



THE CAT IN THE HAT

Applause Series Curriculum Guide
March 31 & April 1, 2016



CIVIC CENTER • STONER THEATER • TEMPLE THEATER • COWLES COMMONS

The Cat in the Hat

Dear Teachers,

Thank you for joining us for the Applause Series presentation of Dr. Seuss' *The Cat in the Hat*. We are thrilled to present Childsplay's production of this popular title. 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 the most mischievous cat they will ever meet. Suddenly the rainy afternoon is transformed by the Cat and his antics. With some tricks (and a fish) and Thing Two and Thing One, with the Cat in the Hat, the fun's never done!

We thank you for sharing this very special experience with your students and hope this study guide helps to connect the performance to your in-classroom curriculum in ways that you find valuable. In the following pages, you will find contextual information about the performance and related subjects, as well as a variety of discussion questions and assessment activities. Some pages are appropriate to reproduce for your students; others are designed more specifically with you, their teacher, in mind. As such, we hope that you are able to "pick and choose" material and ideas from the study guide to meet your class's unique needs.



See you at the theater,

Des Moines Performing Arts Education Team

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This study guide was compiled, written and edited by Michelle McDonald. Edited by Karoline Myers.

ABOUT DES MOINES PERFORMING ARTS



Des Moines Performing Arts is a private, nonprofit organization and is an important part of central Iowa's cultural community. It is recognized nationally for excellence as a performing arts center and is committed to engaging the Midwest in world-class entertainment, education, and cultural activities.

Des Moines Performing Arts presents professional touring productions, including theater direct from Broadway, world-renowned dance companies, family programming, comedy, and concerts.

Education and Community Engagement programs are core to Des Moines Performing Arts' mission as a nonprofit performing arts center.

Public education programs allow audience members and local artists to make meaningful and personal connections to the art they experience on our stages. Guest lectures and Q&As with company members allow audiences to explore the inner workings of the performance. In addition, master classes, workshops, and summer camps taught by visiting performers give local actors, dancers, and musicians the chance to increase their skills by working directly with those who know what it takes to succeed on the professional stage.

Through its **K-12 School Programs**, Des Moines Performing Arts strives to ensure that central Iowa students have affordable access to high quality arts experiences as part of their education. More than 50,000 students and educators attend curriculum-connected school matinee performances through the Applause Series annually. In addition, Des Moines Performing Arts sends teaching artists into the schools to provide hands-on workshops and residencies in special opportunities that engage students directly in the creative process. And, through its partnership with the John F. Kennedy Center, Des Moines Performing Arts provides teachers with in-depth professional development training on how to use the arts in their classrooms to better impact student learning. The Iowa High School Musical Theater Awards is Des Moines Performing Arts' newest initiative to support the arts in Iowa schools, providing important learning tools and public recognition to celebrate the achievements of students involved in their high school theater programs.

DID YOU KNOW?

More than 300,000 people visit Des Moines Performing Arts venues each year.

Des Moines Performing Arts opened in 1979.

Des Moines Performing Arts has three theater spaces:

- *Civic Center, 2744 seats*
- *Stoner Theater, 200 seats*
- *Temple Theater, 299 seats (located in the Temple for the Performing Arts)*

No seat is more than 155 feet from center stage in the Civic Center.

Cowles Commons, situated just west of the Civic Center, is a community gathering space that is also part of Des Moines Performing Arts. The space features the Crusoe Umbrella sculpture by artist Claes Oldenburg.

As a nonprofit organization, Des Moines Performing Arts depends on donor funding to support facilities, programming, and education programs.

The Applause Series started in 1996. You are joining us for our 20th season of school performances.

GOING TO THE THEATER . . .



YOUR ROLE AS AN AUDIENCE MEMBER

Attending a live performance is a unique and exciting opportunity. Unlike the passive experience of watching a movie, audience members play an important role in every live performance. As they act, sing, dance, or play instruments, the performers on stage are very aware of the audience's mood and level of engagement. Each performance calls for a different response from audience members. Lively bands, musicians, and dancers may desire the audience to focus silently on the stage and applaud only during natural breaks in the performance. Audience members can often take cues from performers on how to respond to the performance appropriately. For example, performers will often pause or bow for applause at a specific time.

As you experience the performance, consider the following questions:

- * What kind of live performance is this (a play, a dance, a concert, etc.)?
- * What is the mood of the performance? Is the subject matter serious or lighthearted?
- * What is the mood of the performers? Are they happy and smiling or somber and reserved?
- * Are the performers encouraging the audience to clap to the music or move to the beat?
- * Are there natural breaks in the performance where applause seems appropriate?

