



PRESCHOOL TEACHER'S GUIDE

The Arts Start program is supported by



Grow Up Great

WE'RE GOING ON A BEAR HUNT

Thursday, February 28, 2013

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

SANGAMON AUDITORIUM 

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



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.

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

Have students write about or draw a picture of another place they can go while on a bear hunt. Encourage them to use descriptive words to tell you about the place. If they say “volcano” ask them to tell you more. How hot or cold is it? How does it smell? What noises would you hear there?

You can create your own classroom book using the pages created by each student, and then “read” the story out loud.

As an extension, ask each student to think of a movement to go with his or her location. For example, if a student’s location is “A hot, bubbly volcano” you can wipe your hand across your forehead like you’re wiping off sweat.

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

- bear
- beautiful
- scared
- swishy
- forest
- suddenly
- dash
- over
- under
- through

Fine Arts

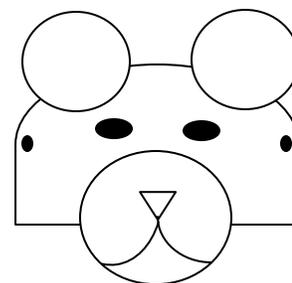


Theatre – In the story we repeat the phrase “We’re not scared!” Ask students what it means to be scared or afraid of something. Then ask them to show you what it looks like to be scared. Encourage them to use both facial expressions and body language. Then ask them to show you how they would express other feelings, such as happy, tired, excited, angry, etc.

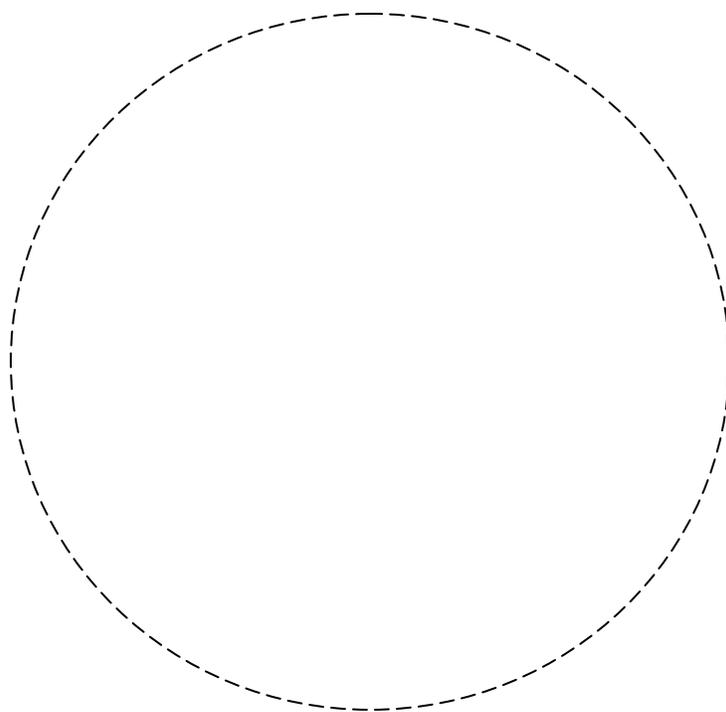
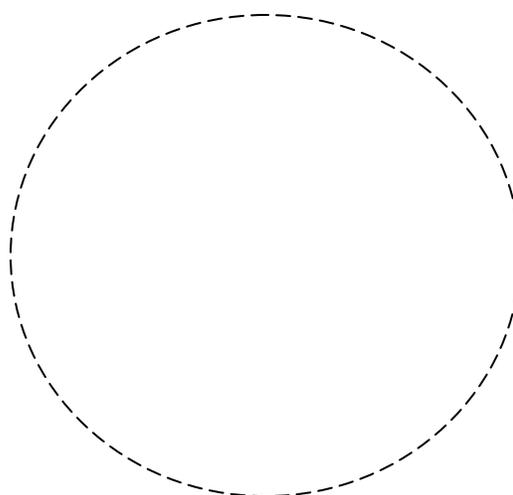
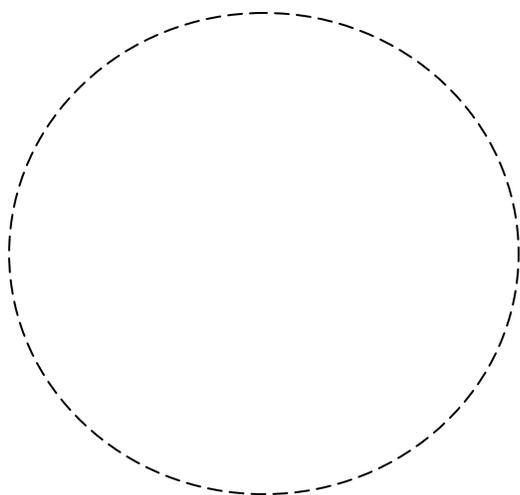
Dance/Movement – In the story, our main characters have to walk through many different types of surfaces. Have your students pretend they are walking through different things – swishy grass, water, jello, ice, mud, sand, sharp rocks, hot coals, etc. To keep the students in control, use tape to mark 2 lines on the floor about 10 feet apart. Then you can instruct your students to walk from one line to the other, and each time they walk back and both you can call out something different.



Visual Art – Students can improve their cutting and gluing skills by creating a bear mask. Use half of a paper plate or a piece of heavy paper cut into a half-circle as the base for each mask. The teacher will need to use a craft knife or sharp scissors to cut the eye holes. The teacher should also use a hole punch to make a hole on each side of the mask and tie a piece of yarn through each hole. The two pieces of yarn can be tied together to hold the mask in place.



Students should cut out 1 large circle and 2 smaller circles for the snout and ears. You can use the templates below if you would like. After gluing on the snout, you may need to help the students draw on a small triangle and 2 curved lines for the nose and mouth.



Music – Sing a song about bears! Here are a few ideas.



The Bear Went Over the Mountain (sung to: “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.
And all that he could see,
And all that he could see,
Was the other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see.

The bear went over the river,
The bear went over the river,
The bear went over the river,
To see what he could see.
And all that he could see,
And all that he could see,
Was the other side of the river,
The other side of the river,
The other side of the river,
Was all that he could see

Little Bear (sung to: "Frere Jacques")

Are you sleeping, are you sleeping

Little bear, little bear?

You will sleep all winter,

Through the cold, cold winter,

Little bear, little bear.

Are you sleeping, are you sleeping,

Little bear, little bear?

You will wake in springtime,

In the warm, warm springtime

Little bear, little bear

Teddy Was His Name-O (sung to: "B-I-N-G-O")

There was a boy who had a bear

and Teddy was his name-O

T-E-D-D-Y

T-E-D-D-Y

T-E-D-D-Y

and Teddy was his name-O

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/Health/Weather –Ask students to think about what you should wear when you go on a bear hunt, such as a hat and good boots. Talk about the weather – if it's cold you should wear a coat and gloves, if it's raining you need a rain jacket, if it's hot and sunny you need sunglasses and a water bottle.

Snack – Ask students what kind of snacks they would take with them if they were going on a bear hunt. As a class, put together a trail mix of healthy snack foods like nuts, raisins, sunflower seeds, cereal, etc. Teddy Grahams or gummy bears would also be a nice addition to the trail mix. You can get a big bowl and have students help stir it all together.

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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