



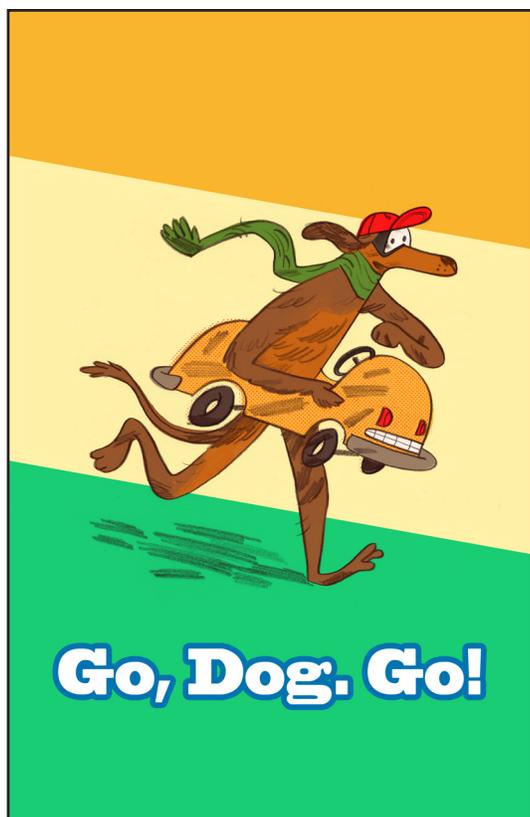
Study guide

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-3).TA.A.1: Analyze literary texts and performances. NCES-TheatreArts.(K-3).TA.A.1.1: Recall the basic parts of a story, such as characters, setting, and events.



Based on the book by P.D. Eastman
Adapted by Steven Dietz and Allison Gregory
Music and Lyrics by Michael Koerner
Directed by Mark Sutton

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

The story features red dogs, blue dogs, big dogs, little dogs—all kinds of wonderful dogs riding bicycles, scooters, skis and roller skates and driving all sorts of vehicles on their way to a big dog party on top of a tree!

THEMES EXPLORED

dogs, transportation, color, opposites

A Note from the Playwrights

“This play is adapted from a book renowned for its ability to generate fun, learning, adventure and surprise with a minimum of text. P.D. Eastman's timeless work honors the joyous simplicity of the world around us. Therefore in crafting a stage version of *Go, Dog. Go!*, it is not our intention to “fill out” or “open up” the story in the style of many traditional adaptations. We have, in fact, added virtually no words of our own. “Expanding” the book in this way would, we believe, rob it of its essential wondrous and loopy anarchy. Instead, we hope to celebrate and explore the existing words and pictures; to look not “outside the book”, but more closely “within it”—in the same way that a child (and parent) can read through Mr. Eastman's book night after night and find something new and remarkable with every turn of the page.”

— Allison Gregory and Steven Dietz



About the author

Beloved children's book author and illustrator P.D. Eastman was born on Nov. 25, 1909, in Amherst, Massachusetts, where he also attended college.

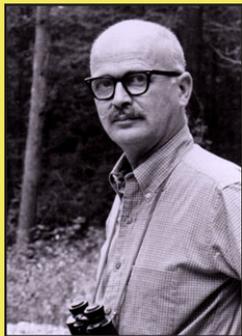
In 1936, Eastman moved to Los Angeles, where he began work in the story department of Walt Disney Productions, doing production design and animation. From 1941 to 1943, Eastman worked at Warner Brothers Cartoons.

Eastman enlisted in the army in 1943 and was assigned to the Signal Corps Film unit—a unit headed by Theodor Geisel (who would later become known to the world as Dr. Seuss). Eastman animated for training films and was a writer and storyboard artist on the *Private Snafu* series for *Army-Navy Screen Magazine*.

After the war, in 1945, Eastman began work as a writer and storyboard artist at United Productions of America. While there, Eastman helped develop the cartoon character *Mr. Magoo* and also adapted Theodor Geisel's children's record *Gerald McBoing Boing* into an Academy Award-winning short film.

