

NASHVILLE CHILDREN'S THEATRE

MR. POPPER'S PENGUINS

OCTOBER 26-DECEMBER 3

IN THIS GUIDE:

ELA: Adaptation: Page to Stage.....1

ARTS: Mr. Popper, the Dreamer.....2

SCIENCE: Penguin Power!.....3-4

SCIENCE: Amazing Antarctica.....5

MATH: On a Budget.....6

SOCIAL STUDIES:

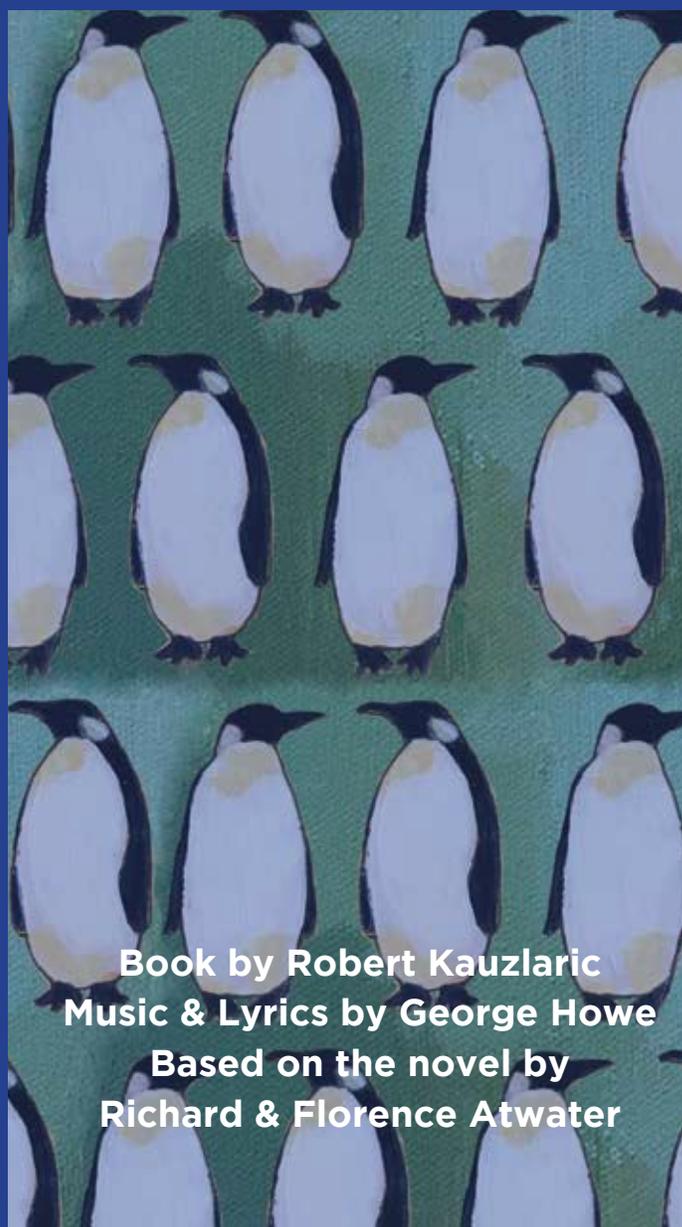
Radio and Music during
the Great Depression.....7

ELA: After the Show: Reflection.....8

TN Standards for Activities.....9

Info for Teachers.....10

Reproducible
Worksheets.....11-14



Book by Robert Kaulzlaric
Music & Lyrics by George Howe
Based on the novel by
Richard & Florence Atwater

LOOK FOR THESE!

Subject area icons show what curricular topics each activity addresses.



Visual Art



Theatre



Career
Guidance



English
Lang Arts



Social
Studies



Health



Math



Science



Music

Tennessee State Standards for all activities are on Page 9.

ADAPTATION: FROM PAGE TO STAGE

Books make great theatre! Many playwrights, lyricists, composers, and screenwriters transform some of our favorite books into wonderful plays, musicals, or movies. When adapting a book, however, often changes are made to plot, characters, etc. Sometimes these changes are made to accommodate timing (the length of the play) and the many elements that are involved in bringing a book to life (such as set, costumes, cast, etc.).

DEFINITIONS TO SHARE WITH YOUR STUDENTS

Adaptation – something that is changed so it can be presented in another form. For example, the novel *Mr. Popper's Penguins* was adapted by the playwright to become a piece of musical theatre

Playwright – a person who writes plays

Lyricist – a person who writes the words of a song

Composer – a person who writes music

Author – a person who writes something such as a book or an article

BEFORE THE SHOW: DISCUSS

Grade
K-5



- Why do you think the show's creators would want to take the book *Mr. Popper's Penguins* and turn it into a musical? Why do you think they decided to make it a musical, and include singing and dancing?
- How do you think the penguins will be represented on stage?
- What parts of the story are you looking forward to seeing performed on stage?

AFTER THE SHOW: ANALYZE

Grade
K-5



Either individually or as a class, have students create a Venn diagram comparing and contrasting the book and the musical. Ask students to think about the plot, characters, and themes as they think about what was the same and what was different.

