



PRESCHOOL TEACHER'S GUIDE

Aesop's Fables

Thursday, November 3, 2011
10 a.m.

The Arts Start program is supported by



Grow Up Great

SANGAMON AUDITORIUM 

The text 'SANGAMON AUDITORIUM' is written in a large, black, serif font. 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!

New for the 2011-2012 Class Acts season, Sangamon Auditorium is creating Teacher's Guides with activities designed specifically for preschool students. We hope the information and activity ideas included in this guide will help your students better understand the performance they see.

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 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.



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.



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.



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.

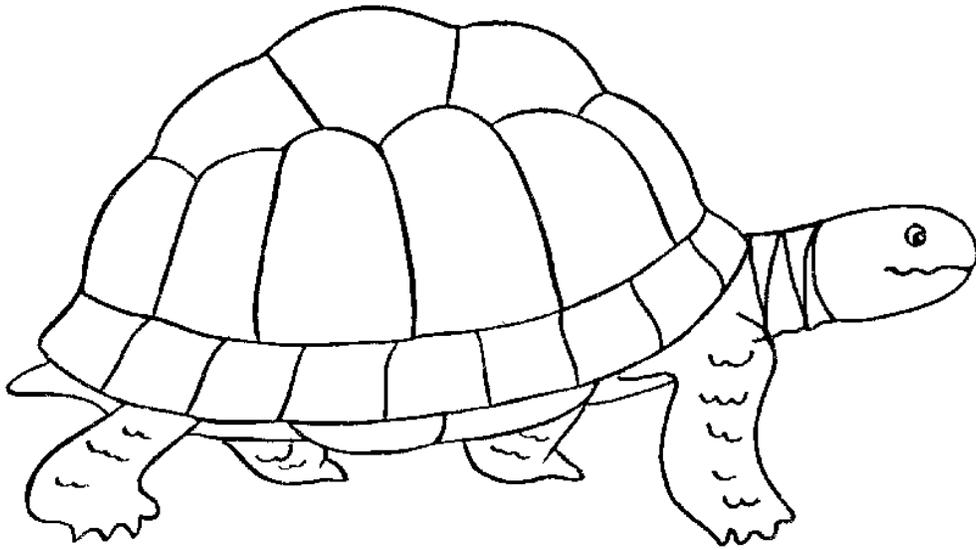
Familiarize your students with the following words – theater, play, actor, stage, costume, usher

Literacy and Writing

The rest of the activities in this guide will focus on one of Aesop's fables called *The Tortoise and the Hare*. The story is included in this guide. Before reading the story to your students, explain that it is called a fable, which means the story will teach us something. They will find out at the end what the story is teaching us.

Also, most students will not be familiar with the words "tortoise" and "hare." You can explain to them that a tortoise is a type of turtle and a hare is a type of rabbit. Use the pictures on the next page of this guide to help students learn the meaning of these two words.

After hearing the story, ask students what they learned. The moral of this fable is "Slow and steady wins the race." For your students, they may learn "don't run" or "take your time" or many other variations on the moral. After discussing the moral, Head Start students can use their journals to draw a picture illustrating what happens in the story.

