

STUDY GUIDE

Theatre for Youth & Outreach Program

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Let Your Imagination Take You Places!



THE MAIN STREET KIDS' CLUB:

A Math Start Musical

Tues., Oct. 13, 2015, 10:30 am

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With Special Thanks



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Season 2015-2016

Dear Friends and Patrons of the Arts,

Thank you for your interest in the King Center Theatre For Youth Program. The mission of the program is to inspire, nurture and sustain a lifelong appreciation for the performing arts among our youth theatre patrons. This is accomplished by the diverse array of entertaining and educational arts offerings.

Study resource materials made possible by each artist and their management teams, is being provided to augment the live theatre experience. We hope you find the materials useful.

A live theatrical experience can leave a memorable impact even after the show is over....so, *Let Your Imagination Take You Places!*

We are looking forward to your attendance at the show.

Yours in the arts,

A handwritten signature in cursive script that reads "Karen".

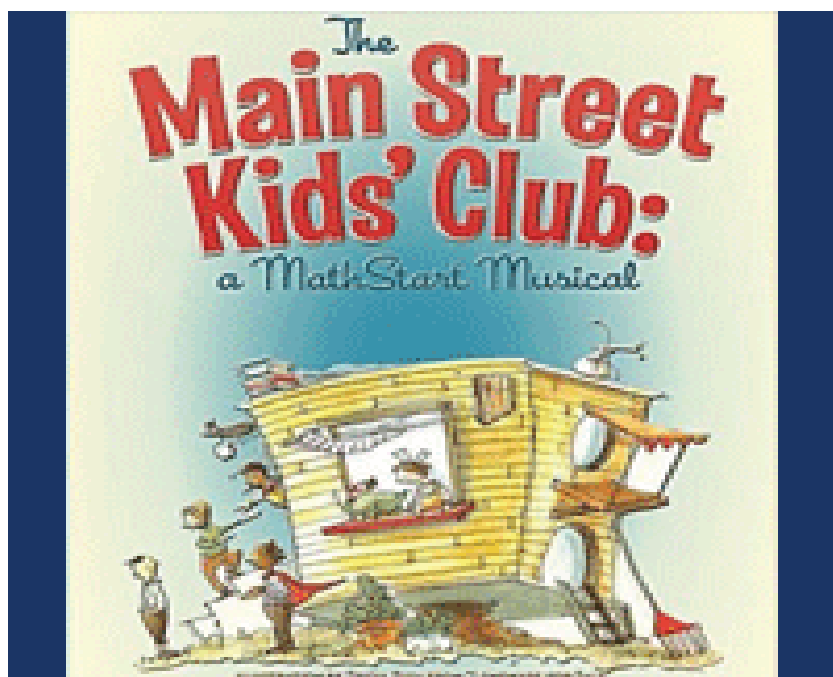
Karen Wilson
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An Educator's Guide To:



Inspired by the award-winning series of books by Stuart J. Murphy, *The Main Street Kids' Club: A MathStart Musical* tells a tale of adventure, mystery, friendship and math. Six stories, each focusing on a different mathematical concept, have been deftly woven together and adapted by Scott Ferguson (Schoolhouse Rock Live!), with lyrics by Scott Ferguson and Michael Mahler, and music by Michael Mahler.

 Throughout the study guide, this symbol means that specific Florida Standards are being addressed that correlate activities directly to Florida Assessments. As new standards are created and approved by the Florida Department of Education, this may change. The Standards listed here are currently the most up to date. Please visit www.cpalms.org for more information and to customize this guide to your specific grade level.



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THE THEATRE IS A SPECIAL TREAT

Let us concentrate for a moment on a vital part of youth theatre: the young people. Millions of youngsters attend plays every season, and for some the experience is not particularly memorable or entertaining. The fault may lie with the production – but often the fault lies in the fact that these youngsters have not been properly briefed on appropriate theatre manners. Going to the theatre is not a casual event such as flipping on the TV set, attending a movie or a sports event. Going to the theatre is a SPECIAL OCCASION, and should be attended as such. In presenting theatre manners to young people we take the liberty of putting the do's and don'ts in verse, and hope that concerned adults will find this a more palatable way of introducing these concepts to youngsters.

