

Adventure Theatre MTC
presents

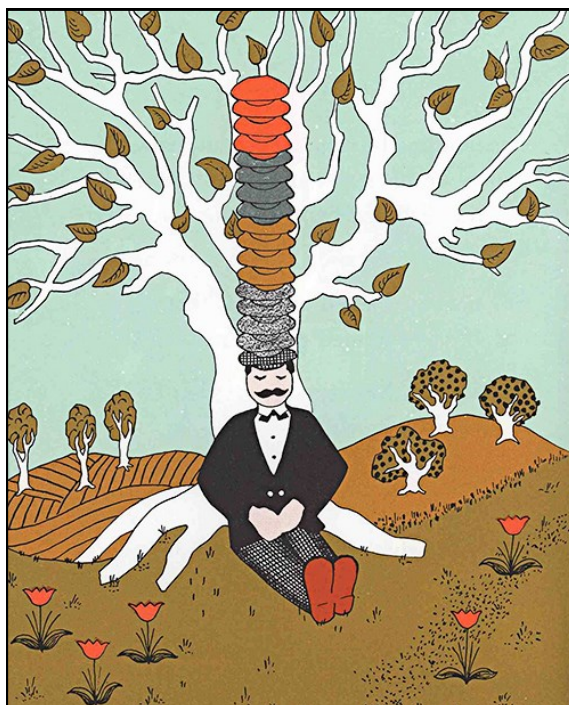
Caps for Sale

Based on the children's book by Esphyr Slobodkina

Adapted for the stage by Michael J. Bobbitt and Ann Marie Mulhearn Sayer

Music and Lyrics by Bill Yanesh

Premiered at Adventure Theatre MTC in Montgomery County, MD in 2015



Study Guide for “*Caps for Sale*” (2015/2016 National Tour)

7300 MacArthur Blvd. in Historic Glen Echo Park, Glen Echo, MD. 20812

This Study Guide created by the Education Department at ATMTC January 2015

Caps for Sale

January 2015

Dear Teachers,

Get ready for one of the most beloved children's books of all time to hit the stage: *Caps for Sale!* Based on the best-selling and award winning book by Esphyr Slobodkina, Adventure Theatre MTC is thrilled to premiere this delightful musical adventure of Pezzo the peddler, his wise friend Essie, and a band of mischievous monkeys for young audiences everywhere.

While Pezzo may have gotten himself into trouble by napping on the job, I hope the lessons contained in our study guide will please and make great connections for our educators! We hope you use the lessons contained within to further the theatrical experience and to aid you in achieving your curriculum goals for the year.

The information in **Section 1** of this Study Guide includes discussion topics and points that been designed for you to share with your students before seeing our show; **Section 2** contains lessons, activities, and exercises for use in your classroom, and **Section 3** includes all the Study Guide answer keys, an index of the associated Common Core and National Arts Standards, as well as a Study Guide Evaluation form. I would be most pleased if you would take a moment to tell me how I'm doing in preparing these guides for you!

As you work through this study guide with your students, both before and after the show, feel the love, as we have for this production, its beauty and life affirming credo.

Onwards and Upwards!



Kathryn Hnatio Vicere

Education Director, Adventure Theatre MTC

Showtime Rules

Before coming to the theatre, you may want to prepare your students for the experience by going over the basic rules of theatre etiquette.

- Please remain settled and seated during the performance. Remember, the actors on stage can hear you! And, no feet on the seats! Of course, laughter and applause at appropriate times are always appreciated!
- Please leave all candy, food, and drinks (including water) outside of the theatre. Eating during a performance is very distracting and can get messy!
- Because the theatre will be dark during the performance, please use the restroom before the show! If it is an emergency, alert an usher or a teacher who will help you leave and re-enter the theatre.
- Please turn off all cell phones and electronic devices that might interfere with theatre equipment and everyone's enjoyment of the performance.
- After the show, please follow your teachers' instructions- the bus might not be in the same place it dropped you off!

Pre-Show Discussion Topics

Before seeing the show, engage in one of the following discussions:

1. A peddler, or a traveling salesman, is a person who travels from place to place selling something—perhaps food or clothes. If you were a peddler, what would you want to sell? Why?
2. The musical *Caps for Sale* is based on the book of the same name. What do you think will be different in the play? What do you think will be the same? What do you think the characters will sing about?
3. Why is it important to help a friend in need? What if you don't believe that they need your help?

