2009-2010 Educator’s Resource Guide

Horizons School Matinee Series

Frindle
Friday, October 9, 2009
10:00 a.m./12:30 p.m.

Celebrating 25 Years of Professional Performing Arts for K-12 Students
Thank you for joining us as we celebrate the 25th anniversary season of the Horizons School Matinee Series. We are proud to announce that over half a million students have experienced a professional performing arts event with us since the inception of this program. This season continues the tradition of providing great performances to enhance learning, fire imaginations, and reinforce school curriculum in meaningful ways. Thank you for expanding children’s minds and sharing with them the joy of the performing arts!

This resource guide has been designed to help you prepare your students with before activities that help them engage in the performance and after activities that encourage them to evaluate the performance and make relevant personal and academic connections. Within the guide you will find a variety of activities that can be used to enhance the core subject areas as well as the creative arts. Wisconsin Academic Standards are listed at the end of the guide to help you link the activities to your lesson plans. The materials in this guide reflect the grade range recommended by the performing arts group. As teachers, you know best what the needs and abilities of your students are; therefore, please select and/or adapt any of the material to best meet the needs of your particular group of students.

Thank you for your support!

Shannon Dozoryst
Education and Outreach Coordinator

Horizons Educator’s Resource Guide: Frindle
ABOUT YOUNG AUDITORIUM AT UW-WHITEWATER

The Young Auditorium is located on the University of Wisconsin-Whitewater campus and serves both the campus and public communities. The auditorium presents the highest quality arts and entertainment programming in a wide variety of disciplines for diverse audiences. There is something for everyone each season at Young Auditorium, including touring Broadway shows; classical, jazz, rock, pop, and folk music; family entertainment; school matinee performances; world-class ballet and opera; comedy; and lectures. This season marks the Young Auditorium’s 15th year of sensational performing arts programs under the big, blue roof.

The ground breaking for the auditorium in June 1991 was made possible through the Irvin L. Young Foundation. The Foundation, along with the auditorium, honors an individual whose name had long been associated with philanthropy and humanitarianism throughout the state of Wisconsin and around the world. From humble beginnings, without the advantages of a high school or college education, Mr. Irvin Young used his time, talents and strong entrepreneurial spirit to establish a variety of successful businesses. Inspired by a business trip to Africa and the commitments he formed there, Mr. Young established the Irvin L. Young Foundation in 1949. Mrs. Fern Young continued her husband’s benevolence until her death in January 2002. Thousands of people, both at home and abroad, have been positively affected by their kindness. It is our goal that, by bearing Mr. Young’s name, we continue in his path of serving Wisconsin residents for years to come.

HORIZONS SCHOOL MATINEE SERIES

The mission of the Horizons program is to support the curriculum of schools by providing culturally diverse programs and outreach opportunities for K-12 students. This will be accomplished through 1) providing performances and hands-on, interactive outreach opportunities that cultivate an appreciation for the performing arts among young people that will last throughout their lives and 2) supporting teachers through professional development opportunities in the arts. It is our vision that someday every K-12 student in the auditorium’s service region will attend a Horizon’s performance and/or participate in an outreach event each year.
Synopsis:

The play opens with Mrs. Granger, an elderly, distinguished teacher, grading papers when the mail arrives. She is informed by the superintendent that a permanent, million dollar trust fund for college scholarships has been set up in her honor. Mrs. Granger passes it off as a trick until she learns that the fund was established by a former student of hers, Nicholas Allen.

The play then flashes back to over ten years ago when Nick was starting fifth grade at Lincoln Elementary School. He and several of his friends were dismayed to find that their language arts teacher was to be the dreaded Mrs. Granger, who was notorious for her long homework assignments. Nick responded rather coolly, however, because he was known throughout his class as the “idea man”, who could invent ways to get everyone out of class work. Everyone was still reeling from his bug stunt last year which involved turning the thermostat up and dumping sand all over the classroom to create a beach party. The class was so busy cleaning up, there was never an opportunity to do any work, or even to receive a homework assignment. All the kids in Nick’s language arts last year were more than confident that Nick would come up with something just as good this time.

In the last moments of class, after Mrs. Granger had finished her lecture on the importance of words and their definitions, and just before she was about to sentence the entire class to what was sure to be the longest homework assignment ever, Nick’s hand shot into the air. He’d come up with the perfect question to keep Mrs. Granger talking well past the ring of the bell: “Where do words come from?”

Mrs. Granger was not taking the bait, though, and she took this opportunity to allow Nick to teach the class, himself. Nick was to research his own question and write up a report, in addition to the homework that was assigned to the rest of the class.

