



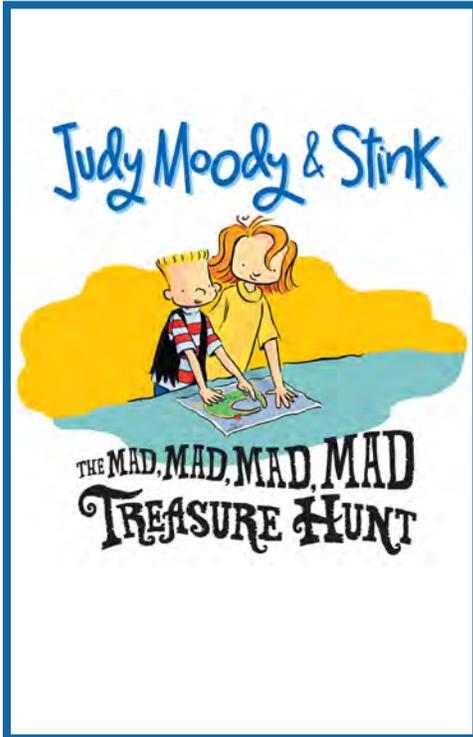
Resource Guide | for Educators and Audiences

We include information about our production along with creative activities to make connections both before and after the show. For educators, all activities are aligned to the Common Core Standards and North Carolina Essential Standards. Look for the symbol below throughout the guide.



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

Mainstage production
ages 4 and older



Adapted by
Allison Gregory

Based on the book series
by Megan McDonald

Director
Melissa Ohlman-Roberge

Themes explored

teamwork, perseverance,
family, sharing, adventure

Synopsis

It is the first day of school and Judy Moody didn't go anywhere over her summer break, which means she does not have a souvenir t-shirt. Since she is in such a bad mood about it, Dad suggests taking the entire family on a weekend trip to Ocracoke Island. Later, in Mr. Todd's third grade class, students show off their souvenir t-shirts and then he assigns everyone to describe themselves by creating a "Me" collage. Now, Judy has work to do over the weekend, which will ruin her chance for an island adventure.

The Moodys arrive on Ocracoke Island. A man dressed like a pirate swings into view and introduces himself as Scurvy Sam. He welcomes everyone and announces the Third Annual Pirate Island Treasure Hunt! Participants must follow a trail of clues, and the first to collect eight pieces o' eight wins the gold doubloon—and a t-shirt! Judy and Stink beg their parents to let them play, but Mom has the whole day planned. Their parents agree if Judy and Stink team up and promise to stay together.

Judy and Stink read over the first clue but notice that a Boy and Girl from the ferry have jumped ahead of them in the game! Judy and Stink follow, but the next clue is in Morse code. They quickly decode it and realize they must find something or someone with the name "Blackbeard." Eventually, they find a parrot named—Blackbeard, who sings their next clue.

While following the next clue, they meet up with Mom and Dad, but they also see the Boy and Girl go into the art store nearby. They come out with the next clue, and trick Stink into sharing what he thinks the clue is about. Judy overhears and tells Stink to be quiet, but it is too late. The Boy and Girl run off claiming they will be the winners. Judy and Stink realize the clue is leading them to gravestones. Mom and Dad are going to the Ghost Walk to check out the cemetery—the perfect place to find their next clue!

Later that evening, the Moodys are told stories by a Tour Guide of how Blackbeard met his death. Stink gets really scared and decides he wants to quit the treasure hunt, but Judy reminds him she cannot do this without him. They make a sister-to-brother pirate promise. They finally find a gravestone with a possible clue. As they examine it a bit more, they realize it has the shape of an "X." Judy quickly places a sheet of tracing paper over the image and rubs it with a crayon which leads them to the old White House on the island, but unfortunately, it is late, and the building is closed. Somehow, they convince a docent to unlock the door and get them their final clue and coins. Now they have fifteen coins, which means they need one more to win! Mom and Dad appear to take the kids to dinner.

Judy and Stink figure out they must find a bell. While eating, Judy finds a map of the island on her place mat, which looks like a giant crab claw. They need to find the "right hand of the claw." The map shows a museum is located on the tip of the crab's claw, but there is a coast guard station on the other claw. Finally, they leave and decide to try the coast guard station first. To their luck, they find a coin taped to the inside of a bell! Scurvy Sam appears and congratulates the two winners letting them know they are the first to collect all the coins. Judy's Mom says she knows exactly where she should put the coins, on her collage. Judy realizes she forgot all about her assignment!

