper theater behavior.

Discussion: "Etiquette is a word we use to describe the way people behave when they are in social situations with other people. What is the proper etiquette when you see a play? How should you behave during the show? Is it the same way you should act when watching a movie at home or playing outside? Is it okay to laugh during a play if you think it is funny? Is it okay to talk to your neighbor during the performance?"

Brainstorming: As a class, create a list of ways that audience members might behave, good and bad, while in the theater. Write these behaviors on the board in two different columns: one for "Good Theater Etiquette" and one for "Bad Theater Etiquette."

Modeling: Pick two students to come and sit in chairs in front of the class. Ask them to act out one of the "Bad Theater Etiquette" behaviors (with the teacher if desired) for ten seconds. Then have the class discuss why the behaviors were inappropriate and how they could be fixed. Now have the two students act out one of the behaviors under "Good Theater Etiquette" and discuss why this behavior is better.

Activity: Give the entire class one of the scenarios from their list of bad behaviors, like talking to their neighbor or not paying attention. Have the class

act out this behavior for ten seconds then ask the students how they think this behavior makes the actors or the other audience members feel. Have them fix the behavior and act out this new scenario for twenty seconds. Repeat with a few other bad behaviors from the list.

Frozen Animal Formations!

OUT-OF-CHAIR ACTIVITY • 15 MINUTES

Objective: Students will use their bodies, voices, and imaginations to act like animals that may be seen in the play *The Very Hungry Caterpillar and Other Eric Carle Favorites*.

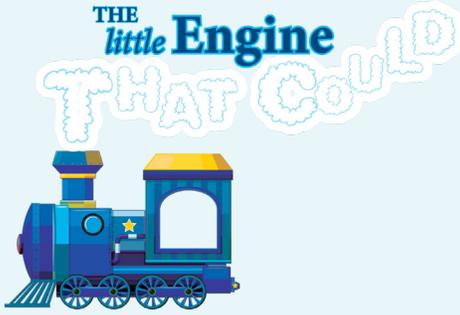
Discussion: "The play we are going to see at The Rose Theater has many different animals in it, so we are going to use our bodies, voices, and imaginations to explore some of them right here in our classroom!"

Brainstorming: With the students, create a list of animals that they remember from Eric Carle stories. The list may include caterpillars, ladybugs, chameleons, butterflies, and so on.

Modeling: In front of the class, invite two students to create a frozen statue of one of the animals from the list. When tapped on the shoulder, invite the students to come to life! "How does your animal move? What does your animal sound like in our world? What if your animal could speak like a human? What would they say?"

Activity: In small groups of 3-4, students select one animal and form frozen statues with their bodies. All groups freeze at the same time, then spotlight each group individually. Teachers and other students can walk around the room as visitors to see each group come to life.

UPCOMING SHOWS



The Little Engine That Could

BEST FOR Pre-K - 2nd Grade

PARTICIPATORY PRETENDING • 30 MIN.

Adapted by Matthew Gutschick,
Based on the Book by Watty Piper.
Published by Penguin Group, Inc.

“All aboard!!!” for a brand new First Stage adaptation of the all-time classic children’s book

The Little Engine That Could! This new production for our youngest theatergoers brings Watty Piper’s timeless tale of perseverance and positivity to fresh new life for contemporary children!



Goosebumps: Phantom of the Auditorium - The Musical

BEST FOR 2nd - 6th Grade

FRIGHTFULLY FUN MUSICAL MAYHEM • 45 MIN.

Adapted for the stage with Book and Lyrics by John MacLay
Music, Lyrics, Orchestrations and Arrangements by Danny Abosch

Join the fright-filled fun—just in time for Halloween!—as the cast of “The Phantom of the Auditorium” tries to survive until Opening Night in this terrifying tale of musical mayhem from the mind of R.L. Stine. We’ve heard of “Stage Fright!” but—SERIOUSLY, guys—this is ridiculous!

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!

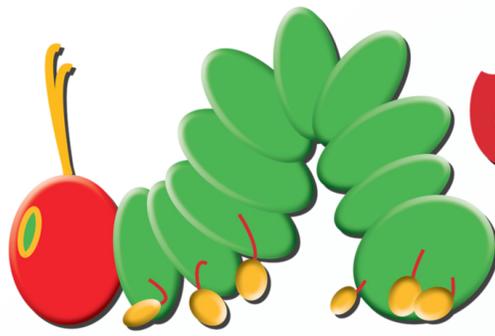
Letters may be written to:
Michael Miller, Literary Manager
2001 Farnam Street
Omaha, NE 68102

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

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Twitter: @RoseTheaterCo



Performing Arts
FOR CHILDREN AND FAMILIES



THE VERY Hungry Caterpillar & Other Eric Carle Favorites

Post-Show Activities

UV Puppets

IN-CHAIR ACTIVITY • 30 MINUTES

Objective: Students will create a puppet to explore and understand how ultraviolet light makes fluorescent colors appear to 'glow in the dark'.