This proved to be the beginning of Nick’s experiment with words, as well as his power struggle with Mrs. Granger over what constituted a “real word” in the first place. It was then that Nick decided to create a new word to replace “pen”: Frindle. The feud between Nick and Mrs. Granger then spread over the whole school, then the town, then throughout the entire country. The struggle went on and on, with neither conceding until finally Nick’s new word was printed in the latest edition of the dictionary.

By the play’s end, we find that Mrs. Granger not only taught Nick about the importance of words and their origins, but also about having the courage to stand up for himself when he faced opposition. In the final moments of the play, Nick thanks Mrs. Granger for the lessons, and, as a token of his gratitude, offers her a gift that she can call by any name she chooses.
Established in 1988, the Griffin Theatre Company is a non-profit theatre company committed to performing affordable and imaginative live performances of original works and adaptations. By selecting award-winning materials based on popular children’s literature and encouraging groups to read the work before seeing the play, the Griffin seeks to educate as well as to entertain. The Griffin’s goal is to remind its audience that imagination is not an escape from reality; it is a creator of possibility.

Griffin Theatre Touring Productions

The Stinky Cheese Man and Other Fairly Stupid Tales
Based on the book by Jon Scieszka and Lane Smith
adapted by William Massolia

Frindle
based on the book by Andrew Clements
adapted by William Massolia

LETTERS HOME
Adapted for the stage by William Massolia

Sleeping Ugly
based on the book by Jane Yolan
adapted by William Massolia

Romeo & Juliet Are Alive and Well
and Living in Maple Bend
by William Massolia
ABOUT THE AUTHOR

Andrew Clements is the author of several picture books, including *Big Al* and *Bill and the Bad Teacher*. He taught in the public schools near Chicago for seven years before moving east to begin a career in publishing. The idea for *Frindle* grew out of a talk he gave about writing to a group of second graders. He says this about the book: “*Frindle* is . . . about discovering the true nature of words, language, thought, community, and learning. It’s also about great teaching and great teachers, and about the life that surges through corridors and classrooms every school day.” Mr. Clements lives in Westborough, Massachusetts with his family.

ACTIVITIES* & CURRICULUM CONNECTIONS

*These activities cover a range of grade levels from 4-8. Feel free to adapt any of them to make them appropriate for your grade level and students’ abilities.

BEFORE you see the show:

- Create a classroom display of all the books by Andrew Clements.

- OR you might choose to focus on *Frindle*.

- Read and discuss *Frindle*.

- Introduce vocabulary words and use various activities (see page 5).

- Introduce the cast of characters. Ask students to describe, either orally or in writing, what they think some of the characters might look like (see page 5).

- Ask students to discuss perseverance. What does it mean? Are there times when it is a bad idea to not back down, or is it always good? If there are times when it is inappropriate, how can you tell the difference between those times and the times it is good?

- Ask students what they think is worth “fighting for”.

- Ask students if they have ever felt picked on, or treated unfairly by a parent or teacher or any other authority figure. Were they ever able to see how this person might have been trying to help them?

- Is conflict always bad? How can conflict be handled to allow for positive results?
AFTER you see the show:

- Choose three people who have had a positive impact on your life. Write about each one and tell what they have done to influence you.

- Use the same activity, but this time, write a letter to each of those people, telling them what they’ve done to help you.

- Make a list of your character traits. Include your strengths and weaknesses.

- Use the triple Venn diagram (see page 7) to compare and contrast any three characters from the play.

- Use some of the vocabulary activities suggested on page 5.

- Pretend you are a theatre critic: Write and present to the class your view of the play, Frindle. You may want to present your review with another class member in an “Ebert & Roeper” type format.

- Write a review of the book or play for the school newspaper.

- Read other books by Andrew Clements.

- Practice writing dialogue by imagining a scene between one of the characters and his/her parents.

- Write a letter from one character in the play to another.

- Use a story map (see page 8, or use a map of the students’ own design) to follow one of the characters in the play.

- Discuss perseverance. Describe a time when you had to stand up for what you thought was right. What happened?

- Interview your mom or dad about their own experiences with perseverance. What helped them to “stay strong”?

- Create a word of your own. What does it mean and how would you use it? See if you can get other people to use the word as well.

- What is something in your school or community that you would like to see changed? Can you come up with positive alternatives to this issue? What are things that you and your classmates could do to help bring about this change? Do you feel strongly enough about this issue to work for it.
Vocabulary Words

| superintendent | concentration | library | preliminary |
| scholarship    | complex       | quiz    | episode     |
| established    | etymological  | challenge | educate |
| celebrity      | definition    | overreaction | invent |
| adoption       | brilliant     | vandalism | manufacture |
| hooligan       | detention     | disrespectful | media |
| villain        | discuss       | forbid   | perseverance |
| stubborn       | commotion     | principal | remarkable |
| leisure        | maverick      | opinion  | boycott |
| dictionary     | disruption    | perspective | graduation |
| devious        | punishment    | foolishness | arbitrary |
| instructions   | history       | appointment | coinage |
| report         | oath          | trademark | endure |

• Arrange these words in alphabetical order.

