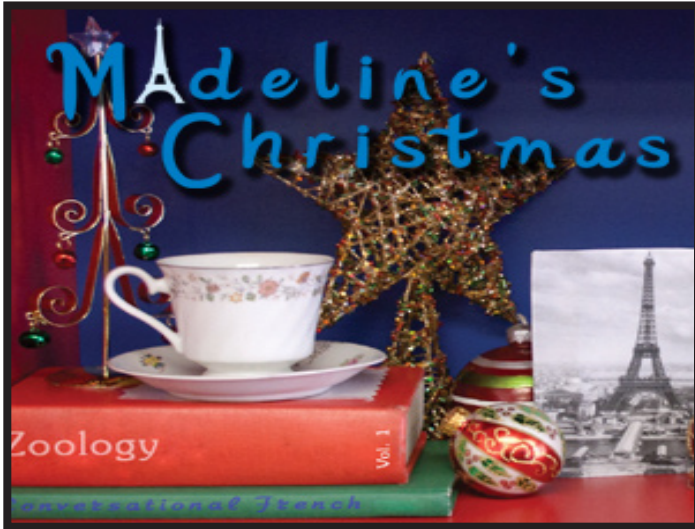


2011-2012 Season Play Guide



**Performances: November 28-30,
December 1-2 & 5
10:00 and 11:45**

Performances at the Lexington Opera House

OUR MISSION TO SCHOOLS, TEACHERS AND STUDENTS

The mission of Lexington Children's Theatre Education Department is to provide students of all ages with the means to actively explore the beauty, diversity, complexity and challenges of the world around them through the dramatic process. We strive for young people to develop their own creative voice, their imagination and their understanding of drama and its role in society.

FREE TEACHER PREVIEWS

Want to be more fully prepared to share the theatrical experience with your students? LCT offers teachers the opportunity to preview many of our Main Stage productions.

Each Preview lasts about two hours and includes a free performance of the play. Don't miss this chance to bring some drama into your classroom! Call Jeremy (859-254-4546 x226) to reserve your spot today!

Dear Educator,

Lexington Children's Theatre is proud to be producing our 73rd season of plays for young people and their families. As an organization that values the arts and education, we have created this resource for teachers called the Play Guide.

Our Play Guides are designed to be a valuable tool for teachers in two ways: helping you prepare your students for the enriching performance given by LCT, as well as serving as an educational tool for extending the production experience back into your classroom.

We designed each activity to assist in achieving the Kentucky Core Content (KCC) and to integrate the arts with your core curricular subjects.

Teachers are important voices as LCT. We rely heavily on your input. If you have comments or suggestions about our Play Guides, show selections or any of our programming your thoughts are greatly appreciated. Please look for the Teacher Response form that you will receive following a performance.

We are thrilled that you rely on LCT to provide your students a quality theatrical experience and we hope this resource aids you in extending our production into your classroom.

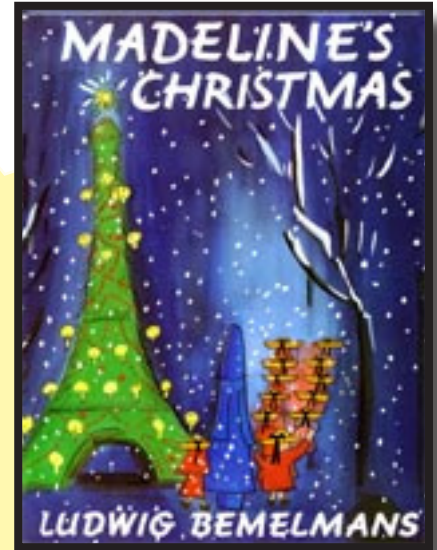
LCT's Education Department

Play Synopsis

“In an old house in Paris that was covered with vines lived twelve little girls in two straight lines...the smallest one was Madeline.” After returning from an outing to the zoo with Miss Clavel, everyone realizes that they forgot to wear their scarves, except Madeline, who forgot to wash hers. Everyone but Madeline catches the flu. Madeline nurses the eleven girls and Miss Clavel back to health. On Christmas Eve, Madeline is reading “’Twas the Night Before Christmas” when a mouse appears. He is sick too! Madeline makes him a bed and returns to her reading until she hears a knock on the door.

