emerald city theatre
presents
FANTASTIC Mr. Fox
Adapted for the stage by David Wood
From the book by Roald Dahl
Directed by Jacqueline Stone

Study Guide
You’re invited to a fox’s feast!

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Introduction:
A Letter from Emerald City Theatre

A Note to All Educators:
Welcome to Emerald City Theatre’s 22nd season! At Emerald City Theatre, we hope that all children will enjoy a lifetime of appreciation for the arts. Thank you for sharing the gift of live theater with your students.

We are so glad you have decided to join us for Fantastic Mr. Fox! Journey deep underground with the badgers, weasels, rabbits – and yes, foxes – for a celebration of courage, family, and community. Mr. Fox knows he must be clever to save his family from a trio of spiteful farmers, but in a twist of tunnels, he becomes the hero of the forest!

In this guide, you are provided with a variety of activities to use in your classroom, either before or after the performance. Some lessons can help you incorporate drama or creative play into your classroom, while others integrate your theatrical experience with other Common Core standards. Use them as written or adapt the lessons to suit the needs of your classroom. By exploring the themes introduced at the show, a field trip to the theater can become more than just a one-day experience.

We also offer in-classroom workshops to extend students’ experiences before and after the play. For more information about this opportunity, email oz@EmeraldCityTheatre.com or call 773.529.2690 today.

Emerald City Theatre
Emerald City Theatre celebrates all of Chicago’s children through playful, professional, and culturally relevant artistic programs that motivate young people to creatively face the world.

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The Artists

CAST:

Mario Aivazian  
Mr. Fox
Brianna Buckley  
Badger
Tia Pinson  
Mrs. Fox
Aaron Lawson  
Boggis
Isa Arciniegas  
Bunce
Jeffrey Hoge  
Bean
Jeanne T. Arrigo  
Mabel/Ensemble
Rebecca Keeshin  
Fox Child
Adhana Reid  
Fox Child
Elleon Dobias  
Badger Child /Mabel Understudy
Diego Colón  
Mr. Fox Understudy
Tim Leuke  
Boggis/Bean Understudy
Emma Sheikh  
Badger/Mrs. Fox Understudy
Shea Lee  
Bunce/Badger Child Understudy
Sara Geist  
Fox Child Understudy

PRODUCTION TEAM

Jacqueline Stone  
Director
Julia Schade Armstrong  
Music Director
Jamal Howard  
Choreographer
Eli Newell  
Assistant Director
Michelle Lilly  
Scenic Designer
Alison Siple  
Costume Designer
Keith Parham*  
Lighting Designer
Jeffrey Levin  
Sound Designer
Joe Craig  
Props Designer
Aaron Shapiro  
Production Manager
Marcus Carroll  
Production Stage Manager

*Member of United Scenic Artists, Local USA 829
About the Creators: Fantastic Mr. Fox

About the author: Roald Dahl

Roald Dahl was a British writer and popular author. During his life, he also got to be a taste-tester of chocolate, since his boarding school was near a chocolate factory! He was also a fighter pilot during World War II. Roald Dahl wrote many books for children and adults, including James and the Giant Peach, Charlie and the Chocolate Factory, The BFG, Matilda, The Twits, and, of course, Fantastic Mr. Fox. Many of his books have been turned into stage plays and movies. Over his decades-long writing career, he penned 19 children’s books.

About the playwright: David Wood

David Wood began writing as a student at Oxford University in the 1960s. He wrote his first play for children in 1967 and has since written over sixty more! They are performed all over the world. He was dubbed ‘the national children’s dramatist’ by Irving Wardle in The Times and published, to rave reviews, Theatre for Children: Guide to Writing, Adapting, Directing, and Acting, co-written with Janet Grant, which has become required reading on the subject in the UK and the US, and is also published in China. He directed many of his plays for his own company, Whirligig Theatre.

Biographies adapted from author sites.