As you discuss their conclusions, ask students to think about:

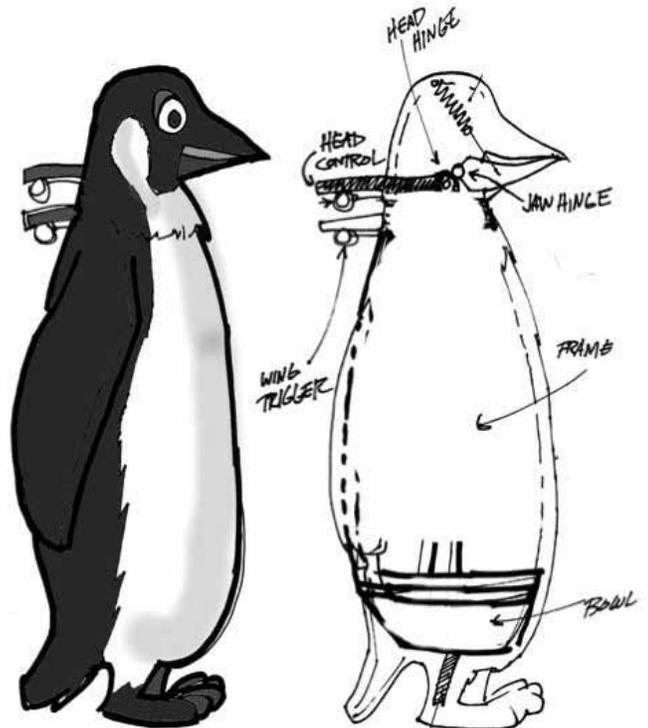
- Did any of the changes surprise you? Why do you think the playwright made those changes?
- How did music add to the story?
- What story would you adapt into a musical if you could? Why? How would the music enhance the story? What might you change as you create your adaptation?

ARTS ACTIVITY: IS THIS THE END?

Grade
K-5



The play has a different ending than the book. In groups, ask students to imagine other ways the Poppers' story might have ended. Have each group choose one idea to act out for the class. For younger classes, narrate an alternate ending and have students pantomime the action.



MR. POPPER, THE DREAMER

Mr. Popper has big dreams! As readers and audience members, we get to step inside Mr. Popper's world. We learn his hopes and dreams as well as his fears. The activities on this page will guide students to think more deeply about Mr. Popper, and themselves.

CURRICULUM CONNECTION: MR. POPPER, INSIDE AND OUT

Grade
K-5



Ask students to think about the character of Mr. Popper at the beginning of the story. Draw the outline of a person on the board. As the students share ideas, record their thoughts:

Inside the figure, write Mr. Popper's thoughts, feelings, and desires.
(Ex: Longs to travel, wants financial stability, etc.)

Outside the figure, write his given circumstances.
(Ex: Painter, lower class, stuck in Stillwater)



After this exercise, ask the students if any of these things changed by the end of the story and update your figure. This activity can also be done in small groups, with 3-5 students working as a team on their own outline.

ARTS ACTIVITY: REACH FOR THE STARS!

Grade
K-5



Direct students to color and cut out a large star. In the center of their star, they should write or draw something they dream of doing. Is there a place they've always wanted to go? A career they hope to have? An adventure to experience?

Take your students' stars and mount them on a bulletin board or hang them from the ceiling. Then, have your students write about or discuss what steps they can take to accomplish their dreams, and how they can help support friends and family with their own goals.

CURRICULUM CONNECTION: PACK YOUR BAGS

Grade
K-5



At the end of the play, Mr. Popper embarks on his dream expedition to Antarctica. His penguins have feathers that protect them from the cold. Humans, though, need to wear clothing in order to protect themselves from the elements. Ask students to imagine that they are world explorers and must prepare

for the weather and climates they will experience. Using a map or a globe for reference, ask students what clothes they need to pack in order to visit places in the following climates:

- Tropical Climate (hot and humid all year long)
- Arid Climate (dry and hot all year long)
- Temperate Climate (hot summer and cold winters)
- Polar Climate (very cold all year long)



ARTS EXTENSION:



After the class discussion, have students draw what they would wear to one of these places. What would they look like on a trip to a tropical climate or a polar climate? In addition to their clothes, what supplies would they need to bring on their trip?

PENGUIN POWER!

Guide your students to splash into the research topics below, and then dive deeper with the activity tied to each topic.

Tip: Need to shortcut the research time? There are lots of helpful videos online you can show your class before guiding them through the activities.

RESEARCH: THE PHYSICAL CHARACTERISTICS OF PENGUINS

Grade
3-5



Penguins have unique physical features in order to survive in their extremely cold environments. Have your students research the different physical characteristics of penguins. Guiding questions include:

- How are penguin bodies shaped? What features do penguins have? Why is this helpful for the habitat they live in? How do these characteristics help them function?
- Describe the coloration of penguins and why they are colored this way.
- Explain penguin feathers. How do penguins stay warm?

CURRICULUM CONNECTION: PENGUIN FEATHERS SCIENCE EXPERIMENT

Grade
K-5



The following experiment will help illustrate for your students how penguin feathers repel water in order to keep warm. Penguins have an oil-producing gland that makes their feathers waxy. The wax on the feathers repels the cold water and helps keep them dry.

