



# PRESCHOOL TEACHER'S GUIDE

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The Arts Start program is supported by



# Treasured Stories by Eric Carle

Friday, January 13, 2012  
10:00 a.m.

SANGAMON AUDITORIUM 

The text 'SANGAMON AUDITORIUM' is written in a serif font. To the right of the text is the logo for the University of Illinois at Springfield (UIS), which consists of a stylized dome icon above the letters 'UIS'.



## Welcome!

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New for the 2011-2012 Class Acts season, Sangamon Auditorium is creating Teacher's Guides with activities designed specifically for preschool students. We hope the information and activity ideas included in this guide will help your students better understand the performance they see.

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 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.



## 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.



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.



## 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

As a journaling activity related to *The Very Hungry Caterpillar*, ask student to think about what food they would like to eat if they were very hungry, like the caterpillar. Have them draw pictures of all the different foods. You can also reinforce learning the days of the week by having a different journal page for the foods they will eat each day of the week.

To reinforce learning how to read and write their own names, you can do a classroom activity related to *Brown Bear, Brown Bear, What Do You See?*. Take a picture of each student and have them printed out. Give each student a piece of construction paper and instruct them to write their own name at the bottom of the paper, and glue a picture of themselves to the top. For a fun class activity, sit in a circle and put all the pages in a pile in the middle. The teacher starts by picking one page from the pile. That child should stand in the middle of the circle. As a group, say “Child’s Name, Child’s Name, who do you see? I see \_\_\_\_ looking at me.” Then the child picks another student from the pile. Continue in this way until all the children have been chosen.

## Fine Arts



**Theatre** – Students can pretend to be a caterpillar turning into a butterfly. First, they need to act like a caterpillar, wiggling around and keeping their arms and legs together. Next, the caterpillar goes inside a cocoon, so students should curl up to a tight ball. Then, the caterpillar turns into a butterfly, so student should stand up and move around the room as if they were flying. They can move their arms up and down like wings. To enhance acting like a butterfly, find some pieces of colorful fabric students can hold in their hands and wave up and down like wings.

**Visual Art** – In *Brown Bear, Brown Bear, What Do You See?* each animal is a different color. To help reinforce learning about different colors, give each student an old magazine and instruct them to cut out everything that is a specific color. You can have the whole class look for one color, or each student can be given his or her own color to look for. After students cut out as many pictures as they can find, give each student a piece of sturdy paper and glue so they can make a collage of their pictures.



**Dance/Movement** – Cut a large crescent-shaped moon out of sturdy paper or cardboard, or have each student create his or her own moon. Then have the students show how they would dance with the moon, like Monica in *Papa, Please Get the Moon for Me*. Students can dance individually or as a group. You can also play different types of music so the students can dance in different ways depending on how the music makes them feel.

**Music** – Read *Brown Bear, Brown Bear What Do You See?* out loud and have students clap along to the rhythm of the story. You may also use rhythm instruments instead of clapping.



X	X	X	X
Brown Bear	Brown Bear	what do you	see
X	X	X	X
I see a	Red Bird	looking at	me

If students do well with the simple rhythm, you can by alternating between clapping and patting your lap, or you can make the rhythm more complicated. For example:

*pat*	*pat*	*clap*	*clap*	*clap*
Brown Bear	Brown Bear	what do	you	see
*pat*	*pat*	*clap*	*clap*	*clap*
I see a	red bird	looking	at	me

A fun song that relates to *Brown Bear, Brown Bear What Do You See?* is **The Bear Went Over the Mountain**, which is sung to the tune of For He's a Jolly Good Fellow.

The bear went over the mountain,  
The bear went over the mountain,  
The bear went over the mountain,  
To see what he could see

To see what he could see,  
To see what he could see

The other side of the mountain,  
The other side of the mountain,  
The other side of the mountain,  
Was all that he could see

Was all that he could see,  
Was all that he could see,  
The other side of the mountain,  
Was all that he could see!

## **Other Activities**

**Math** – When reading the story of *The Very Hungry Caterpillar*, have student count the different types of food out loud with you. Find other food items in your classroom, such as plastic “play” food or your snack that day, and count the different types of food.

**Take home activity** – Before or after the performance send home the coloring sheet found at <http://www.eric-carle.com/ColoringSheet.jpg>

**Snack** – Eat like a caterpillar! Make a fruit salad with the different types of fruit used in the book, or make your own fruit salad with whatever fruit you have. Have the students identify all the different types of fruit in your salad.

### **A note about this show:**

*Treasured Stories by Eric Carle* was created by Mermaid Theatre of Nova Scotia with special emphasis placed on making the visual elements of the show look as close to the books as possible. Large-scale puppets were created to look exactly like the characters in the books. The performers wear all black clothing, and the performance is done in black light, so the performers “disappear” and the audience only sees the puppets. The theater will be completely dark for a few seconds before the show begins. To help prepare your students, you can ask them to imagine they are in the theater, sitting in their seats. Have them close their eyes for a few seconds so it feels like they are in the dark.

## **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?