



# PRESCHOOL TEACHER'S GUIDE

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The Arts Start program is supported by



## Stella, Queen of the Snow

Thursday, November 13, 2014

10:00 AM & 12:30 PM

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!

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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 “Stella, Queen of the Snow” Sam asks his older sister Stella many questions. Before reading the story with your class, choose one or two of Sam’s questions to discuss. Ask students to write or draw a picture of how they would answer the question. After reading the story, compare the answers of your students to the answers Stella gives.

- Where does a snowman sleep?
- What does a snowman eat?
- Why does fog come out of your mouth when it’s cold?
- Where does snow come from?
- Where does snow go in the summer?
- How many snowflakes are there in a snowball?
- Do dogs get cold?
- Do birds get goosebumps?

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

- snowstorm
- beautiful
- dizzy
- snowflake
- polar bear
- snowman
- snowbank
- snowsuit
- skating
- fog
- snow angel

### **Fine Arts**

**Dance/Movement** – Go indoor “ice skating.” This works best if you have a big area with a smooth surface, like a tiled floor.

Start by talking to your students about ice skating – show them a picture or video of ice skating if you can – so they understand what real ice skating is like. Then, tell them that you will be pretending to go ice skating. Ask them how they should move if they are pretending to ice skate; their movements should all be smooth, gliding, and graceful. They should slide their feet on the floor and use their arms to make big slow movements.



Once your students understand the basic movements, you can give them some simple instructions (“skate” in a circle, “skate” forward four steps, etc.) or you can allow them to “free skate.” You can play different types of music and ask your students to move and “skate” in a way that fits with that music. You can also develop a simple indoor ice skating routine with a short sequence of movements that they can perform as a class.



**Visual Art** – Give each student a piece of blue construction paper and a big pile of cotton balls. Students can glue the cotton balls onto the construction paper to create a winter scene. Younger students may need some examples, so you could show them a picture of a snowman. Older students can be encouraged to be more creative and make a picture of a snowy hill, or draw a picture of tree and

then glue the cotton balls on. When the students are done and the glue is still wet, the teacher can sprinkle on some glitter to make the snow sparkle.

**Theatre** – Lead your students in an activity of pretending to put on all the special clothes you have to wear when you go outside on a cold wintery day.



- First, we need to put on an extra pair of socks so our toes stay warm.
  - o *Reach down and pretend to put a sock on each foot.*
- Next, we'll put on a pair of swishy snow pants to keep our legs dry when we play in the wet snow.
  - o *Pretend to pull on a pair of pants, one leg at a time.*
- Then we have to put on our boots.
  - o *Pretend to pull boots onto your feet, and don't forget to tie them.*
- Now we have to put on a sweater to help us stay warm.
  - o *Pretend to put on a sweater, putting each arm through and then buttoning up the front.*
- And next comes our coat.
  - o *Pretend to put on a winter coat, and be sure to reach down and pretend to zip it up.*
- And we're not done yet! Now we need to tie a scarf around our necks.
  - o *Hold your arms wide apart, like you're holding a long scarf, and then pretend to wrap it around your neck and tie it.*
- Next we need to put on a hat.
  - o *Pretend to pull a hat onto your head.*
- And finally, we can't forget to put on our gloves.
  - o *Pretend to put a glove on each hand, pulling down on each finger to be sure your gloves are on all the way.*

Once you have "put on" all of your winter clothes, you can also go through the process with students of pretending to take all the winter gear off. Go through the list in reverse, and you can even ask students if they can remember everything we pretended to put on.

**Music** – Sing these winter-themed songs with your students.



Boots and Jacket, Scarf and Hat  
(to the tune of “Head and Shoulders”)

Boots and jacket, scarf and hat,  
Scarf and hat.

Boots and jacket, scarf and hat,  
Scarf and hat.

When it’s cold we dress like that.

Boots and jacket, scarf and hat,  
Scarf and hat.

You can also do movements with this song:

Boots – touch your feet

Jacket – touch your arms

Scarf – touch your shoulders

Hat – touch your head

Snow Happy

(to the tune of “If You’re Happy and You Know It”)

If you’re happy that it snowed, clap your hand. \*clap\* \*clap\*

If you’re happy that it snowed, clap your hand. \*clap\* \*clap\*

Oh, it’s fluffy and it’s white; such a lovely snowy sight!

If you’re happy that it snowed, clap your hand. \*clap\* \*clap\*

Mittens on My Hands

(to the tune of “The Wheels on the Bus”)

The mittens on my hands keep me warm,  
Keep me warm, keep me warm.

The mittens on my hands keep me warm,  
All winter long!

Additional verses:

- The hat on my head...

- The coat on my body...

- The boots on my feet...

## **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** – Talk to your students about the weather, especially what happens with the weather during winter. Start by asking them some questions about winter – do they remember seeing snow last year during winter? Use your classroom weather displays to help illustrate that soon the weather will be getting much colder and everyone will have to start wearing big heavy winter coats.

