

Go, Dog!



Go!

Adapted from the book by:
P.D. Eastman

Adapted by:
Allison Gregory &
Steven Dietz

Music Composed by:
Michael Koerner

Study Guide

by Cayle Townsend

Produced by the Arvada Center Children's Theater
September 20 – November 11, 2005



Supported by:



Go, Dog. Go!

Adapted by Allison Gregory and Steven Dietz

Adapted from the book "Go, Dog.Go!" by P.D. Eastman

Published by Random House Children's Books, a division of Random House, Inc.

Copyright © 1961 by P.D. Eastman

Copyright © renewed 1989 by Mary L. Eastman.

All rights reserved.

Music Composed by Michael Koerner

First commissioned and produced by

Seattle Children's Theatre

Seattle, WA

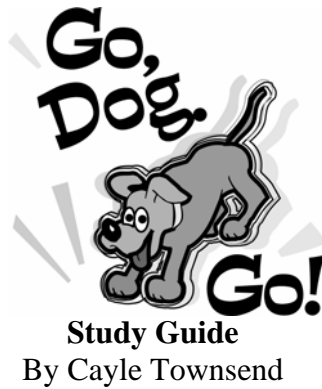
Produced by special arrangement with

Plays for Young Audiences

A partnership of Seattle Children's Theatre and Children's Theatre Company-

Minneapolis

This Work may not be performed in whole, or in part, whether by amateurs or by professionals, without written permission and the payment of a royalty. All inquiries should be addressed to Random House Children's Books, a division of Random House, Inc., 1745 Broadway, New York, NY 10019



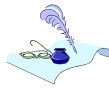
*“One reason a dog is such a loveable creature is his tail wags instead of his tongue.”
Anonymous*

Go, Dog. Go! is a half circus, half picture book. It is very physical. Think of it as a pop-up book that comes to life – with accordion music! The dogs in the original book are quite like humans, and the humans in this play are quite like dogs. And, as in the book, these dogs are green and red and blue and pink and, well, very colorful. The focus is more on what the dogs are doing than on what they are thinking, after all, they are dogs. This play runs on the power of imagination and laughter.

Instructional Focus: The focus of this study guide is reading and writing, theatre and visual arts. It was written with the Colorado Model Standards and differentiation in mind. Specific Standards are listed below:

Colorado Model Content Standards:

Reading and Writing will be symbolized by



- Standard 1: Students read and understand a variety of materials.
- Standard 2: Students write and speak for a variety of purposes and audiences.
- Standard 4: Students apply thinking skills to their reading, writing, speaking, listening and viewing.

Theatre will be symbolized by



- Standard 2: Students understand and apply the creative process to fundamental skills of acting, playwriting and directing.

Visual Arts will be symbolized by



- Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Before the Performance:

Before coming to the Arvada Center to see the performance, you may want to engage your student’s interest with one of the following activities:

1. Read the book! Look for details in the book that may or may not be included in the performance.
2. Have your students who own dogs observe them. Record their movements throughout the day. Use this list for after the performance to compare/contrast how real dogs move and how the dogs in the play moved.
3. This story reflects movement and play. Have your students observe themselves as they move and play throughout the day. You may have them record their observations in a journal to reflect on after the performance.
4. Introduce a few of these theatre terms with your class. Discuss them, and then look for them while at the Arvada Center.
 - *Orchestra Pit* – area below the stage where the orchestra plays its music.
 - *Stage Right*- Right side of stage as seen from the actor's point of view on stage looking at the audience.
 - *Stage Left*- Left side of stage as seen from the actor's point of view on stage looking at the audience.
 - *Understudy*- An actor who learns the part of another ready to step into their shoes should they not be able to perform due to illness or other reasons.
 - *Set* - The surroundings on stage, visible to the audience, in which the action of a play develops.
5. As members of the audience, you play an important part in the success of a theatrical performance. Please make clear to your students that the rules of attending a live theatre performance are different than watching television at home or a movie in a theatre.

