



# PRESCHOOL TEACHER'S GUIDE

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The Arts Start program is supported by



## The Monster Who Ate My Peas

Thursday, October 16, 2014

10:00 AM

SANGAMON AUDITORIUM 



## 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

In the story “The Monster Who Ate My Peas” the Monster keeps asking the boy to trade his most prized possessions in exchange for not having to eat his peas. Ask your students to write about or draw a picture of the most important item they have, such as a special doll or teddy bear, and why it is important to them.

**Vocabulary** – Below is a list of all the foods mentioned in the book.

- peas
- spinach
- broccoli
- Brussel sprout
- squash
- mushrooms
- beet
- eggplant
- turnip
- lima beans

This book uses many large words. You may want to introduce your students to some of them before reading, or be ready to explain them as you are reading.

- grumbled
- pled
- bloated
- reeked
- tentacles
- quiver
- dread
- disgust
- candid
- individually
- slurped
- vanished
- defeated
- ghastly

## Fine Arts

**Dance/Movement** – In the story, the Monster takes away the boy’s soccer ball, and then his bicycle, and at the end of the story the Monster wants to take his dog. After reading the story, talk about each of these three items with your students. Then ask them to show you how they could still pretend to play with each item if it was taken away.



- Soccer ball – pretend to kick an imaginary soccer ball to each other, or pretend to bounce it on your knees and your head
- Bicycle – pretend to ride an imaginary bicycle and be sure to keep your arms up (like you are holding the handle bars) and move your knees up and down (like you are peddling)
- Dog – pretend to pet an imaginary dog, or maybe pretend to throw something for the dog to fetch and bring back to you



**Theatre** – Ask your students to pretend to be monsters. How would you walk if you were a monster? How would you stand and sit? How would you talk, or what kinds of sounds would you make?



**Visual Art** – The story uses many words to describe textures and how things feel when you touch them. Talk with students about different textures. For younger students you can keep the focus on the difference between rough and smooth.

Give each student a piece of plain white paper and a crayon. (You may want to tear the paper wrapping off the crayon so students can use the long side of the crayon to make the rubbings.) You can lead students to different locations in your classroom or outside and have them feel different textures. Then have the students use their crayons and paper to make a rubbing of each texture. Older students can be encouraged to explore the space and find their own examples of different textures.

**Music** – Sing a song with your students about eating healthy foods. You can sing the words below to the tune of “Twinkle, Twinkle Little Star.” Feel free to substitute the names of other vegetables you want your students to know.



Carrots, celery, and green peas  
Vegetables are good for me  
For my snack and for my lunch  
Vegetables are great to munch  
Carrots, celery, and green peas  
Vegetables are good for me

Bell peppers, cauliflower, asparagus  
Vegetables are good for us  
In our lunch and on our plate  
Vegetables are really great  
Bell peppers, cauliflower, asparagus  
Vegetables are good for us

## **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** – Practice counting using food. For example, if your students have peas with their lunch, ask them to each eat three peas and count those three peas by moving them to the other side of their plate. Or, when you are passing out the food, tell students they will each be getting five apple slices for a snack and have them count with you as you put the apple slices on their place.

**Snack** – Ask for peas to be included with lunch so students can try them. Any time you have a new or unusual healthy food, reward the students who are willing to try it.

## **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?

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