About the play:

Journey deep underground with the badgers, weasels, rabbits – and yes, foxes – for a celebration of courage, family, and community. Mr. Fox knows he must be clever to save his family from a trio of spiteful farmers, but in a twist of tunnels, he becomes the hero of the forest! David Wood’s exuberant adaptation of Roald Dahl’s classic book, accompanied by live music, is a Chicago premiere.

Fantastic Mr. Fox is presented by special arrangement with SAMUEL FRENCH INC.
Discussion Questions and Suggested Reading

Discussion Questions for Before the Show:

1. What do you think makes Mr. Fox so fantastic?
2. Do you think the farmers and the foxes will get along? Why or why not?
3. What do you think the phrase “sly as a fox” means? Why do you think people use that phrase? Have you ever heard that phrase before?

Discussion Questions for After the Show:

1. Why do you think the playwright chose to use music to help tell the story? What did you think of the actors playing instruments on-stage?
2. Remember back to your earlier prediction. Were you right about why Mr. Fox is fantastic?
3. Who was your favorite character? Why?
4. Who do you think was truly smarter? The animals or the humans? Why? Do you think that mirrors real life? Why or why not?

Suggested Reading:

George’s Marvelous Medicine by Roald Dahl
The Twits by Roald Dahl
Mrs. Piggle-Wiggle by Betty MacDonald
Freckle Juice by Judy Blume
Stuart Little by E.B. White
Lesson Plan Standards/Answer Keys

Discussion Questions (Page 5)

**Standard:** Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

- **Kindergarten:** K.1, K.1.A, K.2, K.3, K.4, K.6
- **1st Grade:** 1.1, 1.1.B, 1.1.C, 1.4, 1.6
- **2nd Grade:** 2.1, 2.1.A, 2.1.B, 2.2, 2.4, 2.6
- **3rd Grade:** 3.1, 3.1.B, 3.1.C, 3.1.D, 3.2, 3.4, 3.6
- **4th Grade:** 4.1, 4.1.B, 4.1.C, 4.1.D, 4.4
- **5th Grade:** 5.1, 5.1.B, 5.1.C, 5.1.D, 5.4

Chapter Summaries and Comprehension Questions (Page 8 - 9)

**Standard:** Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

- **Kindergarten:** K.1, K.1.A, K.2, K.3, K.4, K.6
- **1st Grade:** 1.1, 1.1.B, 1.1.C, 1.4, 1.6
- **2nd Grade:** 2.1, 2.1.A, 2.1.B, 2.2, 2.4, 2.6, 3rd Grade – 3.1, 3.1.B, 3.1.C, 3.1.D, 3.2, 3.4, 3.6
- **4th Grade:** 4.1, 4.1.B, 4.1.C, 4.1.D, 4.4
- **5th Grade:** 5.1, 5.1.B, 5.1.C, 5.1.D, 5.4

Fantastic Foxes: Alliterative Adjectives (Page 10)

**Standard:** Language: Vocabulary Acquisition and Usage

- **Kindergarten:** K.5, K.5.A, K.5.C
- **1st Grade:** 1.5, 1.5.A, 1.5.B, 1.5.C, 1.6
- **2nd Grade:** 2.5, 2.5.A, 2.5.B, 2.6
- **3rd Grade:** 3.5, 3.5.A, 3.5.B, 3.6
- **4th Grade:** 4.5, 4.5.A, 4.5.B, 4.5.C, 4.6
- **5th Grade:** 5.5, 5.5.A, 5.5.B, 5.5.C, 5.6

**Standard:** Language: Conventions of Standard English

- **1st Grade:** 1.1.F
- **2nd Grade:** 2.1.F

Where Did the Fox Go? (Page 11)

**Standard:** Language: Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Usage

- **1st Grade:** 1.1, 1.1.E, 1.5.C, 1.5.D, 1.6
- **2nd Grade:** 2.1, 2.3, 2.5.A, 2.6
- **3rd Grade:** 3.1, 3.3, 3.5.B, 3.6
- **4th Grade:** 4.1, 4.1.E, 4.3, 4.6
- **5th Grade:** 5.1, 5.3, 5.6

