

NASHVILLE CHILDREN'S THEATRE

**JUNIE B. JONES
IS NOT A CROOK**

ADAPTED BY ALLISON GREGORY ///
FROM THE SERIES BY BARBARA PARK



POLICE DEPARTMENT

OCTOBER 27 - DECEMBER 6



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Subject Area Key:

These icons show what subject areas each activity addresses.
 Standards for all activities are on page 9.



Health



English
 Language
 Arts



Visual Arts



Theatre
 Arts



Career
 Guidance

Once you’ve been to NCT, please tell us about your experience by completing an Online Survey.
(This survey is a requirement for ticket subsidy recipients.)

Go to NashvilleCT.org and click “For Teachers” from the left menu. Then follow the “Click here for a short online survey” link. Thanks!

The information and activities in this guide were compiled, devised, and edited by Megan Bleil. Layout by Erin McInnis.

About Nashville Children’s Theatre

Nashville Children’s Theatre is a professional theatre company providing the children, families and educators of Middle Tennessee with extraordinary shared theatrical experiences that inspire imagination, develop creativity and build community.

About the Play

A terrible thing has happened to Junie B.! And it's called--someone took her new black furry mittens! And they kept them! Then didn't even put them in the lost and found at school. A stealer stoled them! So when Junie B. finds a wonderful pen on the floor, one of those wowie-wow-wow pens that writes four different colors, she should be allowed to keep it, too. Right? That's fair. And guess what? There is a new boy in kindergarten and he is the handsomest. Only Grace and Lucille want him to be their boyfriend. Maybe he will love Junie B. when he sees her wonderful pen? It is okay to keep it, right? Finders keepers, losers weepers! Right? RIGHT?



Junie B. Jones Is Not A Crook is based on the books *Junie B. Jones Is Not A Crook* and *Junie B. Jones Loves Handsome Warren* by Barbara Park.

About the Playwright



Allison Gregory has written several award-winning and acritically acclaimed plays for young audiences. Many of her works are based on children's books and folktales, including *Junie B. in Jingle Bells*, *Batman Smells*, *The Robber's Daughter*, *Bremontown Musicians*, *Peter and the Wolf*, and *Go, Dog. Go!*, adapted from the P.D. Eastman book and co-written with Steven Dietz. Her original play *Even Steven Goes to War* was developed through the Kennedy Center's New Visions/New Voices program and was selected as the Best New Script by the American Alliance for Theatre & Education. She has also written a number of award-winning plays for adults. She lives with her husband, playwright/director Steven Dietz, and her two children in Austin and Seattle. www.allisongregoryplays.com

About the Playwright



Barbara Park is best known as the author of the widely popular Junie B. Jones series, which has kept kids and their grown-ups laughing--and reading--for over two decades. Her series of Junie B. Jones books, which began with *Junie B. Jones and the Stupid Smelly Bus*, have been translated into multiple languages and are a staple in elementary school classrooms. Her middle-grade novels include *Skinnybones*, *My Mother Got Married (And Other Disasters)*, *The Kid in the Red Jacket*, and *Mick Harte Was Here*. She has won numerous awards, including 25 Children's Choice awards. Barbara was born in New Jersey in 1947 and spent most of her adult life in Arizona, where she and her husband,

Richard, raised two sons. Barbara died in 2013, but her legacy lives on in the laughter her books give to readers all over the world. www.juniebjones.com

Wowie-Wow-Wow! Post-Show Discussion



Share a "wow" moment with your class and invite students to share one thing that they loved about the play or story! This can also be a good way to check-in at the end of the school day to find out what moments of the day stood out to them!



Costume renderings by NCT Costume Designer Patricia Taber.

Being Junie B.

ACTIVITY: WHAT'S IN A NAME?



Everyone has one letter in their name that they like more than all of the others. For Junie B. Jones, it's the B and she makes sure everybody knows that her name wouldn't be complete without it. Ask your students to pick out a favorite letter from their name; any letter from the first, middle, or last name will do. Once each student chooses a favorite letter, students will generate a list of words that begin with that letter. All parts of speech (verbs, nouns, adjectives) are encouraged. Provide students with old magazine to cut up and glue sticks to create a collage of images from the words they've written down.

Hello, hello!
It's me. It's Junie B. Jones!
The B stands for Beatrice.
Only I don't like Beatrice.
I just like B and that's all.