Back in Mr. Todd's class, Judy shares her "Me" collage, which includes images of her family and of course memorabilia from her adventure on Ocracoke! Lastly, she reveals her new, cool t-shirt and the class is very impressed.

Children's Theatre of Charlotte is proud to partner with Wells Fargo
as the exclusive corporate sponsor of the 2018-19
Mainstage production Resource Guides.



On your way to ImaginOn

The Story Jar



The Story Jar is a unique sculpture outside the McColl Family Theatre. It's an ever changing exhibit that features items from current and past shows at Children's Theatre of Charlotte. Our current show is *Judy Moody & Stink: The Mad, Mad, Mad, Mad Treasure Hunt*. Can you find all of the items listed below?

pirate flag treasure chest
boat shovel & bucket

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.

Audience expectations

Young audiences should know watching live theatre isn't like watching more familiar forms of entertainment: they can't pause or rewind it like a DVD, there are no commercials for bathroom breaks, nor can they increase the volume to hear it if someone else is talking. Encourage your students to listen and watch the play intently, so they may laugh and cheer for their favorite characters when it's appropriate.

At the end of the play, applause is an opportunity for students to thank the actors. Live theatre only exists when an audience is present, and your students' energy and response directly affects the actors on stage! Here are some other guidelines to keep in mind while you are watching the performance:

- Respect others during the performance. Stay seated and keep your hands to yourself.
- Please turn off all cell phones and other electronic devices during the performance.
- Photography and video of the performance is prohibited by copyright law.
- We do not permit food and drinks in the theatre.



NCES-TheaArts.(K-5).TA.CU.2: Understand the traditions, roles, and conventions of theatre as an art form. NCES-TheaArts.3.TA.CU.2.1: Illustrate theatre etiquette appropriate to the performance situation.



Theatre 360 connections

Theatre 360 provides a way to interact with Children's Theatre of Charlotte productions by extending the theatre experience for families and classroom—providing access to all! Best of all, many programs are free. Go to ctcharlotte.org/online/article/theatre-360 to view the full list of events throughout the year.

Audience engagement These interactive experiences located around ImaginOn are available from the first public performance of a production through the entire run of the show. We change the exhibits to reflect the uniqueness of each show.

Online engagement Whether you're a teacher or a parent looking for quality activities, we've assembled a collection of online games, websites and articles that deepen the connections of elements from the show. [Click here](#) for online content for *Judy Moody & Stink: The Mad, Mad, Mad, Mad Treasure Hunt*.

Workshops and residencies Teachers, are you looking for a way for your class to make stronger connections with our shows? You can add our workshops, led by our professional teaching artists, before or after you view the performance. Or incorporate the arts into your everyday classroom through a residency created to fit your subject area. Contact our programs coordinator, Tommy Prudenti, at tommyp@ctcharlotte.org to book yours today!

Before the show

Vocabulary enrichment

adventure *n.* an unusual and exciting, typically hazardous, experience or activity

affordable *adj.* inexpensive; reasonably priced

collage *n.* a piece of art made by a combination or collection of various objects glued together on a paper or backing

ferry *n.* a service for conveying passengers or goods by boat, usually a short distance

mayhem *n.* violent or damaging disorder; chaos

buccaneers *n. plural:* a pirate, originally off the Spanish-American coasts

doubloon *n.* a Spanish gold coin

translate *v.* capable of being expressed in another language

marooned *v. past tense:* leave (someone) trapped and isolated in an inaccessible place, especially an island

acrostic *n.* a poem, word puzzle, or other composition in which certain letters in each line form a word or words

hourglass *n.* two connected glass bulbs containing sand that takes an hour to pass from the upper to the lower bulb

spying *v. gerund:* secretly collect information about enemies or competitors

mutiny *n.* an open rebellion against the proper authorities

debate *n.* a formal discussion on a particular topic, in which opposing arguments are put forward

Pick three words from the list and use them in an original sentence or paragraph. You can also draw a picture, illustrating the definitions.



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

Riddles and treasure

In the play, Judy and Stink go on a scavenger hunt. They follow riddles and clues throughout their journey. Teachers, create your own scavenger hunt for your classroom! Write three clues directing the reader to three hiding places in the room. You may want to get creative and write your clues in the form of a poem.

After the whole class has found the treasure, have individual students create their own scavenger hunt with three clues. Then, find a partner in your class. Hide your clues without them seeing. Take turns trying to decipher their clues and figure out all three hiding places.

Afterwards, discuss whether you were successful as a writer. Were the clues too difficult? Did you give enough context for the reader to solve the clue? Did you need to give hints if they couldn't solve the clue. What did you learn?



