



# PRESCHOOL TEACHER'S GUIDE

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The Arts Start program is supported by



Grow Up Great

# Harry the Dirty Dog

Tuesday, November 13, 2012

10:00 a.m. & 12:30 p.m.

SANGAMON AUDITORIUM 

The UIS logo features a black silhouette of a dome, likely representing the University of Illinois at Springfield, positioned above the letters 'UIS' in a bold, black, serif font.



## Welcome!

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This guide was created for use by teachers in the Springfield Urban League Head Start program, but it will also be sent to other teachers attending the performance who indicate they teach preschool students. Another Teacher's Guide, with content for older students, is available on the Sangamon Auditorium website at [www.SangamonAuditorium.org/classacts](http://www.SangamonAuditorium.org/classacts). We hope the information and activity ideas included in this guide will help your students better understand the performance they see.

We look forward to seeing you!



Youth programming in the *Class Acts* series and in conjunction with other Sangamon Auditorium events is supported in part by the Helen Hamilton Performing Arts Endowment for Youth Fund, gifts from Elizabeth and Robert Staley, and a grant from the Illinois Arts Council, a state agency.



The Arts Start program is an initiative of **University of Illinois Springfield's Sangamon Auditorium** and the **Springfield Urban League Head Start**, funded by **PNC's Grow Up Great**® initiative. Through this arts education program, Head Start students, their teachers, and their families will become involved in live performances, enhancing the students' educational opportunities and school readiness.



## Write to Us

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We would love to hear from you and your students! If your students write about the performance they saw or create artwork related to it, you are welcome to send it to us via email to [azepp2@uis.edu](mailto:azepp2@uis.edu) or through the mail to

*Class Acts*  
Sangamon Auditorium, UIS  
One University Plaza, MS PAC 397  
Springfield, IL 62703-5407

We love sharing student work with our *Class Acts* sponsors, so they can see the impact of their donations.



## Attending a Live Performance

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Please use the information below to help prepare your young students for attending a live theatrical performance. For many, this will be their first experience with live theater.

Going to a live theatrical performance is different than watching a movie or TV show – the members of the audience are very important, and the way they behave will affect the performance. That’s why theaters have their own special rules about behavior.

- Tell your students that when they arrive in the parking lot, there will be a lot of other buses there too. They will need to follow the instructions of their teachers and walk in a straight line (or maybe in a buddy-system line) to come into the building. Once inside, they need to stay in line because of all the other students who will be there.
- Ask your students how they think an audience should behave at a live performance. What are some of the things they should do and not do? If it is not covered by the student answers, make sure you talk about:
  - *\*Listen\** to the performance (this ties into “don’t talk,” but it can be helpful to keep all the discussion points phrased in the positive and not in the “don’t-do-this” mode); use a “cupped ear” gesture to emphasize listening when it is mentioned
  - *\*Watch\** the performance; point at both sides of your face near your eyes with your index fingers to emphasize watching when it is mentioned
  - *\*Clap\** at the end of songs and at the end of the performance when the performers take their bows. Take the time to practice clapping with the students. Call one student forward who will pretend to take a bow at the end of a performance and the rest of the room will practice clapping for this student.

Repeat the gestures for the three points above and have the students do it with you.

- Let your students know that like in a movie theater, the area where the audience sits for the performance will be rather dark, but there will be lights on the stage and some small lights will remain on in the aisles. If they need to use the bathroom in the middle of the show, they can come to the end of the row and an usher will use a flashlight to make sure they can find their way to the correct bathroom.



## Activities

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The activities can be used together in any combination that works for the teacher. It would be best to do some activities before the performance, to help students understand the plot of the story, and some activities after the performance, to reinforce what they have seen.

### Pre-show Discussion Questions

Discuss the different types of performing arts (music, dance, theater) to help students understand that they are going to see people perform. Ask if they have ever experienced a live theater performance before. What did they see? What was it like?

How is live theater different than movies and TV?

- There are real people on the stage.
- The performance will never be exactly the same again.

Familiarize your students with the following words – theater, play, actor, stage, costume, usher

### Literacy and Writing

Have students write or draw about where they would go if they could spend a day doing whatever they wanted to do. Harry visited the railroad and then played tag with the other dogs. Ask your students where they would go and what they would do for a day.

**Vocabulary** – Be sure your students are familiar with the following words from the story:

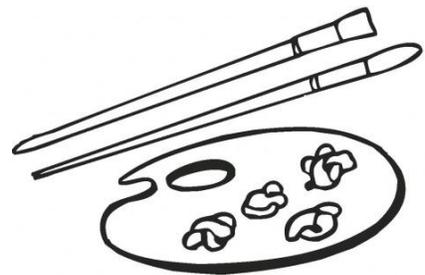
- scrubbing
- buried
- coal chute
- flip-flop
- furiously
- suddenly
- dash

## Fine Arts



**Theatre** – Ask students to pretend that they are dogs, like Harry. How do dogs move? What sounds do dogs make? How do dogs show when they are happy or sad?