Extension: Present their collages in an art gallery style and take on the role of art director. Ask each artist (student) to stand up and share their work with the class. Ask them to talk a little bit about their inspiration (their letter) and about the different images they chose to use in their piece of art.

ACTIVITY: GETTING WHAT YOU WANT



You may not always get what you want, but Junie B. always tries! Explore the use of tactics, or a device used to accomplish a goal, through a Junie B. role-playing activity. Ask students to think about a time that they were trying to get something that they wanted from someone else. What were some of the ways they tried to get it? Some examples might be begging, bargaining, or bribing, and it's ok if they don't come up with these words by themselves. Once they have described the various tactics they've used, enter in role as Grampa Miller or Mrs. and, one at a time, students will take turns being Junie B. They will have to try different tactics to get you buy them another pair of mittens or to keep their mittens on during class.

ACTIVITY: DRESS LIKE JUNIE B.



Just because Junie B.'s mother won't buy her a princess outfit to impress Handsome Warren, it doesn't stop her from styling her own princess outfit out of found objects around her house! Junie B. dresses up in a paper crown, a dog collar, and long white gloves. Offer an array of found objects, or items that would not usually be used as clothing, such as construction paper, costume props, toilet paper rolls, feathers, ribbon, or scrap pieces of fabric. How would Junie B. wear it? Ask them to style their "costume" for the class.

ACTIVITY: MAKE YOUR OWN JUNIE B. GLASSES

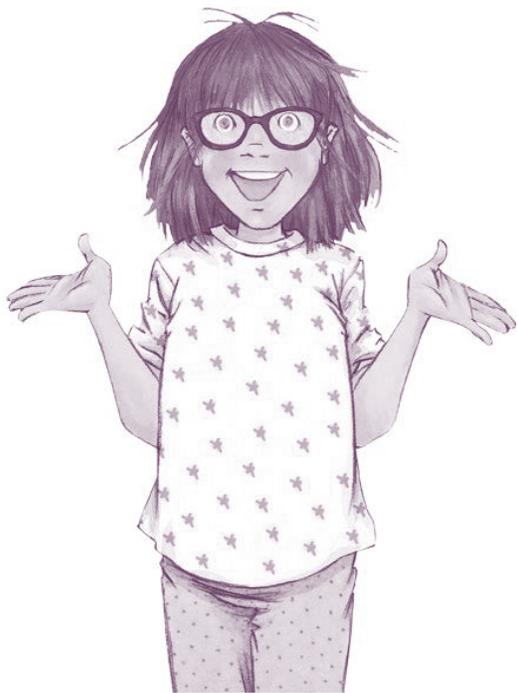


Look just like Junie B. by bedazzling your very own pair of glasses! In the play, Junie B. is still in Kindergarten and doesn't have her trademark glasses yet, but you can make them for her! Junie B. wears purple glasses, but showcase your own personality by making them unique! Copy the worksheet onto cardstock for added reinforcement, cut out on the dotted lines, and tape together. Decorate them with your favorite color – add flair with other crafts, such as rhinestones!

MATERIALS: Cardstock, scissors, tape, crayons, flair (rhinestones, sequins, etc.)

