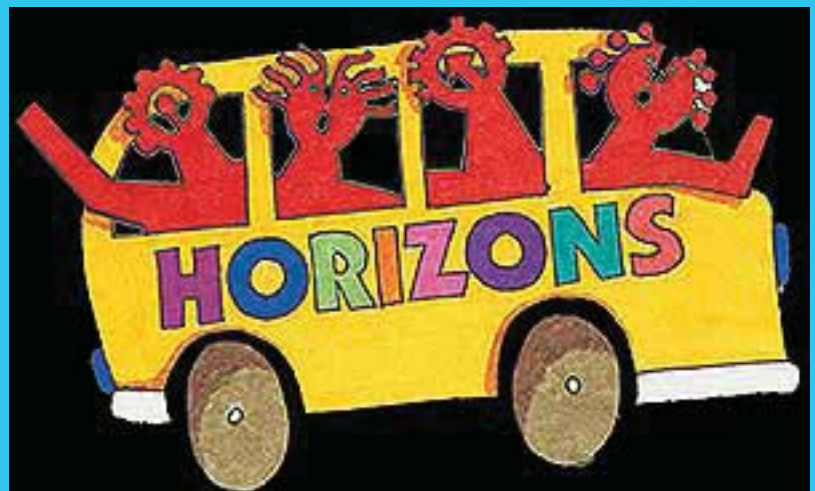
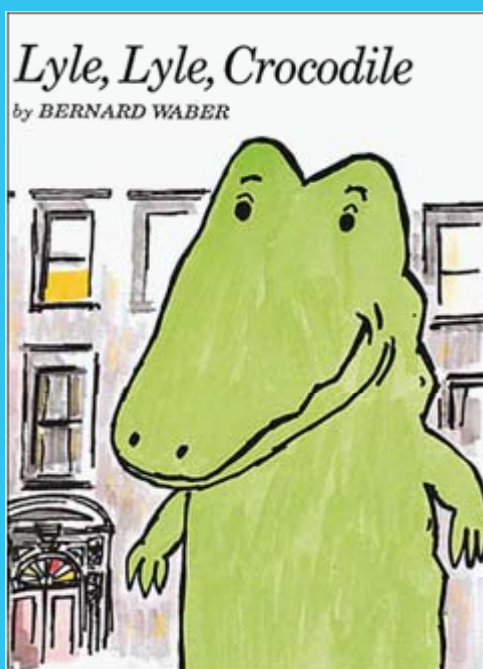


2010-2011
Educator's Resource Guide

Horizons School Matinee Series

Lyle, Lyle, Crocodile
Monday, October 11, 2010
10:00 a.m.



Young Auditorium

Horizons School Matinee Series

Dear Teachers,

Thank you for choosing to attend a Horizons School Matinee Series performance at Young Auditorium. We strive to provide programs that enhance your curriculum and allow you to explore arts integration in the classroom with your students. To help meet that goal, we offer a resource guide for each performance. 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 Model 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.

It is also part of our mission to provide teachers with support in their efforts to integrate arts in their curriculum and bring teaching artists into the classroom to work directly with students. Please visit our website www.uww.edu/youngauditorium for more information about Reaching New Horizons: Arts Integration in the Classroom, our new professional development series for teachers, and the Horizons Outreach Program.

As you prepare for your visit to Young Auditorium, please do not hesitate to contact our staff. We are happy to assist you in making your trip a positive and memorable experience for your students.

Thank you for your support!
Young Auditorium



Young Auditorium

UNIVERSITY OF WISCONSIN-WHITEWATER

Credits

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Lyle classroom study guide
provided by Theatre IV
www.theatreiv.org

Horizons Educator's
Resource Guide content
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Dozoryst

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professor, C&I Department
UW-Whitewater, Spring
2010

Teachers have permission to
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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 - all 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 has 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.

Table of Contents

Theatre IV Classroom Study Guide	1-7
Lyle, Lyle, Crocodile - Story Map	8
Pre-viewing Activities	9-10
Lyle, Lyle, Crocodile - Sequencing	11
Lyle, Lyle, Crocodile - Quiz	12-13
Lyle, Lyle, Crocodile - Word Find	14
Lyle, Lyle Crocodile - Writing a Story	15
Content Connections	16-17
Post-viewing Activities	18-19
Lyle, Lyle, Crocodile - Discussion Questions	20
Answer Keys	21-22
Lyle, Lyle, Crocodile - Theatre A-Z	23
Resources	24
Reflecting on the Performance	25
Letter Template	26
Wisconsin Model Academic Standards	27-30
Theatre Vocabulary A-Z	31-33
Courtesy Counts (Theatre Etiquette)	34
For Your Information	35-36



Theatre IV
Classroom Study



Lyle, Lyle, Crocodile

*Based on the books by Bernard Waber
Book, Music & Lyrics by Bruce Miller*

Quite an Unusual Pet

Josh Primm and his family have just moved to New York City. While settling into their new house, Josh's mother finds a crocodile in the upstairs bathroom. Around the crocodile's neck is a letter of introduction, reassuring everyone that he is a friendly crocodile named Lyle. As the neighbors stop by to meet the Primms, they are upset to find that they have a crocodile living with them. Even the children in the neighborhood are unsure of Josh and his pet crocodile until Lyle becomes an instant hero by hitting a homerun and winning the game for the kid's baseball team.

When the local news reports the story of Lyle and his heroic homerun, letters pour in praising the friendly crocodile. One letter is from Hector P. Valenti saying that Lyle belongs to him and that he will soon come to reclaim his famous croc. When Valenti shows up, Josh and the other children try to dissuade him from taking their friend. Valenti insists that Lyle should be with him, starring in their stage show "Lyle and Valenti." Josh's parents also try to stop Valenti, but it is no use, and Valenti takes Lyle off to Broadway. This makes Lyle and all his new friends very sad.