Materials: Paper (white cardstock works well), Fluorescent crayons or markers (many craft stores have them), A "blacklight" bulb (many hardware stores have them), Scissors, Glue, Craft sticks, Eric Carle books for inspiration.

Vocabulary:

Ultraviolet light - rays of light that cannot be seen and that are slightly shorter than the rays of violet light.

Fluorescent - a word to describe some bright "day-glo" colors that seem to glow under a "black light" bulb.

Spectrum - the group of different colors including red, orange, yellow, green, blue, indigo, and violet arranged in the order of their wavelengths and seen when white light passes through a prism and falls on a surface or when sunlight is scattered by water droplets to form a rainbow.

Discussion: "This production was created using puppets that are very bright and colorful and a special lighting effect that makes them appear to 'glow-in-the-dark'. This special effect is created using a kind of light that it is hard for us to see - it is called ultraviolet light. When you see a rainbow, you can see many different colors of light in a spectrum: red, orange, yellow, green, blue, indigo, and violet. But there are also colors of light on the red end and the violet ends of the spectrum that the human eye can't see. Ultraviolet light is on the violet (purple) end of the spectrum. We can use a 'blacklight' bulb to create ultraviolet light. We can detect it by using fluorescent colors which appear to glow in ultraviolet light! Let's make some simple stick puppets and try the same lighting effect."

Preparation: Gather art supplies and make an example stick puppet using the fluorescent drawing supplies and the paper and craft sticks. Create a simple drawing on the paper with the fluorescent crayons (an insect image like a butterfly is a good choice). Cut it out and glue it onto a craft stick. This can be used to show the participants a final version of the puppet.

Activity: Invite students to choose a favorite Eric Carle character. Students draw the characters using the fluorescent crayons or markers and then glue them to the craft sticks. Once the puppets are done, set up the blacklight on a table that can be used as a "blacklight stage." Turn on the blacklight and turn off all other lights. The puppets will seem to glow in the dark! Try moving them around to simulate the way the actors used their puppets in the show.

Extension Activity: The students can make up their own stories to act out with their fluorescent puppets



Be A Butterfly!

OUT-OF-CHAIR ACTIVITY • 10 MINUTES

Objective: Students will use their bodies to explore different characters from Eric Carle stories.

Discussion: “In *The Very Hungry Caterpillar and Other Eric Carle Favorites*, we meet a lot of different characters who move and act differently. Who are some characters you remember?”

Activity: Invite students to find their own individual acting spaces spread out around the classroom. Using their bodies, instruct students to, “Be a butterfly!” Students will make frozen statues of any kind of butterfly they would like. Continue with other characters from the play. Some examples include, “Be the very hungry caterpillar eating an apple.” “Be the nervous chameleon.” “Be a very full caterpillar.”

Extension: Once students have explored some of the characters using their bodies, voices, and imaginations, invite them to write a short monologue, or story in first person, from their favorite character’s point of view. Invite students to read their monologue for the class.

Zoo Soundscape

IN OR OUT-OF-CHAIR ACTIVITY • 15 MINUTES

Objective: Students will use their voices and bodies to explore the sounds of a zoo.

Discussion: “Very few places are perfectly silent. Let us sit and listen to the room for a few moments. Now, who can raise their hand and tell me one thing we heard? What else? Even in a quiet classroom, there are many sounds. Let’s think about the kinds of settings we saw in *The Very Hungry Caterpillar and Other Eric Carle Favorites*. The story of “The Mixed Up Chameleon” takes place in a zoo. Today we’re going to create a soundscape, or a soundtrack, of the zoo using our voices.

Modeling: Ask the students to choose an animal that might be found in the zoo.

Invite one student to create a frozen statue of that animal – for example, a student might say “lion.” That student will then use their body to form a lion. Ask the student what sounds a lion could make (growling, purring, roaring, and so on). One by one, ask more volunteers to add to the scene, until an entire location is created with multiple sounds.

Activity: Split students into small groups and ask them to work together to create a soundscape that could be found in another story from the play, such as *The Very Hungry Caterpillar*. After a few minutes, have the students share their soundscapes with the rest of the class.

