

ORLANDO REPERTORY THEATRE
IN PARTNERSHIP WITH UCF

The **RIP**

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 *JUNI B. JONES IS NOT A CROOK*.

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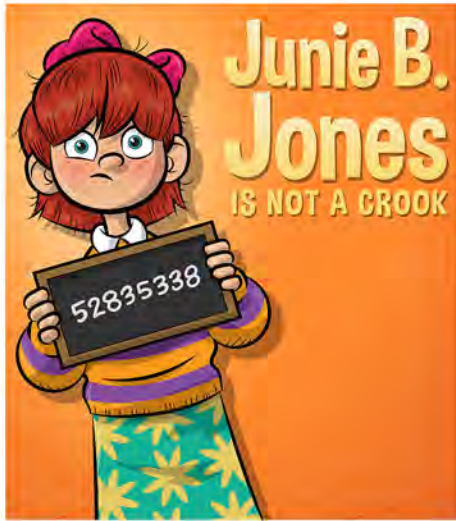
**Junie B.
Jones
IS NOT A CROOK**

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ORLANDO REPERTORY THEATRE
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The **REP**

ABOUT THE PLAY



BIG IDEAS IN *JUNIE B. JONES IS NOT A CROOK*

- Sharing
- Kindness
- Honesty
- Friendship
- Good Deeds
- Self-Discipline

INTRODUCING JUNIE B. JONES

Junie B. Jones is in Kindergarten and has two best friends named Grace and Lucille.

It is another day on the school playground and Lucille is late. Junie B. wonders if she might be held up due to a hysterical accident with her grandfather, a parrot, and a pair of scissors in her hair. We discover that in fact, this incident was with Junie B. and she now has a bald spot to show for it. Luckily, Junie B. is really excited about her new black furry mittens that her grandfather gave her for “no good reason.”

THE NEW KID

Grace and Junie B. want to play horses, which is a fun game that includes galloping, trotting, and snorting. Just as they begin to look for Lucille, they see her being chased by a new student. They tell him to leave her alone and he runs away frightened. Lucille is not happy with her friends. She wanted Handsome Warren to be chasing her and be her boyfriend because she saw him first. The other girls think they would like him to be their boyfriend too. A disagreement ensues and Lucille ends up leaving in a huff. Junie B. is excited to get to class to show off her mittens.

ROOM NINE

In class, Junie B.'s mittens become a distraction. Mrs., her teacher, takes them away and tells her she can have them back at recess. Junie B. cannot seem to focus and asks Lucille if she is still mad at her. Lucille does not want to be friends because Junie B. tried to steal her new boyfriend. Junie B. assures her that she was not, especially since she has a bald spot on her head. Meanie Jim, another student in class, notices the spot and begins to taunt her. The two of them get into it and Mrs. gets very frustrated. Junie B. somehow settles down until recess when she finally gets her mittens back. On their way out, Grace and Junie B. convince Lucille that they are not a threat to her new boyfriend. She finally agrees to introduce him.

ON THE PLAYGROUND

Ricardo approaches Junie B. about their relationship. She confirms that rumors are true: she is no longer interested in being his girlfriend. She tells him they can still be friends, which goes over well. Junie B. finds a spot for her winter coat and mittens, placing them in a careful pile. Lucille spots Handsome Warren and introduces him to her friends. The girls each try to impress him, but Junie B. just ends up falling into a fit of laughter. He calls her a nutball and leaves. As the whistle sounds the end of recess, Junie B. cannot get the idea of being a nutball out of her head. Suddenly, she realizes that her mittens are missing! She is convinced someone stole them. She runs to her teacher in a panic and Mrs. takes her to the office.

LOST AND FOUND

Grouchy Typing Lady sits at the small desk. The Principal comes in and explains how Lost and Found works. At the school, they have a designated box for items people find around campus. Junie B. discovers the wonders of the Lost and Found box and really wishes she could have some of the items inside. Unfortunately, no mittens are found. To ease her pain, she asks if she can take the teddy bear backpack from the box. When refused, she makes her way back to class in a very sad mood. Suddenly, she finds a fabulous pen that writes with four different colors! She dreams of all the beautiful things she can draw and how impressed her friends will be of her, especially Handsome Warren. The Principal arrives in her dream to remind her that if someone finds something, they should bring it back to Lost and Found. Junie B. considers it, but decides that she will be a lot happier if she keeps the pen.