CCSS.ELA-Literacy.W.(3-5).1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-Literacy.W.(3-5).1.D: Provide a concluding statement or section related to the opinion presented.



Pirate Crafts

Make a [Popsicle Treasure Chest](#).

Make a [Foldable Paper Treasure Chest](#).

Using old reading glasses, make a [Telescope](#).

Make a [Cardboard Pirate Hat](#).

Worksheet key for before the show

Buccaneer (7)	Scuttle (8)
Hornswaggle (5)	Pieces o' eight (10)
Avast, ye (9)	the Clink (3)
Ahoy, matey (2)	Booty (4)
Scallywag (1)	the Head (6)

Worksheet for before the show

NAME _____

COPY PAGE

See if you can match the “pirate words” with their definitions. You’ll be talkin’ like a pirate in no time, matey! Keep practicing and you can join the other pirates every September 19 for [International Talk Like a Pirate Day](#).

Definition

Pirate Words

- | | | |
|----------------------------|-------|-----------------|
| 1. a person behaving badly | _____ | Buccaneer |
| 2. Hello, friend! | _____ | Hornswaggle |
| 3. jail or prison | _____ | Avast, ye! |
| 4. a pirate’s treasure | _____ | Ahoy, matey! |
| 5. to cheat | _____ | Scallywag |
| 6. the toilet on the ship | _____ | Scuttle |
| 7. a pirate | _____ | Pieces o’ eight |
| 8. to sink a ship | _____ | the Clink |
| 9. Pay attention! | _____ | Booty |
| 10. old Spanish money | _____ | the Head |

Before the show

The BIG QUESTIONS before the show

1. When the play begins, Judy is starting third grade. She isn't happy about all the changes in her new class. Her Mom tells her, "Change is hard." Have you ever had to deal with a big change in your life? How did this make you feel at first? How did you feel later on? Did you learn anything?
2. Judy and Stink are siblings. At the beginning of the story, they don't work well together. But by the end of the story, their teamwork helps them win the scavenger hunt. Do you have a sibling (or friend) that you sometimes find difficult to get along with? What did either of you do to solve the problem and get along better?



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-HealthEd.4.ICR.1.1: Explain the importance of showing respect for self and respect and empathy for others.

Pirate Code

In the play, Stink often refers to the "Pirate Code", a set of rules created by the pirates regarding their own conduct.

Have students imagine that the classroom is actually a pirate ship and they are part of the crew. Invite each "pirate" to help write a "Pirate Code" for your ship. When the code is finished, post it in a visible place and discuss the consequences for disobeying the code (for example, "walking the plank" = walking a lap at recess).



CCSS.ELA-Literacy.W.(K-5).2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. NCES-SocStudies.1.C&G.1.1: Explain why rules are needed in the home, school and community.

"Sometimes I think I am Judy Moody! I'm certainly moody, like she is. Judy has a strong voice and always speaks up for herself. I like that."

– Megan McDonald, author of the *Judy Moody* book series

"Yes, let's" go on vacation

When Judy arrives to her first day of third grade, all of the other students are sharing stories of where they went on summer break and what they did while they were there.

This is an improvisation game that explores environments and simple action. A pair of students is given a location, like the beach. One at a time, they begin to make offers of activities they can perform at this location. Once the offer is made, the other actor says, "Yes!" and then both actors perform that activity. Then the same actor, who agreed, says "And ...", and makes another offer of a different activity. The other actor agrees with a "Yes!" and both actors perform that activity. Continue until both actors have made a couple of offers. Try some other locations for vacation!



NCES-TheaArts.(K-5).TA.C.2: Use performance to communicate ideas and feelings. NCES-TheaArts.4.TA.C.1.1: Use a variety of postures, gaits, and mannerisms to express character in the presentation of stories.

Megan McDonald



Megan McDonald penned the popular *Judy Moody* book series, which are largely inspired by her childhood memories of growing up with four older sisters. She is also known for the *Stink* books, a series based on the adventures of Judy Moody's little brother.

She received her bachelor's degree from Oberlin College and her Master's of Library Science from the University of Pittsburgh. Before publishing her first book, she worked as a librarian at the Minneapolis Public Library. She authored multiple novels in the *American Girls* and *Sisters Club* series. She won the Judy Blume Contemporary Fiction Award in 1993.

[Click here](#) to learn more about Megan McDonald.

After the show

The BIG QUESTIONS after the show

1. In the play, Stink says that girls can't be pirates. Why do you think he said that? Do you remember the names of the two girl pirates that Judy mentions? (Anne Bonny and Mary Read)
2. Stink's "trust-dusty survival kit" helps Judy and him solve many of the clues during the scavenger hunt. If you were packing a survival kit to go on an adventure, what would you pack?