Vocabulary

All Grades: Use these words from *Caps for Sale* to stack your vocabulary cap a little higher this week! Discover the definitions with your class, and make some sentences together.

caterwaul

absconded

mischievous

barber

thieves

peddler



INTRODUCTION:

In *Caps for Sale*, the peddler Pezzo has his caps stolen! Before he discovers that a group of mischievous monkeys took his caps, Pezzo lets his imagination run wild in the song “*Bears and Pirates and a Thousand Thieves*,” setting the town into a flurry.

Your students will let their imaginations run wild while imagining a different ending to the play.

LESSON OBJECTIVE:

Students will demonstrate the ability to sequence a story and think creatively by creating a different ending to the play *Caps for Sale*.

Students will engage their physical creativity by acting out the new play endings.

SUPPLIES:

- Pirates, Bears, and Thieves, Oh My! Worksheet

INSTRUCTIONAL PROCEDURES:

PART 1

1. As a large group. TTW (The teacher will) review with students the events of the musical *Caps for Sale*. TTW help students identify the beginning, middle, and end of the story.
2. The TTW ask the students about the song “*Bears and Pirates and a Thousand Thieves*” and begin a discussion with students about the premise of the song. *What if the monkeys didn’t take the caps? What if it was pirates, or bears, or a thousand thieves?* TSW (The students will) share ideas of how the story would be different if the monkeys had not taken the caps.
3. TTW distribute/display the Graphic Organizer. Worksheet. TSW complete the worksheet as individuals, pairs, or as a class, depending on age and ability level.

PART 2

1. Once the worksheet has been completed, TTW lead the class as they act out the different endings.
2. TTW assign roles to the students (ex. Pezzo, pirates, townspeople, caps).
3. TTW establish a “stage” and using collaborative input of the students establish tier entrances, exits, and assign lines as appropriate.

4. TTW have students rehearse. TTW act as a narrator for the action, if needed, depending on age and ability of the students.
5. Rotate roles and endings as needed.

Extended Learning: Have students choose 3-4 endings. Break into groups and assign one ending per group. Have students write out the script, rehearse, and then perform for each other.

CLOSING:

Have students discuss each other's performances.

- What did you think the other actors did really well?
- Did you learn anything from the professional production that you tried to repeat?
- What makes a performance really good? Really funny?
- What would make your performance better?



Prates, Bears, and Thieves, Oh my!

Name: _____

Use the graphic organizer to create a new ending for the play *Caps for Sale*.

Pezzo woke up from his nap and realized all his caps were missing!

The caps were taken by (circle your choice):

Pirates



Bears

A Thousand Thieves



Next, Pezzo runs into town, to tell the other villagers what happened.

He says " _____!"

The townspeople say " _____!"

Then... (Choose One):

The townspeople and Pezzo go out to find the thieves and....
Name one exciting thing that happens on the way.

OR

The cap – stealers come back to the town and then...
Describe an exciting event that happens when they come back.

Pezzo and the villagers get the caps back by...

(Do they use a trick? Ask nicely? Not get them at all?)

The end.



INTRODUCTION:

In *Caps for Sale*, Pezzo tries to sell his caps to the different people of his village. He has many different kinds of caps to sell. Sometimes, the cap or hat a person wears can tell a lot about them.

LESSON OBJECTIVE

Students will use glyphs to show different facts about themselves relating to their experience in seeing *Caps for Sale*.

SUPPLIES

- Grab a Glyph ! Worksheet, Cap Template (Optional)
- Colored pencils, crayons or markers. (Optional: Construction paper, feathers etc.)
- Blank Paper

INSTRUCTIONAL PROCEDURES:

1. Briefly introduce and describe a glyph to students, as a picture that can tell us information, with the use of a legend, or key.
2. Distribute the Grab a Glyph! Worksheet, and have students read and circle their answers.
3. Assist students as they create their glyphs on a separate sheet of paper, or by using the cap template as a starting point.

CLOSING:

Have students read the information from the glyphs to answer the following (or similar) questions:

- *What character did our class like the most?*
- *What kind of cap was the most popular? Least popular?*
- *Do most kids want to sell caps?*

Ask the students to describe the evidence for their answers within the glyphs. Use bar, line and pie graphs to back up their responses, or to illustrate another way that information from a glyph can be used.

Lesson 2: Grab a Glyph!

