

# Junie B. Jones

## TEACHER RESOURCE GUIDE

### School Matinee Performances



Presented by



Playhouse Square®



# Teacher Resource Guide

# JUNIE B. JONES



## TABLE OF CONTENTS

About Playhouse Square	3
Coming to the Theater	4
About the Show	5
Pre-Show Activities	7
Post-Show Activities	9
Resources	11
Curriculum Standards Index	12

## COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards (2017) in English Language Arts. The College and Career Readiness (CCR) Anchor Standards in Reading, Writing, Speaking and Listening, and Language define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the

page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions, and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.







# ABOUT PLAYHOUSE SQUARE

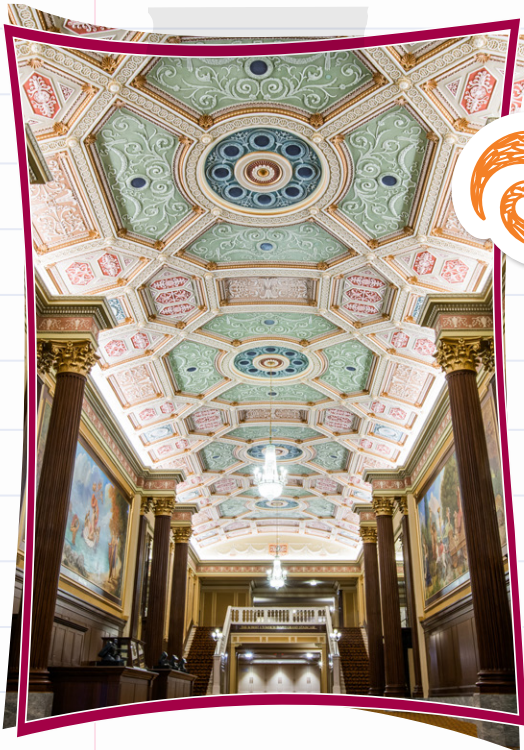


Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

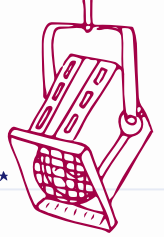
You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's six resident

companies: Cleveland Ballet, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!



# Coming to the Theater



We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Here are a few points to start the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, the performers can too.
- As you watch the performance, feel free to respond by laughing or applauding.
- Food, drink and gum are not permitted in the theater for school matinee performances.

- Photography and recording of performances are not permitted.
- Mobile phones and other devices that make noise or light up should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school group by bus number. Check around your seat to make sure you have all of your personal belongings before leaving.





# ABOUT THE SHOW



## The Story

Outspoken, precocious, lovable Junie B. Jones stars in a colorful, funny, fast-paced musical about new friends, new glasses, sugar cookies, the annual kickball tournament and other various first-grade angst-ridden situations. Follow her adventures as she writes down the story of her life in her “Top-Secret Personal Beeswax Journal.”

Theatreworks USA's *Junie B. Jones* was created by Marcy Heisler and Zina Goldrich and is based on three books by best-selling author Barbara Park about Junie B.'s first grade experiences – *Junie B., First Grader (at last!)*, *Junie B., Boss of Lunch* and *Junie B., One-Man Band*. The connective tissue tying these stories together is a fourth book, *Top Secret Personal Beeswax: A Journal by Junie B. (and Me!)*, which features diary entries by Junie B., which are designed to give children ideas for their own writings.

### Junie B., First Grader (at last!)

It's Junie B.'s first day of first grade, and a lot of things changed for her: Junie B.'s kindergarten best friend, Lucille, doesn't want to be her best pal anymore, and on the bus Junie B. makes friends with the new kid at school, Herb. Also, Junie B. has trouble reading the blackboard and needs glasses. She is afraid of being teased by the other children because of her new eyewear, until Herb borrows Junie B.'s glasses and declares that her eyes “must be very special” if she can see through them.

### Junie B., Boss of Lunch

While basking in the joy of having a brand new lunch box, Junie B. notices that in first grade, most of the other

children buy their lunches from Gladys Gutzman, who brought her kindergarten class cookies last year. When Junie B. complains about no cookies in first grade, Mrs. Gutzman offers her an assistant position, folding napkins and welcoming the other school children to the lunchroom. But when Junie B. smells lunch and loudly announces her distaste for the smell of tuna noodle casserole, the entire class foregoes their meal, and is angry at Junie B. Mrs. Gutzman arrives at Junie B.'s class that afternoon, and asks her help in distributing cookies, and her class forgives her.

