



Where the Arts Come Alive!



Thrivent Financial for Lutherans Education Series

# EDUCATOR RESOURCE GUIDE



## Omaha Theater Company presents *If You Give a Cat a Cupcake*

This performance is sponsored by



**Thursday, November 30, 2010**  
**9:30 a.m. and 12:30 p.m.**  
**approximately 60 minutes**



Sponsored in part by



With additional support from



The Thrivent Financial for Lutherans Education Series is supported in part by a grant from the Wisconsin Arts Board with funds from the State of Wisconsin and the National Endowment for the Arts.

**WELCOME**

# Learning Through the Arts

**Thank you** for including the Fox Cities Performing Arts Center in your curriculum plans this year. Our mission is to serve as a gathering place for the community to engage in educational opportunities and enhance the understanding and enjoyment of life through the creation and presentation of the arts.

We want to be the place where students discover their own creativity by exposing them to the power of the performing arts! We hope you'll find the information in this resource guide and other online resources helpful as you connect the performance to your classroom lessons.

Our education and group sales team is ready to help make your experience at the Center one that will engage your students through the inspirational medium of live performing arts.

For questions contact the group sales department  
(920) 730-3786 or [groupsales@foxcitiespac.com](mailto:groupsales@foxcitiespac.com)

**Enjoy the show!**



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[foxcitiespac.com](http://foxcitiespac.com)

# REMINDERS

## **THEATER ETIQUETTE**

To make the experience an enjoyable one for all, please review the following theater etiquette with all your students and chaperones before attending the performance.

- **Arrive on time**
- **Cameras and audio or video recorders are not permitted in the theater**
- **Turn off or silence all cell phones, pagers, watch alarms and other electronic devices**
- **Food, candy, beverages and gum are not allowed in the theater**
- **Avoid talking and making unnecessary noise during the performance**
- **Walk while in the theater**
- **Keep feet off the seats and do not step over seat backs**
- **Do not lean over balcony railings or attempt to throw or drop anything from the balconies**
- **We strongly recommend that children be at least three years old. Babies in arms will not be permitted in the theater**

## **ARRIVAL**

Please do not arrive any earlier than 30 minutes prior to the performance, but no later than 10 minutes before the performance to ensure ample time to get seated. Upon arrival at the theater, buses should follow the directions of the staff outside to assist them in finding a parking location. Cars and other vehicles may find parking in the Washington Street ramp or in metered spaces along the street for a nominal fee.

After parking, unload your students and make your way into the Fox Cities Performing Arts Center. Enter the building at the doors on Division Street and have one member of your group check in at the table in the main lobby. At that time you will be given your seat locations and volunteers will escort you to your seats. Printed tickets are not issued for education performances.

## **DEPARTURE**

After the performance, Fox Cities Performing Arts Center personnel will dismiss all groups from the theater. Please remain in your seats until dismissed.

## **REFUNDS OR EXCHANGES**

Refunds or exchanges will only be honored if an event is canceled by the Fox Cities Performing Arts Center or if your school (or district where you reside) is closed or delayed. Because we are unable to resell reserved seats, no refunds are issued for unused seats on the day of the performance, including student illnesses.

## **ACCESSIBILITY**

The Fox Cities Performing Arts Center strives to make the arts available to everyone. We offer many services for patrons with special needs, including wheelchair accessible seating, assisted listening devices and American Sign Language (ASL) interpretation. To best serve the needs of you and your students, indicate if you have individuals who require special services or seating needs when making your reservation.



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# CONTENT STANDARDS

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To assist you in your planning, the Wisconsin Model Academic Standards that are most likely to connect with this performance are listed below.

### Theater

- A. **PLAY READING AND ANALYSIS:** Students in Wisconsin will attend live theater and read plays, be able to analyze and evaluate the play and articulate (create meaning from) the play's message for individuals and society.
- C. **RESEARCH AND ANALYSIS:** Students in Wisconsin will research and analyze methods of presentation and audience response for theater, the interconnections of theater, community, other cultures and historical periods for use as general knowledge.

### English Language Arts

- A. **READING/LITERATURE:** Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.
- C. **ORAL LANGUAGE:** Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

### Social Studies

- E. **BEHAVIORAL SCIENCES:** Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.



# ABOUT THE PERFORMANCE

## SYNOPSIS

Based on the lighthearted book written by Laura Numeroff and illustrated by Felicia Bond, this vibrant new show is full of interactive fun and comic relief that will have everyone smiling.