She expects Santa, but meets Harsha the rug merchant. He shows Madeline twelve very special rugs he has for sale. Madeline runs to Miss Clavel, informing her about the rugs, and soon they are beside the girls’ beds. Harsha travels back out into the snow and realizes the rugs were keeping him warm. He turns back towards the old house for warmth and freezes outside the door. Madeline discovers him and brings him inside. Once Harsha defrosts, he asks Madeline what he can do for her. She asks him to help with the dishes, which he cleans magically. After a little “Abracadabra” magic, the girls are well again. The girls all wake up healthy and hear of a plan to fly home on their new magic carpets to visit their families for Christmas. The twelve girls and Harsha head outside and the girls say the magic word and fly away. The twelve little girls fly around Paris and then to their homes.

Miss Clavel is left home with the mouse, whom she decides to name Martin. On New Year’s Eve, Miss Clavel is readying the house when Ms. Murphy, the cook, and Harsha arrive to await the girls return. Madeline flies back to the old house first, followed by all of the girls. Some carry presents for Miss Clavel, Harsha, and Ms. Murphy. They all remember adventurous holiday as Madeline’s Christmas.



Your Role in Our Play



You may wish to have a discussion with your class about your upcoming LCT experience and their role as audience members. Remind your students that theatre can only exist with an audience. Your students’ energy and response directly affects the actors onstage. The quality of the performance depends as much on the audience as it does on each of the theatre professionals behind the scenes and onstage.

Young audiences should know that watching live theatre is not like watching more familiar forms of entertainment: they cannot pause or rewind us like a videotape, there are no commercials for bathroom breaks, nor can they turn up the volume to hear us if someone else is talking. Your

students are encouraged to listen and watch the play intently, so that they may laugh and cheer for their favorite characters when it is appropriate.

At the end of the play, applause is an opportunity for your students to thank the actors, while the actors are thanking you for the role they played as an audience.

Prepare for the Play



The Places of Paris

As a class, brainstorm and identify some of the most well known landmarks in Paris.

For Example: Eiffel Tower, Arc de Triomphe, Sacre-Coeur, Notre Dame, Grande Arche.

Have students work in small groups to research one of these famous sites. You may want to incorporate Internet research into this activity as well. Use the research to create a model of the landmark (papier-mâché, clay, play-dough). Have students share their model with the class along with 10 facts about the landmark.

KCC RD-E-1.0.6, SS-E-2.2.1

Impressionist Art

Impressionist art began in the 1860s in Paris when artists such as Monet and Renoir began to move away from traditional ways of painting. Impressionist artists would paint a subject on the spot rather than carefully shaping a painting in a studio. They were interested in looking at the effect of light and color on objects - in painting the immediate 'impression.' Impressionists often painted scenes outdoors that celebrated light and atmosphere. They liked painting water, so the River Seine was a favorite painting place.

TASK 1

Find examples of Impressionist art. Look in the library or on the Internet. Create a collage of many Impressionist paintings.

TASK 2

Try and create your own pieces of Impressionist artwork.



KCC SS-E-5.1.2, AH-EP-3.4.1, SC-E-2.3.2, AH-EP-4.4.2

Rhyme Time

Word families are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound. For example, at, cat, hat, and fat are a family of words with the "at" sound and letter combination in common, and they all rhyme.

Read the book *Madeline's Christmas* and identify as many different word families as you can as a class. (e.g. vine, mice, house, old, silly, please) Then use these words/sounds as a starting point to list as many rhyming words as you can in that family. See how many words you can come up with as a class for each word family.

KCC WR-EP-4.11.18, RD-E-1.0.7



French & English

Copy Page

In *Madeline's Christmas*, French words are used to place the story in Paris. Remembering the words used in the play, see if you can draw a line between the French word(s) and its matching English word(s). How many can you remember? Hint: Some of the English and French words look alike.

