



PRESCHOOL TEACHER'S GUIDE

The Arts Start program is supported by



Grow Up Great

Curious George: The Golden Meatball

Friday, April 20, 2018
10:30 AM & 12:30 PM



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 or through the mail to:

Amy Zepp
Performing Arts Services
University of Illinois Springfield
One University Plaza, MS PAC 397
Springfield, IL 62703

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

The play *Curious George: The Golden Meatball* is not based on one particular story, but rather it is a new story based on the character of Curious George and his many adventures.

The original story about Curious George was written by Margret and Hans Augusto (H.A.) Rey. Hans Augusto Rey was born on September 16, 1898, in Hamburg, Germany. He grew up near the world-famous Hagenbeck Zoo and developed a lifelong love for animals and drawing. Margarete Elisabeth Waldstein (who would be known to most of the world as Margret Rey) was also born in Hamburg on May 16, 1906. The two met briefly when Margret was a young girl, before she left Hamburg to study art. They were reunited in 1935 in Rio de Janeiro, where Hans was selling bathtubs as part of a family business and Margret was escaping the political climate in Germany. Hans and Margret were married in Brazil on August 16, 1935, and they moved to Paris. It was there that Hans published his first children's book, after a French publisher saw his newspaper cartoons of a giraffe and asked him to expand upon them. *Raffy and the Nine Monkeys* (*Cecily G. and the Nine Monkeys* in the British and American editions) was the result, and it marked the debut of a mischievous monkey named Curious George. After *Raffy and the Nine Monkeys* was published, the Reys decided that Curious George deserved a book of his own, so they began work on a manuscript that featured the lovable and exceedingly curious little monkey. For more information on the Reys or the creation of Curious George, please visit the official Curious George website at www.curiousgeorge.com.

The activities in this study guide were written to go with the story *Curious George and the Pizza Party* because that story and the story of the play are both about food.

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 *Curious George and the Pizza Party* George and his friends make and eat their own pizza. To reinforce learning about sequencing, ask your students how to make a pizza. Write down the different things they say, and be sure to keep the steps in the right order. For example:

1. Roll out dough
2. Spread on tomato sauce
3. Put on toppings
4. Sprinkle on cheese
5. Bake in the oven
6. Cut into slices
7. Eat

You may need to help your students think of all the different steps involved in making a pizza. You can also practice by mixing up the steps and having your students help you put them back in order.

Vocabulary – Your students may not be familiar with the following words from *Curious George and the Pizza Party*:

- curious
- excited
- turning
- flips
- apron
- dough
- flour
- rolling pin

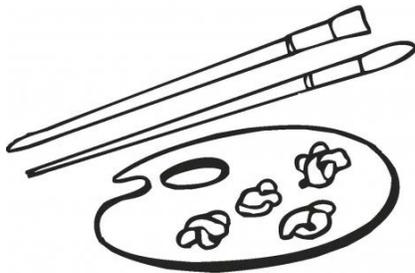
Fine Arts

Music – An important part of the story of *Curious George and the Pizza Party* is that all of George’s friends help him clean up the mess he made in the kitchen while rolling out the pizza dough. Do you have clean-up songs you sing in your classroom? You can sing a clean-up song together while you’re reading the story when you get to the part where the characters clean up.



If you don’t already have a favorite clean-up song, you can find lots of ideas and videos of clean-up songs online. Here’s one example, set to the tune of Twinkle Twinkle Little Star:

It is time to clean up now.
Clean up, clean up, we know how.
We can clean up; you will see
Just how clean our room can be.
It is time to clean up now.
Clean up, clean up, we know how.



Visual Art – In the story, George spends time playing with the pizza dough, rolling it out and cutting it into different shapes. Your students can use craft dough just like George used his pizza dough.

(If you don’t have Play-Doh in your classroom, you can make a simple salt dough by mixing together 4 cups of flour, 1 cup of salt, and 1 ½ cups of water. Add a bit more flour if your dough is too sticky or a bit more water if your dough is too dry and crumbly. You can store your dough in an air-tight container or ziploc bag until you are ready to use it.)

Give each student a bit of dough and have them practice rolling or pressing it out into a thin layer. You can use any smooth round object – like a fat marker – as a rolling pin. Or you can use your hands and fingers to smooch it out flat.

