TheatreworksUSA presents a sparkling musical revue based on seven popular children's books that address various themes and ideas that are relevant to all kids. Based on the best-selling books, these mini-musicals highlight concepts of cause-and-effect, breaking stereotypes, math phobia, community, responsibility, family, and growing up. Program includes If You Give a Mouse a Cookie, Amazing Grace, Borreguita and the Coyote, Imogene's Antlers, Master Man, Math Curse, and Owen. (NOTE: Stories are subject to change)

“Sixty minutes of theatrical enchantment. This is pure theatre, with a capital ‘I’ for imagination!” - Stephen Suskin, Variety

Stay for our 15-minute Q & A session with the cast, following the 12:15 pm performance.

Tuesday,
January 29, 2012
10:15am & 12:15pm
Grades: PreK - 3

Curriculum Connections: Language Arts, Fine Arts/Theater, Music & Dance

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STANDARDS ADDRESSED BY ATTENDING THIS PERFORMANCE

LANGUAGE ARTS:
STRAND I: Reading and listening for comprehension.
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.

STRAND III: Literature and Media
Content Standard III: Students will use literature and media to develop an understanding of people, societies and the self.

FINE ARTS/ THEATRE, MUSIC & DANCE
Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as other content areas.
Standard 5: Observe, discuss, analyze and make critical judgments about artistic works.

As part of our mission to integrate the arts into classroom academics, the Dreamcatchers Study Guides are designed to provide helpful information to be used by teachers and students before and after they attend our performances. The activities in these guides are suggested to stimulate multi-sensory explorations of themes and concepts, so that the theatrical events are used for cross-cultural and language arts learning. Educators are encouraged to use our suggestions as springboards to lead students into meaningful, dynamic learning, thus extending the experience of the plays.


Top: Nick Blaemire, Farah Alvin, David A. Austin, Stephanie D’Abruzzo, Carla Woods, Aurelia Williams Bottom right: Nick Blaemire, "If You Give a Mouse a Cookie and Other Story Books“ photos by Joan Marcus.
Introduction

This performance highlights seven favorite children's books. It is presented as a musical revue, comprised of vignettes from a variety of talented writers, and performed by a cast of six actors. (Note: the actors assume various roles throughout the show through quick costume and character changes - a concept that you may need to explain to younger children).

Below is an alphabetical list of the books used in the performance. You may choose to read some (or all) of the books to your class, either before or after seeing the performance. Feel free to ask students which books from the show they might like to read. Similarly (depending on the grade level of your students and the time you have available), we recommend you utilize the activities before seeing the show as pre-performance preparation, and/or as follow-up activities.

Synopses

AMAZING GRACE
by Mary Hoffman (Adapted by Kirsten Childs) Published by Penguin US © 1991

Summary: Although classmates claim that Grace cannot be Peter Pan in the school play because she is a girl and has black skin, she soon discovers (with help from her Nana) that she can do anything she sets her mind to.

Theme: You can be anything you want to be if you believe in yourself.

BORREGUITA AND THE COYOTE
by Verna Aardema (Adapted by Robert Lopez and Jeff Marx) Used by Permission of Curtis Brown Ltd. Copyright © 1991 by Verna Aardema. All rights reserved.

Summary: In this retelling of a Mexican folk tale, a little lamb, or borreguita, uses her wits to escape a hungry coyote.

Theme: Music, art, stories, and language can reflect culture - in this case, the culture of a Mexican American community.

IF YOU GIVE A MOUSE A COOKIE

Summary: When a hungry mouse asks a boy to share his cookies, a chain of events begins: after the mouse eats the cookie, he needs milk (to wash the cookie down), and then a mirror (to make sure he doesn't have a milk mustache), and then some scissors (while looking at the mirror, he noticed his hair was askew), and then a broom (to sweep up his cut hair), and then a nap. When he wakes up, he wants another cookie. And the whole cycle repeats again.

Theme: A single small request can trigger a seemingly endless series of subsequent events.

IMogene’s ANTLERS
by David Small (Adapted by Robert Lopez and Jeff Marx) Published by Random House Children's Books, a division of Random House, Inc. © 1985 by David Small, All rights reserved.

