



Childsplay presents:

Go, Dog. Go!

By Allison Gregory and Steven Dietz
Based on the book by P.D. Eastman
Music by Michael Koerner

Director Dog: David Saar

Music Director Dog: Alan Ruch

Choreographer Dog: Molly Lajoie

Costume Designer Dog: Kish Finnegan

Scenic Designer Dog: Aaron Jackson

Lighting Designer Dog: Tim Monson

Stage Manager Dog: Sam Ries

The Cast:

MC Dog.	Jon Gentry
Red Dog.	D. Scott Withers
Blue Dog.	Dwayne Hartford
Yellow Dog.	Kristen Drathman
Green Dog.	Debra K. Stevens
Hattie/Spotted Dog.	Katie McFadzen
Musician Dog.	Tony Putrino

Tempe Center for the Arts, Studio Theatre
January 24- March 6, 2011

Production Support:



Arizona Commission on the Arts
Cardon Children's Medical Center
City of Tempe Cultural Services
The Flatt Foundation
Gene Nevitt Foundation
The Steele Foundation

About *Go, Dog. Go!* and Your Theatre Experience

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WHERE EDUCATION AND IMAGINATION
TAKE FLIGHT

We hope you find this guide helpful in preparing your children for an enjoyable and educational theatrical experience. Please return to www.childsplayaz.org and click on "360° Theatre Resource Center" for additional support materials including pre and post show discussion questions, classroom activities that deal with curriculum connections and a full lesson plan.

The Story: The cast of this beloved preschool favorite has gone to the dogs: with rollicking results! No one is safe -- not even the strolling accordionist -- as they bound onto the scene. There's cars, hats, audience participation, even a wild game of ball as this laugh-a-minute visual spectacle manages to sneak in some important lessons about life between innings.

Based on the beloved book by P.D. Eastman, *Go, Dog. Go!* is a musical romp full of surprises. The result is a production full of color, clowning, vaudeville, singing/barking, and of course, six lovable dogs!

*The performance runs approximately 60 minutes. The actors will conduct a short question/answer session following the performance, if time permits.

A Note from the Playwrights:

This play is adapted from a book renowned for its ability to generate fun, learning, adventure and surprise with a minimum of text. P.D. Eastman's timeless work honors the joyous simplicity of the world around us. Therefore in crafting a stage version of *Go, Dog. Go!*, it is not our intention to "fill out" or "open up" the story in the style of many traditional adaptations. We have, in fact, added virtually no words of our own. "Expanding" the book in this way would, we believe, rob it of its essential wondrous and loopy anarchy. Instead, we hope to celebrate and explore the existing words and pictures; to look not "outside the book", but more closely "within it" -- in the same way that a child (and parent) can read through Mr. Eastman's book night after night and find something new and remarkable with every turn of the page.

-Allison Gregory and Steven Dietz



About Childsplay:

Childsplay is a professional non-profit theatre company of adult actors, performing for young audiences and families.

Our Mission is to create theatre so strikingly original in form, content or both, that it instills in young people an enduring awe, love and respect for the medium, thus preserving imagination and wonder, those hallmarks of childhood that are the keys to the future.

What We Do:

In addition to our weekend public performances, we also offer three theatre experiences for our school audiences: Field Trips, School Tours and Artist in Residence Programs. Field trip performances, where students come to the theatre and see a production, can be booked by contacting Beth Olson at 480-921-5757. School Tour Performances, where we come to your school or other location and perform, can be booked by contacting Jaime Fox at 480-921-5751. Artist in Residence Programs, which can be individually designed to meet the needs of your school or can be based on one of our many existing formats (page to stage, creating original work, use of drama to teach curriculum), can be booked by contacting Patricia Black at 480-921-5750.



Our Home:

The Sybil B. Harrington Campus of Imagination and Wonder at Mitchell Park (formerly Mitchell School) is where you'll find our administrative offices, costume shop, prop shop, rehearsal spaces, and Academy classrooms. We love to hear from our audiences. Send your letters and reviews to:

Address: 900 S. Mitchell, Tempe, AZ 85281

Phone: 480-921-5700

Email: info@childsplayaz.org **Web:** www.childsplayaz.org

We perform at the Tempe Center for the Arts
700 W. Rio Salado Parkway
Tempe, AZ 85281

Theater Etiquette:

It's helpful to review the rules of theater etiquette before seeing a show, especially since this may be the first live theater experience for some of your students. Please take a moment to discuss the following pointers prior to seeing the performance:

- Use the restroom before seeing the show as we do not have intermission during our school performances.
- Stay seated during the performance.
- Be respectful to the performers and other people in the audience by not talking during the performance. Remember, the actors can see and hear the audience just like the audience can see and hear them.
- Appropriate responses such as applause or laughter are always welcome.
- Food, candy, gum and beverages are not allowed in the theater/during the performance.
- Use of cell phones (including text messaging), cameras or any other recording device is not allowed in the theater/during the performance at any time.
- Following the performance (time permitting) there will be a brief question/answer session where audience members will have an opportunity to ask the actors questions about the production.