Eastman moved from Los Angeles to Westport, Connecticut, in 1954. Eastman was doing freelance comic book and television advertising work when his friend Theodor Geisel approached him to write for a new children's books series he was starting at Random House called *Beginner Books*.

By the time of his death on Jan. 7, 1986, Eastman had written and/or illustrated 18 children's books, including *Are You My Mother?*, *Go, Dog. Go!*, *Sam and the Firefly* and *The Best Nest*.



Vocabulary enrichment

You can find most of the words in *Go, Dog. Go!* on traditional sight word lists, including the Dolch list. The play uses little dialogue, relying on a few lines of text from the original book. Discuss with your students the contrasting words and ideas presented in the show.

Out vs. In

Up vs. Down

Day vs. Night

Over vs. Under

Hello and Good-by

Work vs. Play

Stop vs. Go

Blue, Green, Red and Yellow



CCSS.ELA-Literacy.L.(K-3).4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Color context

Everyone has a favorite color, and in *Go, Dog. Go!* most of the dogs are even named for the color they wear. How we view color is complex. We connect colors with things we find in nature; the sky is blue and the grass is green. These associations are universal. But we also relate colors with how they make us feel.

Before watching the play, make a list of colors on the board with your students. Talk with your students and write down their suggestions about what emotions or feelings we associate with those colors.

After watching the play, think back to the way the different dogs behaved. Did their colors match the emotion or feelings your students assigned?

For further exploration, have students choose a color and then write a poem using the ideas the color inspires. Add to the design by only using different shades of that color to write your poem or add pictures and make it a collage.



CCSS.ELA-LITERACY.L.(K-3).5: Demonstrate an understanding of the figurative language, word relationships, and nuances in word meanings. NCES-VisualArt.(K-3).VA.V.3: Create art using a variety of tools, media, and processes, safely and appropriately.

Bark, bark, bark!

Using only the word "bark", sing a song to your class. See if they can guess the song. Ask for a suggestion from the class a song everyone could sing together using only the word "bark."



NCES-Music.1.MU.MR.1.2: Recognize melodic patterns, rhythmic patterns, dynamics, and forms when presented aurally.

"Do you like my hat?"

In the theatre, an actor memorizes lines from a script. The actor's job is to give meaning or context to the line. This is called an actor's subtext.

One dog in the play repeatedly asks the other dogs if they like her hat. Each time the actor delivers the line, there's a slightly different meaning behind it as the character becomes more frustrated.

See if your students can deliver a line with subtext. Instruct your students to deliver their line a certain way (angry, sad, etc.) then, using only the phrase, "Do you like my hat?", see if your students can communicate the subtext. For an extra challenge, give students a physical action to perform as well (brushing your teeth, climbing a tree, etc.).



NCES-TheatreArts.1.TA.C.2.1: Use improvisation to communicate activities in a variety of situations.

Construction site

Create a construction site-themed obstacle course for your class. Use your imagination when designing fun obstacles. Here are a few ideas to get started:

- Walk across a steel beam (2x4 laid on the floor)
- Hammer and nail (toy hammer with golf tee into Styrofoam)
- Wheel barrow with construction cones (zigzag their way through the obstacles where one student becomes the wheel barrow, walking on their hands, while the other student holds their feet)
- Checking the foundation (climb under a table filled with balloons or ribbon, see if the students can get through without making them move)
- Hop through man holes (hula hoops)



NCES-PhysEd.PE.(K-3).MS.1: Apply competent motor skills and movement patterns needed to perform a variety of physical activities. NCES-PhysEd.PE.2.MC.2.1: Use equipment to illustrate multiple movement concepts.