As the show begins Lyle runs away from the theatre to return home to his new family. Meanwhile, Josh has been pining away for his new friend. When Valenti calls the Primm's house looking for Lyle, Josh rounds up the neighborhood kids who all go in search of the lost crocodile. When Lyle is finally found, the Primms offer to buy him from Mr. Valenti. Valenti agrees to the deal and the Primms, the neighbors and Lyle all celebrate and prepare for the adventures yet to come.



Bernard Waber; author of the original Lyle books

Bernard Waber was born in Philadelphia, Pennsylvania on September 27, 1924. During his childhood, his family moved around the city as one family business after another failed. With each move, young Bernard always made his parents promise that there would be a library and a movie theatre within walking distance of their new home. When Bernard was eight years old, he got his first job working in a local movie theater after school. Running to the theater from school everyday, Bernard would arrive just in time to watch the final ten to fifteen minutes of the daily feature. He would then spend his idle moments imagining the beginning and middle of the film. This became his first experience at plot construction, and to this day, Waber often thinks of the ending of a story before creating the beginning and middle.



After graduating from high school Waber joined the U.S. Army and served from 1942-1945. He then attended the University of Pennsylvania, Philadelphia College of Art from 1946-1950, and the Pennsylvania Academy of Fine Arts from 1950 - 1951. During college Waber married Pauline Fleishman and over the next few years, the two moved to New York City and had three children.

Waber's first employment was at Conde Nast Publications as an artist in the promotions department. During this time, art directors looking at his portfolio suggested that his style was appropriate for children's books. This suited Waber as he was beginning to read to his own children and found that he enjoyed their books far more than adult novels.

In 1961 his first book, "Lorenzo," was published by Houghton Mifflin. Over the years he has won many awards for his children's books including the New York Herald Tribune's Children's Spring Book Festival picture book honor and the Lewis Carroll Shelf Award.

Crocodile Research on the Internet

American Zoo & Aquarium Association (AZA) - <http://www.aza.org>

Crocodile Specialist Group - This group is devoted to the conservation of crocodiles. Site provides information about a variety of crocodile topics, including links to other sites. <http://www.flmnh.ufl.edu/natsci/herpetology/crocs.htm>

Crocodylians: Natural History & Conservation - Information on all 23 species of crocodiles, including photographs and detailed drawings. Links to other crocodile research pages. <http://crocodylian.com>

The Gator Hole - Focusing on the American alligator, this site answers many common questions regarding the alligator and its habitat. <http://magicnet.net/~mgodwin>

Sea World - This page is devoted to helping find quick information, including entries on the American alligator and Nile crocodile. <http://www.seaworld.org>
Crocodiles

Lyle is indeed a rare crocodile. Except for alligators and the American crocodile, most crocodiles live in the tropical regions of the world, spending most of their time in and around water. Crocodiles are large, carnivorous reptiles whose primary diet consists of fish, birds, frogs, and small mammals. To capture their prey, crocodiles will often use their long, strong tails to corral the prey into deep waters and then crush the victim with their sharp teeth and powerful jaws. The power in a crocodile's jaw is, however, limited to closing for although a croc's jaw has enough force to crush the bones of small animals, it is also possible to hold a crocodile's jaw closed using bare hands.

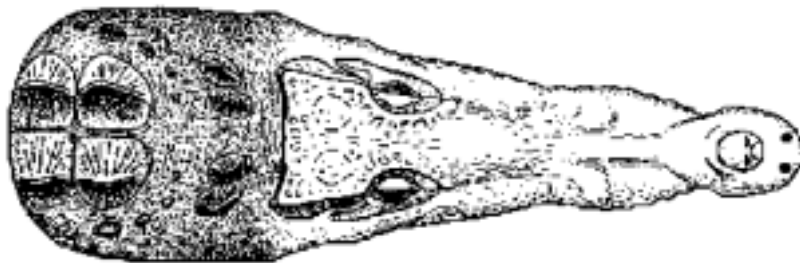
Unlike most reptiles, crocodiles produce a wide variety of sounds, from quiet hisses to fearsome roars. They also differ from other reptiles in that they protect and take care of their nests of eggs and their young. Like other reptiles, the cold-blooded crocodile's body temperature depends on the climate and they are known to hibernate by burying themselves in the mud during the dry season in warmer climates and during winter in colder climates.

There are many different species of crocodiles living all over the world and ranging in size from the 11 foot long Nile Crocodile to the 30 foot long Saltwater Crocodile. Crocodiles move best on land in a belly crawl but can also walk on all four legs. They are good swimmers, using their strong tails to propel themselves through the water with their eyes, nostrils and a portion of their back being the only part visible above the water.

Discussion and Activities



Side and top view of the American Crocodile.



1. When the neighbors first met Lyle they weren't too sure that they wanted a crocodile living in their neighborhood. Why do you think they didn't want a crocodile on their block? Do you think it was because they had never known a crocodile before and they weren't sure what to expect? Look up the word *prejudice* in the dictionary. Do you think that they were prejudiced against crocodiles? What causes people to be prejudiced?
2. Lyle is an extraordinary pet who helps around the house, plays ball and has had a career on Broadway. Discuss some of the responsibilities involved in having a pet of any kind. After learning about real crocodiles, what do you think it would be like to have a real crocodile for a pet? What would be some of their special needs? Ask students what types of pets they have and what it takes to take care of their pet?
3. When the children learn that Mr. Valenti is going to come get Lyle they are very sad. But when Mrs. Primm assures them that they will figure out a way to keep Lyle, the children sing a song about looking on the bright side. What are examples of times when you have had to look on the bright side? What do you do to cheer yourself up? How do you cheer up a friend who is down in the dumps?
4. Josh sneaks out of his house and runs away to find his friend Lyle. This was a very dangerous thing to do. What would have been a better, safer way for Josh to search for his friend?
5. Before seeing the play, try to decide which facts about crocodiles will apply to Lyle in the Theatre IV production. Do some additional research on crocodiles to add to the facts contained in this guide. After the production, discuss with your classmates what the character was really like. What were some similarities and differences between Lyle and real crocodiles?
6. In some species, crocodiles are close to extinction. What endangers animals, like the crocodile, to become extinct? What other North American animals are close to extinction? What can be done to help these animals? Pair up with other classmates and research your ideas. Share your findings with the class by making large posters describing the animal, its habitat and what is endangering its habitat.