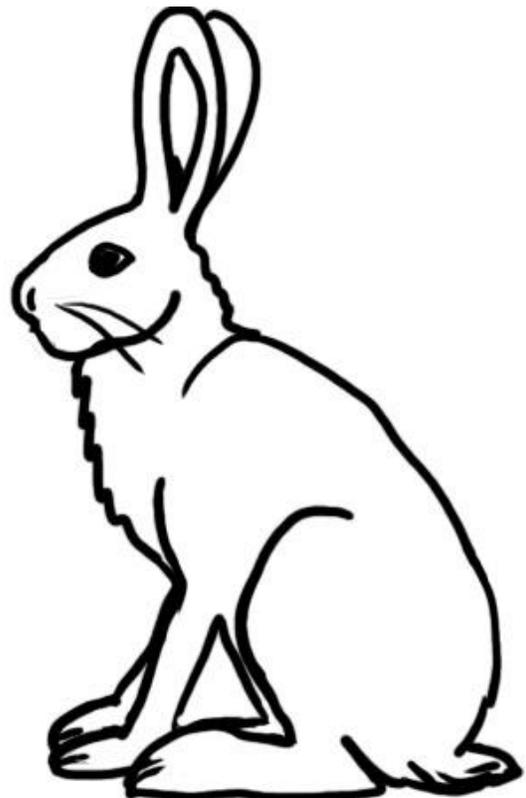


Tortoise

Turtle

Hare

Rabbit



The Tortoise and the Hare

There once was a speedy Hare who bragged about how fast he could run. Tired of hearing him boast, Tortoise challenged him to a race. All the animals in the forest gathered to watch.

Hare ran down the road for a while and then paused to rest. He looked back at Tortoise and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?"

Hare stretched himself out alongside the road and fell asleep, thinking, "There is plenty of time to relax."

Tortoise walked and walked. He never, ever stopped until he came to the finish line.

The animals who were watching cheered so loudly for Tortoise, they woke up Hare.

Hare stretched and yawned and began to run again, but it was too late. Tortoise was over the line.

After that, Hare always reminded himself, "Don't brag about your lightning pace, for slow and steady won the race!"

Fine Arts



Theatre – In most of Aesop’s Fables, the characters are animals. For Head Start dramatic play areas, gather stuffed animals and props for people who interact with animals, such as a zoo keeper or veterinarian.

Music – Sing the words below to the tune of *Mary had a Little Lamb*. First, sing the song at a medium speed to help the children learn the words. You can sing the first verse in a low-pitched tortoise voice, like a tortoise, and the second verse in a high-pitched voice, like a hare. Then, sing the first verse slow and second verse fast.

See the tortoise walking slow, walking slow, walking slow

See the tortoise walking slow; he has so far to go.

See the hare hopping fast, hopping fast, hopping fast

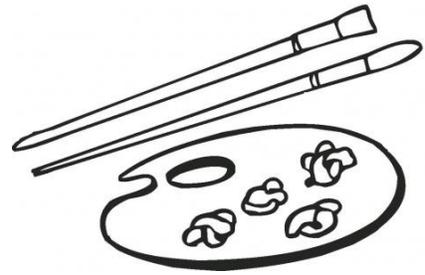
See the hare hopping fast, but he will finish last.



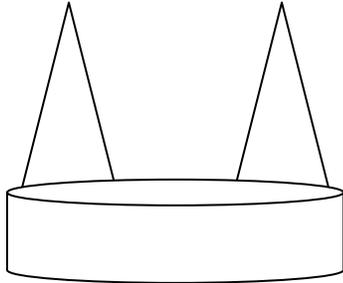
Dance/Movement – Ask students to show you how a tortoise moves (very slow, bent over or crawling) and then how a hare moves (quick hopping). Encourage the students to move like the animals and not simply run around the classroom.

Sing the song again, and have students move like each animal while they sing.