• Using a dictionary, find definitions.

• Write a story using these words.

• Create (students or teachers) a crossword puzzle.

• Find root/base words within vocabulary words.

• Explore origins and meanings of various base words.

• Explore origins and meanings of affixes.

• Categorize words according to their parts of speech.

• Many words have smaller words within them (not necessarily their root/base words). Find example of these small words in the vocabulary words. Letters need to be consecutive.

Cast of Characters

• **Nicholas Allen**, the school’s “idea man” and the story’s main character

• **Mrs. Granger**, famously strict fifth grade teacher

• **Howie, Janet, and Chris**, Nick’s classmates

• **Mrs. Chatham**, principal of Lincoln Elementary School

• **Judy Morgan**, reporter for the Westfield Gazette

• **Bud Lawrence**, businessman and “Frindle” merchandiser
VENN DIAGRAM
STORY MAP

Name of Story ________________________________

Setting

Characters

Problems

Resolution

Event

Event

Event

Event
AUDIENCE RESPONSIBILITY

A way for your students to make the most of this experience

Live theatre can be magical. Many students have never attended a performance of live theatre. Those who have may only have limited experience. Throughout the past few decades, children have become accustomed to being entertained by television and videos in their own homes. The setting is relaxed and casual; talking and walking around are commonplace. Even in the movie theatres people take liberties with the “Silence is Golden” rule.

Just as there are rules and etiquette within the classroom and school setting, there are standard rules of etiquette in theatre. Children need to learn or be reminded of that. There are also ways in which audience members can enhance their experience with live theatre. Please help us make this performance enjoyable for everyone by reviewing theatre etiquette with your students and by suggesting ways to experience the magic of theatre.

STOP: When the lights in the theatre (house lights) begin to dim and go out it means the performance is about to begin. Stop talking. Just as the audience can hear the actors, the actors can hear the audience. Remember that the actors are in the same room with you. Laughing when something is funny, sighing or even crying when something is sad is acceptable; talking with friends, talking out loud to the actors and disturbing people around you is not. Applause is a way of saying “Thank you” to the actors; whistling and catcalling are not.

LOOK: Watch the performers. Notice what they are doing and when they are doing it. Look at the imaginative costumes. See the way in which the actors move in and around the scenery. Pay attention to the props (any object that is used, touched, displayed, or carried on stage). Notice the way the lights are used in the production. Make-up may also be used to get attention or suggest something about a character. Watch closely for the actors’ facial expressions; sometimes their faces allow the audience to know what’s happening without saying any words.

LISTEN: Pay close attention to what the performers are saying and how they are saying it. Do they all sound the same? How are their voices different from each other? Are the actors using any accents; do they all sound like they are from the same place? Are they making noises other than words? Listen for music and other sounds that are not words. Listen for sound effects such as a phone ringing, street sounds, chimes, or animal sounds. Can you see any microphones on stage? How are the actors making their voices heard throughout the theatre?

ENJOY! Attending any performing arts event is a special treat. Because the performance is live, the actors will feed off of the energy you contribute. When you use your concentration and imagination while watching, you are helping the performers on stage to deliver the very best performance.
Changing the World Activity (Grades 2 and up)

Have students think about, journal and/or discuss the following questions:
Has there ever been something in your school or community that you would like to see changed? Why would you like this thing changed? Who will it affect? How would working for this change be meaningful for you? What are some ways you and your classmates could personally work for its change?

This activity could either be a brief discussion to get students thinking or could turn into a community project in which students work to change something in their school or community that is meaningful to them. Assessment would be informal observation to see if students are engaged, thinking about and describing various changes they would like to see made and logical steps to make that change.

Create Your Own Dictionary (Grades 4 and up)

Materials:   Paper cut into squares to staple together
             Crayons, Markers, or Colored Pencils, Dictionary

Procedure:
• Students will be making up their own words and definitions to place in their own dictionary
• The parts of the dictionary will need to be reviewed by using dictionaries at the students’ desks.
• Students will then create words and definitions along with the function of the word and a sample sentence (see example below).
• Students should also create a picture to help assist in the understanding of each word they have created.
• The Dictionary should be placed in alphabetical order.

