



**ORLANDO
FAMILY
STAGE**

IN PARTNERSHIP WITH UCF

Cue to Cue

RESOURCE GUIDE

for Educators and Audience Members

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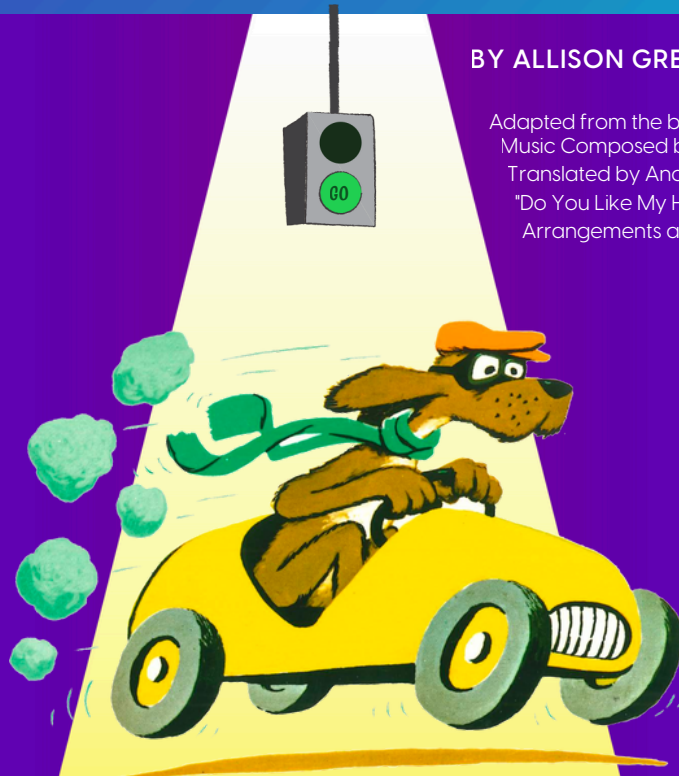
Adapted from the book "Go, Dog. Go!" by P.D. Eastman

Music Composed by Michael Koerner

Translated by Ana Maria Campoy

"Do You Like My Hat?" Lyrics by Michael Koerner

Arrangements and Music Tracks by Robertson Witmer



CENTENNIAL SUPPORTERS



UNIVERSITY OF
CENTRAL FLORIDA



EDYTH BUSH
CHARITABLE FOUNDATION



ORANGE COUNTY
GOVERNMENT
FLORIDA

Go, Dog. Go!
...
Ve Perro ¡Ve!

SEASON PRESENTED BY


Advent Health
for Children

WITH SUPPORT FROM



UNITED ARTS
CENTRAL FLORIDA

Welcome to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching Go, Dog. Go! · Ve Perro ¡Ve!

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Florida State Standards

Big Themes

- Play
- Imagination
- Opposites
- Communication
- Self-Expression

Short Show Description

Go, Dog, Go! Ve Perro ¡Ve! is a bilingual live stage musical production based on the classic book by P.D. Eastman. This playful, imaginative, and energetic show focuses on physical storytelling, music, and the use of bilingual vocabulary to introduce and engage children in creative exploration. Through a series of scenes, the dogs participate in a variety of activities, such as working, driving, playing, swimming, sleeping, and dancing. The central thread throughout the show is Hattie, a fancy dog, who repeatedly appears in various points of the play with various hats to ask MC Dog, "Do you like my hat?" This evolving interaction between these two dogs, combined with all the other activities in the show, explores themes of teamwork, friendship, accessible language, and the joy of seeing dogs on the "GO!"

Play Synopsis

Meet MC Dog & Hattie

We are introduced to MC Dog, a black and white dog with ears and a tail! ("Opening") MC DOG puts on some skates and rolls around the stage. More dogs appear on scooters, bikes, and wagons. They are big and little and go in and out until there is a loud crash! ("Dog Parade") Hattie is a pink poodle wearing a lovely little hat. ("Hattie's Waltz") MC Dog does not like her hat. No need to worry, there is a tree-jumping game to play!

Key Spanish Vocabulary Used: perro(s), enorme, pequeño, blanco, negro, entra, sale, hola, adiós

Dog House and Trees

MC Dog arranges various items in front of the Dog House and is careful to wipe his feet each time he enters ("Dog House"). The dogs leap from one colorful tree to another like musical chairs until Yellow Dog, left out, proudly lifts the sun and shouts, "The sun is YELLOW!"