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-TheaArts.2.TA.A.1.2: Analyze the relationships between events, characters, and settings. NCES-TheaArts.4.TA.A.1.2: Critique choices made about characters, settings, and events as seen, or portrayed in, formal and informal productions.

What's in a name?

An acrostic is a composition in which certain letters in each line form a new word or words. Below is an acrostic describing the art supplies store from the play, one of the clues in the scavenger hunt.

P-aintbrushes

I-nks

R-ubber Stamps

A-rt Supplies

T-eacher Supplies

E-asels

Now, use the word TREASURE to create an acrostic! Then, see if you can make an acrostic with the names of some of the characters from *Judy Moody and Stink: The Mad, Mad, Mad, Mad Treasure Hunt* describing each of them.



NCES-TheaArts.3.TA.A.1.1: Differentiate specific character traits in texts or scripts. CCSS.ELA-Literacy.W.(3-5).2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

"Me" collage

Judy creates her own "Me" collage for her third grade class. Using images, words, photographs and your own drawings, create your very own.

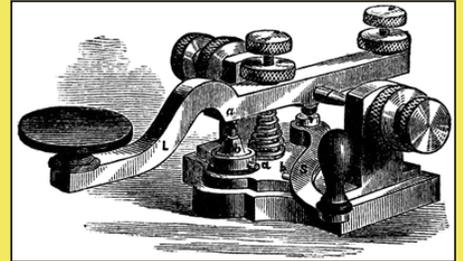
What can someone else learn about you from looking at your collage? What are your favorite things, places and activities? What words best describe you? What are your dreams for the future?

Share your collage with a classmate and compare and contrast. Share three things you discovered about your classmate from their "Me" collage you didn't know before this exercise.



NCES-VisualArts.(K-5).VA.V.3: Create art using a variety of tools, media, and processes, safely and appropriately

Morse Code



Before cell phones, even before telephones, people communicated through Morse code. Despite being a technology that is over 160 years old, it's still used today among amateur radio users and on some maritime ships.

Morse code was invented by Samuel F. B. Morse in the 1830s. He began work on the electric telegraph in 1832, developed a practical system in 1844, and patented his technology in 1849.

Initially, Morse code only transmitted numbers. The transmission's receiver would then have to use a dictionary to translate the numbers into words, but that proved to be tedious. Soon the code was expanded to include letters and even punctuation.

[Click here](#) to learn more about Morse code.

[Click here](#) to create your own messages.