Additional Books to Read

Other Books About Lyle

The House on East 88th Street
Lyle, Lyle, Crocodile
Lovable Lyle
Lyle and the Birthday Party
Lyle Finds His Mother
Lyle at the Office

Other Books By Bernard Waber

But Names Will Never Hurt Me
An Anteater Named Arthur
Ira Says Goodbye
Nobody is Perfick
I was All Thumbs
A Rose for Mr. Bloom

Classroom Art Activity:

Draw your favorite character or scene from *Lyle, Lyle, Crocodile*. Send your drawing to Theatre IV for our "From Stage to Page Art Contest." Theatre IV staff members will select several drawings to be used in future study guides. (One drawing per student. Please write name, grade, age, teacher, school, and school address clearly on the back of each drawing. Drawings will not be returned. Teachers will be notified by mail of selected drawings.) Please mail class drawings to: Theatre IV, Department of Education, 114 West Broad Street, Richmond, VA 23220.

Theatre IV is the second largest theatre for young audiences in the nation and is the Children's Theatre of Virginia. We encourage your comments about *Lyle, Lyle, Crocodile*, please send your letters to:

Theatre IV, 114 West Broad Street, Richmond, VA 23220

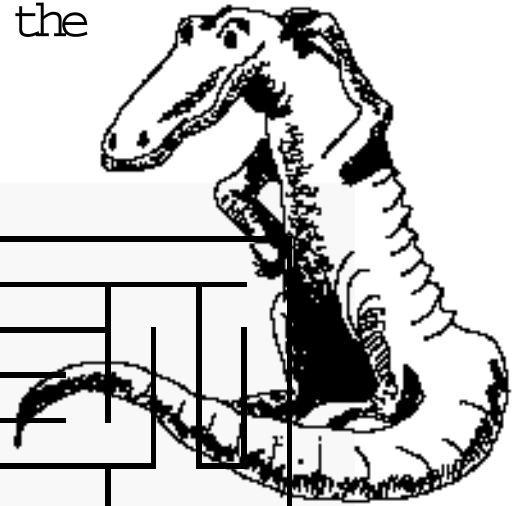
If you need to reach Theatre IV by phone, please call **1-800-235-8687**.

Thanks to our Sponsors:

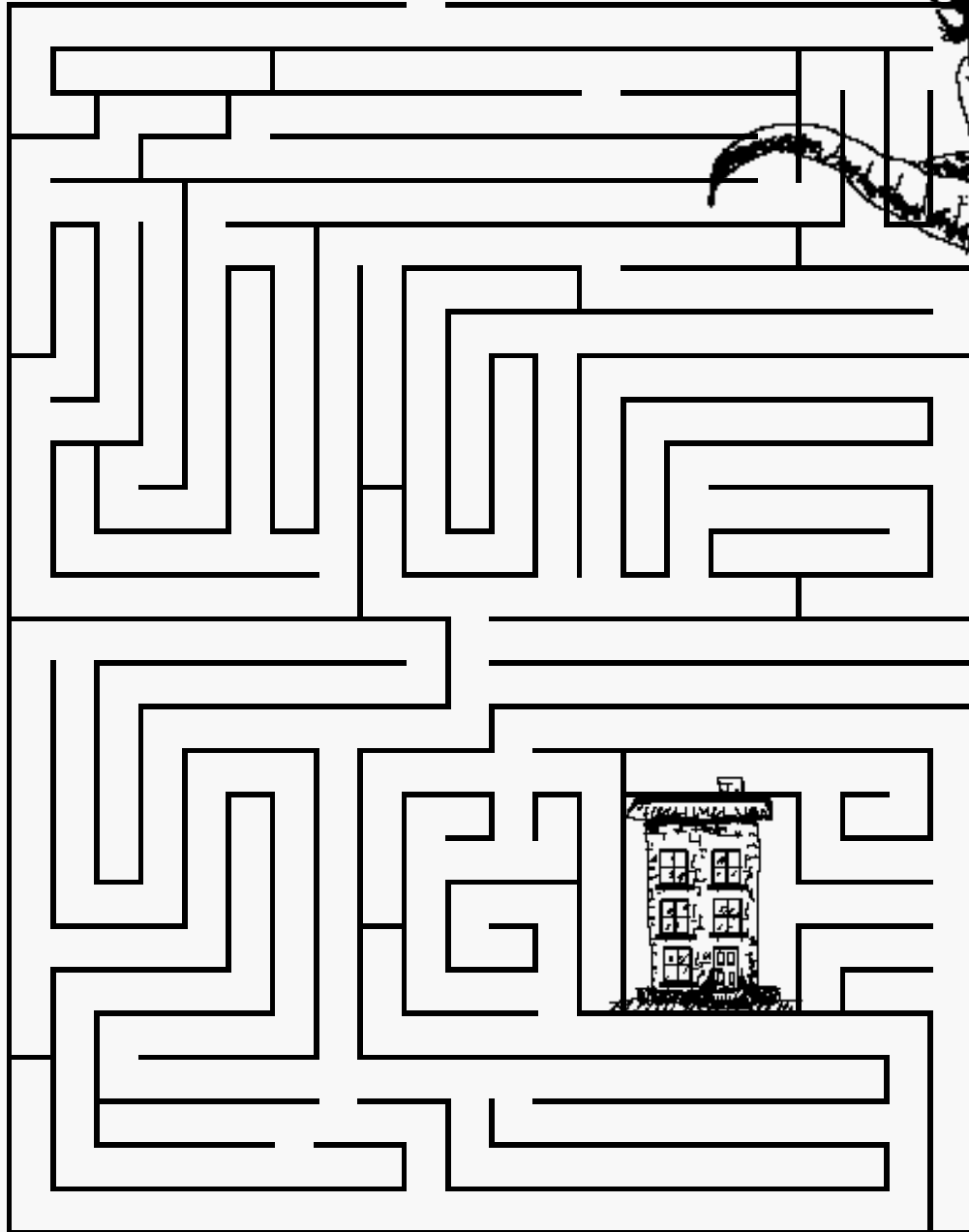
Theatre IV gratefully acknowledges the major supporters of our touring programs: The National Endowment for the Arts, the Virginia Commission for the Arts; The Cincinnati Institute for the Arts; The Ohio Arts Council; the E. R. & Leona B. Carpenter Foundation; and the Flagler Foundation.

