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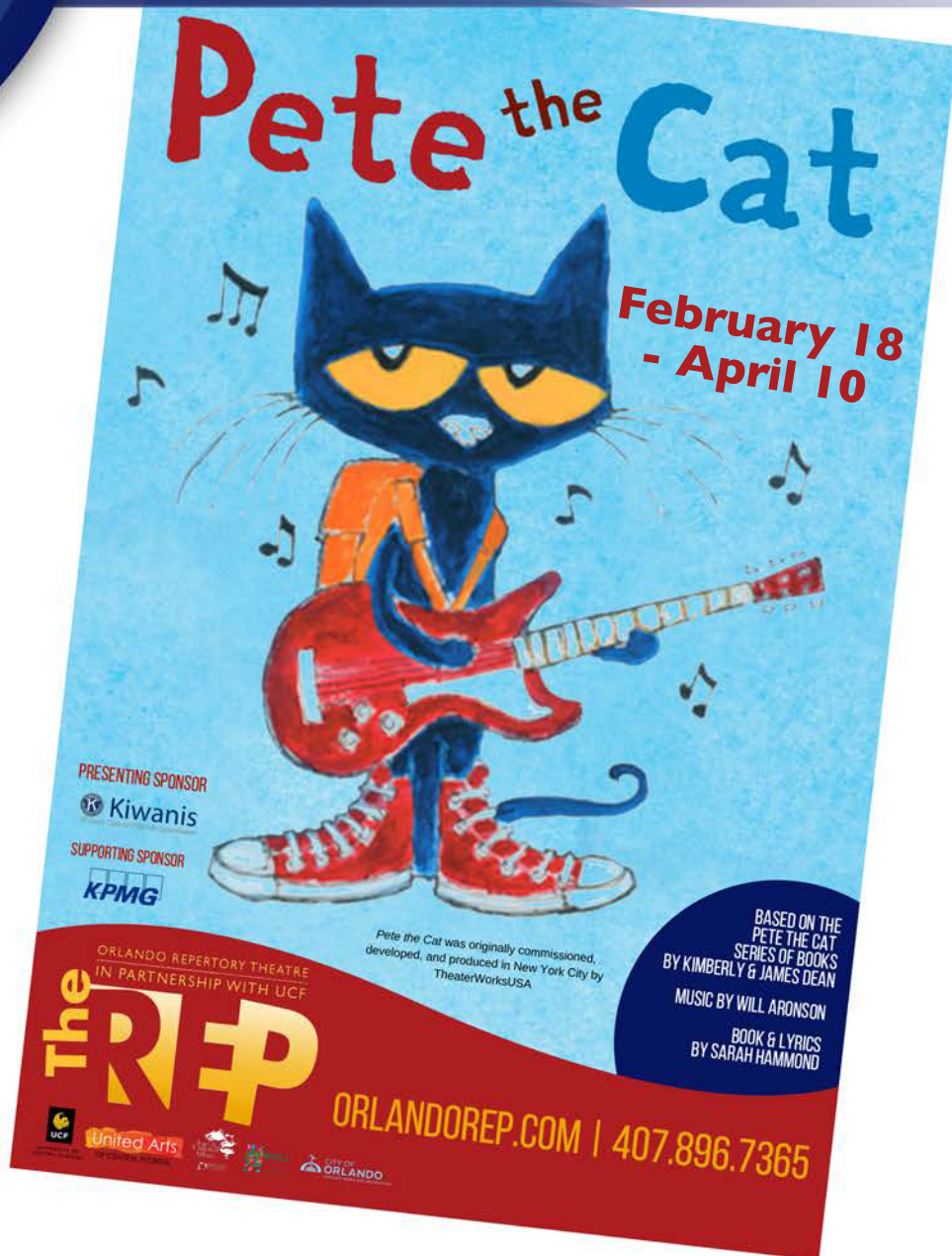
# CUE TO CUE

A RESOURCE GUIDE FOR EDUCATORS  
AND AUDIENCE MEMBERS

WELCOME TO CUE TO CUE, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING *PETE THE CAT*.

