



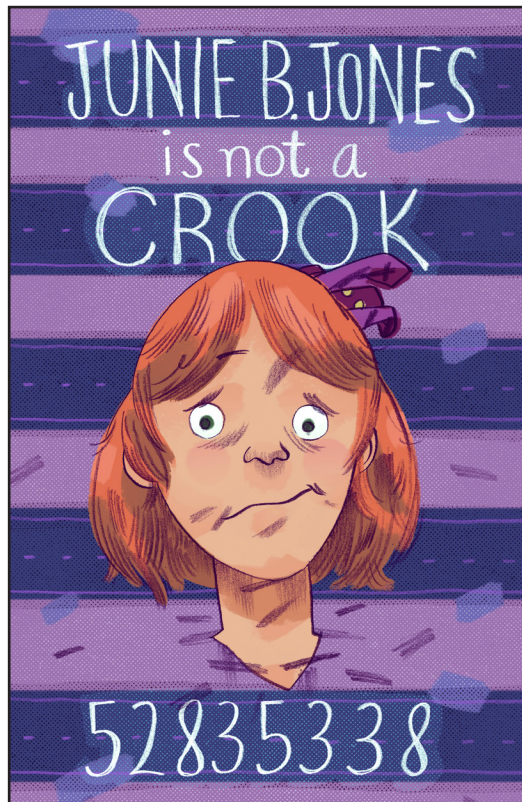
Study guide

and lesson plan activities

This study guide includes information about our production along with creative activities to help you make connections in your classroom both before and after the show. We've aligned all activities to both the Common Core Standards and North Carolina Essential Standards. Look for the symbol below throughout the guide for curriculum connections.



NCES-TheatreArts.(K-5).TA.A.1: Analyze literary texts and performances. NCES-TheatreArts.(K-5).TA.A.1.1: Recall the basic parts of a story, such as characters, setting, and events.



A play by Allison Gregory
Adapted from the book series by Barbara Park
Directed by Adam Burke

About our theatre

Founded in 1948, Children's Theatre of Charlotte has opened young minds to the wonders of live theatre for more than half a century. Today, it continues to be one of the most technically imaginative and resourceful theatres in the country. Annually, it reaches nearly 300,000 young people and their families through our Mainstage productions, Resident Touring Company and its Education Department's classes and workshops. Children's Theatre of Charlotte shares a space with the Charlotte Mecklenburg Library at **ImaginOn: The Joe and Joan Martin Center**. Learn more about Children's Theatre of Charlotte at ctcharlotte.org.

Synopsis

Junie and her friends Lucille and Grace are on the playground as Junie shows off her new, furry mittens bought by her Grandpa. The girls notice a new kid at school, Handsome Warren, who all three girls agree should be their boyfriend. Later, in her classroom, Junie is still playing with her mittens. Her teacher, Mrs., takes them from her and says she can have them back during recess. Once they're outside again, Junie thinks she should break up with her boyfriend, Ricardo, before chasing Warren. Ricardo agrees and runs away. Junie folds her jacket and places her mittens on top. She then drags Warren over to the other girls, but he says she is a "nutball" and runs away. Junie notices her mittens are missing, and her teacher takes Junie to the Lost and Found in the school office. While she's there, Principal tells her students bring lost items here because it's the right thing to do. Junie sees many things she wants to take, even though they don't belong to her, but no mittens. As she walks back to her classroom, she finds a pen on the floor that writes in four colors! She decides not to take it to the office. Finders keepers, right? That night, Junie dreams she catches the Mitten Crook and gets them back, but she wakes up realizing they're still lost. She runs to ask Grandpa if they can buy some more. He asks if she has checked the Lost and Found and then tells her about the time he lost his wallet and someone drove all the way to his house to return it. Junie feels badly she kept the pen and worries she might be a crook. The next day at school, Junie sees the Pink Fluffy Girl wearing her mittens. Mrs. makes her return them to Junie and reminds the girl "finders keepers is not the rule." Junie finally takes the pen to the Lost and Found. The next day at school, the three girls try again to get Warren's attention. He can't take it anymore and yells at them to "Go away!" Junie stays behind, and tries to cheer him up, even offering her mittens. Warren is sad because he doesn't have any friends at this new school. Junie tells him a knock-knock joke and the two of them laugh. They share more jokes and decide to be friends. Just then, Ricardo appears and announces he's found his pen that writes in four colors!

THEMES EXPLORED

honesty, right and wrong, frustration

Discussion questions

1. The title of the play is *Junie B. Jones is Not a Crook*. Based on the title, what do you think the play will be about? What is the meaning of the word “crook”? Does “crook” have more than one meaning?
2. Junie B. Jones tries to get Warren to like her as much as he likes her friends. She thinks nice dresses and fancy running shoes are the way to get Warren’s attention. Is this the best way to get someone’s attention? Is it better to just be yourself?
3. Junie B. Jones’ imagination wanders and takes her into some daydreams. What daydreams or fantasies did Junie B. Jones have in the play? When you daydream, where does your mind take you?
4. What does the saying “finders keepers, losers weepers” mean? Do you agree with that saying? Why or why not?
5. Does your class or school have a “Lost and Found” box? Do the students know where it is? Why’s it important for it to have a place to bring found items? If your class or school doesn’t have one, decide where you can keep one.



