

ORLANDO REPERTORY THEATRE
IN PARTNERSHIP WITH UCF

The REP

CUE TO CUE

A RESOURCE GUIDE FOR EDUCATORS
AND AUDIENCE MEMBERS

CREATING MOMENTS THAT MATTER

WELCOME TO CUE TO CUE, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING *CURIOUS GEORGE: THE GOLDEN MEATBALL*.

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February 27 - April 9, 2017

Music by John Kavanaugh | Book & Lyrics by Jeremy Desmon

Based on the books by Margret and H.A. Rey and the Play Owned by Universal Stage Productions

Curious George: The Golden Meatball is presented through special arrangement with Music Theatre International (MTI). All authorized performance materials are also supplied by MTI, New York, NY. P: 212-541-4684 F: 212-397-4684 www.MTIShows.com
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ABOUT THE PLAY



On a windy, busy street in a bustling city, carpenters and painters are hard at work. Two painters discuss which color to paint a sign, blue or yellow, finally deciding on green after bumping into each other and accidentally mixing the colors. The doorman for #7 N. Avenue works on a crossword puzzle as the Man with the Yellow Hat enters optimistically. As the wind continues to blow, the Man with the Yellow Hat realizes that he is without his companion, George. George, a curious little monkey, enters, enthusiastically waving a red kerchief that he found. An attempt to tie the red kerchief for George by the Man with the Yellow Hat is foiled by another gust of wind, sending the kerchief and the monkey running back down the busy street, meeting all his friends along the way ("Curious George Theme Song").

Having regained his red kerchief, George is excited to show off his well-practiced serving skills in preparation for the All-You-Can-Eat Meatball Day at Chef Pisghetti's. Using tennis balls in place of meatballs, George carefully demonstrates to the

Doorman and the Man with the Yellow Hat how he will serve Chef Pisghetti's customers with intense focus until a delivery truck horn blares and immediately snatches George's attention ("Special Delivery"). Accepting the delivery, George inquires about the sticker on the package. The Doorman and the Man with the Yellow Hat explain that the sticker shows the recipient where the package came from and its destination. In this case it, came from Rome, Italy, and arrived at #7 N. Avenue for George! George is thrilled with the bubble wrap but even more enthralled with his very own Chef's hat and an invitation from Chef Pisghetti to help him cook the meatballs. George decides that there is no time to waste and rushes over to Chef Pisghetti's Ristorante with the Man with the Yellow Hat.

George and the Man with the Yellow Hat arrive at the kitchen of Chef Pisghetti as he finishes a pep talk to his assistant cooks. Delighted at George's arrival, Chef Pisghetti requests a picture by Netti with his little look-a-like in the matching hat and red kerchief. Seeing George in his hat from Rome, Chef Pisghetti reminisces about the beauty of his home country ("Ah, Roma") and all of its wonderful things, especially the Golden Meatball Contest. George is intrigued by this contest, where a trophy is given to the chef who makes the most delicious meatballs. Although Chef Pisghetti would love to enter the contest, he never has, preferring instead to focus his cooking skills on his own customers and the All-You-Can-Eat Meatball Day. Chef Pisghetti, George and the Cooks work together to make the famous meatballs ("Dash of Joy"). Finally, it is time to deliver the delicious meatballs to the hungry customers... only the dining room is empty! The kitchen staff and George notice a crowd gathering across the street and race out to see what is keeping people away from Meatball Day.

A slick salesman, Phineas T. Lightspeed, has the crowd whipped into a frenzy with his One-of-a-Kind Meatball-o-Matic 9000, which produces instant meatballs ("Who's Got Time"). Chef Pisghetti is devastated and defeated when an invitation to attend the Golden Meatball Contest arrives in the mail ("Special Delivery Reprise"). George, Netti, and the Man with the Yellow Hat try to convince the Chef to participate ("Golden Meatball"). However, Chef Pisghetti refuses to enter the contest, believing that no one will ever want his meatballs again.

ABOUT THE PLAY

Returning to #7 N.Avenue, George and the Man with the Yellow Hat meet the doorman just as another delivery arrives ("Special Delivery – Reprise #2"). The package is addressed to a Georgette Johnson, who does not live at #7 N.Avenue. The Delivery Man allows George to stamp the package with the Return to Sender stamp and heads along his route, forgetting his stamper with George. George discovers how to cheer up Chef Pisghetti and get his meatballs to the contest by stamping the delivery box from Rome that contained his Chef's Hat with Return to Sender... and jumping inside with the meatballs and the invitation! The Man with the Yellow Hat and the Doorman enter and quickly deduce George's plan before heading off to Rome themselves.