A SPECIAL EXPERIENCE

Seeing a live performance is a very special experience. Although it is not required, many people enjoy dressing up when they attend the theater.

THEATER ETIQUETTE

Here is a checklist of general guidelines to follow when you visit the Civic Center:

- * Leave all food, drinks, and chewing gum at school or on the bus.
- * Cameras, recording devices, and personal listening devices are not permitted in the theater.
- * Turn off and put away all cell phones, pagers, and other electronic devices before the performance begins.
- * Do not text during the performance.
- * Respect the theater. Remember to keep your feet off of the seats and avoid bouncing up and down.
- * When the house lights dim, the performance is about to begin. Please stop talking at this time.
- * **Talk before and after the performance only.** Remember, the theater is designed to amplify sound. Other audience members and the performers on stage can hear your voice!
- * Use the restroom before the performance or wait until the end. If you must leave the theater during the show, make sure the first set of doors closes before you open the second — this will keep unwanted light from spilling into the theater.
- * Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage — they will let you know what is appropriate.
- * Open your eyes, ears, mind, and heart to the entire experience. Enjoy yourself!

GOING TO THE THEATER information is adapted from the Ordway Center for the Performing Arts study guide materials.

CIVIC CENTER FIELD TRIP INFORMATION FOR TEACHERS



Thank you for choosing the Applause Series with Des Moines Performing Arts. Below are tips for organizing a safe and successful field trip to the Civic Center.

ORGANIZING YOUR FIELD TRIP

- * Please include all students, teachers, and chaperones in your ticket request.
- * After you submit your ticket request, you will receive a confirmation e-mail within five business days. Your **invoice will be attached to the confirmation e-mail.**
- * Payment policies and options are located at the top of the invoice. **Payment (or a purchase order) for your reservation is due four weeks** prior to the date of the performance.
- * The Civic Center reserves the right to cancel unpaid reservations after the payment due date.
- * Tickets are not printed for Applause Series shows. Your invoice will serve as the reservation confirmation for your group order.
- * Schedule buses to arrive in downtown Des Moines at least 30 minutes prior to the start of the performance. This will allow time to park, walk to the Civic Center, and be seated in the theater.
- * Performances are approximately 60 minutes unless otherwise noted on the website and printed materials.
- * All school groups with reservations to the show will receive an e-mail notification when the study guide is posted. Please note that study guides are only printed and mailed upon request.

DIRECTIONS AND PARKING

- * Directions: From I-235, take Exit 8A (Downtown Exits) and the ramp toward 3rd Street and 2nd Avenue. Turn onto 3rd Street and head south.
- * Police officers are stationed at the corner of 3rd and Locust Streets and will direct buses to parking areas with hooded meters near the Civic Center. Groups traveling in personal vehicles are responsible for locating their own parking in ramps or metered (non-hooded) spots downtown.
- * Buses will remain parked for the duration of the show. At the conclusion, bus drivers must be available to move their bus if necessary, even if their students are staying at the Civic Center to eat lunch or take a tour.
- * Buses are not generally permitted to drop off or pick up students near the Civic Center. If a bus must return to school during the performance, prior arrangements must be made with Des Moines Performing Arts Education staff.

ARRIVAL TO THE CIVIC CENTER

- * When arriving at the Civic Center, please have an **adult lead your group** for identification and check-in purposes. You may enter the building through the East or West lobbies; a Des Moines Performing Arts staff member may be stationed outside the building to direct you.
- * Des Moines Performing Arts staff will usher groups into the building as quickly as possible. Once inside, you will be directed to the check-in area.
- * Applause seating is not ticketed. Ushers will escort groups to their seats; various seating factors including group size, grade levels, arrival time, and special needs seating requests may be used to assign a group's specific location in the hall.
- * We request that an **adult lead the group into the theater and other adults position themselves throughout the group**; we request this arrangement for supervision purposes, especially in the event that a group must be seated in multiple rows.
- * Please allow ushers to seat your entire group before rearranging seat locations and taking groups to the restroom.
- * As a reminder, children under the age of three are not permitted in the theater for Applause performances.

IN THE THEATER

- * In case of a medical emergency, please notify the nearest usher. A medical assistant is on duty for all Main Hall performances.
- * We ask that adults handle any disruptive behavior in their groups. If the behavior persists, an usher may request your group to exit the theater.
- * Following the performance groups may exit the theater and proceed to their bus(es).
- * If an item is lost at the Civic Center, please see an usher or contact us after the performance at 515.246.2355.

QUESTIONS?

Please contact the Education department at education@desmoinesperformingarts.org or 515.246.2355
Thank you!

VOCABULARY



Tim Trumble Photo, Childsplay (Tempe, AZ)

ART & THEATER TERMS

puppetry: an art form in which objects, often with human or animal characteristics, are brought to life by puppeteers.