ABOUT THE PLAY

NOT A NUTBALL

The rest of the day, Junie B. hides the pen to keep it safe. Her friend Grace, suspects that Junie B. is quiet because she is upset that Warren called her a nutball. The entire class wonders if Junie B. acts wild sometimes because she eats sugar cereal. Jim takes it too far and taunts Junie B. making her upset. She puts her head down on her desk and reminds everyone that she is NOT a nutball.

BACK ON THE PLAYGROUND

The next day, Junie B. tries to avoid her sugar cereal by giving it all to her dog. Instead, she eats adult cereal and is still chewing on the "fibers" when she gets to school. Grace is excited to show Junie B. her new running shoes that make her lightning fast, but Junie B. is too focused on being calm. Handsome Warren appears and Grace shows off her racing skills, challenging him to one. Before he can follow her, Lucille enters to show off her new dress including the expensive price tag. Junie B. tries to show him how calm she is and ends up flat on her back pretending to sleep. He walks away making the cuckoo sign.

GRANDPA'S WALLET

Junie B. struggles to fall asleep thinking about that fact that if she had her mittens, Warren would love her. She dreams about the crook, but when she wakes up, no mittens in sight. She calls her grandfather and wants to know if they can go to the store and get her another pair of mittens. Unfortunately, they were the last pair. He asks if she checked the Lost and Found because sometimes people will surprise you. In fact, he shares the story of his own lost wallet that someone mailed to him fully intact. It makes Junie B. think about the fact that "finders keepers" might not be the rule and maybe she is a crook. She continues to hide the pen thinking that people might not understand.

JUNIE B. IS NOT A CROOK

The next day, Junie B. tries to find her mittens. Before she can search, the bell rings. She notices a girl run by wearing fluffy black mittens! She tells Mrs. and the girl returns them even though she really really liked them. Just then, Junie B. has a flash back to her dream and sees herself getting arrested because of the pen. She decides that even though she loves it, she needs to bring it to Lost and Found. Back at the Principal's office Junie B. returns the pen because she is not a crook.

HOW TO MAKE FRIENDS

During dinner that night, Junie B. comes up with a plan to get Warren to love her. If she can get to the mall and get some nice shoes and a princess dress like her friends, he will like her. Her mother tells her that is not how you make friends. You should be kind and most importantly be yourself. Hugging her teddy bear for comfort, she notices the red bow around its neck and decides that will help her look like a beautiful princess.

Back on the playground, Junie B. is excited to show off her new accessories. Warren tries to play ball with the other boys, but they run off without him. The three girls try to get his attention but he ends up sitting down and covering his ears. When he yells at the girls to leave him alone, Lucille and Grace leave, but Junie B. stays. She finds out that Warren is really sad because he does not have any friends at his new school. When he starts to cry she tries to cheer him up. Finally, she brings out all of the knock knock jokes she knows. He finally laughs and they both decide they are nutballs and new friends. Just then, Ricardo enters thrilled that he found his lost pen! All of the kids end up playing happily ever after on the playground together.



THE CREATORS

AUTHOR | BARBARA PARK

Barbara Park was best-known as the creator and author of the New York Times bestselling *Junie B. Jones* series, the stories of an outrageously funny girl who has kept kids (and their grownups) laughing—and reading—for over two decades. Published by Random House Books for Young Readers, the series has sold 55 million copies in North America alone, has been translated into multiple languages, and is a beloved and time-honored staple in elementary school classrooms around the world. Some of her other titles include: *Don't Make Me Smile*, which was published first in 1981, followed by *Operation: Dump the Chump* (1982), and *Skinnybones* (1982). She went on to write over fifty books, from the picture book *Ma! There's Nothing to Do Here!*, a love letter to her grandson, to novels for middle school students such as *Skinnybones*, *The Kid in the Red Jacket*, *Mick Harte Was Here*, and *The Graduation of Jake Moon*. Barbara has won more than forty children's book awards, including several Children's Choice Awards. Barbara passed away on November 15, 2013.