We want you to laugh, cheer, clap and really enjoy your time at the Arvada Center, but there are a few rules that need to be followed. Please review the following theatre etiquette rules with your students prior to your visit:

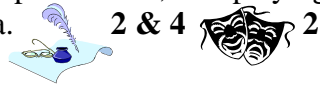
- Food, drinks, candy and gum chewing are not permitted in the theatre.
- Do not talk, whisper, sing or hum during the performance.
- Keep feet on the floor, not on the seats.
- Performers appreciate enthusiastic applause, but not whistling or shouting.

After the Performance:

1. Much of **Go, Dog. Go!** is done in pantomime. Discuss the meaning of the word pantomime (communication by means of gesture and facial expression)
 - a. The telling of a story without words, by means of bodily movements, gestures, and facial expressions.
 - b. A play, dance, or other theatrical performance characterized by such wordless storytelling.

Have your students plan individual or group scenes to pantomime. Use a picture book as a starting point, or create your own scenes.

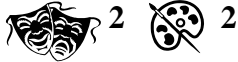
Visit <http://www.childdrama.com/mainframe.html> and click on **LESSON PLANS** for many ideas for pantomime, improvisation, role playing ideas to get your students started thinking about creative drama.



2. Investigate other means of communication than speaking. Pantomime is one, sign language is another. Have students learn one or two lines from a book in sign language, or have them learn a common phrase to teach the rest of the class. www.lifeprint.com is a site that demonstrates each sign on line. www.handspeak.com is another good site. Some of the performances at the Arvada Center are performed with a shadow – someone who signs the performance for hearing impaired audience members. Watch for the shadow at this performance.



3. One of the events in the performance is a parade. A parade is often held in celebration of something or someone. What kind of parade could your class arrange? If it's close to a holiday or major sporting event, that may work fine. But what else could they celebrate? Lost teeth? A reading parade? Be creative! For some parade ideas, visit <http://betterkidcare.psu.edu/AngelUnits/OneHour/Parade/Paradelesson.html> scroll half way down the page.



4. Write a 5 Line Easy Poem about one of the events in the performance.



2 & 4

NOUN

2 adjectives

3 verbs

A thought about the noun

1 synonym for the noun

Pinocchio

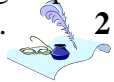
Disobedient, loving

Singing, dancing, swimming

Kind friend and companion

Puppet

5. In the performance, the dogs swim in a synchronized manner. Discuss the meaning of synchronized (to occur at the same time; be simultaneous). What else could your class do in this same manner? Brainstorm ideas. Compile an interactive writing list of these ideas. In small groups have students choose one idea, practice and share their new synchronized skill.



2 & 4,


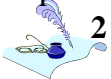









6. The dogs had a difficult time going to sleep. What do your students do when they can't go to sleep?

- a. Pantomime their favorite way to go to sleep.
- b. Write a letter to MC Dog offering advice on how to go to sleep.
- c. Make a class book in the shape of a bed on ways to go to sleep, or a class book about what else your students do when they can not go to sleep.