**Answer Key:** on, under, in, out, across

Sly as a Fox (Page 12)

**Standard:** Language: Vocabulary Acquisition and Usage

- **Kindergarten:** K.5, K.5.A, K.5.C
- **1st Grade:** 1.5, 1.5.A, 1.5.B, 1.5.C, 1.6

Emerald City Theatre
2nd Grade – 2.5, 2.5.A, 2.5.B, 2.6
3rd Grade – 3.5, 3.5.A, 3.5.B, 3.6
4th Grade – 4.5, 4.5.A, 4.5.B, 4.5.C, 4.6
5th Grade – 5.5, 5.5.A, 5.5.B, 5.5.C, 5.6

Find Fox's Way Home (Page 13-14)
Standard: IL Social Science Standards
   1st Grade – SS.G.1.1
   2nd Grade – SS.G.1.2
Standard: Reading: Informational Text
   3rd Grade – 3.7
   4th Grade – 4.7
Answer Key: Northwest, West, East, South, North, Northeast, Southeast

Feeding the Foxes (Page 15)
Standard: Math: Operations and Algebraic Thinking
   Kindergarten – A.1, A.2
   1st Grade – A.1, C.5, C.6
   2nd Grade – A.1
   3rd Grade – A.3
   4th Grade – A.2
Answer Key: 2 + 3 + 1 = 6, 4 + 4 + 6 = 14, 20 – 3 = 17, 17 – 2 = 15, 10 – 1 + 2 = 11

Drama Lesson Plan (Page 16)
Standard: National Core Art Standard 2: Organize and Develop Artistic Ideas and Work
Standard: National Core Art Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art.
Also supports your class’ Speaking and Listening skills in a new way.

What Did You Think? (Page 17-18)
Standard: Writing: Texts Types and Purposes
   Kindergarten – K.2
   1st Grade – 1.2
   2nd Grade – 2.2
   3rd Grade – 3.2
   4th Grade – 4.2
   5th Grade – 5.2
Chapter Summaries and Comprehension

Chapter 1: The farmers – Boggis, Bunce, and Bean – are introduced. They are described, along with their nasty habits.
1. What kind of animals does Boggis keep?
2. What does Bunce look like?
3. What does Bean eat or drink?

Chapter 2: Mr. Fox and his family are introduced, and Mr. Fox’s nightly stealing ritual is described. The farmers plot to catch Mr. Fox.
1. Where is the hole where the foxes live?
2. What does Mr. Fox do in the nighttime?
3. How do the farmers feel about what Mr. Fox is doing? What are they going to do about it?

Chapter 3: Mr. Fox heads out to get ducks for supper. He is over-confident and gets caught! His tail gets shot off by the farmers.
1. What does Mr. Fox do to see if anyone is outside? Does it work?
2. What happens to Mr. Fox when he leaves his hole?
3. What do the farmers decide to do next?

Chapter 4: Mrs. Fox tends to Mr. Fox’s tail. After they all go to sleep, the farmers try to dig out the foxes. The foxes dig faster than the farmers to go deeper into the earth.
1. Will Mr. Fox’s tail grow back?
2. What happens while the foxes are sleeping?
3. Why does Mrs. Fox call Mr. Fox “fantastic?”

Chapter 5: The farmers decide that digging won’t work, so they get their tractors to dig for them. The tree falls over. In the tunnel, there is a terrible noise. The foxes must dig even deeper.
1. What do the farmers propose to do since their plan isn’t working?
2. What do the foxes do when their tunnel is discovered?

Chapter 6: The foxes and farmers race to dig faster and faster. The farmers are so determined to get the foxes that they destroy their entire hillside.
1. Who is winning the race?
2. What do the people do when they discover the destroyed hillside?