Example:  Sorcreme
Function: Noun
Definition:  A mixture of sorbet and ice cream
Sample Sentence:  This dessert is strawberry sorcream with chocolate sauce.
Boggle (Grades 2-4)
This game is best played by teams of two to four players

Materials: Blank dice to place letters on (10)
Score sheets/blank paper to keep score on
Pen or Pencil

Procedure: There will be 10 dice for the students to roll
• Roll the dice
• Students will have two minutes to write as many words as possible out of the letters rolled
• Students receive one point for each word they spell that is over three letters
  For second grade: Students receive half a point for every 2 letter word

Boggle Example:
Letters that were rolled: A C E T I B F O M K
After 2 minutes here are the words a student came up with:
  Ace
  Time
  Mock
  If
  Fit
  Face
  Bake
  Boat
  Take
  Kit
This student would receive 9 points.
Summary Groups: During Reading Activity (Grade 4)

Materials: Pen/Pencil
- The 5 W’s + H posted
- Large paper to draw on
- Paper to write on

Procedure:
• Introduce the 5 W’s + H: Who, What, Where, When, Why, How
• Introduce the main point and supporting details
• Instruct students to keep their summaries in one tense, either past or present
• Split the students into groups of 3-4
• After three chapters are read have the students write a summary of those chapters
• They should identify the main ideas of each chapter
• They should then illustrate the main ideas that they pulled from each chapter on their large sheet of paper
• These can then be posted on the wall with the summaries next to them

Around the World Vocabulary (Grades 3-5)

This is a game where two students will go against each other at a time. The winner will then move to challenge the next student until one student has made it around the entire classroom and won every challenge.

Materials: Frindle vocabulary word list and definition list (on page 12 of this guide)
- Flash cards with definitions on one side and vocabulary words on the other

Procedure:
• Determine whether you want to use words and have students give definitions or use definitions and have students give words
• Start with 2 students at one end of the classroom
• Show them the flash card and allow them to give either the word or the definition
• The first student to answer correctly will move to the next student to challenge
• If an incorrect answer is given, the other student is given a chance to respond before the first student can give another answer
• If neither student answers correctly, both students can try to answer again
• Continue until one student makes it all the way around the room winning every challenge or until you choose to end the game
Frindle Vocabulary/ Definition List
Words suggested by www.edhelper.com/books/frindlewordwall.htm and a study guide provided by Griffin Theatre Company

Abrupt- sudden
Absorb- soak up
Interrupt- break the flow
Acquainted- to become familiar
Deserve- to be worthy of something
Remarkable- striking, extraordinary
Acquire- gain possession
Disruption- something that disturbs an activity
Launch- to send something
Reputation- what is generally believed about a person
Anchorman- head of radio or TV program
Emphasize- stress, make more important
Limousine- large, luxurious car
Royalty- member of a ruling family
Annoy- bother
Endures- tolerate, survive a hardship
Stiff- not bending or moving easily
Blurt- shout out suddenly
Impatient- intolerant, restlessly eager
Devious- cunning, sly
Overreaction- respond more strongly than needed
Boycott- avoid, refuse to deal with
Definition- meaning of a word
Rascal- dishonest and mischievous person
Delight- great pleasure
Rebellion- refuse to obey
Linoleum- smooth covering for floors
Ruckus- riot, uproar
Awkward- inconvenient, difficult to handle
Essential- needed, necessary
Liven- make active or full of life
Spike- thin and pointed piece of metal
Badge- something worn to show membership or achievement
Forbid- order not to do something
Fad- craze, trend
Monopoly- singular control over something
Fluorescent- shining, bright, glowing
Oath- pledge, promise
Stoop- bend down
Cameo- small role played by a famous person
Imprint- a mark made into a surface
Quill- large feather pen
Maverick- independent-minded person
Disrespectful- impolite
Arbitrary- based on random choice
Chatter- talk quickly and continuously
Furious- very angry
Pit- hole in the ground
Command- order
Crumple- crush, collapse
Jumble- mix in a confused way
Orderly- neatly organized
Superintendent- supervisor
Frantic- wildly excited
Phony- fake
Thermostat- device for regulating temperature
Clatter- bang, clash
Trademark- registered symbol or name
Fuss- unnecessary excitement
Plop- sound of something dropping into water without a splash
Tropical- warm temperature
Commotion- noisy disturbance
Gazette- newspaper
Scholarship- money to help pay for an education
Established- set up
Manufacture- make, create
Coinage- inventing a word
Pounce- jump at
Troublemaker- one who creates mischief
Complication- factor causing confusion
Grenade- small bomb thrown by hand
Perseverance- continue through difficulty
Preliminary- coming before a main event
Universe- whole space and everything in it
Concentrate- focus
Habit- regular way of behaving
Procedure- series of actions to accomplish something
Controversial- causing long and heated disagreement
Publish- create a book
Vandalism- damage to another’s property
Creative- using imagination
Handy- helpful
Hesitate- pause with doubt
Purse- pucker lips
Villain- wicked and evil person, the “bad guy”
Crimson- deep red
Hooligan- violent young troublemaker
Dictionary- book with the meanings of words

