



# PRESCHOOL TEACHER'S GUIDE

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The Arts Start program is supported by



Grow Up Great

## **Giggle, Giggle, Quack**

Tuesday, October 16, 2018  
10:30 AM & 12:30 PM



## 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 online at <http://uispac.com/education/class-acts/>. We hope the information and activities included in this guide will help your students better understand the performance.

We look forward to seeing you!



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The Arts Start program is an initiative of **University of Illinois Springfield** 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:

Amy Zepp  
UIS Performing Arts Services  
One University Plaza, MS PAC 397  
Springfield, IL 62703

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.

These 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.

### About the Story

The play *Giggle, Giggle, Quack* is based on the story book of the same name, but the play adds even more to the story. Below is a summary of the play.

Farmer Brown's animals are a handful. The cows type, the hens are on strike, and the duck sticks a "kick me" sign on Farmer Brown's back. Farmer Brown has had enough. Pig, our storyteller, informs us that we're about to hear about the time Farmer Brown took a vacation. As soon as the animals find out about Farmer Brown's plans, Duck gathers all the animals for a meeting in the barn. Everyone worries about being left alone forever – what if Farmer Brown likes his vacation spot better than the farm and doesn't want to return? They realize that he'll leave someone in charge, but who will it be, they wonder? The animals sneak over to the farmhouse to investigate, and overhear a phone conversation between Farmer Brown and his brother, Bob. Brother Bob is an accountant who lives in the city and knows nothing about animals. Farmer Brown tells Bob not to worry – instructions for taking care of the animals will be written down and left on the fridge, and as long as Brother Bob follows the instructions, everything will be fine. Most of the animals are nervous about this, but Duck has a mischievous idea. After Brother Bob arrives and has fallen asleep in the kitchen, Duck takes the first note left for Bob on the fridge and makes some changes to it. As the animals are returning the edited note, however, Cow knocks a plate off the counter and Brother Bob wakes up. They distract him by asking for a glass of water and some cake while Duck returns the note to the fridge, unnoticed.



Duck sneaks a second note from the fridge, and changes it to say that the animals can play outside all of Monday instead of working. Brother Bob is confused – “I thought farm animals worked everyday,” he says. But it’s what Farmer Brown wants! So Bob lets the animals play outside until they are worn out and it’s time for bed. The next note tells Brother Bob to get the animals their electric blankets. This seems odd to him, and the handwriting on the note doesn’t remind him of Farmer Brown’s, but he shrugs it off – animals can’t write. He tucks the animals in with their electric blankets. The next day, the animals get up early to change yet another note. Pig suggests that they actually get some farm work done. Hen points out that Duck has been writing all the notes, which is unfair. They decide to take turns and draw straws. Hen picks the longest one, so she writes Tuesday’s note and makes Tuesday night pizza night. Brother Bob orders pizza for everyone, and comments, “Farmer Brown was right, running a farm isn’t hard at all!”

Pig draws the longest straw on Wednesday. But the animals realize no one has taken the note – it’s still on the fridge, unchanged! Brother Bob grabs the note, but as he does, Duck quacks for his attention and lures him over to move a hay bale. The animals stealthily retrieve the note from his back pocket in the commotion. Pig changes the note so that she gets a bubble bath instead of a mud bath, and she is very excited to finally be pampered. Suddenly, all pause when the phone rings – what if it’s Farmer Brown and he realizes all of the mischief they’ve caused? Brother Bob answers and tells Farmer Brown that everything is fine. Phew! They haven’t been caught yet.



Thursday is Cow’s day. She decides they will watch The Sound of MOO-sic. As Duck starts to write the note, though, there is a problem – the lead tip of the pencil is broken! Duck goes to sharpen it but is caught by Brother Bob, and he reveals that he’s been onto the animals since the second or third note but wasn’t completely sure until he caught Duck with the pencil. Hen apologizes profusely for tricking him, but Bob says not to worry – he wanted to have some fun too. Brother Bob has Duck write a final note to Farmer Brown: “Dear Farmer Brown. Everything was fine. Feel free to take a vacation any time. I had fun running the farm! Love, Brother Bob.” Bob and the animals scramble to get the house clean again before Farmer Brown’s return. When Farmer Brown gets back, everything is in order, and he is impressed – maybe he’ll take another vacation next year!

