

teacher resource guide

schooltime performance series



goodnight moon & the runaway bunny

arts
education
njpac

about the performance

In this staged version of the children’s classic story *Goodnight Moon*, a young, sleepy Bunny goes through his bedtime ritual of wishing goodnight to objects in his room. *The Runaway Bunny* follows a young rabbit who imagines how his loving mother would react if he ran away. Both stories feature endearing rabbit characters and the soothing rhythms of bunny banter and dream-like imagery never fail to infuse young readers with a reassuring sense of security. Mermaid’s staged adaptation brings a new appreciation to stories that have delighted several generations.

about mermaid theatre of nova scotia

Mermaid Theatre has been in continuous operation since it was founded in 1972 in Wolfville, Nova Scotia. They moved to the neighboring town of Windsor in 1987 and helped to revitalize the historic town’s downtown business core. Their extensive headquarters encompass production studios, administrative offices, rehearsal quarters, a versatile studio, animation studios, film & television recording capacity, and an elegant 400-seat performance facility known as The Mermaid Imperial Performing Arts Centre (MIPAC).

about the author

Margaret Wise Brown (1910 – 1952) was a former teacher who believed that very young children could be fascinated by the simple pleasures of the world around them. She created some of the most enduring and beloved children’s books of all time and developed the concept of the first durable board book.



about the illustrator

Clement Hurd (1908 – 1988) graduated from Yale University and studied painting in Paris in the 1930s with Fernand Léger and others. His engaging semi-abstract style became world-famous with the publication of *The Runaway Bunny* in 1942 and *Goodnight Moon* in 1947.

njpac on the mic podcast



About NJPAC On the Mic

NJPAC On the Mic invites your students to expand their experience of attending a SchoolTime Performances show. We provide three podcast episodes for each production, suitably aligned with New Jersey Student Learning Standards (NJSLS) and New Jersey Social and Emotional Learning (SEL) Competencies. With *NJPAC on the Mic*, the learning begins before — and continues beyond — your visit to the New Jersey Performing Arts Center!

How to listen to this episode of NJPAC On the Mic
Scan the QR code or visit njpac.org/arts-education/teacher-resources to access the podcast and the following show notes:

Part 1: About | Pre-show audio, 5 minutes

Includes: An introduction to the performance, artists, venue and welcome message

Welcome message voiced by Kendall Lipham

Part 2: Connect | Post-show audio, 8 minutes

Includes: Reflection question, a listen-and-respond activity

Opening question voiced by Kendall Lipham

Part 3: Spotlight | Post-show audio, 8 minutes

Includes: A movement activity exploring moments from *The Runaway Bunny*

Activity introduction voiced by Kendall Lipham

Additional Episode Credits

Series producers: Michael Aquino and Dania Ramos

Written and hosted by Dania Ramos

Additional writing by the team behind *Goodnight Moon* & *The Runaway Bunny*

Theme and outro music: Michael Aquino

Additional music from Epidemic Sound

Sound editing, sound design and voiceover by Michael Aquino

inspired ideas in the classroom

P

Prepare for the performance

Read *The Runaway Bunny* and *Goodnight Moon* to the students or play a read-aloud video of the books (*links to videos of both books in English and Spanish are included in the resources section*).

Have students listen to ***NJPAC on the Mic: About***.

Prepare the students for their trip to the show by highlighting where they will go, what they will see and hear, and what audience participation looks like. Remind them that giving their attention to the performers is part of how we help the actors tell the story. We can all work together in a performance to make it a success!

As a class, make a list of the different settings in the story, including the bedroom in *Goodnight Moon*, and the various hypothetical places the bunny travels to before in *The Runaway Bunny*. Ask students how each of these settings might make them feel. Keep a list of these emotions to use in the Originate section.

Listen to *Goodnight Moon* and *The Runaway Bunny*, read by your teacher or in the read-aloud video.

Listen to ***NJPAC on the Mic: About***.

Share how the different places in the story make you feel. Are they comforting? Exciting? Warm? Cold? Cozy?

NJ Student Learning Standards

English Language Arts
NJLSA.R7.
Visual & Performing Arts
Anchor Standard 7, 8, 9
Social-Emotional Learning
Self-Awareness Sub-competency 1

E

Experience the performance

Before the show, remind students about audience expectations and how they can participate by sharing their energy and focus with the performers.

Ask students to pay attention during the show to how the artists create the stories' settings using puppets, sets, costumes and lights.

During the performance, pay attention to how the artists create the stories' settings using puppets, sets, costumes and lights.

Visual & Performing Arts
Anchor Standard 8, 9
Social-Emotional Learning
Social Awareness Sub-competency 11

R

Reflect, respond and read

Have students listen to ***NJPAC On the Mic: Connect***. Pause the podcast when prompted so students can share their favorite moments from the show. Encourage them to be specific. Lead students in the prompted “good morning” replies. Help students identify the setting clues in the “good morning” section (*i.e., a window tells us we might be in a house, and the bright sun and bird song tell us it is morning*).

