

Cue Sheet

Guides for
Teachers

Ada Twist, Scientist & Friends

Friday, April 10, 2026
10:15am & 12:15pm

Questions to ask students BEFORE the performance

- What is a scientist? Who can be a scientist?
- What do scientists do when they don't know the answer to something?
- Have you ever tried to solve a problem, but your solution didn't work the first time? What did you do next?

Questions to ask students AFTER the performance

- What problems did Ada and her friends encounter, and how did they try to solve them?
- What mistakes did the characters make? What did they learn from them?
- How are the fields of science, architecture, and engineering similar? Different? What skills do scientists, engineers, and architects share?



About the Performance

Inspired by the *Ada Twist, Scientist* book series by Andrea Beaty and David Roberts, this musical theatrical production celebrates curiosity, creativity, and the power of asking questions as it follows Ada Twist, a young student full of wonder, eager to discover how the world works. Alongside her friends Iggy Peck and Rosie Revere, she explores science, engineering, and architecture. When a classroom field trip goes awry, the friends use their problem-solving and engineering abilities to work together and get home safely.

Featuring music, humor, and imagination, this TheaterWorks USA production emphasizes the process of asking questions, making observations, testing ideas, and learning from mistakes. As the characters collaborate, they discover that creativity, perseverance, and teamwork can help solve challenges. At its heart, the show celebrates curiosity and reminds students that mistakes are part of learning and that anyone can be a scientist, engineer, or inventor.

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Vocabulary

ambitious (*am-bish-uhs*) – having a strong desire to achieve something or reach a big goal

architect (*ahr-kuh-tekt*) – a person who designs buildings

architecture (*ahr-kuh-tek-chur*) – the art and science of designing buildings

characteristics (*kar-ik-ter-is-tiks*) – special traits or features that make someone/something different

chemistry (*kem-uh-stree*) – the study of how different things mix and change

compression (*kum-presh-uhn*) – pressing or squeezing something into a smaller space

engineering (*en-juh-neer-ing*) – the work of designing and building things like bridges, machines, or buildings

evidence (*ev-uh-duhns*) – facts or clues that help prove something is true

experiment (*ik-sper-uh-muhnt*) – a test done to learn something new

failure (*fayl-yer*) – when something does not work the way you hoped

gravity (*grav-uh-tee*) – the force that pulls things down to the ground

invention (*in-ven-shuhn*) – something new that someone creates

investigate (*in-ves-tuh-gayt*) – to look closely for facts or answers

machine (*muh-sheen*) – a tool with moving parts that helps do work

physics (*fiz-iks*) – the study of how things move and how forces work

solution (*suh-loo-shuhn*) – the answer to a problem

temporary (*tem-puh-rair-ee*) – lasting for only a short time

tension (*ten-shuhn*) – a pulling force that stretches something tight

velocity (*vuh-los-uh-tee*) – how fast something is moving and in what direction

Beyond the Show

Inventor for a Day

Invite students to imagine themselves as inventors solving problems such as messy desks, lost pencils, or heavy backpacks. Ask them to draw an invention that solves a problem and describe how it works and how they'd test it. Did anyone come up with a similar solution? Could any of their ideas be combined?

Wonder Wall

Create a classroom “Wonder Wall” where students can post questions. Encourage students to write or draw their questions whenever they feel curious. Share examples like “why does it rain?” or “how do birds fly?” Throughout the week, pick a question to explore as a class, asking students to share what they already know, what they think, and how they might find answers. Use available resources or simple experiments and reflect on their discoveries to emphasize how asking questions helps us learn.

The “Yet” Game

Write statements students might say when facing challenges, like “I can’t read this,” “I’m not good at math,” or “I can’t do a cartwheel.” Have everyone add the word “yet” to each sentence and say them together: “I can’t do this... yet!” Discuss how adding “yet” encourages perseverance and reminds everyone that skills grow with practice, effort, and time.

Click here!

For additional educational resources including a study guide and activities, visit TheaterWorks USA's website.

Facts about Popejoy Hall

- Popejoy Hall officially opened on October 1, 1966.
- The hall can seat up to 1985 people.
- Most walls inside the hall are not parallel or perpendicular to the stage. Curves, angles, and soft or textured surfaces scatter the sound throughout the hall so that audiences can hear performances better.
- Popejoy Hall has an orchestra pit which raises and lowers. It is the largest elevator in the building.
- The ceiling over the stage is three times the height of the curtain opening. Sets can be lowered into place by pulleys and raised high enough to be stored completely out of sight when not in use.

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