



**ORLANDO
FAMILY
STAGE**

IN PARTNERSHIP WITH UCF

Cue to Cue

RESOURCE GUIDE

for Educators and Audience Members



JUNIE B. JONES IN BOO...AND I MEAN IT!

September 30 - November 1

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Junie B. Jones in BOO...and I Mean It was originally commissioned and produced by Orlando Family Stage in September of 2024.

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Welcome to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching *Junie B. Jones in BOO...and I Mean It!*, a brand-new Junie B. escapade, written just for Orlando Family Stage as a world-premiere production.

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Big Themes

- Learning to be brave
- Winning and losing
- Looking at things from a different perspective
- Appreciating small victories

Short Show Description

The ever-lovable (yet quite a handful) Junie B. has a slight problem – she’s a bit afraid of Halloween! Are there real witches and monsters amongst the trick-or-treaters? Do bats really nest in your hair? What exactly is candy corn? However, before the big night, Junie B. plans to win all the games and prizes at the school carnival, hoping that will arm her with all the courage and bravery she needs!

Full Synopsis

Five Scary Secrets About Halloween

It is the day before Halloween and Junie B. Jones is writing in her journal. She wishes her daddy were not on a business trip because Halloween is tomorrow! However, Junie B. is not excited. Paulie Allen Puffer told her five scary secrets about Halloween and now she is too scared to participate. Junie B. is so scared of Halloween coming that she cannot focus on her schoolwork. The other students are excited about Halloween and May makes fun of Junie B. for being scared.

Their teacher, Mr. Scary, gives the students some “brain break” time to play some games. Junie B. breaks the rules of all the games and is not happy that she is accused of being a cheater and sore loser. Mr. Scary announces that there is a Halloween Carnival tomorrow with tons of games and prizes to win. All of the students, including Junie B., are excited for the carnival!

Practicing for the Carnival

When Junie B. arrives home, she tells Grandpa Miller that she needs to practice for the carnival games. Junie B. cannot stop talking about winning the games, even though she is not playing them correctly. Grandpa Miller tells Junie B. that her mother is on the way to take her out to get her Halloween costume. Junie B. goes to hide in her room and pretends to sleep to avoid going to the scary Halloween costume store.

In her room, Junie B. talks to her stuffed toy elephant, Phillip Johnny Bob. She tells him the scary secrets of Halloween and Phillip Johnny Bob warns Junie B. that she should not go trick-or-treating this year to be safe. Junie B. then tries to practice for the sponge throwing game at the carnival by dipping her socks into her dog’s water bowl and throwing them at Phillip Johnny Bob. She makes a mess.

Squirty the Clown

Mother comes into Junie B.’s room and discovers water everywhere. Junie B. explains that she was practicing for the carnival games. Mother warns her that she should not worry too much about winning and that the fun of the school carnival is in playing the games, even if you do not win. Mother tells Junie B. to get ready to go get her Halloween costume. Junie B. and Phillip Johnny Bob discuss all the things Junie B. is afraid of, including clowns. Junie B. remembers a specific clown that was very scary and chased her grandma around with a bottle of seltzer. Even monsters and witches would run away from Squirty the Clown. Suddenly, Junie B. has the best idea! She will dress up as Squirty the Clown and scare all the monsters and witches away from her and she will not have to be scared of Halloween any more!

At the costume store, Junie B. is disappointed to learn that there is no Squirty the Clown costume. Mother encourages her to be a pickle instead. They compromise and choose to create a costume that is similar to Squirty.

The Halloween Carnival

Junie B. and Grandpa Miller go to the Halloween Carnival. They try some games such as Putting Green and Clothes Pins in a Bottle. All Junie B. wins is a frog sticker. Junie B. is very disappointed and even rude to her friend Grace. Grandpa Miller encourages her to appreciate the small stuff and celebrate her victories. As Junie B. prepares to play the Sponge Toss, the other students gather around to watch, which makes Junie B. very nervous. Junie B. is feeling very self-conscious and overwhelmed. May begins to taunt her and Junie B. turns around and throws the sponge at May instead. Grandpa Miller is very upset with Junie B. and tells her to apologize to May and that they are leaving the carnival. Junie B. reluctantly apologizes and on the way out stops to spend her last ticket on the Cake Walk. Junie B. is accused of cheating. As the game continues, Junie B. imagines the cake coming to life and dancing around. She imagines a scary Bossy May appearing and trying to eat the cake. When the music stops, Junie B. scrambles to an open spot on the floor. And the winner is...Junie B. Jones! Junie B. gets to choose which cake she wants for her prize. Junie B. chooses the fruitcake, because she loves fruit!