CCSS.ELA-Literacy.SL.(K-5).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. NCES-TheatreArts.2.TA.A.1.2: Analyze the relationships between events, characters, and settings. NCES-HealthEd.4.ICR.1.1: Explain the importance of showing respect for self and respect and empathy for others.

“There are those who believe that the value of a children’s book can be measured only in terms of the moral lessons it tries to impose or the perfect role models it offers. Personally, I happen to think that a book is of extraordinary value if it gives the reader nothing more than a smile or two. In fact, I happen to think that’s huge.”

--Barbara Park

Telling time

Junie B. Jones is often impatient and doesn’t understand sometimes we need to wait before certain things can happen. Learning to read a clock can be a difficult undertaking for a young student. Give your students practice with telling time on a digital or analogue clock on the abcya.com website. Click on the link below.

Telling Time



NCES-Inf.&Tech.(K-2).TT.1: Use technology tools and skills to reinforce classroom concepts and activities. CCSS.MATH.CONTENT.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.

Finders keepers?

Junie B. Jones’ search for her furry mittens brings her up against the fine line that sometimes distinguishes finding and stealing. Define these words with students, highlighting how they’re different. With these terms in mind, ask students to reflect on the scenes in which Junie B. Jones found the nickel in the street, the teddy backpack in the “Lost and Found” box and the multicolored pen. Discuss the actions of the person who found Grandpa’s wallet and the Pink Fluffy Girl who kept Junie B. Jones’ mittens.

Present students with a variety of “lost object” scenarios. For example, “You find a dollar buried in the sand while building a sand castle and you decide to keep it” or “You see a dollar fall out of a woman’s purse on the bus and you decide to keep it.” You might ask older students to write a short story about a “lost or found” situation, describing what they lost/found, what they did and whether or not they’d still do the same.



NCES-Guidance.RED.SE.1.1: Understand the importance of self-control and responsibility. CCSS.ELA-LITERACY.W.(3-5).1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Use it or become it

This is an imagination activity where we pretend to have a “Lost and Found” box and pull items out of the box. The teacher calls out the object and the students must either use it or become it. For instance, should the teacher call out a cell phone, the students may either talk on the phone or shape their body into a phone. The teacher then pulls another item out of the box. After the rules are established, allow one student at a time to pull items out of the box and call them out to the class.



NCES-TheatreArts.(K-5).TA.AC.2: Use performance to communicate ideas and feelings.

Vocabulary enrichment

automatically *adv.* without outside control, acting by itself

pretend *v.* to imagine, to act as if something were true

handsome *adj.* attractive, having a pleasing appearance

fur(ry) *adj.* being covered in a soft, thick hair (fur)

backpack *n.* a pack used to carry objects

crook *n.* a thief or criminal

probably *adv.* likely to happen

personal *adj.* belonging to a person, often not to share

tackle *v.* to knock or throw down another person

important *adj.* having great value or significance

calm *adj.* stillness, free from strong feelings

tattoo *n.* a permanent picture or pattern drawn on the skin



CCSS.ELA-Literacy.L.(K-5).4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Idioms: “Get your goat”

In the play, Junie B. Jones often misunderstands phrases she overhears the grown-ups saying, including “get your goat” and “feel like a million bucks.” Understanding this type of language is essential to becoming a stronger reader. This activity first appeared on the education.com website, written by Dee Mulhern.

Gather your students and explain figurative language is a word or phrase that doesn’t have its normal everyday, literal meaning. Tell students writers use figurative language to make comparisons and to help the reader create a more vivid picture of the text.

Tell students that today’s lesson will be “a piece of cake”! Write the phrase “a piece of cake” on the board. Ask students what “a piece of cake” means. Display a picture of a piece of cake on the board. Ask students to describe the experience of eating a piece of cake. Guide your students toward answers such as enjoyable, fun, delicious, etc. Record answers on the board. Explain when someone describes something as being “a piece of cake,” they mean that it’s easy. It’s an example of an idiom. Define an idiom as a saying that has a meaning that’s different than the literal meaning of the phrase.

Give your class several other examples of idioms and their meanings. Great suggestions include: “sick as a dog,” “get cold feet,” “be in the same boat,” etc. Pass out a copy of the “Idioms Set” worksheet to each student. Click on the link below.

Idioms Set

Review the literal and figurative pictures for the “under the weather” idiom on the worksheet. Discuss the meaning of “under the weather” with your students. Great discussion questions include: What does “under the weather mean”? Why do you think someone would say that about feeling sick? Write a sentence using “under the weather” correctly on the board.

