THEATREWORKS USA

JUNIE B’S

esential survival guide to school

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SEP 28 10 am
WELCOME TO THE HOP
A performance needs an audience, so be prepared to play your part!

THEATER ETIQUETTE
When entering the Hopkins Center, show consideration for all those sharing the building by remaining quiet and respectful in common areas.

Be aware and use quiet voices. Remember that live theater differs greatly from watching television or movies or attending a sporting event. Live performers can hear and see you and are easily distracted by any talking or moving around in the audience. Even the smallest sounds can be heard throughout the theater, so it’s best to be quiet so that everyone can enjoy the performance.

Applause is the best way to show your enthusiasm and appreciation!

Important things to remember: Backpacks, food, drink, and gum are not allowed in the theater. Please turn off all cell phones and note that recording the performance or taking any photos is strictly prohibited. Hats off! It is respectful to remove hats during your time in the theater.

INFORMATION FOR TEACHERS
Be prepared and arrive early. You should arrive at the theater 30 to 45 minutes before the show. Allow for travel time, parking, and trips to the restroom. You should be in your seat at least 15 minutes before the performance begins.

Have a head count. On the day of the performance be sure to have an accurate head count of students, chaperones, and teachers.

Staying for lunch? Please call 603.646.2010 no later than one week in advance of the show to make sure we have space available. The day of the show, bring lunches in marked boxes and give them to a Hop staff member. Lunches will be ready for you after the show in Alumni Hall.

Photo Policy. The Hopkins Center may take photographs during the performance for use on our website or on promotional materials. If you or your students do not wish to be photographed, please see a Hop staff member.

The Show Must Go On! We do not cancel events due to inclement weather. Performances will only be canceled if the artist is unable to reach the theater. Schools will be notified by phone if the performance has been cancelled. We do not issue refunds for weather-related cancellations; please feel free to fill empty seats with other school or community members.

This study guide was created for you by the Outreach & Arts Education team. To download copies of this study guide, see additional resources for this event, or view past study guides, please visit: www.hop.dartmouth.edu/outreach.

ENJOY THE SHOW!
Hopkins Center Outreach Department:
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The Hopkins Center Outreach & Arts Education department embodies the Hop’s mission to “ignite and sustain a passion for the arts.” It provides Dartmouth, the community and beyond rare personal contact with artists and a broad context for the performing arts. Unveiling the creative process of extraordinarily diverse artists, Outreach programs touch more than 14,000 lives each year.

DID YOU KNOW?
• The Hopkins Center opened in 1962.
• The Hopkins Center was designed by Wallace Harrison, architect of Lincoln Center and the United Nations Building in New York City.
• Spaulding Auditorium houses one of the largest pipe organs in New Hampshire. Can you find it?
ABOUT THE COMPANY
Based in New York City, the mission of Theatreworks USA is to create, produce and provide access to professional theater for young and family audiences nationwide, including disadvantaged youth and under-served communities. Since its founding in 1961, it has have presented more than 90 million children and their families with opportunities to enjoy theatrical productions in 49 states and Canada. Theatreworks USA has a distinguished history of not only providing young audiences with their first taste of the performing arts, but also giving young actors, writers, directors and designers an early opportunity to work in this field. Approximately 16 shows tour each season from Theatreworks USA's repertoire of 133 plays and musicals.

ABOUT THE PERFORMANCE
Adapted from Barbara Park’s book Junie B.'s Essential Survival Guide to School, this musical takes the audience on a journey through all the ups and downs of going to school. Determined to write a book with all the things she knows now that she has finished kindergarten, Junie doesn’t know how to begin. With help and inspiration from her friends, she decides to tackle important topics such as what to put in your backpack, what to wear and how to get to school. One thing Junie has learned about school is that it can make her feel stressed—like she has a bull inside her stomach! Junie’s mom and May, Junie’s friend, help her realize that she can deal with the pressure by writing about her feelings in the book. Full of song and dance, Junie B.'s Essential Survival Guide to School celebrates learning both in and out of the classroom, especially the fact that the best person you can be is yourself.

ABOUT THE AUTHOR
Barbara Park is beloved by millions as the author of the wildly popular, New York Times bestselling Junie B. Jones series. She has won over 40 children’s book awards and been featured in the New York Times, USA Today and Time magazine. Barbara Park is also the author of award-winning middle-grade novels and bestselling picture books, including The Graduation of Jake Moon, Mick Harte Was Here, Skinnybones and MA! There’s Nothing to Do Here! Barbara passed away in 2013.

QUOTABLE QUOTATIONS
“I’ve never been sure whether Junie B.’s fans love her in spite of her imperfections…or because of them. But either way, she’s gone out into the world and made more friends than I ever dreamed possible.”
—Barbara Park
ABOUT THE COMPOSER AND LYRICIST

The songs in the musical version of *Junie B’s Essential Survival Guide to School* were created by Marcy Heisler and Zina Goldrich. Marcy is the lyricist, which means she wrote the words, and Zina is the composer, which means she wrote the music. Marcy and Zina often collaborate to write musicals. They recently adapted the film *Ever After* into a musical for the Papermill Playhouse in New Jersey. Zina also writes music for *Wonderpets* on Nick Jr. and Marcy has written songs for Disney. In addition to writing songs, both Marcy and Zina are performers and vocal teachers.

![Zina & Marcy](image1)

**FUN FACT:**

In 2009, Marcy and Zina were the first women to ever receive the Fred Ebb Award for Musical Theatre Songwriting.

