



# CLASS SHOW GUIDE



## The Mysterious Case Files of **SILVER CASH, MONEY DETECTIVE**

### ***Pre-Show Activities***

#### **Theater Etiquette**

IN-CHAIR ACTIVITY • 10-15 MINUTES

**Objective:** Students will actively explore proper theater behavior.

**Discussion:** “Etiquette is a word we use to describe the way people behave when they are in social situations with other people. What is the proper etiquette when you see a play? How should you behave during the show? Is it the same way you should act when watching a movie at home or playing outside? Is it okay to laugh during a play if you think it is funny? Is it okay to talk to your neighbor during the performance?”

**Brainstorming:** As a class, create a list of ways that audience members might behave, good and bad, while in the theater. Write these behaviors on the board in two different columns: one for “Good Theater Etiquette” and one for “Bad Theater Etiquette.”

**Modeling:** Pick two students to come and sit in chairs in front of the class. Ask them to act out one of the “Bad Theater Etiquette” behaviors (with the teacher if desired) for ten seconds. Then have the class discuss why the behaviors were inappropriate and how they could be fixed. Now have the two students act out one of the behaviors under “Good Theater Etiquette” and discuss why this behavior is better.

**Activity:** Give the entire class one of the scenarios from their list of bad behaviors, like talking to their neighbor or not paying attention. Have the class

act out this behavior for ten seconds then ask the students how they think this behavior makes the actors or the other audience members feel. Have them fix the behavior and act out this new scenario for twenty seconds. Repeat with a few other bad behaviors from the list.

#### **Walk This Way!**

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

**Objective:** Students will use their bodies to move like different characters.

**Discussion:** “Next week, three actors from The Rose Theater are going to do a play for us in our multi purpose room [auditorium/gymnasium]. In the play, we will see several different characters. What is a character? A character is a person in the play. The actors will need to use their bodies and voices to show us they are different than themselves. Today we are going to explore the job of an actor right here in our classroom.”

**Activity:** Ask students to stand in a line on one side of the room. Before beginning, remind the students that this activity is not a race. Invite one student to walk in a very specific way across the room. Halfway across the room, direct the student to turn around to the rest of the class and say “Walk this way!” in a character voice that matches their walk. The rest of the students will mimic the initial walk to the other side of the room.

**Extension:** Invite students to choose one of the walks from the activity and begin walking around the classroom. While they walk, encourage students to think of what kind of character might walk like that. Encourage the students to think of their character’s name, age, occupation, and other fun facts. Students can introduce themselves one at a time in front of the class.

# ENJOY THE SHOW!

Dear Educators,

Welcome to The Rose, where we strive to enrich the lives of children through live theater, dance and arts education. We're pleased you have chosen to make The Rose a part of your students' learning experience, and we will do our best to make it both meaningful and educational. This study guide has been created to help identify the themes and lessons from "The Mysterious Case Files of Silver Cash, Money Detective" and move them into your classroom where they can be further developed through discussions, activities and assignments. Please feel free to take the ideas we've suggested here and modify them to match your classroom's grade level and curriculum.

**Sincerely,**  
**Brian Guehring, Rose Education Director**

## Want to book a workshop? Workshops at Your School

The Rose offers several workshops that can take place AT YOUR SCHOOL. A professional Rose teaching artist can visit your classroom for one to five days in a one week time period to explore, through drama, a curriculum topic of your choice. **To register your class for a workshop that will take place at your school, please contact Melissa Richter at (402) 502-4625 or [melissar@rosetheater.org](mailto:melissar@rosetheater.org).**

## Workshops at The Rose

A workshop AT THE ROSE is the perfect way to explore themes from a school field trip show or learn about the profession of theater. A professional teaching artist with a college degree in dramatic arts education will lead your class. **To register your class for a Workshop at The Rose, please contact Melissa Richter at (402) 502-4625 or [melissar@rosetheater.org](mailto:melissar@rosetheater.org).**

**Visit [www.rosetheater.org](http://www.rosetheater.org) for more information!**



**Free Funding Is Available for Field Trips!** We understand that budgets are tight. That's why we're offering two great solutions to help pay for your school's field trip expenses. Both Nebraska Arts Council and Target Stores are offering financial assistance to help underwrite the cost of providing your students with experiences such as those provided by The Rose Theater. For more information, please visit [www.nebraskaartscouncil.org](http://www.nebraskaartscouncil.org) (click "Grants" to see all categories) or [www.target.com/fieldtrips](http://www.target.com/fieldtrips).