Frindle Lessons and Activities: After the Play

Creating Ads and Commercials (Grades 2-4)
Materials: Poster Boards
            Markers/Crayons/Colored Pencils
            Paper to write a commercial on
Procedure:
• Students will review why there are commercials and characteristics of effective commercials
• A review of what a persuasive speech is should also be included to help students create their commercial
• Students will create a poster trying to sell their Frindle
• Students will then create a commercial to sell their Frindle based on their poster
• Students will then perform their commercial in front of the class and the class will vote to decide whose frindle they will buy
Summarizing Activity: Reporting Frindle

Students should already have developed strategies for summarizing.

In the book Frindle, Judy Morgan, a local newspaper reporter from The Westfield Gazette, wrote an article describing the big story surrounding the frindle. (Only make connection if book was read prior to viewing play).

Reporting Frindle
Pretend you are a newspaper reporter and after viewing the play, use what you have learned to write a newspaper article about Frindle. The Frindle: Reporter Notes worksheet (on page 16 of this resource guide) lists reporter prompts and can be used to help organize important people, places, facts, ideas etc. You will read and investigate newspaper articles and use them as a guide for writing your article. You will then format your article like a newspaper article, including headings and subheadings. (Ex. Frindle Mania Sweeps the Country!) Finally, at the end of your article, write 3-5 questions that you would want to ask specific characters if you were actually able to interview them. (Ex. Nick, why do you think your community became so fascinated with using your new word?)

This article should include major events about what a frindle is and how it came to be. Make sure you have answers to all the prompts on the Frindle: Reporter Notes worksheet.

Suggested information to include:
Who invented the frindle? Who played a role in helping or hurting the usage of the term frindle? Who was effected? How did frindle get famous?
Frindle: Reporter Notes

Who? ____________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What? _____________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Where? _____________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

When? _____________________________________________________________
_________________________________________________________________
_________________________________________________________________
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_________________________________________________________________

Why? _____________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

How? _____________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Comparing and Contrasting: Book vs Play

Before watching the play Frindle, have students read the book Frindle. If possible, have students take notes during the play (or very soon afterwards) especially noting differences between the book and the play.

Suggested differences might include various scenes, events, characters, dilemmas etc. that were in the book but not in the play or vice versa.

Suggested similarities would include specific events, dilemmas or details that played an important role in the book and play.

Students will use a Venn Diagram to organize important similarities and differences between the book and the play.

Have students discuss in small groups if they liked book or play better and why.

Venn Diagram (use a copy of the Venn diagram provided in the Griffin Theatre study guide in this resource guide or create your own)

Write details that tell how the book and the play are different in the appropriate circle. Write details that tell how the book and the play are similar in the region where the circles overlap.
Story Maps (Grades 3-5)
This activity can be done either during or after the book has been read or the play has been seen.
Materials: Story map worksheet (on page 19 of this resource guide)  
Frindle by Andrew Clements
Procedure:
• Discuss the important aspects of a story. (title, author, characters, setting, protagonist, events, problem, and solution)
• Have students complete some form of story map (one example is provided but can be altered depending on the level of the students)
• Complete the lesson by having students share their ideas and compare with the rest of the class.

Character Visualization (Grades 3-5)
This activity is primarily for students who have read the book and are planning on seeing the play. However, with a slight modification, it can also be used for students who are only reading the book.
Materials: Frindle by Andrew Clements  
Character picture and description worksheet (on page 20 of this resource guide)  
Pencil, crayons, colored pencils  
Venn diagram
Characters:
Nicholas Allen  Mrs. Granger  Howie  Janet  Chris  
Mrs. Chatham  Judy Morgan  Bud Lawrence
Procedure:
• Have students select a character or characters that they want to write about and draw a picture of.
• Look through the book and find descriptions of the characters using both physical descriptions as well as personality. These descriptions will give students a basis for their drawings.
• Have students draw a picture of their character(s) based on how they see the character(s) from the descriptions.
• After students finish their picture(s), have them write a description of their character and provide reasoning for seeing their character(s) in this way.
• After seeing the play, create a Venn diagram comparing and contrasting the students’ visions of the character with the actors who portrayed them on stage.
Story Map

Name: ____________________________________________
Title: ____________________________________________

Title: ____________________________________________
Author: __________________________________________
Characters: _______________________________________
Setting: __________________________________________

Somebody (The Main Character(s)):_________________

Wanted (What the Main Character is trying to do):_____

But (The problem the main character runs into):_______

So (How the Main Character solves the problem):______
Character Picture and Description Worksheet

Directions: Draw a picture of one character from the book Frindle in the space below.