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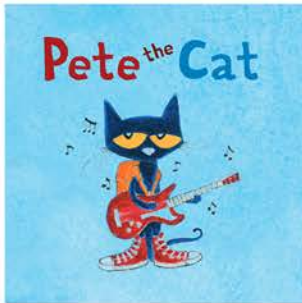
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# ABOUT THE PLAY



## BIG IDEAS IN *PETE THE CAT*

- Getting Along
- Creativity
- Friends
- Cooperation
- Personal Growth
- Music

## A BACKYARD

Pete the Cat and his friends, Grumpy Toad and Gus the Platypus, rock out in the backyard (“Life is an Adventure”). In the middle of their jam session, Gus wonders if they should be in the backyard as the cat-catcher might catch Pete making noise after bedtime. Pete is not worried about it. A few moments later, the cat-catcher shows up and grabs Pete. He takes him away for a long time-out in a house, one whole week as a housecat. The cat-catcher decides on a family for Pete, the Biddles. Pete is not worried, no one can make a pet out of him.

## MEET THE BIDDLES

Meanwhile, Jimmy Biddles is thrilled to finally have a quiet and clean house, the perfect conditions for studying. It is the second to last week of second grade and he has a lot of tests. Unfortunately, his plans are spoiled when he learns from his parents and sister, Olive, that the Biddles are getting a cat! The whole family is a little worried, but they think it might be an adventure, too.

## MEET PETE THE CAT

Pete knocks on the door and says, “Hi” when the family opens it. They close the door as they are expecting a cat, not something that wears cool shoes, knocks, and says, “Hi.” When they open the door, Pete meows and they realize he is, in fact, a cat. They discover Pete is also a groovy cat that can jam. The family has their own family jam session which ends with a group hug. Unfortunately, Olive interrupts with a big sneeze. She is allergic to cats! Instead of sending Pete to the pound, they decide to put him in Jimmy’s room. Jimmy is not so sure.

## JIMMY’S ROOM

Pete learns that Jimmy likes things neat and clean. Jimmy learns that unlike tidy housecats, Pete is a road cat who likes to let it all hang out. Olive comes to say goodnight to Pete, giving him a hug through another sneeze. Jimmy sends her away and informs Pete of the rules (“Happy Roommates”), which essentially consist of no girls and keeping things clean. When Jimmy asks Pete to say them back to him, he has forgotten everything. Instead, he just wants to jam! But, it is bedtime so Pete finds a cozy spot on Jimmy’s bed and falls asleep. Jimmy worries about his big test at school the next day.

## SCHOOL

Jimmy and Pete arrive late to school on Pete’s skateboard. The other students, Eloise and Barnaby, are preparing for the math test. When the teacher sees Pete, she is thrilled! She loves his band. Pete suggests an art test and everyone, but Jimmy, is on board. The task is to paint a picture of anything (“Painting”). All of the other students jump in and work on their project, but Jimmy struggles. He did not prepare for an art test and ends up looking at the other students’ work. Mrs. Creech sees he copied Eloise’s painting. Jimmy fails the art test and unless he can return to school with an original work, he will not pass the second grade. On their way home, Jimmy is really upset. He is mad that Pete changed the test and worried about what his parents will think. Pete did not mean to get Jimmy in trouble. Being a housecat is tough.





# ABOUT THE PLAY

## HOME

The entire Biddle family is jamming out. Pete and Jimmy try to sneak in, but Olive sneezes, giving it away. The phone rings and it is Mrs. Creech, Jimmy's teacher, letting the family know about his grade. They are surprised and unhappy with him, which results in Jimmy running away. Pete reminds everyone that Jimmy needs support. They all go looking for him. Olive intercepts Pete and asks him to marry her through a chorus of sneezes ("The Sneezing Song"). She ends up chasing him, but he evades her. Pete thinks again that he does not like being a housecat ("Happy Housecat"), although he knows he needs to go find Jimmy.

## COUCH

Jimmy hides under the couch. He is proud of his spot until Pete slides in as well. Eventually, Jimmy's parents find them. They all try to get Jimmy out from under the couch ("Under the Couch"). Jimmy finds out that his family and new friend support him no matter what. Jimmy feels he needs a little guidance and maybe a friend to help lead the way. Luckily, Pete is that friend. They all come out from under the couch.