### Write To Us!

**Letters may be written to:**  
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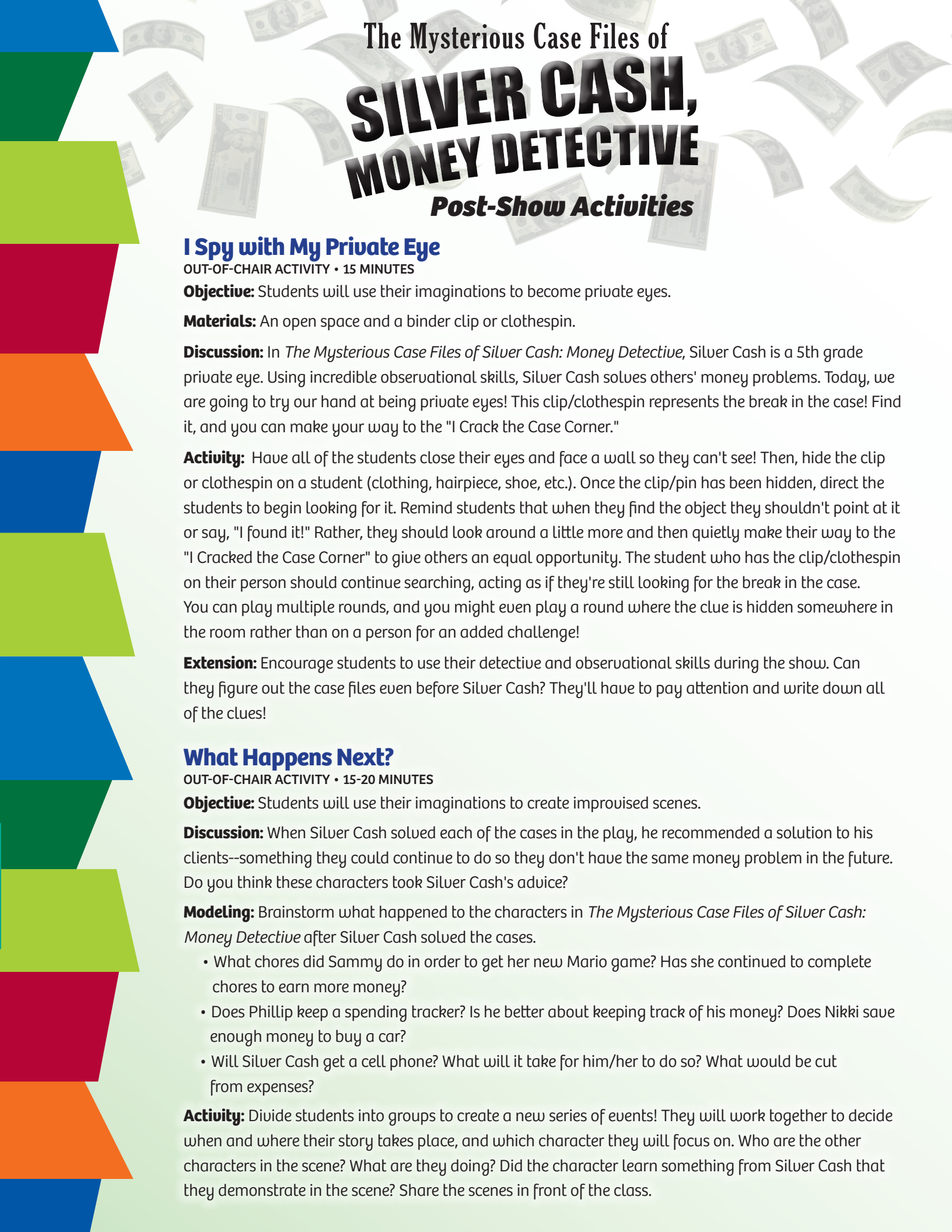
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**Performing Arts**  
FOR CHILDREN AND FAMILIES





# The Mysterious Case Files of **SILVER CASH, MONEY DETECTIVE**

## **Post-Show Activities**

### **I Spy with My Private Eye**

OUT-OF-CHAIR ACTIVITY • 15 MINUTES

**Objective:** Students will use their imaginations to become private eyes.

**Materials:** An open space and a binder clip or clothespin.

**Discussion:** In *The Mysterious Case Files of Silver Cash: Money Detective*, Silver Cash is a 5th grade private eye. Using incredible observational skills, Silver Cash solves others' money problems. Today, we are going to try our hand at being private eyes! This clip/clothespin represents the break in the case! Find it, and you can make your way to the "I Crack the Case Corner."