Directions: Write a description of your character in the space below.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Reflecting on the Performance

Write a friendly letter - As a way to reflect on the play, ask your students to write the Young Auditorium staff a letter. Our staff would love to hear what your students think about the Horizons productions they experience. For your convenience there is a letter template on the next page that is ready for you to reproduce for your students. This activity will provide your students with the opportunity to practice their writing skills by writing a critical evaluation of the Horizons performance for an authentic audience.

Write a Review - Create an idea map on the board by asking students to brainstorm everything they remember from the performance. The first part of this activity should be objective; remind students that they will be able to express their opinions when they write the review. Prompt students with the following questions: Was there music involved? If so, what kinds of songs did they sing? In what different ways did the actors use their voices? What costumes did the actors wear? How did the different characters move? What did the set on the stage look like? What else can you remember?

- Instruct students to write a review that includes the following components:
  1) A rating, out of five stars
  2) One paragraph that objectively describes what you saw and heard at the performance
  3) For each star in your rating, explain one thing you liked about the performance (e.g. a four star rating equals four things you liked about the show)
  4) For each star under five, explain one thing you didn’t like about the performance (e.g. a three star rating equal two things you didn’t like about the show)
  5) Use at least two of the new vocabulary words from this study guide in your review
  6) Use the stages of the writing process to produce your review: pre-writing, draft, review, revise, edit
  7) Publish your work by sending it to Young Auditorium! (Use the address on the letter template on the next page.) We would love to hear from you, and our education coordinator will write back!

Create a Theatre Journal - Download and reproduce the four Theatre Journal pages available on the Young Auditorium web site. www.uww.edu/youngauditorium/HorizonsSeries.php Copy the pages back-to-back and fold them down the middle into a booklet. There are a variety of writing and drawing activities to stimulate your students’ imaginations before and after the play.
Dear Horizons:

My name is __________________________________________

I attend __________________________ School in _______________________ (city or town).

I just saw ______________________________________________________ (name of show).
I liked the performance because

My favorite part was when

One question that I have is

Signed

________________________________________________________
Related Resources

Other Books by Andrew Clements for upper elementary, middle school and young adult students

The Laundry News (middle grades novel), Simon & Schuster, 1998
The Janitor’s Boy (middle grades novel), Simon & Schuster, 2000
The School Story (middle grades novel), Simon & Schuster, 2001
Jake Drake, Know-It-All (chapter book/series), Aladdin/ S&S, 2001
Brave Norman (Pets to the Rescue series), Aladdin/ S&S, 2001
Dolores and the Big Fire (Pets to the Rescue series), Aladdin/ S&S, 2001
Ringo Saves the Day (Pets to the Rescue series), Aladdin/ S&S, 2001
Tara and Tiree, Fearless Friends (Pets to the Rescue series), Aladdin/ S&S, 2002
The Jacket (middle grade novel), Simon & Schuster, 2002
Things Not Seen (young adult novel), Philomel Books, 2002
Big Al and Shrimpy, Simon and Schuster, 2002
A Week in the Woods (middle grades novel), Simon & Schuster, 2002
The Report Card (middle grades novel), Simon & Schuster, 2004
The Last Holiday Concert (middle grades novel), Simon & Schuster, 2004
Lunch Money (middle grades novel), Simon & Schuster, 2005
Room One (middle grades novel), Simon & Schuster, 2006
Things Hoped For (young adult novel), Philomel Books, 2006
No Talking (middle grades novel), Simon & Schuster, 2007
Lost and Found (middle grades novel), Atheneum Books, 2008
Things That Are (young adult novel), Philomel Books, 2008
Extra Credit (middle grades novel), Atheneum Books, 2009

Forthcoming -
Benjamin Pratt and the Keepers of the School (middle grades series - 6 books),
Atheneum Books, 2010
Wisconsin Academic Standards

Language Arts
A.4.2 Read, interpret, and critically analyze literature.
A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.
B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.
B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
C.4.2 Listen to and comprehend oral communications.
C.4.3 Participate effectively in discussion.