MATINEE MANNERS

by PEGGY SIMON TRAKTMAN

The theatre is no place for lunch,
Who can hear when you go “crunch?”
We may wear our nicest clothes
When we go to theatre shows.
Do not talk to one another
(That means friends or even mother)
When you go to see a show,
Otherwise you'll never know
What the play is all about
And you'll make the actors shout
Just to make themselves be heard.
So, be still - don't say a word
Unless an actor asks you to...
A thing they rarely ever do.
A program has a special use
So do not treat it with abuse!
Its purpose is to let us know
Exactly who is in the show
It also tells us other facts
Of coming shows and future acts.
Programs make great souvenirs
Of fun we've had in bygone years
Keep your hands upon your lap

But if you like something you clap
Actors like to hear applause.
If there is cause for this applause.
If a scene is bright and sunny,
And you think something is funny
Laugh- performers love this laughter
But be quiet from thereafter.
Don't kick chairs or pound your feet
And do not stand up in your seat,
Never wander to and fro -
Just sit back and watch the show.
And when the final curtain falls
The actors take their “curtain calls”
That means they curtsy or they bow
And you applaud, which tells them how
You liked their work and liked the show.
Then, when the lights come on, you go
Back up the aisle and walk - don't run
Out to the lobby, everyone.
The theatre is a special treat
And not a place to talk or eat.
If you behave the proper way
You really will enjoy the play.

Synopsis

As the curtain opens we meet Toby, the new kid in town as he lets us in on his little secret. He desperately wants to be a part of the Main Street Kids' Club, or M.S.K.C as it's known to its members. With a motto of "math skills equal life skills", the M.S.K.C are the coolest kids in town. So cool in fact, you have to be invited to join them. Toby isn't especially confident in his math skills, but he thinks he has found just the ticket to prove his worth...a treasure map! ("It's A Map/The M.S.K.C.")

As the official members of the M.S.K.C enter their clubhouse, introduce themselves and share what their club is all about, Toby makes a mad dash for the exit, accidentally dropping the treasure map behind him. Matthew calls the day's meeting to order and the members get down to business. Before they can get much done, however, Toby knocks at the door. Reluctant to let any non-official members in, Danny asks Toby if he knows the secret password. Not only does Toby not know it, neither do any of the other members, who look around at each other, surprised to have discovered they have a secret password. Maggie suggests Toby have to answer three questions instead, and though he is nervous, he passes the test with flying colors and is admitted into the M.S.K.C. clubhouse.

The members ask Toby about where he is from and tell him that maybe someday he can join them as an official member. When he asks them about the crazy t-shirts they're all wearing, the group launches into a song about how they've made school cool for one hundred days ("100 Days of Cool") by coming up with a theme or creative thing to do each day. Danny laments that though they successfully made it through the one hundred days of keeping school cool, this also means that he has been saving up for Heely skate shoes for over one hundred days and isn't even close to having enough money. Sheri teases him and tells him he's like the character in a book they've all read, Perry the Penguin, who spends more money than he saves. Danny pretends to not know what on earth she's talking about, and the gang launches into a reenactment of the book's plot ("Perry the Penguin").

When Danny goes to sit down, the chair collapses. The members begin to notice that their clubhouse could use a serious makeover. However, a makeover requires money. The members set out to brainstorm things they can do to raise funds. Toby thinks that this is his chance! He tries to join the conversation to tell everyone about his treasure map, but no one will listen to him. Suddenly Danny sees the treasure map on the floor where Toby dropped it earlier. Toby tries to tell them he found it, but Danny insists that finders are keepers. The gang set out to find the hidden treasure, leaving a dejected Toby to stand guard at the clubhouse ("If I Could Just Be Me").

Meanwhile, the M.S.K.C. decode the map and Maggie leads the way to find the hidden treasure. ("It's A Map Reprise 1") Toby continues to guard the clubhouse and fend off boredom by reading a book on how to guess someone's age while blindfolded and trying to use this new knowledge on various members of the audience. We bounce back and forth between Toby guessing ages and the official members hunting for treasure. ("It's A Map Reprise")

After an exhaustive search, the gang finally finds the "X" that marks the spot! ("It's A Map Reprise") They excitedly uncover the hidden treasure, a small metal box, and decide to go back to the clubhouse so that Toby can watch them open it since he has been standing guard all this time.