Things To Talk About Before Seeing The Show:

Talk About P.D. Eastman:

Are Dr. Seuss and P. D. Eastman the same person? No! Philip Dey Eastman (1909-1986) was born in Amherst, MA and earned a B.A. from Amherst College in 1933. He worked in production design and story at Walt Disney's studio. While at Disney, he met Mary Louise Whitman who was working in the ink and paint department. They married and Phil went on to work at Warner Brother's Cartoons. By 1942, he had joined the army and been assigned to the Signal Corps film unit. While there he did picture planning for animated sequences in orientation and training films, and was a writer and storyboard artist on the "Private Snafu" series for Army-Navy Screen Magazine. Ted Geisel (aka Dr. Seuss) was the head of his unit. In 1945, Phil was working at United Productions of America (UPA). While there he helped create the character Mr. Magoo. In 1954, Ted Geisel approached him to write for his new Beginner Book series at Random House. By 1958, Random House had published P. D. Eastman's first children's book, *Sam and the Firefly*.

P. D. Eastman's Books

He wrote and illustrated:

Sam and the Firefly ('58)

Are You My Mother ('60)

Go, Dog. Go! ('61)

The Beginner Book Dictionary ('64)

Everything Happens to Aaron! ('67)

The Best Nest ('68)

Flap Your Wings ('69)

Big Dog...Little Dog ('73)

The Alphabet Book ('74)

What Time Is It? ('78)

He wrote:

Snow ('62)

He illustrated:

Fish Out Of Water ('61)

Robert the Rose Horse ('62)

I'll Teach My Dog 100 Words ('73)

Talk About Dogs:

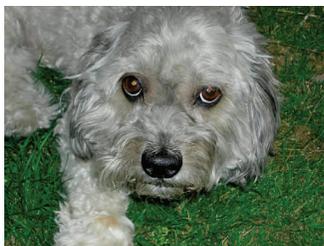
Paleontologists believe that the first true dogs, called canids, appeared about 30 to 40 million years ago.

The descendants of this animal are in two branches, one in Africa, and the other in Eurasia. The Eurasian group is called *Tomarctus*, and from this animal are descended dogs, foxes, and wolves. About 12,000 years ago there was a gray wolf that inhabited India, and is likely the ancestor of most modern dogs. The native African breeds are probably descended from the jackal.



Dogs are mammals. They have hair, live births, and feed their young with

milk from the female. They walk on their toes. Illustrations of dogs have been found on walls and in tombs from Europe, Middle East, and North America. Often the dogs are shown helping with hunting. Man's original alliance with dogs was for the work they could do. Eventually different types of dogs were bred for certain kinds of work. The ancient Egyptians worshipped dogs for the godlike powers they were thought to have. The Egyptians took care of their dogs in great style, giving them servants, their own gold, and only the choicest diet. Rulers were often buried with their favorite dog, to give protection in the next life.



The Europeans preferred to develop powerful breeds of

dogs, such as the mastiff. These dogs were valued for protection. In the Middle East, fast dogs such as sight hounds were favored. Farmers developed the herding and guarding breeds of dogs. The Chinese bred toy dogs to be lap dogs for nobility. Some breeds of dogs are very new, having only been developed in the 1800's. Today most dogs are owned as pets and companions though there are still dogs in the work force. Assistance dogs, police dogs, rescue dogs and herding dogs all earn their keep. And let us not forget about the "actor" dogs like Lassie and Benji.



The old rule-of-thumb that one dog year equals seven years of a human life is not exact. The ratio is higher

with youth and decreases a bit as the dog ages. Depending on the breed, a dog experiences the raging hormones of adolescence anywhere from eight months to two years or more. Generally, a dog of six has aged about as much as a 45-year-old human. At 10, she's like a human of 65; at 12, a human of 75; and at 15, a human of 90.

Talk About Physical Comedy and Music:

The book *Go, Dog! Go.* is made up of very few words so it's hard to imagine the book as a full musical. The storytelling in the play relies heavily on music and physical comedy. Physical comedy is comedic performance that uses mostly face and body to convey humor that is very rarely subtle or terribly realistic. Physical comedy is often performed without words and can be accompanied by music and often incorporates props. In this production, the accordion player provides live music to accompany songs as well as action. Watch for physical comedy bits throughout the performance.



Childsplay's 360° Theatre Resources for Schools
Who's who and Ask An Actor for
Go, Dog. Go!
2010-2011 Season
www.childsplayaz.org