**Activity:** Have all of the students close their eyes and face a wall so they can't see! Then, hide the clip or clothespin on a student (clothing, hairpiece, shoe, etc.). Once the clip/pin has been hidden, direct the students to begin looking for it. Remind students that when they find the object they shouldn't point at it or say, "I found it!" Rather, they should look around a little more and then quietly make their way to the "I Cracked the Case Corner" to give others an equal opportunity. The student who has the clip/clothespin on their person should continue searching, acting as if they're still looking for the break in the case. You can play multiple rounds, and you might even play a round where the clue is hidden somewhere in the room rather than on a person for an added challenge!

**Extension:** Encourage students to use their detective and observational skills during the show. Can they figure out the case files even before Silver Cash? They'll have to pay attention and write down all of the clues!

### **What Happens Next?**

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

**Objective:** Students will use their imaginations to create improvised scenes.

**Discussion:** When Silver Cash solved each of the cases in the play, he recommended a solution to his clients--something they could continue to do so they don't have the same money problem in the future. Do you think these characters took Silver Cash's advice?

**Modeling:** Brainstorm what happened to the characters in *The Mysterious Case Files of Silver Cash: Money Detective* after Silver Cash solved the cases.

- What chores did Sammy do in order to get her new Mario game? Has she continued to complete chores to earn more money?
- Does Phillip keep a spending tracker? Is he better about keeping track of his money? Does Nikki save enough money to buy a car?
- Will Silver Cash get a cell phone? What will it take for him/her to do so? What would be cut from expenses?

**Activity:** Divide students into groups to create a new series of events! They will work together to decide when and where their story takes place, and which character they will focus on. Who are the other characters in the scene? What are they doing? Did the character learn something from Silver Cash that they demonstrate in the scene? Share the scenes in front of the class.

# Spendthrift Sales Guy Training

IN-CHAIR ACTIVITY • 10-15 MINUTES

**Objective:** Students will use their imaginations to explore how objects could be different things

**Discussion:** “In the play, *The Mysterious Case Files of Silver Cash, Money Detective*, Silver Cash runs into one of his nemeses, Spendthrift Sales Guy. Spendthrift’s only job is to make Silver Cash spend as much money as possible. We are going to use this everyday object, use our imaginations to turn it to something else, and try to sell this object.”

**Modeling:** Holding an everyday object [pencil, paper, stapler, marker] say, “This is not a pencil. It is a \_\_\_\_\_ [and show how it is something besides what it actually is: a small spaceship, my cane, a flattened orange]. You should buy it because \_\_\_\_\_ [and share something super amazing about it: it traveled around the world in 10 minutes; it is delicious; it has secret powers!]”

**Activity:** Sitting in a circle, invite the students to pass the object around the circle. Each student has the opportunity to show and tell about a new object.

**Extension:** In small groups, invite students to choose one of the new objects. Have them create 30 second commercials selling these objects in a very ‘Spendthrift Sales Guy’ way.

## 123: Budget, Spending, Income

OUT-OF-CHAIR ACTIVITY • 15 MINUTES

**Objective:** Students will explore budgeting while using their bodies and verbal communication.

**Discussion:** In *The Mysterious Case Files of Silver Cash: Money Detective*, Silver Cash reminds us that our spending habits should never exceed our income--we should track how much money we earn and spend! We are going to use our bodies and voices to explore this concept, matching how much money we earn with how much money we spend. A budget can help us keep track of our income so we know how much money we have to spend.

**Modeling:** Ask for 3 volunteers, and bring them up in front of the rest of the class. Have them stand in a line, and label them 1. Budget, 2. Spending, and 3. Income. Person 2 (Spending) and 3 (Income) will face Person 1 (Budget). Person 3 (Income) will strike a pose, making an interesting shape with their body. Person 1 (Budget) will describe to Person 2 (Spending) how to position their body exactly like Person 1, even though Person 2 cannot see at Person 3. Person 1 (Budget) should hold their hands behind their back, so they are not tempted to 'show' the pose--they must rely on their words. Once the goal is achieved, have Person 2 (Spending) turn and look at Person 3 (Income).

**Activity:** Divide students into groups of 3, and guide them as they do the activity on their own. Once they have completed their group, everyone will move down one position, so that 1 becomes 2, 2 becomes 3, and 3 becomes 1. Have them continue until every student has been in each of the three positions.

**Extension:** Ask the students how they can use budgeting to help them make spending choices. Without the budget would the person representing spending have any idea what the income was? We use budgets to organize our money so that we don't spend more than we have and we can save some along the way!



