

ORLANDO REPERTORY THEATRE
IN PARTNERSHIP WITH UCF

The **RIP**

WELCOME to CUE TO CUE, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING *GERONIMO STILTON: MOUSE IN SPACE*

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CUE TO CUE

A RESOURCE GUIDE FOR EDUCATORS AND AUDIENCE MEMBERS

CREATING MOMENTS THAT MATTER

Geronimo Stilton: MOUSE IN SPACE

January 30 - March 5, 2017



BASED ON AN ORIGINAL IDEA BY
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ORIGINALLY COMMISSIONED BY
OREGON CHILDREN'S THEATRE
STAN FOOTE, ARTISTIC DIRECTOR



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ORLANDO REPERTORY THEATRE
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The **REP**

ABOUT THE PLAY



Geronimo's story begins with a low-speed chase between himself and an elderly female mouse. As the grandma slowly attempts to "out-run" Geronimo, he explains to his sister, Thea, and his cousin, Trap, that the grandma is not a grandma at all. In fact, she has stolen the Mouse Island Diamond and he must stop her! Geronimo accidentally steps on the elderly mouse's robe and it is revealed that she is the Mouse Island diamond thief in disguise. Just in time, Kornelius Von Kickpaw (also known as Agent Double 0-K), arrests the, now younger, mouse and reveals that Geronimo has just caught the international jewel thief, The Shadow. Impressed with his work, Agent Double 0-K offers Geronimo a secret agent position with the Mouse Island Secret Service Organization (M.I.S.S.O.). Geronimo is excited but worries about leaving his current job as Editor-in-Chief of The Rodent's Gazette. Agent Double 0-K reassures him that his job at the newspaper is the perfect cover, allowing Geronimo to resume his celebration.

As Geronimo settles in for the night, he sits at his typewriter and reads aloud as he writes about a dream. In his dream, he was floating through space and was surrounded by asteroids, comets, and planets made from different types of cheese. Suddenly, realizing that there is an audience, Geronimo introduces himself as Editor-in-Chief for The Rodent's Gazette and mentions his tendency to unexpectedly find adventure. Cut short by a loud noise, he discovers that his home has been invaded by robbers. He grabs a bedroom slipper in a panic and ends up scaring away the masked figures. The next morning, Geronimo is bombarded with voicemails from his family. When his grandfather finally reaches him, he tells Geronimo that New Mouse City experienced a series of break-ins the night before, and that Geronimo must write an article about it as soon as possible. Right after, Geronimo's family enters his apartment. He officially introduces them to the audience, this time adding his favorite nephew, Benjamin. Thea and Trap warn Geronimo that the robbers might come back, so he must be prepared. He turns on music to calm his fear only to hear a commercial for a new type of security system called Safe Squeak.

The next day, Geronimo rides with Thea on her motorcycle to get to work. On the way there, he notices signs for Safe Squeak security system, which he has never noticed before. Clearly intrigued, he sets up a meeting with Suzy Slyrat from Safe Squeak. Geronimo asks Suzy if he could have the "completely safe" package from the company, which leads to Suzy asking for a small deposit, as well as access to all of his personal information and passwords. Geronimo is hesitant about giving up his privacy, but Suzy reminds him that the robbers could come back if he does not make a decision quickly. Flustered and afraid, Geronimo agrees to the security system, giving Suzy all of his passwords and information in the process. Suzy leaves as Geronimo's grandfather calls again, pressuring him for the robbery story. Geronimo gets to work on the article in which he encourages all of Mouse Island to purchase the Safe Squeak security system.

After a long night of his new alarms going off, Geronimo decides to watch some television. He quickly realizes that he and several other mice are having their private moments broadcast on live television for everyone to see. He realizes that the Safe Squeak cameras have been compromised and after receiving a message from Agent Double 0-K, heads to the M.I.S.S.O headquarters. When he arrives at headquarters, Professor Astrofur and Agent Double 0-K explain that the situation is grave. At that very moment, a message comes through from Dr. Wicked Whiskers. The evil doctor explains that he is controlling everyone's security systems from a satellite, and that he will not give everyone their privacy back until they give him a mountain of gold coins. The professor informs Geronimo that he will need to gather a team so that they may go into space and stop Dr. Wicked Whiskers. Geronimo asks Thea and Trap to join him on the mission but tells Benjamin that it is too dangerous for him. Shortly after, the mice begin training for their mission into space. Geronimo struggles to keep up with Thea and Trap during the training, they both know more than one language and Geronimo only knows Morse Code. Despite this, he impresses the professor with his knowledge of space.

