



## Education Series



THEATREWORKS USA PRODUCTION OF  
**PETE THE CAT**  
Educator Resource Guide



**Where the Arts Come Alive!**



Theatreworks USA Production of  
**PETE THE CAT**

Thursday, February 2, 2016  
9:30 a.m. | 12:30 p.m.  
Run Time: Approx. 60 minutes  
Grades: PreK-3

Dear Educator –

We are excited to welcome you to the 2016-17 Season, filled with engaging artistic and educational opportunities for you and your students. Join us as we celebrate the voices of community and culture that have the power to unite us all. As part of The Boldt Company Beyond the Stage Education Program, this resource guide will provide you with lesson ideas to prepare your students for the upcoming performance. Please feel free to adapt any of the activities in this guide to make them appropriate and meaningful to your students.

*Pete the Cat* is a brand new musical that will take your students on an adventure of friendship! Based on the popular children's books, Pete the Cat with his new friend Jimmy Biddle will search for a little inspiration going all the way to Paris and back again in a VW bus.

We look forward to recognizing each unique voice and providing a platform for expression through the arts. From lesson ideas and professional development workshops to backstage tours, allow us to partner with you to provide students with exciting educational opportunities!

For questions contact the education sales department (920) 730-3726 or [educationsales@foxcitiespac.com](mailto:educationsales@foxcitiespac.com).

## INSIDE THIS GUIDE

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# WELCOME TO THE FOX CITIES P.A.C.

We are in need of an audience – are you up for the part?

## THEATER ETIQUETTE

- When entering the Fox Cities Performing Arts Center, remember to show respect for others by waiting your turn and speaking quietly.
- Remember that during the performance the performers can see and hear you. Even the smallest sounds can be heard throughout the theater, so it is best to remain quiet so everyone can enjoy the performance.
- Applause is the best way to express how much you enjoyed the performance!
- Important things to remember:
  - Student backpacks, gum, drinks and food are not allowed in the theater.
  - Cell phones should be turned off and stowed.
  - Note that recording or taking photos in the theater is strictly prohibited; however, photos may be taken in the lobby.
  - It's a long way down – please do not drop items off balconies.



This study guide was created for you by the Education Team as a part of The Boldt Company Beyond the Stage Education program. To download copies of this study guide or to find additional resources for this performance or view past study guides please visit:

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

Questions about your show reservation? Contact our education sales team at [educationsales@foxcitiespac.com](mailto:educationsales@foxcitiespac.com) or call (920) 730-3726.

**ENJOY THE SHOW!**

## INFORMATION FOR TEACHERS

**Be prepared to arrive early** – You should plan on arriving to the Center 30 minutes before the show. Allow for travel time, parking and trips to the restroom.

**Know your needs** – To best serve the needs of you and your students, please indicate in advance if you have individuals who require special services or seating needs upon making your reservation.

**Seating** – Seating is based on a number of factors including when the reservation is made, size of group, students' ages and any special seating needs.

## DID YOU KNOW?

- The Fox Cities Performing Arts Center is served with enough electricity to light a community the size of Little Chute or Kimberly.
- The public women's restrooms have 56 toilets.
- The Center is held up by an amazing 1,056,100 pounds of reinforcing steel in concrete.

# WISCONSIN ACADEMIC STANDARDS

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

## ENGLISH LANGUAGE ARTS

**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.

**ORAL LANGUAGE:** Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

## SOCIAL STUDIES

**GEOGRAPHY:** Students in Wisconsin will learn about geography through the study of the relationships among people, places and environments.

**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.

## MUSIC

**ANALYSIS:** Students in Wisconsin will analyze and describe music.

**THE ARTS:** Students in Wisconsin will relate music to the other arts and disciplines outside the arts.

**HISTORY AND CULTURE:** Students in Wisconsin will relate music to history and culture.

## THEATER

**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.

**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.



## ABOUT THE COMPANY

The mission of Theatreworks USA is to create, produce and provide access to professional theater for youth and family audiences nationwide, including disadvantaged youth and under-served communities. Since their founding in 1961, the company has presented more than 90 million children and their families with opportunities to enjoy theatrical productions. Each season, three million children, many of whom have no other access to the performing arts, attend their original productions in venues across the nation. All shows are based in literacy or history and are encouraged to stimulate reading and discussion with the overarching goal of encouraging young people to tap into their own reservoirs of creativity and talent.

## ABOUT THE SHOW

When Pete the Cat gets caught rocking out after bedtime, the cat-catcher sends him to live with the Biddle family to learn his manners – and boy are they square! But for the groovy blue cat, life is an adventure no matter where you wind up, so the minute Pete walks in the door, he gets the whole family rocking. The whole family, that is except young Jimmy Biddle, the most organized second grader on planet earth. As the end of the second grade approaches, Jimmy has a lot of tests, and the last thing he needs is some groovy cat in his life, changing his family and turning everything upside down. But when Jimmy draws a blank in art class during the last week of school, it turns out the Pete is the perfect friend to help him out. How will the two conquer second grade and be inspired? Get ready for an adventure about friendship that will take your students all the way to Paris and back!