Back with Toby at the club, they open the box. It reveals the treasures of a club very similar to their own 60 years ago. Though they are a bit disappointed it's not the gold they had hoped for, they agree that the stuff is really cool, especially a copy of the comic book "Captain Invincible". Maggie strikes a pose, claiming to be Captain Invincible and without missing a beat the rest of the group joins in the energetic, imaginative reenactment of the comic book's story ("Captain Invincible" and "Comet the Amazing Space Dog").

With the game complete, the members commiserate that they still don't have the money they need to fix up their clubhouse. When they discover a picture in the treasure chest of the old club and a lemonade stand, they decide to emulate. Duties and supplies are divided among the group, but when Toby tries to offer his help, he is again rejected for not being an official member ("If I Could Just Be Me Reprise").

Over the next several days, the M.S.K.C.'s lemonade stand is a big hit. Each day they excitedly chart the cups of lemonade they sold. All of a sudden, their success declines one day. No one knows why until they see Toby on the opposing street corner juggling. He is surrounded by a crowd of people.

Determined to make them both a success, the members propose that Toby join forces with them. Sure enough, the next day is the biggest success of all! While the official members are all dancing around in excitement, Toby totals the cups sold and profit. Toby is not as bad at math as he thought. The club members are so impressed with Toby's help and math skills, they invite him to become an official member of the M.S.K.C. and the excitement abounds ("M.S.K.C Reprise").

* **Theatrical performances** provide excellent opportunities for visual learning. See the following article by Stuart J. Murphy, critically acclaimed author of 63 MathStart Books.

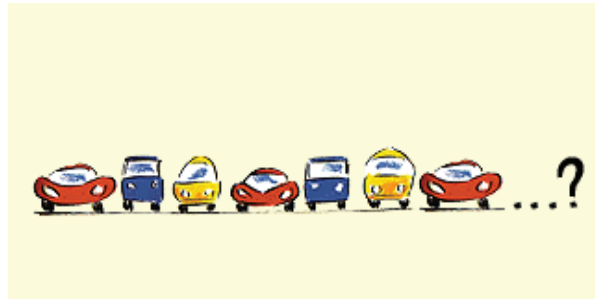
VISUAL LEARNING

By Stuart J. Murphy

"Red, blue, yellow, red, blue yellow, red, ..."

"What comes next?"

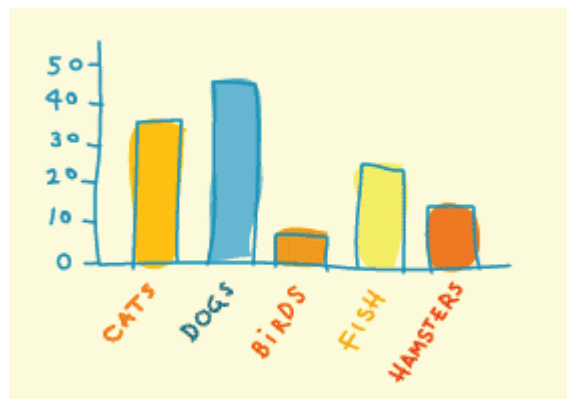
"Blue."



"Dogs are the most popular pet in our class."

"How do you know that?"

"Because the dog bar is higher than all the others."



Children are accomplished visual learners. Beginning in infancy, they learn to make sense of the world through visual cues. Soon, they are able to discern and understand patterns. By kindergarten, they can grasp abstract concepts such as interpreting quantitative data presented in bar graphs. Long before children can read—or even speak many words—they are able to assimilate visual information with ease.

What is Visual Learning?

Visual Learning is about absorbing information from illustrations, photos, diagrams, graphs, symbols, icons and other visual models. It is about making sense of complex information quickly—literally being able to comprehend ideas at a glance.

If you try explaining the concept of "half-ness" with words alone, it takes a while. But if you show an illustration of a half-full (half-empty) glass, or two equal-size piles with the same number of objects in each, then the meaning of "half-ness" is immediately clear. Looking for a restroom? Chances are that the familiar stylized icons of a man and woman will help guide the way to the correct door. A sign warning "Curvy Road Ahead" isn't nearly as powerful as the image of the wavy line next to it. And an icon of a truck pointed downhill at a dangerous angle certainly gets the message across quickly that the highway grade is about to get very steep.



