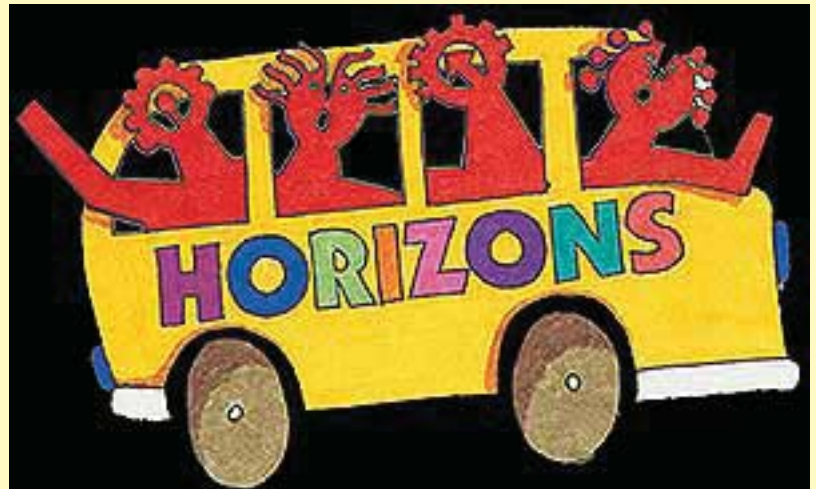


2010-2011
Educator's Resource Guide

Horizons School Matinee Series

Click, Clack, Moo
Friday, May 6, 2011
10:00 a.m. / 12:30 p.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



Horizons Educator's Resource Guide: Click, Clack, Moo

Young Auditorium

UNIVERSITY OF WISCONSIN-WHITEWATER

Credits

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Click, Clack, Moo study
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reproduce any and all parts of
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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. 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.

Click, Clack Moo Cows that Type

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CLICK, CLACK MOO

Cows that Type

Dear Teacher,

We have created the following study guide to help make your students' theater experience with Click Clack Moo: Cows that Type as meaningful as possible. For many, it will be their first time viewing a live theatrical production. We have learned that when teachers discuss the play with their students before and after the production, the experience is more significant and long-lasting. Our study guide provides pre and post production discussion topics, as well as related activity sheets. These are just suggestions; please feel free to create your own activities and areas for discussion. We hope you and your class enjoy the show!

Background

Our play is based on the book, Click Clack Moo: Cows that Type by author Doreen Cronin with illustrations by Betsy Lewin.

The Story

- Farmer Brown has a smooth-running farm where the cows make milk and the chickens lay eggs. All seems to be fine except the animals aren't very happy. Every night it gets very cold in the barn and the animals are very cranky in the morning as a result.
- Farmer Brown's granddaughter Jenny comes for a visit to the farm armed with her laptop computer. She is a budding reporter who wants to write an exciting article about life on the farm for her school paper.
- Duck explains to the animals that he stays warm because of the down in his feathers which the farmer uses to make blankets. The cows decide that they want blankets too but don't know how they can communicate their wishes to Farmer Brown. Luckily, Jenny has left her laptop and printer in the barn and the animals figure out how to type a note to Farmer Brown requesting blankets.
- When Farmer Brown refuses their request, the cows decide to go on strike. They send a new note saying they will not give milk until they get blankets. The Farmer decides he doesn't need milk, he'll just sell eggs instead. The cows convince the chickens to join in the strike until the Farmer meets their demands.
- Jenny helps negotiate an agreement between the animals and Farmer Brown while Duck runs back and forth with demands from both sides. In the end, Farmer Brown gives the animals blankets when they turn over the laptop. Of course once Duck gets the laptop, he has some demands of his own.

All illustrations in this Study Guide are from CLICK, CLACK, MOO by Doreen Cronin with illustrations by Betsy Lewin. Used with permission of Pippin Properties, Inc.

Before Seeing the Play

1. You may want to read *Click Clack Moo: Cows that Type* and review the plots and characters with your students.
2. Discuss the ways humans communicate with each other (face to face, phone, email, text) Then discuss how animals communicate with each other. How do humans and animals communicate with each other? What do you think animals would say to us if they could?
3. Discuss how humans and animals are alike and different. What are some things people can do that animals can't? (talk, drive, cook) Name some activities that both animals and humans can do. (eat, find shelter, protect their young) What can animals do that humans can't? (see in the dark, breathe underwater, fly) You can even make a Venn diagram of all three.
4. Ask the class if they can name any stories where animals behave like humans. (*The Three Bears*, *The Three Pigs*, *Max & Ruby* stories) Discuss the concept of "personification," when an author gives an animal human characteristics.