Name: _____

Read the questions. Circle your answer choice. Use your choices to draw and color in your own cap!

1. I like to wear hats.

	Yes	No
Shape of Cap	Round	Square

2. My favorite animal is a monkey.

	Yes	No
Color of cap	Red	Blue

3. If Pezzo came to my town, I would buy a _____.

	Brown Cap	Grey Cap	Red Cap	Blue Cap	Checkered Cap
Draw this on your cap:	Brown Stripes	Grey Triangles	Red Rectangles	Blue Squares	Black Stripes

4. My favorite character from the musical Caps for Sale is:

	Pezzo	Essie	Scaramouche	Monkeys	Grocer	Barber	Window-Washer
Feather Color	Green Feather	Blue Feather	Red Feather	Yellow Feather	Orange Feather	Purple Feather	Black Feather

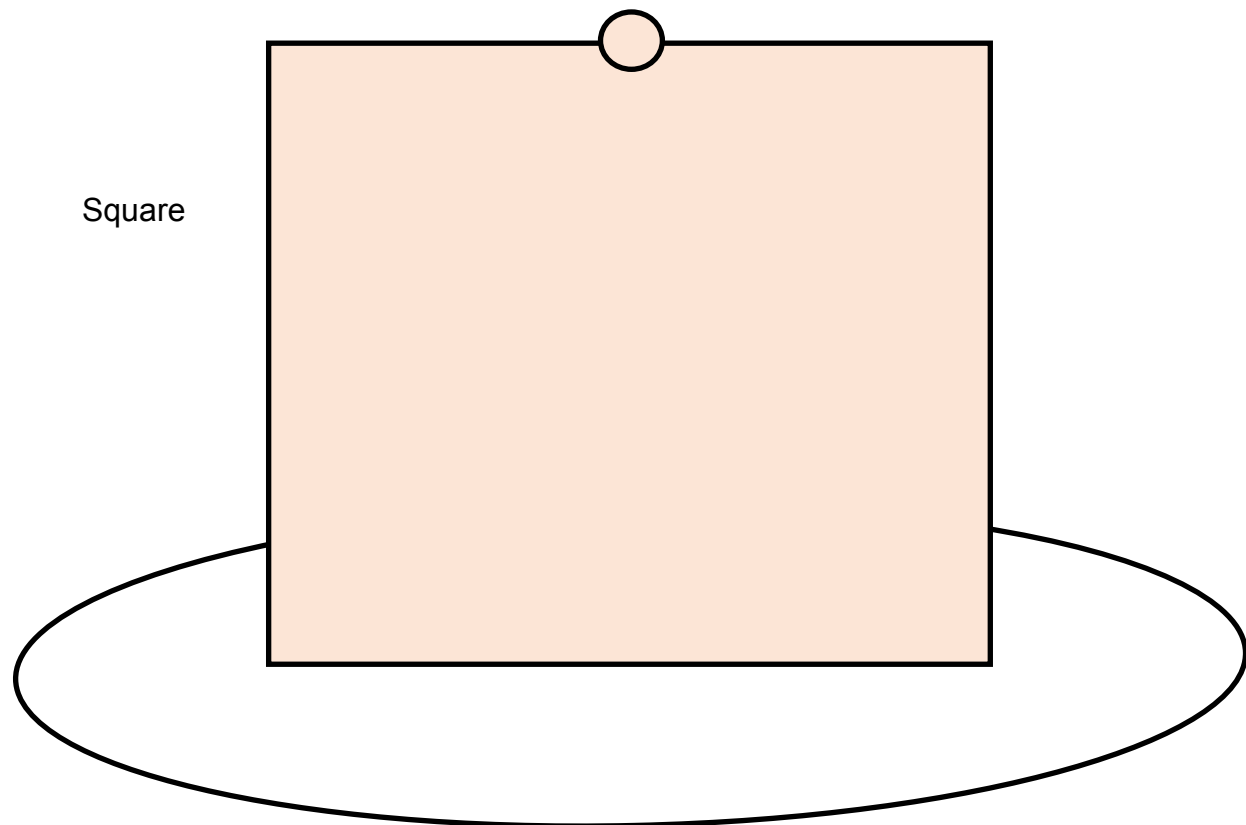
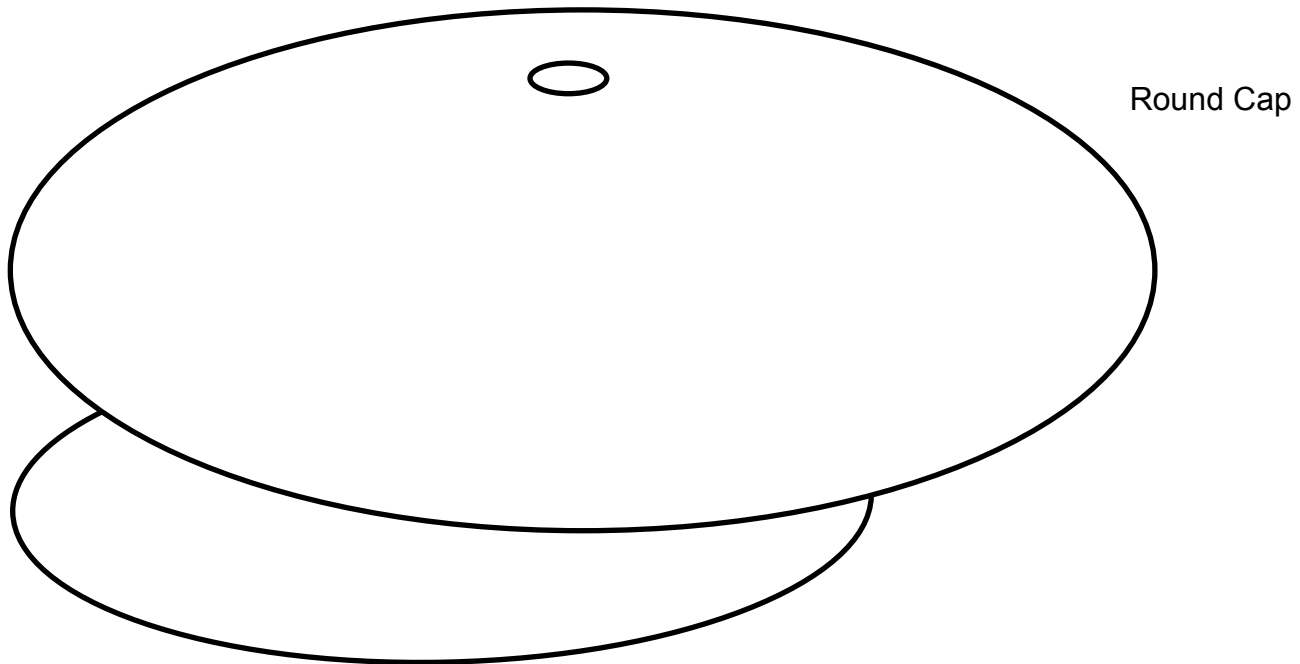
5. I am _____ years old.