Name: _____

FRENCH

Oui
Moi
La crème glacée
Merci
Non
Merveilleux
Bonjour
Bonne année
Filles
Petite
Jeune
Classe
Monsieur
Madame
Comment ça va
Bien
Très bien
Merci beaucoup
Au revoir
Le Tour Eiffel
Écoutez
Joyeux Noël
S'il vous plaît
Dix
Neuf
Huit
Sept
Six
Cinq
Quatre
Trois
Deux
Un

ENGLISH

Marvelous
Two
Thank you
Young
Happy New Year
Ice cream
Little
Hello
Ten
Girls
Goodbye
Five
Merry Christmas
One
Three
Good
Mister
Class
Six
Seven
The Eiffel Tower
Nine
Me
Listen
Four
Please
Very good
Missus
No
Yes
Eight
Thank you very much
How are you?

Belmelmans & Madeline



Ludwig Bemelmans was born in the Austrian Tyrol Mountains on April 27, 1898. The son of a painter, Bemelmans was apprenticed as a teenager to his Uncle Hans in the hotel business. After 16 year-old Bemelmans had a fight with one of his uncle's head waiters, he was given a choice – go to reform school or move to America.

Bemelmans chose to move to America in 1914. When the US entered World War I, he joined the army. After the war, Bemelmans became a US citizen and continued his career as a restaurateur. It was through the restaurant business that he met May Massee, a children's book editor who convinced Bemelmans to turn to writing. His first children's book, *Hansi*, was published in 1934.

In 1935, Bemelmans married Madeleine Freund, and they had a daughter, Barbara. Though Bemelmans named his most famous character after his wife, the inspiration for Madeline came from his daughter Barbara's adventurous spirit and his own personal experiences. He even wrote the famous first lines of Madeline on the back of a menu at a restaurant in New York City.

Once published, the Madeline books became wildly popular, and remain so today. Since publication, Madeline books have sold over ten million copies worldwide! *Madeline* was named a Caldecott Honor book, and *Madeline's Rescue* won a Caldecott Medal!

Like Madeline, Bemelmans himself was feisty, courageous, and charming. He wanted young people to take after Madeline and explore who they are as individuals. He once famously said, "We are writing for children, but not for idiots."

Mr. Bemelmans died on October 1, 1962, but his legacy lives on. *Madeline's Christmas*, originally published in McCall's Magazine, was published in book form after Bemelmans' death. His grandson later discovered the sketches, stories and notes that became *Madeline in America*, and there have been toys, games, and even a TV show and a movie about Madeline!

The books about Madeline written by Ludwig Bemelmans are *Madeline*, *Madeline's Rescue*, *Madeline and the Bad Hat*, *Madeline in London*, *Madeline and the Gypsies*, and *Madeline's Christmas*. How many of them have you read?



Extend the Experience



Madeline's Magical Math

Have the students brain storm examples of things that are shown by twos, emphasizing to the students that the twelve girls in the story are shown in patterns of two lines of six and two by two.

To represent the twelve girls in the story, give each child 12 counters or manipulatives, (buttons, popsicle sticks, cut out of little girls). Ask the students in groups to arrange the manipulatives in 2 lines just like the story shows the twelve girls. Use the manipulatives to answer and work

out the questions below.

Have the students come up with their own arrangement of the girls. Ask the students, "How many are in each line?" What other arrangements can be made with the counters? (For example, 3×4 , 4×3 , 6×2 , 12×1).

Ask the students, "What happens if you put 5 or 7 counters in a line?" Have the students shown their work using the manipulatives, draw it out on paper or shown their work on the board.

If each girl used 5 tissues when she had the flu, How many tissues did the girls use all together? Remember that Madeline was not sick.

How many soup bowls would Madeline have to clean if each girl used two soup bowls for three days? Have the students demonstrate and show their work.

KCC MA-E-1.1.2, RD-E-2.0.6, MA-E-4.3.1

Tour of a Place: Share your room.

Madeline spends a lot of time in the old house in Paris all covered with vines, just like we all spend a lot of time in our homes. In this activity we are going to use our imagination to share our home with a friend.