But symbolic graphics are just the simplest form of Visual Learning. Visual Learning strategies can be used to show how something works, demonstrate abstract ideas, and teach new concepts.

Graphic design plays a key role in Visual Learning by providing the structure for organizing information. Everything from the choice of colors, to the selection and placement of illustrations helps make the information accessible, easy to "get," and aesthetically pleasing.

Where did Visual Learning come from?

From earliest times, people have used visual displays to communicate. Drawings on cave walls could convey information better than words alone. Later, civilizations developed sophisticated symbolic systems to record data and express ideas. And throughout history, painting and sculpture have been used to teach and reinforce cultural and religious traditions.

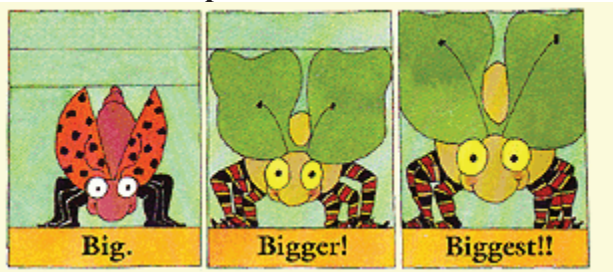
Today, Visual Learning continues to be an integral part of our communication process. From billboards, newspapers, magazines and television, to movies, video games, junk mail and the Internet, we are constantly bombarded with images demanding immediate attention: "Look at me! React! Get my message!" We've come to rely on graphs, charts and diagrams to help us distill vast amounts of data that otherwise we couldn't even hope to process in ten lifetimes. Learning how to navigate quickly through this daily visual barrage has made us fluent visual learners.

Helping Your Kids Be Better at Math

Mathematics has often been called a "universal language," transcending cultural and linguistic differences. This in part explains why so many math concepts seem to lend themselves to a visual explanation.

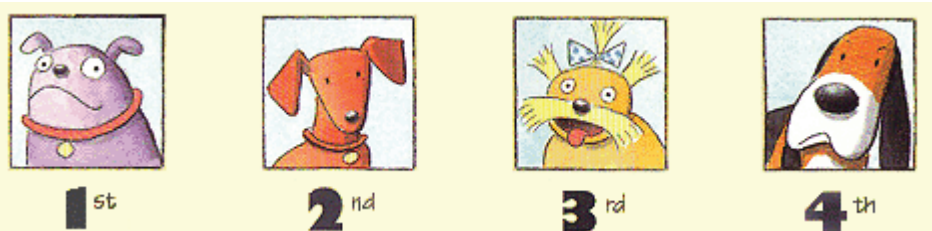
Through visual displays, children can easily explore topics such as:

Size relationships—Which is smallest? Which is the biggest?



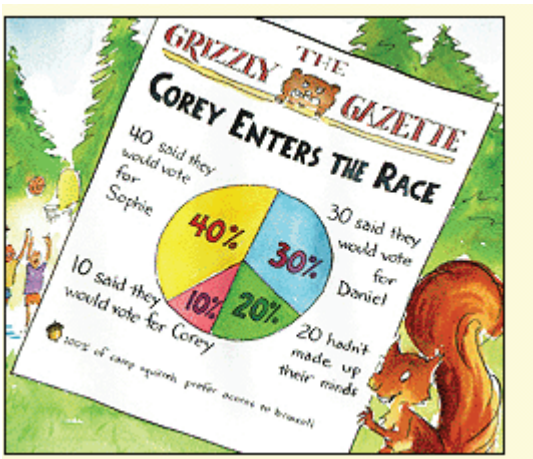
from [The Best Bug Parade](#)

Order—Who's first? Who's third?



from [Henry the Fourth](#)

Percentage—Who's in the lead?



from [The Grizzly Gazette](#)

Through visuals, children are able to compare quantities easily, and figure out which items belong in a set and which don't. They can learn about area and symmetry. And they can develop strategies for everything from estimating, to counting money and making change. Indeed, many important mathematical concepts—such as comparison, scale, dimension, direction, shape, and perspective—are first experienced visually.

