



SEATTLE  
CHILDREN'S  
THEATRE



# ACTIVE AUDIENCE GUIDE

# DON'T LET THE PIGEON DRIVE THE BUS!

APRIL 5 -  
MAY 22

THE MUSICAL!

Based on the books by **Mo Willems**  
By **Mo Willems & Tom Warburton**

Lyrics by **Mo Willems**  
Music by **Deborah Wicks La Puma**

SYNOPSIS | THEATRE ETIQUETTE | VOCABULARY LIST | SUGGESTED READING



# DON'T LET THE PIGEON DRIVE THE BUS! THE MUSICAL!

Based on the books by **Mo Willems**

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**APR 5 – MAY 22** | RECOMMENDED FOR  
PATRONS 8 YEARS & OLDER

The Pigeon really wants to drive the bus. He really, really, really wants to! When the bus driver has a small emergency, it looks as though our feathered friend's dreams may come true. Featuring a combination of puppets, songs and feathers, this comedic drive will be sure to get your toes tapping and wings flapping. From the brilliant imagination of Mo Willems and based on the New York Times #1 bestselling book, Pigeon is an interactive romp with one of youth literature's most hilarious characters.

**3** State Learning Standards

**4** State Learning Standards

**5** Audience Member Guide

**6** Suggested Reading

**7** Activities

**8** Activities Continued



# STATE LEARNING STANDARDS

*Don't Let the Pigeon Drive the Bus* touches on a variety of themes and ideas. Here are a few that would make great Discussion Topics: self-discovery, storytelling, and responsibility.

By seeing the show and using our Active Audience Guide (AAG) educators, parents and guardians can support and enhance 21st Century Skills:

- Creativity
- Critical Thinking
- Communication
- Collaboration
- Leadership
- Social & Emotional Learning

We believe that seeing a show and using the AAG can help educators meet many of the Washington State Learning Standards. Below are some that fit in well with certain articles or activities. Where more than one standard within a specific area applies, we selected a few examples. Multiple standards could apply to most of these articles and activities.

**Standards are grouped by the AAG articles and activities they connect to. Descriptive text of chosen standards is on the following page.**

## ATTENDING A PERFORMANCE OF DON'T LET THE PIGEON DRIVE THE BUS

### ARTS

*Theatre Arts* | Anchor Standards 7–11

### DON'T LET THE PIGEON DRIVE THE BUS: FROM BOOK TO STAGE!

For parents, educators, and older students: Explore the difference between the book version vs the staged musical of *Don't Let the Pigeon Drive the Bus*, reflect on the storytelling and how the music elements of the stage version brought the story to life.

### ENGLISH LANGUAGE ARTS

*Reading Standards for Informational Text* | RI.1, RI.2

### AN INTERVIEW WITH CREATIVE TEAM & DESIGNERS

These articles explore the perspectives of theatre artists involved in the creation of *Don't Let the Pigeon drive the Bus*.

### ARTS

*Theatre Arts and Music* | Anchor Standards 7, 8, 11

### ENGLISH LANGUAGE ARTS

*Reading Standards for Informational Text* | RI.1, RI.2, RI.7

### DRAMA IN ACTION

### ARTS

*Theatre Arts* | Anchor Standards 1–6

### HEALTH AND PHYSICAL EDUCATION

*Physical Education* | Anchor Standards 1–6

## JUMP START

### ARTS

*Theatre Arts* | Anchor Standards 1–6

*Visual Arts* | Anchor Standards 1–2

### ENGLISH LANGUAGE ARTS

*Language Standards* | L.1

*Speaking and Listening Standards* | SL.1, SL.3, SL.5, SL.6

## ACTIVITY PAGES

### ARTS

*Visual Arts* | Anchor Standards 1, 2, 8

*Speaking and Listening Standards* | SL.1, SL.3, SL.5, SL.6

*Writing Standards* | W.1, W.2, W.3, W.8

## WASHINGTON STATE K-12 LEARNING STANDARDS

### ARTS

#### THEATRE ARTS

*Anchor Standard 1* | Generate and conceptualize artistic ideas and work.