Kristen Drathman (*Yellow Dog*) is an AZ Native who has a Bachelors degree in Music Theater from Arizona State University (Cum Laude). She trained classically with renowned voice teacher Dr. Judith Cloud and has been honored to sing all over the world. The '92 Olympics in Barcelona, Spain and the Brooklyn Conservatory Summer Opera Festival are a few favorites. She also made her Phoenix Symphony Hall Debut this February, singing as the female soloist in *A Salute to the Tony's* with Conductor Lawrence Golan. Favorite Theatre productions include, *Swing!* (AriZoni Award), *I Love You, You're Perfect, Now Change* (AriZoni Award), *Cole!* (AriZoni Award), Disney's *Beauty and the Beast* (AriZoni Award), *I Love A Piano* (AriZoni Award) and *The 25th Annual Putnam County Spelling Bee*. Other favorites include, *Schoolhouse Rock, Live!* (Childplay), *Still Life with Iris* (Childsplay), *Phenomenal Smith* (Childsplay), *Hello Muddah, Hello Fadduh!* (Theater League), *Blues in the Night* (Black Theater Troupe) and *Tapestry* (Actors' Theatre). Kristen has been teaching private voice and acting for 13 years, with a studio of over 50 students ranging in age from 7-50. When not busy at 'Play', Kristen enjoys spending time with her husband Greg, and her two sweet daughters (Shea-8 and Emme-6) who are growing up way too fast!!



Jon Gentry (*M.C. Dog*) is an Associate Artist with Childsplay has been a full time member of the acting company since 1982. Last season he appeared in *Rock Paper Scissors*. In June, he and fellow RPS'er David Dickenson left for the Netherlands, where they 're-imagined' the show at SPEEL THEATRE. He recently returned after a successful six months of rehearsing and touring the show throughout the Netherlands. Favorite Childsplay shows include *A Year with Frog and Toad* and *The Yellow Boat*. In the Phoenix area, he has been seen in *The Producers*, *The Pillowman*, *Angels in America*, *Blue Orange*, *Compleat Wrks of Shspr (Abridged)* and *A Funny Thing Happened on the Way to the Forum*. Directing credits include *Stones In His Pockets*, *Belle Of Amherst*, *Rhubarb Jam*, *The Imaginators*, and *Equus*. He has performed with Ac-

tors Theatre of Phoenix, Phoenix Theatre, Mill Mountain Theatre, Seattle Children's Theatre, PCPA Theatre Fest, Southwest Shakespeare and Arizona Jewish Theatre. In October of 2008 he was awarded a Lunt-Fontanne Fellowship by the Ten Chimneys Foundation as one of 10 actors in the United States to participate in the Inaugural Lunt-Fontanne Fellowship.

Dwayne Hartford (*Blue Dog*) first joined the company as an actor in 1990. Some of his favorite company roles are: Snail in *A Year With Frog & Toad*, Father in *The Yellow Boat*, the BFG in *The Big Friendly Giant*, the Moon in *Pero or the Mystery of the Night*, and Joseph in *Wolf Child: The Correction of Joseph*. Dwayne's plays *Eric and Elliot* (2005 AATE Distinguished Play Award winner), *The Imaginators*, and *A Tale of Two Cities* have been produced by Childsplay and published by Dramatic Publishing. His play *A Little Bit of Water* toured schools for two seasons. A regular director for Childsplay, he directed *Honus and Me*, *Busytown*, *Miss Nelson is Missing!*, *Seussical*, *Junie B. Jones* and *A Little Monkey Business* and *Petite Rouge*. Locally, he has directed for Phoenix Theatre, OperaTunity, Stagebrush, Greasepaint Scottsdale, and the Phoenix Symphony's production of *Amahl and the Night Visitors* at the Orpheum. Originally from Maine, he received his BFA from Boston Conservatory, and did graduate work in directing at Boston University. Dwayne is a Childsplay Associate Artist and Playwright in Residence.





Katie McFadzen (*Hattie/Spotted Dog*) is an Associate Artist with Childsplay and has been with the company as an actor and teaching artist since 1993. Favorite roles with Childsplay include: Bird/Mouse in *A Year With Frog and Toad*, Mom in *Honus and Me*, The Queen of England in *The Big Friendly Giant*, Miss Nelson/Miss Swamp in *Miss Nelson is Missing*, Mayzie in *Seussical*, Lilly in *Lilly's Purple Plastic Purse*, Goose in *Charlotte's Web* and Aunt Patti in *Getting Near to Baby*. Other Phoenix credits include *Speech and Debate* for Stray Cat Theatre, *Little Queen* for Teatro Bravo, *The Women and Something's Afoot* for Phoenix Theatre, *The Pursuit of Happiness* and *Parallel Lives: The Kathy and Mo Show* for Actors Theatre and *How the Other Half Loves* for Arizona Theatre Company. Katie holds a BFA in Acting/Directing from the University of Wisconsin, Whitewater and an MFA in Theatre for Youth from ASU. In addition to acting and teaching, Katie also helps create Childsplay's Resource Guides connected to the productions.

Tony Putrino (*Musician Dog*) began playing the accordion at the age of seven and knew then that music and show business would be his lifetime passion. By the age of twelve, he wrote his first song, played his first paying gig and did his first recording session. His musical experience continued to expand, from family gatherings to musical stage productions, nightclubs and concert stages with a variety of nationally known artists. As Tony matured, so did his music. Formally trained at California Institute of the Arts in Los Angeles, he received a Bachelor of Fine Arts Degree in Music Composition. His writings, recordings and live performances illustrate an eclectic mix of styles and idioms, ranging from high-energy rhythms and passionate melodies to peaceful, healing soundscapes. Originally from Upstate New York, Tony spent many years in Southern California and began a teaching career on accordion while attending school there. He now resides in the Phoenix area where he continues to write, perform, record and teach.



