



**ORLANDO
FAMILY
STAGE**

IN PARTNERSHIP WITH UCF

Cue to Cue

RESOURCE GUIDE

for Educators and Audience Members



Junie B. in **Jingle Bells, Batman Smells!**

November 13 - December 23

Based on the series by Barbara Park
and written by Allison Gregory

Welcome to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching *Junie B. in Jingle Bells, Batman Smells*.

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Big Themes

- Giving to others
- Managing your emotions
- Treating people kindly

Short Show Description

Junie B.'s first grade class is putting on a holiday program, which reminds Junie B. of the time her class did a Columbus Day pageant and it went awfully wrong. During their holiday sing-a-long, Junie B. makes everyone laugh with her own version of Jingle Bells. Junie B. and her classmates are told by Mr. Scary that they must resist the temptation to call each other names and tattle on one another or face a trip to the principal's office. Later, Room One is having a Secret Santa gift exchange. When it comes time to draw names, Junie B. draws the name of her archrival Tattletale May. Junie B. plots to teach May a lesson by giving her a lump of coal in her gift bag. When faced with the potential fallout of her actions, Junie B. is able to truly feel the spirit of the season and give the gift she never thought possible.

Full Synopsis

Holiday Excitement

There is only one more week before winter break, and Junie B. cannot wait to share her excitement with her First Grade Journal. In just one week, she will be rid of that blabbermouth Tattletale May who tattles on her almost every day! It is time for the holiday sing-a-long, and Mr. Scary's class is excited! Mr. Toot, the music teacher, has announced that Room 1 gets to be the special first grade class leading "Jingle Bells." Junie B. would be excited, but her track record at school performances is not so shiny.

Play Gone Wrong

Earlier in the school year, the Columbus Day pageant took a turn for the worse when May and Junie B. turned the Santa Maria and the Pinta into racing ships during the performance. Junie B. ran into May, who ran into a set piece, which knocked into Sheldon, who burst into tears, while Lucille, Herb, José, and Mr. Scary watched from the wings. Now Junie B. and "Blabbermouth May" still cannot seem to get along, and Mr. Scary is fed up with their bickering. If May and Junie B. get into one more fight, Mr. Scary is going to cancel the sing-along!

Rehearsal

When Room 1 practices leading "Jingle Bells," Junie B. decides to sing a silly version instead of the regular words to the song. All of Junie B.'s classmates think the words are pretty funny – except May. May warns Junie B. that she will tattle if she sings the wrong words again. Junie B. changes the words once more leading May to follow through on her threat. Mr. Scary decides to send a note home with each of them.

Squeeze-a-Burp

Junie B.'s mood sours even more when she pulls May's name for Secret Santa. A trip to the Holiday Gift Shop in the Media Center cheers her up. Elf Ellen shows Room 1 gifts they can choose to buy for their family and friends including temporary tattoos, glow-in-the-dark barrettes, and the ultimate gift of all – a Squeeze-a-Burp! Junie B. wants that more than anything, but it costs \$5, and she only has \$5 to spend on her whole family! Luckily, she convinces Grandpa Frank Miller to give her an extra \$5. Junie B. is all ready to buy the Squeeze-a-Burp when she realizes she does not have enough money to buy a present for May! Junie B. and Philip Johnny Bob decide

that coal is an appropriate gift for May, since that is what Santa gives mean children.

Secret Santa

On the day of the Secret Santa exchange, Junie B. buys the Squeeze-a- Burp and is thrilled until she starts to think about how May will feel when she gets the coal. When it is time for Junie B. to fill May's bag, she quickly puts the Squeeze-a-Burp inside. Everyone is amazed at the gift, and they gather around to give it a try. May even lets Junie B. take a turn. Peace and goodwill come to Room 1 after all.

Photo from the 2010 production of *Junie B. in Jingle Bells, Batman Smells*



Pre-Show Discussion Questions

The following conversation starters will help you think about the themes in *Junie B. in Jingle Bells, Batman Smells!*, as well as make some predictions about the production itself. Discuss the following before you join us at the theatre:

- 1.) Junie B. is looking forward to the Holiday Sing-a-Long. What are some of your favorite holiday songs to sing or listen to?
- 2.) What is Secret Santa? How does it work? Is it more fun than just trading names for gifts? What makes someone a good gift giver or receiver? What is the best gift you ever received?
- 3.) Junie B. wants to spend more money than she has at the Holiday gift shop. What are some different ways you know to earn or get money when you need it?

Post-Show Discussion Questions

We hope you enjoyed Orlando Family Stage's production of *Junie B. in Jingle Bells, Batman Smells!* Discuss the following questions after attending the performance:

- 1.) What was *Junie B. in Jingle Bells, Batman Smells!* 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?
- 2.) What did you notice when you first entered the theatre? Describe the stage.
- 3.) What was the setting of the story? Did the scenery help establish the show's location? What specific things did you notice about the scenery or stage lighting?
- 4.) What did you notice about the actors and their performances? How did they use their voices and bodies to bring the characters to life?
- 5.) Which character do you relate to the most? Why? What words describe that character?

Florida State Standards

Detailed list of Florida State Standards satisfied by using this guide and attending Orlando Family Stage's production of *Click, Clack, BOO! A Tricky Treat*.

Language Arts Florida Standards

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

Reading/Text Analysis Standards:

[LAFS.K-8.RI.1](#) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[LAFS.K-8.RL.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[LAFS.K-8.RI.3](#) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

[LAFS.K-8.RL.3.7](#) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

[LAFS.K-8.RL.1.2](#) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.

[LAFS.K-8.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.K-8.RL.2.6](#) Distinguish their own point of view from that of the narrator or those of the characters.

[LAFS.K-8.RI.1.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

Vocabulary Standards:

[LAFS.2-8.L.3.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

[LAFS.2-8.L.3.5](#) Demonstrate understanding of word relationships and nuances in word meanings.

Writing Standards:

[LAFS.K-8.W.1.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[WL.K12.AH.5.7](#) Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.

Theatre Arts:

[TH.K.C.2.1](#) Respond to a performance and share personal preferences about parts of the performance.

[TH.K.C.3.2](#) Share reactions to a live theatre performance.

[TH.1.C.2.2](#) Identify elements of an effective performance.

[TH.1.S.3.2](#) Describe characters and plot development discovered during dramatic play.

[TH.2.O.2.1](#) Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

[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.3.C.2.2](#) Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.

[TH.3.O.2.1](#) Describe what happened in a play, using age-appropriate theatre terminology.

[TH.3.O.1.2](#) Discuss why costumes and makeup are used in a play.

[TH.3.S.1.3](#) Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.

[TH.3.S.3.3](#) Describe elements of dramatic performance that produce an emotional response in oneself or an audience.

[TH.4.O.1.1](#) Describe what a designer and director do to support the actor in creating a performance.

[TH.4.C.3.1](#) Identify the characteristics of an effective acting performance.

[TH.4.S.1.1](#) Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

[TH.4.S.1.3](#) Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.

[TH.4.S.3.3](#) Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.

[TH.5.O.1.1](#) Explain an actor's choices in the creation of a character for a scene or play.

[TH.5.O.1.3](#) Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.

[TH.5.O.3.1](#) Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.

[TH.5.S.1.3](#) Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.

[TH.5.S.3.3](#) Use elements of dramatic and technical performance designed to produce an emotional response in an audience.

[TH.68.O.1.2](#) Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.

[TH.68.S.2.3](#) Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.

[TH.68.H.1.5](#) Describe one's own personal responses to a theatrical work and show respect for the responses of others.