Visual Learning is a powerful teaching tool, both for kids who are natural visual/spatial learners, and for children with limited language proficiency. In fact, by using Visual Learning strategies, we can increase the learning potential of all children.



MATH = FUN! Sign up for Stuart's FREE e-newsletter at www.stuartjmurphy.com

Art Credits:

Cars from [Beep Beep, Vroom Vroom!](#), illustrated by Chris Demerest

Graph illustration by Chris McRobbie

Bugs from [The Best Bug Parade](#), illustrated by Holly Keller


Dogs from [Henry the Fourth](#), illustrated by Scott Nash

Pie Graph from [The Grizzly Gazette](#), illustrated by Steve Bjorkman


Unicycle Lizard from [Leaping Lizards](#), illustrated by Joanne Adinolfi

Before The Play

1. Read to your students the following stories that The Main Street Kids' Club is based on: Treasure Map, Lemonade for Sale, Less Than Zero, 100 Days of Cool, Captain Invisible, More or Less. Explain to them that the version that they will see is a musical adaptation created for the stage, and it will not be exactly like the books or video. Identify characters, settings and the basic plot of the stories.


 **TH.1.O.3.1:** Compare a play to an animated movie that tells the same story.

 **TH.2.O.1.1:** Compare the differences between reading a story and seeing it as a play.

 **LAFS.2.RL.3.9:** Compare and contrast two or more versions of the same story (e.g., Cinerdella stories) by different authors or from different cultures.

2. Have the students learn the following **vocabulary words** and listen for them during the play. See how many words they can recall and how they were used in the context of the play.


blindfold	cool	clubhouse	decode	gang
graph	hidden	knowledge	member	negative
number	official	password	profit	rejected
secret	shapes	skills	success	treasure

 **LAFS.1.RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

 **LA.FS.1.RF.4.4** Read with sufficient accuracy and fluency to support comprehension..

3. Ask your students to discuss the difference between television and live theatre. It is important that they know about theatre etiquette, or manners. Refer to the poem Matinee Manners on page 2.

 **TH.1.S.1.1:** Exhibit appropriate audience etiquette and response.

 **LAFS.1.SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

4. Have the students look and listen for patterns during the play. See how many patterns they can recall and how they were used in the context of the play. Encourage students to be aware of patterns that may occur in music, dance, scenery, costumes and dialogue. Students may also notice architectural patterns in the theatre.


 **MAFS.K.CC.1.1:** Know number names and count sequence.

 **MAFS.1.NBT.1.1:** Extend the counting sequence.

After the Play

Part I


1. Discuss the production with your students. What did they like or dislike about the play? Who was their favorite character? What was their favorite song? Why? Have the students draw a picture or write a letter to the cast of Main Street Kids' Club telling them what they have learned from the performance.

 **TH.K.0.2.1:** Draw a picture of a favorite scene from a play.

 **TH.K.C.2.1:** Respond to a performance and share personal preferences about parts of the performance.

 **TH.2.C.1.2:** Respond to a play by drawing and/or writing about a favorite aspect of it.

2. Who is the main character in the play?
 - a. What does he present in order to prove his worth to join the club. (treasure map)
 - b. How do the other characters make him feel like an outsider?
 - c. Have you ever wanted to belong to an exclusive "club" and were rejected? How did it make you feel?
 - d. How does the main character finally prove his "math worth" to the other members of the club? (selling lemonade for a profit)


 **LAFS.2.C.1.1:** Tell a story or recount an experience with appropriate facts relevant, descriptive details speaking audibly in coherent sentences.


3. Talk about the different characters in the show. Have the students compare and contrast the characters by their personality traits. What are their relationships?

 **TH.2.C.1.1:** Describe a character in a story and tell why the character is important to the story.

 **LAFS.1.R1.3.9:** Identify basic similarities in and difference between two texts on the same subject.

Part II **Relevant Math Themes (from books)**


 **LAFS.3.RL.4.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. .

 **LAFS.4.W.1.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.


 **LAFS.2.RI.1.2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.


* These activities are from the Stuart J. Murphy web site. The Main Street Kids' Club is based on the following books.