Debra K. Stevens (*Green Dog*) is an Associate Arts who has been with Childsplay since 1982. Last season, she also played Sophie in *The BFG* and Ms. Young in *Honus and Me*. Other favorite roles include: Lucy Wainwright in *Getting Near to Baby*, Mme. Defarge in *A Tale of Two Cities*, Charlotte in *Charlotte's Web*, Stacy in *Lost and Foundling*, Nurse and other roles in *Romeo and Juliet*, Annabelle in *Still Life With Iris*, Joy in *The Yellow Boat*, Helen Keller in *The Miracle Worker*, and Emily Dickinson in *The Belle of Amherst*. Debra spoke several of Shakespeare's most famous monologues as the Narrator for Center Dance Ensemble's Hamlet last fall, and portrayed Claire in Nearly Naked Theatre's production of Fuddy Meers in the spring. Other roles for theatres outside of Childsplay include Essie in *You Can't Take It With You* for Phoenix Theatre. For Actors Theatre she portrayed Nat in *Rabbit Hole*, Sister Woman in *Cat on a Hot Tin Roof*, Maya in *The Archbishop's Ceiling*, and Karen in *Dinner with Friends*. She will be directing the perfect American play, *The Crucible*, for Mesa Community College opening in January of 2011. Debra is on the Arizona Commission on the Arts roster as an Artist-in-Education. She received a BA in Speech and Theatre from Western Kentucky University and a Master's in Theatre from ASU.

D. Scott Withers (*Red Dog*) has been a member of the Childsplay acting company since 1989. Since playing Frog in the season opener, Scott returns to the Childsplay stage after taking a brief hiatus to perform the role of Edna Turnblad in *Hairspray* at Phoenix Theatre. Last season Scott appeared in *Honus and Me*, *Junie B. Jones*, and *The Big Friendly Giant* and directed *Androcles and the Lion*. Other favorite roles at Childsplay: *Seussical*, *Petite Rouge*, *A Tale of Two Cities*, *The Yellow Boat*, *Eric & Elliot*, *Schoolhouse Rock Live!*, *Wiley and the Hairy Man*, *Still Life With Iris* and *The Wind in the Willows*. Other performance credits: *Footloose*, *Gypsy* and *Bye, Bye Birdie* (Arizona Broadway Theatre), *A Year with Frog and Toad* (Seattle Children's Theatre); *Company*, *Forum*, *Into the Woods* and *Something's Afoot* (Phoenix Theatre); *A Christmas Carol* (Actors Theatre); *Pageant* (Howgood Productions); and *The Jungle Book* (Fulton Opera House). Directing credits include: *Alexander and The Terrible, Horrible...at Childsplay*, *The Women* at Phoenix Theatre, *The Crucible*, *Into the Woods*, *Victor/Victoria*, *Snoopy!!!*, *Annie Get Your Gun*, *Footloose* and *Once On This Island* at Stagebrush, *Jeffrey* and *Deporting the Divas* at IMCO, *The Life* at Black Theatre Troupe, *Meet Me In St. Louis* at the Sun Dome and *The Selfish Giant* and *Christmas in the Land of Oz* at Arizona Broadway Theatre. He served as Artistic Director for Greasepaint Youtheatre where he directed *Rent: School Edition* and *Pippin* and was the founding managing director for In Mixed Company. Scott is originally from Idaho and holds a BFA in Theatre Performance from ASU.



Ask An Actor!

We asked the cast of *Go, Dog, Go!* to tell us about their favorite fictional dogs or dog stories:

Dwayne Hartford (Blue Dog): Scooby Doo, because even though he gets scared, he still helps solve the crimes. And who doesn't like a Scooby Snack?

Jon Gentry (MC Dog): My favorite dog was 'Dog' on Petticoat Junction, which was a show I watched as a VERY young child. I think I liked him because he wasn't one of those SUPER DOGS like Lassie or Rin Tin Tin—he was just a regular dog, but did more than some of the other sitcom dogs who just sat around. Plus there was a great pay off when he got to become the original Benji in the films many years after Petticoat Junction went off the air.

Katie McFadzen (Hattie/Spotted Dog): My favorite by far is Walter the Farting Dog...because he farts! It's funny because it's true...dogs have a way of being silent but deadly.

Debra K. Stevens (Green Dog): "My Dog Skip" is funny and sweet and sad. I love the role that Skip plays in the "coming of age" of his owner. It was a very true telling of a young boy and his well loved and sometimes embarrassing dog. Skip leaves an indelible impression on both the boy and the audience--a life well lived! And this is coming from a confirmed cat lover.

D. Scott Withers (Red Dog): My favorite fictional dog is Snoopy! I've always loved his crazy antics and he was the first dog I ever played on stage – in a production of *Snoopy* (the musical) when I was in college at ASU.