Tim Trumble Photo

Puppeteer Ricky Araiza manipulates the fish puppet in the Childsplay production of *The Cat in the Hat*

rhyme: one of two or more words or phrases that end in the same sounds.

SHOW TERMS

fan: a flat device held in your hand and waved back and forth in front of your face often to stay cool.



www.etsy.com



allexpress.com

gown: a long dress that a woman wears especially during a special event.

handshake: the act of grasping someone's right hand with your right hand and moving it up and down, often as a greeting.



as-found.net



brookkite.com

kite: a toy made of a light frame covered with cloth, paper, or plastic and flown in the air at the end of a long string.

mat: a small piece of material used to cover the floor or ground.



Amazon.com



Skippiomyou.org

net: a device used for catching or holding things, made of pieces of string or rope and woven together with spaces in between.

pot: a container used for making and serving tea and that has a spout and handle.



englishtealeaves.com



Lowes.com

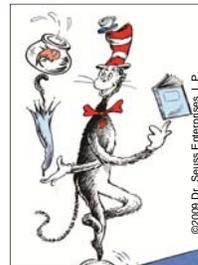
rake: a tool with many metal, wooden, or plastic pieces at the end of a long handle, often used to gather leaves or break apart soil.

tame: trained to obey people; not wild.



www.quora.com

These two tigers have been tamed.



©2009 Dr. Seuss Enterprises, L.P.

trick: something done to surprise or confuse someone and to make people laugh.

The Cat in the Hat does lots of tricks.

ABOUT THE PERFORMANCE



Tina Trumble Photo, Childsplay (Tempe, AZ)

Childsplay's production of *The Cat in the Hat* is adapted from the beloved book by Dr. Seuss.

Run Time: Approx. 60 minutes

“Dr. Seuss’ beloved storybook character has come to the right place when he takes the stage in the adaptation by Childsplay.”

-The Arizona Republic

Notice above how the lapels on the fish puppeteer’s costume resemble fins on a fish.

COSTUME DESIGN

The costumes in Childsplay’s *The Cat in the Hat* are based on the illustrations in the Dr. Seuss book. D. Daniel Hollingshead designed the costumes and a team of people helped him to build them.

Here are some fun costume facts!

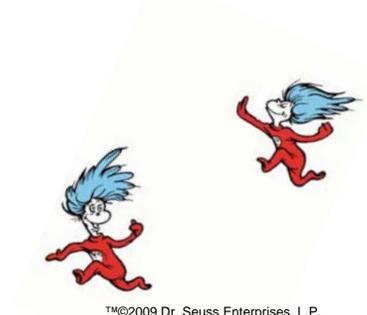
- ◇ The Cat and the “Things” have body suits with a tummy pad attached that they wear under their costumes.
- ◇ The costume of the puppeteer who manipulates the fish was designed to also suggest a “fish”.
- ◇ It took approximately ten hours to complete just the cross hatching on the arms and legs of each of the three “Cat” costumes.

THE STORY

It’s a rainy day and Sally and her brother are stuck inside their house, staring out the window with nothing to do. But everything quickly changes when they hear a “bump” and in walks a cat wearing a red and white striped hat! Sally and her brother discover that the Cat in the Hat is the most playing and mischievous cat they will ever meet. Suddenly the day is transformed by the Cat and his games. The pet fish, however, does not approve and wants the Cat to leave at once. Instead, the Cat shows the children a new game and introduces Thing One and Thing Two. Playtime gets crazy with their antics and the children realize the Things must be stopped before their mother gets home. By the time they catch the Things, the house is in complete disarray! Can they clean up before Mom comes home?

SHOW THEMES

- ◆ Page to stage
- ◆ Rhyming
- ◆ Physical comedy
- ◆ Imagination
- ◆ Play
- ◆ Literacy
- ◆ Cats
- ◆ Fish
- ◆ Home alone
- ◆ Following rules
- ◆ Play time
- ◆ Responsibility
- ◆ Creativity
- ◆ Rainy days
- ◆ Balancing



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Partially adapted from Childsplay’s “360° Theatre Resources for Young People”.

THE PEOPLE BEHIND THE PRODUCTION



There are many jobs in the theater. From the people who develop the show to the performers on stage, it takes a lot of effort and teamwork to bring a story to the stage.

Help your students think about the many jobs in the theater by reviewing the following about the people who work to create *The Cat in the Hat*.

THE PRODUCER

The Cat in the Hat is produced by Childsplay Theatre in Tempe, Arizona. The producers manage the financial aspect of the show and carry the administrative responsibilities.