## INSPIRATION

Pete knows how he can help Jimmy with his painting. He decides to take him on a ride in his VW Bus, which stands for "Very Wonderful" bus ("It's a VW Bus"). The bus takes them on adventures under the sea and out in space. They even travel back to the Renaissance to meet Mona Lisa. Unfortunately, Jimmy is still uninspired. When they get back home, it is already bedtime and he still does not have a picture. He wonders if they should just give up. Luckily, Pete is not out of ideas just yet. He decides Jimmy needs the Magic Sunglasses, but they are all the way in Paris, France. Olive convinces Pete and Jimmy to let her go, but before they can, Jimmy must make the VW bus feel better. He gives the VW bus some love and they are off. Mona Lisa joins too.

## PARIS

They arrive in Paris and go to the Jam Café where they discover that there are no kids allowed. How is Pete going to get them out of this? Luckily, Jimmy packed everyone disguises. When they get inside the Jam Café, they see Gus and Grumpy Toad who are there playing a show. Pete asks for Grumpy Toad's sunglasses. He puts them on and begins to see magical things ("Magical World"). Gus and Grumpy start to pass the glasses back and forth, seeing some amazing things as well. This only makes Jimmy want them more. Grumpy offers to give them to him if he acts a little silly and jams out. Jimmy does, which earns him the reward. Jimmy starts to paint and it is amazing. Pete takes off the glasses revealing that they are not magic, but instead, Jimmy is the one making all the creative choices himself! The painting is perfect! It is time to get back to class and show his teacher, but Olive is missing! Everyone scrambles to find her, but she returns with tutus for her and Pete. They will make the perfect wedding dresses. Pete agrees to wear one, but only for her.

## GRADUATION

They all head back to school where Jimmy reveals his painting, a picture of something he loves: his friend Pete ("A Cat Named Pete"). He gets an A plus plus plus. Olive joins the group again with good news: she braved an allergy shot so she can be near Pete without sneezing! Everyone agrees housecats are the best, but in particular, Pete.





# THE CREATORS

## AUTHORS AND ILLUSTRATOR | KIMBERLY AND JAMES DEAN

In 2004, Kimberly and James Dean sat down at their kitchen table to work on a children's book together. Their dream finally become a reality with the release of their first Pete the Cat collaboration, *Pete the Cat and His Magic Sunglasses*. James started the Pete the Cat book series with Eric Litwin and has continued on with his wife, Kimberly. Both Kimberly and James left corporate jobs in the late nineties (James was an electrical engineer, Kimberly worked in the press office of the governor of Georgia) to pursue their passion for art. They have experienced a life made up of strange and wonderful coincidences ever since. Pete the Cat has brought magic into their lives. Together they have written the following Pete the Cat books: *Pete the Cat and His Magic Sunglasses*, *Pete the Cat and the New Guy*, *Pete the Cat and the Bedtime Blues*, *Pete the Cat and the Missing Cupcakes*, *Pete the Kitty and the Groovy Playdate*, *Pete the Cat and the Cool Cat Boogie*, *Pete the Cat's 12 Groovy Days of Christmas*, *Pete the Cat: Three Bite Rule*, and *Pete the Cat and the Perfect Pizza Party*. They work in side-by-side studios, sharing their home with five cats and Emma the pug.

## AUTHOR | ERIC LITWIN

Eric Litwin is a guitar-strumming, song-singing, banjo-picking, tale-telling, song-writing, national-award-winning, music-producing, fun, folksy type of guy. He loves to blend song and story together and is inspired by the depth and simplicity of folk songs and folktales. Eric is a popular performer, delighting thousands of children and families every year. He has recorded two award-winning children's music CDs. He collaborated with James Dean on the first few Pete the Cat books, *Pete the Cat: I Love My White Shoes*, *Pete the Cat: Rocking in My School Shoes*, *Pete the Cat and His Four Groovy Buttons*, and *Pete the Cat Saves Christmas*.