# LESSON ONE: I LOVE MY SHOES!

OBJECTIVE: Students will learn about cause and effect as they take a walk with Pete the Cat.

## MATERIALS

“Pete the Cat: I Love My White Shoes” by Eric Litwin and James Dean

## OPENING DISCUSSION

What do you do when something unexpected happens? Do you get angry? Do you get sad? Or go along with it? Today’s book is going to explore how Pete the Cat reacts to various things that come up along his walk.

## WARM UP

- Read through “Pete the Cat: I Love My White Shoes” and discuss favorite parts of the story upon completion.
- Help students understand the concept of “cause and effect.” Explain that cause would be an “If I . . .” and effect would be “then . . .”
  - For example: Cause: if I drop a glass of water | Effect: the glass breaks and the floor gets wet.
  - Provide other examples of causes and have students complete.
    - If I eat too much ice cream. . .
    - If I play in the sun too long . . .
    - If I don’t listen to my parents . . .
  - Then have students create and share their own cause and effects.



## DID YOU KNOW?

In 1999, author and illustrator James Dean adopted a kitten from a local shelter. The scrawny black kitten spent a great deal of time sitting on James’ lap while he painted. Then one day the skinny, mischievous kitten stopped running and sat still. James sketched a picture of him and decided to paint it. He puzzled over the color – black? But what if everyone else thought black cats were “bad luck”? So James opted for blue and named the cat Pete.

Pete became the muse. James started painting Pete doing “cat” things: sitting in the laundry basket, hanging on the screen door, sleeping. Then James noticed Pete with his paw in his coffee cup, so Pete became a coffee loving cat. Pete would sit on top of James’ old VW bug while he worked on the engine, so Pete began driving VWs. The possibilities and ideas were endless.

Then one day Pete didn’t come home. James watched the door for days, then weeks, waiting for Pete to be there. Pete had inspired him more than he had even imagined. Pete’s adventures filled the days, weeks and years.

Source: [www.petethecat.com](http://www.petethecat.com)

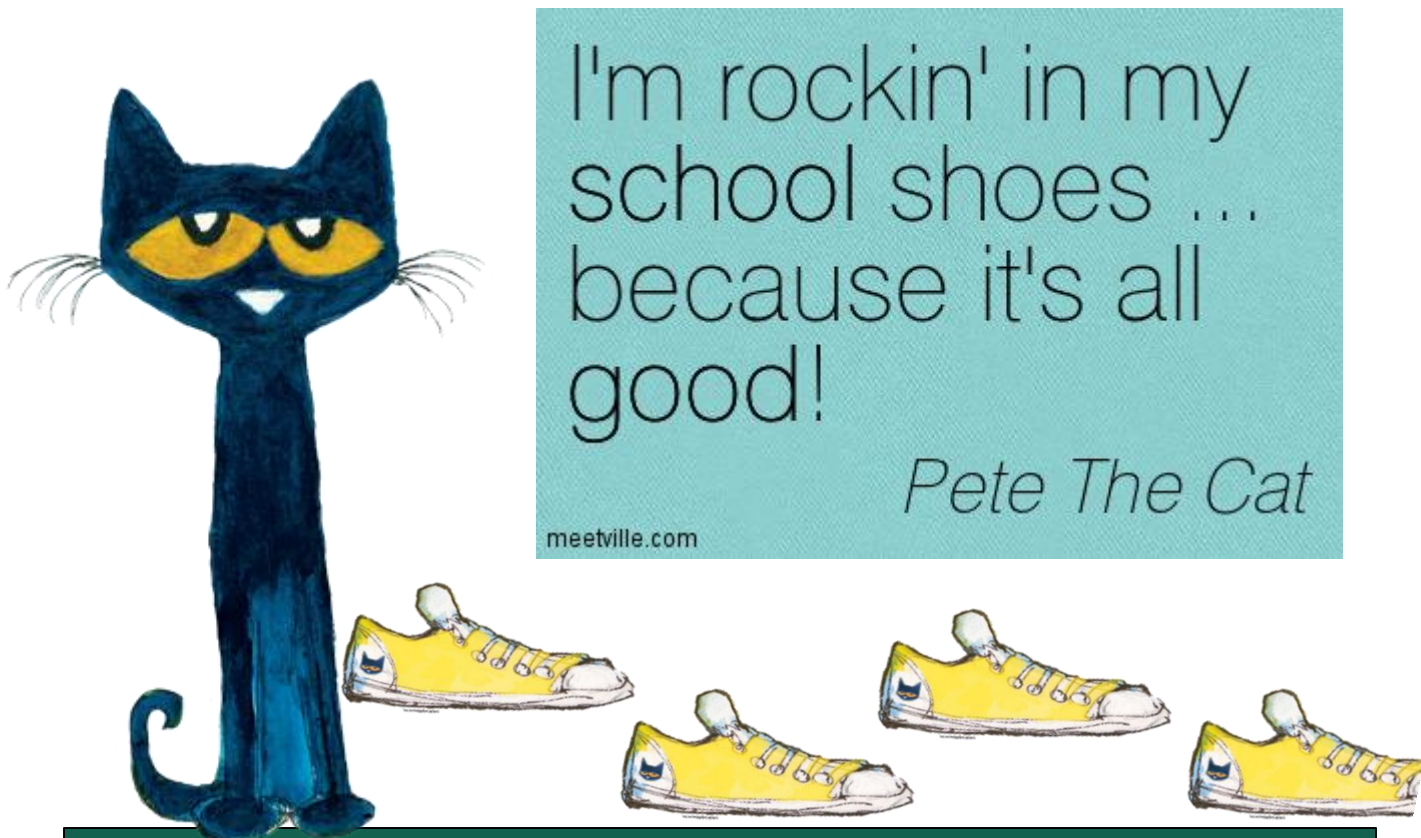
- Explain that throughout the story, Pete the Cat did some pretty crazy things to change his shoes' color.
  - Ask "If Pete the Cat stepped in strawberries, then . . . ?"
  - Ask "If Pete the Cat stepped in blueberries, then . . . ?"