Supplies needed: penguin printable (page 11), crayons, spray bottle with water (optional: add 2-3 drops of food coloring)

Print the penguin printable, or have students draw their own. Next, instruct students to color the penguin in completely with crayons. For this activity, they should press hard! Spray water onto the colored penguins. Students will observe the way the water repels off the penguin but absorbs into the surrounding paper. After the experiment, discuss with your students how the wax from the crayon prevents the water from absorbing into the paper. It's just like how the wax on the penguins' feathers repels the water to help keep the penguins dry!

Variation: Print two copies of the penguin printable, but only color one of them. Ask students to make a hypothesis about what will happen when you spray each one. Spray both papers to see the difference between the two and have students record their observations.

RESEARCH: PENGUIN FAMILIES AND SOCIALIZATION

Grade
3-5



Penguins are very social animals and their families are unique in many aspects. Have your students research how penguin families function and socialize with others. Guiding questions include:

- How do penguins find their mate?
- After laying the egg, what does the female do and what does the male do?
- How do the fathers take care of the egg?
- How do penguin families interact with others? What are the social behaviors of penguins?



MORE PENGUIN POWER!

ARTS ACTIVITY: PENGUIN SHUFFLE

Grade
K-5



As you learned, with penguins it is the dad's job to keep the unhatched egg from rolling off the rocky cliffs where the birds nest. For weeks, he carries the egg on top of his feet to keep it warm and safe. To solidify that knowledge, here's a fun indoor race that challenges kids to test their balancing skills, penguin style. Each child needs a small beanbag to serve as an egg. Participants stand side by side with an "egg" on top of both feet. When the race begins, students try to shuffle across the room without dropping their egg. The first one to succeed wins! You can also play this game as a relay, with your students divided into teams.

ARTS ACTIVITY: PENGUIN PUPPETS

Grade
K-2



Using the worksheet on page 12, have your students color and cut out 10 penguin finger puppets. Roll the bottom of the penguin templates into tubes, and attach with glue, staples, or tape. Use the puppets in one of the following math activities:

CURRICULUM CONNECTION: COUNTING WITH YOUR PUPPETS

Grade
K



Penguins test the safety of their waters by pushing one another into the water, to find out if there is a predator lurking. Have your students use their finger puppets to follow along with this counting chant, starting with ten and working your way down to zero:

Ten Cheeky Penguins, Sliding on the Ice.

Teasing Mr. Leopard Seal, "You have to play nice!"

Along swam Mr. Leopard Seal, as quiet as can be,
aaaaand CHOMP!

CURRICULUM CONNECTION: EQUATIONS WITH YOUR PUPPETS

Grade
K-2



Penguins help stay warm socially by huddling together. This activity will help reinforce this concept, and give students practice with math problem solving. Give students simple math equations and instruct them to figure out the solution by grouping and ungrouping their penguin puppets.

- Example 1: Five penguins are huddled together. Three more penguins join the group. How many penguins are there now?
- Example 2: Nine penguins formed a group to stay warm. Two penguins had to leave the group. How many penguins are there now?

ARTS ACTIVITY: FIND YOUR PENGUIN FAMILY!

Grade
K-5



Penguins have distinct calls. These unique vocalizations help penguins locate their family members. To prep this activity, create a slip of paper for each student in the class. On the slip, write a sound that can be made with the voice (ex. Animal sounds, nursery rhymes, etc.). You'll want 2-3 slips with the same sound, because students will be trying to find a match. Distribute one slip of paper to each student. They are not to share their paper with anyone else. Have the students move around the room. Instruct them to start making their sound that was on their paper. Students are to find the other person(s) creating that sound. Once the "family has been reunited," students sit down in their groups.

AMAZING ANTARCTICA

Captain Cook and his penguin family hail from Antarctica. There's a lot to learn about the coldest continent on earth! Help your students find Antarctica on a map or globe, and then jumpstart your class discussion with these cool facts:

- Over 98% of Antarctica is covered with ice, but being the fifth largest continent in the world, there is still a great amount of land mass underneath all of that ice.
- Antarctica's biome is considered a desert.
- 90% of the world's ice and 70% of the world's fresh water lay solely on Antarctica.
- Polar bears and penguins have never met in the wild. Penguins live in the South, while Polar Bears live in the North (the Arctic).
- The coldest recorded temperature on Antarctica was -89°C (-128°F).

CURRICULUM CONNECTION: HOW COLD IS COLD?

Grade
K-5



Materials: thermometers; water container; ice; electric fan (optional)

Antarctica is cold, but what does that feel like? To get an idea of temperature, draw a thermometer on the board with general hash marks for temperature readings. Have students hypothesize the temperatures that would be typical for a refrigerator, freezer, and room temperature. Compare their hypothesis to the actual result. What would it be like to live in a place that was always that cold? Or colder?

FOR SENSORY EXPLORATION:

- Place ice cubes in a small container of cold water, and measure the water temperature.
- Have the students dip their hand in the cold water. Investigate the effect of wind chill by blowing air over their wet hand with a fan at different speed settings (students can use their own breath if you don't have access to a fan). What does it feel like? How does wind speed change your students' perception of temperature?