George peeks out of his box and onto a busy piazza in Rome. Italian painters welcome him to the city ("That's How You Know You're in Rome"), paint his portrait and bring him to the Golden Meatball Contest at The Coliseum. The Man with the Yellow Hat, Chef Pisghetti, and Netti enter the piazza and notice the painting of George. They quickly head to the Coliseum, narrowly missing George along the way ("Go, Monkey, Go"). Also on his way to the Coliseum is Phineas T. Lightspeed, set on winning that contest.

As the chaos settles, George and the Man with the Yellow Hat bump into each other. Reunited at last in front of the Coliseum, they inform a lost Chef Pisghetti on the phone that George has entered his meatballs into the contest. Chef Pisghetti is touched to have such a friend in George ("A Buddy Like You"). Only, unbeknownst to George, you cannot just bring meatballs to enter; you have to cook them fresh at the contest. With no time to make it to the Coliseum, Chef Pisghetti asks George to cook the meatballs for him. George agrees, but hangs up the phone without learning what the secret ingredient is ("The Contest/Keep Your Eye on the Ball").

Once the contestants complete their meatballs, it is time for judging to begin ("Judging: That's a Meatball"). Chef Pisghetti runs in, but it is too late to add the secret ingredient. Frankie, the judge, tastes each meatball and names George and Chef Pisghetti the winners! Chef Pisghetti informs George that he had the secret ingredient all along: Love. ("Finale: Curious George Theme Song").

BIG IDEAS IN *CURIOUS GEORGE: THE GOLDEN MEATBALL*:

- Friendship
- Travel
- Food
- Community

THE CREATORS

AUTHORS | H.A REY AND MARGRET REY

Hans Augusto Rey and **Margret Rey** were an all-star husband and wife duo who worked together on a variety of projects. Hans published his first children's book, *Raffy and the Nine Monkeys*, which marked the debut of a mischievous monkey named Curious George. After *Raffy and the Nine Monkeys* was published, the Reys decided that Curious George deserved a book of his own. They began working on a manuscript that featured the lovable little monkey. But the late 1930s and early '40s were a tumultuous time in Europe, as Hitler and the Nazi party began tearing through Europe. On June 14, 1940, the Reys set off on their bicycles, equipped with only warm coats, a bit of food, and five manuscripts -- one of which was *Curious George*. From there, they eventually made their way to New York City, beginning a new life as children's book authors. For 75 years, the Curious George books have sold more than 25 million copies and have been translated into many different languages. Today, Curious George continues to capture the hearts and minds of readers throughout the world.

PLAYWRIGHT/LYRICIST | JEREMY DESMON

Jeremy Desmon is an award-winning musical theatre bookwriter whose stories have played around the world. *The Girl in the Frame* earned him the prestigious Edward Kleban Prize as America's most promising Musical Theatre Bookwriter. His "revisal" of *Good News* recently opened The Goodspeed Opera House's 50th Anniversary Season. *Pump Up The Volume*, his rock musical adaptation of the 1990 Christian Slater film, is currently being developed for Broadway under the direction/choreography of Christopher Gattelli. Other notable credits: *Surviving The Avalanche* (Barrington Stage), *Virtually Me* (TheatreworksUSA) and the non-musical comedy, *7 1/2 Wondrous Act(s) of True Love* (Midtown Direct Rep). Desmon has also written numerous "family theatrical" touring arena shows, as well Universal's *Curious George Live!*, *Curious George: The Golden Meatball*, *Disney Live's Mickey's Music Festival!*, *Sesame Workshop's Elmo Rocks!* and multiple editions of *Ringling Bros. and Barnum & Bailey Circus*. Only one of these shows was on skates (*Disney On Ice's Rockin' Ever After*).

COMPOSER | JOHN KAVANAUGH

John Kavanaugh is a composer, lyricist, and musical director who is currently serving as a songwriter for Disney TV Animation. He was awarded a 2014 Daytime Emmy Award, with co-lyricist Craig Gerber, for the main title theme song for *Sofia The First*. In addition to *Sofia the First*, John is currently working as songwriter and music director on *Elena of Avalor*. His songs can also be heard in several animated features, including Disney's Winnie the Pooh film *Springtime with Roo* and Nickelodeon's *Globehunters*. He co-wrote the scores to *Curious George Live!* for NBC Universal, *Dreams are Universal* for Universal Studios Japan, *Flintstones: The Musical* for Universal Studios Hollywood, *Curious George: The Golden Meatball*, as well as numerous songs for *Sesame Street Live* and *Tokyo DisneySea*.