Theatre Education
A.4.1/A.8.1 Attend a live theatrical performance and be able to analyze, evaluate, and create personal meaning from the experience through small group discussion.
C.8.3 Discuss the cultural/historical importance of a play through group discussion or written work.
Theatre Vocabulary A-Z

Act: 1. To perform a role on stage; 2. One of the main divisions of a play or opera, i.e. Act I, Act II

Actor: Someone who performs a role on stage

Applause: To show approval by clapping the hands

Apron: The part of the stage that extends in front of the main curtain

Audience: Spectators that listen to or watch a performance

Backstage: The part of the stage and theater that is out of sight to the audience

Balcony: A platform inside of a building extending out over part of the main floor, as in a theatre

Blackout: A fast shutdown of lights to darkness

Bow: To bend the head, body or knee in acknowledgement

Box Office: Refers to the ticket office where people can buy tickets for a show

Cast: The group of actors or performers in a show

Catwalk: A walkway above the stage used to gain access to equipment

Choreographer: A person who arranges dances or other movements

Company: The cast, crew, and other staff associated with a show

Costumes: Clothes worn by the actors on stage

Crew: People that perform the technical tasks for a show

Cue: The signal for an actor or crew member to do an action

Curtain Call: At the end of a performance, the acknowledgement of applause by actors taking bows

Dialogue: The spoken text of a play, conversations between characters

Director: Person who guides the making of a show

Downstage: The part of the stage nearest to the audience

Dress Rehearsals: A full rehearsal in costume, to practice the show as it will be on show night
Dressing Rooms: Room in which actors change into their costumes and apply make-up

Equity: Short for American Actor’s Equity Association, the trade union of actors, directors, designers and stage managers (www.actorsequity.org)

Follow Spot: A hand operated lighting instrument that emits a high intensity beam of light used to follow an actor on stage

Front of House: Areas of the theatre in front of the proscenium arch, includes lobby areas open to the general public

Gel: Thin, transparent sheet of colored plastic used to color stage lights

Ghost Light: A light on a pole that is left on stage when nobody is there so the last person out and the first person in won’t fall off the end of the stage in the dark

Green Room: Room close to the stage for the actors to meet and relax

House: 1. The audience inside the theatre; 2. The seating area inside the theatre

Intermission: A brief break between acts of a performance, usually ten to twenty minutes long

Load In/ Load Out: Process of moving a production in or out of the theatre

Matinee: A performance held in the daytime, especially in the afternoon

Musical: A play whose action and dialogue is interspersed with singing and dancing

Orchestra Pit: Sunken area immediately in front of the stage, intended to accommodate an orchestra

Props: Something other than scenery or costumes that is used in a performance, short for “properties”

Proscenium: The frame separating the stage from the audience

Rehearsal: A practice session in preparation for a public performance

Script: The text or a musical or play

Set: The complete stage setting for a scene or act

Sound Check: A thorough test of the sound system before a performance

Stage: the part of the theatre on which performances take place

Stage Manager: A person who is in charge of the stage and the related details of a performance
Stage Right/ Stage Left: The left and right of the stage from the point of view of the actor on stage looking at the audience

Theatre: A building or area for dramatic performances

Understudy: Someone who studies another actor’s part in order to be his or her substitute in an emergency

Upstage: The part of the stage furthest from the audience

Usher: A person who guides audience members to their seats

Wardrobe: The general name for the costume department

Wings: The out of view area to the left and right sides of the stage

A Lesson in Theatre Etiquette

A fun way to review theatre etiquette with your students is to have them compare appropriate dress and behavior for the theatre with other activities such as attending a concert, going to a movie, swimming at the beach, going to a sports game, or going to the mall with family or friends. Divide the class into groups and assign each group a different activity. Have the groups list the appropriate dress and behavior for their activity and why. The groups can then briefly role play their activity and present their ideas to the rest of the class. After all groups have presented, discuss how we behave differently for a live theater performance than we do for other activities (such as watching TV or a movie).

Print copies and review the “Courtesy Counts” sheet in this guide with your students.
**Courtesy Counts**

Please share this information with your students . . . most children are unfamiliar with proper theatre behavior. Make sure you share these courtesies as a part of their experience, and be sure to select shows appropriate for their age & attention span. Have them use the restroom before the performance begins.

**Produce positive energy** . . . Watching a live theatre performance is very different from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. The audience's behavior and reactions can either add or detract from a performance. Each audience member affects those around him/her as well as the performers. Concentrate on helping the performers by producing only positive energy!

**Find your seat** . . . An usher will show you where to sit. Walk slowly and talk quietly as you are seated.

**Keep it clean** . . . Gum, food, and beverages are not allowed in the theatre!

**Quiet on the set** . . . Young Auditorium is known for its excellent acoustics, so if you make a noise others will hear you (including the performers)! Please no talking, humming, unwrapping cough drops, candy, or foot tapping during the performance. Exceptions to this rule include shows that ask for audience participation. Applause and laughter are appreciated and appropriate.

**Unplug** . . . Turn off pagers, cell phones, cameras, and watch alarms during performances. Better yet, leave them at home or school!