Summary: Imogene is surprised when she wakes up one morning with a pair of antlers growing out of her head! Her worried parents enlist the help of the family doctor and the school principal, but no one seems able to resolve the dilemma. Imogene, however, thinks the antlers are “cool”, and makes the best of it by finding practical uses for them (for instance, they make a wonderful clothes dryer) until they disappear on their own (only to be replaced by another animal characteristic).

Theme: Animals, like people, come in different sizes, shapes, and colors. These differences are what make each of them – and each of us – unique.

MASTER MAN
by Aaron Shepard (Adapted by Jordan Allen-Dutton & Erik Weiner and James-Allen Ford) Note: this book is out of print. If you would like to review the story and can't find it at your library, e-mail MasterMan@twusa.org for a copy of the text.

Summary: In this humorous, fast-paced hip hop adaptation of a Nigerian tall tale, Shadusa boasts that he is the strongest man in the world, but his wife Shettu warns him that there will always be someone stronger – and that, someday, Shadusa may meet him. Shadusa soon encounters an enormous strongman, then runs away in fear. While being chased, he encounters an even bigger, stronger man. The two huge men end up fighting over who is stronger, eventually leaping away into the sky, where they are still battling to this day - you can hear them every time it thunders.

Theme: Braggarts eventually get their comeuppance.

MATH CURSE
by Jon Scieszka (Adapted by Mindi Dickstein and Daniel Messe) Published by Viking Children’s Books. An ABBY Honor Book; ALA Best Books for Young Adults, Publishers Weekly Best Books of 1995, etc.

Summary: After the teacher tells her class that almost everything can be seen as a math problem, one student develops a math anxiety. It becomes such a “curse” that she starts to feel bombarded with math wherever she goes! The curse is finally broken when she discovers that she can solve any math problem.

Theme: Math is such an integral part of our lives that we often don’t realize that we’re using it. Chaos may result, however, when we forget how much math can help us.

“As close to genius as one gets in a picture book.” -- USA Today
Owen

Summary: Owen is a little mouse who can’t bear to part with his beloved yellow blanket, Fuzzy. When he’s about to start school, his parents must come up with a way to help him leave his blanket at home. Just when it seems that their efforts will fail, his understanding mother provides a solution: she makes handkerchiefs out of “Fuzzy,” so that Owen can always have a little piece of it with him, but won’t be embarrassed.

Theme: Growing up may involve some painful changes.

Vocabulary

Antlers – the branched bone horns on an adult deer’s head
Anxiety – a feeling of worry, nervousness, or unease
Beloved – greatly loved; dear to the heart
Borrequita – Spanish word for little lamb or baby sheep
Cause – the reason for doing, thinking, or feeling something
Coyote – a cousin to the wolf and wild dog; a trickster in many Native American stories
Chef – a person whose job is to cook for other people
Curse – a wish that something bad happens to someone else
Effect – the result or reaction to something happening
Embarrassed – cause (someone) to feel awkward, self-conscious, or ashamed
Folk tale – a story that is shared repeatedly over the years, and passed down from one generation to the next. Folk tales may be shared orally or in writing.
Honor – honesty and fairness in a person’s beliefs and actions
Nigeria – a republic in West Africa, formerly a British colony
Trickster – someone fond of playing jokes