*Anchor Standard 2* | Organize and develop artistic ideas and work.

*Anchor Standard 3* | Refine and complete artistic work.

*Anchor Standard 4* | Select, analyze, and interpret artistic work for presentation.

*Anchor Standard 5* | Develop and refine artistic techniques and work for presentation.

*Anchor Standard 6* | Convey meaning through the presentation of artistic work.

*Anchor Standard 7* | Perceive and analyze artistic work.

*Anchor Standard 8* | Interpret intent and meaning in artistic work.

*Anchor Standard 9* | Apply criteria to evaluate artistic work.

*Anchor Standard 10* | Synthesize and relate knowledge and personal experiences to make art.

*Anchor Standard 11* | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

#### VISUAL ARTS

*Anchor Standard 1* | Generate and conceptualize artistic ideas and work.

*Anchor Standard 2* | Organize and develop artistic ideas and work.

*Anchor Standard 8* | Interpret intent and meaning in artistic work.

#### MUSIC

*Anchor Standard 7* | Generate and conceptualize artistic ideas and work.

*Anchor Standard 8* | Interpret intent and meaning in artistic work.

*Anchor Standard 11* | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.



## HEALTH AND PHYSICAL EDUCATION PHYSICAL EDUCATION

- 2.1 | Demonstrate safe movement in personal and general space at a slow to moderate speed.
- 4.4 | Demonstrate how to share equipment and space with others and take turns.

## COMMON CORE

### ENGLISH LANGUAGE ARTS LANGUAGE STANDARDS

#### *Vocabulary Acquisition and Use*

**L.1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on age appropriate level reading and content.

### READING STANDARDS: FOUNDATIONAL SKILLS

#### *Phonics and Word Recognition*

**RF.3** | Know and apply grade-level phonics and word analysis skills in decoding words.

### READING STANDARDS FOR INFORMATIONAL TEXT

#### *Key Ideas and Details*

**RI.1** | With prompting and support, ask and answer questions about key details in a text.

**RI.2** | With prompting and support, identify the main topic and retell key details of a text.

#### *Integration of Knowledge and Ideas*

**RI.7** | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

### SPEAKING AND LISTENING STANDARDS

#### *Comprehension and Collaboration*

**SL.1** | Participate in collaborative conversations with diverse partners about age appropriate topics and texts with peers and adults in small and larger groups.

**SL.3** | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### *Presentation of Knowledge and Ideas*

**SL.5** | Add drawings or other visual displays to descriptions as desired to provide additional detail.

**SL.6** | Speak audibly and express thoughts, feelings, and ideas clearly.



### WRITING STANDARDS

#### *Text Types and Purposes*

**W.1** | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

**W.2** | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.3** | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

#### *Research to Build and Present Knowledge*

**W.8** | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# AUDIENCE MEMBER GUIDE

Experiencing theatre is a group activity shared not only with the actors, but also with the people sitting around you. Your attention and participation help the actors perform better, and allows the rest of the audience to enjoy the show. *We invite you to laugh when it is funny, cry when it is sad, gasp when it is shocking, but refrain from talking during the show, as it disturbs audience members and performers alike.*

## HERE ARE SOME HELPFUL GUIDELINES ON HOW TO ENJOY THE PERFORMANCE:

Leave cell phones, tablets, hand held games, and other distracting and noise-making electronic devices at home or turn them completely off.

Do not text during the performance. The light and the motion is very distracting to those around you, on stage, and the tech crew behind you.

Gum and food must stay in the lobby. Drinks are only allowed if they have a lid.

The lights dimming and going out signal the audience to quiet down and settle in your seats: the play is about to begin.

Don't talk with your neighbors during the play. It distracts people around you and the actors on stage.

Focus all your attention on the play to best enjoy the experience. Listen closely to the dialogue and sound effects, and look at the scenery, lights, and costumes. These elements all help to tell the story.