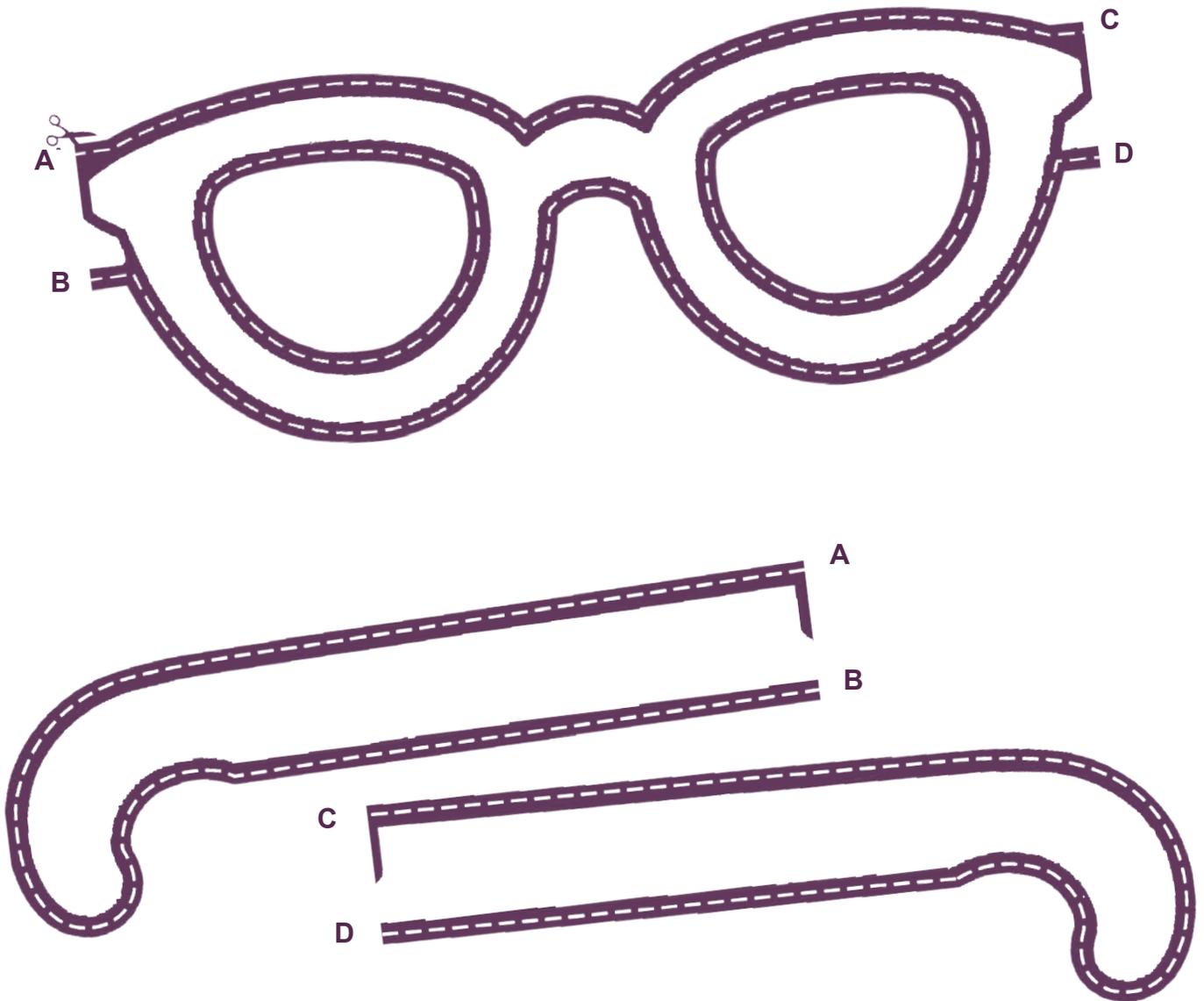


Make Your Very Own Junie B. Glasses!



Look just like Junie B. by bedazzling your very own pair of glasses!

Cut along the dotted lines and tape.
Decorate them with your favorite color and flair!



What Would You Do?

The activities on this page are designed to be used after your class has seen the show, and are familiar with the end of the play. Encourage your students to come up with other ideas for how Junie B. could have prevented her mittens from being taken in the first place, what the “crook” could have done differently, and other tactics Junie B. could have used to get her mittens back.

ACTIVITY: SOMEONE ELSE’S SHOES... OR MITTENS

In the play, Junie B. Jones’ mittens are stolen ... but what if they had never been stolen in the first place? What could Junie B. have done differently to prevent her mittens from being taken?

Or, if they had been stolen, what other problem-solving techniques could she have used to get them back? Encourage your class to be creative! Give your students time to role-play scenarios with one another, and then share their “alternate scenes” with the class!

EXTENSION: Now ask your students to put themselves in the shoes of the “crook”. Why did he/she take the mittens to begin with? What should they have done first? Could their actions have prevented Junie B. from thinking there were crooks at the school?

ACTIVITY: RIGHT VS. WRONG



Ask your students to brainstorm a list of scenarios in which there is more than one choice they can make. For example, what would they do if they found Grampa Miller’s wallet with money on the ground? Start by having one side of the room represent “Yes” and one side of the room represent “No”. Pose the hypothetical situations to them, and ask them to move to the side of the room that matches their response. For example, “Would you turn the wallet in to Lost & Found?” “Would you take the money?” Now ask your students if they can identify what they should do, which is not necessarily what they want to do. What is the right response to the situation?