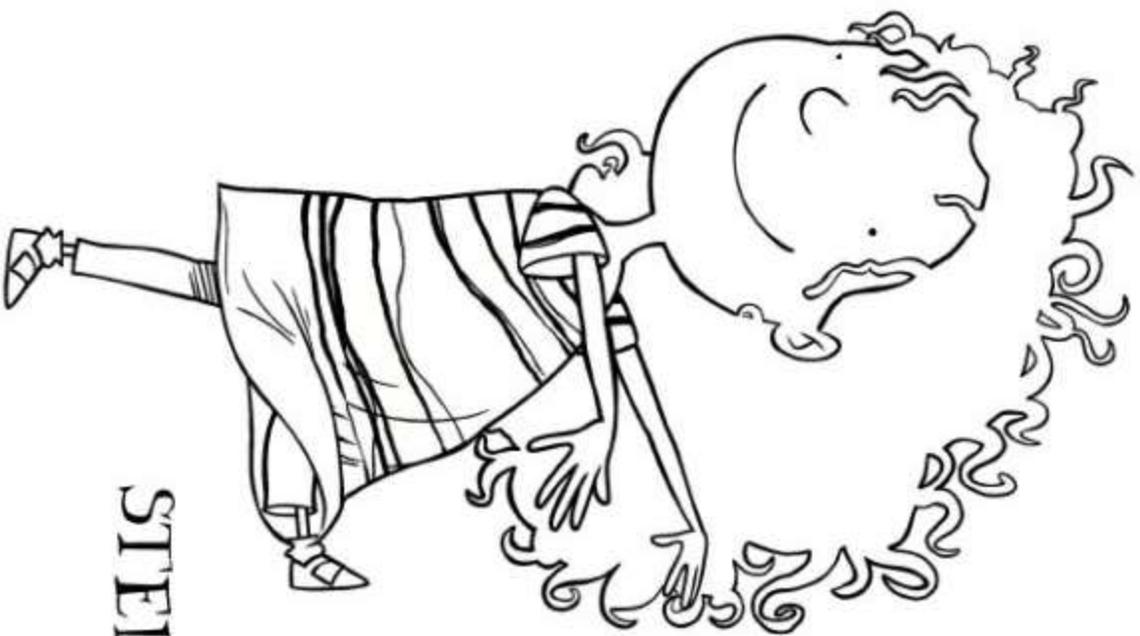
**Snack** – The illustrations on every page of the book include birds. Talk with your students about what types of food birds eat, and then create your own version of a bird snack mix for people that includes nuts, seeds, and berries.

## **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:

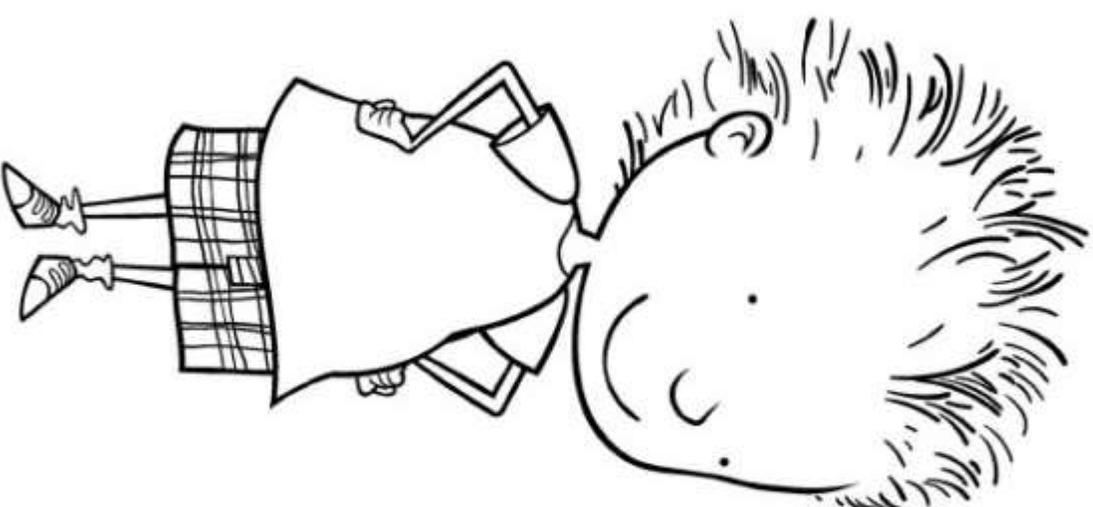
- Tell me about what you saw on the field trip.
- Tell me about what you heard on the field trip.
- What will you remember about the performance?
- What surprised you about our field trip?
- What was the most exciting part of our field trip for you?

STELLA AND SAM



STELLA

STELLA AND SAM



SAM