#### ACTIVITY

- Pass out lemon slices and ask students to taste it and describe it. Ask if they like it. What would make it taste better? Collect ideas from students.
- As a class, make a simple batch of lemonade out of lemons: squeeze the lemons, add sugar, water and ice.
- Have students sample and discuss if they like the taste better and see if they like it better than the taste of squeezed lemons.
- Share the popular saying, "If you have lemons, make some lemonade!" What does the class think this means?
- Discuss the following ideas with students:
  - If you wanted to go to a birthday party but got sick and couldn't go, how would you make it sweeter?
  - If you wanted to play outside, but couldn't because it was raining, how could you make it sweeter?

#### CLOSING DISCUSSION

As we go out of class today, let's look for ways to find the "good" in situations. Let's explore throughout the week and find ways that we can "keep walking along and singing our song. Because it's all good."



## LESSON TWO: Rocking School Shoes

OBJECTIVE: Students will learn about each other as they share about their favorite shoes.

### MATERIALS

Camera

“Pete the Cat: Rocking in My School Shoes” by James Dean and Eric Litwin

“I Love My School Shoes” printout

### OPENING DISCUSSION

What are things that make us special? Is it our families? Where we come from? What we enjoy doing? What is something that makes you unique? Pete the Cat is a pretty groovy guy and likes to express who he is. Today we are going to learn a little bit about each other and what makes us all interesting!

### WARM UP

- Divide the class in half and have students line up on either side of the classroom facing one another.
- Make a statement (Note: at the beginning of this exercise, keep it simple). If the student agrees with the statement, have them cross the room. If they disagree, have them stay where they are standing.
- Encourage students to stop and think before they make their decision.
- Simple statements to begin:
  - I like to eat macaroni and cheese.
  - I like to go swimming in the summer.
  - I have a brother.
  - I have a dog.
- More advanced statements:
  - I have a favorite pair of shoes.
  - When something doesn't go right it is okay, because it is all good.
  - Like Pete, I am going to look for the good in every day.
- Gather students and read “Pete the Cat: Rocking My School Shoes” by James Dean and Eric Litwin.
  - Discuss with students that even though Pete faced several new things at school, he didn't worry.

### DID YOU KNOW?

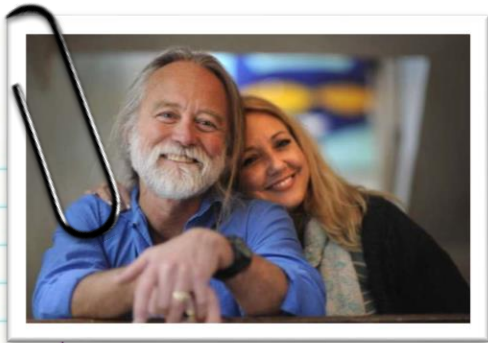
- Unlike dogs, cats do not have a sweet tooth.
- A group of cats are called a “clowder.”
- A cat's hearing is even better than a dog's! A cat can hear high-frequency sounds up to two octaves higher than a human.
- A cat can jump up to five times its own height in a single bound.
- When a family cat died in ancient Egypt, family members would mourn by shaving off their eyebrows.
- A cat usually has about twelve whiskers on each side of his face.
- The oldest cat on record lived to be 38 years old. A typical cat lives for an average of 20 years, which is equivalent to 96 human years.
- A commemorative tower was built in Scotland for a cat named Towser, who caught nearly 30,000 mice in her lifetime.