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EXTENSION: CLASS CONTRACT



Explain that, as a class, you are going to come up with a classroom contract that everyone will agree to and sign. A contract is a promise that we make to each other for how we would like to be treated, what the expectations for fair behavior are, and how they can keep the classroom a positive, supportive, and kind learning environment.

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WORKSHEET: JUNIE B. JONES WORD SWAP



Junie B. and her friends in Room Nine sometimes use incorrect words or just make up their own words! Help Junie B. figure out which words she and her friends should have used. Choose the word from the word bank that replaces the incorrect word in each sentence and write the correct word in the blank.

Worksheet on opposite page.

For an extra challenge, don’t share the word bank with your students and see if they can correct the words on their own!



Junie B. Jones Word Swap

Junie B. and her friends in Room Nine sometimes use incorrect words or just make up their own words! Help Junie B. figure out which words she and her friends should have used. Choose the word from the word bank that replaces the incorrect word in each sentence and write the correct word in the blank.



Name: _____

Somebody stoled my mittens!

She wins me at all of our races.

Only that left a baldy spot.

These are the wonderfulest items.

You are a real Pistachio, Junie B.

You're the talentedest person in the school, Junie B.

That's how come I hided under the sink.

Ollie waked up from his nap.

He got drooly on them.

My nose was drippity.

It came right out of thin hair.

I have a bow in my frizzled hair.

Picasso
hid
most talented
air

woke
frizzy
stole
drool

beats
bald
dripping
best

Honesty



ACTIVITY: TELLING TALL TALES



Junie B. loves to tell stories! When Junie B. describes, in great detail, how a parrot got caught in Lucille's hair, Grace expresses disbelief that the story actually happened. Instruct your students that, as a class, they will tell a story that grows more unbelievable as it goes on. Ask one student to begin by sharing one sentence of a story. For example, "Once upon a time, there was a parrot." Each student will share an additional line of the story, with the tale growing more fantastical with each line! After your class has reached the end of the story (and you can help guide the story process), ask for them to share the moment when they stopped believing the story was true.

EXTENSION: TANGLED WEB OF LIES



SUPPLIES: Ball of Yarn

When we tell a lie, it can sometimes be difficult – if not impossible – to keep our story straight. Tell your students that they are going to "spin" another story but this time, it's in response to questions that you ask them. The sillier their excuse, the better! Ask your class to sit in a circle. Pose a simple question to your class such as, "Why were you late to class?" Ask one student to give their response (or lie). When they have shared, give them the end of the ball of yarn. Ask a follow-up question but direct it to a different student. When they have shared their answer, instruct the first student to toss the ball of yarn to them (so now there should be a string from the first student to the second student). Continue your line of questioning until everyone has a corner of the yarn in their hand. Now ask them to look down at the web they have formed. What does it look like? Can you tell where it started, or where it goes next? When we tell a lie – and continue to tell additional lies – it can quickly become a tangled mess and trap us.

DISCUSSION: DO A GOOD DEED



In the play, Grampa Miller bought Junie B. mittens for no good reason! Ask your students the following questions and discuss as a class:

** What is something kind you have done for someone else without them asking you to?

** Has anyone ever bought you a gift or done something nice to you for no reason?

** How did it make you feel?

EXTENSION: WRITE A THANK YOU NOTE



How does it make you feel when someone says thank you? Even when someone does a good deed for "no good reason", it can make them feel just as good as you if you let them know you appreciate it! Ask your students to write a thank you note to the person (or people) who made a kind gesture to them as a way to acknowledge that they are grateful.

WORKSHEET: MY MITTENS ARE MISSING!



Sometimes, we lose things in places where there is not a Lost & Found box to return it. In that case, we may decide to make a Lost, or Missing, poster so that people know to be on the lookout! A missing poster usually includes a picture (or a photograph) of the thing that went missing, and then gives information that will help identify the object as yours. It is important to write down specific details so that if people see it, they will be able to match it to your description! Use the worksheet on the next page to make a missing poster for Junie B.'s mittens! See opposite page for reproducible worksheet.



MISSING!



