

ORLANDO REPERTORY THEATRE
IN PARTNERSHIP WITH UCF



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 *ELF THE MUSICAL*.

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The Musical

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ORLANDO REPERTORY THEATRE
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The **RIP**

ABOUT THE PLAY



BIG IDEAS IN *ELF THE MUSICAL*

- Christmas
- Family
- Positivity
- Friendship
- Love
- Faith
- Holiday Spirit

ACT ONE ONCE UPON A TIME...

Santa sits down to watch TV after his Christmas deliveries. When he realizes that the football game he tried to TiVo has been recorded over, Santa decides to tell the Christmas story of Buddy, the Elf.

CHRISTMASTOWN

Lights up on Buddy, an oversized elf, excitedly getting ready for another day's work in Santa's workshop ("Christmastown"). At work, Charlie, the shop manager, informs the Elves that they must work twice as hard this year because more and more humans no longer believe in Santa, and that Christmas spirit is what makes Santa's sleigh fly. Later, Charlie checks on Buddy's progress making toys. As usual, he is way behind the others and feels terrible about it. Charlie asks him to take a break and, as he does, Buddy overhears a conversation in which Charlie reveals that Buddy is actually a human – Buddy's worst nightmare. Santa sits Buddy down and tells him the story of how he accidentally brought him back to the North Pole when Buddy's mother died. He tells Buddy that his father lives and works in New York City, but is on the "naughty list." Determined to save his father with Christmas spirit, Buddy sets off for New York ("World's Greatest Dad").

SPARKLE JOLLY TWINKLE JINGLEY

When he arrives at the office of his father, Walter, in the Empire State Building, Buddy finds him ranting to his wife and son about Christmas being a complete annoyance ("In the Way"). Walter is stunned to hear Buddy's declaration that he is his son and calls security to take him away. They drop him at Macy's, where a manager mistakes him for an employee, sent down from the corporate office to check on things. As they decorate the store, all of the employees begrudge their overly happy new co-worker until they, too, catch Buddy's infectious Christmas spirit ("Sparklejollytwinklejingle"). When everyone goes to leave for the night, Buddy asks Jovie, his favorite co-worker, on a date. She accepts. The next morning, a department store Santa arrives. Buddy accuses him of being a fake, and they fight. The police are called and take Buddy to his father's apartment.

LETTERS TO SANTA

Emily and Michael are at home, trying in vain to build Michael's science project. Buddy agrees to help if they will, in turn, muster up some Christmas spirit to write letters to Santa. They sit down to ask for the one thing they never get: some quality time with Walter ("I'll Believe in You"). Buddy fixes the science project to high-fives and hugs just as Walter walks in. Resistant at first, Emily talks him into allowing Buddy to stay the night. In the morning, a Fed-Ex man arrives with the results of a DNA test. When they first met, Emily plucked one of Buddy's hairs to send off for testing, and the results confirm that he is Walter's son ("In the Way – Reprise"). Buddy is elated, but Walter is not...especially since he must take Buddy with him to work so Emily can attend a meeting.

ALL DRESSED UP

Newly clothed in a business suit, Buddy is excited to accompany Walter to work ("Just Like Him"). When Walter's boss comes in and threatens to fire him, Buddy's rambunctious curiosity and playfulness are not a welcome distraction. Later that night, Jovie and Buddy go on their date. At first, it is not going well, but things soon turn around. Buddy promises to give Jovie a real Christmas, starting with a Christmas Eve dinner at Tavern on the Green ("A Christmas Song"). They kiss.



ABOUT THE PLAY

BUDDY MAKES A MISTAKE

Meanwhile, Walter is still at work and has just been given a manuscript for a children's story that could save his job. Buddy bursts in to tell Walter that he is in love and, while Walter talks with colleagues, Buddy decides to make "snow" by putting the manuscript through the shredder. With the manuscript destroyed, Walter explodes with anger and tells Buddy to get out of the apartment and his life ("World's Greatest Dad – Reprise").

ACT TWO

BACK TO THE STORY

The Santa from the beginning of the play hurries back from intermission to take up the tale of Buddy, the Elf, once again.

NOBODY CARES ABOUT CHRISTMAS

Back at the apartment, Buddy leaves a letter to apologize and say goodbye to Walter, Emily, and Michael. He then wanders New York City until he ends up at a Chinese restaurant with several other "Santas" and "Elves" on Christmas Eve. They complain about the state of Christmas and children these days ("Nobody Cares about Santa"). When they leave to return home to their families, Buddy remembers that he was supposed to go on another date with Jovie. Elsewhere, she waits in front of Tavern on the Green, upset that Buddy is two hours late ("Never Fall in Love"). Buddy arrives, apologizes and gives Jovie the snowglobe that Santa gave him when he left the North Pole. Still upset, Jovie leaves.

