

ORLANDO REPERTORY THEATRE
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The TRIP

CUE TO CUE

A RESOURCE GUIDE FOR EDUCATORS
AND AUDIENCE MEMBERS

WELCOME TO CUE TO CUE, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING *LLAMA LLAMA*.

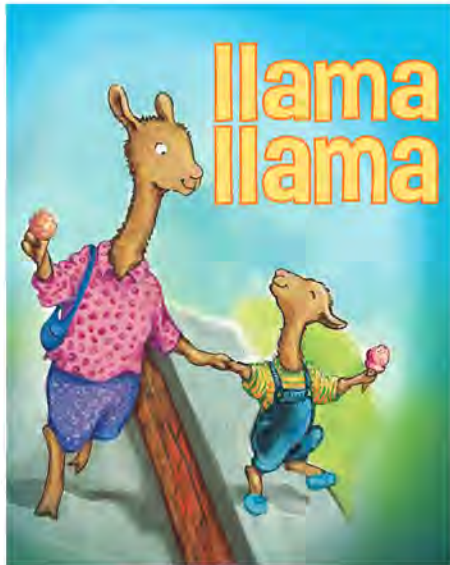
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ABOUT THE PLAY



Llama Llama is nervous about the first day of school and wakes up with nightmares of failing his classes! Llama Llama confesses to Mama his fears about scary teachers and homework so difficult it will make his head hurt. Yet, Mama reassures him and shares her own experiences of concerns from when she was a little llama. She surprises Llama Llama with a new book as encouragement for him to enjoy school. Llama Llama cannot wait to read the book with Mama, but they are running late for school! Mama promises to read with him when they get home later that day. When Mama tries to drop Llama Llama off at school, he refuses to leave her. Ms. Zebra, Llama Llama's teacher, tries to assure him that school can be fun! Llama Llama dramatically throws himself to the floor. He worries that Mama will never come back and he will be forced to do school work forever! Mama tells Llama Llama to stop being a drama llama. It is time for him to grow up and become more independent. Mama leaves and promises to see Llama Llama at the end of the day.

At school, Ms. Zebra and her students do their best to include Llama Llama in their fun and games. Yet, Llama Llama refuses to participate. He really misses his mama and begins to cry. Billy Goat and Baa Baa Sheep feel bad for Llama Llama. They invite him to join in their treasure hunt! Llama Llama slowly joins in play with his new friends. Before he knows it, it is

lunch time. The school day flies thanks to his new found friends. Llama Llama comes to truly enjoy school! When Mama arrives to pick up Llama Llama, he does not even notice she is there because he is busy coloring. She is overjoyed to find he loves school, but is shocked that he does not want to come back home! Ms. Zebra reminds Llama Llama that Mama wants to spend time with him too. He agrees to go home with Mama, but she needs to go grocery shopping first.

Llama Llama does not want to go grocery shopping. He throws a fit because he wants to go home and read. Mama tells Llama Llama to stop throwing a temper tantrum. He is not a baby llama anymore and is growing up. Llama Llama refuses to listen to reason and continues to whine and starts tossing items off the shelves! Mama understands and confesses to Llama Llama that she does not enjoy grocery shopping either. It is a chore that must be done, but at least Mama gets to shop with her favorite llama, Llama Llama. After hearing Mama's point of view, he is apologetic for his actions. He promises to try as hard as he can to control his emotions. Llama Llama and Mama help clean up the mess he made in the store.

When they finally return home, Llama Llama is more than ready for storytime. Mama reads the tale of another llama that looks just like Llama Llama! Nelly Gnu, a brand new neighbor, comes to play. The llama and Nelly Gnu both want to play with a Fuzzy Llama doll. Not wanting to share, Nelly Gnu and the llama fight over the doll and rip its arm off. Thankfully, with some thread, the doll is as good as new and the animals learn about consequences and the importance of sharing. Everybody is much happier when everyone shares!