## PLAYWRIGHT AND LYRICIST | SARAH HAMMOND

Sarah Hammond grew up in Hong Kong, Belgium, and South Carolina. Now based in Queens, she is a playwright, bookwriter, and lyricist. When she arrived in New York, Sarah held a seven-year playwrighting residency at New Dramatists. During that time, she began writing musicals, first as a bookwriter, then as a lyricist. Sarah wrote the book and lyrics for Theaterworks USA's *Pete the Cat* (Off-Broadway; four national tours) and the book for *String* (Village Theatre World Premiere 2018; Richard Rodgers Award; NAMT). *String* was developed at the O'Neill Music Theatre Conference, NAMT '14, and the inaugural Oscar Hammerstein Festival at the Bucks County Playhouse. *String* also won the Frederick Loewe Award at New Dramatists, a NAMT residency grant, the Weston Playhouse New Musicals Award, and the Richard Rodgers Prize. Along the way, Sarah has been the recipient of an Uncharted Residency at Ars Nova, the Lippmann Family "New Frontier" Award, Actors Theatre of Louisville's Heideman Award, commissions from South Coast Repertory and Broadway Across America, and a residency at The Royal National Theatre in London. Current musical works-in-progress include *Wind-Up Girl* and *Jenny Talks to Aliens*. Sarah's plays have been produced at the Summer Play Festival at The Public, Trustus Theatre, Hangar Lab, City Theatre Summer Shorts, Live Girls! Theater, Collaboraction, Tulsa New Works for Women, and several universities. Her short plays are published in *Ten-Minute Plays for 2 Actors: The Best of 2004* (Smith and Kraus), *Great Short Plays: Volume 6* (Playscripts, Inc.), and *Off Off Broadway Festival Plays, 42nd Series* (Samuel French). She holds an MFA in playwrighting from the University of Iowa, another MFA in musical theatre writing from NYU, and a BA in English from the University of South Carolina.



# THE CREATORS

## COMPOSER | WILL ARONSON

Will Aronson is a composer and writer. His work includes the scores for *Pete the Cat* (Theaterworks USA; Off-Broadway, five national tours), *Mother, Me & the Monsters* (Barrington Stage; Boston Globe Critic's Pick), and *My Scary Girl* (Best Musical, New York Musical Festival). He composed and co-wrote the book for the late 21st-century romance *Maybe Happy Ending* (2017 Richard Rodgers Production Award), *The Trouble with Doug* (NAMT; Fredericia Teater, dir. Victoria Clark), and *Bungee Jump*, cited by the NY Times in 2013 as Korea's "most popular original musical," and winner of Best Score at the Korean Musical Awards. Current projects include *Hansel & Gretl & Heidi & Günter* (NAMT development grant, Village Theater's Festival of New Musicals), and *Wind-Up Girl* (Ars Nova Uncharted, St. Louis Rep's Ignite Festival). Will is the recipient of the Richard Rodgers Award, a Fulbright grant, the ASCAP Frederick Loewe Award, an EST/Sloan grant, and three Korean Musical Awards. In addition to his theatrical work, Will has composed and produced over 200 tracks for the ESL children's book/DVD series, English Egg.





# BEFORE THE SHOW

## PRE-SHOW DISCUSSION QUESTIONS

We are excited to welcome you to Orlando Repertory Theatre to see our production of *Pete the Cat*. Orlando Repertory Theatre produces six professional shows a year, which means we bring in professional designers, build our own sets, construct original costumes, rehearse, and perform plays all the way from the pages of a script to the stage. You will see professional actors tell this story, but know there were many creative individuals who collaborated to bring the production to life.

The following conversation starters will help you think about the themes in *Pete the Cat*, as well as make some predictions about the production itself. Discuss the following before you join us at the theatre.

1. Sometimes things do not go as planned. Have you ever experienced the unexpected? How does it feel when something you have looked forward to does not happen or changes? How do you cope with those changes? What tools do you use to feel better when you get frustrated or feel disappointed?
2. The characters in *Pete the Cat* travel to exciting places like space, Paris, and even under the sea. If you could travel anywhere, where would it be and why?
3. Imagine you are presented with a blank canvas and an unlimited number of paint colors. Your teacher tells you, "You can paint anything you want." Will it be easy or challenging for you to think of an idea? Why might it be difficult for someone to think of something? What are some ways to spark their creativity?



# AFTER THE SHOW

## POST-SHOW DISCUSSION QUESTIONS

We hope you enjoyed Orlando Repertory Theatre's production of *Pete the Cat*. Discuss the following questions after attending the performance.

