



AFTER YOU SEE THE SHOW

The Cat in the Hat

By Katie Mitchell

Adapted from the Book by Dr. Seuss

Directed by **David Barker**
Scenic Design by **John Emery**
Costume Design by **D. Daniel Hollingshead**
Lighting Design by **Jennifer Setlow**
Sound Design by **Chris Neumeyer**
Stage Manager: **Koryn Weiman**

DR. SEUSS' THE CAT IN THE HAT is presented through special arrangement with Music Theatre International (MTI).

QUESTIONS TO ASK AFTER SEEING THE SHOW

THE BIG IDEA

Power of Imagination

- How was the play similar to the book? How was it different?
- 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?
- 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?
- What color is the fish? What color is Thing 1 and Thing 2's hair? What colors are in the cat's hat?
- 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?
- What is an example of a character (or characters) showing responsibility in the play?
- What would you do if The Cat in the Hat showed up at your house when your parents weren't home?
- Why does the fish tell the children not to listen to the cat?
- What do Thing 1 and Thing 2 do in the play? How are they helpful to the Cat in the Hat?
- The Cat says that the things are "tame." What does that mean? Do you think they are tame?

SPOTLIGHT THEATRE JOB

Associate Production Manager

What does an Associate Production Manager do? We asked Rachel Solis, Associate Production Manager at Childsplay to tell us about this theatre job:

As the Associate Production Manager I work mostly with our local and national tours. My favorite part about being the Associate Production Manager is how many different things I get to do on any given day. My days never look the same which is why I feel like my job is so much fun! Every season several of Childsplay's shows will tour around the entire state of Arizona, and one will tour across the United States. This year our national tour will also tour in Canada! When we tour a show, our professional actors pack everything we need – set, costumes, props, sound equipment – into our tour vans, travel to our performance location, unload and set everything up, perform, and then pack it all back up again. While we're in rehearsal for a touring show, like *Rock the Presidents*, I am in charge of making sure the actors and our stage manager are trained and ready to go out on the road. During the rehearsal process not only do the actors and stage manager have to learn the movement, music, and lines, they also have to learn how to put up the set, run everything for the computer and speakers so we have sound, drive the vans, maintain their costumes, work with our education department to come up with the Q&A portion of the show, and many other things. Together we have to figure out how to fit our set, costumes and sound equipment into *one van*! We always have to think on our toes because anything can happen out on the road, and you have to be able to adapt to all kinds of situations. Touring shows are really fun because every day is different. On any given day we can perform between 1 to 3 shows at 2 different locations. One of my most important jobs is to create and maintain our touring schedule. Once the shows are ready and out on the road my job is to be there for them if they need anything while they're out. Sometimes a prop will get broken or a costume piece will get ripped and I will communicate with our Prop Master, Jim Luther, or the Costuming and Wardrobe Supervisor, Daniel Hollingshead, to coordinate repair of the item before the tour hits the road the next morning. One of the best parts about the local tours is that we're so close to the audience that you can see their reactions to everything.

BOOKS TO CHECK OUT

The Truck is Stuck by Kevin Lewis
Chicka Chicka Boom Boom by Bill Martin Jr.
One Duck Stuck by Phyllis Root
It Wasn't My Fault by Helen Lester
Just a Mess by Mercer Meyer
A Sick Day for Amos McGee by Phillip Stead
Martin on the Moon by Marine Audet
If All the Animals Came Inside by Eric Pinder
Not a Box by Antoinette Portis
One Fish Two Fish Red Fish Blue Fish by Dr. Seuss
The Lorax by Dr. Seuss
The Sneetches by Dr. Seuss
Yertle the Turtle by Dr. Seuss
Penny and Her Song by Kevin Henkes
The Dot by Peter Reynolds
Tuesday by David Wiesner

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CONNECTION TO STANDARDS

LITERACY

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With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Activity:

Using the illustrations from the book as reference, have the students build the world of the story using their bodies and imaginations. Divide students into groups of 4 or 5 and assign each group a page from the book that they can recreate. Ask them to spend a minute or two talking about what they see in the picture: what is happening, who the characters are, and what they are feeling. Using the clues they have just discussed, have them create a frozen picture with their bodies and imaginations that reflects what's happening in the picture. Share with the class.

Extension:

Students can advance to bringing the illustrations to life by adding movement and voice to their frozen pictures. Think about what happened just before the frozen picture and what would happen after. What would the action look like? Make sure you have a beginning, middle, and end. Have each group share with the class.

EARLY LEARNING STANDARDS

Approaches to Learning (Arizona PreK-K.S.4.C1): *Engages in inventive social play.*

Activity:

Using bodies and imaginations, create a cleaning machine like the one the Cat used. One person starts by choosing a movement and a sound for their part of the machine. Then others add on one at a time becoming a different part of the machine (depending on the size of your class, you may want to make two machines). Place some objects around the room and work together to clean them up. Work together to start the machine up and then slow it down and stop it again.

STEAM

Science/Health (Arizona PreK.S2.C1.PO3): *Recognize how peers can influence healthy and unhealthy behaviors.*

Activity:

In small groups (or as a class), have students choose 3 behaviors that they observed in the play that may not have been the best choice for that moment. Next, have them come up with a behavior/action that would have been a safer, smarter, or healthier choice.

Extension: Have each group (or whole class) choose one of the behaviors they observed. Using voice, body, and imagination, play the behavior out. Then play out the alternative version they came up with.

WE'RE HERE TO HELP!

Contact us if you would like help in creating an arts-based, standards-driven project/lesson around the theme of the play:

(480) 921-5760 schools@childsplayaz.org

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