



# PRESCHOOL TEACHER'S GUIDE

---

The Arts Start program is supported by



Grow Up Great

## *Biscuit*

Monday, April 3, 2017

10:30 AM & 12:30 PM

SANGAMON AUDITORIUM 

The UIS logo features a stylized black dome icon above the letters 'UIS' in a serif font, all contained within a white rectangular box.



## 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 <http://www.sangamonauditorium.org/education/class-acts/>. 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](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

---

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

---

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

*Biscuit* is a musical based on several stories in the "Biscuit" series of books by author Alyssa Satin Capucilli and illustrator Pat Schories. The first book in the series, titled "Biscuit," was published by HarperCollins in 1996. Since then, 51 "Biscuit" books have been published.

Biscuit arrives at the home of Little Girl as a surprise birthday present. Little Girl is thrilled to discover Biscuit and his dog house awaiting her at her birthday celebration. In addition to the dog house, Little Girl also receives a box of biscuits and a book entitled, "How to Educate Your Puppy." She is determined that Biscuit will be the best puppy in the world. Little Girl wants Biscuit to pass the "Best Puppy" test that appears at the end of the book. Biscuit is an eager student and tries very hard to acquire as many skills as he can. But, for the rambunctious little puppy, learning takes time. Along his journey, Biscuit also learns to be a friend. Biscuit's friends, Sam the Dog and Daisy the Cat, do their best to help him learn. They even sneak him into Little Girl's school without her knowing. Biscuit's exciting adventures there certainly help him gain new knowledge. After school, Biscuit learns that Little Girl's family will soon have a new baby. With all the excitement and commotion surrounding the new arrival, Biscuit begins to feel a bit neglected. Through Little Girl's experiences, she realizes that tests are not as important as being a good, sharing person. Will her newfound knowledge affect Biscuit and his work to become the best puppy in the world?

The activities in this study guide are designed to go with the stories "Biscuit" and "Biscuit Wins a Prize."

## **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 “Biscuit,” we meet Biscuit and go through his bedtime routine. Have your students write or draw about what they do to get ready for bed. This can be done individually or as a group activity. Make a list of all the different things your class can think of that they do in their own bedtime routines. Then, read the story and keep track of how many of those things are the same as Biscuit, and how many are different. For example, Biscuit doesn’t brush teeth or put on pajamas, but those are things that should be on the list your class makes.

**Vocabulary** – “Biscuit” and “Biscuit Wins a Prize” are both easy books for early readers. Most of the words will be familiar to your students, but there are a few in “Biscuit Wins a Prize” that you may want to review with them:

- pet show
- prizes
- sweet
- tug
- roll over
- judge
- silly

## Fine Arts

**Music** – Sing a song about another famous dog – BINGO! If you don't know the song, you can watch a video at [https://youtu.be/9mmF8zOlh\\_g](https://youtu.be/9mmF8zOlh_g).



There was a farmer, had a dog  
And BINGO was his name-o  
B – I – N–G–O  
B – I – N–G–O  
B – I – N–G–O  
And BINGO was his name-o

Each time you repeat the song, leave out one letter of BINGO's name, and clap your hands one time instead. For example:

There was a farmer, had a dog  
And BINGO was his name-o  
(clap) – I – N–G–O  
(clap) – I – N–G–O  
(clap) – I – N–G–O  
And BINGO was his name-o

Keep repeating the song until the last verse when you clap five times instead of singing B-I-N-G-O. (The video includes different motions each time the "BINGO" chorus is sung, but you can keep it simple by just clapping each time.)



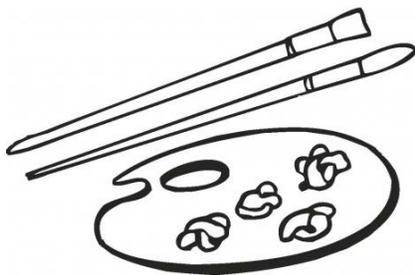
**Dance/Movement** – Once your students know the song BINGO, you can add a simple dance to go with it. Start by having the entire class stand in a circle and hold hands. During the first two lines of the song, walk in a circle. (You can walk in either direction, or in different directions on different verses.) Stop walking when it's time to clap or sing "B – I – N–G–O," and stay in place for the last line of the song. Be sure everyone is back in place in a circle and holding hands before you start singing the next verse.

**Theatre** – In “Biscuit Wins a Prize,” Biscuit meets many different types of animals at a pet show. Some of the animals are mentioned in the story, and some are only seen in the illustrations:

- dog
- parrot
- turtle
- grasshopper
- fish
- bunny
- mouse
- cat



Your students can practice acting skills by pretending to be these different types of animals. How does each type of animal move? What sounds do each of the animals make? How can you use different parts of your body to act like these different types of animals? (Can you use your face to act like a bunny by wiggling your nose? Can you use your arms to act like a parrot, buy moving them up and down like wings?)



**Visual Art** – As part of Biscuit’s bedtime routine in “Biscuit,” he wants his blanket, which is a quilt with colorful green and purple squares. Make copies of the blank quilt squares on the next page, and have your students create their own colorful quilts. You can use crayons, markers, paint, or a combination of media.

Your students can be free use any colors, or you can use this activity to reinforce color learning. (For example: “Everyone color one square red.”) You can also encourage you students to decorate their quilt squares with patterns. (For example: “Fill one square with stripes.”)

There are many great story books about quilts including “The Keeping Quilt” by Patricia Polacco and “Pieces, A Year in Poems and Quilts” by Anna Grossnickle Hines. See if you have any books about quilts in your classroom library.

# \_\_\_\_\_ 's Quilt


## **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** – Use the story “Biscuit Wins a Prize” to talk with your students about different types of animals and where they live. In the illustrations for this story, you see several different types of pets and where they live. For example, why does the fish live in a bowl of water?

**Snack** – In the story “Biscuit,” part of Biscuit’s bedtime routine is to have a snack and a drink. Biscuit has a dog treat and water for his bedtime snack. During your regular snack time, talk to your students about what makes a good snack for them. Would candy be a good snack? Would a glass of milk be a good snack?

## **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?



From *Time to Paint, Biscuit!* by Alyssa Satin Capucilli. Illustrations © 2001 by Pat Schories.