After a rigorous week of training, the team lifts off into space. Not long after arriving, they find an unexpected stowaway: Benjamin. At first, Geronimo is reluctant to let Benjamin stay, but after his nephew proves his space knowledge, he allows him to tag along. The team aboard Ratollo 16 soon loses communication with base, preventing them from being able to locate Dr. Whiskers' satellite. Geronimo offers to fix the communication system so that they can get back on track. Geronimo fixes the antenna outside the ship, unhooking his cable from the shuttle in the process. After an asteroid sends him floating away from the ship, he manages to land on a mouse-made asteroid. He goes through the door of the asteroid only to find the lair of Dr. Wicked Whiskers. Geronimo is surprised to find that Suzy Slyrat is there with the evil doctor. She reveals that she is Dr. Whiskers' daughter and laughs about how their plan worked because Geronimo's article sped up the process. The evil duo goes on to tell Geronimo the entire plan: how they robbed the rodents of New Mouse City, leaving everyone fearful enough to purchase a security system that required them to give up their privacy and information. They tie Geronimo up and leave the lair, being sure to activate a timed self-destruct button. Geronimo stomps on the ground in anger, resulting in a loud sound. Upon realizing this, he decides to stomp out a message in Morse code, so that his team can come save him. They make it to him just in time, disabling the security systems in the process.

The team makes it back to New Mouse City safely. Geronimo is back at his typewriter, this time writing about his adventures for his private journal. His moment of peace is quickly disrupted when Agent Double 0-K informs him that Dr. Whiskers is on the run and is on his way to a new hideaway. He urges Geronimo to come outside so that he may begin his jungle training. Geronimo, a little scared but very excited, says goodbye to the audience and begins to prepare for his jungle adventure.

BIG IDEAS IN GERONIMO STILTON: MOUSE IN SPACE

- Teamwork
- Adventure
- Family
- Problem-Solving

POST-SHOW DISCUSSION QUESTIONS

1. What did you notice when you first entered the theatre? Describe the stage.
2. What was the setting of the story? Did the set and scenery help to 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 *Geronimo Stilton: Mouse in Space* occurs in space. How did the costume designer make the characters look like they traveled to outer space? What specific details did you notice about the costumes: color, shape, and texture? What did the costumes say about the characters?
4. What did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?
5. Which character do you relate to the most? Why? What words describe that character?
6. What did the characters learn about themselves or the world in the play? Was there a moral or lesson?
7. What was the story 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?

BELL WORK

Directions: In *Geronimo Stilton: Mouse in Space*, problem-solving is a theme that runs throughout the play. Geronimo learns the power of teamwork when trying to solve mysteries he encounters. When is it best to work as a team? What types of problems can be solved when you work with others? What types of problems are better solved when working on your own? Compare and contrast the two methods for solving problems. Which method do you prefer and why?

Standard: LAFS.3-5.W.1.3

WORD WALL

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.

suspicious	the ability to do something that frightens one
notorious	smelling or tasting unpleasant as a result of being old and stale
rancid	a particular course or mode of action
antique	famous or well known, typically for some bad quality or deed
courage	aware of and responsive to the feelings of others
possession	the state of being away from public attention
deposit	having or showing distrust of someone or something
identification	noting that in which no others have a share
sensitive	the state of being away from public attention
procedure	the state of having, owning, or controlling something
privacy	the act of finding out who someone is or what something is
exclusive	a collectible object that has a high value because of its age

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 of the words you choose.

Standard: LAFS.1-2.L.3.4, LAFS.3-5.L.3.3-8



ACTIVITIES ACROSS THE CURRICULUM

COMPUTER SCIENCE

DIRECTIONS

In *Geronimo Stilton: Mouse in Space*, we learn about the importance of privacy. In today's world, young people use different forms of technology for school and to socialize with their friends and family. These privileges come with responsibilities.

Cyberbullying is becoming more prevalent than ever. Break into small groups and discuss the different types of cyberbullying students experience in today's society. Choose one of the forms of cyberbullying, for example: saying mean things to each other online or mocking pictures of fellow classmates. Now it is your chance to prevent it! Devise creative solutions for preventing and dealing with cyberbullying. Create a pitch with your small groups and three reasons why you think your solution will work. Share your ideas with the entire class.

Reflect: Do our solutions feel realistic? Why is it important to talk about these issues with one another? Does this discussion change the way you will act online, why or why not?

Standard: **SC.35.CS-PC.2.2**

SCIENCE

DIRECTIONS

The solar system is comprised of moons, stars, planets, gas, and asteroids. With so many different types of objects floating around in space, it is hard to keep track of what makes them similar and unique. Break into three groups, each group should research one of the following: dwarf planets, planets, or moons. Find facts about each type of celestial object and present them to your classmates. As an entire class, compare and contrast dwarf planets, planets, and moons in a Venn Diagram.

Activity Extension: Create a model of a solar system. A model is a small 3D representation of something significantly larger. Use color, shape, and accurate measurements to indicate the size and distance between the planets in our solar system. Share with your class!