**Only use your memory as a recording device** . . . Flash photography and video recording is not allowed during performances because the bursts of light are dangerous to the performers on stage and distracting to other patrons. Please keep recording equipment at home or school or conceal it in a jacket pocket or purse.

**Respect personal space** . . . Please keep feet on the floor, not on the seat or balcony in front of you. Shifting in your seat, wearing hats, or wandering in the aisles is extremely distracting to those around you; please stay in your seat until intermission or the final curtain.
FOR YOUR INFORMATION
(teachers & chaperones)

PLACE: All Horizons School Matinee Series performances will be held in Young Auditorium, on the UW-W campus. Musical Encounters concerts are held in the Light Recital Hall in the Greenhill Center of the Arts. You will be escorted from the auditorium to the recital hall if you are attending a concert.

TIME: The doors of the auditorium will be opened 30 minutes prior to curtain time. Please arrange your schedule so the buses will arrive with time for seating and a bathroom stop. Late arrivals will not be seated until there is an appropriate pause in the production.

BUSES: The east side of Lot 1 is reserved for buses that are staying for the duration of the Horizons performance. Buses that are not staying will pull into Lot 2 and line up along the curb to drop off and pick up students. Please make sure that your bus driver receives the Bus Driver’s Memo available on our website.

WHEELCHAIR: All entrances are wheelchair accessible. If you have upper level seats, use the elevator. Main floor seats are on the same level as the lobby. Please inform us at least 4 weeks in advance if you need wheelchair seating or any other special accommodations.

RESTROOM: Main floor men’s and women’s restrooms are located on each side of the auditorium. On the upper level, the women’s restroom is on the south side and the men’s restroom is on the north side of the building. Please try to limit your restroom visits to before or after the show.

SEATING: An auditorium escort has been assigned to your school. The escort will direct you to your seats. All seats are reserved; thus each group must adhere to the seating assignment and may use only the number of seats reserved. Please plan to have chaperones seated with the students under their supervision. Chaperones - please do not bring infants/babies to the school matinee performance.

After all the students and respective chaperones have been seated, please settle in and remain seated during the entire show. No one should leave the hall until after the final curtain, except in the case of emergency. Leaving during the performance is exceedingly distracting for both the performers and members of the audience. If students must leave during the performance for any reason, re-entry into the auditorium will be allowed only when there is an appropriate pause in the program.

CAMERAS/RECORDERS AND CELL PHONES: The use of cameras or recorders during any performance is strictly forbidden. Please do not bring them to the program. Cell phones must be turned off for the duration of the program. We encourage you to ask your students not to bring cell phones with them to the theatre.

FOOD, drinks, and chewing gum are not permitted in the auditorium.

EMERGENCY: Please contact the nearest usher in case of emergency.
LOST ARTICLES: Report lost articles to the house manager, or call 262-472-4444.

EXITING: Please disperse in an orderly manner. Teachers and chaperones have the responsibility of keeping their group together. Ushers are not assigned to oversee your exit from the building.

BUS PICK-UP: Your bus pick-up will be the same place as the drop-off.

LUNCH: Local fast food establishments and restaurants, as well as UW-W campus dining (262-472-1161) are happy to accommodate your group for lunch. Please make advanced arrangements to promote efficient service.

LUNCH SPACE: Schools may request a place to eat their bag lunches. Young Auditorium can accommodate a very limited number of people eating lunch picnic-style seated on the floor. This must be scheduled in advance. You will receive an admission slip in the mail confirming lunch space, which you must bring along with your lunches.

We thank you, in advance, for cooperating in implementing these procedures, giving all audience members the opportunity to sit back, relax, and enjoy the show.

Thank you for coming – we appreciate having you as a part of the Horizons program!

SPECIAL NOTE: Please print the Bus Driver Memo/Map from our website and give it to your driver on the day of the show!

Policies

Please note the following policies are in place to ensure enjoyment for all!

The house opens at least one-half hour before the curtain.

A seat must be purchased for everyone attending an event, including teachers, chaperones, and bus drivers.

Timing is everything . . . so don’t be late! Performances begin at 10:00 a.m. and 12:30 p.m. so plan to arrive at the theater 30 minutes early.

Patrons arriving late are seated only when there is a suitable pause in the performance.
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The Horizons School Matinee Series is funded cooperatively by the University of Wisconsin-Whitewater, participating schools, grants from the Wisconsin Arts Board, Dorothy Remp Elmer Children’s Arts Outreach Endowment, and Target, and a partnership with the National Endowment for the Arts, in addition to various public and private institutions. Young Auditorium is a non-profit organization under Section 115 of the Internal Revenue Code.