### Junie B., One-Man Band

Junie B. prepares for the first grade kickball tournament by kicking her mother's watering can and badly stubs her toes. Since she and her injury-prone classmate, Sheldon, can't play, the teacher, Mrs. Scary, suggests that they perform a halftime show. Junie B.'s father suggests that she make the best of an unfortunate situation and learn to juggle for the halftime show. As much as she practices, she can't get the hang of it. On the day of the tournament, the large crowd intimidates Sheldon, and he runs away, leaving Junie B. by herself. The restless crowd throws biscuits at her, and Junie B. tries to juggle one more time – and is successful! Her proud family and friends rush onto the field to congratulate her.



## The Author

Barbara Park was born in Mount Holly, New Jersey but spent most of her adult life in Arizona. Park never intended to be a writer but, instead, attended university



to become a high school teacher in history and political science. She quickly realized this was not the path for her and was inspired to write. "My senior year of high school, I was voted 'Wittiest.' So several years later, I decided to try my hand at writing humor and see if I could be witty enough to make some money."

After several rejections, Park's first book was published in 1981, *Don't Make Me Smile*. After this break, Park went on to write over fifty books and win more than forty children's book awards, including several Children's Choice Awards. Her beloved *Junie B. Jones* series has sold over 60 million copies, been translated into multiple languages and spent over 180 weeks on the New York Times Best Seller list.

Park died November 15, 2013 after bravely fighting ovarian cancer for seven and a half years.

Of her most beloved character she said:  
"I've never been sure whether Junie B.'s fans love her in spite of her imperfections...or because of them. But either way, she's gone out into the world and made more friends than I ever dreamed possible."

## The Illustrator

"Making art has always been my most favorite thing to do" states Denise Brunkus, illustrator of the *Junie B. Jones* series. Though art has always been her favorite thing to do, Brunkus came to her current role as a children's book illustrator in a rather round-about way. Her career has spanned a wide array of artistic outlets from designing stickers and toys, to copying illuminated medieval manuscripts for museums, to airbrushing art on motorcycles. Each job often led to the next and it was in her greeting card designs that she was discovered by the art director of *Parents* magazine. It was from her work featured in the magazine that an art director at a publishing house noticed her illustrations and she was given her first book assignment. She's been illustrating children's books ever since.



## The Company

Theatreworks USA is one of America's foremost professional not-for-profit theater companies dedicated to producing new works for young and family audiences. Since 1961, Theatreworks USA has developed more than 130 entertaining and thought-provoking original plays and musicals and presented them to over 98 million people in 49 states and Canada.

Honors for excellence have been awarded to Theatreworks USA including the Drama Desk Awards, Lucille Lortel Awards, the Jonathan Larson Performing Arts Foundation Award and the Medal of Honor from the Actor's Fund of America.

The company's award-winning alumni have gone on to write, direct, design or perform in some of Broadway's biggest hits including *Dear Even Hansen*, *Come From Away*, *Charlie and the Chocolate Factory*, *Book of Mormon*, *Avenue Q*, *Ragtime*, *Legally Blonde*, *Disney's Frozen*, *Wicked*, *Rent*, *Jersey Boys* and many more as well as television shows including *Friends*, *Lemony Snicket: A Series of Unfortunate Events*, *Grey's Anatomy* and more.







## First Day Jitters

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:  
CCR.R.3, CCR.R.6, CCR.R.7

Junie B. has made it to first grade (at last!). Ask the children to remember their feelings on their first day of school. What were they nervous or anxious about? Can they imagine what Junie B. Jones might be feeling as she begins first grade? Have the children turn to their neighbor and discuss what might be different for Junie B. as she embarks on her first-grade adventures.

With partners, develop a short skit where one student acts like a nervous first grader about to go to school and the other is the parent trying to convince their child there is nothing to worry about. If time allows, have all students write a script for their skit. Have your students perform for their classmates and share positive and constructive feedback.



# Top-Secret Personal Beeswax Journal

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:  
CCR.W.3, CCR.W.4

As Junie B. sings in the show...

I am writing down the story of my life;  
What makes me scared or nervous,  
What makes me sad or blue.

...your class can keep their own top-secret personal beeswax journals, and write (and draw) in them daily. You may wish to give them suggested topics to get them started.

As Junie B. and the company sing;

If I want to draw a wiener sausage  
Or a picture of a beautiful day,  
Or list my favorite colors and foods,  
Everything I want is A-OK.  
Your favorite kind of popsicle,  
Your allergy to glue,  
How much you love your family,  
Or what friendship means to you.  
A picture of spaghetti or a lovely mountain view,  
No matter what you think or dream or feel or say or do!