## **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**

The story *Giggle, Giggle, Quack* can be used to practice simple sequencing. In the story, Bob received notes three days in a row with instructions on how to care for the animals on the farm:

1. Tuesday night is pizza night.
2. Wednesday is bath day for the pigs.
3. Thursday night is movie night.

Use the cards on the following page to practice putting these three activities in order.

You and your class can also make up your own activities that you would like to do to write your own version of this story. Maybe Tuesday is basketball day, Wednesday is spaghetti night, and Thursday is swimming in the afternoon.

**Vocabulary** – Your students may not be familiar with the following words from *Giggle, Giggle, Quack*:

- giggle
- vacation
- instructions
- trouble
- snickers
- stare
- anchovies
- sensitive
- sharpening
- bad influence

Tuesday  
night is pizza  
night.



Wednesday  
is bath day  
for the pigs.



Thursday  
night is  
movie night.



## Fine Arts

**Music** – The story of *Giggle, Giggle, Quack* takes place on a farm. Most of the characters are farm animals (ducks, hens, pigs, and cows), and the story includes the unique sounds each type of animal makes.



One of the best ways to learn and practice the different sounds farm animals make is by singing *Old MacDonald*:

Old MacDonald had a farm  
E – I – E – I – O  
And on that farm he had a duck  
E – I – E – I – O  
With a quack, quack here  
And a quack, quack there  
Here a quack  
There a quack  
Everywhere a quack, quack  
Old MacDonald had a farm  
E – I – E – I – O

Start by including the animals from this story, and then expand into including other animals.

duck – quack  
hen – cluck  
pig – oink  
cow – moo

horse – neigh  
sheep – baa

What other animals can you think of?



**Theatre** – An important acting skill is learning how to move your body as if you were a different person or a type of animal. During the performance of *Giggle, Giggle, Quack* the actors who are pretending to be the characters of the duck, cow, pig, and hen will move their bodies in different ways. Ask your students to show you (using only their bodies, not their voices) how they would pretend to be each of those four animals. For a duck or a hen, maybe they would flap their arms like wings. For a pig, maybe they would roll on the floor like they are playing in a mud puddle. You can also practice how you would walk as each type of animal. A big cow would probably move more slowly than a little duck.

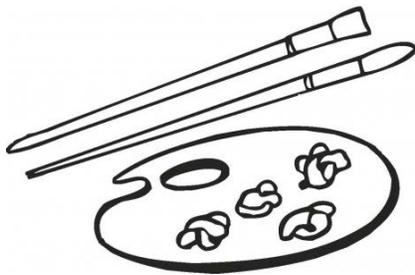
**Dance/Movement** – One of the main characters in our story is a sneaky duck. Since ducks (and hens, and other farm animals) have wings, you can do a flying dance with your students. Ask your student to hold out their arms and pretend their arms are wings. Then you will show them different movements they can do with their wings. You can also use this activity to reinforce learning about directional words. Here are a few ideas:



- Wings up – both arms above your head
- Wings down – both arms down at your sides
- Fly to the left – lean to the left with your left arm down and right arm up
- Fly to the right – lean to the right with your right arm down and left arm up
- Circle – put your arms straight out and move your “wings” in small circle
- Think of your own “flying” moves!

Try putting together different patterns for the students to copy – such as up, down, up, down, circle, circle, circle. Then gradually make the patterns more complex.

You can do this activity in the classroom by just having students move their arms, or you can do it in a bigger space, or outside, which would allow room to move around as a group.