Chapter 7: The farmers finally give up on digging the foxes out. They are determined to find another way to get Mr. Fox. They decide to camp out and watch the hole.
1. When do the farmers stop digging?
2. What do the farmers ask for to camp out?

Chapter 8: The farmers camp out around the fox-hole. The foxes are getting very hungry. The farmers use all of their workers to watch the hill.
1. Why do the farmers ask their workers to help them?

Chapter 9: It has been three days. The foxes are starving. Mr. Fox has an idea, but it means more digging.
1. How long did the foxes wait in the fox-hole?
2. What do you think Mr. Fox’s idea is?
Chapter 10: The foxes dig themselves directly into Boggis’s chicken house! They steal three hens and go back to the tunnel. Mr. Fox sends one of the small foxes to take the chickens to his mother.
1. Where do the foxes dig to?
2. What do they do when they get there?

Chapter 11: The small fox takes the chickens to Mrs. Fox. She believes she’s dreaming. She begins to prepare a feast while the other foxes continue to dig.
1. Why does Mrs. Fox say she’s dreaming?

Chapter 12: Mr. Fox and the small foxes continue to dig. They run into Badger along the way, who tells them that the other animals have also been digging. Mr. Fox lets Badger in on his plan. They join the digging.
1. Why is Badger so happy to see the foxes?
2. Who does Badger have with him?

Chapter 13: The animals dig themselves into Bunce’s giant storehouse. They take ducks, geese, hams, and bacon with them, along with some carrots.
1. Where do the foxes and badgers dig to?
2. What do they find in Bunce’s storehouse?
3. What kind of animals and meat do they take from Bunce’s storehouse?
4. Why does the smallest fox get carrots?

Chapter 14: Badger becomes worried about stealing so much from the farmers. Mr. Fox says he is too respectable, that the farmers are terrible, and the animals are decent and peace-loving.
1. What is Badger worried about?
2. What do you think is in the secret underground room?

Chapter 15: Mr. Fox and Badger are in Bean’s secret cider cellar. There, they find Rat, who tries to claim the place for himself. The animals start to steal cider, when they hear a woman coming into the underground room.
1. Who do they meet in the cider cellar, and how does Mr. Fox make him go away?
2. What do Mr. Fox and Badger get from the underground room?
3. What happens when they hear a human voice?

Chapter 16: The animals hide. They hear the woman talking to Mrs. Bean, who is at the top of the stairs. They are talking about killing Mr. Fox! The animals are almost discovered in their hiding place. The foxes and badgers make a run for it when Mabel goes to get the rat poison.
1. Why does Mrs. Bean say Mr. Bean won’t be out much longer?
2. What part of the fox does Mrs. Bean say Mabel can have?

Chapter 17: The animals run back through the tunnels to their families. When they get to them, they discover a huge feast! The animals are joyous. Mr. Fox proposes that the animals live underground forever to avoid the farmers.
1. What do the foxes and badgers come upon back in the tunnel?
2. Who do the animals toast to?
3. Who does Mr. Fox say the meal is from?
4. What does Mr. Fox propose the animals do to stay safe from the farmers?

Chapter 18: The farmers are still waiting. It’s raining, but they still wait.
1. What are the farmers doing?
Fantastic Foxes: Alliterative Adjectives

We all know Mr. Fox is fantastic! Did you notice that the words “fantastic” and “fox” start with the same letter and the same sound? That’s called alliteration. Can you come up with describing words (adjectives) that start with the same sounds and letters as the names below and match their personalities?

______________________________ Badger

______________________________ Weasel

______________________________ Rabbit

______________________________ Goose

______________________________ (your name)

______________________________ (your friend’s name)

______________________________ (your teacher’s name)
Where Did the Fox Go?
An exploration of prepositions

When Badger begins to tell the story of Mr. Fox, he describes exactly where the story happens. To do this, he uses many prepositions. Prepositions are words that show where something or someone is in relation to something or someone else – words like on, under, and in.

