



**ORLANDO
FAMILY
STAGE**

IN PARTNERSHIP WITH UCF

Cue to Cue

RESOURCE GUIDE

for Educators and Audience Members



CLICK, CLACK, BOO! A TRICKY TREAT

October 2 - 31

Adapted from Doreen Cronin's book
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Welcome to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching *Click, Clack, BOO! A Tricky Treat*.

In this guide, you will find >>

Synopsis

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Florida State Standards

Big Themes

- Overcoming fears
- Friendship
- Imagination and cleverness

Short Show Description

Farmer Brown does not like Halloween, but the animals are determined to celebrate. A party at the barn creates spooky noises that keep Farmer Brown awake. A mysterious duck posts an invitation to the party on Farmer Brown's door, and Farmer Brown joins the party. Perhaps Halloween is not so scary, after all?

Full Synopsis

No Halloween!

Hen, Pig, and Duck all love Halloween! ("I Love Halloween") But their friend, Farmer Brown, does not like Halloween one bit. In fact, he hates it even more than typewriters. He reminds the animals that he said "NO!" to any Halloween parties, candy, or costumes. There will be no Halloween on the farm and that is his final decision.

Farmer Brown leaves and the animals call a secret meeting in the barn. They are worried that all of their fun will be ruined. They brainstorm reasons they think Farmer Brown might not like Halloween, and they realize that it is probably because he thinks it is scary. Hen admits that sometimes she gets frightened as well. Luckily, there are parts of Halloween that are not scary. They agree to show Farmer Brown all the wonderful things about Halloween, and decide to invite him to a party. They will all dress in costumes, eat candy, and dance! ("Let's Have a Party")

Preparing for the Party

The animals make a list of things that they will need for the party including invitations,

decorations, costumes, and games. Where will they find all of the supplies? They look in Farmer Brown's Big Box of Junk and find an old magazine, press clippings, finger nail clippers, and even bacon-themed items, which makes Pig cringe. In addition to all of Farmer Brown's strange items, they find smelly socks and boots. Suddenly, Farmer Brown appears and questions what the animals are doing. He sees that Pig and Duck are looking through his stuff! The animals explain that they were trying to find a smell, which they traced back to the Big Box of Junk. Farmer Brown seems reassured, but asks that they return all of his items to the box, even the smelly socks and boots because he might need them someday. He tells the animals to get back to work and leaves.

Costumes

The animals need to figure out their Halloween costumes and decide to make their own costumes from scratch. Luckily, it is laundry day and Farmer Brown hangs fabric on a clothesline. The animals slowly remove all of the fabric from the clothesline for their costumes. Farmer Brown sees Duck under a sheet making the sound of a ghost. He is terrified and runs off. The animals all laugh, except for Hen. Hen does not have an idea for her costume. She reminds the others that in order for Farmer Brown to like Halloween, they should not scare him. They all agree.

When I Grow Up

Hen still cannot decide what she wants to be for Halloween. The other animals help her brainstorm ideas by asking her what she wants to be when she grows up. She thinks maybe she could be a firefighter or even a doctor? Duck laughs at her dreams, and tells her that she will lay eggs when she grows up and that is that. Hen replies that she can be what she wants to be, whether it is during Halloween or in life. ("You Can't Tell Me") Duck apologizes and says that sometimes he can be a "jerk." They hug and make up. Hen realizes that when she grows up, she wants to be

someone who is kind and a hard worker. Suddenly, her costume idea comes to her, and she runs off.

Party Games

Hen asks Farmer Brown for his hat, which confuses him, but he gives it to her along with his handkerchief. She returns to the barn where she also locates Farmer Brown's boots and socks. Before the other animals can see her, Hen hides everything in her nest. The other animals join her in the barn and Pig shows everyone the finished invitations. They decide to work on the games next. Cow has collected all of the supplies for bobbing apples, but the animals think they need one more game. They try pin-the-tail on the donkey, but with no donkey in sight, they play pin-the-tail on the cow. Cow does not like this game. They decide a costume contest is the best way to go.

Ghost Stories

Hen requests that they include dancing at their party, because Farmer Brown likes to dance. Duck pulls out an iPod and speakers that he found in Farmer Brown's Big Box of Junk. They listen to a few songs, and then find the perfect one called ("Bump in the Night"). It is time for bed, but they are too excited to sleep. They decide to tell ghost stories to pass the time. Duck tells a ghost a story about a farmer who did not like to work during the day, so he made all of the animals work at night. When the animals would try to turn the lights on, the farmer would knock on the barn door and say, "turn off those lights!" One day, the animals heard the tractor stop and the farmer scream. Hen interjects that she does not like this story, but Pig reminds her that it is only pretend and Duck continues. He shares that the farmer completely disappeared and when he did not return, the animals turned the lights on. One night they heard a sound. Duck raises his hand to knock, but before he does, Farmer Brown knocks on the barn. All of the animals faint in fear. Farmer Brown enters and is upset that all of the animals are not in bed. He tucks them in and wonders if the animal's odd behavior has

something to do with Halloween.