CURRICULUM CONNECTION: INSULATION STATION

Grade
3-5



A penguin's numerous, thick feathers act as insulation from the cold. Insulation is what keeps the temperature we want in, and the temperature we don't want out. Demonstrate this concept with the following experiment.

Materials: 4 thermometers; 1 t-shirt; 1 wool sock; 1 sheet of fleece; 4 cups; freezer or cooler with ice

Have the students touch the different materials to get an idea of what might be the best material for insulation. Wrap one thermometer in the T-shirt, one in the sock, and one in the fleece. Place each wrapped thermometers inside a cup. Also place the uninsulated thermometer inside a cup as a control. Then, take the cups and put them inside a freezer or cooler with ice inside. Wait ten minutes. During this time, have the students hypothesize which material will be the best insulator. Have them record their hypothesis. Remove the cups and record each of the temperatures from the thermometers. Which material was the best insulator? Why do you think this is true?

CURRICULUM CONNECTION: UNDERSTANDING CLIMATE CHANGE

Grade
3-5



Antarctica is one of the coldest places in the world, but the world's climate is getting warmer, and Antarctica's ice is affected by that change. Watch the following video (30 seconds) with your students to get a better picture of how exponentially the world's temperatures have increased in very recent years. Then, have students research human involvement in regards to climate change, rising sea levels, and global warming.

<https://www.youtube.com/watch?v=WtPkFBbJLMg>

ON A BUDGET

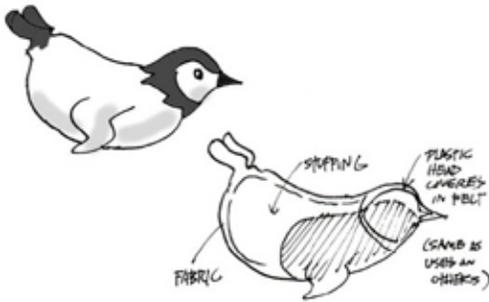
Mr. and Mrs. Popper often discuss their worries about money. (Taking care of 12 penguins can be pretty expensive!) The following activities will build upon students' mathematical skills, increase their understanding of the 1930s, and help lay the foundation for students to understand money management.

RESEARCH: THE ECONOMIC STATE OF THE 1930S?



Explain to students that the story takes place in 1937, during the Great Depression, a time of great poverty and unemployment. Have your class work as a

team to construct a 10 year timeline, starting with the stock market crash in 1929. Include major events, as well as details about what everyday life was like. Look at your timeline, and talk about how the facts you included might have affected life for Mr. and Mrs. Popper.



CURRICULUM CONNECTION: NOW AND THEN



Prices during the time of Mr. Popper's Penguins were much different from prices today. For example, a dozen eggs was about \$.38,

compared to around \$1.68 today. A ticket to the movies then was close to \$.25 compared to around \$8.65 now. As a class, come up with a list of items, and see if you can find out what the cost

was in 1937 and what we pay now. Organize your findings in a chart.

Next, have students multiply the 1937 price by the inflation rate (or use an online converter like <http://www.usinflationcalculator.com>). For example, a gallon of gas in 1937 cost approximately \$.20, which is the equivalent of about \$3.43 today. How does factoring in inflation change the way your students view the prices in the chart?

CURRICULUM CONNECTION: THE POPPER FAMILY SPENDING PLAN



Mr. Popper works a seasonal job as a painter. Thus, he needs a budget to make sure his money lasts until the painting season resumes in Spring. How will he take care of his penguins with what he has saved?

Divide students into pairs. Distribute the worksheet on page 13 along with 15 coins (pennies, poker chips - anything will do). Explain that the coins represent their income. Ask students to allocate their allowance to the expenditure categories on the worksheet by placing the coins on the squares. (There are more squares than coins, so students must make choices on what to purchase.) After pairs have completed their budget, lead a discussion as to what choices they had to make with the limited coins they were given. What might the consequences of their choices in each category be? For example, if they choose not to change the show, will they lose fans? If they feed the penguins at a fancy restaurant, what could happen?

Next, take away 3 coins from each pair. This represents a loss of income, and forces students to further refine their spending choices.



YOU'RE NEVER FULLY DRESSED WITHOUT A SMILE: THE INFLUENCE OF RADIO AND MUSIC DURING THE GREAT DEPRESSION

Radios provided a much-needed distraction from the hardships of the Great Depression. They provided a social outlet as well. In some areas, neighbors would gather from miles around to listen to a favorite program playing on the one set in town.



Radios also provided reassurance. An estimated 60 million people listened to President Roosevelt's first fireside chat about the bank crisis (March 12, 1933). Hope was reborn, and not just theoretically—the run on banks ceased as Americans chose, on FDR's advice, to trust them.

RESEARCH: THE GRAND OLE OPRY

Grade
3-5



Ask your students to research the impact of The Grand Ole Opry Radio Show during the 1930s. How did it help Nashville's local economy and how did it help lift the spirits of all Americans?