2 & 4

7. What might happen at a dog party? At the end of the performance and the book, there is a dog party. As a class, plan a dog party. Make lists of what types of party favors, games, or what you would eat at the party. Since the finale is Hattie's new hat, have each student design their own hat to suit their individual personalities.  2
8. Questions to discuss, draw or journal about:
- If you could be any kind of dog, what would you be? Why? Give your dog-self a dog name. Tell how you are like the dog you chose and how being that dog might make you very different than you are. Draw yourselves as dogs and share your pictures and thoughts with your class. This would make a great class mural.
 - If a dog could really drive a car, how would you design a car for a dog to drive?
 - If you were a travel agent, what kind of trip would you plan for a dog?
 - If you were a cat, would you come to see this play?  2 & 4
9. Read other books by P.D. Eastman. Did you know that P.D. Eastman was often thought to be a pseudonym for Dr. Seuss? It wasn't – Phillip Dey Eastman wrote many books including **Flap Your Wings**, **The Best Nest** and **Are You My Mother**. P.D. Eastman and Dr. Seuss collaborated on several books, but they are indeed different people. For more information on P.D. Eastman, see biography in glossary.  1
10. Investigate the word GO. You can go to town. You can go crazy. You can go for broke. You can go-go dance. Have your students use the word in as many ways as they can. Write sentences. Start a paragraph with "What if I could go..." Make this an interactive writing piece or a class book.  2 & 4
11. Have each student choose an animal, a pet, a squirrel; make a story about it. Give it a name. Draw it, and then tell the class about it. What do you imagine your animal might do to make a living? What kind of restaurants would be its favorite? What hobby? As a final project, have students choose a way to display their story. They could write it, make a pop up book, act out the information or sing a song. For information on pop up books, see www.hawcockbooks.co.uk or <http://www.makersgallery.com/joanirvine/howto.html>.  2 & 4  2  2
12. Design a hat for Hattie. Hattie asks over and over again if MC Dog likes her hat. Create a hat that even MC Dog won't be able to resist. Create real hats or draw on paper.  2
13. Create a dog puppet and act out either a scene from the book, or create your own scene where the dogs go somewhere in a new way. These could be shadow puppets, paper bag puppets, and sock or finger puppets. For patterns and ideas on puppet making see <http://www.legendsandlore.com/sockpuppets.html>, <http://www.enchantedlearning.com/crafts/puppets/>  2

About the Author of Go, Dog. Go!



Phillip Dev Eastman (1909 - 1986) was born in Amherst, Mass., earning his B.A. from Amherst College in 1933. He worked in production design & story at Walt Disney's studio. While at Disney's he met Mary Louise Whitham, who was working in the ink and paint department. They married and Phil went on to work at Warner Brothers Cartoons.

By 1942 he had joined the Army and been assigned to the Signal Corps Film unit. While there he did picture planning for animated sequences in orientation and training films, and was a writer and storyboard artist on the "Private Snafu" series for Army-Navy Screen Magazine. Ted Geisel (aka Dr. Seuss) was the head of his unit.

In 1945 Phil was working at United Productions of America (UPA). He was a writer and storyboard artist. While there he helped create the character Mr. Magoo. He was co-writer of the screenplay for "Gerald McBoing-Boing", which was based on a children's phonograph record written by Dr. Seuss. He also wrote and storyboarded various educational films while at UPA.

In 1954 moved his family to Westport, Connecticut. Ted Geisel approached him to write for his new BEGINNER BOOK series at Random House. By 1958 Random House had published Phil – now P.D. - Eastman's first children's book. *He wrote and illustrated several books:*

"Sam and the Firefly" 1958

"Are You My Mother?" 1960

"Go, Dog. Go!" 1961

"The Beginner Book Dictionary"
1964

"Everything Happens To Aaron!"
1967 (out of print)

"The Best Nest" 1968

"Flap Your Wings" 1969

"Big Dog...Little Dog" 1973

"The Alphabet Book" 1974

"What Time Is It?" 1978

He wrote:

"Snow" 1962

He illustrated:

"Fish Out Of Water" 1961

"Robert The Rose Horse" 1962

"I'll Teach My Dog 100 Words"
1973

There has been some confusion as to whether Dr. Seuss and P.D. Eastman is the same person. They are not! The confusion has arisen because of **The Cat in the Hat Beginner Book Dictionary** by the Cat Himself and P.D. Eastman. P.D. Eastman co-wrote this book with Seuss and did all of the illustrations. "The Cat Himself" as used here is a pseudonym for Dr. Seuss.

About the Author of this Study Guide

Cayle Townsend is a teacher of gifted kindergarten students at Hulstrom Options School in Adams County District #12. She has taught K-6 for the past 16 years with an emphasis on gifted learners. She has presented at many gifted workshops; coached, mentored and otherwise shared her passion for teaching with anyone who will listen. In her spare time she enjoys travel, reading and spending time with her husband and two daughters.

Comments on this study guide are welcome! Please send them to cayle.townsend@adams12.org