From the desk of  
**SILVER CASH, MONEY DETECTIVE**



# Behind the Scenes Spotlight: The Playwright!

## Meet the Artist, Brian Guehring!

Brian Guehring is the Education Director /Playwright in Residence for The Rose and has been a member of the resident acting company here since 1999. Brian's scripts have won several national and regional awards and have been produced by professional theater for young audiences and schools across the country. Brian is formerly served on the national board of directors of Theater for Young Audiences/USA and Pride Youth Theater Alliance.



**Q: Can you tell us about the job of a playwright? How did you become a playwright? Did you have to take special classes?**

**A:** I love writing and making up stories. When I was in school, I took a lot of theater and playwriting classes. Now I get to write plays for The Rose and for other theaters.

**Q: What is something you're excited about for the audience to experience in Silver Cash?**

**A:** I am excited to see how they react to our characters and the story!

**Q: How did you come up with the idea for Silver Cash?**

**A:** I was trying to find an interesting way to grab the attention of 4th graders when teaching them about financial literacy. I am a HUGE fan of mysteries! I thought it would be fun to turn the play into a series of mysteries.

**Q: What are some other plays you have written? Do you have a favorite?**

**A:** I've written lots of plays! Some of my plays include, *Sherlock Holmes and the First Baker Street Irregular*, *The Many Disguises of Robin Hood*, *The Brave Little Tailor*, *The Bully Show*, *Where the Red Fern Grows*, and *The Super Adventures of Nutrition Man and Dr. Exercise*. My favorite play is always the one I am currently working on!

**Q: What is your advice for young people who would like to write plays?**

**A:** Go see plays! Read lots of books! Take creative writing classes! Take theater classes! And write, write, write! Playwrights have to do lots of rewriting!

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## Case #98: The Case of \_\_\_\_\_

IN-CHAIR ACTIVITY • 15-20 MINUTES

**Objective:** Students will create new mysteries for Silver Cash to solve.

**Discussion:** "Silver Cash has solved 97 money problems in the past and he will definitely solve more cases in the future. Today, we are going to use an outline to tell a story of Silver Cash solving one of his mysteries."

**Modeling:** Have a piece of butcher paper with the following lines:

Silver Cash was getting ready to turn in for the day when \_\_\_\_\_ [what kind of character(s)] walked through the door.

Their names were \_\_\_\_\_ [name of characters]

And they had a big problem: \_\_\_\_\_ [what was the problem?]

Silver Cash agreed to help, but Silver charged \_\_\_\_\_ [amount of money] to solve the case.]

After paying Silver Cash, they went to find the first clue. They traveled to \_\_\_\_\_ [location]

After writing down information, Silver Cash traveled \_\_\_\_\_ [second location]

Silver Cash was getting good information, but he hadn't solved the case yet. He then went \_\_\_\_\_ [third location]

Finally, Silver Cash cracked the case. The answer to the problem was \_\_\_\_\_ [answer to problem]

That day our character learned: \_\_\_\_\_ [moral of the story]

And ever since then, everyone feels \_\_\_\_\_ [an emotion]

**Activity:** In small groups, invite students to work together to fill in the blanks until the entire story is built using this outline. Share the new cases aloud.

**Extension:** Invite students to act out their new stories through a series of frozen statues.

# Explore More!

If you enjoyed *The Mysterious Case Files of Silver Cash: Money Detective*, be sure to check out these other great resources!

## Books to Read:

1.) **How to Turn \$100 into \$1,000,000: Earn! Save! Invest!** by **James McKenna**

From the creators of Bill Nye the Science Guy, a comprehensive guide for kids to the basics of earning, saving, spending, and investing money.

2.) **The Lemonade War** by **Jacqueline Davies**

Fourth-grader Evan Treski is people-smart, but his younger sister is math-smart. When the siblings' lemonade stand war begins, there really is no telling who will win, or even if their fight will ever end.

3.) **Lunch Money** by **Andrew Clements**

Greg Kenton, billionaire in the making, has two obsessions -- making money and his long-standing competition with his annoying neighbor. When Greg discovers that she is cutting into his booming Chunky Comics business with her own original illustrated minibooks, he's ready to declare war.

4.) **Annie's Adventures (Sisters 8)** by **Lauren Baratz-Logsted**

It's a good old-fashioned mystery with missing parents, nosy neighbors, talking refrigerators, foul-smelling fruitcake, and even a little magic.



## The Mysterious Case Files of **SILVER CASH, MONEY DETECTIVE**



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