ARTS ACTIVITY: A POSITIVE ATTI-TUNE

Grade
3-5



Music in the 1930s often helped folks find a spirit of optimism, despite the intense challenges they faced every day. Listen to the following songs with your students. As they listen, ask students to write a list of all the words and phrases they hear that help communicate a positive outlook.

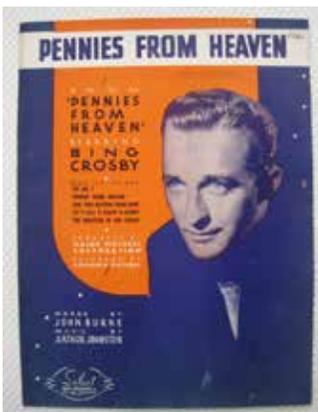
- "I've Got Rhythm" - written by George and Ira Gershwin in 1930, performed here by Ella Fitzgerald: <https://www.youtube.com/watch?v=fSTkz1BvrXY>
- "Pennies From Heaven" - written by Arthur Johnston and Johnny Burke, performed here by Bing Crosby: https://www.youtube.com/watch?v=_IFgC7JhVrM

ARTS ACTIVITY: THE GOLDEN AGE OF RADIO

Grade
3-5



During the Golden Age of Radio, radio programming in the USA was the dominant entertainment medium. This era began in the 1920s and lasted until the 1950s when the television took over as the medium of choice.



Bing Crosby

Split your students into small groups, and ask each group to create their own three minute radio show. You can assign themes for each group or allow them to take the reins. Popular themes during the 1930s included: radio plays, mystery serials, soap operas, quiz shows, talent shows, variety hours, situation comedies, play by play sports, children's shows, and cooking shows. Remind students that they can only communicate through sound—with radio, no one can see action take place or examine facial expressions for clues. As they work, encourage students to explore what sound effects they can make to enhance their radio show. Have each group share their show with the class. If possible, set the presentations up so the audience won't be able to see the presenters, and must rely only on their ears.



Ella Fitzgerald

AFTER THE SHOW: REFLECTION

DISCUSS AND REFLECT: UNPACKING THE PERFORMANCE

Grade
K-5



Begin by discussing the play with your students, encouraging them to share their thoughts and feelings about the performance. Here are some questions to get you started:

- What was your favorite part of *Mr. Popper's Penguins*? Why?
- What did the play make you think about?
- Do you have any questions about this play? Are there questions you wish you could have asked the performers or the director?
- What did the actors do to tell the story? How did the costumes and set help tell the story?

Then, have students complete the critical response worksheet on page 14. By exploring the following prompts, students will recall observations, ask questions, and draw conclusions. Younger students can draw pictures exploring similar ideas.

Describe (I saw...)
Analyze (I wonder...)

Interpret (I think/feel...)
Evaluation (I believe...)

CURRICULUM CONNECTION: A FRIENDLY LETTER

Grade
2-5



Using the ideas generated on their worksheets, direct students to write a letter to NCT telling us about their experience. We love to hear from our audience members! Send your letters to:

Nashville Children's Theatre
25 Middleton St.
Nashville, TN 37210

ARTS ACTIVITY: BRINGING IDEAS TO LIFE

Grade
K-5



Ask students to share some of their ideas from the "Describe" section. Bring a few of these examples to life: ask students to use their bodies to create a frozen picture of that idea. For example, if a student says, "I saw penguins being chased by a seal," students would shape their body like either the penguins, or the seal. With younger students, you may want to have all students do this at the same time as you narrate and guide. With older students, you may want to split students into groups and have them create their own series of frozen pictures, taking one idea from each student's worksheet.



Geoff Davin as Mr. Popper, Photo by Michael Scott Evans

The activities in this guide were compiled and devised by Catherine Birdsong, Alicia Fuss, Lizzie Hinsin, Jackie Leach, and Colin Peterson. Penguin Puppet Designs by Brian Hull

TENNESSEE STATE EDUCATIONAL STANDARDS

ADAPTATION:

FROM PAGE TO STAGE (PAGE 1) **BEFORE THE SHOW: DISCUSS**

Theatre
Grades K-2: 5.1
Grades 3-5: 7.1, 7.2
ELA:
Grades K-5: SL.CC.1

AFTER THE SHOW: ANALYZE

Theatre
Grades K-2: 5.1
Grades 3-5: 7.1, 7.2
ELA
Grades K-5: R.KID.3, R.IK1.9

ARTS ACTIVITY: IS THIS THE END?

Theatre
Grade K-2 2.4
Grade 3-5 2.4, 2.5, 2.6, 4.2

MR. POPPER, THE DREAMER (PAGE 2)

CURRICULUM CONNECTION: MR. POPPER, INSIDE AND OUT

ELA
Grades K-5: R.KID.3, SL.CC.1

ARTS ACTIVITY: REACH FOR THE STARS

Visual Art
Grades K-3: 1.1, 1.2
Grades 4-5: 1.1, 1.2, 1.3
School Counseling & Career Guidance
Grades K-5: 4.1

CURRICULUM CONNECTION: PACK YOUR BAGS

Social Studies
Grade K: K.12
Grade 1: 1.21
Grade 3: 3.2
Visual Arts (for Extension only)
Grades K-5: 1.1, 1.2