After his bedtime story, Llama Llama prepares to go to sleep. Yet, he is plagued by worries of monsters under his bed! He calls out for Mama, but she is on the phone with her sister, Cheryl. Llama Llama is concerned that Mama left him. He screams out to her! Mama eventually comes to his side and he shares his fears of abandonment. Mama explains that she will never abandon him, but if there is a time when the two are apart, her love will be in his heart. Llama Llama is reassured by his mother's love. Mama tucks Llama Llama in and preps for a well earned night's sleep. There is always a lot of drama-rama with Llama Llama, but she loves him just the way he is!

Big Ideas in *Llama Llama*

- Friendship
- School
- Sharing feelings by using words
- Growing up
- Sharing



THE CREATORS

AUTHOR

Anna Dewdney lives just over a covered bridge in southern Vermont. She is the New York Times bestselling author and illustrator of *Llama Llama Red Pajama*. Other award-winning books in the series include *Llama Llama and the Bully Goat*, *Llama Llama Time to Share*, *Llama Llama Misses Mama*, *Llama Llama Holiday Drama*, and *Llama Llama Mad at Mama*. She is also the author/illustrator of *Nobunny's Perfect*, *Roly Poly Pangolin*, and *Grumpy Gloria*. Anna worked as a rural mail carrier and taught at a boys' boarding school for many years before becoming a full-time author and illustrator. Anna is an outspoken advocate of literacy; she speaks regularly on this topic and has published articles in the *Wall Street Journal* and other national outlets. She is a mom to two daughters and three dogs.

PLAYWRIGHT

Ernie Nolan is an award winning director and playwright who received the Illinois Theatre Association's 2014 award for Excellence in Theatre for Young Audiences. For Chicago Playworks he has directed *The BFG*, *The Giver*, *The Witches*, *A Wrinkle in Time*, *Number the Stars*, and *The Day John Henry Came to School*. His work at The Broadway Playhouse includes *A Charlie Brown Christmas*, *Fancy Nancy The Musical*, *Pinkalicious*, *The Cat in the Hat*, *Cinderella*, *Charlotte's Web*, and the world premiere of *Hansel and Gretel: A Wickedly Delicious Musical Treat* with Justin Roberts. Ernie's playwrighting has been produced nationally and at such theatres as The Coterie, First Stage, Walnut Street, Orlando Repertory Theatre, and Children's Theatre of Charlotte. He has written commissions for Adventure Theatre in Glen Echo, MD, La Jolla Playhouse in La Jolla, CA, The Milwaukee Zoological Society, and his latest commission, *My Broken Doll*, for the Institute for Holocaust Education and The Circle Theatre in Omaha, Nebraska. Also a resident artist of The Coterie Theatre in Kansas City, MO, he has directed and choreographed world premieres by such Tony-nominated artists as Willy and Rob Reale, Stephen Schwartz, Stephen Flaherty and Lynn Ahrens, and Bill Russell and Henry Krieger. Ernie is an Assistant Professor of Theatre Studies at The Theatre School at DePaul University as well as the Vice-President of Theatre for Young Audiences USA. He is a proud graduate of both the University of Michigan Musical Theatre Program (BFA Musical Theatre) and The Theatre School at DePaul University (MFA Directing).



AFTER THE SHOW

POST-SHOW DISCUSSION QUESTIONS

1. What did you notice when you first entered the theatre? Describe the stage.
2. What was the setting of the story? Did the set and scenery help to establish the show's location? What specific things did you notice about the set and stage lights: color, shape, and texture? Did you notice anything about the set or lights that you thought was unique?
3. *Llama Llama* is about different types of animals; a llama, a goat, and a zebra. How did the costume designer create animal costumes? What specific details did you notice about the costumes: color, shape, and texture? What did the costumes say about the characters?
4. Which character do you relate to the most? Why? What words describe that character?
5. What did the characters learn about themselves or the world in the play? Was there a moral or lesson?
6. What did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?
7. What was the story about? Describe the beginning, middle, and end. What was the climax of the story? Why? If you had to summarize the play in one sentence, what would it be?