## ACTIVITY

- Before this class period, instruct students to wear their favorite pair of shoes to school and share that you will be creating a class photo book featuring your shoes!
- Gather students in a circle and take a seat. Going around the circle, have each share about the pair of shoes they are wearing and why they are their favorites.
- After each student has had the opportunity to share, have students go back to their tables and pass out blank versions of "I Love My School Shoes!" handout.
- Instruct each student to write their name on the blank line at the bottom of the page. Have each student draw a picture of their favorite shoes in the box.
- As each student is drawing their shoes, take a picture of each student's shoes on their feet.
  - **Note:** you will attach the photo to the top of the box as a flip up to reveal the students drawing.
- Next, pass out the "Guess Who" strips and assist students in attaching the strips to also serve as flip up over their names.
- Once photos are printed, match to each student's drawing and compile into a binder as a book to share with the class.
- As a class see how many shoes you can match to their owner!

## CLOSING DISCUSSION

What did we learn about each other today? How did each of us have different things that made us unique? Even if we are different, we need to enjoy each other and unique traits.



## In the Spotlight

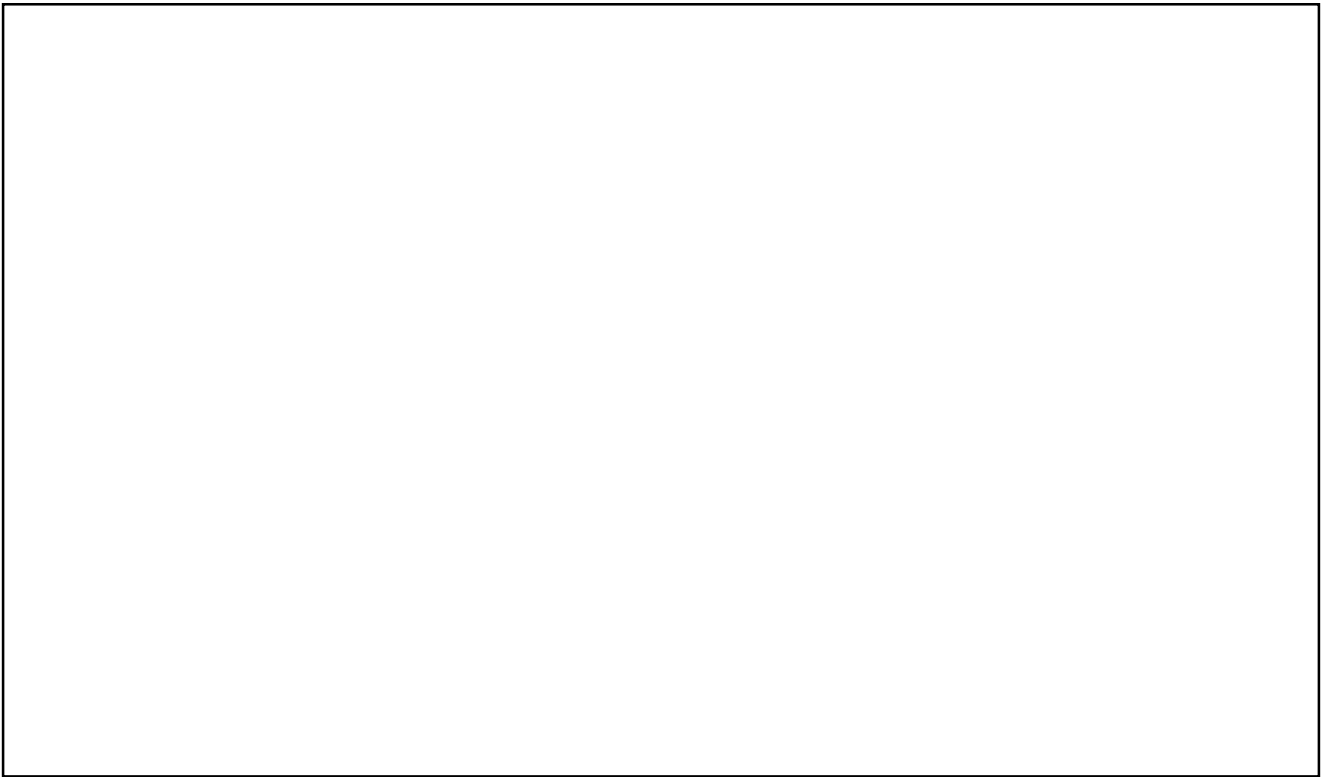
James Dean's art has sold in more than ninety galleries and shops across the United States. He has devoted his paintings to Pete the Cat for ten years and has turned his natural love for cats into his life's work. James published his first book for adults, "The Misadventures of Pete the Cat," a history of his art work, in 2006. He illustrated his first self-published children's book, "Pete the Cat I Love my White Shoes," written by Eric Litwin, in 2008, and the follow-up book, "Pete the Cat: Rocking In My School Shoes," in 2011. James lives in Savannah, Georgia with his wife, Kimberly.