AUTHOR

Some musicals and plays are inspired by books. The production you will see is based on the book *The Cat in the Hat* by Dr. Seuss.

PLAYWRIGHT

A play based on a book has to be adapted for the stage. The writer must take the story from the book and figure out what to keep, take out, or add to make the story work for the stage.

DIRECTOR

The director tells the actors where to go on stage and how to interpret their characters. The director makes sure everyone is doing a good job making the story come to life.

ACTORS

Actors are all of the people who you see on the stage. They work together as a team to rehearse the play, memorize their lines, and learn their songs.

SET DESIGNER

The set designer imagines all of the pieces you see on stage and figures out how the stage changes from scene to scene.

COSTUME DESIGNER

The costume designer imagines the clothes and costumes that the actors wear to help them become the characters.

COMPOSER

The composer writes all of the music for the show. This includes the songs that the actors sing as well as the instrumental music that sets the tone for each scene.

BACKSTAGE CREW

You may not see them, but there are lots of people backstage who build and operate the scenery, costumes, props, lights, and sound during the performance.

THE AUDIENCE

That's right! There can be no performance without you, the audience. The role of the audience is unique because you experience the show with the performers and backstage crew.



The Cat in the Hat introduces Thing One and Thing Two during the performance.

ABOUT CHILDSPLAY AND THE CREATIVE TEAM

Dr. Seuss' The Cat in the Hat is a production of Childsplay, a professional theater company based in Tempe, Arizona. Their mission is to create theater so strikingly original in form, content or both, that it instills in young people an enduring awe, love and respect for the theater.

COMPANY HISTORY

Founded in 1977, Childsplay is a nationally and internationally respected professional theatre company for young people. Their respect for children's intelligence and creativity drives the company to produce new and innovative works by theatre's finest artists.

Founder David Saar recognized during his MFA studies that children could reap great benefits from experiences with professional theater. After graduating, Saar gathered classmates in a 1964 Chevy Impala, and equipped with basic sets and costumes, began performing in local classrooms.

Childsplay has educated and inspired more than four million young people and families. They now serve an average annual audience of 200,000 students, teachers, and families.

PAST CHILDSPLAY TOURS at DMPA:

Rock the Presidents!
(2012-13)

Tomás and the Library Lady (2013-14)

Schoolhouse Rock Live
(2014-15)



CREATIVE TEAM

Take a look at of the creative team behind the show to gain a sense of the many jobs that went into the show's creation:

Written by

Katie Mitchell

(Adapted from the book by Dr. Seuss)

Directed by

David Barker

Musical Direction by

Akab Ruch

Choreography by

Molly Lajoie

Scenic Design by

John Emery

Costume Design by

D. Daniel Hollingshead

Lighting Design by

Jennifer Setlow

Sound Design by

Chris Neumeyer

THE ACTORS



Kaleena Newman (Girl) is in her 6th season with Childsplay and this is her first national tour!

Kate Haas (Fish)

joined Childsplay in 2007 as an actor and teaching artist. She has a BA in Theatre from Arizona State University.



Nathan DeLaTorre (Boy) is thrilled to continue as an actor and teaching artist with Childsplay. He graduated

in Broadcast Journalism from ASU.

Elizabeth Polen (Cat) is

thrilled to be on national tour with Childsplay. She is an actor and teaching artist and a resident artist with Rising Youth Theatre.



Claire Flatz (L), Joy Flatz (R) (twins) are making their Childsplay debut as Thing 1 & Thing 2 after graduating from Grand Canyon University.

ABOUT THE AUTHOR AND ILLUSTRATOR, DR. SEUSS



Learn more about Dr. Seuss, the infamous author and illustrator behind the book *The Cat in the Hat* and so many others.

THE CAT IN THE HAT
The Cat in the Hat was Seuss's 13th children's book. Seuss wrote it because he was worried that children were not learning to read.

Dr. Seuss wrote and illustrated 44 children's books during his lifetime.

Treating children with respect was key to Seuss's philosophy of writing for them. As he said, "I don't write for children. I write for people."

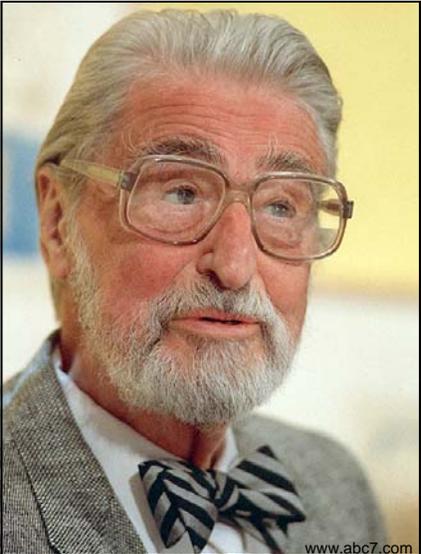
WHO IS DR. SEUSS?