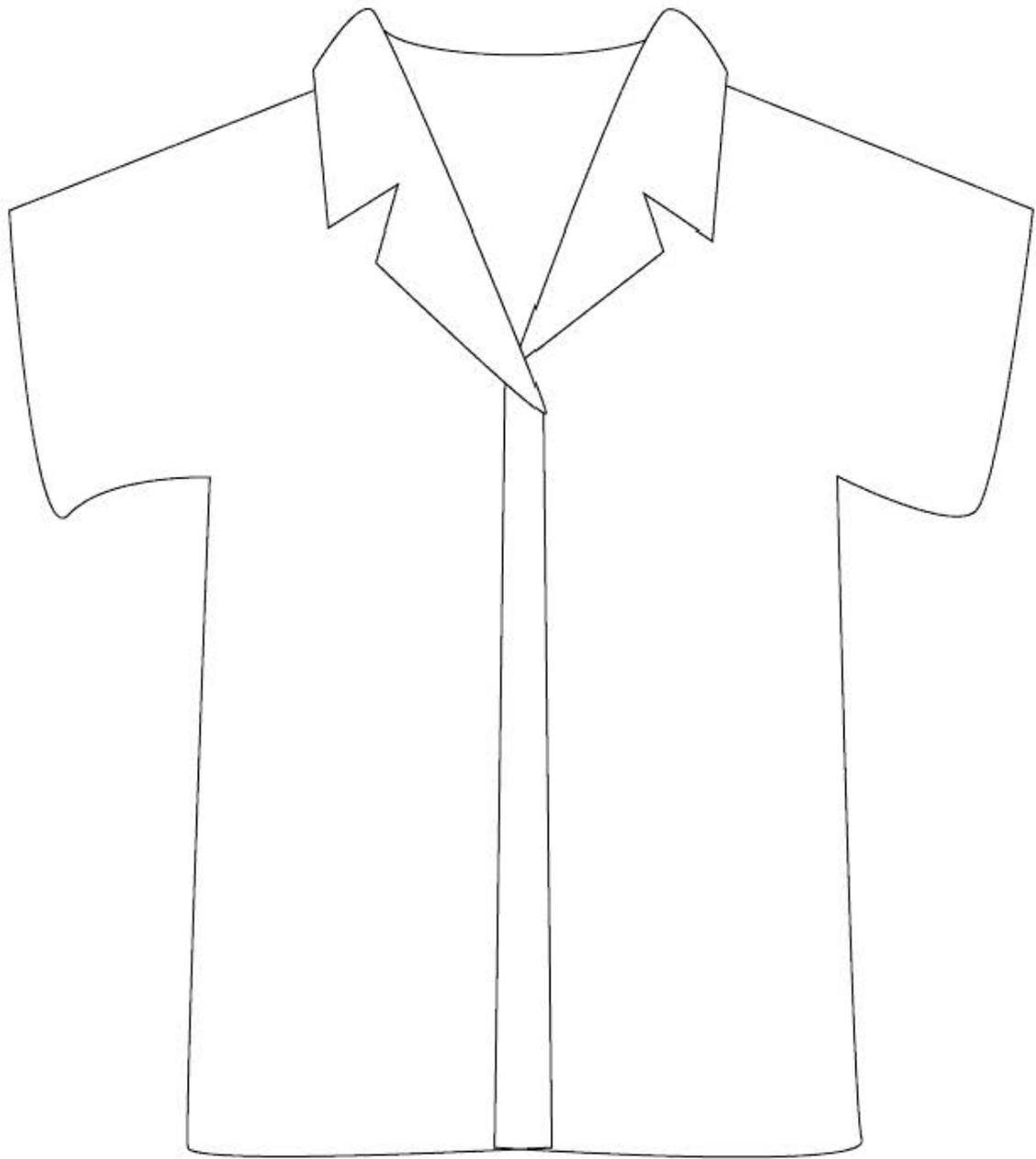


**Visual Art** – Help your students learn about colors and patterns by decorating a Hawaiian shirt! In the *Giggle, Giggle, Quack* story, Farmer Brown goes on vacation and wears a Hawaiian shirt that is bright red with yellow flowers. (You can see his shirt best on the very last page of the book.)

On the next page of this study guide is a blank outline of a Hawaiian shirt that you can photocopy for your students to decorate. Hawaiian shirts are known for having bright bold colorful patterns, so students should decorate the shirts with their own colorful patterns.

You may want to have your students decorate multiple shirts to practice making different types of patterns or practice using only particular colors. For example:

- Decorate one shirt with straight-line stripes and one with curvy lines to reinforce learning about the difference between straight and curvy lines.
- Decorate a shirt using only blue and green.
- Decorate a shirt with polka dots.
- Decorate a shirt with whatever colors and patterns you want. Go wild!



## **Other Activities**

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

**Math** – On any page of the *Giggle, Giggle, Quack* story book, you and your students can count the number of each type of animal you see. Some pages have lots of animals and some have few. For example, on the first pages of the story we see 1 hen, 1-2-3-4 cows, and 1 duck.

**Snack** – With any snack you are having, you can talk about whether or not that food is something you would eat as a pizza topping. What types of food are eaten on pizza? (cheese, meat, vegetables) Ask your students what their favorite pizza toppings are.

## **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?

# Giggle, Giggle, Quack