Dwayne's dog Lucy



Questions to Ask Before Seeing *Go, Dog. Go!*:

- 1) What is the difference between seeing a play and seeing a movie?
- 2) If you could be any kind of dog, what kind of dog would you be? What would your name be?
- 3) How are dogs similar to humans? How are they different?
- 4) How can you make a play out of a book with very few words? What do you think the play will be like? What do you think the songs will be about?
- 5) What do you think the dogs in the play will look like? How do you think they will move and sound?
- 6) When you go to see a play, the audience usually faces the stage with everyone facing the same direction. This play will be performed in the round. What do you think that means? (Answer: there is audience on all four sides of the circular performance space or stage)

Questions to Ask After Seeing *Go, Dog. Go!*:

- 1) Who were the characters in the story?
- 2) What were the problems in the story?
- 3) Where did the story take place?
- 4) How was the play like the book? How was it different from the book?
- 5) What part of the play did you like the best?
- 6) Which character was your favorite and why?
- 7) Share a moment from the play that made you laugh. What other funny bits do you remember?
- 8) At the end of the performance, the actors took some questions from the audience. What other questions did you want to ask?



Minute Activities:

5

1) Using the *Go, Dog. Go!* book as a resource, count the dog pictures. Find totals for: the entire book, each page, pages 6-7; pages 44-45; page 58 (or whichever pages you choose). Compare your answers. **Math:** K: S2: C1: PO2: ask/answer questions by counting, comparing, interpreting displays of data

2) As a class, make a list of verbs and adjectives from the book that you can use to explore movement. For example, what would a blue, crooked, or jumping movement look like? Then, using 4 or 5 of the words, create a dance pattern as a group. Try it again to music! **AZ Early Learning Standards:** Physical Development: S1: C2: C: Exhibits body special awareness.

3) Collect objects that you can use as instruments (like a spoon to clank on a coffee cup, or two pieces of wood to knock together) and create a Rhythm Orchestra! Figure out what kind of sound and rhythm pattern each instrument makes. Now, add the instruments to the orchestra one at a time until everyone is playing. Take turns being the conductor and explore tempo and volume. **AZ Early Learning Standards:** Fine Arts: S2: C1: A: Experiments with a variety of instruments, vocalizations, sounds or creative movements.



Minute Activities:

15

1) *Go, Dog. Go!* Has a lot of opposites in the story, big dogs and little dogs, red dogs and blue dogs, dogs up and dogs down. Make your own "*Go, _____, Go!*" book, by using a different animal. Draw your animals in opposite situations, like in and out, and then write a sentence underneath it in the style of P.D. Eastman. Brainstorm opposites as a class and then let each student make a page to add to a class book, or let them each make their own. **Writing:** G1: S2: C4: PO 3: Descriptive phrases and short sentences.

2) There are 24 hours in a day. How do you manage your time? How many of those hours do you sleep? Eat? Play? Go to school? Do homework? Map out the 24 hours of your day by listing each activity and the amount of time you do it. Now, make a clock, and draw out the hours of your day! Try doing this same activity, but pretending you are a dog. How would your day be different? **Social Studies:** G1: S2: C1: PO 1: Place life events in chronological order.

3) Read the Spanish version of *Go, Dog. Go!* (*Corre, Perro. Corre!*) See how many words you can understand! What is the Spanish word for dog? Go? Car? Tree? Bicycle? Party?

4) Play *Go, Dog. Go!* Simon Says. Have a teacher or a student use the phrase "Green Dog says..." and give movement/pantomime commands that relate to the vocabulary of the book; e.g., "Dogs are up, Dogs are down." "Dogs are in the water." "Dogs are near the table." **Social Studies:** K: S4: C1: PO 3: Determine relative location of objects using the terms near/far, over/under, etc.

Minute Activities:

30

1) Hattie wears several unique hats in the play. Create your own crazy hat. Use a real hat as a base or make one out of fabric or cardboard. Add all sorts of objects to your hat. Use the pictures in the books for inspiration. Wear your hats and have a hat fashion show for an audience and/or play out a scene with Hattie asking "Do you like my hat?" **Visual Arts:** S1: C2: PO101: Identify and experiment with materials, tools, and techniques in his or her own artwork

2) Using the internet, research dog breeds. Choose a breed of dog (the AKC web site is a good source) and prepare a report to share with the class. Find a photo of the breed on the internet that you can print out. Create a dog "Howl of Fame" in a hallway at school displaying your research. You can also use photos of your pet dogs or famous dogs. **Writing:** G1: S3: C2: PO 2: Create summaries from informational texts.

3) For your health and safety (and for that of the dog) it is important to know about Dog Safety. Using several different resources (internet, veterinarian, books, etc.) come up with a list of tips for dog safety. Include tips that you should follow when around dogs you don't know as well as tips that will ensure the dog's safety. Post the tips at home or school. **AZ Early Learning Standards:** Health/Safety: S3: C1: A: Animal and plant safety.

4) In pairs, play three "do you like my hat?" scenes (in English and/or Spanish). In the first two scenes, the dog does not like the hat and in the last, he/she does. Rehearse the scenes a few times and then share with the class. **AZ Early Learning Standards:** Fine Arts: S3: C1: C: Dramatizes familiar stories.



