

DREAMCATCHERS

THE LOS ALAMOS NATIONAL BANK POPEJOY SCHOOLTIME SERIES TEACHING GUIDE

Pete the Cat



Presented by Theatreworks USA
TUESDAY, JANUARY 30, 2018

Grades: PreK - 3

Dreamcatchers Teaching Guides align with the Common Core State Standards and New Mexico State Learning Standards.

Standards Addressed By Attending the Performance

NMCCSS

ELA-Literacy.SL.2

New Mexico Content Standards:

Fine Arts/Theatre: Content Standards 3 & 5



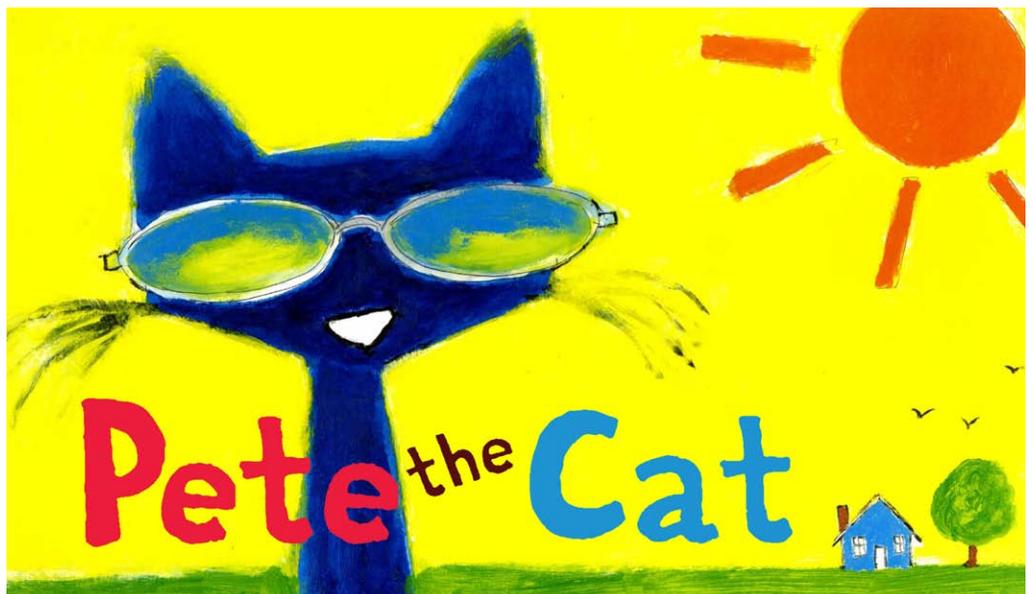
You cannot possibly invent painting all by yourself.” - PIERRE BONNARD

SYNOPSIS

In this musical adaptation of the *Pete the Cat* series by James and Kimberly Dean, Pete is a rock and roll kind of cat. He and his friends are living a life of freedom and jam sessions when they wander into a yard and Pete is caught by the cat-catcher. His punishment is to spend a week as a housecat with a family.

Pete meets his host family, the Biddles. He becomes roommates with Jimmy Biddle, a second grader who is nervous about the idea. He has a lot of rules about behavior that he wants Pete to follow, but Pete likes to play it cool and is not a rule-follower. Jimmy brings Pete to school and his math test turns into an art class. Jimmy is flustered and copies another student's painting because he can't think of his own idea for a picture. He gets in trouble and has to create an original picture in order to pass second grade.

To help him, Pete takes Jimmy in the VW (Very Wonderful) bus to find inspiration for his perfect picture. They travel to the beach, the moon, and Paris. When Jimmy finally learns to let loose and jam with magic sunglasses on, he paints the perfect picture.





Vocabulary

above - a higher place; up

beside - by the side of (someone or something); next to (someone or something)

colorful - having a bright color or a lot of different colors; full of color

cool - fashionable, stylish, or appealing

popped - to burst open, often with a short, loud noise

rolled - to have moved across the ground or another surface by turning over and over

round - shaped like a circle or ball

under - in or to a lower place than (something); below or beneath (something)

Fun Facts for Students

The average cat **sleeps 16-18** hours per day.

Calico cats are almost always female.

Most cats should not be given cow's milk. It can make them sick.

Cats knead with their paws when they are happy.

A male cat is called a "Tom" and a female cat is called a "Queen."

Cats have more than 100 different vocal sounds. Dogs have about 10.

A grown-up cat has 30 adult teeth.