Fun Facts

• A female mouse is called a doe. A male mouse is called a buck.
• A baby mouse is called a pinky, or a kitten.
• Mice have tails that are as long as their bodies.
• Mickey Mouse was born in 1928.
• The word “mouse” comes from an ancient Sanskrit word that means “thief.”
• Some ancient cultures had a lot of respect for mice. In Egypt, a cooked mouse was used to cure a variety of ills – including stomachaches.
• In Ancient Greece, the god Apollo was sometimes called Apollo Smintheus, which means “Apollo the Mouse.”
• To honor him, white mice were kept in Apollo’s temples under the altar.
• The first mice to arrive in North America arrived as stowaways on ships from Europe.
• Cookies were first made in Persia in 7 A.D. They were more like cookie cakes than the cookies we know today.
• You will eat about 35,000 cookies in your lifetime.
• Gingerbread cookies from Germany were the first cookies ever associated with Christmas.
• The first fortune cookie was made in America. The tradition of a fortune with your cookie is Japanese, even though most people associate fortune cookies with the Chinese tradition.
• Chocolate chip cookies are the most popular cookies in the U.S. They were accidentally created in 1933 by Ruth Wakefield. While baking cookies one day, Ruth realized she was out of nuts, but she found some chocolate and decided to give it a shot!
• As a buck (male deer) gets older, his antlers get bigger.
• Does (female deer) can have antlers too!
• An adult deer grows a new set of antlers every year.
• J.M. Barrie, the author of Peter Pan, popularized the name Wendy. He was the first to use it in a published work in 1904.
• The melody used for the song “The Second Star to the Right”, from the 1953 Disney film Peter Pan, was originally intended for use in the film Alice in Wonderland.
• The numerical digits we use today (such as 1, 2 and 3) are based on the Hindu-Arabic numeral system developed over 1,000 years ago.
• Numbers can do peculiar things! For example, 12 + 3 - 4 + 5 + 67 + 8 + 9 = 100. Notice how the numbers seem to count upwards!
• Coyotes “sing” as a way to keep track of their family members, and to also communicate with other coyote families.
• The coyote, although very small, can run up to 40 miles per hour.
• The wolf is related to the coyote, like a cousin.
• In Spanish, the name for wolf is lobo.
• Archaeological evidence shows that people have lived in Nigeria for thousands of years.
• Fun fact: Nigeria has the highest rate of twin births in the world!
• The drill monkey is only found in the wild in Southeast Nigeria and neighboring Cameroon, two countries in Africa.
Pre-performance Activities
If You Give a Student a Story
(adapted from the “Circular Patterns in Picture Books” at www.printables.scholastic.com)
Grades: Pre-K – 1 (with modifications for older students)

Objectives:
- Students will learn about circular story structure.
- Students will create their own original circular story/ies.

Materials:
- If You Give A Mouse A Cookie by Laura Joffe Numeroff
- Construction paper
- Scissors
- “If/Then Story Chart” (page 9)
- Crayons and Markers

Procedures:
1. Read If You Give A Mouse A Cookie to the class. Note that the story ends the same way it begins, with the boy giving the mouse a cookie.
2. Draw a circle on the board. Talk about how circles go around and around. If you start somewhere on a circle and walk all the way around the circle, you will come back to the same point. Note how the story goes in a circle, with the final action taking us right back to the beginning of the book.
3. As a class, brainstorm ideas for a story that has a similar structure. It may be easiest to center the story on another animal. Use the phrase “If you…, then…” as the language pattern for the events of the story.
4. Refer to the “If/Then Story Chart”. You may choose to use the chart provided, though it may be more useful to draw your own on a large sheet of paper, with however many circles are appropriate for the length of your story. As the class decides on what will happen in the story, fill in the circles with your “If…then” phrases.
5. As you approach the end of your story, remind students that the story will need to end the same way it began. For example: If the first circle reads, “If you give a bunny a carrot, he's going to ask for some lettuce”, then the last circle should read, “If you give him a drink, he will want a carrot.”
6. Have students draw and cut out shapes to accompany your story. For the bunny story, students would make bunny, carrot and lettuce shapes as well as any other items mentioned in the story. Use the cutouts to decorate the story chart. Hang the chart up in the room.

Extensions/Modifications:
- Older students can write their own circular stories. Have them make little books that have text on one page with an accompanying illustration on the other.
- Play “Mouse Machine” (Post-show lesson) to further examine cause and effect as well as the circular nature of the story.

Assessment:
- Quality of participation
- The story begins and ends with the same event

STANDARDS

LANGUAGE ARTS:
STRAND I: Reading and listening for comprehension.
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.
STRAND II: Writing and speaking for expression.
Content Standard II: Students will communicate effectively through speaking and writing.
STRAND III: Literature and Media.
Content Standard I: Students will use literature and media to develop an understanding of people, societies and the shelf.
FINE ARTS/ THEATRE, MUSIC & DANCE
Standard 2: Use dance, music, theatre/drama and visual arts to express ideas.
Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as other content areas.
Number Hunt

*We're going on a number hunt. We're gonna find a lot of them. We're going on a number hunt. We're gonna have fun!*

**Grades: K – 4**

**Objectives:**
- Students will identify how math affects their everyday lives.
- Students will gather data specific to their school.
- Students will create a visual representation of their gathered data.

