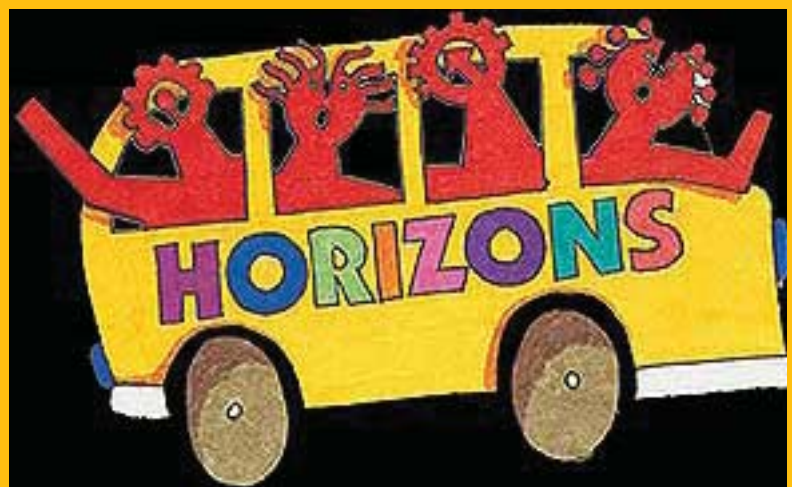


2011-2012  
Educator's Resource Guide

# Horizons School Matinee Series

Skippyjon Jones  
Thursday, October 25, 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 web site [www.uww.edu/youngauditorium](http://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

“Skippyjon Jones” study guide provided by Theatreworks USA

Horizons Educator’s Resource Guide content prepared by Shannon Dozoryst

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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.

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Above: Skippy and his mama  
Below: Skippy meets the chihuahuas





Target is the  
National Tour Sponsor  
of this production.

# Skippyjon Jones

## STUDY GUIDE

Dear Teacher,

We have created the following study guide to help make your students' theater experience with Skippyjon Jones 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 a related activity sheet. 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 Skippyjon Jones by author Judy Schachner.

### The Story

- Skippyjon Jones, a male Siamese kitten, lives with his sisters and his mother. He is the family troublemaker who always thinks he's another animal such as a bird, a bat or a whale.
- One day he gets in trouble and his mother sends him to his room. While he's there he bounces on the bed and notices as he passes the mirror that he actually looks like a chihuahua and decides that he must really be a dog.
- Fantasizing as "Skippito Friskito", he travels to Mexico where he meets up with a group of chihuahuas who are in fear of the evil Alfredo Buzzito, a bumblebee who demands beans from the dogs. The dogs tell Skippyjon that he is the answer to the prophesy that a stranger will come and free them from their tormentor.
- When Skippyjon confronts Alfredo he doesn't act heroic but is humiliated and revealed to all as a kitten, not a chihuahua. All the chihuahuas are disappointed except Rosalita who convinces him that he can still defeat Alfredo.
- Skippito is inspired once more and with the help of all his friends, he battles the bumblebee and wins, piercing Alfredo till he bursts. At that point, it is revealed that Alfredo is really the piñata from his closet that he has destroyed, and all the chihuahuas are bean bag toys for his birthday party. His family celebrates Skippyjon's wild imagination and all is forgiven.

### **Before Seeing the Play**

1. You may want to read some of the Skippyjon Jones stories and review the plots and characters with your students.
2. Discuss types of cats and dogs. In the story there are Siamese cats and Chihuahua dogs. What other kind of cat and dog breeds do you know? Who has a cat or a dog for a pet? Describe their behavior. Do they ever act like humans? Do they ever act like another kind of animal?
3. Discuss Spanish language words with the students. There are many Spanish words used in the play. What Spanish words do the children know? Ask if they know some common words such as amigo, gracias, frijoles, loco and por favor. You can find a list of words used in this production on the last page of this study guide.

### **After Seeing the Play**

1. Ask your students how the play was different from the Skippyjon Jones books you read. How was it the same? Discuss the costumes. How did the actors portray cats and dogs?
2. Why do you think Skippyjon always acts like other animals? How does he feel about his family? What do they think of him?
3. Skippyjon has a very active imagination. Describe how he uses his imagination to create Old Mexico in his bedroom. How are the props used to create characters?

### **Activities**

#### *Act like an animal*

In the play, Skippyjon acts like a bird, bat, moose, whale and a dog. Have your students pick an animal to research and then portray through physical action. Each student will learn about a particular animal's behavior and traits through research in books or online. The students can then create a poster with their research facts and a picture of the animal. Without revealing their subject, have the students take turns acting as their animal while the class tries to guess what it is.

#### *Foreign Language*

*Word Wall*- Have students choose a favorite word, define it, translate it into Spanish and illustrate it. Hang up the illustrated "dictionary" pages on the wall.