Lyle is Lost!

Help Lyle find his way home through the



START



Lyle, Lyle, Crocodile




THEATRE IV

Lyle, Lyle, Crocodile – Story Map

- Setting:** New House, moving to a new address – East 88th Street, New York City; Broadway – in New York City.
- Characters:**
- Lyle:* A friendly, loving, and very talented crocodile who lives with the Primm family.
 - Joshua Primm:* A young boy who lives in the house on East 88th Street and has a fun pet crocodile named Lyle.
 - Mr. Primm:* Joshua’s father
 - Mrs. Primm:* Joshua’s mother
 - Hector P. Valenti:* Also known as the star of the stage and screen. He used to be Lyle’s owner and they travelled around the world performing together.
 - Mr. Grumps:* The Primm’s grouchy neighbor who does not like Lyle.
 - Loretta:* Mr. Grumps’ cat who is terrified of Lyle.
- Problem:** Hector Valenti takes Lyle away to perform on Broadway. The Primm’s miss Lyle and Lyle misses the Primm’s. Lyle runs away.
- Goal:** To be a Family
- Episodes/Events:**
- The Primm’s move into a new home.
 - The Primm’s meet Lyle and share their home with him.
 - The Neighbors meet Lyle, they are worried and upset.
 - Lyle hits a home run and wins the game.
- Each page has one or more event that can be used.
- Ending:** Lyle becomes a member of the Primm family.

Pre-viewing Activities

The following are activities you may want to complete with your class before seeing the production. Activities may need to be modified based on age group.

Kindergarten-3rd Grade Activities

1) Discuss where people live (home, apartment, duplex, townhouse, cottage, cabin, trailer house – these answers may vary). Discuss how these places are similar and how they are different. This can be completed with a visual on the board (white board, smart board, etc) using a Venn diagram or it can just be a verbal discussion. Where can these specific buildings be found...can we find an apartment in the country? Why or why not? How about a cabin, where would that type of home usually be found?

The characters in this story live in a specific spot in the city; this is called an address. Review/meet individually with students to verify their address.

Why is it important to know one's address? Safety - in case something happens: you get lost or someone in your house is hurt and you need to dial 911.

2) Pick 4-6 key vocabulary words from the book, *The House on East 88th Street*. Introduce the words to students. Have students write their own stories using the 4-6 key words. Allow students to share their stories. After students have shared, read *The House on East 88th Street* as a class. Conclude the activity with a discussion, where students can compare their stories to the book.

*You can make this activity more difficult for older students by choosing 7-10 key words.

3) In the production, the neighbors are unsure of having a crocodile live in the neighborhood. Have children make predictions on how Lyle could win over the friendships of his neighbors. Ask the children to provide the reasoning for how they made their predictions. Write the predictions down, and save them for a post-viewing activity.

2nd-5th Grade Activities

4) After reading the book, *Lyle, Lyle, Crocodile* have students write a story about what it would be like to have a pet crocodile living in their house. Students could write 3-6 sentences and include an illustration (Handout A). Older students could create a short booklet that includes text and illustrations.

5) Have a short discussion where students discuss the differences between a book and a play. Talk about how a play can be different than the original book. You can connect this concept by discussing how movies have been different than books. Some movies based on books that children may have seen, include: *Curious George*, *How the Grinch Stole Christmas*, *The Polar Express*, and *Harry Potter*.

Another story about Lyle from Author Bernard Waber: The House on East 88th Street

Summary:

- The Primm's have bought a house and are busy moving in, so busy they do not pay attention to the water noises they hear in the upstairs bathroom.
- When Mrs. Primm goes upstairs to the bathroom to wash her hands, she finds a crocodile.
- While Mr. and Mrs. Primm struggle with this problem, Joshua, their son, answers the door and receives a note. This note explains that the crocodile's name is Lyle. Lyle is a nice crocodile that can do tricks. The note is from a strange man by the name of Hector Valenti.
- While the Primm's are wondering what they are going to do, Lyle joins them downstairs and captures their attention and hearts with his amazing tricks.
- Lyle lives with the Primm's and he quickly becomes a member of their family. He helps around the house and plays games.
- One day there is a parade and it passes right in front of the Primm's house. Lyle is so happy that he goes outside and performs his amazing tricks for the people watching the parade. A photographer takes his picture and makes Lyle famous.
- This attracts the attention of the strange man, Hector Valenti. He comes back and takes Lyle, because Lyle is really his crocodile.
- Hector and Lyle travel around the world performing for people, but Lyle is too sad to perform. Hector returns Lyle to the Primm's. They become a happy family once again.