ABOUT THE ILLUSTRATOR

Denise Brunkus’s career as an artist has been vast and varied. She’s designed stickers, toys and greeting cards, and her illustrations have appeared in national magazines. She has illustrated more than 60 books, most notably the bestselling *Junie B. Jones* series, *Charlie Hits It Big*, *Chocolatina* and *Groundhog Gets a Say*. See some of her Junie B. Jones sketches at [http://juniebjones.com/illustrator](http://juniebjones.com/illustrator).

![Denise hard at work in her home studio.](image2)

PLAYING MANY PARTS

Actor is the word used to describe a person who performs in a play, musical, movie or on a television show. Actors use their voice, body and imagination to bring a character in a story to life. In a musical like *Junie B’s Essential Survival Guide to School*, the actors need to be able to sing, dance and say the words that have been written for their characters. It is the actor’s job to help the audience understand the story by being believable in the role he or she plays.

Theatreworks USA often performs plays and musicals with fewer actors than characters, so one actor may play three or four different characters. When an actor plays more than one role in a play, he or she must use his or her voice and body in a variety of different ways so the audience does not get confused. At the performance, listen carefully to the way the actors in *Junie B.’s Essential Survival Guide to School* change their voices depending on what character they are playing. Watch to see how they walk or move differently. They may also change all or part of their costume or use props to help show which character they are playing. Another essential thing that helps the actors play multiple roles is the audience. The imagination of the audience members is very important. The actors use their imaginations, and if the audience members use their imaginations also, then the show is a success!
PRE PERFORMANCE DISCUSSION QUESTIONS:

- Have you read any Junie B. books or listened to them read aloud? What were your favorite things about Junie B.? What were your questions about her and her stories?
- What are some things you might be worried about when beginning school? What would you tell someone who is starting school for the first time?
- What are some important rules you learned at school? Why do you think rules are important, even though they may be difficult to follow at times?
- What are some of the important jobs people do at your school? Who are the people who do them? Why are they and their jobs important?
- What do you imagine the play will look and sound like? Think about the actors, set, props and costumes you might see and music you might hear.
- Are you able to use your body and voice to pretend to be an animal or another person? How do you use your imagination to play pretend?

POST PERFORMANCE DISCUSSION QUESTIONS:

- How was the play different from the Junie B. books you read? How was it the same? Who were your favorite characters? Why?
- In the play, Junie B. feels like she has a bull in her stomach—El Toro Fabuloso. What would make you feel like that? What animals could represent other feelings?
- How does Junie B. change during the play? How do the other characters help her?
- How did the actors change their voices and movements when playing different characters? How did you know that some characters were supposed to be children and some were adults? How were you able to tell when the story changed locations?

VOCABULARY

Adapted: a book that has been rewritten in order to make it into a film, musical or television program

Character: a person or animal portrayed in a play, musical, book or movie by an actor

Collaborate: to work together on a project, sharing ideas and the work

Costume: clothes worn to make a person look like a character

Essential: very important

Musical: a performance that combines music, songs, dialogue and dance to tell a story

Props: short for properties; items used by characters on stage to help tell their story

Repertoire: several plays or musicals which are prepared and ready to perform

Role: an individual part in a play, musical, opera, film or other performance

Thrive: to do well at whatever you are doing; succeed

Varied: different

Vast: a lot; immense
LEARNING ACTIVITIES:

PACK UP! (GRADES PRE K-1)
Bring in a large backpack or other bag. Using items found in the classroom, have each student select an item that helps them do their best in school. Have each student say why their item is important as they place each item in the bag. Make it silly: have students place any item they want in the bag and create a silly use for it. For example, a student may put in one of their shoes so they can run faster at recess.

EXTENDER: Have students sit in a circle and pass a backpack around. When student is holding the backpack they say “In my backpack there is a _________.” and name a school supply. The next student in the circle must name a new supply and repeat all the previous ones; last student in circle adds a new supply and lists everything in backpack.

WRITE YOUR OWN GUIDE (GRADES 1-3)
Assign or have each student identify an important thing to know about their classroom and/or school. Using whatever supplies are available, each student will write and illustrate their item on a piece of paper. Students can use crayons, collage, markers, paint, etc. Bind all the pages together to make your classroom’s survival guide; review as necessary when reminders about safety or rules are needed.

EXTENDER: Sometimes Junie B. writes about her feelings. Have students write down and/or illustrate a specific time when they used or learned about something important about school and how it made them feel: how they got water up their nose at the water fountain (frustrated and sad) or needed help from a friend to tie their shoes (glad and grateful). Have students repeat the activity, only this time have them use their imaginations: a dragon in the cafeteria (excited and hungry) or digging to the other side of the world on the playground (proud and tired). Bind all the pictures and stories together and place where students can look at it in their free time.

CREATE A SCENE (GRADES 2-4)
Select one of the books in the Junie B. Jones series and have students get into groups. Assign a different chapter to each group. Read the chapter aloud in each group, thinking about why the characters say these words and how they are feeling when they say them. After each group reads their chapter, assign or have each student select a character. Using the words of the characters in quotation marks, have each group practice reading together using their voices and gestures to reflect their character’s feelings and actions. You may wish to include a student in the role of narrator to help fill in information that the characters do not say. When each group has rehearsed its scene, have them perform for the class, using their voices and gestures to tell the story. After each scene, have students discuss or write a few sentences about what they saw and heard.

EXTENDER: Have the group collaborate to write a song that communicates the important points of their chapter. Students can write lyrics, place them to a contemporary song or make up their own rhythm.

ADDITIONAL RESOURCES AND REFERENCES
Learn more about Junie B.’s books and play fun games:
  www.juniebjones.com

Learn more about Theatreworks USA:
  www.theatreworksusa.org

More about Zina and Marcy:
  www.goldrichandheisler.com