Theodor Seuss Geisel was born in 1904 and was known as "Ted" to family and friends. If you want to pronounce the name the way his family did, say "Zoice," not "Soose." Seuss is a Bavarian name, and was his mother's maiden name. Seuss was actually his middle name.

Published in 1957, *The Cat in the Hat* sold nearly a million copies by the end of 1960. The book's runaway success inspired Seuss, his wife Helen, and Phyllis Cerf to found Beginner Books, a division of Random House that would publish books designed to help children learn to read.

A few weeks before his death in 1991, he told an interviewer "Whenever things go a bit sour in the job I'm doing, I always tell myself 'You can do better than this.' The best slogan I can think of to leave with the kids of the U.S.A. would be 'We can...and we've got to...do better than this.'"

Dr. Seuss was not a doctor. He briefly studied English literature at Oxford after graduating from Dartmouth, but instead became a cartoonist. In 1955, Dartmouth awarded him an honorary doctorate.



Theodor Seuss Geisel, or "Dr. Seuss".



Above: Dr. Seuss' star on the Hollywood Walk of Fame.

DID YOU KNOW?
The Cat in the Hat contains 236 words!

PRE-SHOW EXPLORATION

PRE-SHOW DISCUSSION

1. What do you know about *The Cat in the Hat*? What are some pictures you remember seeing in the book?
2. How do you think the play will be like the book? How will it be different?
3. What kind of pets do you have or would you like to have? What do you have to do to take care of pets? How do you take care of fish and what do they need to survive?
4. When you play with a brother, sister or friend, what sorts of things do you do?
5. When the weather isn't nice outside and you can't go out to play, what can you do inside for fun?
6. If you didn't have TV, computers, or other electronic devices to watch or play with, what would you do to play?
7. What are the rules in your house? What are the rules in your classroom? What happens when rules are broken?
8. Would you ever keep a secret from your mom or dad? Why or why not?
9. If you stayed at home alone with a brother or sister, what would you do to stay busy?
10. What does it mean to be responsible? What are some things you are responsible for?
11. What are games you like to play? Do you know any tricks?



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1) PREPARE FOR THE JOURNEY

Goal: To prepare young students for what may be their very first performance experience.

Explanation: In this activity, lead a class discussion that a) accesses students' prior knowledge of performances and b) prepares them for what to expect when they visit the theater to see *Dr. Seuss' The Cat in the Hat*.

Activity:

1. Ask students about their experiences with performance (watching older siblings in a school play, going to a concert, etc.)
2. Share the journey with them step by step. Talk about:
 - ◇ Going into a special 'theater' space.
 - ◇ Being an 'audience'. They are a very important part of the performance. The actors need them.
 - ◇ What is the job of the audience? To look and listen.
 - ◇ What is going to happen? They will be watching 'actors' tell a story with words, movement, and props.
 - ◇ A performance usually finishes with clapping.

Follow-up Questions:

1. Why do you think going to a performance is special experience? How is it different from a movie?
2. Why is it important to look and listen during a performance?
3. What different things do you think actors have to do to prepare for a performance?



PRE-SHOW EXPLORATION, pg. 2



2) ACT IT OUT!

Goal: Students will visualize text as directors and explore how performers must block a scene and then act it out.

Explanation: In this activity, students will outline, block and act out a scene of their choice from the book *The Cat in the Hat*.

When: Before the performance

Activity:

1. Divide the students into groups and have each group choose a scene (or page) from Dr. Seuss' book *The Cat in the Hat*.
2. Ask the students to imagine and brainstorm how they would bring the page to life on stage. They may need to write down some of the lines.
3. Ask each group of students to block their scene (blocking means to design or plan the movements of actors on a stage or movie set) and spend some time rehearsing their scene with actions and expression.
4. Groups can then perform for their classmates.

Follow-up Questions:

1. What key lines in the scene affected your staging choices?
2. Did you learn anything valuable about your classmates?
3. Did you learn anything valuable about yourself?
4. What was most challenging for you about this activity? What was easiest for you?

Follow-up Question After the Performance:

1. How did the staging of your scene compare to what the performers did on stage?

3) RETELL THE STORY WITH PUPPETS

Goal: To demonstrate reading comprehension through puppetry and performance.

Explanation: In this activity, students will re-tell parts of the story of *The Cat in the Hat* using simple puppets.

Preparation: Before you begin this activity, prepare simple finger puppets to represent each character in *The Cat in the Hat* using reproducible page 15.