The House on East 88th Street - Vocabulary

Anxiously: Being very worried.

Bundles: An item, group, or quantity wrapped for carrying.

Cordially: Friendly

Expertly: The act of doing something that is a special skill or takes special knowledge.

Grimy: Dirty

Hoarse: A vocal tone that makes a harsh, low sound.

Notches: An angular or V-shaped cut, indentation, or slit in an object, surface, or edge.

Pistachio: A type of nut that grows on a tree. The part that is eaten is usually green or yellow.

Turkish Caviar: Specially prepared fish eggs from certain fish (such as the sturgeon or the beluga whale). This is eaten as a delicacy; it is considered special and delightful.

Uproarious: Very funny, as a person or situation, or very loud, as sounds or utterances. (Uproarious stories are very funny stories.)

Worthy: Having adequate or great merit (A worthy answer is a useful or valuable answer.)

Lyle, Lyle, Crocodile - Sequencing

Name: _____

Date: _____

Directions: Place these events in the order that they occur in the story by numbering them 1-7 on the lines provided.

_____ Lyle meets his old friend Signor Valenti

_____ Mr. Grump is unhappy with Lyle living next door to him

_____ Lyle is rescued from the zoo

_____ Lyle rescues Mr. Grump and his cat from a fire

_____ Mrs. Primm takes Lyle shopping

_____ Lyle is sent to the zoo

_____ Lyle moves back in with the Primms

Extension Activity (3rd-5th Grade)

Using the back of this paper, make a comic strip that represents the events from the story. Make sure that the events are in chronological order.

Lyle, Lyle, Crocodile - Quiz

Name: _____

Date: _____

Directions: Circle the letter of the best answer for each question.

- 1. Where did Lyle the Crocodile live?**
 - a. East 8th street
 - b. East 88th street
 - c. Main street
 - d. Alligator alley

- 2. What kind of animal was Lyle?**
 - a. Turtle
 - b. Alligator
 - c. Crocodile
 - d. Cat

- 3. What was the name of the family that Lyle lived with?**
 - a. The Pratts
 - b. The Primms
 - c. The Palmers
 - d. The Grumps

- 4. Where did Lyle scare Mr. Grumps' cat?**
 - a. Under the bed
 - b. Up a tree
 - c. In the attic
 - d. In the neighbor's apartment

- 5. What did Lyle and Signor Valenti once do together?**
 - a. Performed on stage
 - b. Painted houses
 - c. Built roads
 - d. Cleaned carpets

continued on the next page

- 6. What did Lyle do at the zoo that made him feel better?**
- a. Went into the petting zoo
 - b. Fed the other animals
 - c. Took naps
 - d. Entertained the visitors
- 7. Who worked at the store and was not happy to see Lyle there?**
- a. Mr. Primm
 - b. Mr. Grumps
 - c. Mrs. Primm
 - d. Mrs. Grumps
- 8. Who did the Primms throw a party for?**
- a. Lyle
 - b. Mr. Grumps
 - c. Mr. Primm
 - d. Signor Valenti

Lyle, Lyle, Crocodile - Word Find

Name: _____

Date: _____

O	L	O	K	U	O	A	F	C	G	A	X
P	A	O	P	Y	I	G	G	R	E	U	Z
A	R	Z	M	F	L	R	L	O	Z	H	N
R	A	I	Q	V	H	U	W	C	I	S	S
T	M	K	M	J	I	M	D	O	T	O	U
Y	L	M	R	M	G	P	P	D	N	J	U
A	R	F	O	E	S	S	P	I	E	J	Y
D	J	G	W	K	S	J	A	L	L	B	F
B	C	M	C	W	T	C	J	E	A	C	Q
O	R	I	E	X	U	Q	U	G	V	U	E
D	R	D	T	X	L	U	Q	E	P	J	L
T	S	M	O	K	E	T	I	B	D	X	Y
C	A	T	N	W	O	T	N	W	O	D	L
I	Y	S	X	J	E	R	O	T	S	O	D
B	U	A	T	T	E	R	O	L	U	U	U