1. What did you notice when you first entered the theatre? Describe the stage.
2. *Pete the Cat* takes place in a variety of settings from under the ocean to Paris, France. Did the set and scenery help establish the show's location? What specific things did you notice about the set and stage lights: color, shape, and texture? Did you notice anything about the set or lights that you thought was unique?
3. Some of the characters in *Pete the Cat* are groovy animals. What did you notice about their costumes? Discuss the similarities and differences to the clothes the human characters were wearing.
4. What was *Pete the Cat* about? Describe the beginning, middle, and end. What was the climax of the story? Why? If you had to summarize the play in one sentence, what would it be?
5. Which character do you relate to the most? Why? What words describe that character?
6. What did Jimmy learn about himself in this story? What was the moral or lesson?
7. What did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?

Standards: LAFS.K-5.RL.1.1, LAFS.K-5.RL.1.2, LAFS.K-5.RL.1.3, LAFS.K-5.RL.2.6, LAFS.K-5.RI.1.2, TH.K.C.2.1, TH.K.C.3.2, TH.1.C.2.2, TH.1.S.3.2, TH.2.O.2.1, TH.3.C.1.2, TH.3.C.2.2, TH.3.O.2.1, TH.3.O.1.2, TH.3.S.1.3, TH.3.S.3.3, TH.4.O.1.1, TH.4.C.3.1, TH.4.S.1.1, TH.4.S.1.3, TH.4.S.3.3, TH.5.O.1.1, TH.5.O.1.3, TH.5.O.3.1, TH.5.S.1.3, TH.5.S.3.3, TH.68.O.1.2, TH.68.S.2.3, TH.68.H.1.5



# AFTER THE SHOW

## ENGLISH LANGUAGE ARTS VOCABULARY ACTIVITY

Activity: Word Wall

Subject: Language Arts

Directions: Draw a line from the word to its meaning. Use context clues from the play, the root word, and if needed, look up the definition using a dictionary resource.

|             |   |
|-------------|---|
| racket      | absence of difficulty or effort   |
| courage     | partial view  |
| ease        | generally assumed or believed to be the case, but not necessarily so                                |
| allergy     | a branch of knowledge studied or taught in a school   |
| glimpse     | unique  |
| mistake     | a loud unpleasant noise   |
| subject     | a body's response to a substance, (pollen, fur, a particular food) to which it has become sensitive |
| supposed    | the process of being mentally stimulated to do or feel something creative                           |
| original    | the ability to do something that frightens one  |
| marvel      | a theory or attitude held by a person   |
| inspiration | an action or judgment that is misguided or wrong  |
| philosophy  | a wonderful or astonishing person or thing  |

Standard: LAFS.K-5.L.3.4

Extension: Pick three words from the list and use them in an original sentence or paragraph. You can choose to write about the play or something else. You can also draw a picture, illustrating the definitions in the words you choose.

Standard: LAFS.K-5.L.3.5





# AFTER THE SHOW

## ENGLISH LANGUAGE ARTS WRITING ACTIVITY

In *Pete the Cat*, Pete helps Jimmy find his creative side by wearing Magic Sunglasses. What do you think Jimmy saw when he put on the sunglasses? Imagine if you could see the world around you a new and special way, what would you notice that is beautiful or interesting? Using descriptive language and strong details, describe everyday things around you that you forget to notice. For example, the tree outside your window, the light that bounces off the lake, or even your favorite colorful pair of groovy sneakers. For younger students, draw a detailed picture and describe what you drew to a classmate.



# AFTER THE SHOW

## ADDITIONAL RESOURCES

The World of *Pete the Cat*:

Picture Books:

- *Pete the Cat: I Love My White Shoes*
- *Pete the Cat: Rocking in My School Shoes*
- *Pete the Cat and His Four Groovy Buttons*
- *Pete the Cat Saves Christmas*
- *Pete the Cat and His Magic Sunglasses*
- *Pete the Cat and the New Guy*
- *Pete the Cat and the Bedtime Blues*
- *Pete the Cat and the Missing Cupcakes*
- *Pete the Kitty and the Groovy Playdate*
- *Pete the Cat and the Cool Cat Boogie*
- *Pete the Cat's 12 Groovy Days of Christmas*
- *Pete the Cat: Three Bite Rule*
- *Pete the Cat and the Perfect Pizza Party*