For young students: Ask them to think about which setting in *Goodnight Moon* or *The Runaway Bunny* was the most exciting for them. Have them share their observations about how Mermaid Theatre of Nova Scotia created that setting inside the Victoria Theater using sets, costumes and lights.

For older students: Ask them to consider the differences between how Mermaid Theatre created the setting in *Goodnight Moon*, where there is only one setting for the whole story; and in *The Runaway Bunny*, where the setting changes every time the bunny gets a new idea. Have them share how the story impacts the company’s choices about the set, costumes or lights. For example, were the set pieces in *The Runaway Bunny* smaller because they needed to be moved on stage and off quickly as the setting changed?

Have students recreate their favorite setting by completing **Activity Sheet 1** with crayons, markers or colored pencils.

Listen to ***NJPAC On the Mic: Connect***. Share your answer to these questions: What was your favorite moment in the show? Why? Use the sounds in the podcast as a guide to respond “good morning” when prompted. What do the sounds tell you about the setting in this section?

In *Goodnight Moon* and *The Runaway Bunny*, which setting in the performance was the most exciting for you? How did the Mermaid Theatre artists use lights, costumes, props, set pieces and sound to create that setting?

Use **Activity Sheet 1** to draw a picture of your favorite setting from the performance.

English Language Arts
SL.II.1.2., SL.PI.1.4.
SL.UM.1.5.
Visual & Performing Arts
Anchor Standard 1, 5, 9
Social-Emotional Learning
Self-Awareness Sub-competency 1
Career Readiness,
Life Literacies & Key Skills
9.4.2.CI.1, 9.4.2.CI.2

F

Focus

Guide the class through picking a new setting they would like to create in their own performance. This new setting could be in your school, or it could be a playground, a beach, or anywhere else the students want to recreate. Revisit the list of emotions connected to the different settings in *Goodnight Moon* and *The Runaway Bunny* and ask students what other settings also make them feel those emotions.

Once the class has selected a new setting, have the students fill out **Activity Sheet 2** independently.

Create your own good morning/goodnight routine performance with your class! Think of a new setting where you could build your performance. Choose a setting as a class. Decide the props, set pieces or characters you need to create your setting. Draw a picture of one item or character on **Activity Sheet 2**.

English Language Arts
RL.IT.1.3., NJLSA.SL1.
Visual & Performing Arts
Anchor Standard 10, 11

O

Originate

Have students listen to ***NJPAC On the Mic: Spotlight***.

Define the word “tableau”. As a class create a tableau of the new setting selected in the Focus session together. Similar to how they used their bodies to explore the bunny’s adventures in part three of the podcast, they will use their bodies to create the set pieces, props and characters in their new chosen setting. Pick one or two things to practice as a group. Have students practice using their bodies to make the object or character they drew on **Activity Sheet 2**. Next, invite students individually or in pairs to the front of the room and have them add their objects, gradually building a tableau of your new setting.

Encourage students to think about using their whole bodies, different levels, and distance in relationship to each other.

At the end of class, take a picture of the tableau. Show the students the picture so they can see what they made! Keep the picture to refer back to in the rehearse section.

Listen to ***NJPAC On the Mic: Spotlight***.

Think about how to use your body to create the object or character you drew on **Activity Sheet 2**. Make a tableau of your new class setting. Make sure to include everyone’s objects and characters.

English Language Arts
NJLSA.SL2.
Visual & Performing Arts
Anchor Standard 2, 4
Social-Emotional Learning
Responsible Decision-Making
Sub-competency 13
Career Readiness,
Life Literacies & Key Skills
9.4.2.CI.2

R

Rehearse

Have students build upon their good morning or goodnight tableau in their chosen setting.

Have students recreate their classroom tableau from the last session at the front of the room. Once they have all joined the tableau, ask students to sit down where they are and tell them they are now “asleep.” Walk around the students and tap each student on the shoulder one at a time saying, “In the [setting the class chose] there was a [the name of set/prop/character they are acting out.] Good morning [set/prop/character]!” Rehearse this a few times until the whole class is comfortable with it.

Work together as a class to create your own special performance where you say good morning and goodnight to your class setting, just like in *Goodnight Moon*!

Create your class tableau. Follow the directions when your teacher says, “Sit down and pretend to go to sleep.” When your teacher taps on your shoulder and greets you “Good morning,” get up to form your object or character with your body. Follow the directions when your teacher says, “Goodnight, go back to sleep.”

Rehearse your performance! Remember to use your whole body and stand as still as possible while you hold your poses.

Comprehensive Health & Physical Education
2.1.2.EH.4
Visual & Performing Arts
Anchor Standard 3, 4
Social-Emotional Learning
Self-Management Sub-competency 5
Self-Management Sub-competency 6

M

Make magic

Have the students present their work! Invite parents or another classroom from the building come to watch the whole class perform together. **Optional:** The pictures from **Activity Sheet 2** can be hung around the room or used in a program.

After the class performs, ask students how creating the setting made them feel. Is it a space that makes them excited? Calm? Happy? Something else?