Standard: **SC.5.E.5.2, SC.35.CS-CS.1.4**

LANGUAGE ARTS

DIRECTIONS

Geronimo is the editor of the Rodent's Gazette. His paper is filled with exciting articles reporting current events. What current events are happening in your own life? What interesting facts, stories, and events will readers want to know about? Write an article that tells the story about something interesting in your class, school, or community. Use descriptive language to communicate to your story. Use a combination of drawing, dictating, and writing based on your grade level. Share your article with a classmate.

Extension: As a class look at an example of a real newspaper. What are the different components? Make a list of the things that appear in a newspaper, for example, advertisements, headlines, page numbers, etc. Using the articles you wrote, create your own class newspaper! What will it be called? What will your logo or title look like? How can you group your articles into categories for your readers? Work together to publish your own gazette like Geronimo!

Standard: **LAFS.K-5.W.1.3**



VISUAL ARTS

DIRECTIONS

Imagine that you are living in the future and space travel is accessible to everyone. Draw/design a poster to attract tourists to a planet or moon of your choice. Try to think about what your destination is known for and use it as a possible selling point!

Resources: Check out these examples!
<http://www.jpl.nasa.gov/visions-of-the-future/>

Standard: **VA.4.S.1.2, VA.2.C.1.1**



ADDITIONAL RESOURCES

INSPIRED BY THE SHOW

ADDITIONAL GERONIMO STILTON TITLES

Lost Treasure of the Emerald Eye
The Curse of the Cheese Pyramid
Cat and Mouse in a Haunted House
I'm Too Fond of My Fur!
Four Mice Deep in the Jungle
Paws Off, Cheddarface!
Red Pizzas for a Blue Count
Attack of the Bandit Cats
A Fabumouse Vacation for Geronimo
All Because of a Cup of Coffee
It's Halloween, You mousey Mouse!
Merry Christmas, Geronimo!
The Phantom of the Subway
The Temple of the Ruby of Fire
The Mona Mousa Code
A Cheese-Colored Camper
Watch Your Whiskers, Stilton!
Shipwreck on the Pirate Islands
My Name is Stilton, Geronimo Stilton
Surf's Up, Geronimo!
The Wild, Wild West
The Secret of Cacklefur Castle
Valentine's Day Disaster
Field Trip to Niagara Falls
The Search for Sunken Treasure
The Mummy with No Name
The Christmas Toy Factory
Wedding Crasher
Down and Out Down Under
The Mouse Island Marathon
The Mysterious Cheese Thief
Valley of the Giant Skeletons

Geronimo and the Gold Medal Mystery
Geronimo Stilton, Secret Agent
A Very Merry Christmas
Geronimo's Valentine
The Race Across America
A Fabumouse School Adventure
Singing Sensation
The Karate Mouse
Mighty Mount Kilimanjaro
The Peculiar Pumpkin Thief
I'm Not a Supermouse!
The Giant Diamond Robbery
Save the White Whale!
The Haunted Castle
Run for the Hills, Geronimo!
The Mystery in Venice
The Way of the Samurai
This Hotel is Haunted!
The Enormouse Pearl Heist
Mouse in Space!
Rumble in the Jungle
Get Into Gear, Stilton!
The Golden Statue Plot
Flight of the Red Bandit
The Stinky Cheese Vacation
The Super Chef Contest
Welcome to Moldy Manner
The Treasure of Easter Island
Mouse House Hunter
Mouse Overboard!
The Cheese Experiment

Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 1: Key Ideas and Details

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

- LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.
- LAFS.1.RL.1.1 Ask and answer questions about key details in a text.
- LAFS.2.RL.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.3.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.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.
- LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.
- LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.
- LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.
- LAFS.3.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.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 2: Craft and Structure

- LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

Language Arts Florida State Standards | Strand: Writing Standards | Cluster 1: Text Types and Purposes

- LAFS.K.W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- LAFS.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- LAFS.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Language Arts Florida State Standards | Strand: Language Standards | Cluster 3: Vocabulary Acquisition and Use

- LAFS.1-2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade.
- LAFS.3-8.L.3.3-8 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Next Generation Sunshine State Standards - Computer Science

- SC.35.CS-PC.2.2 Describe types of cyberbullying and explain what actions should be taken if students are either victims or witnesses of these behaviors.

Next Generation Sunshine State Standards - Science

- SC.5.E.5.2 Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.
- SC.35.CS-CS.1.4 Create a simple model of a system (e.g., flower or solar system) and explain what the model shows and does not show.

Next Generation Sunshine State Standards – Visual Arts

- VA.4.S.1.2 Explore and use media, technology, and other art resources to express ideas visually.
- VA.2.C.1.1 Use the art-making process to communicate personal interests and self-expression.

Next Generation Sunshine State Standards – Theatre Arts

- 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.K.O.2.1 Draw a picture of a favorite scene from a play.
- TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
- TH.1.C.2.2 Identify elements of an effective performance.
- TH.4.C.3.1 Identify the characteristics of an effective acting performance.
- TH.K.C.3.2 Share reactions to a live theatre performance.