Assign partners for your class or have each student find someone to work with. Instruct each pair of students to choose two idioms from the lists at the bottom of the “Idioms Set” worksheet. Tell your students to illustrate the literal meaning and figurative meaning of each of their chosen idioms. They must also write a sentence at the bottom of each picture to explain the idiom. If time permits, gather students together so they can share their pictures and idioms.

Pass out a copy of the “Idioms: A Figure of Speech” worksheet to each student. Instruct them to individually complete the worksheet. Click on the link below.

Idioms: A Figure of Speech



CCSS.ELA-LITERACY.L.(3-5).5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Author vs. Playwright

The author’s job is to write a book. He or she creates an original story or adapts a known version of a story. The playwright takes the book and re-writes the story into a script with dialogue and stage directions to be performed on a stage. The playwright may need to change the story a little to make it a better play. In this case, the playwright combined elements from the books *Junie B. Jones is Not a Crook* and *Junie B. Jones Loves Handsome Warren*. The author and playwright may have discussions about the changes or the playwright may have permission to change anything he or she wants. No matter how they work together, the playwright must acknowledge it was the author’s story first. Otherwise, it would be stealing. No finders keepers!

- If you could turn any book into a play, what would it be?
- What parts of the story did Allison Gregory change?
- If you wrote a story, would you let someone else turn it into a play? Why or why not?

Author: Barbara Park

Barbara Park was best known as the creator and author of the *New York Times* bestselling Junie B. Jones series, the stories of an outrageously funny kindergartener who has kept kids laughing and reading for more than two decades. The series has sold more than 60 million copies in North America alone. Park originally intended to teach high school history and political science, but she quickly realized her calling was to be a writer. Park won more than 40 children’s book awards, including several Children’s Choice Awards.



Playwright: Allison Gregory

Allison Gregory is a playwright and theatre collaborator, whose plays have been produced all over the country. Her play *Not Medea*, an O’Neill finalist, will receive a 2016 National New Play Network Rolling World Premiere at B Street Theatre, Contemporary American Theatre Festival and Perseverance Theatre. Gregory also writes for young audiences including *Go, Dog. Go!* (co-written with her husband Steven Dietz), *Peter and the Wolf* and *Junie B. in Jingle Bells, Batman Smells!* She lives in Austin, Texas, where she is the co-founder of Austin ‘Wrights.



NCES-TheatreArts.(K-5).TA.CU.2: Understand the traditions, roles, and conventions of theatre as an art form. NCES-TheatreArts.(K-5).TA.A.1: Analyze literary texts and performances.

If you enjoyed the show, travel to **ImaginOn** or your local **Charlotte Mecklenburg library branch** and check out these books. Check availability at cmlibrary.org.

Recommended for early readers

Pssst! It's Me...The Bogeyman
by **Barbara Park**

A genuine, creepy-crawly, blood-chilling, spine-tingling Bogeyman, who lives under beds, reveals something he soon regrets.

The Little, Little Girl with The Big, Big Voice
by **Kristen Balouch**

A little girl with a very loud voice has trouble finding a jungle friend to play with until, at last, she meets the one jungle animal whose roar is louder than hers!

Junie B. Jones and The Stupid Smelly Bus
by **Barbara Park**

In her own words, a young girl describes her feelings about starting kindergarten and what she does when she decides not to ride the bus home.

Recommended for elementary

The Kid in The Red Jacket
by **Barbara Park**

When 10-year-old Howard has to move with his family to a faraway state, he's forced to adjust to a new school and get used to being shadowed by the little girl in a nearby house.

ElRay Jakes Walks The Plank!
by **Sally Warner**

Third-grader ElRay becomes well known for messing up. When his little sister accidentally kills ElRay's class goldfish and then he forgets his teacher's read-aloud book at home, it only makes matters worse.

Miss Alaineus: A Vocabulary Disaster
by **Debra Frasier**

When Sage's spelling and definition of a word reveal her misunderstanding of it to her classmates, she is at first embarrassed but then uses her mistake as inspiration for the vocabulary parade.

Every play produced by Children's Theatre of Charlotte is created by a talented team of designers, technicians, actors and a director. A play is different from a television show or a movie because it's presented live. As a class, discuss what you experienced when you saw the performance.

THEATER CORNER

1. What was the first thing you noticed on the stage?
2. Name three things you noticed about the set. Did the set help tell the story? What sort of set would you have designed?
3. What did you like about the costumes? Did they fit the story? What sort of costumes would you have designed?
4. What role did lighting play in telling the story? How did the lights enhance what you were seeing?
5. Talk about the actors. Were there moments you were so caught up in the story that you forgot you were watching a play?
6. Were there any actors who played more than one character? What are some ways that you can be the same person but play different characters?



NCES-TheatreArts.(K-5).TA.A.1: Analyze literary texts and performances. NCES-TheatreArts.(K-5).TA.AE.1.2: Understand how costumes [and technical elements] enhance dramatic play.



Write to Us!

Children's Theatre of Charlotte
300 E. Seventh St.
Charlotte, N.C. 28202



CCSS.ELA-LITERACY.L.(K-5).1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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www.ncarts.org