PLAYWRIGHT | ALLISON GREGORY

Allison Gregory is a playwright and theatre collaborator. Her plays have been produced all over the country, including three here at Orlando Repertory Theatre: *Judy Moody & Stink: The Mad, Mad, Mad, Mad Treasure Hunt*; *Go, Dog. Go!*; and *Junie B. in Jingle Bells, Batman Smells!*. She has received commissions, grants, and development from Oregon Shakespeare Festival, South Coast Repertory, The Kennedy Center, Indiana Repertory Theatre, the Skirball-Kenis Foundation, ACT Theatre, Seattle Repertory Theatre, The Empty Space, Seattle's Arts and Cultural Affairs, LATC, The New Harmony Project, Seattle Dramatists, Northwest Playwright's Alliance, Amphibian Stage Productions, ZACH Theatre, and Austin Scriptworks. Her work has been the recipient of the Julie Harris Playwriting Award (*Forcing Hyacinths*), South Coast Repertory Theatre's Playwrights Award (*Forcing Hyacinths*), Garland & Dramalogue Awards (*Fall Off Night*, *Breathing Room*, *L.A.*), and Seattle Times Best New Play Award (*Burning Bridget Cleary*), as well as finalists for the O'Neill Playwright's Conference, Bay Area Playwright's Festival, and Harriet Lake PlayFest at Orlando Shakespeare Theater. Her play *Not Medea*, an O'Neill finalist, received a 2016 National New Play Network Rolling World Premiere at B Street Theatre, Contemporary American Theatre Festival, and Perseverance Theatre. Allison also writes for young audiences; those plays include *Go, Dog. Go!*, adapted from the P.D. Eastman book, co-written with Steven Dietz; *Even Steven Goes to War* ("Zoni" Best New Script Award; AATE and UPRP awards; Kennedy Center New Visions/New Voices selection); *Peter and the Wolf* (national tour), and *Junie B. in Jingle Bells, Batman Smells!* (over 150 professional productions). Her play *Ronia: The Robber's Daughter*, adapted from Astrid Lindgren's story, was recently licensed internationally and premiered at Teatr Pinokio in Poland, and *Junie B. Is Not A Crook*, adapted from the beloved book series by Barbara Park, premiered at Childsplay. Her plays are published by Playscripts, Smith & Krauss, Dramatic Publishing, and Rain City Press.



AFTER THE SHOW

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. *Junie B. Jones Is Not A Crook* has two dream sequences. How did you know what was real and what was in her dreams?
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?

LANGUAGE ARTS

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.

EXAMPLE:

adventure	sweat
perspiration	a person's face or lips tightly gathering or contracting into wrinkles or small folds
handsome	emotional grief or sadness, typically caused by loss
puckering	an unusual and exciting experience or activity
scribble	truthful
personal	good-looking
heartache	a type of thick and rich fabric
nerves	challenging or requiring a lot of effort
honest	concerning someone's private life, relationships, or emotions
velvet	sympathetic to how others are feeling
difficult	a person's mental state or feelin
understanding	write or draw (something) carelessly or hurriedly

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

BELL WORK

DIRECTIONS

In *Junie B. Jones Is Not A Crook*, she visits the Lost and Found and discovers some wonderful treasures like a teddy bear backpack. Write or illustrate a Lost and Found box and a special object inside. To whom did it belong? What is the object? How is it used? Use descriptive detail in your writing or drawing of the object.

Standards: LAFS.K-5.W.1.2



ACTIVITIES ACROSS THE CURRICULUM

MATH

SHOPPING!

DIRECTIONS

In *Junie B. Jones Is Not A Crook*, Junie B. Jones wants to go to the mall to buy some things to impress Warren. Answer the following word problems about her potential shopping trip. Use counting objects or drawings as needed.

1. Junie B. Jones has 10 dollars in her piggy bank. She would love to buy a new ribbon for 5 dollars. How much money will she have left?
2. Junie B. Jones dreams of having 1 pair of new sneakers, 3 princess dresses, 5 hair ribbons, and 1 pair of new black fuzzy mittens. How many accessories and clothing items does she want to buy?

Extension:

Visit the store with your parent or guardian. Can you find out how much a ribbon or headband costs? How many objects can you find that start with the letter "R" or "H"? Go on a scavenger together!

