



EDUCATION @ MESA ARTS CENTER



MESA ARTS CENTER PRESENTS CHILDSPLAY'S GO, DOG. GO!

Mesa Arts Center | Piper Theater

September 19-20 | 9:30AM & 11:45AM | Grades: Pre-K - 2

2017/2018 EDUCATOR RESOURCE GUIDE



EDUCATION @ MESA ARTS CENTER

TABLE OF CONTENTS

Welcome to the Educator	3
Teacher and Chaperone Information.....	3
Curriculum Connections.....	4
Classroom Activities & Questions	6
Bus Loading Procedures	13
Contact Information.....	14



ABOUT GO, DOG. GO!...

Go, Dog, Go! brings the adventures of P.D Eastman's book to life in a frolicking musical dog party. The cast of this beloved childhood favorite has gone to the dogs- with cars, hats, audience participation! *Go, Dog, Go!* is a musical romp full of surprises, color clowning, vaudeville, singing/barking, and of course six loveable dogs!

In this particular presentation of *Go, Dog. Go!*, the playwrights wanted to honor the original author's work by refraining from adding to or expanding upon the text in *Go, Dog. Go!* They wanted the enjoyment in the simplicity of the world around us and the wondrous nature of the text to be front and center during their stage version. They hope you enjoy celebrating and exploring the words and pictures from *Go, Dog. Go!* as much as they do!

Go, Dog. Go! is presented by Childsplay, a nationally and internationally respected professional theatre company based in Arizona. Childsplay's mission is: To create theatre so strikingly original in form, content or both that it instills in young people an enduring awe, love and respect for the medium, thus preserving imagination and wonder, those hallmarks of childhood that are the keys to the future. Through their talented, professional actors, Childsplay is known for making beloved children's books come alive for young audiences year after year.



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WELCOME!

Dear Educator,

Thank you for selecting a **Performing Live for Students!** field trip with the Mesa Arts Center. We have a dynamic season planned and we look forward to connecting you to our many artists and performances. With Performing Live, students are able to experience live theatre and make educational connections well beyond the classroom.

We also recognize and appreciate the energy and time spent on your part in coordinating field trips. In this guide we have provided information to help make this the best experience possible.

In addition, the Mesa Arts Center has many open and inviting spaces that make good places to hold a brown bag lunch. Prior arrangements for lunch accommodations need to be made by either calling (480) 644-6540 or emailing outreach@mesaartscenter.com.

Please contact our offices should you have any additional questions (contact info on last page).

Enjoy the show!

TEACHER AND CHAPERONE INFORMATION

Chaperones

- ◆ Assign each chaperone a designated group of students and provide him/her with a written list of the students in that group.
- ◆ Ask chaperones to stay with their assigned group throughout the field trip. Adult chaperones are responsible for the students' conduct and behavior throughout their visit to the Center.
- ◆ Please review theater etiquette rules and responsibilities with all chaperones.
- ◆ Have the phone numbers of every chaperone in your group to quickly access each other in case of emergency.

Theater Etiquette

- ◆ No Food or Drink inside the theatre (besides bottled water).
- ◆ Students must be accompanied by chaperones at all times.
- ◆ Cameras and recording devices may not be used during the performance.
- ◆ Please silence cell phones and resist the urge to text message.
- ◆ Listening and following the House Managers and Ushers will help the seating and dismissal process.
- ◆ Feel free to laugh, clap and enjoy the show but also be respectful of those around you.



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CURRICULUM CONNECTIONS

ChildsPlay's Go, Dog. Go!

Arizona Academic Standards in the Arts

These standards can be achieved through discussion questions or activities included in the study guide.

Theatre

TH.CR.1.1-2c — Identify or determine how characters move or speak to create or retell a story in guided theatrical experiences.

TH.PR.4.K-2b — Use body and voice to communicate character traits and emotions in a guided theatrical experience.

TH.CN.11.K-2a — Identify or explore similarities and differences in stories in a guided theatrical experience.