Cats can run up to 30 miles per hour.

Cats cannot taste anything sweet.

A cat's sense of smell is about 14 times

better than that of a human.

Cats have five toes on each front paw, but only four toes on each back paw.

A cat's whiskers help them find objects and move around in the dark. They extend to the width of their bodies so, by sticking their heads into an opening, they know if their bodies will fit, too.

Cats greet one another by touching their noses together.

I Love My White Shoes

Lesson 1

Grades PreK - 2

NMCCSS:

ELA-Literacy.SL.2;
ELA-Literacy.SL.5

NM State Standards:

Fine Arts/Visual Arts
& Music: Content
Standard 1, 2, & 3

Objectives

- watch the video and follow along with text and song.
- answer questions about the colors of different foods and objects.
- create their own version of the story/song while taking turns in sequence

Materials

- I Love My White Shoes [Video](#) (4:15)

Procedure

1. Provide this summary: Pete the Cat goes walking down the street wearing his brand new white shoes. Along the way, his shoes change from white to red to blue to brown to WET as he steps in piles of strawberries, blueberries, and other big messes! But no matter what color his shoes are, Pete keeps movin' and groovin' and singing his song...because "it's all good."
2. Explain to the students that they will be watching a *Pete the Cat* video a couple of times.
3. Watch the video. The second time they watch it, invite the children to sing along. Repeat as you wish.
4. Ask the students what colors the white shoes became?
5. Then ask, what other colors the shoes could become? What would they step in to make that color? Ex. Green = Peas, Yellow = Lemons, Honey, etc.
6. Arrange the class in small groups. Each group will be given a color and a number for the order in which they will sing their part of the song.
7. Using the video (or if they are comfortable singing without it), have the students sing together until it comes to a specific color. Turn down the sound and have group one sing their part. Resume the sound and have the rest of the class join in until it is time for group two. Continue until every group has sung.
8. Sing it as a group all the way through. You can also switch up the groups or introduce new colors.

Extensions/Modifications

- For the youngest students, hold up a piece of colored paper with a large 1, 2, 3, or 4 on it as a prompt for the color to sing.
- For older students, introduce primary and secondary colors. What two things would Pete have to step in to make a secondary color?
- Using paints, magic markers, or crayons, have the students experiment with color combinations and then introduce what their discoveries into the song.
- Download this [free coloring page](#)

Assessment

- Quality of participation

Pete the Cat and His Four Groovy Buttons

Lesson 2

Grades: PreK - 2
with modifications

NMCCSS:

MATH.CONTENT.OA.A.1

ELA-Literacy.SL.2

NM State Standards:

Fine Arts/Visual Arts
& Theatre: Content
Standard 2 & 3

Objectives

- make or identify four different colored buttons.
- learn simple subtraction.
- watch and participate in a video following the text and song.
- use variations of the lesson.

Materials

- *Pete the Cat and His Four Groovy Buttons* [Video](#) (4:52)
- Crayons, magic markers, paint (your choice)
- Optional - Bring in a jar of buttons or use different colored gum drops

Procedure

1. Explain to the students they will be watching a *Pete the Cat* video where Pete is wearing his favorite shirt—the one with the four totally groovy buttons. But when one falls off, does Pete cry? Goodness, no! He just keeps on singing his song—after all, what could be groovier than three groovy buttons? They will be counting down with Pete as his buttons pop off his shirt!
2. Have the students make four buttons. They can cut out circles from colored paper or white paper and color/decorate their buttons.
3. Have the students watch the video. The second time, tell them they will be acting out the story along with Pete! Repeat as many times as you wish.
4. Choose one or more of the extensions/modifications below.

Extensions/Modifications

- Have a scavenger hunt around your classroom to find buttons. When the students have found four, they can return to their seats. These are the buttons to be used for the lesson. (options: change the button sizes, # of holes, colors, etc.)
- Students can make each button different from one another.
- Add velcro to the back of each button and have the students remove one at a time while following the directions in the video's song.
- Add more buttons. Then have them pop off in different orders or multiples. Use this to discuss basic addition and subtraction. [Free worksheets.](#)
- Have a class contest for the grooviest original button designs.
- Have each student make a big button and decorate it. Add a first name and school so they can wear it to the show! (Laminate it if your budget permits.)

Assessment

- Quality of participation

Questions to Engage & Connect

After seeing the show, ask your students to answer these questions:

How was the play different from the *Pete the Cat* books you read?

If your cat or pet could speak, what would you ask it? What do you think it would want to talk about?