In 2004, Kimberly & James Dean sat down at their kitchen table to work on a children's book together. Their dream has finally become a reality with the release of a new Pete the Cat book, "Pete the Cat and His Magic Sunglasses." Both left corporate jobs in the late nineties (James was an electrical engineer, Kimberly worked in the press office of the governor of Georgia) to pursue their passion for art, and they have experienced a life made up of strange and wonderful coincidences ever since. Pete the Cat has brought magic into their lives. They work in side-by-side studios, sharing their home with five cats and Emma the pug.

# I love my school shoes!

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(Attach photo)



Guess Who

Guess Who

Guess Who

Guess Who

Guess Who

Guess Who

Guess Who

## LESSON THREE: MOVING IN MY SHOES

OBJECTIVE: Students will move together and create their own unique pair of shoes.

### MATERIALS

Colored card stock with printed shoe (p. 13)  
Markers (must have blue, green, grey and brown)  
Hole punch  
24 inch yarn pieces  
Contact paper  
Computer and speakers  
“Pete the Cat: Rocking in My School Shoes” by James Dean

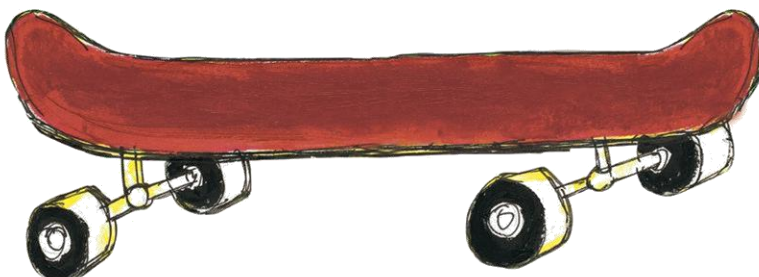


### OPENING DISCUSSION

Do you remember all the places in school Pete went with his shoes? Was Pete worried throughout the book? (Goodness no!) We are going to go to a new place to see a performance of Pete the Cat. How do you feel going to a new place? How do you think Pete would respond going to the Fox Cities Performing Arts Center? Would he be worried? Goodness no!

### WARM UP

- Before class begins, cut out a pair of shoes for each student from colored cardstock. Attach the shoes to floor with clear contact paper. Make sure that the shoes are evenly spaced from each other with enough distance between for students to stand on the shoes without touching each other.
- When students arrive, have them find a spot on one of the pairs of shoes. While students are standing, go over basic movement rules.
  - Remind students of staying in their own space by pointing to where they are and stating “my space.”
  - Remind them that when we are in our space, we stay in our space and don’t visit others’ spaces. The size of our own space can get bigger or smaller based on our movement.
- Explain to students that they are going to play a game of “Pete Says” (similar to Simon Says).
  - Come up with various requests for the students to complete as a group but also individuals.
  - Practice touching toes, standing on a foot, turning around or moving to different colors with your requests.
- As your final request, “Pete the Cat says to rock in your schools shoes”
  - Play Pete the Cat: Rocking in My School Shoes song and groove!  
([www.youtube.com/watch?v=IUVgSWsyIE8&list=PLuzeFGWA3a-7qNGsXyNHTw9Au6blfUGao](http://www.youtube.com/watch?v=IUVgSWsyIE8&list=PLuzeFGWA3a-7qNGsXyNHTw9Au6blfUGao))



## ACTIVITY

- Before class, have a fresh pair of shoes printed for each student. Have various colors and allow students to select their colored shoe and assist them in cutting it out.
- Share with students that they are going to create shoes that represent their special traits.
- Instruct students to follow along as you read specific guidelines for decorating their shoes.
  - Write the first letter of your name in the circle.
  - If you have sibling(s) draw stripes on your shoe.
  - If you don't have sibling(s) draw dots on your shoe.
  - Color the sole of your shoe the same color as your eyes.
  - Punch the same number of shoelace holes as your age.
    - Note: Younger students will need assistance. If you are unable to assist all students have them draw in the number of holes.
  - Thread the yarn in and out of the shoe holes. If you are a boy, tie the yarn at the top. If you are a girl, leave the shoelaces untied.
- Post the shoes on your class bulletin board to share the members of the classroom.