Once your students have a flat layer of dough, they can also cut it into a shape – just like George did in the story. George used scissors to cut his pizza dough, but for craft dough it would work better to use cookie cutters to make shapes.



Dance/Movement – The character of Curious George is a monkey, and monkeys move in different ways than people do. Ask your students to show you how they would stand if they were pretending to be a monkey like George. (squatting with knees slightly bent, shoulders hunched forward, arms stretched out and dangling down) How would you move if you were a monkey? How would you dance if you were a monkey? Ask your students to swing their arms back and forth or over their heads. You can put their movements together in a sequence to create your own Curious George dance.

Theatre – A mime is an actor who can tell a story without speaking any words. He or she uses only movement to show people what is happening in the story he or she is telling. You and your students can use movement to tell the story of how to make a pizza. Building on the sequencing activity (when you talked about the different steps of making a pizza), you can teach your students a simple movement for each step. For example:



1. Roll out dough – hold your hands in fists and move them away from you and back toward you like you're using a rolling pin
2. Spread on tomato sauce – hold your hand out flat and move them slowly back and forth in front of you, like your spreading the sauce with your hands
3. Put on toppings – use your hand to pretend to pick up the toppings one at a time and place them on the pizza
4. Sprinkle on cheese – hold your hands up and wiggle your fingers
5. Bake in the oven – pretend to open an oven door, put the pizza inside, and close the door OR pretend to pick up the pizza and hand it to a grown-up who will bake it
6. Cut into slices – pretend to hold a pizza cutter and move it back and forth in big diagonal lines in front of you
7. Eat – pretend to take a big bite and chew

Can you think of other steps to add to the story or different movements you can do for each step? See if your students can go through all the motions without using any words.

Other Activities

Take home activity – Before or after the performance, send home the coloring sheet found on the last page of this study guide.

Math – Cooking involves lots of counting and measuring. Your students can help you make the salt dough for the Visual Art activity by using a measuring cup to measure the ingredients. You can also use the Pizza Counting worksheet found on the next page to practice counting.

Snack – With any snack you are having, you can talk about whether or not that food is something you would eat as a pizza topping. What types of food are eaten on pizza? (cheese, meat, vegetables) Ask your students what their favorite pizza toppings are.

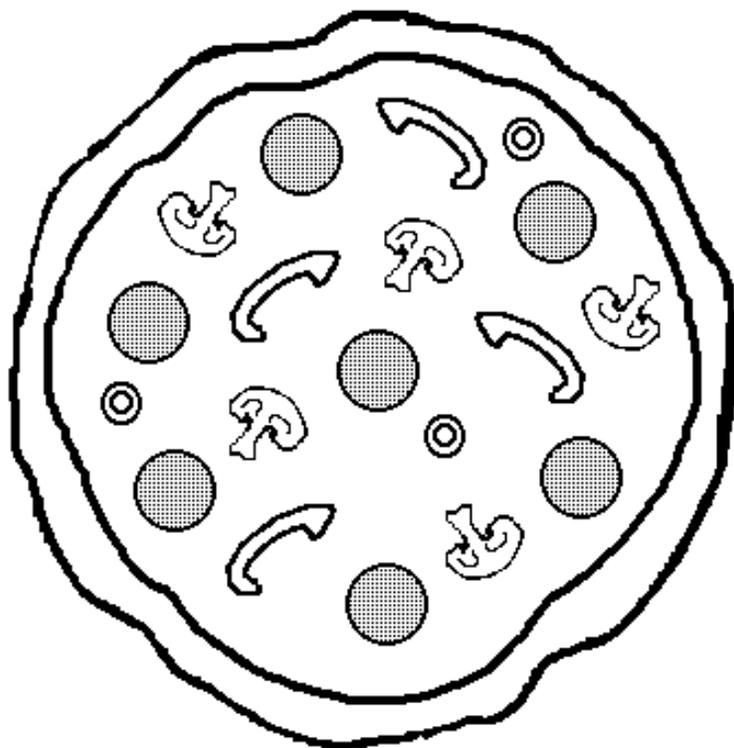
Post-show Discussion Questions

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?

Pizza Counting

Count the pictured items and fill in the blanks.



How many   ?

How many   ?

How many   ?