Extension: Challenge students to think about the job of a sound designer during this activity. What sounds are needed during each part of the play to convey location and mood? After the first round of sharing, have students return to their groups, this time with an assigned “mood.” Share the new soundscapes.



1,000 Ways to Slither, Fly, and Scuttle Across the Room!

ACROSS THE ROOM ACTIVITY • 10-20 MINUTES

Objective: Students will use their bodies to move in different ways to explore different ways characters can move.

Brainstorming: “What are different ways that we can move from place to place? Do you walk everywhere? What are different ways we get to school? What about a family member far away? Do you remember all the different ways the characters moved in the show that you saw? How do animals move? Are they all on two legs, do they all walk like us?”

Activity: Invite students to stand on one side of the room. Invite students to cross the room using their bodies as specific animal and insect characters from the play and other Eric Carle stories. “Fly across the room as if you are the butterfly who just emerged from their chrysalis!” “Slither across the room as if you are a big snake.” “Scuttle across the room as if you are a grumpy ladybug.”

Extension: Add other obstacles to the cues: “Crawl across the room as if you are a chameleon stuck in mud.” “Dig across the room as if you are a worker ant with a head cold.”

Behind the Scenes Spotlight: The Production Director!

Meet the Artist, Erin Solemsaas!



Q: Can you tell us a little about your work at The Rose Theater? What does a Production Director do? What are some of the activities you do as the Rose Theater's Production Director?

A: I make sure all technical aspects of a production are running smoothly. My job starts in the early planning stages when we are discussing schedules and designers for each show. We then work with the director, designers, and production team to design and build the show before moving into rehearsals and performances.

Q: *The Very Hungry Caterpillar and Other Eric Carle Favorites* was created by The Mermaid Theatre of Nova Scotia and is visiting The Rose Theater on tour. What is different about bringing in a production that was created by another theater company?

A: A show like *The Very Hungry Caterpillar* is different because I am brought on much later in the process than usual. The Mermaid Theatre of Nova Scotia has already designed and built the show, and we are putting it on our stage. I have to make sure we have what the other company needs to produce their show on our stage, then schedule our staff, and make sure The Rose Theater is ready before they arrive.

Q: What is your favorite part of being Production Director?

A: My favorite part is getting to see the finished production after months of hard work. It is so worth it to see the looks on the audiences' faces!

Q: What is one of the most challenging things about your job?

A: One of the most challenging parts of my job is trying to balance the creative and the practical sides of the work. Our designers and directors come up with some very imaginative concepts that are not always possible with some of the limitations we have, and so we have to figure out new ways to make the ideas come to life.

Q: Do you have any advice for a young person who might be interested in becoming a Production Director?

A: Learn about all elements of theater, particularly all of the backstage areas. Develop your writing and conversational skills so that you are able to clearly communicate with others. Become familiar with computer programs and keep up to date on new technology.

Thank you for sharing your talents with us, Erin!



Explore More!

If you enjoyed *The Very Hungry Caterpillar & Other Eric Carle Favorites*, be sure to check out these other great resources!

Books to Read:

1) *Waiting for Wings (Rise and Shine)* by Lois Ehlert

Every spring, butterflies emerge and dazzle the world with their vibrant beauty. But where do butterflies come from? How are they born? What do they eat--and how? With a simple, rhyming text and glorious color-drenched collage, Lois Ehlert provides clear answers to these and other questions as she follows the life cycle of four common butterflies.

2) *10 Little Caterpillars* by Bill Martin Jr. Illustrated by Lois Ehlert.

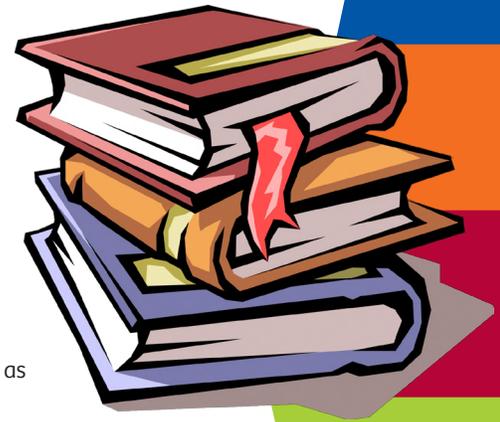
Ten little caterpillars are out and about in our big, wide world--come join them! You never know what you might find... A butterfly, perhaps?

Places to Visit:

1) *Berniece Grewcock Butterfly and Insect Pavilion at the Henry Doorly Zoo*

3701 S 10th St, Omaha, NE 68108

The butterfly conservatory features waterfalls, an Amazon water lily pool, exquisite butterflies, moths and hummingbirds.



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