Activity:

1. Read excerpts from *The Cat in the Hat* as a class.
2. Discuss the sequence of events. What happened first? What happened next? How did the characters respond? What problems did they encounter?
3. Show students the puppets you have prepared.
4. As a class or in small groups, allow students to perform the excerpt of their choice from *The Cat in the Hat* with the character puppets. Students may use the finger puppets to narrate the story in their own words.

Follow-Up Questions:

1. Why did you choose that particular excerpt? What challenges did you face when you were acting it out with the puppets?
2. How did the problems resolve in the story? How did you solve the problems you encountered?
3. What did you like about using puppets?
4. What was most challenging for you about this activity? What was the easiest for you?

POST-SHOW DISCUSSION AND ASSESSMENT

POST-SHOW DISCUSSION QUESTIONS

1. How was the play similar to the book? How was it different?
2. Who were the characters in the play? Where did the play take place? What was the big problem in the play? How was the problem solved?
3. What was your favorite part of the play? Which character did you like the best and why? If you were an actor and could play any of the characters, which would you want to play and why?
4. What color is the fish? What color is Thing One and Thing Two's hair? What colors are in the cat's hat?
5. At the end of the play, we hear "What would you do if your mother asked you?" If you had gone through a crazy day like that, would you tell your mom or dad all of the details? Why or why not?
6. What is an example of a character (or characters) showing responsibility in the play?
7. What would you do if The Cat in the Hat showed up at your house and your parents weren't home?
8. Why does the fish tell the children not to listen to the cat?
9. What do Thing One and Thing Two do in the play? How are they helpful to the Cat in the Hat?
10. The Cat says that the things are "tame". What does that mean? Do you think they are tame?

1) WRITE A LETTER

Goal: To reflect on the performance experience and to practice writing skills.

Explanation: In this activity, students will write a letter about their experience to the performers or to Des Moines Performing Arts education donors whose support keeps Applause Series tickets accessibly priced for school groups.

Materials:

- ◇ Paper
- ◇ Writing utensil

Activity:

1. After attending the performance, discuss the experience with your students. Use the following discussion questions to guide the conversation:

- ◇ What was the show about?
- ◇ What parts of the show were most exciting?
- ◇ Which character did you enjoy the most? Why?
- ◇ What did the characters learn?

2. Next, invite students to write a letter to the performers or to Des Moines Performing Arts donors about their theater experience.

Example letter starter:

Dear *The Cat in the Hat* performers,

My favorite part of the show was...
While watching your show I felt... because ...
I have drawn a picture of the scene when...
If I could be in your show, I would play the part
of ... because ...

3. Mail the letters to:

Des Moines Performing Arts
Attn: Education Department
221 Walnut Street
Des Moines, IA 50309

Follow-up Question:

1. What did you include in your letter? Why did you want to share that particular idea?

POST-SHOW DISCUSSION AND ASSESSMENT, pg. 2



2) SCAT LIKE THE CAT

Goal: To explore words that rhyme

Explanation: In this activity, students will explore words that rhyme by creating a visual and playing a rhyming game.

Activity:

1. Have students think about words that rhyme with “cat”.
2. Using the hat reproducible found on page 16, have students use the stripes in the Cat’s hat to write down words that rhyme with cat.
3. Allow students time to color their hats (red and white—or any colors they want!)
4. Alternatively, you can create a “class” hat as a large group, rather than having students work individually.
5. To go a bit deeper, play a rhyming game by getting in a circle. Working clockwise, have one person say a word and then each person following come up with a word that rhymes. If they cannot think of a word they are “out” and the last one standing is the rhyming champion!

Follow-up Questions:

1. What was challenging about this activity?
2. Why do you think the Cat in the Hat speaks using rhyming words?

3) SLOW MOTION SCENE

Goal: To create a slow motion scene, such as in *The Cat in the Hat*.

Explanation: When the cat is balancing the objects and starts to fall in the performance, the action goes into slow motion. Students will create their own slow motion scene in groups.