It's Halloween!

The morning of Halloween arrives! Hen leaves to retrieve the last piece for her costume. She knocks on Farmer Brown's door but he is too afraid to open it. He finally does and Hen tries to tell him that all of the scary vampires, witches, and pirates are actually little kids dressed up. He does not believe her. At that moment, Pig walks by with a big wagon of pumpkins, which scares both Hen and Farmer Brown. Pig tries to explain that they do not need to be afraid, and teaches them a song which makes them feel better. ("I'm Not Afraid") Afterward, Hen asks Farmer Brown for a pair of his overalls. He is confused, but she explains that it is for a scarecrow she is making. This makes sense to Farmer Brown, so he allows Hen to choose a pair.

Inviting Farmer Brown

She joins the other animals in the barn who have set up for the party. She tells the other animals that Farmer Brown thinks vampires, pirates, and witches are real. They decide the party has to be perfect so that Farmer Brown will like Halloween and not be afraid anymore. All of the animals show each other their costumes, except for Hen who wants hers to be a surprise. Suddenly, they realize that they forgot the candy! They go on a mission to find some. They see Farmer Brown put a bowl of candy outside. The animals try to grab the bowl and leave an invitation without being noticed, but Farmer Brown sees Duck dressed as a vampire and screams! Duck makes his vampire cackle, which is actually a quackle. Farmer Brown recognizes the sound, and goes back outside to find an invitation to a Halloween party.

The Big Surprise

The animals are all set for the party. Hen leaves to put on her costume. Farmer Brown figures out what is going on and confronts the animals in the barn. Just as he enters, Hen

returns wearing her Farmer Brown costume. She performs a perfect impression of him which causes everyone else to faint in fear. Hen did not realize her costume was scary! She awakens the animals by dumping the water from the bucket of apples on them. Together, they awaken Farmer Brown. He discovers that the animals are all dressed up and not actually scary creatures. He is touched that they want him to like Halloween so much. On top of that, his blue pajamas and hat make him look like a really cool wizard. The animals decide that Farmer Brown should win the costume contest. They all cheer and dance to celebrate! ("Let's Have a Party Reprise")



Florida State Standards

Detailed list of Florida State Standards satisfied by using this guide and attending Orlando Family Stage's production of *Click, Clack, BOO! A Tricky Treat*.

Language Arts Florida Standards

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

Reading/Text Analysis Standards:

[LAFS.K-8.RI.1](#) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[LAFS.K-8.RL.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[LAFS.K-8.RI.3](#) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

[LAFS.K-8.RL.3.7](#) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

[LAFS.K-8.RL.1.2](#) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.

[LAFS.K-8.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.K-8.RL.2.6](#) Distinguish their own point of view from that of the narrator or those of the characters.

[LAFS.K-8.RI.1.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

Vocabulary Standards:

[LAFS.2-8.L.3.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

[LAFS.2-8.L.3.5](#) Demonstrate understanding of word relationships and nuances in word meanings.

Writing Standards:

[LAFS.K-8.W.1.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[WL.K12.AH.5.7](#) Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.

Theatre Arts:

[TH.K.C.2.1](#) Respond to a performance and share personal preferences about parts of the performance.

[TH.K.C.3.2](#) Share reactions to a live theatre performance.

[TH.1.C.2.2](#) Identify elements of an effective performance.

[TH.1.S.3.2](#) Describe characters and plot development discovered during dramatic play.

[TH.2.O.2.1](#) Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

[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.3.C.2.2](#) Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.

[TH.3.O.2.1](#) Describe what happened in a play, using age-appropriate theatre terminology.

[TH.3.O.1.2](#) Discuss why costumes and makeup are used in a play.

[TH.3.S.1.3](#) Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.

[TH.3.S.3.3](#) Describe elements of dramatic performance that produce an emotional response in oneself or an audience.

[TH.4.O.1.1](#) Describe what a designer and director do to support the actor in creating a performance.

[TH.4.C.3.1](#) Identify the characteristics of an effective acting performance.

[TH.4.S.1.1](#) Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

[TH.4.S.1.3](#) Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.

[TH.4.S.3.3](#) Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.

[TH.5.O.1.1](#) Explain an actor's choices in the creation of a character for a scene or play.

[TH.5.O.1.3](#) Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.

[TH.5.O.3.1](#) Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.

[TH.5.S.1.3](#) Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.

[TH.5.S.3.3](#) Use elements of dramatic and technical performance designed to produce an emotional response in an audience.

[TH.68.O.1.2](#) Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.

[TH.68.S.2.3](#) Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.

[TH.68.H.1.5](#) Describe one's own personal responses to a theatrical work and show respect for the responses of others.