#### *Artistic Expression*

In the Skippyjon Jones stories, his closet becomes a new location for each adventure. Use your imagination to create the setting for a story out of your closet.

- Bring in an item from your closet and use it to start a story.
- Find a piece of clothing and turn it into a costume for a character.

### *Poetry Comparisons*

Make acrostic poems using the words *Siamese* and *Chihuahua*. To make a poem of this type, write the letters of each word on the side of a piece of paper, and then have the students use descriptive words that focus on the animals' characteristics. An acrostic poem does not have to rhyme.

For example:

Slinky  
Interesting  
Awesome  
Mouse-catcher  
Eats cat food  
Silly ears  
Eager

### *Fiesta Time!*

Plan a fiesta with your class, create piñatas using paper mache, balloons and tissue paper. Make Mexican themed decorations and invitations. Learn about Mexican food and make some for the party to share. Put students into groups for different tasks. Parents can help too!

## **BIBLIOGRAPHY**

Judy Schachner is an award winning author of a many children's books including the Skippyjon Jones series which includes:

- Skippyjon Jones
- Skippyjon Jones in the Doghouse
- Skippyjon Jones in Mummy Trouble
- Skippyjon Jones and the Big Bones
- Skippyjon Jones, Lost in Space
- Skippyjon Jones, Class Action

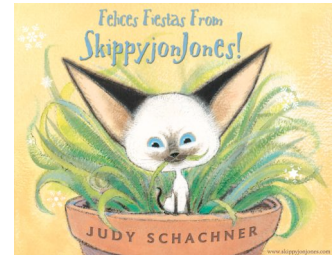
### **Internet:**

- Learn about author Judy Schachner:  
<http://www.judithbyronschachner.com/>
- Play games, watch videos, color pictures and download a curriculum guide at: <http://www.skippyjonjones.com/>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Skippyjon Jones



Complete the sentences using a word from the text box:

loco	bumblebee	bounce	fetch	beans
chihuahua	Siamese	piñata	bird	fiesta

1. Skippyjon Jones woke up and thought he was a \_\_\_\_\_.
2. Skippyjon loved to \_\_\_\_\_ on his bed.
3. In the mirror, he thought he saw a \_\_\_\_\_.
4. The other dogs were afraid of a \_\_\_\_\_ named Alfredo Buzzito.
5. Alfredo told the dogs to “Spill the \_\_\_\_\_.”
6. Alfredo was really a \_\_\_\_\_ in Skippyjon’s closet.
7. Skippyjon is really a \_\_\_\_\_ cat.
8. When Rosalita raced the other dogs, Skippyjon told her she was “born to \_\_\_\_\_.”
9. Instead of a birthday party, Skippyjon and his family decided to have a \_\_\_\_\_ instead.

10. At the end, Skippyjon and his family sang, “Let’s go crazy \_\_\_\_\_!”

### Skippyjon Jones Vocabulary

1. adios - goodbye
2. amigo - friend
3. ¡Ay, caramba! – oh my goodness!
4. bandito – bandit
5. besito - kiss
6. cabeza - head
7. comprende -understand
8. creada para buscar – born to fetch
9. el numero uno – number one
10. fiesta - party
11. frijoles - beans
12. gato - cat
13. gordo - fat
14. gracias - thank you
15. hola - hello
16. la luna – the moon
17. loco - crazy
18. muchacho - guy
19. noche - night
20. perdoname – sorry
21. perrito – small dog
22. peso - money
23. piñata – a decorated container with treats inside to be broken with a stick as a party game
24. por favor - please
25. por que - why
26. ¿que pasa? – what’s up?
27. siesta – rest or nap
28. sombrero - hat
29. un tiempo de espera – time out
30. vamos / vamanos – let’s go

# 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 equals two things you didn't like about the show)
- 5) Use at least two of the new vocabulary words from this study guide or the performance 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](http://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

\_\_\_\_\_

# 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 the audience cannot see

**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 actors in the development 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](http://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

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 rest room 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 or candy, or foot tapping during the performance. Exceptions to this rule include shows that ask for audience participation. Applause and laughter are appreciated when 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 rail 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 performances.

After all the students and their 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 bagged 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

Shannon Dozoryst  
Education and Outreach Coordinator  
262-472-1432 (office)  
262-472-4400 (fax)  
dozoryss@uww.edu  
www.uww.edu/youngauditorium/horizonsSeries.php

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Shannon Dozoryst, Education and Outreach Coordinator  
Malinda Hunter, Office Manager  
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/>.



NATIONAL  
ENDOWMENT  
FOR THE ARTS

A great nation  
deserves great art.



The Dorothy Remp Elmer  
Children's Arts Outreach Endowment