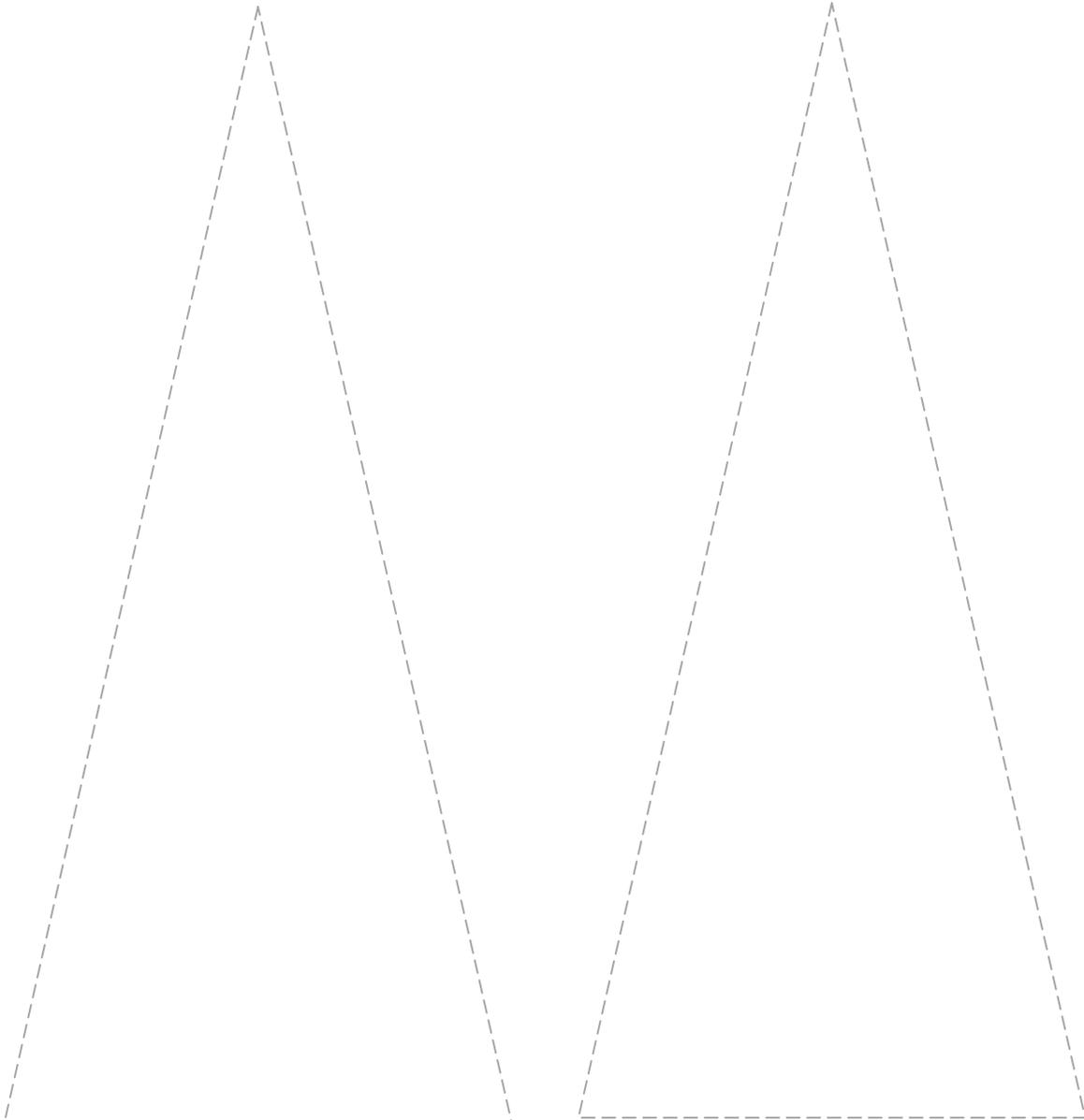
Visual Art – Students can make their own set of rabbit ears. Have students cut 2 big triangles out of construction paper. If students need help with the shape, you can copy this page and have them use the shapes below. Next, cut a strip of paper that is at least 2



inches wide and long enough to go around the student's head. Students can glue the triangles to the strip of paper, and then the teacher will have to help fit it to each child's head and secure with tape.



Students can wear their rabbit ears while singing the song and doing The dance/movement activity.



Other Activities

Science – Help students learn how to identify different animals, especially a tortoise (turtle) and a hare (rabbit). Show them a picture of each and explain that a tortoise is a type of turtle and a hare is a type of rabbit.

Take home activity (to send home with students the week before or after the show) – A coloring page of illustrating the story of The Tortoise and the Hare is included on the last page of this guide.

Snack – Both tortoises and hares eat carrots, so include carrot sticks or baby carrots in a 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?