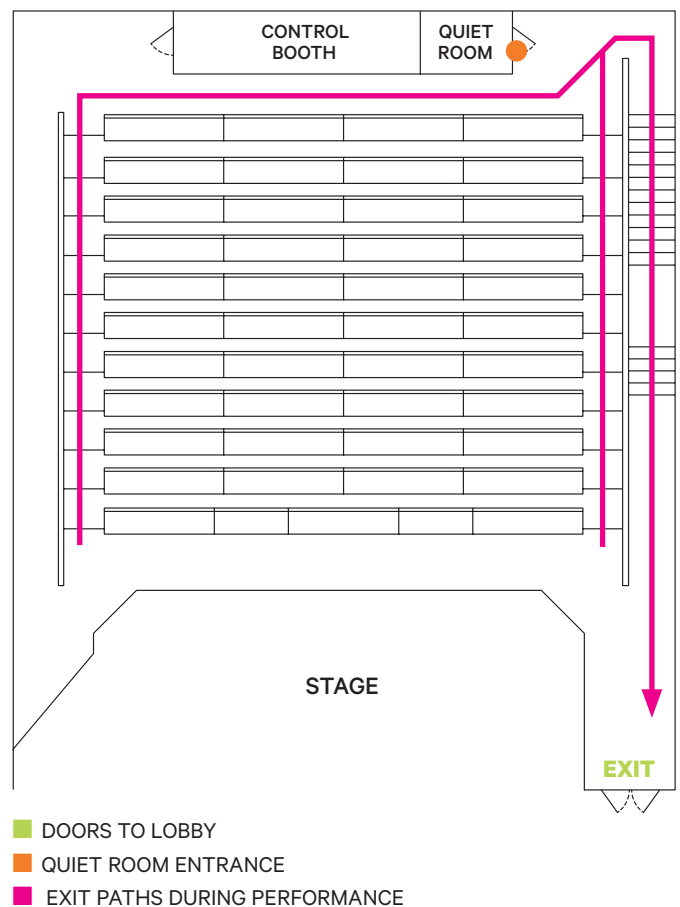
Get involved in the story. Laugh, cry, sigh, gasp — whatever the performance draws from you. The more emotionally involved you are, the more you will enjoy the play.

Remain in your seat during the play. Please use the restroom before or after the show, as well as during intermission.

During the curtain call remain in your seat and applaud because this is part of the performance too. The actors will come out on stage one more time to say thank you for your participation as an audience member.



## THE EVE ALVORD THEATRE



Thank you being part of the SCT family. If you have any questions please visit our FAQ page at [WWW.SCT.ORG/FAQ](http://WWW.SCT.ORG/FAQ) or contact us at [hello@sct.org](mailto:hello@sct.org).

# SUGGESTED READING

*Read the Pigeon book  
series by Mo Willems:*

Don't Let the Pigeon Drive the Bus!

Don't Let the Pigeon Stay Up Late!

The Pigeon Finds a Hot Dog!

The Pigeon Wants a Puppy!

The Pigeon Needs a Bath!

## OTHER SIMILAR READINGS:

*Last Stop on Market Street*

by Matt de la Peña and  
Christian Robinson

*You Can't Take an Elephant on the Bus*

by Patricia Cleveland-Peck

*The Library Bus*

by Bahram Rahman & Gabrielle Grimard

*The Bus Ride*

by Marianne Dubuc

*The Bus For Us*

by Suzanne Bloom



The Seattle Public Library



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# DON'T LET THE PIGEON DRIVE THE BUS! THE MUSICAL!

## ACTIVITIES

**Activity:** Levels and Growing

**Estimated Time:** 15 minutes

**Grade Level:** K-2

**Learning Objective:** Exploring community roles, and finding a pathway to personal growth.

*Pigeon starts the play by walking around, then finds the bus, and eventually learns to fly! This activity practices taking small steps to demonstrate growth in nature, our community, and ourselves.*

Find a spot in a room where each person has space, but can still see and listen to the instructions. Invite everyone to take a seat and get comfortable.