PENGUIN POWER (PAGE 3)

RESEARCH: THE PHYSICAL CHARACTERISTICS OF PENGUINS

ELA
Grades 3-5: W.RBPK.7, W.RBPK.9
Science
Grades 3-5: GLE 07.5.1

CURRICULUM CONNECTION: PENGUIN FEATHERS SCIENCE EXPERIMENT

Science
Grades K-2: GLE 07.Inq.1, 07.Inq.2,
07.Inq.3
Grade 3-5: GLE 07.Inq.1, 07.Inq.6
Grade 2-5: GLE 07.5.1
Visual Arts
Grades K-5: 1.1, 1.2

RESEARCH:

PENGUIN FAMILIES AND SOCIALIZATION

ELA
Grades 3-5: W.RBPK.7, W.RBPK.9
Science
Grades 3-5: GLE 07.5.1

MORE PENGUIN POWER (PAGE 4) **ACTIVITY: PENGUIN SHUFFLE**

Health
Grades K-1: MS.1.0, 1.1
Grades K-1: PSR.4.0, 4.1
Grade 4: PSR.4.4
Grades K-2: VPA.2.0, 2.1

ARTS ACTIVITY: PENGUIN PUPPETS

Visual Art
Grades K-2: 1.1, 1.2

CURRICULUM CONNECTION: COUNTING WITH YOUR PUPPETS

Math
Grade K: K.CC.A.1, K.CC.B.4, K.OA.A.1,
K.OA.A.2

CURRICULUM CONNECTION: EQUATIONS WITH YOUR PUPPETS

Math
Grade K: K.CC.A.2, K.CC.B.4, K.CC.B.5,
K.OA.A.1, K.OA.A.2
Grade 1: 1.OA.A.2
Grade 2: 2.OA.A.1, 2.OA.B.2

ARTS ACTIVITY: FIND YOUR PENGUIN FAMILY

Theatre
Grades K-2: 2.5
Grades 3-5: 2.6

AMAZING ANTARCTICA (PAGE 5) **CURRICULUM CONNECTION: HOW COLD IS COLD?**

Science
Grades K-5: GLE 07.Inq.1, 07.Inq.2,
07.Inq.3

CURRICULUM CONNECTION: INSULATION STATION

Science
Grade 3-5: GLE 07.Inq.1, 07.Inq.2,
07.Inq.3

CURRICULUM CONNECTION: UNDERSTANDING CLIMATE CHANGE

Science
Grade 5: GLE 0507.2.3
ELA
Grades 3-5: W.RBPK.7, W.RBPK.9

ON A BUDGET (PAGE 6)

RESEARCH: THE ECONOMIC STATE OF THE 1930S?

Social Studies
Grade 5: 5.49
ELA
Grades 3-5: W.RBPK.7, W.RBPK.9

CURRICULUM CONNECTION: NOW AND THEN

Math
Grade 5: 5.NBT.B

CURRICULUM CONNECTION: THE POPPER FAMILY SPENDING PLAN

School Counseling & Career Guidance
Grades 3-5 4.4, 8.2

RADIO AND MUSIC DURING THE GREAT DEPRESSION (PAGE 7)

RESEARCH: THE GRAND OLE OPRY

ELA
Grades 3-5: W.RBPK.7, W.RBPK.9
Social Studies
Grade 5: 5.47, 5.49

ARTS ACTIVITY: A POSITIVE ATTI-TUNE

Music
Grades 3-5: 9.1
Social Studies
Grade 5: 5.47

ARTS ACTIVITY: THE GOLDEN AGE OF RADIO

Theatre
Grades 3-5: 1.1, 2.6, 4.2
Social Studies
Grade 5: 5.47

AFTER THE SHOW: REFLECTION

(PAGE 8) DISCUSS AND REFLECT: UNPACKING THE PERFORMANCE

ELA
Grades K-5: SL.CC.1, W.PDW.4
Theatre
Grades K-3: 5.1
Grades 4-5: 7.1

CURRICULUM CONNECTION: A FRIENDLY LETTER

ELA
Grades 2-5: W.PDW.4
Theatre
Grades 2-3: 5.1
Grades 4-5: 7.1

EXTENSION: BRINGING IDEAS TO LIFE

Theatre
Grades K-5: 2.2, 2.3, 2.4
Grade 5: 2.5

INFO FOR TEACHERS

FREE EDUCATOR PREVIEW OF MR. POPPER'S PENGUINS

Thursday, October 26

Reception/Workshop: 5 pm ♦ Performance: 6:30 pm

Enjoy wine and cheese as you are introduced to activities you can use in your classroom. To reserve your spot visit NashvilleCT.org and click on "Book a Field Trip." Then select "RSVP for Educator Previews" at the top of the page. (This event qualifies as PD.)

On the day of your field trip:

- If you are attending a 10 am show please arrive at 9:30 am.
- If you are attending an 11:45 am show please arrive at 11:15 am.
- When you arrive please check in at the box office.
- **If you are going to be late please call: 615-254-9103**

PRE- OR POST-SHOW WORKSHOPS

NCT offers Workshops for all of our shows.

