

# Go, Dog. Go!

## BEFORE YOU SEE THE SHOW

### *Go, Dog. Go!*

By Allison Gregory and Steven Dietz  
Adapted from the book by P.D. Eastman

## WHAT THE PLAY IS ABOUT

P.D. Eastman's classic children's book comes to life on stage in an exploration of movement, color and space. The dogs delve into life with gusto, creating a visual spectacle for the audience to feast upon. They snorkel. They howl at the moon. They sing and dance and climb trees. There's cars, hats, audience participation, even a wild game of ball as this laugh-a-minute visual spectacle manages to sneak in some important lessons about life. *Go, Dog. Go!* is a musical romp full of surprises, clowning, vaudeville, singing, barking, and of course, six lovable dogs!

### **A Note from the Playwrights:**

P.D. Eastman's timeless work honors the joyous simplicity of the world around us. Therefore in crafting a stage version of *Go, Dog. Go!*, it is not our intention to "fill out" or "open up" the story in the style of many traditional adaptations. We have, in fact, added virtually no words of our own. "Expanding" the book in this way would, we believe, rob it of its essential wondrous and loopy anarchy. Instead, we hope to celebrate and explore the existing words and pictures.

## THE BIG IDEA IMAGINATION

VISIT OUR  
**ONLINE RESOURCE CENTER**

[www.childsplayaz.org/resources](http://www.childsplayaz.org/resources)

## ABOUT CHILDSPLAY

Childsplay is a nonprofit professional theatre company of adult actors who perform for young audiences and families.

Our Mission is to create theatre so strikingly original in form, content or both, that it instills in young people an enduring awe, love and respect for the medium, thus preserving imagination and wonder, those hallmarks of childhood that are the keys to the future.

## CONNECTION TO STANDARDS

### **LITERACY**

#### **Reading: Literature**

**(CCSS.ELA-LITERACY.RL.K-2.7):** *Describe the relationship between illustrations and the story in which they appear.*

### **21<sup>st</sup> CENTURY LEARNING**

**Social and Cross-Cultural Skills (K-12):** *Interact Effectively with Others - Know when it is appropriate to listen and when to speak.*

### **S.T.E.A.M.**

#### **Mathematical Practice: Counting & Cardinality**

**(CCSS.MATH.CONTENT.K.CC.B.5):** *Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.*

# BEHIND THE SCENES OF A TOUR

## ***What is a touring show?***

Childsplay creates a play with professional actors, a full set, costumes, props, and sound, then packs everything in a van and brings the show to venues across the nation. We perform in theatres, gyms, cafeterias, and multi-purpose rooms.

## ***How does it all come together?***

The design team and production staff have many challenges when creating a tour. They have to consider how many months the production will be on the road, how to fit all the elements (including the actors) into a van, and how to make the load-in, assembly of the set, pre-set of props and costumes, sound check and load-out as easy for the actors as possible. This is accomplished by countless meetings and planning sessions that occur as much as a year before the first performance.

## ***Where do we go and how do we get there?***

We travel all across the nation in a large van. In a week's time, a touring company may perform up to 14 shows in as many as 8 different locations. Tours can be on the road anywhere from 6 to 12 months, sometimes even longer. By the end of the tour, the actors may have performed as many as 200 performances.

## ***How do you put everything in just one van?***

All of the scenery, props, and costumes that you see in a Childsplay tour must fit into a van. The scenery usually comes apart into several pieces and then stacks, folds or nests together in the van. There is also room in the van for the sound system, toolbox and the cast – which could be as many as 5 actors. If the cast is lucky there is usually room to squeeze in a few suitcases when they go out of town!

## ***What happens when you arrive at a theatre?***

Once the cast arrives at to their destination, they have to set everything up in less than one hour, and depending on the size of the cast, with as few as 3 people. The Childsplay scene shop uses what they like to call “tool-less technology” to create tour shows. This means tour sets get assembled with as few tools as possible, sometimes none! Pieces are held in place by screwing in knobs; pieces interlock or rest on posts and sometimes fabric appliqués are Velcroed on to hard scenery frames. Tours also have a portable sound system with sound effects pre-programed on a computer. Once the sound system is set up all the actors have to do is hit one button on the computer to run sometimes very complicated sound sequences.

## TALK ABOUT THEATRE ETIQUETTE

It's helpful to review the rules of theater etiquette before seeing a show, especially since this may be the first live theater experience for some of your students.

Please take a moment to discuss the following pointers prior to seeing the performance:



- Use the restroom before seeing the show as we do not have intermission during our school performances.
- Stay seated during the performance.
- Be respectful to the performers and other people in the audience by not talking during the performance.
- Appropriate responses such as applause or laughter are always welcome.
- Food, candy, gum and beverages will not be allowed in the theater/during the performance. Bottled water is allowed.
- Use of cell phones (including text messaging), cameras or any other recording device is not allowed during the performance at any time.