Why did Jimmy copy the painting?

What happens if you copy someone's work at school?

Why do you think it was hard for Jimmy to come up with a painting of his own?

What do you think is better: to have rules or not? Why?

Do you help your friends when they need help?
How?

Bonus Explorations

LESSONS & ACTIVITIES

Artistic Expression (ELA CCS SL.5) Jimmy gets inspiration to paint his picture when he wears the magic sunglasses. Talk about what things would look like if you had magic sunglasses. Students can then illustrate their visions and create a bulletin board or poster full of magic pictures from the whole class.

Creative Dramatics (ELA CCS SL.4) Have your students re-enact scenes from the play. First, have the students discuss specific scenes – who were the characters, where did it take place, what happened, etc. Examples of scenes might be:

Pete and his friends jamming on their instruments.

Riding a VW bus to different places around the world, or into space.

Trying magic sunglasses for the first time.

Playing an “air” instrument: guitar, drums, piano, etc.

All About Cats (ELA CCS W7) Learn about cats by doing some research. Do cats really act like Pete does in the play? Explore your library or the Internet for information. Students can work individually or in groups and create presentations displaying their work.

Resources

BOOKS

James and Kimberly Dean have collaborated on 30 *Pete the Cat* Books including collections of Picture Books, Song Books, I Can Read Books, and Storybooks. The seven picture books are:

Pete the Cat: I Love my White Shoes

Pete the Cat: Rockin in My School Shoes

Pete the Cat and His Four Groovy Buttons

Pete the Cat and His Magic Sunglasses

Pete the Cat and the New Guy

Pete the Cat Saves Christmas

Pete the Cat and the Bedtime Blues

WEBSITES

Learn about **Pete the Cat** and his friends, the authors, watch videos, listen to songs, play games and print out coloring pages and activities at Pete's website.

Pete the Cat: Rocking in My School Shoes | Book Trailer & Music **Video** (0.53)

73 Cool Pete the **Cat Freebies** and Teaching Resources

Top 20 **Free Printable** *Pete The Cat* Coloring Pages Online

A site where kids can learn all about cats.

About the Company

Theatreworks' programs create literature- and history-based shows that stimulate reading and discussion on the cultural, historical, and/or social issues and themes represented in each show. They foster and nurture the wealth of talent that exists in young writers and encourage young people to tap into their own reservoirs of creativity and talent. Theatreworks presents role models and encourages positive values through the shows' content while enhancing the theatre experience which children share with their friends and classmates, teachers, and families. They hope their shows develop a lifelong appreciation for the arts and thus build the audiences of the future.



Los Alamos
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Schooltime SERIES

The Schooltime Series
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About the Schooltime Series

The Los Alamos National Bank Popejoy Schooltime Series brings you national and international touring companies and performers you can't see anywhere else in or around Albuquerque. Each touring company is selected with youth and family audiences in mind, and our repertoire reflects the cultural diversity of our global community. The Schooltime Series includes new plays, familiar stories, literary works, biographies, mythologies, folk tales, music, dance, and puppetry. These professional performing artists create educational experiences designed to encourage **literacy, creativity, communication, and imagination.**

Send an email with your name and email address to schooltime@popejoypresents.com requesting to be added to the mailing and monthly newsletter list. Visit us at schooltimeseries.com and facebook.com/schooltimeseries.

Popejoy Hall

Popejoy Hall is New Mexico's premier nonprofit venue for the performing arts and entertainment. Our mission is to provide access to the performing arts for all New Mexicans.

Etiquette

The inside of a theatre is called a "house" and to get along, have fun, and enjoy the shows, there are rules to follow. Schooltime provides a wonderful opportunity to learn how good behavior in a live theater is different from watching television at home. For guidelines to practice with your class and chaperones go to schooltimeseries.com/house-policies.

House Policies

Please visit our website for detailed information about **House Policies**. This includes our guidelines on safety, special needs, food and drink, backpacks, cell phones, photography, recordings, and more.

Credits

Dreamcatchers are Teaching Guides produced by the Education Department of Popejoy Hall, Albuquerque, New Mexico. Selected Dreamcatchers Teaching Guide materials provided by **Theatreworks USA**, **Mom Junction**, **CatTime**, **Merriam Webster's Learning Dictionary**, **Brainy Quotes**, and other resources noted throughout this guide.

The University of New Mexico

The Los Alamos National Bank Popejoy Schooltime Series is a program of The University of New Mexico.