Ask Catherine about workshops when you book your fieldtrip or email her at: birdsong@nashvillect.org

SOURCES:

<https://www.ctcharlotte.org:8080/ArticleMedia/Files/TRGs/CTC-ResourceGuide-PoppersPenguins.pdf>

<http://www.olemiss.edu/projects/nmgk12/curriculum/elementary/second/Penguin%20Activities.doc>

http://newvictory.org/Victory/media/Images/Schools/1617_SchoolTool/MrPoppers/Poppers_ST.pdf

<http://raisinglittlesuperheroes.com/penguin-feathers-science-experiment/>

https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_2/2_1.pdf

FOR GRADES 4 - 8

MOCKINGBIRD

(mok'ing-bûrd)

As an 11-year-old with Asperger's syndrome, Caitlin used to rely on her older brother to help make sense of the world, but now that he's gone, she's all on her own. Soaring with heart and humor, *Mockingbird* is a breathtaking production about the differences that make us who we are - and how black and white can always be complemented by a kaleidoscope of colors.

*Adapted for the stage by Julie Jensen
Based on the book MOCKINGBIRD by Kathryn Erskine
2010 National Book Award Winner*



MARCH 1 - 18, 2018

About Nashville Children's Theatre

Believing the culturally curious child is the future, Nashville Children's Theatre nurtures the next generation of global citizens by providing transformational theatrical experiences which reflect our evolving community, instill profound empathy, and foster personal discovery.

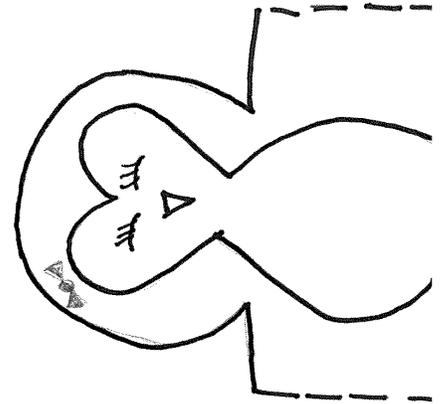
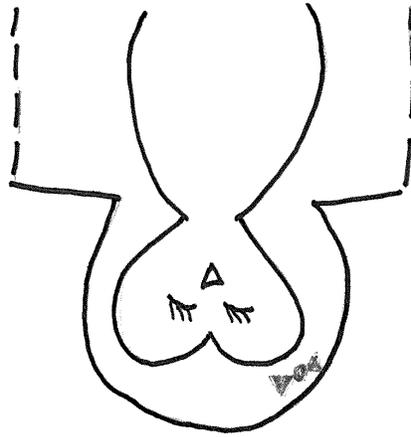
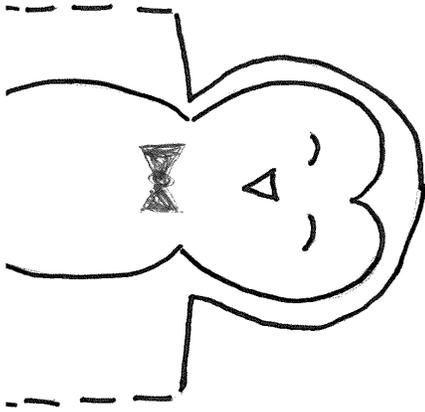
PENGUIN FEATHERS EXPERIMENT

Name _____

Date _____



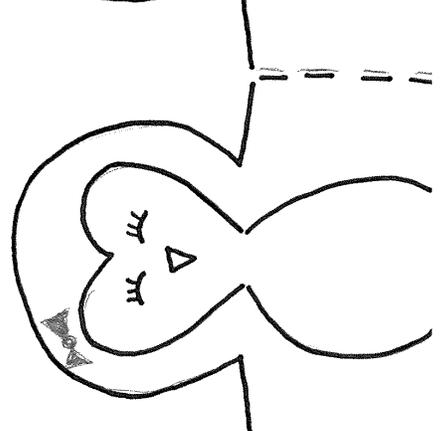
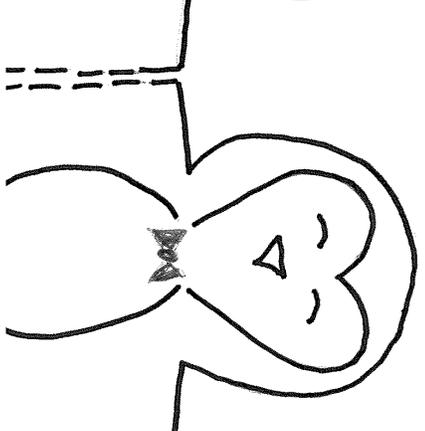
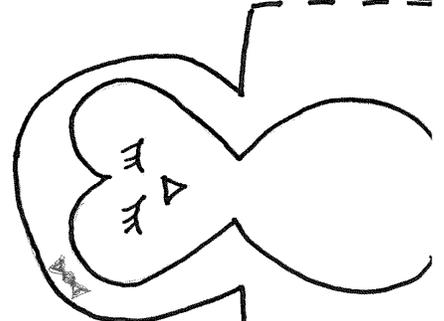
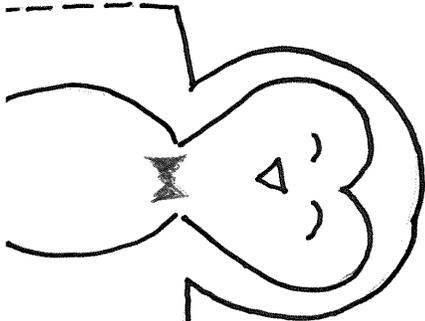
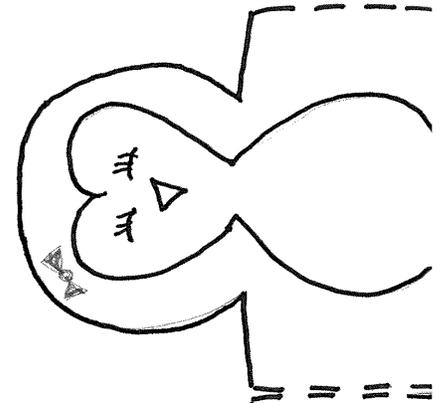
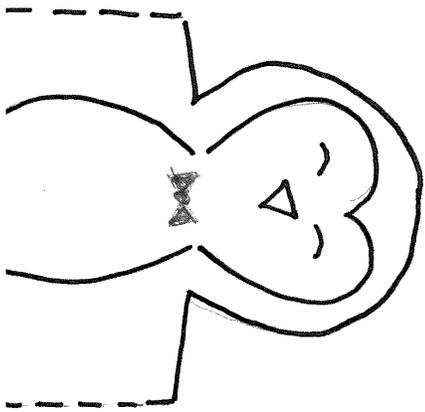
PENGUIN FINGER PUPPETS