Stop, drop, melt

Clear a space in the middle of the room. Now, instruct your students to form a line on one side of the room while you stand outside the playing area and say, “Go.” The students should walk through the playing area, making sure they don’t bump into each other. When you say, “Stop,” they must stop instantly. Once they are going again, you can call out “Drop,” then they must drop to the floor or “Melt,” then they should melt as slowly as possible. You can call out “Stop” in the middle of melting as well. You can also add other words like “Jump” or “Skip” to add to the ways they can move throughout the area.



NCES-PhysEd.PE.K.MC.2.1: Understand the meaning of words and terms associated with movement.

Pantomime

Much of *Go, Dog. Go!* is performed in pantomime. Pantomime is wordless communication by means of gesture and facial expression. It can be the telling of a story or even a dance using wordless expression.

Encourage your students to plan individual or group pantomimes. Use a picture book as a starting point or create your own scenes. Below are scenes explored in the show.

- Driving a car
- Preparing for bed
- Diving and exploring underwater
- Playing at a party



NCES-TheatreArts.1.TA.C.1.1: Use non-verbal expression to communicate movement elements, including size, weight, and rate.

Check out the service dogs at work in a video provided by the National Geographic WILD channel.

[Top 5 Service Dogs/BarkFest](#)

Paper party hat

Using the instructions provided by instructables.com, make a paper hat to have your own dog party. For an adult size hat, use an 18x24 inch sheet. For a child sized hat, use a 15x20 inch sheet.



[Make a paper hat](#)



NCES-VisualArt.(K-3).VA.V.3: Create art using a variety of tools, media, and processes, safely and appropriately.

Discussion questions

1. If you could be any kind of dog, which would you be and why? Give yourself a dog name. Tell how you are like the dog and how you may be different than the dog you chose. Draw yourself as the dog and share your picture and thoughts with the class.
2. Ask your students to list the different images from the book under two categories: “work” and “play.” Ask them which they prefer and if they can list some types of work and some great games to play. Which is more important? Are both activities necessary? Can you do both at the same time?
3. The dogs use different types of transportation to get around – cars, roller skates, boats. Discuss different types of transportation people use. See how many you can come up with, no matter how silly they may be.
4. At the end of the play, the dogs go to a dog party. What do the dogs do at their party? Ask the students to discuss their favorite party. What kind of food did they have? What did they do? Compare the dog party to a child’s birthday party.
5. If you were a cat, would you come to see this play? Why or why not?



CCSS.ELA-Literacy.SL.(K-3).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. NCES-TheatreArts.(K-3).TA.A.1.2: Analyze the relationships between events, characters, and settings. NCES-SocStudies.K.C.1.1: Explain similarities in self and others.

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

Are You My Mother?
by P.D. Eastman

A baby bird sets off to find his mother, but not knowing what she looks like makes it a challenge.

Bark, George
by Jules Feiffer

A mother dog tries to teach her pup how to bark and is surprised at why he wasn't learning.

Harry The Dirty Dog
by Gene Zion

When a white dog with black spots runs away from home, he gets so dirty his family doesn't recognize him as a black dog with white spots.

A Ball For Daisy
by Christopher Raschka

A wordless picture book about all the fun a dog can have with her ball.

Recommended for elementary

Smartypants (Pete In School)
by Maira Kalman

When Pete the dog, who has an insatiable appetite, arrives at school he and his owner are sent to the principal's office, where he devours a set of encyclopedias and is suddenly able to speak and answer any question.

Henry And Mudge:
The First Book Of Their Adventures
by Cynthia Rylant

Henry, feeling lonely on a street without any other children, finds companionship and love in a big St. Bernard named Mudge.

Every play Children's Theatre of Charlotte produces 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-3).TA.A.1: Analyze literary texts and performances. NCES-TheatreArts.(K-3).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-3).1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Children's Theatre of Charlotte is supported, in part, with funding from the Arts & Science Council, and the North Carolina Arts Council, a division of the Department of Cultural Resources.



ARTS & SCIENCE
COUNCIL



www.ncarts.org