



PRESCHOOL TEACHER'S GUIDE

The Arts Start program is supported by



HENRY AND MUDGE

Monday, December 2, 2013

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

SANGAMON AUDITORIUM 

The text 'SANGAMON AUDITORIUM' is written in a large, black, serif font. A light gray, brushstroke-like underline is positioned beneath the text. To the right of the text is the logo for the University of Illinois at Springfield (UIS), which features a black silhouette of a dome above the letters 'UIS' in a bold, black, serif font.



Welcome!

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. 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

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 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

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

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.

Special Note: The activities in this guide were created to go along with the book “Henry and Mudge and the Careful Cousin” by Cynthia Rylant. The play “Henry and Mudge” is based on several books in the series, including this one.

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 “Henry and Mudge and the Careful Cousin” includes many descriptive words that can be used to help students understand the concept of opposites. When explaining the pairs of opposites to your students, you can use simple gestures with your students to help reinforce the meanings of the words and what makes them different from each other.

- Big & Small – spread your arms wide apart, then move them close together in front of you
- Tall & Short – stand and reach up high to the ceiling, then squat down low to the ground
- Happy & Sad – point to your face with a big smile for “happy” and a frown for “sad”
- In & Out – take your students for a short walk out of the classroom and then back in the room
- Yes & No – nod your head for “yes” and “no”
- Sit & Stand – stand up and sit down together
- On & Off – turn the light switch on and off

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

- cousin
- company
- brushing
- wagged
- drool
- worried
- piano
- Frisbee
- frilly
- tiny
- whizzed

Fine Arts

Dance/Movement – In the story, Mudge does a happy dance when he learns that they will be having company visit. (See page 8-9 of the book.) You and your students can do your own version of Mudge’s happy dance.



Leader says:

Students do:

Jump up!

Jump one time

Wag your tail!

Shake your bottom

Bark a little bark!

Make a “bark” noise two times

Do a little dance!

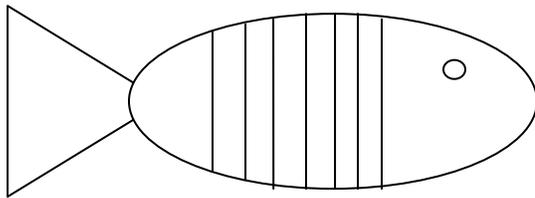
Turn around

Ask students to make up their own happy dance moves. If you can, play happy music while they dance.

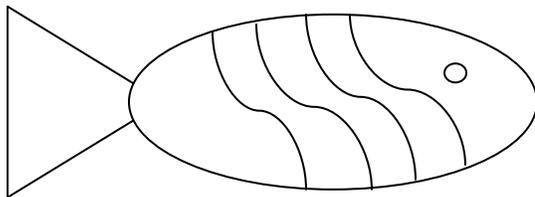
Visual Art – One of the things in Henry’s room is his fish tank. You can make copies of the simple fish outline on the next page and have each student decorate his or her own fish. To expand the visual arts learning, you can have the students make striped fish and teach them about different types of lines.