THERE IS A SANTA CLAUS!

When Emily and Michael find Buddy's note, they are deeply saddened. Emily tells Michael that, although she loves him, Buddy is crazy for believing in Santa at thirty years of age. Just then, Santa's sleigh flies through the sky and makes a renewed believer out of both of them ("There Is a Santa Claus"). They rush to Walter's office to tell him, finding him desperately trying to come up with an idea for a new children's book before his boss arrives to hear the pitch. The boss, Greenway, arrives and, as Walter begins his awful pitch, Buddy enters. As a present to Walter, Buddy gives Greenway the story of Buddy the Elf ("The Story of Buddy the Elf"). Greenway loves it, but he wants to change the elf to a horse. He wants Walter to work on it all through Christmas Eve and the next day. Walter quits, finally deciding to spend time with his family, as Greenway storms out.

A CHRISTMAS SONG SAVES THE DAY

When Michael tells Buddy that they saw Santa's sleigh land, Buddy realizes that the sleigh ran out of the Christmas spirit that allows it to run. They run to help, finding Santa sitting glumly beside his sled ("Nobody Cares About Santa – Reprise"). Buddy spots a camera news crew nearby and grabs the microphone to beg all of New York to believe, sing, and spread Christmas spirit so that Santa can fly again. Jovie arrives and has a change of heart. Other random New Yorkers join the movement ("A Christmas Song – Reprise") and Santa's sleigh again takes flight. Santa invites Buddy to return to the North Pole with him, but Buddy decides to stay, finally feeling like he belongs.

HAPPILY EVER AFTER

We transition back to the Santa that began both acts as he closes the storybook and goes to answer the knock at the door. Michael, Emily, Walter, Buddy, Jovie... and their new baby, Buddy Hobbs, enter to celebrate Christmas as they now do every year ("Finale").

THE CREATORS

PLAYWRIGHT | THOMAS MEEHAN

Thomas Meehan was born in 1929 in Ossining, New York. He received his first Tony Award in 1977 for writing the book of *Annie*, which was his first Broadway show. He received the Tony Award for co-writing the book for *The Producers* (2001) and for co-writing the book for *Hairspray* (2003). He wrote the books for the musicals *Rocky*, *Elf the Musical*, *Cry-Baby*, *Young Frankenstein*, *Chaplin*, *Bombay Dreams*, *Remember Mama*, *Ain't Broadway Grand*, and *Annie Warbucks*. In addition, he was a long-time contributor of humor to *The New Yorker*, an Emmy-Award winning writer of television comedy, and a collaborator on a number of screenplays, including Mel Brooks' *Spaceballs* and *To Be Or Not To Be*. Mr. Meehan was a member of the Council of the Dramatists Guild. He and his wife, Carolyn, divided their time between a home in Nantucket and an apartment in Greenwich Village, near which, on Hudson Street, she owned and presided over the long-running children's store Peanut Butter & Jane. Thomas passed away in 2017.

PLAYWRIGHT | BOB MARTIN

Bob Martin has been working as an actor and writer in Canadian theatre, film, and television for over three decades. He has had a long association with the Toronto Second City, where he co-wrote and performed in four Second City revues, directed three, and had a stint as Artistic Director. He is a co-creator of *The Drowsy Chaperone*, and performed in many of its incarnations including at Ahmanson Theatre (L.A.), Marquis Theatre (Broadway), and Novello (London). Bob has won a number of awards for his work including an L.A. Drama Critics Circle Award, an L.A. Stage Alliance Ovation Award, a Drama Desk Award, a Theatre World Award, and a Tony Award. He is also co-creator of the critically acclaimed dramatic series *Slings & Arrows*. Recent TV projects include *Michael: Tuesdays and Thursdays* (CBC), *Sensitive Skin* (HBO), and *Elf: Buddy's Musical Christmas* (NBC). Recent theatre projects include *Elf the Musical*, *Minsky's*, *Gotta Dance*, *Prom*, *The Sting*, and *Millions*.

COMPOSER | MATTHEW SKLAR

Matthew Sklar is a Tony, Emmy, and Drama Desk Award-nominated composer. His works include the Broadway musicals *Elf The Musical* and *The Wedding Singer* (Tony Award Nomination for Best Original Score, Drama Desk Award Nomination for Outstanding Music). He also wrote the music for *The Rhythm Club* (Signature Theatre), *Judas & Me*, and *Wicked City* (American Stage Company). Matthew received a 2015 Primetime Emmy Award nomination for Outstanding Music Direction for the critically-acclaimed NBC stop-motion animated TV special *Elf: Buddy's Musical Christmas*, starring Jim Parsons. He adapted and arranged the music of Marvin Hamlisch for the Emmy Award-winning documentary film *Marvin Hamlisch: What He Did For Love*, seen on PBS/American Masters. Matthew has contributed original songs/music to *Sesame Street*, *Wonder Pets!*, and the NBC Broadcast of *The Macy's Thanksgiving Day Parade*.