**Childsplay's
360° Theatre Resources for Schools**

**In-Depth Standards Based Lesson Plan
for *Go, Dog. Go!***

2010-2011 Season

www.childsplayaz.org

Lesson Plan: A Dog's Life

Target Grades: preK-3

Lesson Overview: Students will act out a day in the life of a dog.

Length of Lesson: 45-60 minutes

Instructional Objectives:

- Students will use their bodies to show distinct characteristics as dogs.
- Students will communicate actions and objects using pantomime.
- Students will use individual tableaux to show emotions.

Arizona State Standards:

Theatre- Beginning: S1:C2:PO 101. Imagine and describe characters, their relationships, what they want and why (e.g., through variations of movement and gesture, vocal pitch, volume, and tempo).

Theatre-Beginning: S1:C2:PO 104.

Describe or illustrate recalled sensory experiences.

Grade K-Life Science: S4:C1:PO 3. Identify the five senses and their related body parts:

- sight – eyes
- hearing – ears
- smell – nose
- taste – tongue
- touch – skin

Supplies: none

Instructional Plan:

Warm-up:

Ask students to stand in their own space. Explain that as you count down from 10, they must change their bodies into dog bodies. So when you say “10” they are humans, when you say “5” they should be half and half, and when you say “0” they must be all dog. Let them explore their new dog bodies, going fast, going slow, sitting, rolling over, etc. Are they big dogs? Little dogs? Puppies? Old dogs? If noise becomes an issue, let them try barking loud, then soft, and tell them the soft barking is better for the activity and that they should only bark softly from now on.

Target Activity:

Instruct all the students to curl up to sleep as dogs—perhaps turn off one of the lights. After a few seconds, turn the light back on and announce it's time for the dogs to wake up! Tell them to stretch and shake out the sleepies—they are going to have a dog day. Walk the dogs over to one section of the room and have them gather together, sitting. Step into role as all the dogs' owner. Ask the students to try various dog tricks, first all at once, and then one-by-one so the rest of the students can see. Emphasize doing tricks using specific parts of the body, such as “beg for a treat using your face (expression)” or “scratch your belly with your paws.” Then, call out one of the five senses (sight, hearing, etc.) and tell the dogs to pantomime using the body part connected to each sense (without touching the other dogs). Tap each student on the head and ask what they see, hear, etc. from the dog's perspective.

Announce that it is time to eat. But there is no dog kibble! Ask the student-dogs to brainstorm things to eat. Ask them to sit in a circle. Pantomime opening a lunch box and taking a specific food (ie a sandwich). Emphasize what it looks like (size), what it smells like, what it feels like (hot/cold/sticky). Take a bite and pass it on, asking students to continue pantomiming sharing the food. They should use their bodies and faces to show whether or not they like the food. After everyone has tried the pantomimed food, either take out another, different food item, or ask another student to open his/ her lunch box and pantomime eating a different food item, passing it on. Repeat as desired.

Announce that the day is nearly over and that it is time for bed. Ask the dogs if they would like to go to sleep now (presumably they will say no). Ask students to use their bodies to show how they feel about going to bed in a tableau (frozen picture). Walk around the room and tap a student on the head, and ask them to say one thing to try to convince you they should not go to bed. Repeat as desired. After they have shared, walk over and turn off one of the lights. Talk them through getting sleepy: eyes are tired, rub your eyes, stretch, curl up, and sleep. Let them “sleep” for a few seconds and then turn on the light and tell them when they wake up, they are boys and girls again.

Assessment:

Sit in a circle together. Ask: What did you do with your bodies to show you were dogs? When we were eating food, how did you know what we were eating? How did you know if someone liked it or not? When you showed me how you felt about going to bed, what did you do with your bodies and faces to show how you felt?

Extensions:

Art: Provide students with magazines with dogs and other animals. Ask them to cut out pictures of the animals and create a collage of animals.

Science: Using the art project above, ask the students to observe the differences and similarities between the animals (color, number of legs, wings/no wings, etc)

Author: Aimee S. Reid, Teaching Artist



Childsplay's 360° Theatre Resources for Schools

Booklist and Websites for *Go, Dog. Go!*

2010-2011 Season

www.childsplayaz.org



Prepared with the help of Tim Wadham, Member, National Board, Association for Library Service to Children

Once you've seen *Go, Dog. Go!* you should read these other books by P. D. Eastman:

Are You My Mother?