Halloween Night

Back at home, Junie B. tastes her fruitcake for the first time and YUCK, it does not taste good. The only thing it is good for is sitting on.

Junie B. gets ready to go trick-or-treating with her mother and baby brother. Mother gives her a clown wig and nose to finish off the costume. She looks just like Squirty the Clown! Mother will not let her use a squirt bottle, but Junie B. discovers she can scare others by yelling, so she calls herself Screamy the Clown. Junie B. is confident she can scream away anything that scares her.

As Junie B. goes about her trick-or-treating, she is unable to scare her friends and is not

pleased with some of the "treats" she gets from her neighbors. As the night goes on, Junie B. lets her fears of the Halloween secrets take over and she imagines giant bats attacking her! The bats turn into clowns who try to steal her wig. Junie B. screams until the clowns run away.

Home Safe Home

Back at home, Junie B. shows Phillip Johnny Bob the treats in her Halloween bag. Mother comes in and asks her to take off her costume and go to bed. Junie B. gets ready for bed, but falls asleep with her clown wig and nose still on. As Junie B. sleeps, Father comes into her room to say good night. This surprises Junie B. and she pops out of bed, scaring her father who yells in fright. Mother comes running in to find Junie B. very pleased that she actually scared someone on Halloween. Junie B. cannot wait until next Halloween!

Pre-Show Discussion Questions

The following conversation starters will help you think about the themes in *Junie B. Jones in BOO...and I Mean It!*, as well as make some predictions about the production itself. Discuss the following before you join us at the theatre:

- 1.) Halloween is a day to have fun and get spooky!
 - a. What is your favorite part about Halloween?
 - b. What is something on Halloween that scares you?
- 2.) When you are feeling scared or nervous, what is something you do to make yourself feel more brave?
- 3.) Have you ever lost a game and been upset about it? How did you help yourself feel better?

Post-Show Discussion Questions

We hope you enjoyed Orlando Family Stage's production of *Junie B. Jones in BOO...and I Mean It!*. Discuss the following questions after attending the performance:

- 1.) What was *Junie B. Jones in BOO...and I Mean It!* 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?
- 2.) What did you notice when you first entered the theatre? Describe the stage.
- 3.) What was the setting of the story? Did the scenery help establish the show's location? What specific things did you notice about the scenery or stage lighting? Was there anything that helped you know it was Halloween?
- 4.) What did you notice about the actors and their performances? How did they use their voices and bodies to bring the characters to life?
- 5.) Which character do you relate to the most? Why? What words describe that character?

Florida State Standards

Detailed list of Florida State Standards satisfied by using this guide and attending Orlando Family Stage's production of *Junie B. Jones in BOO...and I Mean It!*

Language Arts (B.E.S.T.)

[ELA.K12.EE.1](#) Cite evidence to explain and justify reasoning

[ELA.K12.EE.3](#) Make inferences to support comprehension

[ELA.K12.EE.4](#) Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

[ELA.K12.EE.6](#) Use appropriate voice and tone when speaking or writing

[ELA.K.C.2.1](#) Present information orally using complete sentences.

[ELA.1.C.2.1](#) Present information orally using complete sentences and appropriate volume

[ELA.2.C.2.1](#) Present information orally using complete sentences, appropriate volume, and clear pronunciation.

[ELA.3.C.2.1](#) Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

[ELA.3.C.2.1](#) Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

[ELA.5.C.2.1](#) Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

[ELA.6.C.2.1](#) Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

[ELA.7.C.2.1](#) Present information orally, in a logical sequence, emphasizing key points that support the central idea.

[ELA.8.C.2.1](#) Present information orally, in a logical sequence, supporting the central idea with credible evidence.

[ELA.9.C.2.1](#) Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

[ELA.10.C.2.1](#) Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

[ELA.11.C.2.1](#) Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.

[ELA.12.C.2.1](#) Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

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.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.S.1.3](#) Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.

[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.S.1.3](#) Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.

[TH.68.S.2.3](#) Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.

[TH.68.H.1.5](#) Describe one's own personal responses to a theatrical work and show respect for the responses of others.

[TH.912.C.1.3](#) Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

[TH.912.C.3.3](#) Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.