# THEATER ETIQUETTE 101

Greetings future theater-goer!

It would seem a congratulations is in order! You are about to embark on a wondrous journey. Where are you heading? Well, that depends on the show. The theater is capable of teleporting audiences almost anywhere... However, it is a delicate device that only works if all audience members are on board...

Below is a list of things to keep in mind when you enter the theater, so the show can go off without a hitch!

## **1. FOLLOW THE GOLDEN RULE AND TREAT OTHERS HOW YOU WOULD LIKE TO BE TREATED ONCE INSIDE.**

### **BUT WHY?**

You're watching your favorite TV show. It's the series finale and you're about to find out why mild-mannered Gordon Belksby has been acting so suspicious all season. That's when a couple in front of you starts to talk obnoxiously about their post-show plans, causing you to miss major plot points and taking you out of the story.

When you're seeing a show, keep in mind that everyone around you is seeing it too. Think of how you like to be treated when watching something you love and give your fellow audience members (and the artists) that same respect.

## **2. BOTTLED WATER IS OKAY, BUT PLEASE DISPOSE OF ANY FOOD, DRINKS OR CHEWING GUM BEFORE YOU ENTER.**

### **BUT WHY?**

Picture this, machete in hand, you trudge through the tangled foliage of an exotic jungle towards an ancient, golden relic. As you approach the statuette, the ground begins to shake violently. Is it an earthquake? Did you trigger some sort of trap? Without thought, you reach your hand out to stabilize yourself and... SPLAT. It lands in old chewing gum that someone left on the arm of your chair.

Keeping food out of the theater ensures seats stay clean and audience members can pay attention to what matters. The show.

## **3. TURN OFF CELLPHONES, CAMERAS OR ANY OTHER NOISY OR BRIGHT DEVICES BEFORE THE SHOW STARTS.**

### **BUT WHY?**

Because more often than not, technology can ruin a performance. It's distracting to the artists, those around you, and it doesn't belong in most shows. If Romeo had been able to text Juliet, things wouldn't have ended so unfortunately. Which would have been unfortunate.



# GO, DOG. GO! STUDY GUIDE

MARCH 5-7, 2018



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## QUESTIONS TO ASK BEFORE SEEING THE SHOW

- What is the difference between seeing a play and seeing a movie?
- If you could be any kind of dog, what kind of dog would you be? What would your name be?
- How are dogs similar to humans? How are they different?
- How can you make a play out of a book with very few words? What do you think the play will be like? What do you think the songs will be about?
- What do you think the dogs in the play will look like? How do you think they will move and sound?



## CLOSE READING ACTIVITY

Costume designers are asked to create the look of each character. They start off by reading the script and then have design meetings with the director and the other designers to exchange ideas. The designers pull information about the world of the play from the text to inspire their designs. After several revisions, they create a final rendering (drawing) that is used to aid in the construction of the costume. For *Go, Dog. Go!*, there aren't many words, so the designer has to pay close attention to the illustrations in the book for inspiration.

### Activity: What can you learn from a picture?

Look at illustrations in the book *Go, Dog. Go!* Describe what you see. Who are the characters? What are the characters doing? Can you tell how the characters feel? How do you think the costume designer will make the human actors look like dogs? Identify (by circling or pointing) three things you think a costume designer would have to include in her costume design to make the audience understand the actors were playing dog characters.

**Extension:** Imagine that you were chosen to be the costume designer for *Go, Dog. Go!* Create a costume rendering (drawing) for the director and other designers. Be sure to include the three things you identified to help the audience understand the actors are playing dog characters.

## FIND MORE RESOURCES FOR FURTHER LEARNING

[www.pinterest.com/ChildsplayAZ](http://www.pinterest.com/ChildsplayAZ)



## BOOKS TO CHECK OUT

*Mouse Paint* by Ellen Stoll Walsh  
*I Went Walking* by Sue Williams  
*Elephants Aloft* by Kathi Appelt  
*Many Lucious Lollypops* by Ruth Heller

**In addition to *Go, Dog. Go!*, read these other books by P. D. Eastman:**

*Are You My Mother?*  
*The Best Nest*  
*Flap Your Wings*  
*Sam and the Firefly*  
*Snow* by Roy McKie and P. D. Eastman

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## QUESTIONS TO ASK AFTER SEEING THE SHOW

## THE BIG IDEA *IMAGINATION*

- Who were the characters in the story?
- What were the problems in the story?
- Where did the story take place?
- How was the play like the book? How was it different from the book?
- What part of the play did you like the best?
- Which character was your favorite and why?
- Share a moment from the play that made you laugh. What other funny bits do you remember?
- At the end of the performance, the actors took some questions from the audience. What other questions did you want to ask?