CAT
CROCODILE
DOWNTOWN
GRUMPS
JOSHUA
LORETTA
LYLE
PARTY

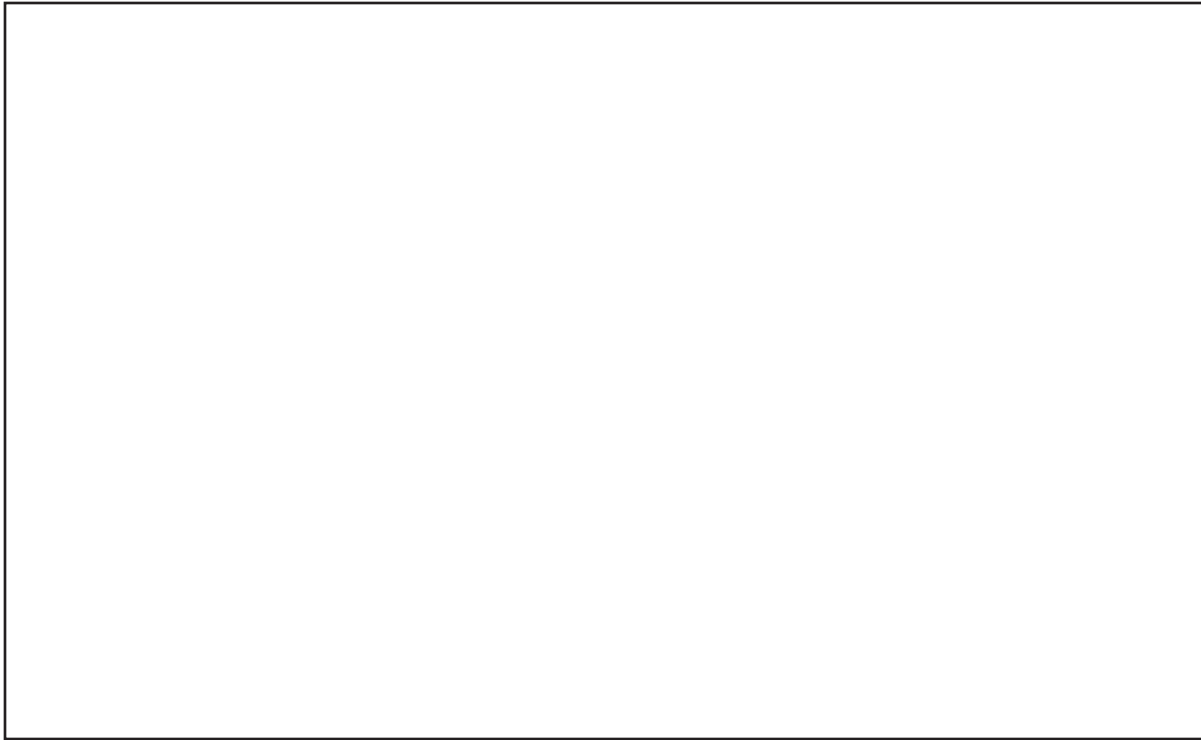
PRIMM
RESCUED
SMOKE
STORE
TRICKS
VALENTI
ZOO

Lyle, Lyle, Crocodile - Writing a Story

Name: _____

Date: _____

Directions: Use a combination of pictures and words to write a short story about Lyle the Crocodile.



Content Connections

Science

Crocodile Research (3rd-5th Grade)

Have the students spend class time in a computer lab researching the different kinds of crocodiles. Students should be split up into small groups and each group is responsible for sharing information with the class. Here are some website links that can help your students get started:

Nile Crocodile:

<http://www.seaworld.org/animalinfo/animalbytes/animalia/eumetazoa/coelomates/deuterostomes/chordata/craniata/reptilia/crocodylia/nile-crocodile.htm>

American Crocodile:

<http://www.swbganimals.org/animalinfo/animalbytes/animalia/eumetazoa/coelomates/deuterostomes/chordata/craniata/reptilia/crocodylia/american-alligator.htm>

Identifying Crocodile Needs (1st-2nd grade)

Lead a discussion with the class that identifies the possible needs of a crocodile. Ask questions such as, “What kind of food do you think a crocodile eats?” “Where do crocodiles live?” “How does a crocodile protect itself from predators?” Once students have made a good list of possible needs, expand the information if needed. Discuss with students: “If Lyle really lived in a house, what changes would have to be made so that he could get everything he needed in order to survive?”

Further Information:

- Crocodiles eat insects, crabs, shrimp, turtles, wallabies, pigs, reptiles and amphibians.
- Crocodiles live in freshwater and saltwater, depending on what kind of crocodile it is. Most are found in Africa, Asia and Australia.
- Crocodiles protect themselves with their scaly rough bodies.
- Crocodiles are dangerous and should not be approached. They should be viewed from a great distance, under a well-trained guide’s direction.

Additional crocodile information can be found using the following resources:

- <http://crocodilian.com> - Includes pictures, drawings, and information on all known species of crocodile.
- <http://www.crocsite.com> - This site provides a broad range of information on crocodiles and alligators.
- Library time can be used to research crocodiles in non-fiction sources.

Science Continued...

Research the Endangerment of Crocodiles

Most crocodile species are endangered. As a class, spend time researching the reasons why they are endangered. Have students find real life methods to help solve the problem. Discuss why helping endangered species is such an important issue. Connect the topic to species that are endangered in your local area. Students could think of methods of raising awareness in the community for helping endangered animals or restoring certain animal habitats.

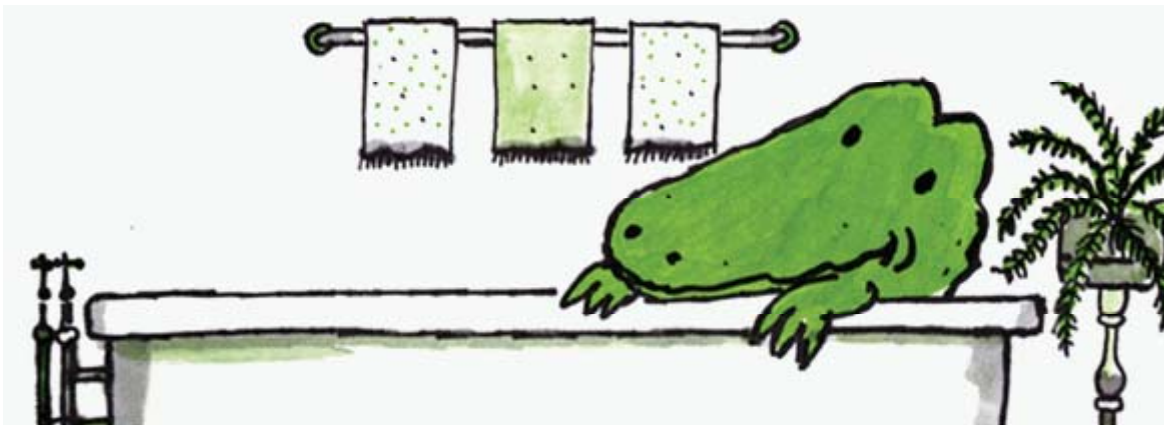
Use the following website for guidance: http://www.defenders.org/wildlife_and_habitat/wildlife/crocodile.php

Social Studies

Character Education

Depending upon the trait that is currently being focused on, use Lyle's story to talk about important aspects of this trait in your students' lives (responsibility, caring, flexibility).