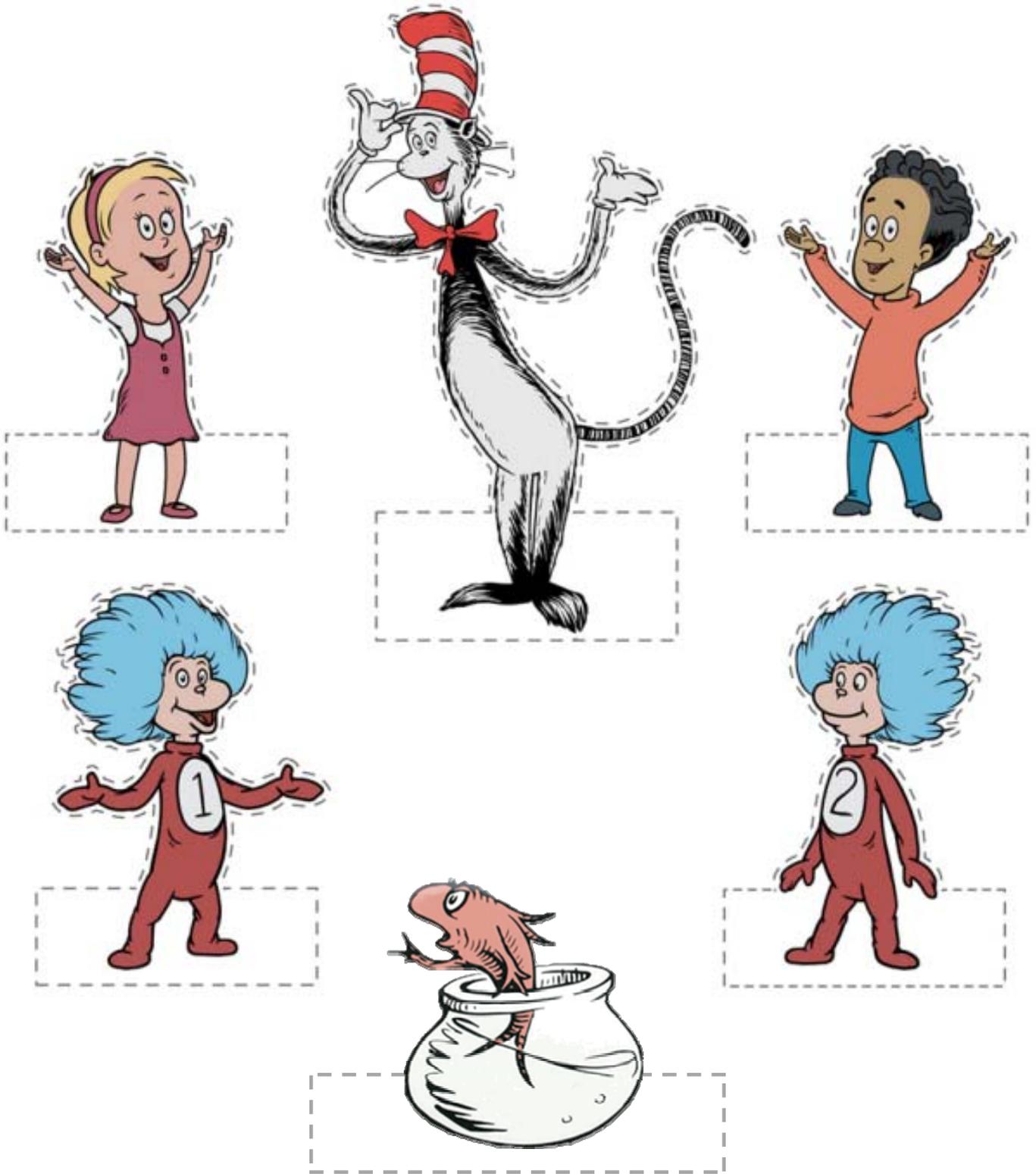
Activity:

1. Invite students to think about the scene in the performance when the cat is balancing objects and then falls in slow motion.
2. Divide students into groups of 4 or 5 and have them discuss actions or things that could happen that might be interesting in slow motion.
3. Have them work together in groups to create their own slow motion scene. Make sure scenes have a beginning, middle and end and tells a story through movement.
4. Have each group share their scene with the class.

Follow-up Questions:

1. How is your scene similar to the one in *The Cat in the Hat*? How is it different?
2. What was challenging about this activity? What challenges do you think the creative team had when they created the slow motion scene in *The Cat in the Hat*? What would you do different next time?

REPRODUCIBLES (use with pre-show exploration activity #2, page 12)