Despite her older brother's warning, seven-year-old Laura gives her new cat a cupcake. The cat is so excited and happy that she asks for sprinkles. When Laura gives her the sprinkles, the cat makes a huge mess. Cleaning up the mess will get her wet, so Laura gives her a bathing suit....which leads to crazy adventures at the beach, the gym, a mountain, a lake and beyond!

“At various times in the play, the audience members get to talk to the characters, sing along with them, dance with them and make lots of fun noises,” says playwright Brian Guehring. “The cast really looks forward to this aspect of the show because the kids in the audience are always so eager to participate.” The show is funny and energetic entertainment, but also teaches a lesson about consequences of actions and the need to rein in impulses.

## OMAHA THEATER COMPANY

Established in 1949 as the Junior Theater, the Omaha Theater Company is one of the oldest and most well respected children's theaters in the nation. Its performances are renowned for their quality and artistic achievement, as well as their educational value.

The Theater serves more than 300,000 children and adults each year at home at The Rose Theater and on national tour, where it travels to an average of 80 cities each season.

In Omaha, professional productions that entertain and engage young audiences are performed almost year-round on two stages at the beautiful Rose Theater, while professional actors and educators work with thousands of students all across the Omaha metro area. The Omaha Theater Company has been a recipient of many prestigious awards in the field of dramatic arts, including the Sara Spencer Artistic Achievement Award and Nebraska Governor's Outstanding Artistic Organization Award and claims a long and distinguished list of guest artists and collaborators that include Tony Award®, Academy Award® and New York Drama Desk Award-winning artists.



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# CLASSROOM IDEAS

## ACTIVITY IDEAS

In addition to the activity and discussion suggestions included in the show's study guide, here are some other ideas to try...

- Make cupcakes and have students decorate with their favorite sprinkles.
- As a class read some of Laura Numeroff's books. Discuss the chain of events found in each book. In groups or as a class, ask the students to make up a new story that involves a chain of events, such as "If You Give a Dog a Doughnut..." or "If You Give a Teacher a Turnip..."
- Have students bring photos of their pets and share silly pet stories.
- Discuss how a play is different from a movie or television show? Why is it important to watch quietly? When can you make noise in the audience? What are good noises to make?
- After watching the play, discuss the differences between the book and the play. What changes did the playwright make to the story? What other changes would the students have made?
- A map is a drawing that shows the location of places in relation to each other. A map often uses symbols to represent different places. Where are all of the places the Cat went in the story? What do you think the map of his travels might look like? Have the students draw a map of the Cat's travels, including all of the locations and details used in the story. They could also draw a line to show the Cat's travel route.
- Discuss the purpose of scenery in a play as it establishes mood, time, place and supports the actions of the characters. Discuss the scenery necessary for setting the locations within the play *If You Give a Cat a Cupcake*. What would the set look like if the students were the set designers? Using any materials you like, have the students create a set design for one of the locations within the play.
- After reading "If You Give a Cat a Cupcake," ask the students what their favorite kinds of cupcakes are. Make a list of everyone's favorite and graph the results. What kind was the most favorite in your class?

## THEATER DISCUSSION QUESTIONS

- How did the characters' behavior change during the course of the play? Why did those changes occur?
- Which characters were you able to relate to the most? Why?
- What did you learn from the performance?
- If you could ask one of the characters a question, what would it be? Why?
- Describe one costume that you saw. What did the costume tell you about the character? Was the character young or old? Was the character a boy or girl? How do you know?
- Describe one of the sets in the play. What did the set tell you about the play?
- Which moment do you remember most from the performance? What was happening? Draw a picture of that moment and include all the characters.
- If you were going to tell a friend about the performance, how would you describe the main idea of the play in one sentence?



# RESOURCES

## ADDITIONAL RESOURCES

Other books by Laura Numeroff

“If You Give a Moose a Muffin”

“If You Give a Pig a Pancake”

“If You Take a Mouse to School”

“If You Take a Mouse to the Movies”

“If You Give a Pig a Party”

“Sherman Crunchley”

Author Laura Numeroff’s website

[lauranumeroff.com](http://lauranumeroff.com)

Mouse Cookie Books, games and reproducible activities

[mousecookiebooks.com](http://mousecookiebooks.com)

Harper Collins, enter Laura Numeroff in search box

[harpercollinschildrens.com](http://harpercollinschildrens.com)

The Kennedy Center ArtsEdge, resource for classroom lessons and arts standards

[artsedge.kennedy-center.org](http://artsedge.kennedy-center.org)



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