- Is it responsible to run away? What could happen? Does someone have a better plan?
- Who is "nice" in this story? Why? What makes _____ nicer than _____?
- Lyle likes to help others, what do you do to help?
- Lyle is different from the Primms, because he is a crocodile. What characteristics make him similar to the Primms? What are some characteristics that connect you to your family?



Post-viewing Activities

The following are activities that can be completed after your class has viewed the production.

- 1) In the production, the neighbors are unsure of having a crocodile live in the neighborhood. Children previously made predictions about this topic during a pre-viewing activity (p.2). As a class, revisit the predictions students made from this activity. See if any of the students made correct predictions. Have a short discussion on how students believe a crocodile would be accepted into their own neighborhoods.
- 2) Mr. Grumps did not like Lyle because he was a crocodile. Lead a discussion with students that addresses, “Do you think Mr. Grumps had a good reason for not liking Lyle?” “Has there been a time when someone did not like you and there was no reason for them not to like you?” “How did that make you feel?” “Is it easy to not like someone, when you don’t even know them?”
- 3) Both the Primm’s and Valenti care about Lyle. Write why each deserve to keep Lyle and what they have done to show this? Brainstorm ideas together and write them on the board for students to review as they are writing their activity.



#3 Examples:

Before Lyle met the Primm’s, Signor Valenti raised him. He taught him to be a nice crocodile and perform many fun tricks. When Signor Valenti can no longer afford to feed Lyle, he has Lyle live with the Primms, so that Lyle doesn’t have to live in a zoo or die.

The Primm’s take good care of Lyle. He helps around the house and is a good sport when playing games. He becomes a part of their family. They miss him when he is gone.

- 4) Sequence of Events: Remind students that paying attention to the order in which things happen will help them to understand the story. Tell children to keep in mind the important events that happen at the beginning, in the middle and at the end of the play.

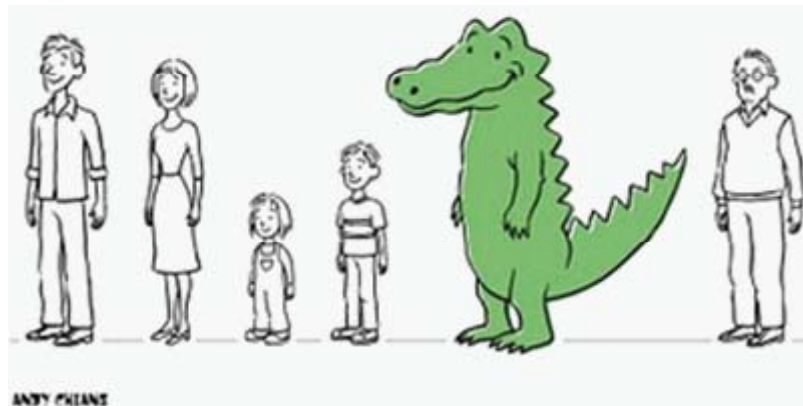
Have students describe the beginning and the ending of the play, writing the information on the board while leaving room between them; then go back and brainstorm different events that happened in the middle.

With grades K-2 use sentence strips. These can be created from the information the students give you or can be premade to save time.

As an assessment, the sentence strips would be on a paper and the students would need to arrange them in the correct order or have the students draw four sequenced pictures of the story as it moves through time (need the beginning and the ending and two middle events in the correct order.)

With grades 3-5, allow the students to write a review of the play. Stating their opinion and reasoning about the beginning, middle and ending of the story.

- 6) Throw a Lyle themed party to celebrate the unit and all that your class has learned. The following website has resources that will aid in planning an all Lyle themed party.
<http://www.houghtonmifflinbooks.com/authors/waber/funwithlyle.shtml>



Lyle, Lyle, Crocodile - Discussion Questions

QAR (Question Answer Relationship) engages students in higher order thinking skills. Before discussing the following questions, talk with your students about the four different types of questions and how they can find answers to each. Consider answering the first of each different type of question as a think-aloud so that your students are able to see and hear you model this new approach to answering discussion questions.

Right There Questions (These are questions that can be answered directly from the text)

1. What is the address of the Primm's new home?
2. What are some activities that Lyle does to help and be part of the family?
3. Where did Lyle and Valenti go to perform?
4. Who does Lyle kiss at the end of the story?

Think and Search Questions (These are questions that the reader needs to piece together information from the text)

1. Who was Lyle's owner when he moved in with the Primms?
2. Give an example of a threat in the story.
3. At the end of the story, Mr. Grumps states that Lyle is the "bravest, kindest, most wonderful crocodile in the whole, wide world." What did Lyle do to receive such praise from Mr. Grumps?
4. Why would Loretta be even more afraid of Lyle when he smiled at her?
5. What is Lyle's main problem at the beginning of the story?

Author and You (These questions require background knowledge and information from the text)

1. What is meant by a "daggerlike" finger?
2. Give me three examples of things that could/do pester you and explain how.
3. Can smoke be a wall? Why or why not?
4. In the story it says that Mr. Grumps turned "Red, blue and purple with rage," is it possible to actually turn these colors? Why or why not?

On Your Own (Questions that allows the reader to make a choice/opinion and explain why.)

1. What do you think is the difference between a threat and a promise?
2. Have you ever been in a store or a crowd and become separated from the person you were with? If so, how did you feel? If not, how do you think you might feel?
3. The children considered Lyle a hero once he hit the homerun. What makes a hero? Write about one of your heroes and explain what makes them so special.