**Materials:**
- *Math Curse* by Jon Scieszka
- Paper
- Art supplies - crayons, paint, etc.
- Pencils
- Poster paper
- Clip boards (optional)

**Procedures:**
1. Read *Math Curse* to the class. What happens in the story? What is the point of the story? Students should say something about how math is present all around us, and how it affects our everyday lives.
2. Tell students to make observations about the ways that math is present all around them. Start by asking them to count something in the classroom (i.e. How many desks are in the room? How many posters are on the wall? How many pencils are on my desk? Etc.). You can make the questions more challenging, depending on the class's level of math comprehension (i.e. “Add the number of posters on the wall with the number of desks in the room, then subtract the number of pencils on my desk”).
3. Tell students that they are going on a number hunt. For the number hunt, students need to pick certain items that they will count. The class should decide what these items are. Possible items can include: Fire alarms, windows, doors, water fountains, trees, swings, slides, etc.
4. Once the students have agreed on a final list of things to count, have the class line up (single file or in pairs) and start the hunt. For older students, have them estimate how many of each item they might find before going on the hunt.
5. After students have gathered their data, return to the classroom and compare notes. Write, on the board or a large piece of paper, the amounts of each item that students have counted.
6. Make a poster entitled "How Many In Our School" that has headings or pictures to represent the various items counted. Have students fill in the numbers for each item. Younger students can make dots under a drawing of each item, one for each individual item counted. Older students can make a bar graph or a pie chart representing the quantities counted.

**Extensions/Modifications:**
- Have students continue their number hunt outside of school. Define a set of data for students to collect and bring back to class, then make visual representations comparing each student's set of data. Examples include: How many people live in your house? How many houses are on your street? How long does it take you to travel from home to school? How many different kinds of beverages are in your refrigerator?

**Assessment:**
- Quality of participation
- Data represented on the poster matches data gathered by students

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**STANDARDS**

**LANGUAGE ARTS:**
- **STAND I:** Reading and listening for comprehension.
- **Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed.
- **STAND II:** Writing and speaking for expression.
- **Content Standard II:** Students will communicate effectively through speaking and writing.

**MATHEMATICS**
- **STAND:** Number and Operations
- **Standard:** Students will understand numerical concepts and mathematical operations.
- **STAND:** Data Analysis and Probability
- **Standard:** Students will understand how to formulate questions, analyze data, and determine probabilities.
Post-performance Activities
Mouse Machine
(adapted from the Orlando Shakespeare Theater study guide: www.orlandoshakes.org/pdfs/curriculum-guides/CookieCancelable.pdf)
The events that occur in If You Give a Mouse a Cookie all affect each other. The whole story is a chain reaction. A chain reaction is a series of events in which each event is inspired by a previous event; all the events are linked, like a chain. What would it be like to have a chain reaction of people?

Grades: Pre-K - 4

Objectives:
- Students learn the term “chain reaction”.
- Students create their own chain reactions through physical movements.
- Students will work collaboratively.

Materials:
- A large space, such as an activity area, or the classroom with desks pushed to the center
- Open imaginations

 Procedures:
1. Begin by explaining what a chain reaction is, and how it relates to the story. Then explain that the class will create a Mouse Machine, based on a chain reaction.
2. Set up rules for the machine. State that the machine must maintain all safety standards so that no one gets hurt. Also, be sure to guide the students carefully as you go, and help them to make safe choices about their additions to the machine.
3. Have one student step to the center of the space and begin a simple movement. It could be anything from waving a hand, to tapping a foot. Remind the students to choose their movement carefully, as they could be performing this movement for a long time.
4. Instruct the next student to link their movement to the movement of the first student. For example: If the first student is waving, the next student could act as though they are pulling and pushing the first student’s hand. Their movement should join with the movement of the first student as much as possible.
5. The rest of the students continue to join into the mouse machine. Remind them that they are all working together to create a unit, and that all of their movements affect the new piece: they are a working chain reaction, and just like a machine, all parts must remain in good working order so that the whole product works efficiently. Each movement inspires a new movement and is connected to the group.
6. Try to help the final students find a way to connect their movements back with the movements of the beginning students so that the whole class is one working, unified machine.
7. If students would like to view the working machine, have them step out one at a time. The rest of the machine can continue to operate as though that student is still there, or they can adjust to the removal of a part of the machine. If they do this, ask the rest of the machine to determine how one missing piece affects the whole machine.
8. Have students sit in a circle and reflect on their machine. What was it like to be one of the first to go? Was it hard to keep doing the same motion? Could you see how your motion affected other motions? What was a time that one motion seemed to be particularly affected by another? For those students that went towards the end – how did the machine look? Could you clearly see and understand all of the working parts?