## SPOTLIGHT THEATRE JOB

### Associate Production Manager

**What does an Associate Production Manager do? We asked Rachel Solis, Associate Production Manager at Childsplay to tell us about this theatre job:**

As the Associate Production Manager I work mostly with our local and national tours. My favorite part about being the Associate Production Manager is how many different things I get to do on any given day. My days never look the same which is why I feel like my job is so much fun! Every season several of Childsplay's shows will tour around the entire state of Arizona, and one will tour across the United States. This year our national tour will also tour in Canada! When we tour a show, our professional actors pack everything we need – set, costumes, props, sound equipment – into our tour vans, travel to our performance location, unload and set everything up, perform, and then pack it all back up again. While we're in rehearsal for a touring show, like *Rock the Presidents*, I am in charge of making sure the actors and our stage manager are trained and ready to go out on the road. During the rehearsal process not only do the actors and stage manager have to learn the movement, music, and lines, they also have to learn how to put up the set, run everything for the computer and speakers so we have sound, drive the vans, maintain their costumes, work with our education department to come up with the Q&A portion of the show, and many other things. Together we have to figure out how to fit our set, costumes and sound equipment into *one van*! We always have to think on our toes because anything can happen out on the road, and you have to be able to adapt to all kinds of situations. Touring shows are really fun because every day is different. On any given day we can perform between 1 to 3 shows at 2 different locations. One of my most important jobs is to create and maintain our touring schedule. Once the shows are ready and out on the road my job is to be there for them if they need anything while they're out. Sometimes a prop will get broken or a costume piece will get ripped and I will communicate with our Prop Master, Jim Luther, or the Costuming and Wardrobe Supervisor, Daniel Hollingshead, to coordinate repair of the item before the tour hits the road the next morning. One of the best parts about the local tours is that we're so close to the audience that you can see their reactions to everything.

## BOOKS TO CHECK OUT

*Art Dog* by Thatcher Hurd  
*Mo the Dog in Tropical Paradise* by Diane Stanley  
*Brown Bear, Brown Bear What Do You See?* By Bill Martin Jr.  
*My Many Colored Days* by Dr. Seuss  
*Mouse Paint* by Ellen Stoll Walsh  
*I Went Walking* by Sue Williams  
*How Loud is a Lion* by Clare Beaton  
*Many Lucious Lollypops* by Ruth Heller  
*Super, Super, Superwords* by Bruce McMillan  
*Kites Sail High: A Book About Verbs* by Ruth Heller  
*Bears on Wheels* by Stan and Jan Berenstain  
*Freight Train* by Donald Crews  
*Lunch* by Denise Fleming  
*Color Zoo, Color Farm and Planting a Rainbow* by Lois Ehlert

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## CONNECTION TO STANDARDS

### LITERACY

#### Reading: Literature

**(CCSS.ELA-LITERACY.RL.K-2.7):** *Describe the relationship between illustrations and the story in which they appear.*

#### Tableaus

As a class, examine a favorite illustration from the book *Go, Dog. Go!* Students create frozen pictures, or tableaus, of their favorite characters from the pictures using only their bodies. Taking turns, students share a phrase or emotion that they imagine the character may be feeling in that frozen moment. The activity can be repeated focusing on the action verbs of the illustrations.

### 21<sup>st</sup> CENTURY LEARNING

#### Social and Cross-Cultural Skills (K-12): *Interact*

*Effectively with Others - Know when it is appropriate to listen and when to speak.*

Learning tool: Cause and Effect Worksheet— <http://www.havefunteaching.com/worksheets/reading-worksheets/cause-and-effect-worksheets/cause-and-effect-graphic-organizer/>

#### Conductor

1. Divide students into two or more groups. Have all three groups sit next to each other facing the conductor.
2. Each group is given a specific animal noise. (Example group A: a dog growling, group B: a dog barking, group C: a cat meowing)
3. Conductor gives specific hand signals to each group to signal differences in volume, speed and rests. (example: hand above head: louder barking, hand below waist: quieter barking, Twirling hand: faster barking, Palm out: stop. Etc)
4. Groups begin making animal sounds while the conductor silently instructs them to change volume, speed and to start and stop using hand signals. Conductor can experiment with asking the group to do different speeds or volumes simultaneously.
5. Students may take turns being the conductor.

### STEAM

#### Mathematical Practice: Counting & Cardinality

**(CCSS.MATH.CONTENT.K.CC.B.5):** *Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.*

#### Find All Our Furry Friends!

Using *Go, Dog. Go!* As a resource, count the dog pictures. Find totals for: the entire book, each page, pages 6-7, page 58, or whichever pages you choose.

## WE'RE HERE TO HELP!

Contact us if you would like help in creating an arts-based, standards-driven project/lesson around the theme of the play:

(480) 921-5760 [schools@childsplayaz.org](mailto:schools@childsplayaz.org)

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