The Best Nest

Flap Your Wings

Sam and the Firefly

Snow by Roy McKie and P. D. Eastman

Themes/Curriculum Ties

Dogs

Art Dog by Thacher Hurd

Pinkerton, Behave, A Rose for Pinkerton, Tallyho, Pinkerton!, Prehistoric Pinkerton and *A Penguin Pup for Pinkerton* by Steven Kellogg

Martha Speaks, Martha Calling, Martha Blah Blah, Martha Walks the Dog, Martha and Skits and *Perfectly Martha* by Susan Meddaugh

Mo the Dog in Tropical Paradise by Diane Stanley

Walter the Farting Dog, Walter the Farting Dog: Trouble at the Yard Sale, Rough Weather Ahead for Walter the Farting Dog, Walter the Farting Dog Goes on A Cruise, Walter the Farting Dog: Banned From the Beach by William Kotzwinkle, Glenn Murray, Elizabeth Gundy

Colors

Freight Train by Donald Crews

Lunch by Denise Fleming

Color Zoo, Color Farm and *Planting a Rainbow* by Lois Ehlert

Color Dance by Ann Jonas

Brown Bear, Brown Bear What Do You See? By Bill Martin Jr.

My Many Colored Days by Dr. Seuss

Mouse Paint by Ellen Stoll Walsh

I Went Walking by Sue Williams

Physical Comedy

Bears on Wheels by Stan and Jan Berenstain

Prepositions/Adjectives/Verbs

Grammar Rock (video)

Elephants Aloft by Kathi Appelt (prepositions)

All About Where by Tana Hoban (prepositions)

Where's Jenna? by Margaret Miller (prepositions)

How Loud is a Lion by Clare Beaton (adjectives)

Many Lucious Lollypops by Ruth Heller (adjectives)

Super, Super, Superwords by Bruce McMillan (adjectives)

Kites Sail High: A Book About Verbs by Ruth Heller (verbs)

Accordion Music

Hector, the Accordion-Nosed Dog by John Stadler

Music, Music for Everyone by Vera B. Williams

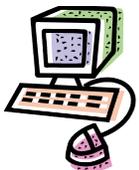
All materials are available through your local library.

Check it out!

Interesting Internet Links:

www.greatdogsite.com

Info on over 700 dog breeds



www.americankennelclub.com

Find information on many different dog breeds registered with the American Kennel Club

www.dogquotes.com

A great site with dog quotes, facts, proverbs, etc.

www.kiddyhouse.com/Themes/colors

Activities to teach children about color

www.kidslearningstation.com/preschool/teach-colors.asp

Link to printable color worksheets

www.pdeastmanbooks.com

The official P.D. Eastman site



Childsplay's 360° Theatre Resources for Schools

Student Pages for:

Go, Dog. Go!

By Allison Gregory and Steven Dietz
Based on the book by P.D. Eastman
Music by Michael Koerner

Director Dog: David Saar

Music Director Dog: Alan Ruch

Choreographer Dog: Molly Lajoie

Costume Designer Dog: Kish Finnegan

Scenic Designer Dog: Aaron Jackson

Lighting Designer Dog: Tim Monson

Stage Manager Dog: Sam Ries

The Cast:

MC Dog.....	Jon Gentry
Red Dog.....	D. Scott Withers
Blue Dog.....	Dwayne Hartford
Yellow Dog.....	Kristen Drathman
Green Dog.....	Debra K. Stevens
Hattie/Spotted Dog.....	Katie McFadzen
Musician Dog.....	Tony Putrino

Tempe Center for the Arts, Studio Theatre
January 24- March 6, 2011



Production Support:



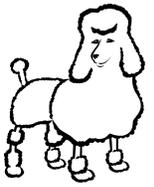
Arizona Commission on the Arts
Cardon Children's Medical Center
City of Tempe Cultural Services
The Flatt Foundation
Gene Nevitt Foundation
The Steele Foundation



Answer to the "Count
the Dogs Activity":
eleven

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Today you saw a production of **Go, Dog. Go!** performed by Childsplay at the Tempe Center for the Arts. Here are some things to think about and some activities to do now that you've seen the show!

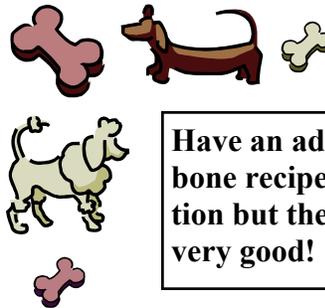


Tell your family and/or friends about the play!

•Who were the characters? Which character was your favorite and why? What did the characters do? What was your favorite part of the play? How was the play similar to the book? Different?

•Talk about the costumes, scenery, props and sound that were used in the production. Draw pictures to help describe the different costumes and scenery.

•Think about the character Hattie and the hats she wears throughout the play. The last one is wild and fun and has lots of interesting things on it. Create your own wacky hats with your friends! Use a real hat as a base or make one out of fabric or cardboard. Add all sorts of weird and wonderful objects to your hat. Wear your hats and have a hat fashion show for an audience!



Have an adult help you make this dog bone recipe! OK for human consumption but they probably wouldn't taste very good!