Older students can write about their lives, likes, and dislikes and younger students who don't yet have writing skills may draw.

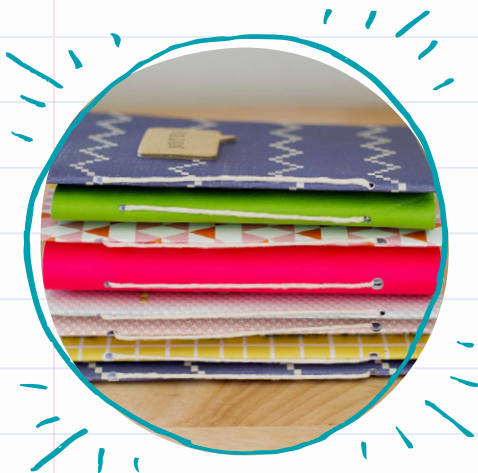
## WHAT YOU'LL NEED:

- 10 sheets of white paper, folded in half, for the pages of the journal
- 1 piece of colored construction paper, folded in half, for the cover of the journal
- Markers, colored pencils, crayons or any other arts and crafts items to decorate the front and back cover of the journal
- Hole puncher
- Ribbon to tie the journal together

Place the folded sheets of white paper in the folded piece of colored paper. Punch two holes in the fold, one at top and one at bottom. Thread and tie a piece of ribbon through the holes to bind the journal. Decorate the cover with your arts and crafts supplies.

Instruct students to date and sign each entry – like a letter to themselves. Give them prompts to get started with their journaling such as “This weekend, one thing I did for fun was...” or “I get really frustrated and mad when...”

After a week collect and review the journals. Provide personal comments and encouragement rather than corrections. Encourage students to continue their journaling for as long as they like.





# CREATIVE DRAMATICS

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

CCR.R.1, CCR.R.3, CCR.R.6, CCR.R.7, CCR.R.9

Your class probably noticed the similarity between the *Junie B. Jones* books and the stage production. Your class can make their own Junie B. play!

Select one of the books in the series, and assign different chapters to each student, or groups of students, to

dramatize. (Your students may want to look at published plays, to get an idea about clear formatting.)

When all the groups have finished with their section, they can read them aloud for the class. If time and resources permit, they can even create simple props and costume pieces and perform for other classes, or for their parents.



# JUNIE B.'S WACKY STORY!



The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:  
CCR.L.1, CCR.W.3

Here's a story about Junie B., and it's up to you to fill in the blanks! Under each blank is the name of a "part of speech." Pair up with a classmate and ask each other for each item in this list of types of words. Then fill these words into the blanks of the story, and read your crazy stories out loud!

- |                    |                             |                       |
|--------------------|-----------------------------|-----------------------|
| 1. Person's name   | 7. Noun 3                   | 13. Verb 1            |
| 2. Place 1         | 8. Noun 4                   | 14. Verb 1 (past)     |
| 3. Place 2         | 9. Adjective 1              | 15. Verb 2            |
| 4. Exclamation     | 10. Adjective 2             | 16. Adverb            |
| 5. Noun 1 (plural) | 11. Adjective 3             | 17. Weather condition |
| 6. Noun 2          | 12. Adjective 4 (with -est) | 18. Body part         |

One day, June B. Jones and \_\_\_\_\_ decided to go to the \_\_\_\_\_. When they got there,  
 \_\_\_\_\_  
*Person's Name Place 1*

Junie B. said "\_\_\_\_\_! Would you look at all these \_\_\_\_\_!"  
 \_\_\_\_\_  
*Exclamation Noun 1 (plural)*

\_\_\_\_\_ said "Let's \_\_\_\_\_ over them!" Junie B. said "Hurray, hurray! That's a \_\_\_\_\_  
 \_\_\_\_\_  
*Person's Name Verb 1 Adjective 1*

idea!" \_\_\_\_\_ and Junie B. \_\_\_\_\_ and \_\_\_\_\_, until they were  
 \_\_\_\_\_  
*Person's Name Adverb Verb 1 (past tense) Verb 1 (past tense)*

very \_\_\_\_\_. Just then, a \_\_\_\_\_ appeared in the sky!  
 \_\_\_\_\_  
*Adjective 2 Adjective 3 Noun 2*