Draw the same number of circles as your age on your cap using the color you pick below:

It would be fun to sell caps.

	Yes	No
Circle Color	Orange	Brown

Cap Shapes Template



Name: _____

Circle the words that rhyme with *cap*.

sap

map

sat

cow

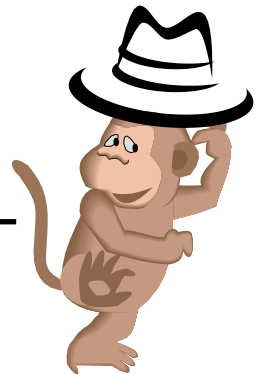
tap

rug

top

rap

hat



Circle the words that rhyme with *hat*.

bat

top

sat

mat

rat

rug

map

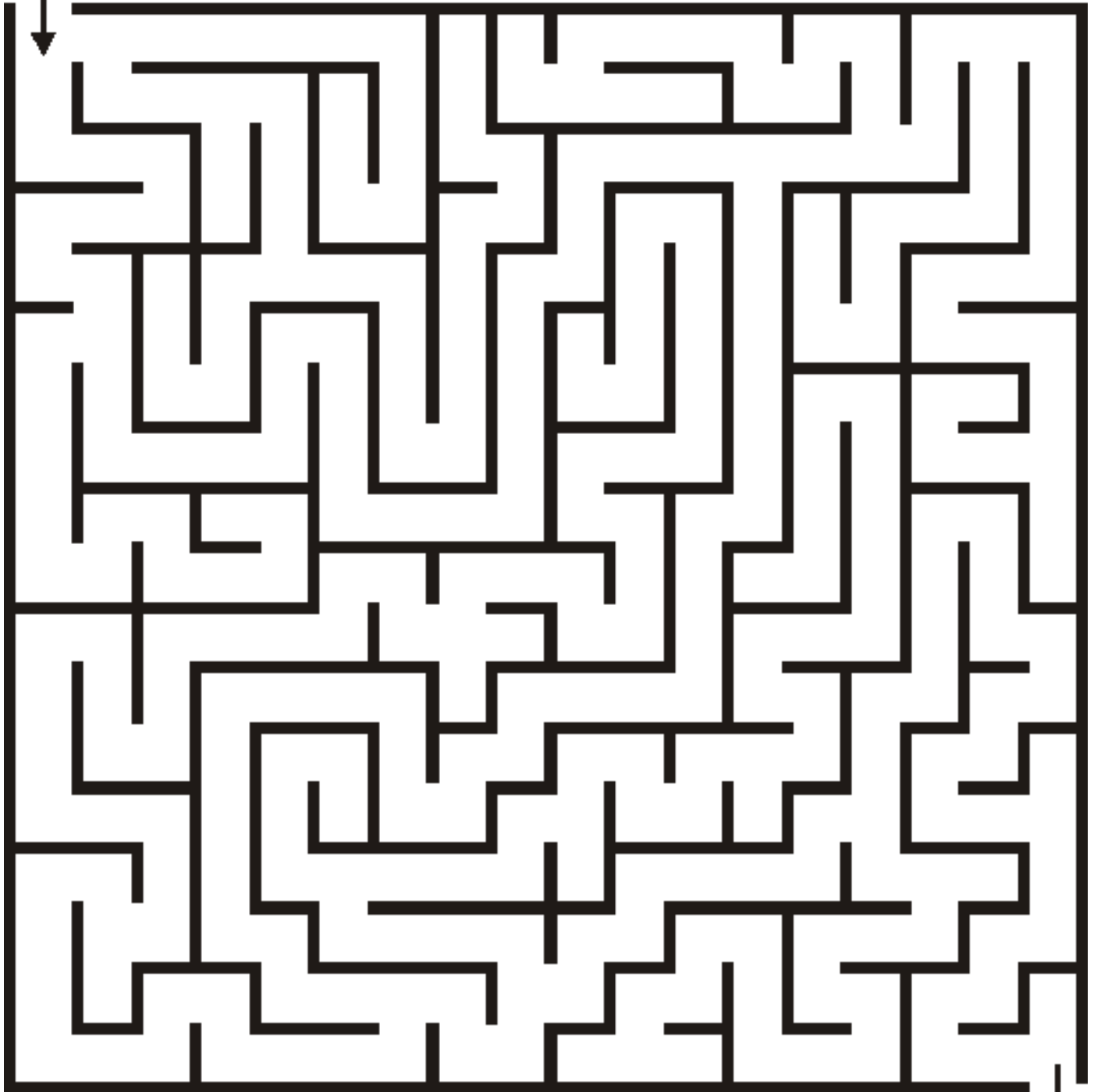
pat

hug

Name: _____