Hattie's Dog Biscuit Recipe



2 1/2 cups flour
 3/4 cup dry milk powder
 1/2 cup vegetable oil
 2 tbs. brown sugar
 2 bouillon cubes; dissolved in 3/4 cup boiling water
 1/2 cup shredded carrots (optional)
 1 egg

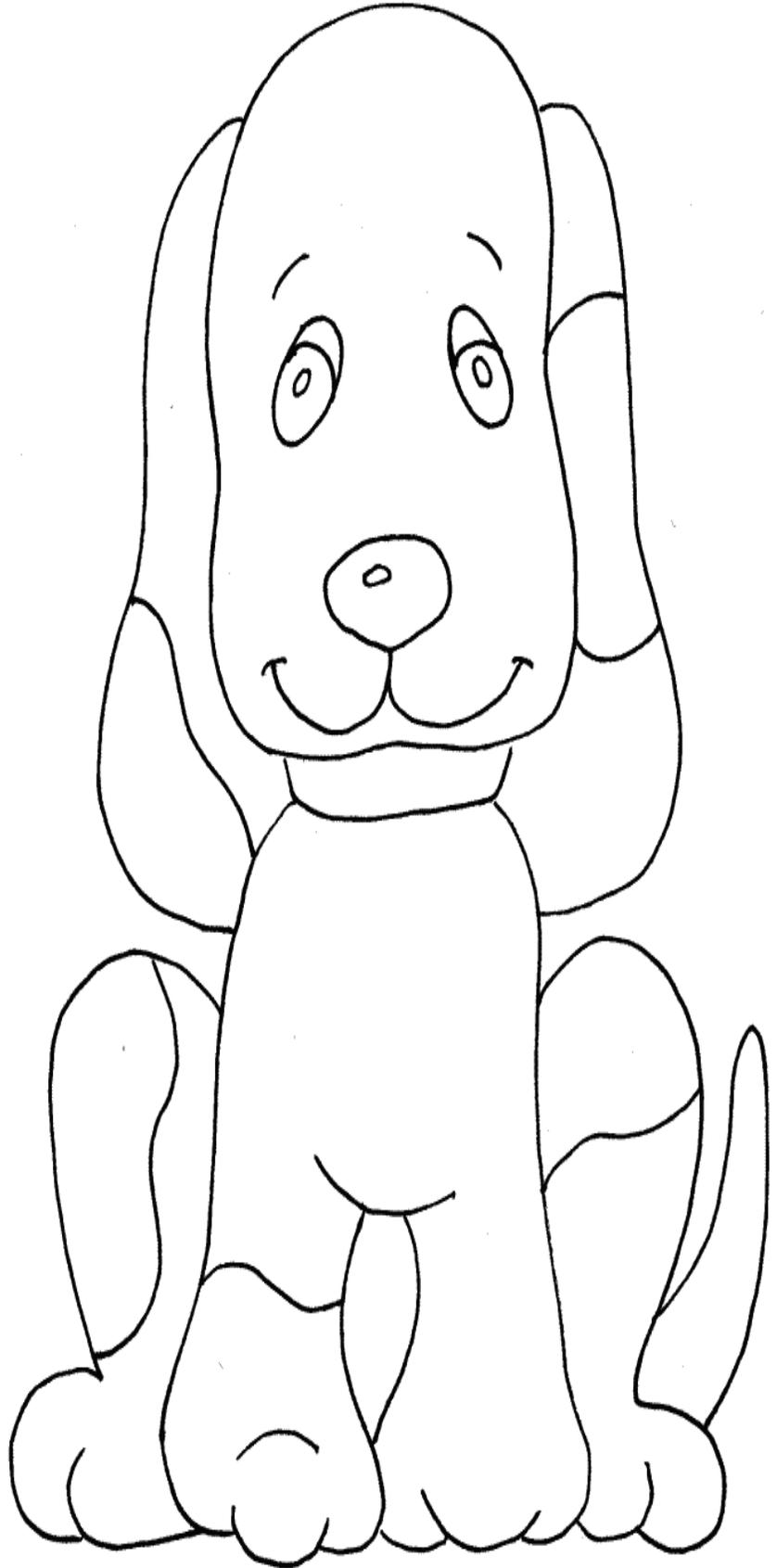
Preheat oven to 300F. Mix all ingredients into a ball and roll out to about 1/4" thick. Cut with bone-shaped cookie cutter, or strips, or a cutter shape of your own choice. Place on ungreased cookie sheet and bake 30 minutes at 300F

Find these words in the puzzle below.
They can go up, down, across, backwards or diagonally!

**DOG • GO • YELLOW • GREEN • BLUE
• HAT • CAR • TREE • BOAT • SKATE**

W	R	D	P	S	N	T	A	H	M
V	O	A	X	Q	E	K	E	S	X
G	M	L	C	F	E	W	Z	D	E
T	J	D	L	E	R	U	F	J	I
T	Y	Q	T	E	G	Q	F	P	F
J	R	A	T	X	Y	P	L	W	B
P	K	E	S	B	B	L	U	E	O
S	R	P	E	I	G	Y	M	L	A
P	A	F	X	W	T	Z	Z	R	T
K	D	O	A	J	L	C	B	K	U

Color the dog using your favorite colors.



How many words can you think of that have the letters D-O-G in them? Have a contest with a friend to see who can come up with the most words in 5 minutes!

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Count the Dogs...

How many dogs can you count on these two pages? Look carefully, there might be some that are difficult to see! The answer is on the bottom of the first page but don't peek until you are done counting!