What: _____

Where: _____

When: _____

If found, please contact (name):

TN State Educational Standards

Page 2:

Wowie-Wow-Wow

Theatre

Grades K-3: 1.3, 2.5

ELA

Grades K-3: SL 1, 4, 6

Page 3:

What's In A Name

ELA

Grades K-1: Language 1, 5

Grades 2-3: Language 1, 3, 5

Kindergarten: SL 5

Visual Arts

Grades K-3: 1.2, 1.3

Getting What You Want

Career Guidance

Grades K-3: 4.5, 7.2

Theatre

Grades K-3: 1.2, 1.4

Dress Like Junie B.

Theatre

Grades K-3: 2.2, 4.2

Page 4:

Make Your Very Own Junie B. Glasses

Visual Arts

Grades K-3: 1.1, 1.4

Page 5:

Someone else's shoes... or mittens

Theatre

Grades K-3: 1.3, 2.1, 2.3

Career Guidance

Grades K-3: 4.3, 6.2

Right vs. Wrong

Theatre

Grades K-3: 2.1, 2.3

Career Guidance

Grades K-3: 7.3, 9.3

Class Contract

ELA

Grades K-3: SL 1

Career Guidance

Grades K-3: 7.2, 7.4

Page 6:

Word Swap

ELA

Grades K-3: Language 1, 3, 4, 5

Grades K-3: Reading 4, 5

Page 7:

Telling Tall Tales

ELA

Grades K-3: SL 1, 4

Tangled Web of Lies

ELA

Grades K-3: 1, 4

Career Guidance

Grades K-3: 6.2

Good Deed

ELA

Grades K-3: SL 1, 4

Health

Grades K-3: 1.1

Career Guidance

Grades K-3: 4.3

Thank You

ELA

Grades K-3: WR 5, 8; SL 5

Page 8:

My Mittens Are Missing

ELA

Grades K-3: WR 5, 8; SL 5

Visual Arts

Grades K-3: 1.2, 1.3

Page 9:

Many Faces

Career Guidance

Grades K-3: 7.2, 7.7

Theatre

Grades K-3: 2.1, 2.2, 2.3, 2.4

ELA

Grades K-3: 1.3, 2.2

Talk Like Junie B.

ELA

Grades K-3: Language 4 & 5

The Best Gift

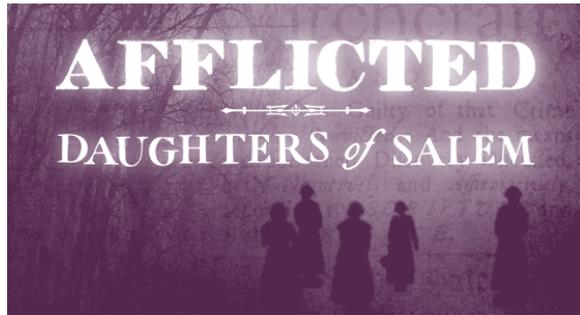
Theatre

Grades K-3: 1.3, 2.2

Free Educator Preview: Thurs, October 27th
Reception/Workshop : 5:00 pm Performance : 6:30 pm

To reserve your spot visit NashvilleCT.org and click on "Book a Field Trip" under "visiting NCT."
Scroll down to the Educator Preview Section.

NASHVILLE CHILDREN'S THEATRE'S 2016-17 SEASON



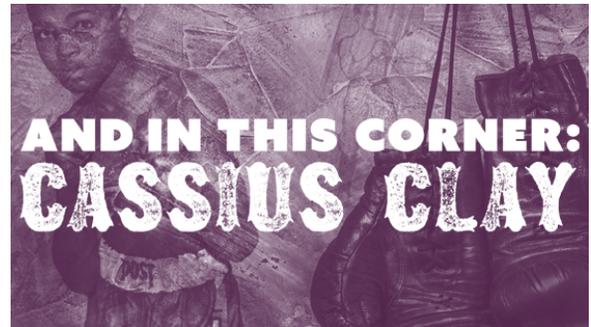
SEPT 15 - OCT 2



OCT 27 - DEC 4



JAN 19 - FEB 5



FEB 23 - MAR 12



APR 13 - MAY 14



To make a group reservation
call CATHERINE at 615-252-4662.

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Metro Nashville Arts Commission, Tennessee Arts Commission,
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