Arizona's College and Career Ready Standards

These standards can be achieved by participating in the study guide.

Reading

Grades K-2.RL.2 — Summarize the key supporting details and ideas.

Grades K-2.RL.3 — Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In Grades K-3 students explore narrative elements and how characters develop.

Grades K-2.RL.9 — In Grades K-2 students compare and contrast events or versions of related stories.

Grade K.RF.3c — Read common high-frequency words by sight.

Grades 1-2.RF.3g — Recognize and read grade-appropriate irregularly spelled words.

Language

Grades K-2.L.1 — Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking (*specifically prepositions in this study guide*).

Grade K.L.5b — Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).



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CURRICULUM CONNECTIONS CONTINUED

ChildsPlay's Go, Dog. Go!

Arizona's College and Career Ready Standards

These standards can be achieved by participating in the study guide.

Writing

Grades K-2.W.1 — Write opinion pieces to support opinions in response to a topic or text, using grade appropriate expectations of evidence.

Grades K-2.W.4 — With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Speaking and Listening

Grades K-2.SL.1 — Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grades K-2.SL.2 — Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Grades 2 & 3 focus more on narrowing to main idea and key details.

Grades K-2.SL.4 — Describe people/events or tell/recount a story including relevant details in a clear manner.

Grades K-2.SL.6 — Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.





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PRE-PERFORMANCE CLASSROOM ACTIVITIES

Included in this resource guide are a variety of activities created to correspond with the Arizona College and Career Readiness Standards to enhance the students' growth, reading skills, and overall comprehension.

Questions to Ponder....

Question 1 – *Go, Dog. Go!* has many dog characters in the book version, but in the play they will be actors pretending to be animals. What do you think the actors will do to show they are animal characters? (Grades K-2.SL.1; TH.CR.1.1-2c)

Question 2 – The book *Go, Dog. Go!* does not have many words. How do you make a play out of a book with very few words? What do you think the play will be like? What do you think the songs will be about? (Grades K-2.SL.1, K-2.SL.4)

Activities to Explore....

In *Go, Dog. Go!* P.D. Eastman uses many prepositions to show where the dogs are throughout the story. Have students choose a preposition from the book, write a sentence about a dog (or other character) using the preposition, and then act it out. Depending on the age of students this activity could also be done in groups or students could use more than one preposition.

Standards Implemented: Grades K-2.L.1, TH.PR.4.K-2b

Approximate time: 15-20 min

Materials Needed: Page 8 (optional), pencils, paper

There are so many sight words in *Go, Dog. Go!* Play Sight Word Swat with your students to get them practicing those sight words. All you need is a fly swatter and sight word cards. Tape the words randomly to the board and have kids line up. Give the first student the fly swatter and call out words for the students to find and swat with the fly swatter on their turn.

Standards Implemented: Grade K.RF.3c, Grades 1-2.RF.3g

Approximate time: 10 min

Materials Needed: Fly swatter, word cards on pages 9 and 10

Opposites (antonyms) are used throughout the story. Help students become familiar with the antonym pairs in the story prior to the show by playing the Antonym Dog Bone matching game.

Standards Implemented: Grade K.L.5b, Grades 1-2.RF.3g

Approximate time: 10-15 min

Materials Needed: Copies of the Antonym Dog Bone matching game on pages 11 and 12, preferably on cardstock or colored paper.



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POST-PERFORMANCE CLASSROOM ACTIVITIES

Questions to Discuss

- Question 1** – Share a moment from the play that made you laugh. What other funny parts do you remember? (Grades K-3.SL.1, Grades K-2.SL.2)
- Question 2** – At the end of the performance, the actors took some questions from the audience. What other questions did you want to ask? (Grades K-3.SL.1, Grades K-2.SL.2)
- Question 3** – If your class had read *Go, Dog. Go!* before coming to the performance, you can ask how similar the performance was to the book. Was anything missing or different because it was being performed instead of in a book? (Grades K-2.SL.4, K-2.RL.9; TH.CN.11.K-2a)

Activities for the Classroom

In *Go, Dog. Go!* there were many opposites (antonyms) used to show how the dogs were different from each other. Have students think about the show or read the story again looking for the antonyms. Make a list on the board and have pairs of students pick a set and act out the antonyms as if they were dogs from the story.