1. Color

2. Cut Out

3. Tape
on the
dotted line



THE POPPER FAMILY SPENDING PLAN

You have 15 coins to distribute among these categories. Choose wisely!

1 COIN	2 COINS	3 COINS
WHAT TO FEED THE PENGUINS?		
Eat gross worms from the garden	Purchase shrimp and fish	Eat out at a seafood restaurant
HOW DO YOU KEEP THE PENGUINS ENTERTAINED?		
Have them watch paint dry	Go to a movie	See a Broadway show
HOW SHOULD THE PENGUINS TRAVEL?		
In one suitcase, stuffed together	In special penguin carriers	Ride in First Class with the humans
WHAT WILL YOU EAT?		
A packed lunch from home	Buy food from the hot dog cart	Eat an amazing meal from a fancy restaurant
WHAT WILL YOU WEAR?		
Wear what you already have, even though it has holes	Buy an outfit from the Thrift Store	Buy a new suit from the Department Store
WHAT WILL YOU DO FOR ENTERTAINMENT?		
Read a book you've already read	Buy a new <i>National Geographic</i> and daydream	Fly off on an exotic vacation
WHAT WILL YOU DO FOR THE PENGUIN SHOW?		
Keep the old act	Keep the old act but add new costumes	Come up with something new and exciting

THINKING ABOUT THE SHOW

Name _____

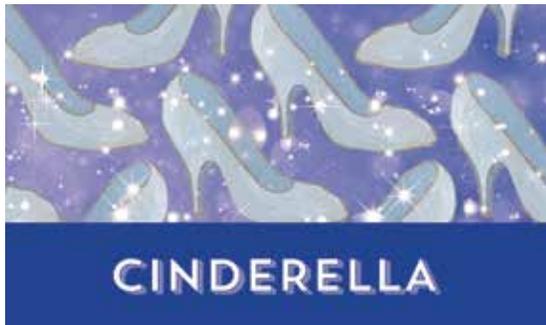
Date _____

<p>DESCRIBE (I SAW...)</p>	<p>ANALYZE (I WONDER...)</p>
<p>INTERPRET (I THINK/FEEL...)</p>	<p>EVALUATION (I BELIEVE...)</p>



NashvilleCT.org

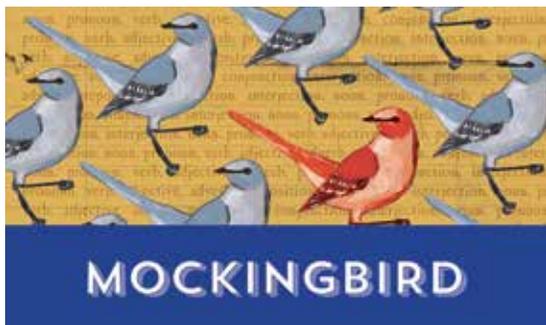
UPCOMING AT NASHVILLE CHILDREN'S THEATRE



DECEMBER 4-21, 2017



JANUARY 18-FEBRUARY 11, 2018



MARCH 1-18, 2018



APRIL 12-MAY 13, 2018



To make a class reservation
call Catherine at 615-252-4662.

**NCT offers Drama
Classes and Camps
during the
school-year!**

Week-long camps over
Spring Break, as well as
Saturday sessions.



NCT is proud to acknowledge the government agencies, foundations and business partners that provide leadership support:
Metro Nashville Arts Commission, Tennessee Arts Commission,
The Memorial Foundation, The Shubert Foundation