## CLOSING DISCUSSION

There are so many cool things that make you special. In the performance you will see with Pete the Cat, he learns that the Biddle family is made up of all types of personalities that are different from his own. We can look at all the shoes we have after today's lesson and see just how different we all are. The cool thing is that we all are friends and bring something special to the classroom.



# Discover the Arts

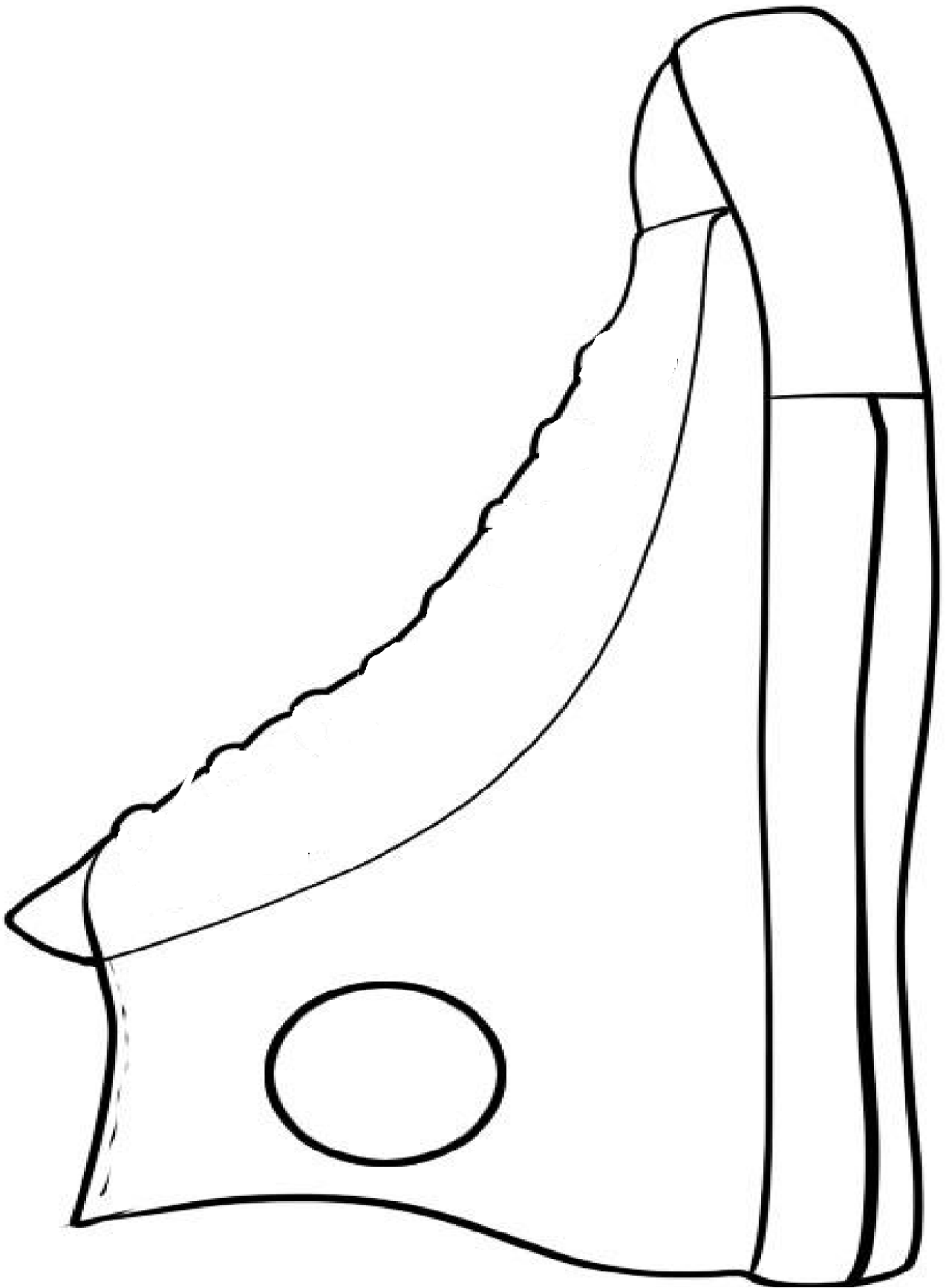
Pete the Cat loves to groove and rock! Rock and roll is a style of music that Pete the Cat is often seen to be enjoying. It is a style of music from the 1950s and 60s that combines any kinds of music from the United States, such as country, folk, gospel, blues and jazz.

One instrument that was used a lot in this style of music, and also Pete's instrument of choice, was the electric guitar. The guitar is a stringed instrument that makes a sound from the vibration of its strings. It features frets (small metal wires on the finger board to help identify where the notes are located) and is plucked or strummed with the hands, fingers or a pick. The electric guitar uses electronic pickups to push out a sound rather than the large hollow body of a traditional guitar. This instrument can make all kinds of interesting sounds!