Song Book:

- *Pete the Cat: The Wheels on the Bus*
- *Pete the Cat: Old MacDonald Had a Farm*
- *Pete the Cat: Twinkle, Twinkle, Little Star*
- *Pete the Cat: The Great Leprechaun Chase*
- *Pete the Cat: and the Itsy Bitsy Spider*

I Can Read:

- *Pete the Cat: Pete's Big Lunch*
- *Pete the Cat: Play Ball*
- *Pete the Cat: Pete at the Beach*
- *Pete the Cat: Too Cool for School*
- *Pete the Cat: A Pet for Pete*
- *Pete the Cat's Train Trip*
- *Pete the Cat: Scuba-Cat*
- *Pete the Cat: Sir Pete The Brave*
- *Pete the Cat: Snow Daze*
- *Pete the Cat: And the Bad Banana*
- *Pete the Cat: And the Surprise Teacher*
- *Pete the Cat: And the Tip Top Tree House*
- *Pete the Cat's Groovy Bake Sale*
- *Pete the Cat Goes Camping*
- *Pete the Kitty and the Case of the Hiccups*
- *Pete the Cat's Giant Groovy Book*
- *Pete the Cat's Trip to the Supermarket*
- *Pete the Kitty goes to the Doctor*





# AFTER THE SHOW

## ADDITIONAL RESOURCES

The World of Pete the Cat:

Story Books:

- *Pete the Cat: Valentine's Day is Cool*
- *Pete the Cat: Big Easter Adventure*
- *Pete the Cat: Cavecat Pete*
- *Pete the Cat: Rock On, Mom and Dad!*
- *Pete the Cat: Construction Destruction*
- *Pete the Cat: Five Little Pumpkins*
- *Pete the Cat: Robo-Pete*
- *Pete the Cat: Big Doodle & Draw Book*
- *Pete the Cat: Go, Pete, Go!*
- *Pete the Cat's Got Class*
- *Pete the Cat: Five Little Ducks*
- *Pete the Cat and the Treasure Map*
- *Pete the Cat: Out of this World*
- *Pete the Cat: Trick or Pete*
- *I Love Pete the Kitty*
- *Pete the Cat: The Petes Go Marching*
- *Pete the Kitty and Baby Animals*
- *Pete the Cat: Checks out the Library*
- *Pete the Cat's World Tour*
- *Pete the Kitty's First Day of Preschool*
- *Pete the Cat and the Supercool Science Fair*



# STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS AND FLORIDA STATE STANDARDS  
SATISFIED BY USING THIS GUIDE AND ATTENDING ORLANDO REP'S PRODUCTION OF *PETE THE CAT*

Detailed list of Florida State Standards and Next Generation Sunshine State Standards satisfied by using this guide and attending Orlando REP's production of *Pete the Cat*.

## Language Arts Florida Standards

(Text refers to the play, the script, or the content in this guide.)

### Reading/Text Analysis Standards:

- LAFS.K-5.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- LAFS.K-5.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LAFS.K-5.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- LAFS.K-5.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- LAFS.K-5.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.
- LAFS.K-5.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- LAFS.K-5.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.
- LAFS.K-5.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

### Vocabulary Standards:

- LAFS.K-5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- LAFS.K-5.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

### Writing Standards:

- LAFS.K-5.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### Next Generation Sunshine State Standards – Theatre Arts

- TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.
- TH.K.C.3.2 Share reactions to a live theatre performance.
- TH.1.C.2.2 Identify elements of an effective performance.
- TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.
- TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
- TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
- TH.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
- TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.
- TH.3.O.1.2 Discuss why costumes and makeup are used in a play.
- TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
- TH.3.S.3.3 Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
- TH.4.O.1.1 Describe what a designer and director do to support the actor in creating a performance.
- TH.4.C.3.1 Identify the characteristics of an effective acting performance.
- TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
- TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
- TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
- TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.
- TH.5.O.1.3 Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
- TH.5.O.3.1 Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
- TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
- TH.5.S.3.3 Use elements of dramatic and technical performance designed to produce an emotional response in an audience.