As an 18-year-old freshman at New York University, Matthew began playing keyboards for the Broadway production of *Les Miserables*, eventually conducting the show at 21. He has also been a keyboardist, conductor, and/or arranger for many Broadway productions including *Shrek*, *Caroline, or Change*, *Nine*, *Oklahoma*, *42nd Street*, *Putting It Together*, *Annie Get Your Gun*, *On the Town*, *Titanic*, *Guys and Dolls*, *Sunset Boulevard*, and *Miss Saigon*. Matthew also appeared onstage as Oscar in the Broadway revival of *42nd Street*.

Matthew is a proud member of the Dramatists Guild, ASCAP, and the American Federation of Musicians, Local 802. His music is published by Warner/Chappell Music. Matthew was educated at The Juilliard School of Music (Pre-College Division), the Boston University Tanglewood Institute, and New York University.

LYRICIST | CHAD BEGUELIN

Chad Beguelin is a four-time Tony Nominee whose works include *Disney's Aladdin* (Tony Award Nomination for Best Book and Best Original Score, Drama Desk Award Nomination for Outstanding Lyrics and Best Book) and *The Wedding Singer* (Tony Award Nomination for Best Book and Best Original Score, Drama Desk Award Nomination for Outstanding Lyrics). He also wrote the lyrics for the Broadway musical *Elf The Musical*, which broke several box office records at the Al Hirschfeld Theatre. His play *Harbor* premiered off-Broadway at Primary Stages. Chad also wrote the book and lyrics for *Judas & Me* (NYMF Award for Excellence in Lyric Writing), *The Rhythm Club* (Signature Theater) and *Wicked City* (American Stage Company). He is the recipient of the Edward Kleban Award for Outstanding Lyric Writing, the Jonathan Larson Performing Arts Foundation Award, the Gilman & Gonzalez-Falla Musical Theater Award, and the ASCAP Foundation Richard Rodgers New Horizons Award. Chad is a graduate of New York University's Tisch School of the Arts Graduate Dramatic Writing Program.



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. *Elf The Musical* takes place in Christmastown and in New York City? How did the set designer create the two different locations? What did you notice about the design and feeling of the two places? Compare and contrast the colors, props, and scenery.
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

ACTIVITIES ACROSS THE CURRICULUM

LANGUAGE ARTS

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.

EXAMPLE:

apathetic	in a state of peaceful happiness
fantastic	a book, document, or piece of music written by hand rather than typed or printed
swamped	extraordinarily good, imaginative or fanciful
content	completely baffled; very puzzled
trendy	overwhelmed or really busy
ultraviolet	very fashionable or up to date in style or influence
manuscript	showing or feeling no interest, enthusiasm, or concern
overrated	the right to sell a company's goods or services in a particular area
perplexed	cheerful and jovially celebratory, connected to the holidays
evidence	have a higher opinion of (someone or something) than is deserved
franchise	the available body of facts or information indicating whether something is true
festive	used to describe rays of light that cannot be seen and that are slightly shorter than the rays of violet light

Standard: LAFS.K-8.L.3.4

Extension:

Pick three words from the list and use them in an original sentence or paragraph. You can choose to write about the play or something else. You can also draw a picture, illustrating the definitions in the words you choose.

Standard: LAFS.K-8.L.3.5

BELL WORK

DIRECTIONS

In *Elf The Musical*, Buddy encourages Emily and Michael to write a letter to Santa. Rather than writing about toys or specific things they wanted, they wished for more time with Walter. Write your own letter to Santa, but instead of writing a list of things, write a wish for someone in your family, your community, or the world. What do you hope might change for the better? What special wish could you make for someone in need? Share your letters as a class.

Standard: LAFS.K-8.W.1.2

ACTIVITIES ACROSS THE CURRICULUM

LANGUAGE ARTS

DIRECTIONS

In *Elf The Musical*, Walter discovers the importance of spending time with family and friends versus focusing on work. The holidays can be a joyous time filled with family, friends, and fun, but it is also an important time to help those that are in need. Write a letter to your fellow classmates outlining a project, which helps others during the holidays. A project example might include starting a food drive or collecting supplies for an animal shelter. Use persuasive language and specific examples for how your project will benefit the community. Share your letter with your classmates.