Share your tableau with another classroom or with other special grown-ups from school or home!

While you are performing, think about how creating the setting makes you feel. Which emotions do you feel? Does it make you feel excited? Calm? Happy? Something else?

English Language Arts
NJLSA.SL1.
Visual & Performing Arts
Anchor Standard 6, 7
Social-Emotional Learning
Self-Awareness Sub-competency 2
Responsible Decision-Making
Sub-competency 13

curriculum standards

- NJ Visual & Performing Arts Standards**
- 2: Organizing and developing ideas.
 - 3: Refining and completing work.
 - 4: Selecting, analyzing, and interpreting work.
 - 6: Conveying meaning through art.
 - 7: Perceiving and analyzing products.
 - 8: Interpreting intent and meaning.
 - 9: Applying criteria to evaluate products.
 - 10: Synthesizing and relating knowledge and personal experiences to create products.
 - 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

FIND THE STANDARDS
For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS
corestandards.org/ELA-Literacy

NATIONAL SOCIAL STUDIES STANDARDS
socialstudies.org/standards

NATIONAL CORE ARTS ANCHOR STANDARDS
nationalartsstandards.org

common core state standards

- Career Readiness, Life Literacies & Key Skills**
- 9.4.2.CI.1
Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2
Demonstrate originality and inventiveness in work.
- Comprehensive Health & Physical Education**
- 2.1.2.EH.4
Demonstrate strategies for managing one’s own emotions, thoughts and behaviors.
- English Language Arts**
- NJSLSA.R7.
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.SL1.
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2.
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- RL.IT.1.3.
Describe characters, settings, and major event(s) in a story, using key details.
- SL.II.1.2.
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.PI.1.4.
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5.
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

- Social-Emotional Learning**
- Responsible Decision-Making Sub-competency 13
Utilize positive communication and social skills to interact effectively with others.
- Self-Awareness Sub-competency 1
Recognize one’s feelings and thoughts.
- Self-Awareness Sub-competency 2
Recognize the impact of one’s feelings and thoughts on one’s own behavior.
- Self-Management Sub-competency 5
Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors.
- Self-Management Sub-competency 6
Recognize the skills needed to establish and achieve personal and educational goals.
- Social Awareness Sub-competency 11
Demonstrate an awareness of the expectations for social interactions in a variety of settings.



vocabulary

- Character**
A person, animal, or being in a story
- Costumes**
Clothing a performer wears during a performance to help show the audience what role they are playing and where and when the story takes place
- Lighting**
Special stage lights that help the audience see the performers, and show them where and when a story takes place, and help create the mood in a story
- Pose**
A still shape a performer creates using their body
- Prop**
An object performers hold on stage that help them tell a story
- Puppet**
A movable model of a character that can be controlled by performers to tell a story
- Set**
Furniture or painted scenery on stage that helps show where the story happens
- Setting**
Where and when a story takes place
- Tableau**
A still stage picture created by performers that tells a story



resources

NJPAC

About NJPAC
njpac.org/about

NJPAC's Arts Education programs
njpac.org/arts-education

NJPAC's David G. Berger Master Class Series
njpac.org/berger

NJPAC Resources | *Goodnight Moon*
& *The Runaway Bunny*
njpac.org/education-program/goodnight-moon-runaway-bunny-resources

Website

Mermaid Theatre of Nova Scotia
mermaidtheatre.ca

Shaw Entertainment Group
shawentertainment.com/production/goodnight-moon-and-the-runaway-bunny

Britannica Kids | Biography of Margaret Wise Brown
<https://kids.britannica.com/kids/article/Margaret-Wise-Brown/606051>

Videos

Goodnight Moon Narrated by Susan Sarandon
youtube.com/watch?v=1ZTnwKLKVhc

Goodnight Moon read aloud in both english and spanish
youtube.com/watch?v=ANg_k6wHMQ

The Runaway Bunny read aloud and animated
youtube.com/watch?v=Av7MrZR7EMs

The Runaway Bunny aloud in spanish
youtube.com/watch?v=7cRLDKtFj_4

Goodnight Moon & The Runaway Bunny show trailer
youtube.com/watch?v=WSy9rkCtaY

Teacher Toolkit: Tableau
youtube.com/watch?v=aHooiRHMkr0

Drama Game for Kids: Tableaux
youtube.com/watch?v=YfNmIY1-t5k

Books

Goodnight Moon by Margaret Wise Brown.
Illustrated by Clement Hurd. 1942

The Runaway Bunny by Margaret Wise Brown.
Illustrated by Clement Hurd. 1942

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NJPAC Arts Education performances team:

Rosa Hyde, Treasure Borde, and Kendall Lipham. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. CM Studios producers: Michael Aquino and Dania Ramos. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

the arts in your school

In-School Residencies: NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

Professional Development: Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at artseducation@njpac.org. Or visit njpac.org/education

study the arts at njpac

Saturday Programs: NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, musical theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.

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Turrell Fund



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+ deceased