Everyone will get a partner, close their eyes, and think about a room in their home. Each person will imagine that room in great detail, down to the color of the walls or the texture of the floor. Everyone will open their eyes. Then each person will take their partner on a five-minute guided tour of their room, actually walking through the space you are in to help facilitate spatial relationships and understanding of the room you are describing, and describing the physical specifics in absolute detail. The trick is for students to only describe the physical layout and not add any personal stories. After their 5 minutes is up their partner will have 3 minutes to ask questions about their room. Then switch and allow the other person to give the tour and receive questions.



KCC AH-EP-3.3.1, SS-E-4.2.1, SC-E-1.2.1, SS-E-4.1.3

Madeline-lib Christmas

During *Madeline's Christmas*, Madeline reads part of "Twas the Night Before Christmas" by Clement Moore to the sick girls. In Mad-lib fashion, fill in the blanks in the poem to create a unique and silly version of the "Twas the Night Before Christmas" and then share your stories in groups or with the whole class. Have fun!

Copy Page

Name: _____

'Twas the night before _____, and all through the _____,
Holiday Place

Not a creature was _____, not even a(n) _____.
"ing"-verb Animal

The _____ were hung by the _____ with care,
Piece of Clothing Object in your house

In hopes that _____ soon would be there.
A Person

The _____ were nestled all snug in their _____.
Animal or Person A piece of furniture

While visions of _____ in their _____.
Type of Candy "ed"-verb Body Part

When out on the _____ there arose such a _____,
Place Type of Noise

I _____ from the _____ to see what was the matter.
Verb A piece of furniture

When, what to my _____ should appear,
Adjective Body Part

But a miniature _____ and eight _____.
Type of Transportation Adjective Animals

With a little _____ driver, so lively and _____,
Adjective Adjective

I knew in an _____ it must be _____.
Length of Time A Person

He _____ to his _____, to his team gave a whistle,
Movement Type of Transportation

And away they all _____ like the down of a _____.
Movement Type of Plant

But I heard him _____, 'ere he _____ out of sight,
Verb Verb

"Happy _____ to all, and to all a _____!"
Holiday Time of Day

Suggested Reading

Eloise by Kay Thompson

Eloise does not believe in being bored. She lives at the fancy Plaza Hotel in New York City, and when adventure does not find her, she strikes out in eager search for it!

Olivia by Ian Falconer

Whether at home getting ready for the day, enjoying the beach, or at bedtime, Olivia is a feisty pig who has too much energy for her own good.

Madeline by Ludwig Bemelmans

The book that introduced us all to this feisty heroine, Madeline is filled with adventure and intrigue from inside the old house in Paris all covered with vines. What will happen to Madeline when she wakes up with a terrible pain in her stomach?

Madeline's Rescue by Ludwig Bemelmans

Madeline and the girls get a new pet when Madeline falls into the Seine and is saved from drowning by a dog! The owner of the school will not allow their new pet, Genevieve, to stay, and throws her out into the street. Will Madeline and the girls be able to get their beloved pooch back?

Madeline in London by Ludwig Bemelmans

When Madeline's friend Pepito has to move away from Paris to London, he is very sad. So Miss Clavel and the girls decide to travel to England to cheer him up. There may be a new setting, but the adventure is all Madeline!



LCT Teaches in your School!

Let LCT's professional artists bring their extensive experience into your classroom. An LCT residency program is designed to offer young people the opportunity to learn in a dynamic, fun and challenging way. LCT tailors a residency to the needs of your students, curriculum and budget. We offer residencies that range from a one time visit to a month long intensive program.

- Performance Workshops - Two week intensive unit culminating in a performance. LCT provides all scripts, costumes, props and scenery.
- Kentucky Core Content - Elements of Drama - This residency is a one time visit to assist students in preparation for the KCC testing.
- Spotlight on Reading - Students will explore popular literature through drama, creative writing, art and movement.
- Science and Art - Students can explore a variety of scientific concepts using drama. Experience the wonders of nature, animals, bugs, weather, plants, recycling, or the rain forest through the use of role-play, movement and pantomime.

Call 254-4546 x233 or x226 TODAY!