Extensions/Modifications:
- Use the machine model to act out the story If You Give A Mouse A Cookie. The first student to go will come up with a repeated movement for the phrase “If you give a mouse a cookie”, like pretending to eat a cookie. The next student will act out the next event in the book and so on, until every event in the book is being acted out simultaneously and in order, until the last person is also eating a cookie.

Assessment:
Quality of participation

STANDARDS

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Standard 1: Learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.
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Caps For Sale

The show you saw was a series of storybooks acted out by actors on a stage. Do you think that you would be able to act out a story? Try it and see!

Grades: Pre-K– 4

Objectives:
- Students dramatize a story.
- Students will identify important characters and plot points to include in their dramatizations.

Materials:
- Caps For Sale by Esphyr Slobodkina
- Space for students to move around

Procedures:
1. Read Caps for Sale to the class. Review what happens with the students.
2. Ask students to list characters from the story (The peddler, the monkeys, the townspeople). Next, identify basic scenes that are necessary to tell the story (The Peddler starts out on his journey; he attempts to sell caps in the village; he stops to rest in the forest.) There can be as many or as few details as the class decides are necessary to tell the story.
3. Practice acting out each scene. Decide what will happen in the first scene. (The Peddler gathers his hats, carefully stacks them on his head and sets out for the village.) Decide what happens next (The Peddler arrives in the village and calls out “Caps for sale!” as he walks.) And so on…
4. Keep going until you read the part of the story where the Peddler stops to rest. Tell students that at first, you will play the Peddler in this scene while they play the monkeys. Review what happens in this scene (the Peddler rests under a tree, the monkeys steal the Peddler’s caps, the Peddler yells and gestures at the monkeys while trying to get his caps back). In character as the Peddler, shake your finger at the “monkeys” and say the lines from the book. Next, shake both hands. Next, stamp your foot. Next, jump up and down. Finally, pretend to throw your cap to the ground. Students, acting as the monkeys, should mimic all of your movements.
5. Now you are ready to act out the whole story. Decide where each scene will take place in the classroom and decide who will play what part. Multiple students can play the Peddler all at once, or you can plan to act the story out several times, with a new student playing the Peddler each time. If you are dramatizing townspeople, instruct students to assign a name, personality, and trade to their character. What do they do in the town? Why are they unable to buy a cap today? Have students playing the monkeys practice their best monkey chatter.
6. Begin the dramatization with the students. Teacher will have to narrate the story and help coach the action from the sidelines. When the dramatization is complete, have students reflect on what it was like to dramatize a story. What were some of the challenges? What was their favorite part of the dramatization? What happened that was unexpected?

Extensions/Modifications:
+ Play “Simon Says” as a warm-up for this activity.
+ Continue the story. What happens to the Peddler after the events of this story? Does he move on to another village? Does he go home? Does he ever meet up with the monkeys again? Have students draw a picture or write a story that answers some of these questions.

Assessment:
Teacher observation and quality of participation

STANDARDS

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Standard 2: Use dance, music, theatre/drama and visual arts to express ideas.
Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as other content areas.
Standard 4: Demonstrate an understanding of the dynamics of the creative process.
Standard 5: Observe, discuss, analyze and make critical judgments about artistic works.
Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.
Resources
Websites

For additional activities associated specifically with each of the books visit www.twusa.org.

Amazing Grace Teaching Activities

Borregita and the Coyote – Lesson plans; including one in Spanish
http://www.scholastic.com/browse/search/teacher?query=Borregita+and+the+Coyote&asvalues_012=&channelOnly=false

Borregita and the Coyote – Reading Rainbow (28.8 minutes)
LeVar Burton spends the day in a barrio in East Los Angeles studying Mexican culture, visiting friends who make their own guitars, eating traditional food, and discussing the cultural differences that are practiced in both Mexico and the US. He even meets up with the popular Latin rock band Los Lobos. Olga Merediz reads Borreguita and the Coyote.
http://vimeo.com/6349427

Geronimo Stilton Facts about Mice

Facts about Cookies
http://www.ireallylikefood.com/725307903/7-facts-about-cookies/

Caps for Sale – video of the illustrations from the book as it is read (6.19 minutes)
http://www.youtube.com/watch?v=INptSCKqdfg