Fill in the blanks based on the picture below. You can use the word bank to help you.

WORD BANK

In
Out
Around
Away from
Toward
Under
Across
Off
On
Through
Up

The fox is ________________________ the box.
The box is ________________________ the fox.
The fox and the box are ________________________ the barn.
To get to the tree, the fox must go ________________________ of the barn
and ________________________ the bridge.
Sly as a Fox (similes)

The foxes love to use similes to describe things in their world. When the farmers are full, they say they’re “tight as a tick!” The farmers want to catch that fox so he will be “dead as a dingbat.” Use the lines below to create your own funny sayings to express your feelings!

Example: Sly as a fox.

_________________________ as a

_________________________ as a

_________________________ as a

_________________________ as a

_________________________ as a

_________________________ as a
Find Fox’s Way Home! (map)

The animals’ system of underground tunnels can be confusing. Help Fantastic Mr. Fox find his way using the map below along with cardinal directions from the compass. Remember to answer with the directions – north, south, east, west, or northeast, southeast, northwest, southwest!

[map attached as separate page]

To get from Fox Home to School, the animals must travel __________________________

To get from Fox Home to Badger Home, the animals must travel __________________________

To get from the Playground to School, the animals must travel __________________________

To get from the Grocery to the Theater, the animals must travel __________________________

To get from the Badger Home to the Playground, the animals must travel __________________________

To get from School to the Grocery, the animals must travel __________________________

To get from the Shop to the Fox Home, the animals must travel __________________________

Feeding the Foxes (math)

1. Fantastic Mr. Fox stole two chickens from Boggis, three ducks from Bunce, and one turkey from Bean. How many animals did he steal in total?

   _____ + _______ + _______ = ____________

2. There are two fox children, and they each want to eat four carrots. Mrs. Fox wants to eat six carrots. How many carrots do they need in total?

   _______ + ___________ + ___________ = _______________

3. If Bunce had twenty ducks and Mr. Fox stole three, how many ducks does Bunce have left?

   ________ - __________ = _____________

4. If Boggis had seventeen chickens and Mr. Fox stole two, how many chickens does Boggis have now?

   ________ - ______________ = _______________

5. Bean had ten turkeys. Mr. Fox stole one. Then Bean bought two more turkeys. How many turkeys does Bean have now?

   ________ - _______ + ___________ = ____________
Find Fox’s Way Home! (map)

BOGGIS

SHOP

TIGHT TUNNEL

TERRIBLE TUNNEL

PLAYGROUND

TINY TUNNEL

BADGER HOME

BEAN

SCHOOL

TINY TUNNEL

MR. FOX HOME

BUNCE

GROCERY

TALL TUNNEL

TERRIBLE TUNNEL

THEATER

TALL TUNNEL

TALL TUNNEL

TIGHT TUNNEL

TIGHT TUNNEL

TIGHT TUNNEL

W E N S
Drama Lesson Plan

The Children Were Sleeping: Imagination Play

In this activity, we’ll use our bodies to imagine that we’re different kinds of characters. Characters could be people, animals, or imaginary creatures. If there is a large open space in the room, students can “sleep” lying on the floor. If not, they can “sleep” standing up or in their desks.

Tell students to pretend to go to sleep. The teacher’s script is as follows:

Teacher: And all the children were sleeping. And while they were sleeping, they were dreaming. They were dreaming that they were... (insert character type here). Wake up, (character type)!

Students will then “wake up” and move about the room as if they are that kind of character. When the teacher says “And all the children were sleeping” again, that is the students’ cue to “go back to sleep.” After a few rounds, you may choose to take suggestions from the class while they’re sleeping.