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. In *Curious George: The Golden Meatball*, George is a monkey. How did the costume designer create the animal costume? What specific details did you notice about all of the costumes: color, shape, and texture? What did the costumes say about the characters?
4. Did the performance have music or sound in it? Did the characters sing or was music used in the background? Do you think the music helped to tell the story? Why?
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 did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?
8. 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 *Curious George: The Golden Meatball*, George travels to Rome! Pick a place you would want to visit. Imagine you can travel anywhere in the world, but do not forget you will need to pack a suitcase! Make a list or draw a picture of all the items you will need. For example, if you travel to the Bahamas, you will not want to forget your bathing suit and sunscreen! Compare and contrast where you are traveling and what you would pack in your suitcase with a classmate. Did you forget anything?

Standards: LAFS.K-3.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.

curious	a set of instructions for making something, especially a food dish
burst	very old; aged
instant	a person chosen to decide in any competition, contest, or matter
ingredients	anything done with masterly skill
recipe	a race, conflict, or other competition between rivals, as for a prize
masterpiece	eager to learn or know
routine	things that are used to make a food, product
ancient	a customary or regular course of procedure
contest	designed to act or produce results quickly or immediately
judge	the action of inviting someone to go somewhere or do something
lucky	to be extremely full, as if ready to break open
invitation	having, bringing, or resulting from good luck

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.

Standards: LAFS.1-3.L.3.4

ACTIVITIES ACROSS THE CURRICULUM

MATH

DIRECTIONS

George needs to make a lot of delicious meatballs for the competition. He needs to make sure he has enough to serve everyone.

1. His first batch is not very tasty, but 2 come out perfectly. He makes another batch of 6 meatballs. How many does he have to present to the judges?
2. As George is cooking he realizes that his meatballs are disappearing. Someone is sneaking around and eating them! He starts with 10 and 2 disappear. How many does he have left?

Standard: MAFS.K.OA.1.1

SOCIAL STUDIES

DIRECTIONS

In *Curious George: The Golden Meatball*, George travels to Rome, Italy -- which is very far away from Orlando, Florida! As a class, look at a large map of the world. Where are we located on the map? Where is Rome, Italy? Maps come with special symbols to help us read them. One symbol that is helpful is called a cardinal. Use a cardinal and share whether we would need to travel North, South, East, or West to get to Italy. Select additional destinations around the world to test your knowledge of direction. For example, if we want to travel to Maine, which direction would we go? What about Mexico?

Extension: Print pictures of George on cardstock. Invite students to travel with George throughout the year. What interesting places will he go? Document his travels with photographs and pins on a map to show how far he traveled with the entire class.

Standards: SS.1.G.1.3, SS.1.G.1.4

LANGUAGE ARTS

DIRECTIONS

Dear Friend... George and the Man with the Yellow Hat are best friends. Sometimes it is nice to write letters to our friends. Write your friend a letter or draw them a special picture about your day. What details will you include? Once your letter is complete, it is time to mail it! What procedures do you need to follow in order to successfully mail a letter? What will you need from the Post Office? What will you need to put on your envelope? Practice addressing and mailing your letter!

Standards: LAFS.K-3.W.1.3



DANCE

DIRECTIONS

Different cultures, places, and people create music around the world. The origins often dictate how the music sounds, what types of instruments are used, and how the music makes an audience feel. Listen to a variety of songs from all around the world. Using context clues and active listening, try to predict where the music comes from. Examples might include: Chinese Flute music, reggae or steel drum music from Jamaica, or mariachi music from Mexico.

Standard: MU.1.H.1.1

MORE STORIES IN THE WORLD OF CURIOUS GEORGE:

Curious George

Curious George Takes a Job

Curious George Rides a Bike

Curious George Gets a Medal

Curious George Flies a Kite

Curious George Learns the Alphabet

Curious George Goes to the Hospital

Curious George and the Birthday Surprise

Curious George and the Dinosaur

Curious George and the Dump Truck

Curious George and the Pizza

Curious George at the Fire Station

Curious George at the Parade

Curious George Feeds the Animals

Curious George Goes and the Hot Air Balloon

Curious George Goes Camping

Curious George Goes to a Chocolate Factory

Curious George Goes to a Costume Party

Curious George Goes to an Ice Cream Shop

Curious George Goes to School

Curious George Goes to the Beach

Curious George Goes to the Movies

Curious George in the Big City

Curious George in the Snow

Curious George Makes Pancakes

Curious George Plays Baseball

Curious George Takes a Train

Curious George Visits the Library

Curious George Visits the Zoo

Curious George's Dream

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.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).

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.

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.

Math Florida State Standards | Domain: Operations and Algebraic Thinking | Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- MAFS.K.OA.1.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (Students are not required to independently read the word problems.)

Next Generation Sunshine State Standards - Music

- MU.1.H.1.1 Perform simple songs, dances, and musical games from a variety of cultures.

Next Generation Sunshine State Standards – Social Studies

- SS.1.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols.
- SS.1.G.1.4 Identify a variety of physical features using a map and globe.

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-1.C.3.2 Share reactions to a live theatre performance.