Standards Implemented: Grade K.L.5b, TH.PR.4.K-2b

Approximate Time: 15–20 min

Materials Needed: Copy of *Go, Dog. Go!*, antonyms from pgs 11-12 if needed

The dogs in the show did things very differently from each other, yet some things were still the same about the dogs. Compare and contrast the dogs in the story using a Venn Diagram or the Double Bubble Thinking Map. For categories use “Some Dogs” and “Other Dogs” since the members of the dog groups changed throughout the book.

Standards Implemented: Grades K-2.RL.9, Grades K-2.W.4

Approximate time: 20-30 min

Materials Needed: Chart paper if whole group, paper, pencils

After watching the performance, have students think about their favorite part of the show. Ask students to write a reflective sentence or paragraph about their favorite part of the show. Be sure to have them include details to tell why they enjoyed that part so much. If needed use a sentence starter such as: I think the best part of *Go, Dog. Go!* was _____ because _____. Have students share their sentences or paragraphs in front of the class.

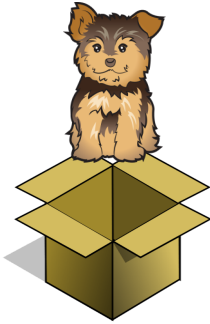
Standards Implemented: Grades K-2.W.1, Grades K-2.SL.6

Approximate time: 15–30 min

Materials Needed: Pencils, paper

PREPOSITION CARDS

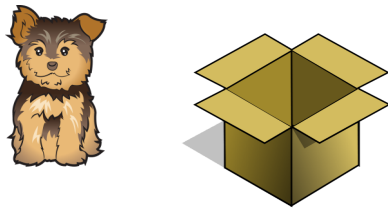
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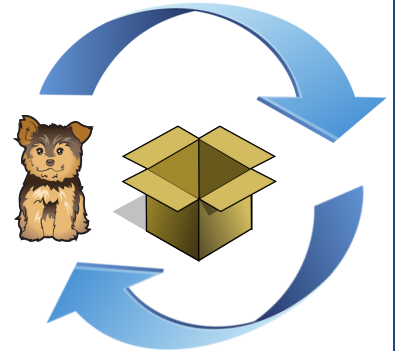
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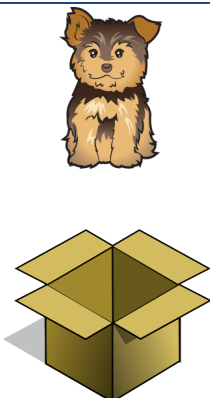
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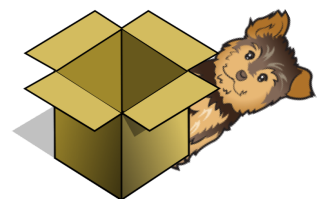
down



over



under





EASIER SIGHT WORD CARDS

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look



HARDER SIGHT WORD CARDS

get	now	that	away
here	some	all	will
they	going	again	what
around	one	there	why



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ANTONYM DOG BONE MATCHING GAME

big

little

black

white

work

play

go

stop



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ANTONYM DOG BONE MATCHING GAME