During the performance you will hear Pete the Cat vocalize (this means to sing) his electric guitar in several of the songs. Listen closely to see if you can hear how he does this!

Want to hear some more Rock n' Roll songs with electric guitars? Check this out:

[www.youtube.com/watch?v=wWgYSoShIPM](https://www.youtube.com/watch?v=wWgYSoShIPM) (Rock Around the Clock)



## LESSON FOUR: BUTTONS, BUTTONS, BUTTONS

Objective: Students will work on their numerical counting as they learn how Pete the Cat responds to losing his buttons.

### MATERIALS

Cardstock

Buttons

Glue

“Pete the Cat and His Four Groovy Buttons” by Eric Litwin and James Dean

### OPENING DISCUSSION

As we have learned about Pete the Cat, we have seen how calm he is when things don’t always go his way. Today we will learn about what happens when the buttons on his shirt don’t quite work the way they are supposed to. Who wants to join me to see what happens?

### WARM UP

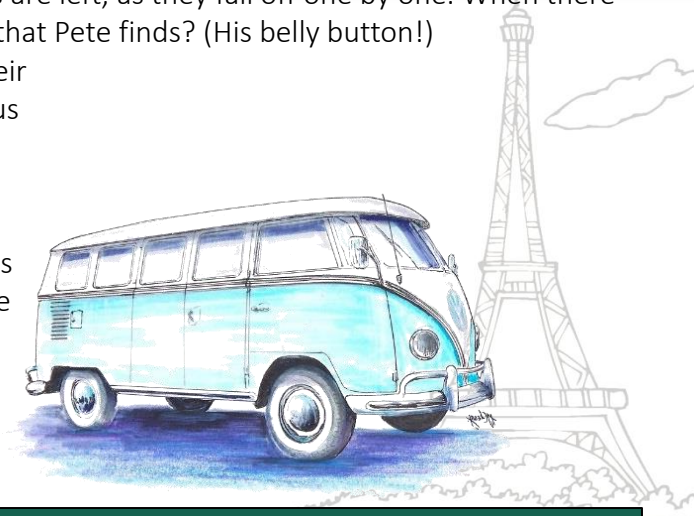
- Read “Pete the Cat and His Four Groovy Buttons” to the class. As you read through the story, have students fully participate by call and response.
- After you finish reading the story, discuss how Pete responded to losing his buttons. Did he worry?
- Pass out 5 by 7 pieces of heavy cardstock to each student and a bowl of buttons (10-20 per student).
- As a class look through the buttons and count how many each student has. Discuss the different colors, sizes and textures of their various buttons.
- Pass each student glue and invite them to create a collage with their buttons on their paper.
- Once students have completed their button collages, have each add their name to their sheet and let dry.