Extension activities for Imogene's Antlers

DLTK's Mouse Activities for Kids
http://www.dltk-kids.com/animals/pets-mouse.htm

Laura Numeroff - Biography, books, teacher information, activities and fun at this website written by the author of “If You Give a Mouse a Cookie” and many other books
http://lauranumeroff.com/

The Children's Book Council - General reading activities, plus suggestions on how to celebrate National Children's Book Week (each November) in your school, library, and/or community.
Toll- free: 1-800-999-2160
www.cbcbooks.org

Reading is Fundamental, Inc. (RIF) - Contact this organization to find out how you can help to promote reading in your community or classroom. Their website also offers a wealth of information and activities on reading. Toll-free: 1-(877) RIF-READ (877-743-7323)
www.rif.org
Worksheet
If /Then Story

If . . .
Each touring production is selected with youth and family audiences in mind, from titles and materials that reflect the cultural diversity of our global community. They include new plays, familiar stories, literary works, biographies, mythology, folk tales, music, dance, and puppetry. These professional performing artists create educational experiences designed to encourage literacy, creativity, communication and imagination.

With such a vast audience to serve, our productions are designed to target different grade ranges. Please review these materials to make sure the grade recommendations and content are appropriate for your group.

Music, theater, dance, and opera are collaborative arts. This means they require the cooperation of many people: the directors, the performers, and the audience. Live performances can transport you to other times and places, but to do so, they require you, the audience to listen, observe, discover, and imagine.

A poster of Theater Etiquette is included on the website. Please post it and discuss it with your students before coming to the performance.

Seeing a live performance is a special experience. Although it is not required, many people enjoy dressing up when they attend the theater.

Gentlemen should remove hats or caps when inside the building.

Please enjoy your food, drink, and gum in the lobby.

Please allow ushers to seat your entire group before rearranging students and/or taking groups to the restroom.

Photography and recordings of the shows, as well as cell phones, texting, or gaming are all strictly prohibited during the performances.

Crying babies, unhappy siblings, and other loud noises disturb the actors and the other patrons. Please be considerate and leave the hall during these periods. You may still enjoy the show in the lobby via our large screen monitors.

Some shows are interactive, and involve audience participation; some are not. Discuss with your class how to know the difference, as well as what is appropriate conduct in a theater, versus at a sports arena or outdoor concert.

During a musical, it is appropriate to clap at the end of a song. During a ballet or dance performance, it is appropriate to clap at the end of the number.

Curtain calls occur when the show has ended and the cast comes forward to take their bows. The best way to show the performers how much you appreciate their hard work is to stay at your seats and clap until the actors leave the stage, or until the curtain comes down and the house lights come on.

At the end of the show, after the applause, remain in your seats until you are dismissed from the theater.

If you are staying for the Question & Answer session, remain in your seats until the house clears and then move down front toward the stage.

SAFETY

For the safety of our younger visitors, UNM requests clearly visible school identifiers on all students PreK – 2nd grade. Ex.: matching t-shirts or hats, school/teacher tags, etc.

Teachers and students should immediately report to the kiosk (round desk) in the main lobby if they become separated from their group.

Restrooms are open to the public. Please escort students.

Backpacks, strollers, car seats, and lunches must remain in the lobby, as per fire code. If possible, we recommend that these items are not brought into the building. We cannot monitor ownership, and UNM is not responsible for any misplaced or stolen items.

The Popejoy Schooltime Series is supported in part by awards from -

THE EUGENE AND MARION CASTIGLIA POPEJOY CHILDREN’S SCHOOLTIME ENDOWMENT

THE POPEJOY SCHOOLTIME EDUCATION ENDOWMENT

“The more that you read, the more things you’ll know. The more you learn, the more places you’ll go.”

- Dr. Seuss, “I Can Read With My Eyes Shut!”

Dreamcatchers are produced by the Education Department of Popejoy Hall, Albuquerque, New Mexico.

Find us at: www.schooltimeseries.com
Contact: pjoyedu@unm.edu
Join our community at: www.facebook.com/schooltimeseries

Popejoy Hall, New Mexico’s premier nonprofit venue for the performing arts and entertainment.

The Popejoy Schooltime Series is a program of The University of New Mexico.

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The Popejoy Mission: To provide access to the performing arts for all New Mexicans.