Examples: Show with just your body that you’re (1) Fox, (2) Bunce digging through the heavy tunnel, (3) eating a big feast

Freeze, Please, Sneeze:

Freeze, Please, Sneeze is a rhyming activity as well as a body activity. Have students walk around the room at their normal pace, as if they were walking through the park or down the hall at school. Call this speed 3. Have students see if they can walk at any speeds between 1 and 5, 1 being a slowly as possible and 5 being as fast as they can without running. At any time, the facilitator may call out a different speed number or say “Freeze.” After settling into the rhythm, have students freeze and give you words that rhyme with freeze. Let them help you come up with a movement for that rhyming word and add it to the list of things you may call out as they move through the space. Some examples are below.

Freeze: all freeze; Sneeze: all say “AHCHOO!” and cover their mouths; Please: all bow; Peas: eat your peas; Breeze: blow arms in the wind; Trees: form your body like a tree
What Did You Think?
Share with Us!

Now that you’ve seen *Fantastic Mr. Fox*, let us know what you thought of the show.

Older Students: In the front of this guide, you will find a program that lists all the characters of the play and the names of the actors who play them. Choose one character from the show and write them a letter. Describe in detail which part of the show was your favorite. (You may photocopy page 17 with a letter format for your class.)

Younger Students: Think back to the show. What was your favorite part? Draw a picture showing your favorite part of the play. (You may photocopy page 18 with a drawing format for your class.)

We’d love to see your work. Send your letters and pictures (or photocopies of them) to us when you are done. All materials can be mailed to:

**Emerald City Theatre**
ATTN: Education
3rd Floor – Athenaeum Theatre
2936 N Southport Ave
Chicago, IL 60657

Teachers: We want to know what you thought! If your class completes this activity, please send them to us. The reactions from our audiences are the best part of our jobs. Feel free to email us at oz@EmeraldCityTheatre.com!
Dear __________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Sincerely,

____________________________________
Partner with Emerald City Theatre!

**MATINEE FIELD TRIPS**

Book your field trip for a 2018—2019 student matinee! Complete with an original study guide and a Q & A with the cast, a field trip to ECT is a great way to introduce students to their favorite stories live on stage. *Fantastic Mr. Fox* is located at Victory Gardens Theater and *Corduroy* is located at the Athenaeum Theatre. Tickets are $10 each.

**Currently Playing and Coming Soon:**
- *Fantastic Mr. Fox* | December 9, 2018 — January 12, 2019
- *Corduroy* | March 1 — April 20, 2019

**CLASSROOM WORKSHOPS**

Emerald City Theatre offers workshops to expand your field trip experience in your own classroom! Workshops are 45-55 minutes long. **PRE-SHOW:** ECT Teaching Artists lead students in an introduction to theater, the roles of the actor and audience, and introduce themes and concepts of the show. **POST-SHOW:** ECT Teaching Artists use interactive activities to reinforce comprehension of the themes and concepts of the play. Reserve one OR both workshops for your class at $125 per classroom for one workshop or $225 for two.

**AFTER-SCHOOL PROGRAMMING**

Emerald City Theatre brings world-class teaching professionals to your school for exercises in acting, singing, and dancing after the bell rings. We offer a wide array of after-school drama classes for all age levels with exciting new themes each session. Our weekly programs focus on team-building, listening skills, storytelling techniques, and confidence strengthening. Your students will show off all they’ve learned in a presentation during the final class! Prices vary; please inquire for pricing details.

**IN-SCHOOL RESIDENCIES**

Combine the fun of creative drama with your Common Core Standards. Emerald City Theatre’s flexible Residency program focuses on developing students as confident readers, writers, and actors in your classrooms. Our professional teaching artists guide your class in developing academic, artistic, and life skills during multiple visits, culminating in a final presentation. Pre-K through 8th grade classrooms can be accommodated. We will work with your school’s budget! Generally, prices start at $1,800 for a 9-session residency.

For more info on partnering with Emerald City Theatre, contact Audience Services at Oz@EmeraldCityTheatre.com or 773.529.2690 today.