1. **Treasure Map (Mapping)** - Map reading uses several mathematical skills, including interpreting symbols and understanding scale and direction.
 - Help your child make a map of his or her room. The map should include a key that contains symbols or pictures of real items in the room. You can also make maps of your house, school, backyard, playground, or the neighborhood.
 - On your next trip to the mall, help your child first locate where you are on the mall directory map. Then find some favorite stores. Look at the key and discuss the meaning of various symbols. Ask your child to find the nearest restroom or restaurant using the map.
 - Visit a site on the Internet that provides maps and directions. Help your child or students enter the school's address and that of a nearby park. Print the map and have the children trace the route. Do the directions show the same route the children usually use? What things other than street names does the map show?
 - Ask the children in your class where they were born and note it on a map. How many were born in the same city? State? Country? Using an Internet map service, chart trips from school to each of the locations.

 **SS.5.G.4.2:** Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

2. **Lemonade for Sale (Bar Graphs)** - Gathering, charting and comparing data is an important skill for assessing progress and making predictions.
 - Read the story with your child or class and describe what is going on in each picture. Talk about the graphs that accompany the story. Ask questions such as: "On which day were more cups sold, Monday or Tuesday?" and "How many cups were sold on Wednesday?"
 - Make graphs of things in the real world—children playing at the park, dogs that walk past your house, cars parked on the street, etc.—by counting them each day for a week. Do more children play at the park on the Monday or Saturday? How many cars are parked on the street on Tuesday morning? How many on Sunday morning? Does the number go up or down from day to day?
 - Set up your own lemonade stand with a group of friends and create a graph to keep track of the sales. On which day did you sell the most? The least? Show when sales were going up or down.


 **MAFS.3.MD.2.3:** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs .


 **MAFS.1.MD.3.4:** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

 **MAFS.2.MD.4.10:** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

3. **Less Than Zero (Negative Numbers)** - the introductions of negative numbers extend a child's knowledge of the number system and is an important concept in Algebra.

- After reading the story, return to the graphs. Have the child or class retell the story by looking at the graphs to see what happened to Perry's clams.
- Create a number line that includes numbers from -4 to 10 on a long sheet of paper. As you reread the story, keep track of Perry's clams by using a marker on the number line (a button or a penny will also work). Start with the marker on zero. When Perry gains some clams, move the marker to the right to reach the correct number. When Perry spends or loses his clams, move the marker to the left to change the number. After each move, ask, "How many clams does Perry have now?"
- Have the child or students write down the amount each receives for an allowance in a notebook. Then have them keep a running account of the money they spend. Discuss what could happen if they wanted to make a purchase after the allowance is all spent.


 **MAFS.6.NS.3.5:** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

 **MAFS.K.OA.1.1:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

4. **100 Days of Cool (Numbers 1 - 100)** - Understanding the concept of 100 is a benchmark for children as they become familiar with percentages and place value.

- Make a number line similar to the one shown in the book on a long, thin sheet of paper. Fold the number line in half and in half again. Use the folds to show how day 25 is $\frac{1}{4}$ of the way to 100, day 50 is halfway, and day 75 is $\frac{3}{4}$ of the way.
- Look at a calendar with your child or students. Starting on January 1, find the 100th day of the year. Together, make a guess about the month in which the day will fall. What day of the week will it be? Then see if you got it right. Try the same thing again, this time counting from today's date or from a child's birthday to find the 100th day.
- Give your child or a group of students a set of dominos and have him or her try to make "trains" (lines of matching dominos) with exactly 100 dots. How many trains can they make?

 **MAFS.2.NBT.1.2:** Count within 1000; skip-count by 5s, 10s, and 100s.


 **MAFS.2.NBT.2.5:** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

5. **Captain Invincible and The Space Shapes (Three-dimensional Shapes)** - Recognizing and classifying three dimensional is an important part of geometry.

- Ask your child or students: "How is the square different from the other shapes in the same row on the instrument panel?" Then discuss the similarities and differences of all the shapes in the square row. Continue by discussing the circle row.


- Have your child or students create their own spaceships using the six shapes found in the story. Shapes can be made out of construction paper or you can use shapes found around the house to construct the spaceship (for example, a paper towel roll is a cylinder).
- Make up riddles about the attributes of the various space shapes, for example: "I have six faces and they are all the same. Who am I?" (answer: A cube!) Let your child or students try to guess the answer. Encourage them to create their own riddles for others to answer.