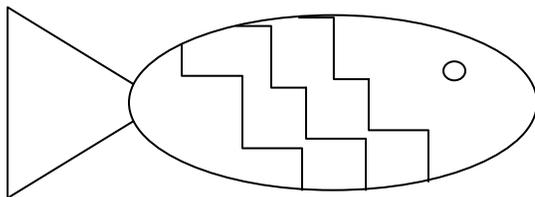
Straight lines



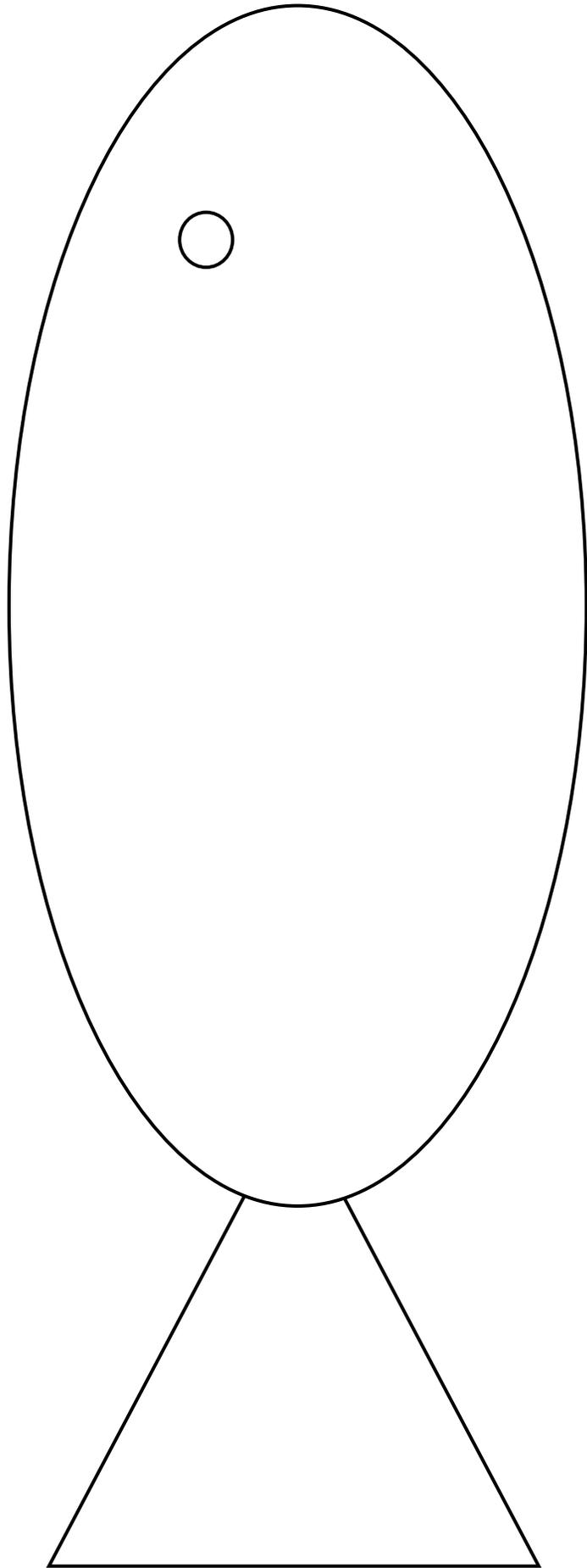
Curved lines, wavy lines, smooth lines



Jagged lines, zig-zag lines



You can display all the fish in a big classroom “fish tank” on a wall in your classroom or in the hallway.





Theatre – Help students learn how to express what they are experiencing with their five senses. (See the Science activity on the next page.) For each of the five senses, ask students to help you think of a motion that can be used when you're talking about that sense. Below are some suggestions:

- Sight – put your hands around your eyes, like you're holding binoculars
- Smell – point to your nose
- Sound – touch your ears
- Taste – stick your tongue out
- Touch – rub your hands together

Then, talk about each of the main characters in the story (Henry, Mudge, and Annie) and what they experience with each of their senses during the story. Encourage your students to use their imaginations and pretend to be each of the characters. For example:

- Sight – Mudge sees Annie's frilly, soft dress.
- Smell – Mudge smells the hot dogs that everyone else is eating for dinner.
- Sound – Mudge hears the "whoosh" sound of the Frisbee as Henry and Annie throw it.
- Taste – Mudge tastes the plastic Frisbee when he catches it.
- Touch – Mudge feels the soft grass when he is running around in the yard.

Music – In the story, Henry's room is very messy. Talk to your students about how it's important to keep your room clean; and at school it's important to keep your classroom clean. Then you can teach your students a simple song to help make cleaning up more fun.

If you already have a song you use in your classroom when it's time to clean up, you can use that song, or you can use the song below.

This is the Way

This is the way we clean our room
Clean our room
Clean our room
This is the way we clean our room
Early in the morning



You can change the words in the song to fit whatever you need to clean up and what time of day it is.

This is the way we wash our hands
Wash our hands
Wash our hands
This is the way we wash our hands
Before we eat our lunch

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 – This story includes many descriptive words that relate to understanding the five senses. Visiting Henry’s house is a new experience for Annie, so she uses her senses to take in information and learn about Henry.

- Sight – Annie sees the mess in Henry’s room
- Smell – Annie smells the stinky fish tank
- Sound – Annie hears Mudge barking
- Taste – Annie and Henry both like eating fudge cookie
- Touch – Annie feels the wet, gooey drool on the Frisbee

Talk to your students about their five senses. Ask them to look around the classroom and tell you about what they see, or maybe go outside and listen to what sounds you can hear.

Snack – In the story, Henry and his cousin Annie both like to eat fudge cookies. Have some chocolate cookies along with a healthy snack or meal at school.

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?

Henry and Mudge



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