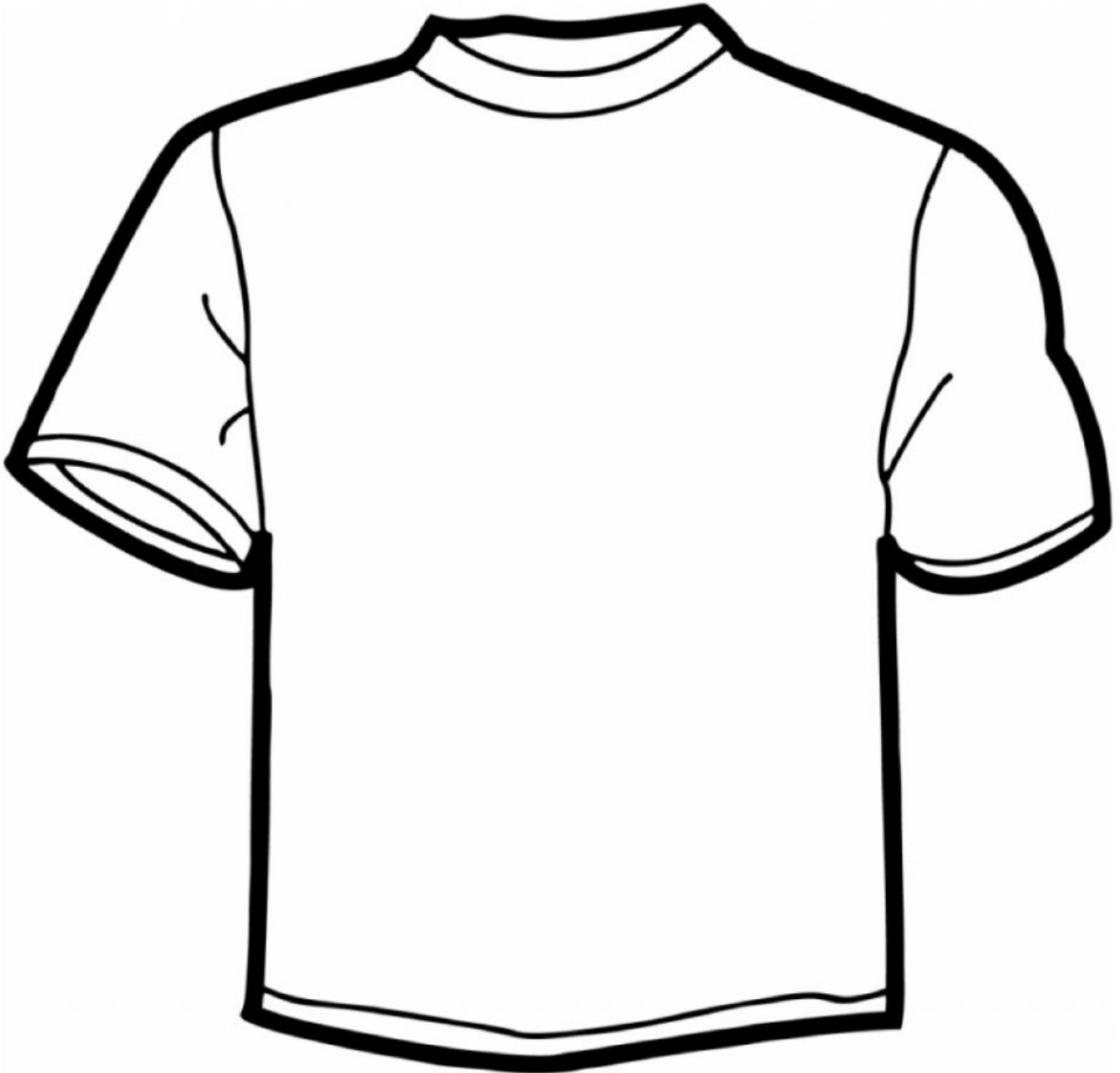
Worksheet for after the show

NAME _____

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Judy Moody was frustrated she didn't go anywhere exciting for her summer break. Not having a souvenir T-shirt to show off on her first day of school made her upset.

Where have you been or where would you love to visit? What would you do while you were there? Using the template below, design a souvenir T-shirt for your "adventure to remember!"



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.

Other books by Megan McDonald

Judy Moody Predicts the Future

by Megan McDonald

After Judy obtains a mood ring, she tries to convince herself and her classmates that she can predict the future.

Stink: Hamlet and Cheese

by Megan McDonald

It's spring break, and Stink is faced with a difficult choice: hang out at home with his sister, Judy, or go to Shakespeare camp – but he didn't count on being the only boy!

Judy Moody & Stink: The Big Bad Blackout

by Megan McDonald

As Hurricane Elmer hits, the entire Moody clan hunkers down, but when the power goes out, Grandma Lou proposes some activities to pass the time in the dark.

The Hinky Pink

by Megan McDonald

Summoned to create a special dress for Princess Isabella Caramella Gorgonzola, a talented seamstress named Anabel is at first delighted but then increasingly despairing as her efforts are subverted by an unseen sprite.

Recommended for elementary

Gooney Bird Greene

by Lois Lowry

A most unusual new student who loves to be the center of attention entertains her teacher and fellow second graders by telling absolutely true stories about herself, including how she got her name.

Clementine

by Sara Pennypacker

While sorting through difficulties in her friendship with her neighbor Margaret, eight-year-old Clementine gains several unique hairstyles while also helping her father banish pigeons from the front of their apartment building.

Ivy & Bean

by Annie Barrows

When seven-year-old Bean plays a mean trick on her sister, she finds unexpected support for her antics from Ivy, the new neighbor, who is less boring than Bean first suspected.

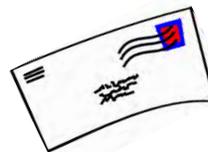
Every play Children's Theatre of Charlotte produces is created by a talented team of designers, technicians, actors and a director. As a class, discuss what you experienced when you saw the performance.

THEATRE CORNER

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



NCES-TheaArts.(K-5).TA.A.1: Analyze literary texts and performances. NCES-TheaArts.(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.

The Kindness Project

With this season, Children's Theatre of Charlotte launches a unique endeavor, The Kindness Project.

We've commissioned three world-premiere plays— two this season, *Last Stop on Market Street* and *A Sick Day for Amos McGee*— that feature kindness as the central theme. We've invested in this project because we recognize the power simple acts of kindness hold.

As The Kindness Project grows, there will be multiple ways for you to get involved. Visit ctcharlotte.org/kindness to learn more.