After Seeing the Play

1. Ask your students how the play was different from book *Click Clack Moo: Cows that Type* you read. How was it the same? Discuss the costumes. How did the actors portray the farm animals?
2. Farmer Brown was very upset by the idea of giving the cows blankets. Why do you think the idea bothered him so much? Did he do the right thing in the end? What else could he have done?
3. The cows and chickens were unhappy in the barn. What else could they have asked for other than blankets? What would animals in a zoo ask for? A circus?



Activities

Creative Dramatics

Perform the story as a readers theater exercise. Go to the link:
<http://teachers.net/lessons/posts/2277.html>

Assign parts to the students and copy the script. Practice as a class and schedule a performance for other students or parents.

Creative Writing

1. Ask the students to write letters from their pets to themselves. (use a relative's or friend's pet if they don't have one) What would the pet ask for? What might they want to change in the house? Have students draw a picture of the pet and display the picture with the letters on a bulletin board.
2. Write an article- In the play Jenny is writing an article for her school newspaper. Review the parts of a newspaper with the students and have the students write articles about their class. Layout the articles on large paper and display as a class newspaper.
3. Give students writing prompts to complete the sentences or begin a paragraph or story:
 - Living on a farm would be...
 - I like to keep warm by...
 - If my pet could talk, it would say...
 - My favorite thing to do on a computer is...



Name: _____

Click, Clack Moo
Cows that Type



Put the events from the story into the correct order.

the duck writes a message	1.
the hens will not lay eggs	2.
duck carries the messages	3.
the cows will not give milk	4.
Farmer Brown's cows type a second note to the farmer	5.
Farmer Brown says no blankets	6.
Farmer Brown gives blankets to the animals	7.
The cows ask for blankets	8.

Name: _____

Below are two notes from Click, Clack, Moo: Cows that Type. They are each missing some words. Choose the correct words from the word box at the top of the page and fill in the blanks.

cold Dear Sincerely Farmer
Hens blankets electric cows
Brown barn milk

Dear Farmer _____,

The _____ is very _____ at night.

We'd like some _____ blankets.

_____,

The Cows

_____ Cows and _____:

There will be no electric _____.

You are _____ and hens.

I demand _____ and eggs.

Sincerely,

_____ Brown



Name: _____

CLICK, CLACK MOO

Cows that Type

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

BARN
BLANKET
CHICKEN
COLD
COW
DUCK

EGGS
FARMER
MILK
NOTE
STRIKE
TYPE

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.



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

Sincerely,

Related Resources

Books

Doreen Cronin is an award winning author of nine books including others that take place on Farmer Brown's farm. A list of her books:

Click, Clack Moo: Cows that Type
Click, Clack, Splish, Splash
Duck for President
Diary of a Spider
Wiggle

Click, Clack Quackity-Quack
Giggle, Giggle, Quack
Diary of a Worm
Diary of a Fly

Internet

Ag Classroom: Street Cows - This 4-page handout asks students to read a newspaper article about urban cow art. Students design their own cow using the same approach the original artists used. Access requires Adobe Reader or compatible application.

<http://www.clover.okstate.edu/fourh/aitc/lessons/primary/street.pdf>

Doreen Cronin's Official Web Site - Learn about author Doreen Cronin

<http://www.doreencronin.com/doreen.html>

Literature Guide for Click, Clack Moo by Nancy Polette - Vocabulary, sentence starters, tips for negotiating, poetry, and other activities.

<http://www.nancypolette.com/LitGuidesText/clickclack.htm>

PBS Kids

Teaching Unit and Activities for Click, Clack Moo: Cows that Type

<http://pbskids.org/lions/cornerstones/click/>

Picture Graphs Lesson by Christy Nix

http://www.athens.edu/vinsobm/lesson_33.htm

Read, Write, Think

Click, Clack Moo: Reading Word Family Words - printable lesson for grades K-2

http://www.readwritethink.org/lessons/lesson_view.asp?id=847

Teachers Net

Readers Theater Script for Click, Clack Moo: Cows that Type

<http://teachers.net/lessons/posts/2277.html>

The Trumpet Club

Click, Clack Moo: Cows that Type Classroom Activities

http://trumpetclub.com/primary/activities/click_clack_moo.htm

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: Area

s 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

● ● ● ● ● ● ● ● ●

● 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 web site.

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.

REST ROOM: Main floor men's and women's rest rooms are located on each side of the auditorium. On the upper level, the women's rest room is on the south side and the men's rest room is on the north side of the building. Please try to limit your rest room 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 web site 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.

UW-Whitewater/ Young Auditorium
930 W. Main Street
Whitewater, WI 53190
262-472-4444 (main office)
262-472-4400 (fax)
www.uww.edu/youngauditorium

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NATIONAL
ENDOWMENT
FOR THE ARTS

A great nation
deserves great art.



TARGET®



The Dorothy Remp Elmer
Children's Arts Outreach Endowment