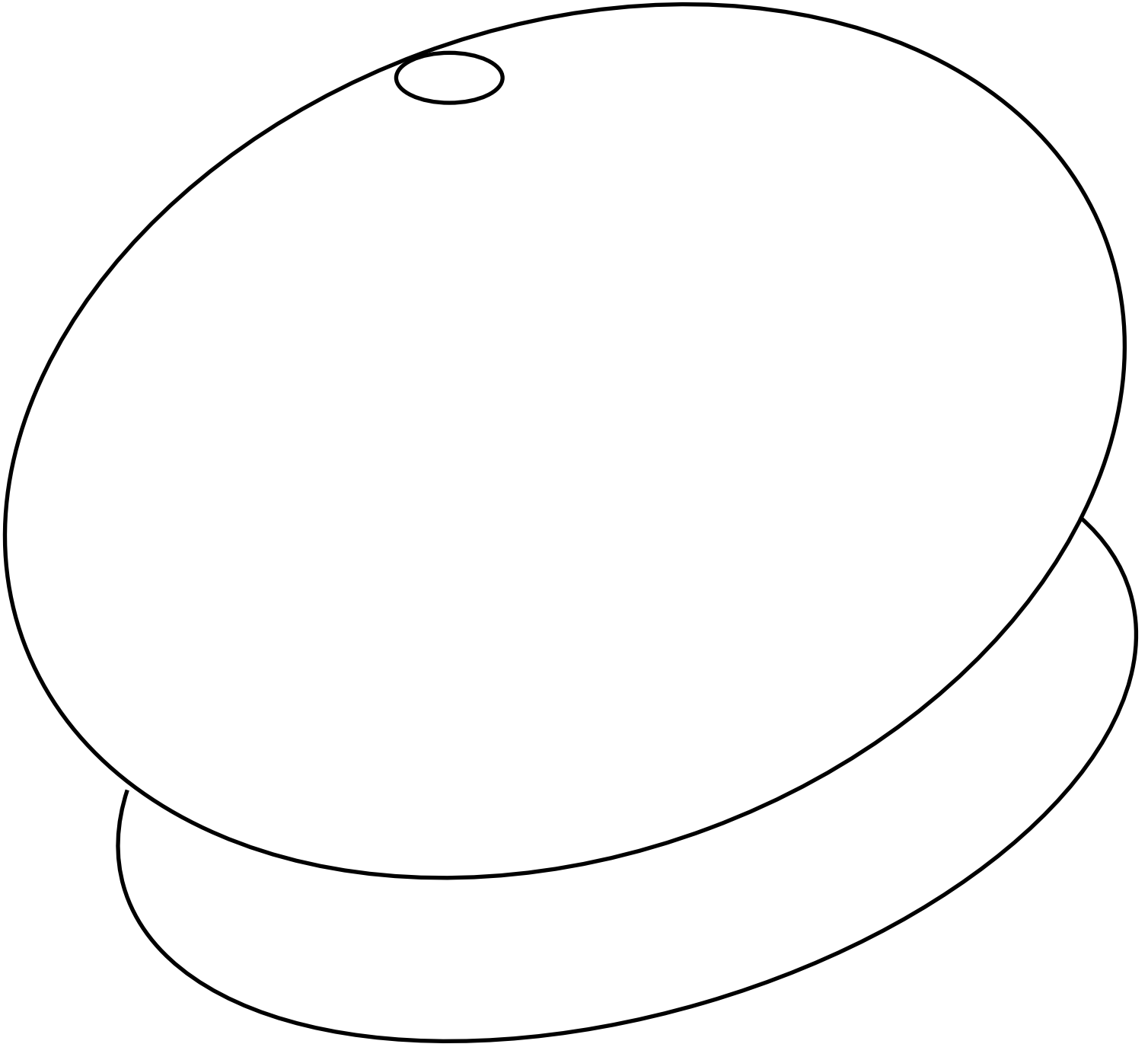


Help the monkey through the maze to grab his cap!



Name: _____

Design and color your very own cap!




ADVENTURE THEATRE **ACTIVITY PAGES: RHYMES**
MUSICAL THEATER CENTER name: _____

Circle the words that rhyme with *cap*.

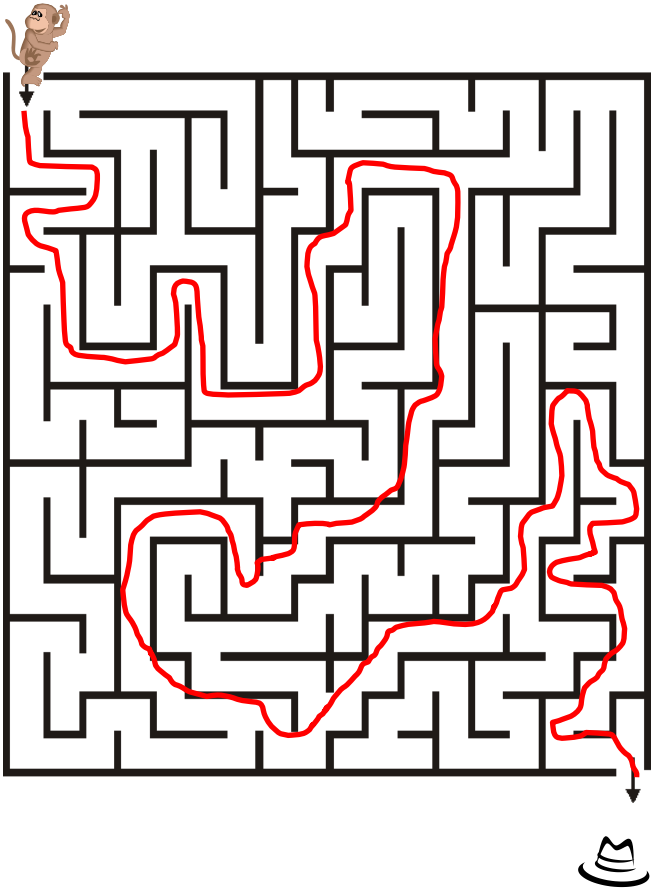
<input checked="" type="radio"/> sap	<input checked="" type="radio"/> map	sat
cow	<input checked="" type="radio"/> tap	rug
top	<input checked="" type="radio"/> rap	hat