### ACTIVITY

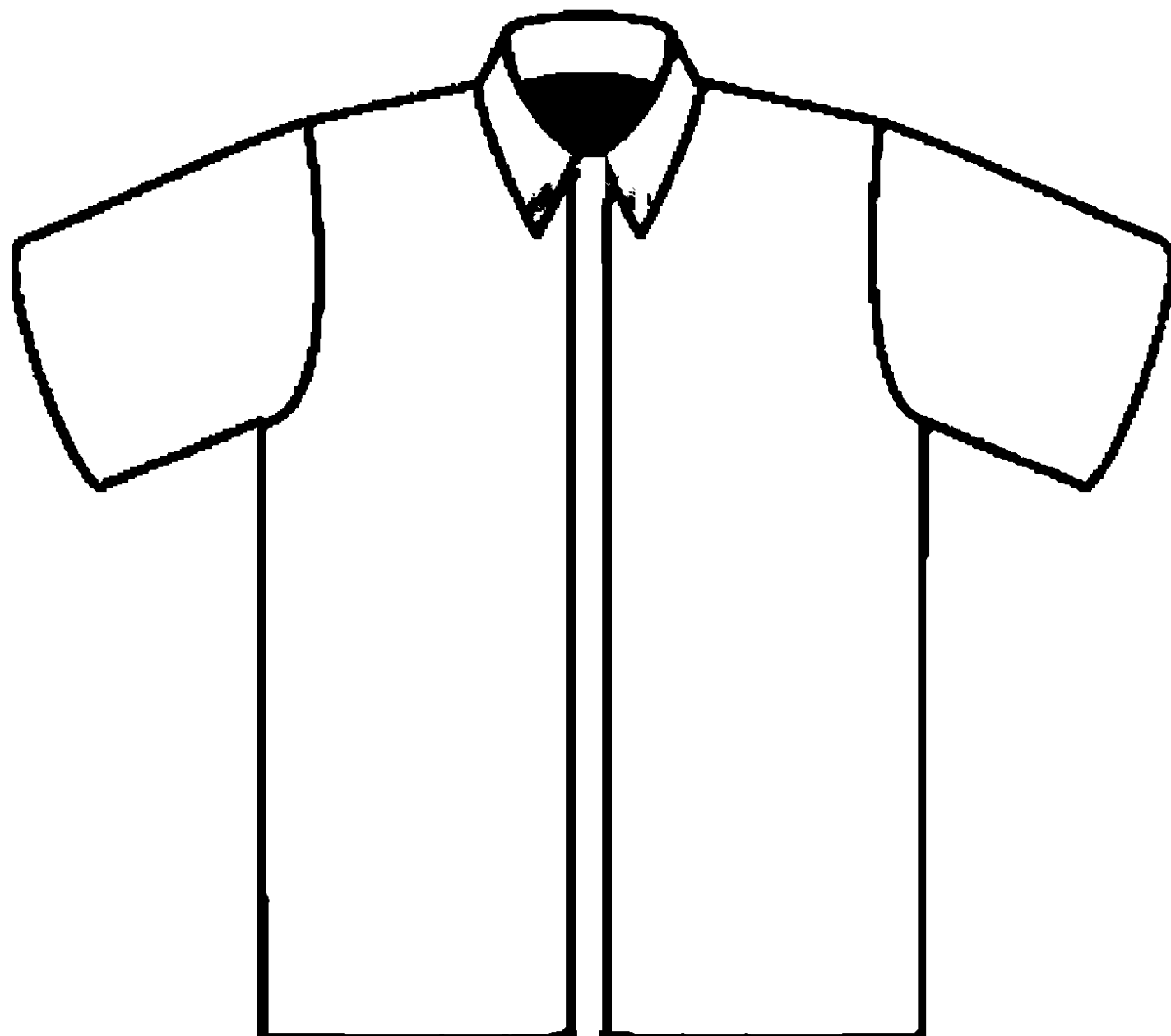
- Pass out a copy of the handout “My Groovy Shirt” to students and replenish students’ buttons as needed from the warm up activity.
- Ask student to put four buttons on their shirt to show the four buttons that were on Pete’s. When you remove one of the buttons, how many are left?
- Work with students to figure out how many buttons are left, as they fall off one by one. When there are no buttons left, who can remember the button that Pete finds? (His belly button!)
- Have student attach their four groovy buttons to their shirts with glue and decorate their shirts with various craft materials.

### CLOSING DISCUSSION

Have you ever lost something that you really liked? Was it difficult not to be disappointed? How did Pete handle losing his buttons? What can we learn from him?



# MY GROOVY SHIRT





# Classroom Conversations

*Don't let this experience end with the drop of the curtain. Keep the conversation going with your students and reflect on the performance that you just attended. Here are a few questions to get the conversation started!*

- What did you learn about finding the good in your day?
- What was your favorite song in the performance?
- Which moment do you remember most from the performance? What was happening?
- What did you learn about the importance of friendship from this performance?
- Describe the music you heard. How did the music add to the mood or atmosphere of the performance?
- Describe how the performers used their bodies. How did their movement tell you about the character they were portraying and what mood they were in?
- If you were going to tell a friend about the performance, how would you describe it in one sentence?



## BOOKS

"Pete the Cat: I Love my White Shoes" by Eric Litwin and James Dean

"Pete the Cat and His Four Groovy Buttons" by Eric Litwin and James Dean

"Pete the Cat: Rocking in My School Shoes" by Eric Litwin and James Dean

## WEBSITES

[www.artsedge.kennedy-center.org](http://www.artsedge.kennedy-center.org) – free digital resource for teaching and learning in, through and about the arts.

[www.rubberbootsandelfshoes.blogspot.com](http://www.rubberbootsandelfshoes.blogspot.com)

- I Love My School Shoes Lesson Plan

[www.petethecatbooks.com](http://www.petethecatbooks.com)

[www.petethecat.com](http://www.petethecat.com)

[www.ericlitwin.com](http://www.ericlitwin.com)



It's all good! Join us for some "Pete the Cat" fun at The Building for Kids Children's Museum before or after the show on February 2, 2017! Play and learn in the museum full of interactive exhibits that inspire, teach and reinforce curiosity.

Don't miss this opportunity to meet and hear a story with Pete himself at 10 a.m. and 1 p.m.

**Admission and all activities \$5/student.**

Lunch rooms available and included with your field trip fee. Space is limited, call (920)734-3226 ext. 10 to check availability and register.

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Our sponsors love to hear from you! Mail or drop off cards, letters or pictures to the Center and we will share with them.

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