Standard: MAFS.K.OA.1.2, MAFS.1.OA.1.1

THEATRE/ELA

PLAYGROUND PLAY



DIRECTIONS

Much of *Junie B. Jones Is Not A Crook* takes place on the playground. If you were to imagine a perfect playground, what types of things do you think you would see? You might see a big slide, monkey bars, swings, or even a seesaw. Break into small groups and work together to create a frozen image or tableau that represents images from a playground. Are there characters and objects in your image? Can you and your group work to scenes from the play with your bodies? For example, how might you represent Junie B. and Grace playing horses? How can you work with your other group members to create a large tire swing? As a group, create a caption for your image. For example, an image of Junie B. and Warren on a seesaw might have the caption: "The Ups and Downs of Friendship." Perform your images and share your captions with your classmates.

Extension:

Use your image as the jumping off point for a story. If the scene begins with friends waiting in line for the slide, what might happen next? What characters might we meet in your story? What challenges do they face? How do they overcome those challenges like Junie B. and her friends?

Standard: LAFS.K-5.W.1.3, TH.1.F.3.1, TH.1.F.1.1, TH.1.S.3.1

SOCIAL STUDIES

FIRST DAY OF SCHOOL

DIRECTIONS

Being the new student can be very difficult sometimes. Think of a way you might welcome a student to your class. What are some new rules your class can establish when a new student joins the group? How can you make sure everyone feels welcome and a part of the classroom community? What might you do to make a new friend?

Extension: Write a journal entry as Handsome Warren (or draw a picture) after his first day of school. How did he feel? What do you think he was thinking about? What do you think he hoped for his next day at school?

Standard: SS.1.C.2.1, SS.1.C.2.2, SS.1.C.2.3



ADDITIONAL RESOURCES

BARBARA PARK TITLES

Skinny-Bones

Junie B. First Grader Toothless Wonder

Ma! There's Nothing to Do Here

Almost Starring Skinny-Bones

My Mother Got Married and Other Disasters

Junie B.'s These Puzzles Hurt My Brain!

Junie B. First Grader Jingle Bells, Batman Smells! (P.S. So Does May)

Top Secret Personal Beeswax: A Journal By Junie B. (and Me!)

Surrounded by Spirits

Mick Harte Was Here

Don't Make Me Smile

The Kid in the Red Jacket

Junie B.'s Essential Survival Guide to School

Junie B. Jones and the Stupid Smelly Bus

Junie B. First Grader Boo...and I Mean It!

Junie B., First Grader Turkeys We Have Loved and Eaten

Junie B. First Grader Dumb Bunny

Junie B. First Grader Boss of Lunch

Junie B. Jones Is Not a Crook

Junie B. First Grader Shipwrecked

Junie B. Jones and the Meanie Jim's Birthday

Junie B. First Grader Aloha-ha-ha!

Junie B. My Valertime

Junie B. Jones Has a Peep in Her Pocket

Junie B. First Grader Cheater Pants

RECOMMENDED PRE-K TITLES

Clifford's Big Book of Things to Know by Norman Bridwell

Franklin Goes to School by Paulette Bourgeois, Brenda Clark

George Shrinks by William Joyce

HarperCollins Treasury of Picture Book Classics by Katherine Teagen, Valerie Lewis

Inside a Zoo in the City by Alyssa Satin Capucilli and Tedd Arnold

The Lucy Cousins Book of Nursery Rhymes by Lucy Cousins

Olivia by Ian Falconer

The Three Pigs by David Wiesner



STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS AND FLORIDA STATE STANDARDS
SATISFIED BY USING THIS GUIDE AND ATTENDING ORLANDO REP'S PRODUCTION OF *JUNIE B. JONES IS NOT A CROON*

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.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.3.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.4.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.5.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.K-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.K-5.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.K-5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade K-2 reading and content, choosing flexibly from an array of strategies.

Math Florida State Standards | 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.

MAFS.1.OA.1.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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.C.2.1 Respond to a performance and share personal preferences about parts of the performance.

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.

TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.

TH.3.O.1.2 Discuss why costumes and makeup are used in a play.

TH.1.F.3.1 Describe and discuss how to work together as actors.

TH.1.F.1.1 Pretend to be an animal or person living in an imagined place.

TH.1.S.3.1 Use simple acting techniques to portray a person, place, action, or thing.

Next Generation Sunshine State Standards – Social Studies

SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.

SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.

SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.