Key Spanish Vocabulary Used: perro(s), enorme, chiquito, blanco, negro, árbol, azul, rojo, verde, amarillo, sol

Dogs Work and Clean Up

MC Dog and Red Dog appear and put two ladders in place along with a wooden plank ("Ladder and Plank"). MC Dog reviews the blueprints while all the other dogs begin to work with tools, picks, shovels, a wheelbarrow, and buckets ("Dogs at Work"). Green Dog does a rhythmic "Carpentry Solo" on the plank, and the dogs' work slows down. Blue Dog enters with a Jackhammer that does not do the job at first. The other dogs encourage Blue Dog to keep trying, and the Jackhammer gets out of control. The dogs clean up the job site ("Clean Up Time") and stand behind the plank in a row as they prepare for lunch ("Lunch").

Key Spanish Vocabulary Used: perro(s), trabajar

Dogs Eat Lunch

Dogs open their lunchboxes to take out and smell their sandwiches. They begin trading and sharing the sandwiches with one another. Hattie, the poodle, returns ("Hattie's Waltz, Part Two") with a new hat and asks MC Dog if he likes it. MC Dog replies that he does not, and Hattie scoots away. The dogs return to their lunch, and Green Dog produces a large salt shaker, shakes salt onto their sandwich, and passes it along to all the dogs, but when it gets to Red Dog, it stops working. Frustrated, Red Dog tosses it off stage, and it flies back in. Red Dog attempts to do it again, and a baseball flies back on stage. Red Dog catches it amazed ("Dogs at Play!").

Key Spanish Vocabulary/Phrases Used: Sombrero, adiós, "¿te gusta?", "no me gusta", "¡hasta luego!"

Dog Baseball

MC Dog enters in Umpire gear while the other dogs bring mitts, a bat, and home plate to set up the ball field. They gather for a group photo and then engage in an improvised, interactive baseball game with audience members until a bucket of blue paint splashes across the stage, saying "splash!"

Key Spanish Vocabulary/Phrases Used:
perro(s), ¡ándale!

Dogs in Night on the Water

The dogs swim through the water and then come together for some synchronized swimming ("*Night on the Water*"). A rowboat appears. In the rowboat are three of the dogs who sit in silence until they begin to sing ("*Bow Wow Round*") and are joined by MC Dog. As the song concludes, they take a deep breath and blow "out" the lamp, and then turn around to the moon and blow it "out" too.

Key Spanish Vocabulary Used: perro(s), arriba, agua, tres, noche

Dog Bedtime and Carnival

From the darkness, a light slowly appears and focuses on MC Dog wearing a sleeping cap and holding an oversized light-switch ("*Dogs in Bed*"). The dogs try to go to bed...but they can not stop being silly! They are making noise with their noisemakers and they lift the corners of blue fabric to form a miniature circus tent. A miniature roller coaster and carousel appear on stage and all the dogs wake up and start to dance ("*Baile de Día*").

Key Spanish Vocabulary/Phrases Used:
perro, perrito, noche, jugar/jueguen, dormir/dormirán, vuelta(s), bajar/bajense, "noche no es hora para jugar", "es hora de...", "ahora es", "¡otra vez!", amarillo

Solo Dog and Day Dance

The joyous dance ends with all the dogs running off stage, but Blue Dog remains fast asleep. When they wake up, they feel a little lonely and play with the spotlight ("*Solo Dog*"), until Yellow Dog zooms in with a car!

Key Spanish Vocabulary/Phrases Used:
perro, grande, tres, rojo, verde, amarillo, arbol, barco, baja, vulta(s), árbol, noche, trabajar, fiesta, sol, "¡ya levanto el sol!", "¡el sol es amarillo!", "¡andale perros, andale!", "¡otra vez!"

Dog Cars

Red, Green, and Yellow Dog arrive driving cars ("*Dogs in Cars*"). All the dogs take a moment to look at a road map held by MC Dog, just as Hattie appears in a skiing outfit wearing a stocking cap. She asks MC Dog if he likes her hat, and he responds that he does not, so Hattie skis away as dogs return to driving their cars. Yellow and Blue Dog continue in a hurry and end up in a slow-motion crash that ends in an animated, but silent argument ("*Go, Dog, Go!*"). MC Dog stops the argument, and the dogs continue driving and racing until they reach another stop, when Hattie appears again wearing a frilly, pink, sombrero-type hat and asks MC Dog again if he likes her hat. He responds that he does not without hesitation. MC Dog quickly turns the traffic signal to green, and the dogs drive off. Hattie produces a microphone and becomes an announcer, and asks where the dogs are going. She scats and hums offstage.

