Dr. Seuss's
The Cat in the Hat

Based on the book by Dr. Seuss

Play originally produced by
the National Theatre of Great Britain

Adapted and originally directed by Katie Mitchell

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Theatre Vocabulary...

Who's Who in the Theatre?

Director - The person who leads the show. In most cases, the director has final say on all aspects of the production.

Stage Manager - the member of the theatre crew who is in charge of everything connected with the stage and backstage. This is the person who has responsibility for running the entire performance from opening curtain to final curtain call.

Actor/Actress - A male or female person who performs a role in a play, work of theatre or a movie.

Choreographer - the person who creates all the dance movements for a production.

Designers - These people work with the director to create the look and feel of the show in their particular area: set, costume, props, lights, sound.

Playwright - The person who writes the script. Sometimes there can be more than one playwright.

Producer - The person who decides to put on a show. Then they assemble the people (director, designers... everyone) and supervises their work.

On The Stage

Props - All physical items on stage with the exception of the scenery. Usually objects that the actors use and handle.

Scenery - The term used to describe everything on stage (except props) used to represent the place at which the action is occurring.

Costume - Clothing worn by an actor on stage during a performance.

Blocking - An actor’s movement on stage.

Drop - A painted set piece - a piece of fabric that hangs from the fly system.

Blackout - When a scene ends and the lights go out.

Fade - When the lights slowly get brighter or darker.

Audition to be in a play or volunteer to create the costumes and set!

www.GreatTheatre.org
Theatre Etiquette

The Experience of Live Theatre...

The live theatrical productions with GREAT are colorful, vibrant and exciting. The actors, audience and backstage crew are all part of this amazing experience. You, as the audience, play an important role in the atmosphere of the performance.

Please remind your students that they are going to have a great time by remembering proper theatre etiquette:

* Discuss live theatre with your students. It is a unique form of entertainment. Unlike TV, we cannot rewind or pause the show if we miss something. Theatre requires the full attention of the audience to be a success.

* It is important to remain seated throughout the entire performance.

* Rest room visits are encouraged before the show begins.

* Photography and recording devices are not permitted during the show. Please turn cell phones to silent.

* By showing interest and attention, the audience inspires the actors to perform their best. The exchange of energy between the actors and the audience is what makes every live theatre performance unique and exciting.

* The actors on stage are very aware of you and, though you may think they cannot hear you whisper, it can be disruptive to the performers and other audience members. Please don't talk during the show unless you are asked to.

* Show the actors you appreciate their efforts. If the story or the action makes you smile, gasp, laugh, feel sad or want to clap - do it! At the end of a song, scene or at the end of the performance, applause will let the cast know that you enjoyed their work.

DID YOU KNOW?

Young people who participate in the arts for at least three hours on three days each week through at least one full year are:

- 4 times more likely to be recognized for academic achievement
- 4 times more likely to participate in a math and science fair
- 3 times more likely to win an award for school attendance

Young artists, as compared with their peers, are likely to:

- Attend music, art and dance classes nearly three times as frequently
- Read for pleasure nearly twice as often
- Perform community service more than four times as often

Cat in the Hat
Rhyming Activity

Cat
House
Mouse
Frog
Dog
Hat
Using The Cat in the Hat for Kindergarten Learning Activities

Activity K-A
Standards:
0.1.2.2 With prompting and support, retell familiar stories, including key details.

0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Students will draw a key event from the beginning, middle and end of the play.
Using the circle in each section, students will record their reaction to the events by creating a picture of their face. (worksheet included)

Activity K-B
Standard:
0.1.9.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Students will choose a character from the play. They will draw the character, using the Character Feeling Chart, recording the character's changing feelings and actions. (worksheet included)

Using characters from the play, the class will record information on the Character Comparison Page. (worksheet included)

Activity K-C
Standard:
0.1.9.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

If students have heard a version of the story, the class can compare and contrast the content of the book/movie, with the play, using the Venn Diagram (Worksheet included)
Activity K-D

Standard:
0.6.1.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

0.8.5.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Students will record their opinions about the play using the 'I went to the theater' form. (Worksheet included)

Activity 2-E

Standard:
0.3.1.4.1 Interpret and perform a variety of characters using voice, movement and props.

Students will pantomime an action or speak in a voice to imitate a character from the play. Other students will attempt to guess which character they are imitating.

Characters in The Cat in the Hat

The Cat
Boy
Girl
Thing 1
Thing 2
The Fish
Character Comparison

Characters: __________________ and __________________

<table>
<thead>
<tr>
<th>How were they alike?</th>
<th>How were they different?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using The Cat in the Hat for Grade One Learning

ACTIVITY 1-A
STANDARDS:
1.1.2.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.1.3.3 Describe characters, settings, and major events in a story, using key details.