"Uh-oh," \_\_\_\_\_ said. "it looks like it's going to \_\_\_\_\_!" Junie B. and \_\_\_\_\_ rode  
 \_\_\_\_\_  
*Person's Name Weather Condition Person's Name*

their bicycles to the \_\_\_\_\_ and waited for the \_\_\_\_\_ to \_\_\_\_\_. While they were there,  
 \_\_\_\_\_  
*Place 2 Weather Condition Verb 2*

Junie B. bought \_\_\_\_\_ a \_\_\_\_\_. "Thank you, Junie B.," \_\_\_\_\_ said. "I've always  
 \_\_\_\_\_  
*Person's Name Noun 3 Person's Name*

wanted a \_\_\_\_\_!" Just then, Junie B. woke up in her \_\_\_\_\_ and rubbed her \_\_\_\_\_.  
 \_\_\_\_\_  
*Noun 3 Noun 4 Body Part*

She said, "That was the \_\_\_\_\_ dream ever, I tell you!"  
 \_\_\_\_\_  
*Adjective 4 with -est*





# Critical Response Questions

Students develop their comprehension when they reflect upon what they wondered, noticed and felt. Ignite a classroom discussion with the following critical thinking questions:

1. How did the musical differ from the books?
2. How were they similar?
3. Why wasn't Junie B.'s dog, Tickle, in the show?
4. Why do you think some chapters from the book were omitted in the play?
5. Who was your favorite character and why?
6. Describe the costumes and the sets.
7. What was something that stood out or made an impression on you?
8. If you could play one character, who would it be?

## RESOURCES

### Reading

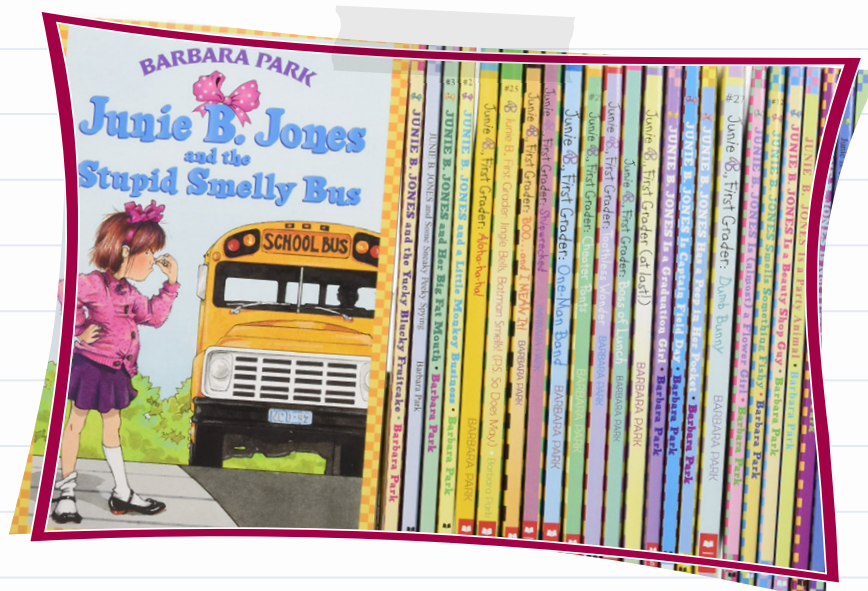
There are 28 total books in the *Junie B. Jones* series by Barbara Park – 17 from Junie B.'s kindergarten adventures and 11 from Junie B.'s first grade year. Find all 28 books, as well as four additional fun interactive books on the Random House website here:

[www.rhcbooks.com/brand/3053/junie-b-jones/series](http://www.rhcbooks.com/brand/3053/junie-b-jones/series)

### Web

[www.juniebjones.com](http://www.juniebjones.com)

Learn about all the books in the *Junie B. Jones* series, the characters in Junie B.'s life, the creators of Junie B. and find fun and educational activity pages and games!



# CURRICULUM STANDARDS INDEX

Standard	Description	Activity	Page
CCR.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Creative Dramatics	9
CCR.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	First Day Jitters Creative Dramatics	7 9
CCR.R.6	Assess how point of view, perspective, or purpose shapes the content and style of a text.	First Day Jitters Creative Dramatics	7 9
CCR.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	First Day Jitters Creative Dramatics	7 9
CCR.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Creative Dramatics	9
CCR.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Top-Secret Personal Beeswax Journal Junie B.'s Wacky Story	8 10
CCR.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Top-Secret Personal Beeswax Journal	8
CCR.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Junie B.'s Wacky Story	10