Standards: LAFS.K-4.RL.1.1, LAFS.K-1.RL.1.2, LAFS.K-4.RL.1.3, LAFS.3.RL.2.6, TH.K.C.3.2, TH.1.S.3.2, TH.2.O.2.1, TH.3.C.1.2, TH.4.C.3.1, TH.1.C.2.2, TH.K.C.2.1, TH.3.O.1.2



LANGUAGE ARTS

BELL WORK

Directions: In *Llama Llama*, Mama has difficulty understanding what is wrong with Llama because he throws a temper tantrum instead of explaining how he feels. One student at a time should pantomime a negative emotion, such as sadness or anger. The remaining students in the class, should write a phrase, sentence, or paragraph giving a reason for the negative emotion and how to solve it. Compare and contrast the different explanations as a class.

Standard: LAFS.K-2.W.1.2

WORD WALL

Directions: Draw a line from the word to its meaning. Use context clues from the play, the root word, and if needed, look up the definition using a dictionary resource.

fret	comfortable, warm, cozy
boulder	a diagram or drawing, sometimes using graphic symbols
shy	a deep, wide trench, usually filled with water surrounding a castle
dramatic	to suddenly disappear
schematic	a sudden release of emotions
quirk	serious or immediate danger
exchange	an annoying or troublesome person, animal, or thing
outburst	to be worried or anxious
snug	exaggerated, over the top
pest	to give back or return, to swap
moat	a different or strange behavior or habit.
peril	a large rounded rock
vanish	easily frightened

Standard: LAFS.K-2.L.3.4



ACTIVITIES ACROSS THE CURRICULUM

MATH

DIRECTIONS

In *Llama Llama*, Llama goes grocery shopping with Mama. They have lots of things to buy! Answer the following word problems about items in a grocery store. Use counting objects or drawings as needed.

1. Llama Llama loves apples! He puts 10 apples in the cart. Mama does not think they need that many. She removes 5 apples. How many apples are left in the cart?

2. Mama knows Llama Llama needs lots of vegetables to be healthy. She puts 5 carrots, 3 peppers, and 2 cucumbers in their cart. How many total vegetables will they buy?

Expansion: Visit the grocery store with your parent or guardian. Can you find out how much an apple costs? How many objects can you find that start with the letter "A"? Go on a scavenger together!

Standard: MAFS.K.OA.1.2, MAFS.1.OA.1.1

SCIENCE

DIRECTIONS

In *Llama Llama*, we meet many different animals such as goats, llamas, and zebras. Did you know that guanacos are very easily mistaken for llamas and vice versa! Compare and contrast the differences between a guanaco and a llama. Identify as many similar and contrasting characteristics as you can!

Standard: SC.2.L.16.1

LANGUAGE ARTS

DIRECTIONS

Llama Llama loves to rhyme. Llama Llama does it all the time! You too, can think of words that sound the same! Look at a picture or read a word from the following list, try and name as many words as you can that sound like the original word!

Cat
Tree
Pie
Red
Chair

Activity extension: Write your own poem about your favorite things using the ABBA poem format!

Standard: LAFS.K.RF.2.2

ELTA



DANCE

DIRECTIONS

In *Llama Llama*, Llama Llama learns many important lessons including: the importance of sharing, following directions, and cleaning up. Sometimes it is hard to remember everything we are supposed to do in our own lives! Your teacher has classroom rules which are important to remember and follow every day. Using your body, create a movement for each individual classroom rule. Learn a new movement every day and see how well you remember your classroom rules when you perform them with your body!