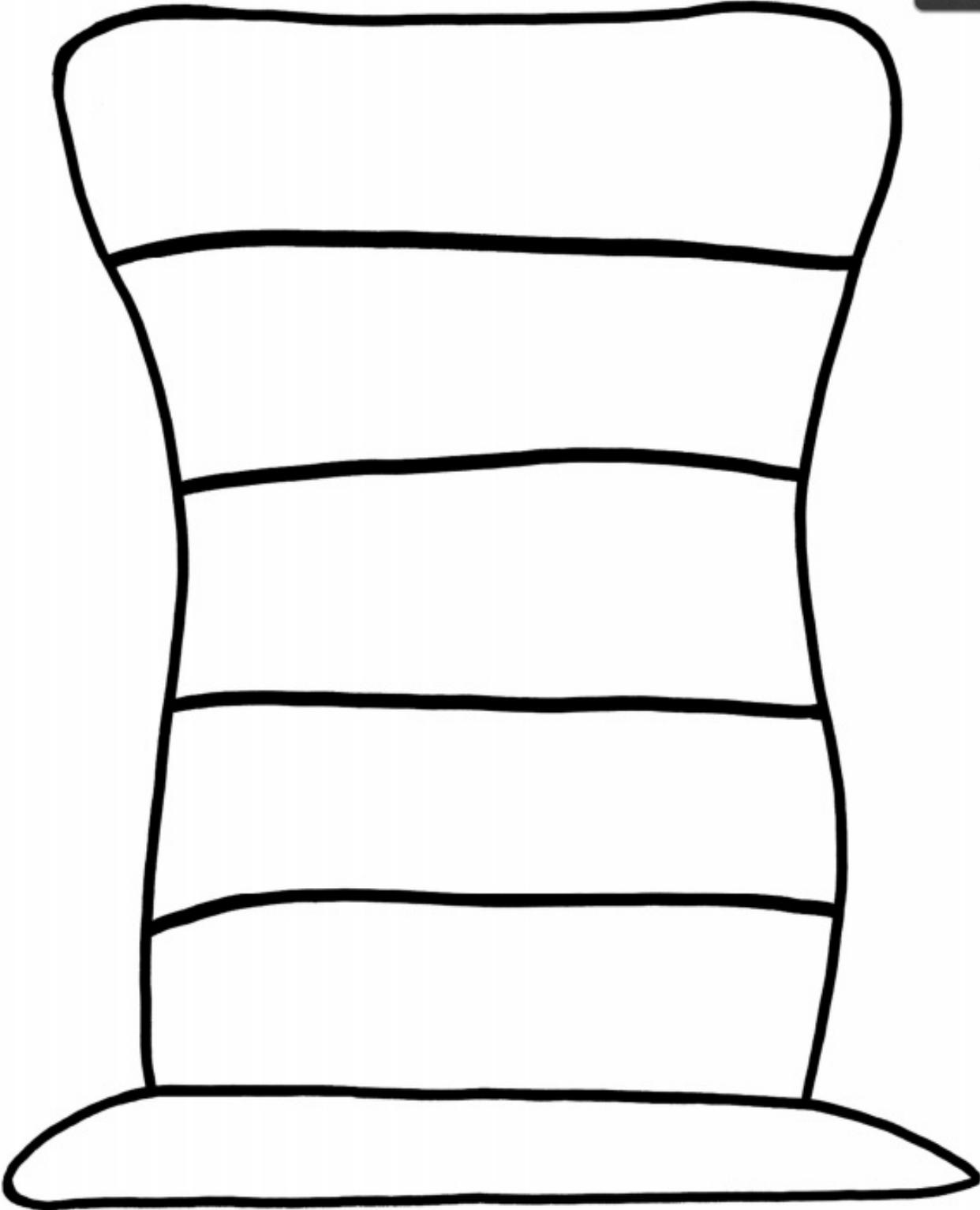


pbskids.org/catinthecat



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REPRODUCIBLES, pg. 2 (use with post-show assessment activity #2 on page 14)



RESOURCES AND SOURCES



MORE BEGINNER BOOKS:

The Big Honey Hunt
By Stan & Jan Berenstain

The Cat in the Hat
Comes Back
By Dr. Seuss

One Fish, Two Fish,
Red Fish, Blue Fish
By Dr. Seuss

Green Eggs and Ham
By Dr. Seuss

Are You My Mother?
By P.D. Eastman

Go, Dog. Go!
By P.D. Eastman

A Fish Out of Water
By Helen Palmer

ADDITIONAL CLASSROOM RESOURCES

"Biography of Dr. Seuss"

<http://www.biography.com/people/dr-seuss-9479638>

Learn more about the life of Dr. Seuss.

"Cat in the Hat Read Aloud"

<https://www.youtube.com/watch?v=nDQuAD2aNHk>

Listen and watch the Obama family read the book aloud to children in South Africa.

"Dr. Seuss Characters"

www.seussville.com/#/characters

Learn more about any Dr. Seuss character.

"Interactive Games"

<http://pbskids.org/catinthehat/>

Online games and activities connected to The Cat in the Hat.

"Interview with Audrey Geisel"

<http://www.readingrockets.org/books/interviews/seuss>

Learn more about the fascinating life of Dr. Seuss.

STUDY GUIDE SOURCES

Childsplay. "2014-15 National Tour: The Cat in the Hat."

<http://www.childsplayaz.org/national-tour>

Dr. Seuss. <http://www.seussville.com>