Circle the words that rhyme with *hat*.

<input checked="" type="radio"/> bat	top	<input checked="" type="radio"/> sat
<input checked="" type="radio"/> mat	<input checked="" type="radio"/> rat	rug
map	<input checked="" type="radio"/> pat	hug



Study Guide prepared for **Caps for Sale** by Adventure Theatre MTC December 2014



Page	Lesson	Grade	Content Standard	Type	Standard #
page 3	Vocabulary Pirates & Bears...Oh My!	All	Common Core Standards	CCSS.ELA-Literacy	L. (K-3).4
pages 4-6	Pirates & Bears...Oh My!	K-3	Common Core Standards	CCSS.ELA-Literacy	R. (K-3).3
pages 4-6	Pirates & Bears...Oh My!	K-3	Common Core Standards	CCSS.ELA-Literacy	W. (K-3). 3
pages 4-6	Pirates & Bears...Oh My!	K-3	Common Core Standards	CCSS.ELA-Literacy	SL. (K-3).1
pages 4-6	Pirates & Bears...Oh My!	K-3	Common Core Standards	CCSS.ELA-Literacy	SL. (K-3).4
pages 4-6	Pirates & Bears...Oh My!	K-3	Common Core Standards	CCSS.ELA-Literacy	SL. (K-3).6
pages 4-6	Pirates & Bears...Oh My!	K-3	National Arts Standards	Creating: Anchor Standard 1	TH:Cr1.1.2.
pages 4-6	Pirates & Bears...Oh My!	K-3	National Arts Standards	Performing: Anchor Standard 4	TH:Pr4.1.2.
pages 7-8	Grab a Glyph!	K	Common Core Standards	CCSS.Math.Content	K. MD. A. 2
pages 7-8	Grab a Glyph!	K	Common Core Standards	CCSS.Math.Content	K.CC.B.4-5; C.6
pages 7-8	Grab a Glyph!	All	Common Core Standards	CCSS.Math.Practice	MP2
pages 7-8	Grab a Glyph!	1	Common Core Standards	CCSS.Math.Content	1.MD.C.4
pages 7-8	Grab a Glyph!	2	Common Core Standards	CCSS.Math.Content	2.MD.D.10
pages 7-8	Grab a Glyph!	3	Common Core Standards	CCSS.Math.Content	3.MD.B.3
page 10	Rhymes	K-3	Common Core Standards	CCSS.ELA-Literacy	L. (K-3).1
page 11	Maze	K-3	Common Core Standards	CCSS.Math.Practice	MP1
page 12	Design a Cap	K-3	National Arts Standards	Creating: Anchor Standard 1	VA:Cr1.2.2a



Resource Guide Evaluation Form

We value your input. Please take a moment to let us know how we are doing.

School _____ Grade Level of Your Students _____ Show Title _____

Did you use this Study Guide? YES NO

If yes, how much did you use it? All A lot About Half Only a Little

Please circle the appropriate response:

6=strongly agree 5= agree 4=somewhat agree 3=disagree somewhat 2=disagree 1= disagree strongly

For me, this Study Guide enhanced the play	6	5	4	3	2	1	N/A
The lessons offered fit into my curriculum	6	5	4	3	2	1	N/A
Overall, I found this Study Guide Useful	6	5	4	3	2	1	N/A

Did you get the Study Guide in time to prepare for your theatre experience? YES NO

Was there a specific lesson or activity that you really enjoyed or didn't like at all? Why?

What would you like to see offered in future Study Guides?

If you have additional comments, good or bad, about this Study Guide please use the additional space below or the back of this form. Your comments and suggestions are greatly appreciated.

Fax your response to 301-634-2269.