Standard: DA.K-2.O.3.1, DA.K.S.2.1



ADDITIONAL RESOURCES

INSPIRED BY THE SHOW

ADDITIONAL TITLES BY ANNA DEWDNEY

<i>Llama Llama Easter Egg</i>	<i>Llama Llama I Love You</i>
<i>Llama Llama Red Pajama</i>	<i>Llama Llama Time to Share</i>
<i>Llama Llama Misses Mama</i>	<i>Llama Llama Nighty-Night</i>
<i>Llama Llama Mad at Mama</i>	<i>Llama Llama Birthday Party!</i>
<i>Llama Llama and the Bully Goat</i>	<i>Llama Llama Hoppity- Hop</i>
<i>Llama Llama Home With Mama</i>	<i>Llama Llama Wakey-Wake</i>
<i>Nelly Gnu and Daddy Too</i>	<i>Llama Llama Zippity-Zoom</i>
<i>Llama Llama Trick or Treat</i>	<i>Llama Llama Jingle Bells</i>
<i>Llama Llama Holiday Drama</i>	<i>Llama Llama Gram and Grandpa</i>
<i>Llama Llama Yum Yum Yum!</i>	<i>Llama Llama Sand and Sun</i>
<i>Llama Llama Shopping Drama</i>	<i>Grumpy Gloria</i>
<i>Nobunny's Perfect</i>	<i>Roly Poly Pangolin</i>
<i>Nelly Gnu and Daddy Too</i>	<i>La Llama Llama Rojo Pijama (Spanish version)</i>

RECOMMENDED TITLES TO ACCOMPANY LLAMA LLAMA

- Clifford's Big Book of Things to Know* by Norman Bridwell
- Franklin Goes to School* by Paulette Bourgeois, Brenda Clark
- George Shrinks* by William Joyce
- HarperCollins Treasury of Picture Book Classics* by Katherine Teagen, Valerie Lewis
- Inside a Zoo in the City* by Alyssa Satin Capucilli and Tedd Arnold
- The Lucy Cousins Book of Nursery Rhymes* by Lucy Cousins
- Olivia* by Ian Falconer
- The Three Pigs* by David Wiesner



STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS AND FLORIDA STATE STANDARDS
 SATISFIED BY USING THIS GUIDE AND ATTENDING THE REP'S PRODUCTION OF LLAMA LLAMA

Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 1: Key Ideas and Details

(Text refers to the play, the script, or the content in this guide.)

- LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.
- LAFS.1.RL.1.1 Ask and answer questions about key details in a text.
- LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.
- LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.
- LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.
- LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.
- LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 2: Craft and Structure

- LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

Language Arts Florida State Standards | Strand: Reading Standards: Foundational Skills (K-5) | Cluster 2: Phonological Awareness

- LAFS.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.

Language Arts Florida State Standards | Strand: Writing Standards | Cluster 1: Text Types and Purposes

- LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Language Arts Florida State Standards | Strand: Language Standards | Cluster 3: Vocabulary Acquisition and Use

- LAFS.K-2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade K-2 reading and content, choosing flexibly from an array of strategies.

Math Florida State Standards | Domain: Operations and Algebraic Thinking | Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- MAFS.K.OA.1.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- MAFS.1.OA.1.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Next Generation Sunshine State Standards - Science

- SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

Next Generation Sunshine State Standards – Dance

- DA.K.O.3.1 Use movement to express a feeling, idea, or story.
- DA.1.O.3.1 Create movement phrases to express a feeling, idea, or story.
- DA.2.O.3.1 Use movement to interpret feelings, stories, pictures, and songs.
- DA.K.S.2.1 Follow classroom directions.

Next Generation Sunshine State Standards – Theatre Arts

- TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
- TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.
- TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
- TH.1.C.2.2 Identify elements of an effective performance.
- TH.4.C.3.1 Identify the characteristics of an effective acting performance.
- TH.K.C.3.2 Share reactions to a live theatre performance.
- TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.
- TH.3.O.1.2 Discuss why costumes and makeup are used in a play.