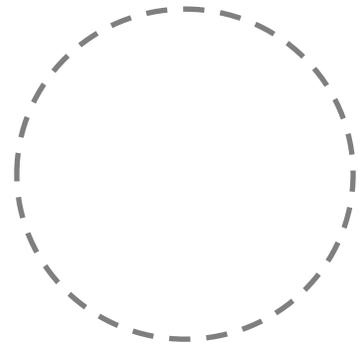
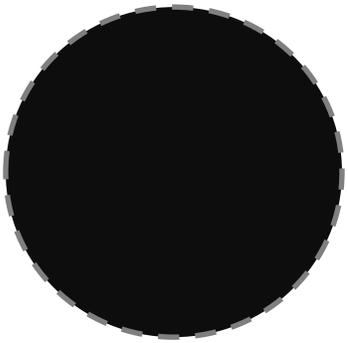
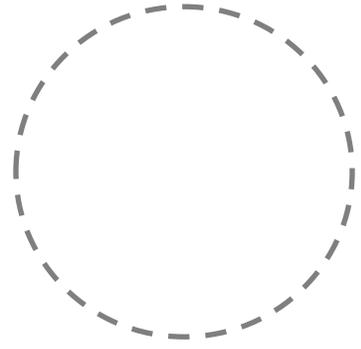
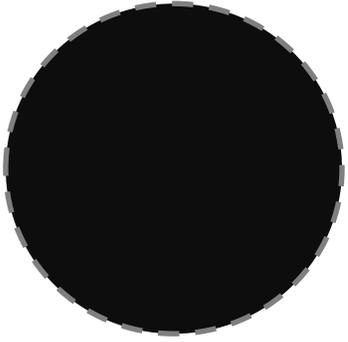
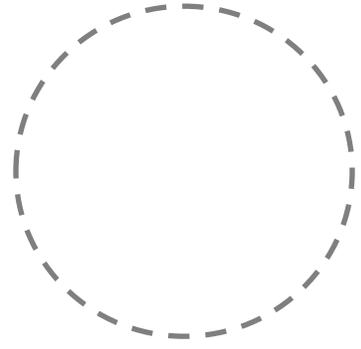
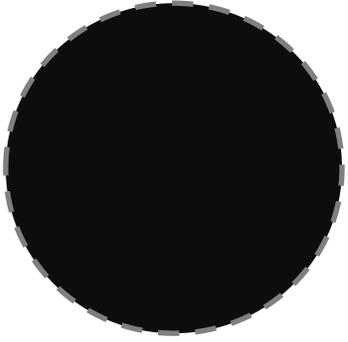
**Visual Art** – As Harry becomes more and more dirty, he turns from a white dog with black spots to a black dog with white spots. To help students practice their skills using scissors, make copies of the following three pages of the study guide. Students can cut out the circles and then glue black circles onto the white dog and the white circles onto the black dog.



**Dance/Movement** – At the end of the story, Harry was trying to tell his family who he was, but they didn't recognize him because he was so dirty. One way Harry tried to communicate with his family was to dance and do flip-flops for them. Ask your students to show you some dance moves. Ask them to make up their own moves that are different than what everyone else is doing. Play different styles of music in the background to help encourage them to try different styles of dancing.

**Music** – In the story Harry also tries to sing to let his family know who he was. What do you think it sounded like when Harry sang? What kind of song did he sing? Ask students to demonstrate as a group or individually what Harry's singing sounds like. Ask them to sing a familiar song, such as The Itsy Bitsy Spider, in the style that Harry would sing.









## **Other Activities**

**Take home activity** – Before or after the performance send home the coloring sheet found on the last page of this study guide.

**Science/Health** – At the end of the story, Harry takes a bath that is full of bubbles. This can lead into a discussion with your students about why it is important to keep yourself clean. You can help your students understand bubbles by going outside to blow bubbles.

**Snack** – In the story, Harry walks in front of a store that has a fruit stand. Set up a fruit stand with a few different types of fruit for students to choose for a snack. One student, or the teacher, could be the pretend grocer who passes out the fruit.

## **Post-show Discussion Questions**

After attending the performance, it is very important to talk to your students about their experience, memory, and reaction to the live performance. These are some possible questions:

- Tell me about what you saw on the field trip.
- Tell me about what you heard on the field trip.
- What will you remember about the performance?
- What surprised you about our field trip?
- What was the most exciting part of our field trip for you?