in

out

over

under

hello

good-bye

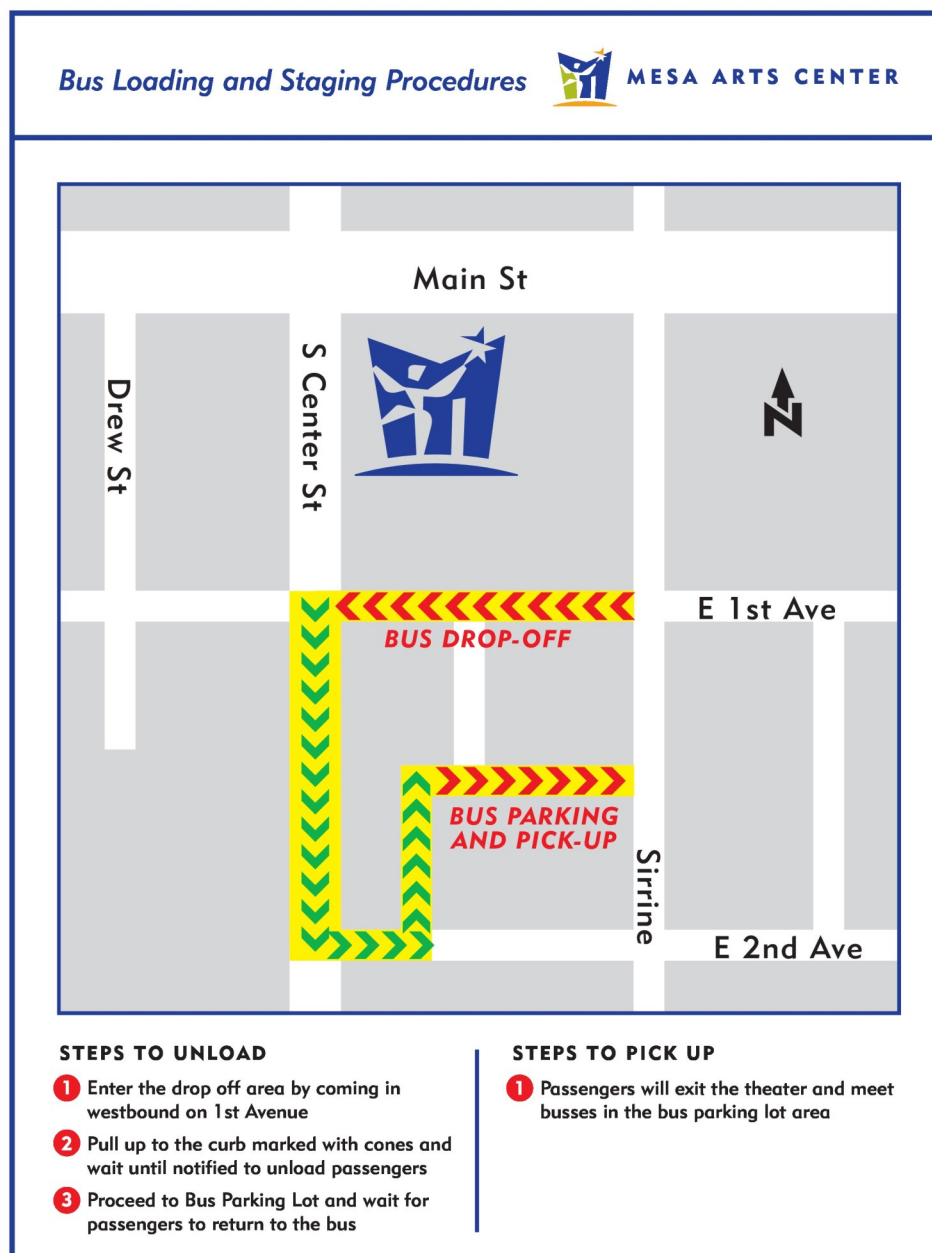
night

day



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MESA ARTS CENTER MAP



Mesa Arts Center | One E. Main St. Mesa, AZ 85201 | 480-644-6500 | MesaArtsCenter.com

PLEASE NOTE - We ask that buses arrive approximately 30 minutes before the performance begins to allow ample time to unload and seat students.



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SHARE YOUR EXPERIENCE!

We'd love to hear your students' response to our shows.

We especially appreciate pictures and letters!

THANK YOU!

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