 **MAFS.K.G.1.3:** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

 **MAFS.K.G.2.4:** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

6. More or Less (Comparing Numbers) - Comparing numbers is an important part of the understanding the mathematical concepts of "greater than" and "less than" and for developing skills for making logical guesses.


- Tell your child or students that you are thinking of a number between 10 and 20. As the children make guesses, indicate whether each guess is more than or less than the correct answer. Encourage them to find the number in three guesses. Then trade places: Have your child, or one of your students, think of a number and have everyone else make guesses. Have the child say whether each guess is more than or less than the correct number.
- Write out clues for a specific number. For example: "More than 50; less than 60; more than 55; less than 58; an odd number. Give your child or students the first two clues and ask them to write down all the possible numbers. One by one, give more clues. Have them cross out numbers that are no longer possible until they find the secret number.
- Number Sequence Card Game: Make 12 cards, each with a number and the "greater than" or "less than" sign (for example, "< 12, or > 14"), and another 12 cards with only a number on them. Mix up each set of cards in two separate stacks and turn them face down. The first player turns up two cards, one from each stack. If the player can arrange them to make a true number sentence (such as $14 < 30$), he gets to keep the cards and goes again. If not, the cards are put back face down and the next player takes a turn. The player with the most cards at the end wins.

 **MAFS.K.CC.3.6:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

 **MAFS.1.MD.3.4:** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

The Art of Florida Assessments

Contributed by Patricia Linder

 **Visual and Performing Arts Field Trips provide an excellent source of support for the development of skills necessary for success on the Florida Assessments. We invite you to use these instructional strategies to enhance assessments preparation through your theatre field trip.**

Theatre Activities

Cognitive Level 1

Read the story (or play) your field trip performance is based on.

Name the main character.

List all the characters.

Identify the setting.

List the story events in the order they happened.

Describe a character (or setting).

Explain the problem (or conflict) in the story.

Explain how the actors used stage props to tell the story (or develop characterization).

Discuss how the blocking, or positioning of the actors on stage affected the performance.

Discuss how unusual technical elements (light, shadow, sound, etc.) were used in the performance.

Draw a picture of a character.

Illustrate or make a diorama of a scene from the performance.

Draw a poster to advertise the performance.

Work with other students to act out a scene.

Demonstrate how an actor used facial expression to show emotion.

Write a narrative story to summarize the plot of the performance story.

Use a map and/or timeline to locate the setting of the story.

Make a mobile, showing events in the story

Cognitive Level II

Would the main character make a good friend? Write an expository essay explaining why or why not.

Create a graph that records performance data such as: female characters, male characters, animal characters or number of characters in each scene, etc.

Compare/Contrast a character to someone you know or compare/contrast the setting to a different location or time.

Solve a special effects mystery. Use words or pictures to explain how “special effects” (Lighting, smoke, sound effects) were created.

Imagine the story in a different time or place. Design sets or costumes for the new setting.

You’re the director. Plan the performance of a scene in your classroom. Include the cast of characters, staging area, and ideas for costumes, scenery, and props in your plan.

Create a new ending to the story.

Did you enjoy the performance? Write a persuasive essay convincing a friend to go see this production.

Write a letter to the production company nominating a performer for a “Best Actor Award.” Explain why your nominee should win the award.

Create a rubric to rate the performance. Decide on criteria for judging: Sets, Costumes, Acting, Lighting, Special Effects, Overall Performance, etc.

THE PRODUCER

STAGES PRODUCTIONS is a professional theatre ensemble that specializes in bringing classic fairy tales and educational programming to over 150,000 young people each year throughout the Southeast.

STAGES' show credits include critically acclaimed performances of: *Mother Goose*, *Snow White*, *The Three Little Pigs*, *Let Freedom Sing* and *The Princess and the Pea*. Be sure to join us for our 28th anniversary season featuring: *Mother Goose*, *A Pocketful of Rhymes Santa's Holiday Revue*, , *The Emperor's New Clothes* and *The Musical Adventures of Flat Stanley*.

STAGES PRODUCTIONS is dedicated to making drama an integral part of education, and lesson plans help incorporate these plays into the student's curriculum. Thank you for supporting this mission by choosing a STAGES PRODUCTIONS play! www.stagesproductions.com

REFERENCES

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