Students will draw and label a key event from the beginning, middle, and end of the play. Students will communicate the central message or lesson of the play. (Worksheet Included)

ACTIVITY 1-B
STANDARDS:
1.1.4.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.1.9.9 Compare and contrast the adventures and experiences of characters in stories.

Students will choose a character from the play. They will draw the character using the Character Feeling Chart, recording the character’s changing feelings and actions. In the dialog box, students will write an expression the character used (or could have said) in the play to communicate feelings. (Worksheet included)

ACTIVITY 1-C
STANDARD:
1.1.9.9 Compare and contrast the adventures and experiences of characters in stories.

If students have heard or seen a version of The Hobbit, the class can compare and contrast the content of the book/movie, with the play, using the Venn Diagram. (Worksheet included)

ACTIVITY 1-D
STANDARD:
1.6.3.3 Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Students will write a report and draw an illustration about their field trip experience, focusing on the events of the trip or the events of the play they watched.
Using The Cat in the Hat for Grade One Learning

Activity 1-E
Standards:
1.6.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Add drawings or other visual displays to descriptions as desired to provide additional detail.
1.8.5.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Students will write and support their opinion of viewing the play. They could respond to any of the following questions:
Did you like or dislike the play? Why?
What was your favorite scene in the play? Why?
Which character did you like or dislike? Why?
Would you tell someone else to go to this play? Why or why not?
(Paper included)

Activity 1-F
Standards:
0.3.1.4.1 Interpret and perform a variety of characters using voice, movement and props.
1.8.5.7 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

Students will pantomime an action or speak in a voice to imitate a character from the play. Other students will attempt to guess which character they are imitating.
As a variation that includes visual displays, students could create or draw a prop that a character used or could have used in the play while classmates guess its owner and purpose.

Principal Characters From The Cat in the Hat

The Cat  Thing 1
Girl  Thing 2
Boy
The Fish

Page 2
The play I saw was: ____________________________

**The Beginning**

**The Middle**

**The End**

The lesson I learned from the play was ____________________________
Character Comparison

Characters: _____________ and ________________

<table>
<thead>
<tr>
<th>How were they alike?</th>
<th>How were they different?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The lesson I learned from the play was

________________________________________________________________________
I went to the theatre to see the play called _______________________

__________________________

__________________________

DRAW A PICTURE OF YOUR IDEA
USING THE CAT IN THE HAT FOR GRADE TWO LEARNING

ACTIVITY 2-A
STANDARDS:
2.1.1.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

Students will write a number of questions about the details of the play’s story on separate index cards. They will record the correct answers on the back of the cards. They will exchange cards with a classmate to answer the questions, either orally or on paper.

ACTIVITY 2-B
STANDARDS:
2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.

Students will summarize the beginning, middle and end of the play and communicate its central message or lesson. (Worksheet included)

ACTIVITY 2-C
STANDARD:
2.1.3.3 Describe how characters in a story respond to major events and challenges.

Students will choose a character from the play. They will identify important events from the plot and report how the character responded, focusing on the character’s actions and feelings. (Worksheet included)

ACTIVITY 2-D
STANDARD:
1.6.3.3 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Students will report on the experiences of two contrasting character at the beginning, middle and end of the story. In their illustrations, students can insert speech balloons with dialogue that was used or could have been used by the characters in the play. (Worksheet included)

CHARACTERS IN THE CAT IN THE HAT

- The Cat
- Sally
- Boy
- Thing 1
- Thing 2
- Mother
ACTIVITY 2-E
Standard:
2.1.9.9 Compare and contrast two or more versions of the same story by different authors or from different cultures, including those by or about Minnesota American Indians.

If students have heard of a different version of the story, they can compare and contrast the content of the book/movie, with the play, using the Venn Diagram. (Worksheet included)

ACTIVITY 2-F
Standard:
2.6.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, sue linking words (because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Students will write and support their opinion of viewing the play. They could respond to any of the following questions: Did you like or dislike the play? Why? What was your favorite scene in the play? Why? Which character did you like or dislike? Why? Would you tell someone else to go to this play? Why or why not? What would you want to change in this play? Why?

ACTIVITY 2-G
Standard:
2.6.3.3 Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Students will write a report and draw an illustration about their field trip experience, focusing on the events of the trip or the events of the play they watched.

ACTIVITY 2-H
Standard:
0.3.1.4.1 Interpret and perform a variety of characters using voice, movement and props.

Students will pantomime an action or speak in a voice to imitate a character from the play. Other students will attempt to guess which character they are imitating.

A variation that includes visual displays, students could create or draw a prop that a character used or could have used in the play while classmates guess its owner and purpose.
The play I saw was: ____________________________

The lesson I learned from the play was ____________________________
Character Comparison

Character’s Name: ___________________________  Character’s Name: ___________________________

Beginning

Middle

End

Beginning

Middle

End