Extension:

As a class, identify which project will be implemented by voting. Identify and designate roles for everyone. For example, is there a project manager, a marketing manager, a secretary (who writes the meeting minutes, another word for detailed notes), inventory coordinator, etc? The most important goal is to work well as a team and ensure everyone participates.

Standard: LAFS.2-8.W.1.1

MUSIC/SOCIAL STUDIES

SPREADING CHEER BY SINGING FOR ALL TO HEAR



DIRECTIONS

Music plays an important role in saving Christmas in *Elf The Musical*. We hear both traditional and contemporary holiday songs that tell the story of Christmas, love, and joy throughout the play. Music is used for celebrations in America and all around the world. Break up into small groups. Each group will receive a holiday from the list below. Using digital resources, research music that might accompany each celebration. Share the songs with your class. What do you notice? What similarities and differences do you hear?

St. Lucia Day
Kwanzaa
Christmas
Easter
New Year's Eve
Chinese New Year
Basant
Songkran
Hanukkah

Standard: MU.2.H.2.1, SS.2.A.1.1, SS.3.A.1.1

SOCIAL STUDIES

GETTING AROUND NEW YORK CITY

DIRECTIONS

Buddy travels all over New York City during the show. He goes to see his dad at the Empire State Building, tries to find Jovie at Tavern on the Green, and gets mistaken for an employee at Macy's. Print a map of New York City and map out Buddy's movements. Can you tell how many blocks he needed to walk to get from the Empire State Building to Macy's on 34th street? How many miles is the Empire State Building to Tavern on the Green? What key elements of a map help you know the direction and distance he walked each time? Identify all of the different map elements that help you track his journey.

Standard: SS.2.G.1.1, SS.1.G.1.2



ADDITIONAL RESOURCES

MORE BOOKS, MOVIES, AND RESOURCES INSPIRED BY THE SHOW

Pre-K to Kindergarten

- Elf: A Short Story of a Tall Tale* by Art Ruiz and David Berenbaum
- The Biggest, Best Snowman* by Margery Cuyler
- Snowballs* by Lois Ehlert
- My First Kwanzaa* by Karen Katz
- The Night Before Christmas* by Clement C. Moore
- How the Grinch Stole Christmas* by Dr. Seuss

Grades 1-3

- The Polar Express* by Chris Van Allsburg
- Grumpy Badger's Christmas* by Paul Bright
- Snow in Jerusalem* by Deborah Da Costa
- Fireside Stories* by Caitlin Matthews
- Seven Spools of Thread: A Kwanzaa Story* by Angela Medearis
- Rudolph, the Red-Nosed Reindeer* by Robert L. May

Grades 4-5

- A Christmas Carol* by Charles Dickens
- A Season of Gifts* by Richard Peck
- The Gift of the Magi* by O'Henry
- The Magic Menorah: A Modern Chanukah Tale* by Jane Bresbin Zalben

ADDITIONAL HOLIDAY TITLES FOR THE FAMILY

- The Night Before The Night Before Christmas* by Richard Scarry
- The Christmas Wish* by Lori Evert
- The Little Christmas Elf* by Nikki Shannon Smith
- The Christmas Tree Ship* by Carol Crane
- The Best Christmas Pageant Ever* by Barbara Robinson
- Horrible Harry and the Christmas Surprise* by Suzy Kline
- Magic Tree House #44: A Ghost Tale for Christmas Time* by Mary Pope Osborn

RECOMMENDED MOVIES TO ACCOMPANY ELF THE MUSICAL

- Elf* (New Line Cinema, 2003)
- A Christmas Story* (Warner Brothers, 1983)
- A Christmas Story 2* (Warner Premier, 2012)
- The Polar Express* (Castle Rock Entertainment, 2009)
- How the Grinch Stole Christmas* (The Cat in the Hat Productions, 1966)
- How the Grinch Stole Christmas* (Universal Studios, 2000)
- The Santa Clause* (Walt Disney, 1994)
- Home Alone* (Twentieth Century Fox, 1990)
- A Charlie Brown Christmas* (Lee Mendelson Film Productions, 1965)



STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS AND FLORIDA STATE STANDARDS
SATISFIED BY USING THIS GUIDE AND ATTENDING ORLANDO REP'S PRODUCTION OF *Elf The Musical*

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: Writing Standards | Cluster 1: Text Types and Purposes

LAFS.2-8.W.1.1 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.

LAFS.K-8.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.

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

LAFS.K-5.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.K-5.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.

Next Generation Sunshine State Standards – Social Studies

SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.

SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

SS.2.A.1.1 Examine primary and secondary sources.

SS.3.A.1.1 Analyze primary and secondary sources.

Next Generation Sunshine State Standards – Music

MU.2.H.2.1 Discuss how music is used for celebrations in American and other cultures.

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.