Key Spanish Vocabulary/Phrases Used:
perros, grandes, chiquitos, hola, "¿te gusta mi sombrero?", "no me gusta", "¡yendo rápidamente!", semáforo, rojo, dos, tres, cuatro, "¡vaya! mira esos perros", "¿por qué van tan rápido en sus carros?", "¿a dónde van esos perros?"

Dog Tree

The dogs travel to a tree. A large yellow ladder appears and all the dogs climb up the tree while they sing ("Up the Tree") and arrive at the dog party.

Key Spanish Vocabulary/Phrases Used: árbol, ¿por qué?, trabajar, "¿trabajarán allí?", jugar, "¿jugarán allí?"

Dog Party

All the dogs appear at the party wearing party hats, while holding noisemakers, lollipops, party streamers, and flowers. The entire stage is filled with colorful swirling lights as the dogs sing ("Big Dog Party") while playing games and having fun. The dogs also partake in a conga line and cheer each other on until they stop when they see the huge birthday cake that appears. Hattie appears from behind the cake wearing the grandest hat of all, and sings ("Do you Like my Hat?"). All the other dogs sing-along while awaiting MC Dog's answer. After taking a very long time circling Hattie, he finally says, "I do". ("Finale") With one last joyful "GO, DOG. GO!" the stage bursts into cheers as the dogs celebrate friendship, fun, and adventure! ("Final Goodbyes")

Key Spanish Vocabulary/Phrases Used: perros, fiesta, azul, amarillo, verde, negro, blanco, sombrero, botones, moños, "¡que padre, una fiesta de perros!", "¿qué crees?", "¡andale perros, andale!"



Pre-Show Discussion Questions

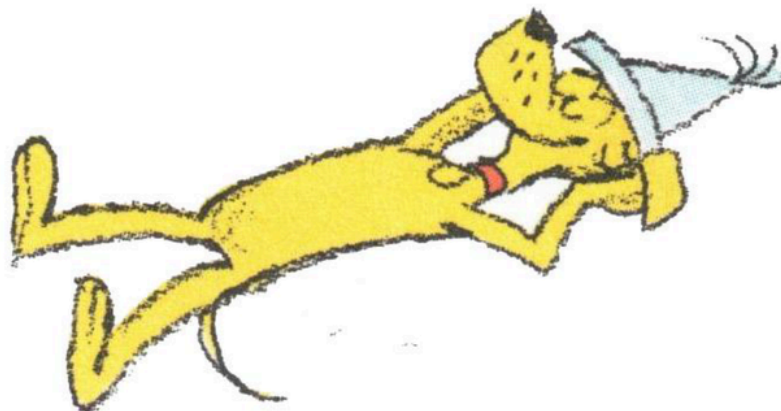
The following conversation starters will help you think about the themes in *Go, Dog. Go! · Ve Perro ¡Ve!* and make some predictions about the production. Discuss the following before you join us at the theatre:

1. What do you expect to see in the show? What parts of the book do you think will come to life on stage?
2. This is a bilingual show in both English and Spanish. Do you know any words in Spanish for colors, animals, or directions? What Spanish words are you hoping to learn from the play?
3. The dogs in the play do all kinds of activities, such as driving, skiing, dancing, and more. What are some of your favorite things to do?
4. The dogs in the story all have their own personalities. What do you think makes someone a good friend or a good teammate, whether they are a dog or a person?

Post-Show Discussion Questions

We hope you enjoyed Orlando Family Stage's production of *Go, Dog. Go! · Ve Perro ¡Ve!* Discuss the following questions after attending the performance:

1. What was *Go, Dog, Go! Ve, Perro, ¡Ve!* about? Can you describe the story in one sentence?
2. What did you notice when you first entered the theatre? How did the stage and lighting help set the mood before the play began?
3. Where did the story take place? Did the scenery and props help show you the different places the dogs went?
4. How did the actors use their voices and bodies to bring the characters to life? Were there moments when their movement or expression helped tell the story without words?
5. Which character do you relate to the most? Why? What are three words you would use to describe that character?



Detailed list of Florida State Standards satisfied by using Family Stage's Field Trips and this Resource Guide.

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.