ANSWER KEY

Lyle, Lyle, Crocodile - Sequencing

- 1 Mr. Grump is unhappy with Lyle living next door to him.
- 2 Mrs. Primm takes Lyle shopping.
- 3 Lyle meets his old friend Signor Valenti.
- 4 Lyle is sent to the zoo.
- 5 Lyle is rescued from the zoo.
- 6 Lyle rescues Mr. Grump and his cat from a fire.
- 7 Lyle moves back in with the Primms.

ANSWER KEY

Lyle, Lyle, Crocodile - Quiz

1. b East 88th Street
2. c Crocodile
3. b The Primms
4. b Up a tree
5. a Performed on stage
6. d Entertained the visitors
7. b Mr. Grump
8. d Signor Valenti

ANSWER KEY

Lyle, Lyle, Crocodile - Word Find

O L O K U O A F C G A X
P A O P Y I G G R E U Z
A R Z M F L R L O Z H N
R A I Q V H U W C I S S
T M K M J I M D O T O U
Y L M R M G P P D N J U
A R F O E S S P I E J Y
D J G W K S J A L L B F
B C M C W T C J E A C Q
O R I E X U Q U G V U E
D R D T X L U Q E P J L
T S M O K E T I B D X Y
C A T N W O T N W O D L
I Y S X J E R O T S O D
B U A T T E R O L U U U

Answers are down, across, diagonal, backwards and forwards. The key is typed in gray italic font.

CAT
CROCODILE
DOWNTOWN
GRUMPS
JOSHUA
LORETTA
LYLE
PARTY
PRIMM
RESCUED
SMOKE
STORE
TRICKS
VALENTI
ZOO

Lyle, Lyle, Crocodile - Theatre Information A-Z

Address: The place or the name of the place where a person, organization, or the like is located or may be reached

Adventure: An exciting or very unusual experience

Appreciate: The feeling or showing of being thankful; clapping is one way to show that we appreciate the wonderful show that we will see

Broadway: A street in New York City that is famous for its theaters

Coax: To attempt to influence by gentle persuasion

Dissuade: To persuade someone not to do something

Pining: To miss someone so much that you feel ill

Perform: To act (in a play), such as on stage, in movies, or on television

Screen: The part of the theatre on which movies can be seen

Signor: An Italian term used to address or show respect for a man, either used separately or with a name (similar to Mr.)

Stage: The part of the theatre on which an actor performs

Threat: When someone states that they are going to hurt someone else or cause trouble

Resources

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Theatre IV on Tour - Touring Children's Theatre; Entertaining and Educating America for over 30 years. (n.d.). Theatre IV on Tour - Touring Children's Theatre; Entertaining and Educating America for over 30 years. Retrieved March 10, 2010, from <http://www.theatreiv.com/>

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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, was it instrumental or what kinds of songs did they sing? In what different ways did the actors use their voices? What costumes did the actors wear? Did the actors wear masks? 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 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.



Young Auditorium
Horizons School Matinee Series
930 W. Main Street
Whitewater, WI 53190

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

Wisconsin Model Academic Standards

The activities that appear in the Lyle, Lyle, Crocodile resource guide have been aligned with the new common core standards for your convenience. Please refer to the information below.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5

Reading Standards for Literature K-5 (align with Story Map; Pre-viewing Activities; Sequencing; Quiz; Word Find)

Kindergarteners - Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Grade One Students - Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Grade Two Students - Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3. Describe how characters in a story respond to major events and challenges.

Grade Three Students - Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade Four Students - Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Grade Five Students - Key Ideas and Details

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Kindergarteners - Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.

Grade One Students - Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Grade Two Students - Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Grade Three Students - Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Grade Four Students - Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Writing Standards K-5 (align with Writing a Story; Content Connections: Crocodile Research, Identifying Crocodile Needs, Research the Endangerment of Crocodiles; Reflecting on the Performance: Write a Friendly Letter, Write a Review, Create a Theatre Journal)

Kindergarteners - Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

Kindergarteners - Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Grade One Students - Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Grade One Students - Research to Build and Present Knowledge

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Grade Two Students - Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Grade Two Students - Research to Build and Present Knowledge

8. Recall information from experiences or gather information from provided sources to answer a question.

Grade Three Students - Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

b. Provide reasons that support the opinion.

c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

d. Provide a concluding statement or section.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Grade Four Students - Text Types and Purposes

- 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - d. Provide a concluding statement or section related to the opinion presented.

Grade Four Students - Research to Build and Present Knowledge

- 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Grade Five Students - Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

Grade Five Students - Research to Build and Present Knowledge

- 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Speaking and Listening Standards K-5 (align with Pre-viewing Activities; Content Connections: Character Education; Post-viewing Activities; QAR Discussion Questions)

Kindergarteners - Comprehension and Collaboration

- 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.

Grade One Students - Comprehension and Collaboration

- 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.

Grade Two Students - Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Grade Three Students - Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Grade Four Students - Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Grade Five Students - Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Theatre Education (aligns with viewing Theatre IV's Lyle performance at Young Auditorium)

Play Reading and Analysis

A.4.1 Attend a live theatrical performance and discuss the experience.

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 spoke 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 of 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

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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 Horizon's 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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Staff:

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Leslie LaMuro, Marketing Director
Michael Morrissey, Audience Services Coordinator
David Nees, Technical Director
Ben Strand, Development Director

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John F. Kennedy Center Partners in Education Program

The Young Auditorium and School District of Janesville are members of the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington D.C. Selected because of their demonstrated commitment to the improvement of education in and through the arts, the Partnership Team participates in collaborative efforts to make the arts integral to education. For more information, please visit <http://www.kennedy-center.org/education/partners/>.



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