Discuss how in the play, Pigeon uses transportation to get around town. First, Pigeon walks, then Pigeon rides the bus, then Pigeon learns to fly.

Share that you will explore levels and growing just like pigeon does. Level One is close to the ground, Level Two is crouched/hunched over, and Level Three is standing tall.

The instructor will share a prompt, and the level they want to see the prompt executed on. For example, “show me a snake that slithers on Level One”, or “show me a Detective looking for clues on Level Two”, or “show me a Skyscraper on Level Three”. These prompts can include animals, humans, objects, or feelings.

After a few rounds of prompts, start introducing prompts that show growth. For example:

- Flower: 1, seed. 2, bud. 3, bloom.
- Mountain. 1, Pile of dirt. 2, A Hill. 3, A Mountain.
- Bird. 1. Baby in the nest. 2, Learning to fly. 3, Soaring in the Sky

After those rounds, invite players to share the following prompts on whatever level they see fit, but continue the theme of growth. Some examples could be:

- Skateboarding- Someone who is trying skateboarding for the very first time, someone who has been learning how to skateboard for a month, master skateboarder.
- Chef- Someone who is discovering and tasting a new food, someone learning to cook with that food, someone who is running a restaurant, world-class chef.
- Business Person- Someone who is brainstorming new ideas, someone who is transforming their idea into an invention, someone sharing that invention with the world
- Pigeon- Pigeon who is walking around town, pigeon who is sitting on the bus, pigeon who is flying.
- Human- Learning to crawl, learning to walk, walking around confidently.
- Human- Shying away from making friends, trying hard to make friends, enjoying time with their friends.
- Human- Someone who is not confident, someone trying/practicing to be confident, someone who is confident.

In reflection ask how everyone felt while growing and transforming in these prompts. How does this activity connect to the play?

# DON'T LET THE PIGEON DRIVE THE BUS! THE MUSICAL!

## ACTIVITIES CONTINUED

**Activity:** Paper Bag Puppets

**Grade Level:** All Grades

**Vocabulary:** puppet, character, create, prop

**Materials:** Art supplies, paper bags, markers, wiggly eyes, scrap paper, found objects, glue, scissors

**Learning objectives:** By the end of the activity, students will build imagination, develop storytelling skills, and create theater props, as demonstrated by a verbal description of their puppet character.

This is an art activity connected to the puppets used in the play.

After seeing the play, talk about the pigeon puppet. What did you notice about it? Who moved it? Was it a real pigeon? If your child has never heard of the word puppet, a fun way to introduce them to this vocabulary term is, "This is a *puppet*, it's a *prop* – that's all the 'stuff and things' on stage, like chairs and tables – but also a moving *character* that's controlled and voiced by a person. What other puppets do you remember seeing in the play?" (Some answers are: Ducklings, puppy, bus are all possible answers).

### Making Puppets

Using paper bags, share that the bag will become the body and head of our puppets. Demonstrate that if we put our hand inside, they can make it move and talk.

Ask your child to think about the character they will create – *does the character have a name? A job like the bus driver? What about Big Dreams like the pigeon?* They can use craft supplies like markers, crayons, colored paper, pom-poms, pipe cleaners, googly eyes... the sky's the limit. Give the students some time to create their characters and help where needed.

Try creating a voice for their puppet character and say a few silly lines as this character. Remember to move your hand inside the puppet to make them talk.

Older children can create a brief 30-60 sec skit that incorporates each of their characters, then 'perform' for an audience if there is time.

Need a prompt for a skit? Try:

- Making a sandwich out of silly ingredients.
- Singing a song.
- Recreating a scene from a favorite movie or cartoon.



**NEXT UP**  
TICKETS AT [WWW.SCT.ORG](http://WWW.SCT.ORG)

THE  
**WATSONS** GO TO  
BIRMINGHAM  
-1963

**MAY 3 -  
MAY 22**

Based on the book by Christopher Paul Curtis  
Adapted by Cheryl L. West

