



# PRESCHOOL TEACHER'S GUIDE

---

The Arts Start program is supported by



## Leo Lionni's Swimmy, Frederick, & Inch by Inch

Wednesday, February 26, 2014

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

SANGAMON AUDITORIUM 

The text 'SANGAMON AUDITORIUM' is written in a serif font. To the right of the text is a small icon of a dome, which is the logo for the University of Illinois at Springfield (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](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

---

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

---

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.

**Special Note:** The activities in this guide were created to go along with the book “Inch by Inch” by Leo Lionni. The play is based on this book, as well as “Swimmy” and “Frederick.”

### 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 the inchworm meets many different types of birds. Ask students to draw or write about different birds they know or have seen. Maybe they have seen robins or cardinals in the trees in their neighborhood, or maybe they have seen a big group of geese flying overhead. Maybe some have been to the zoo to see more unusual birds like peacocks.

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

- inchworm
- twig
- tail
- beak

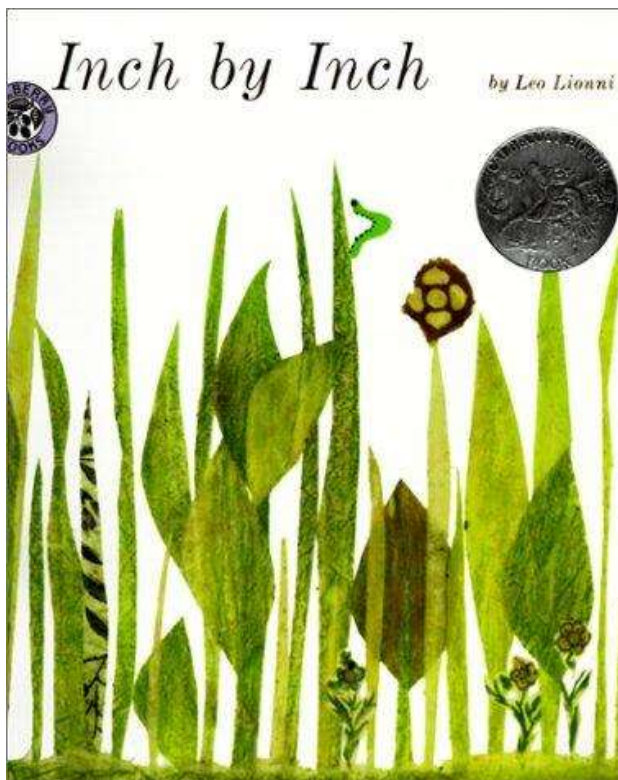
## Fine Arts



**Dance/Movement** – In the story, the inchworm uses its body to measure things. How can you use your body to measure things? Have students measure things in your classroom using just their hand, or arm, or finger. How many “hands” is the table where you sit?

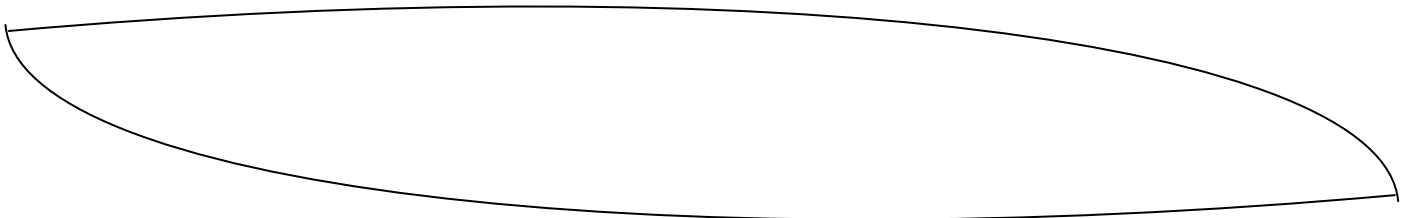
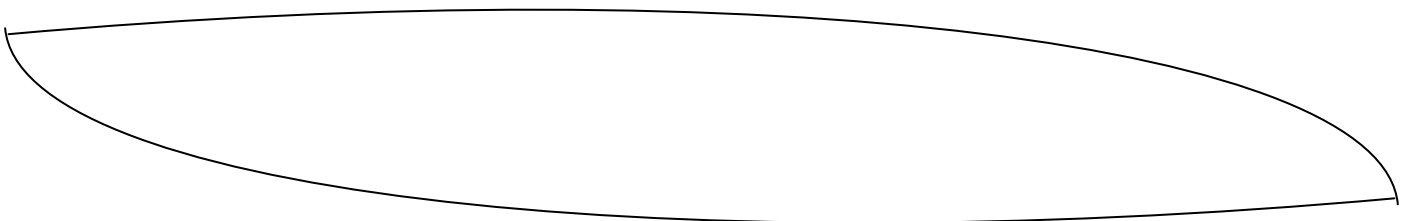
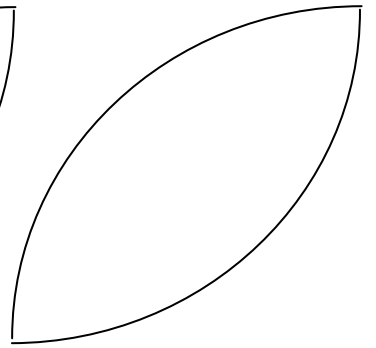
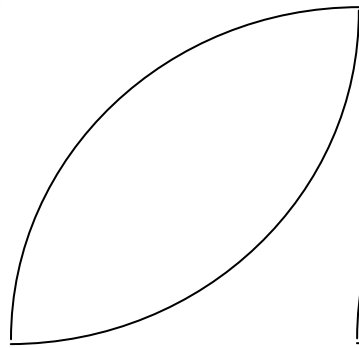
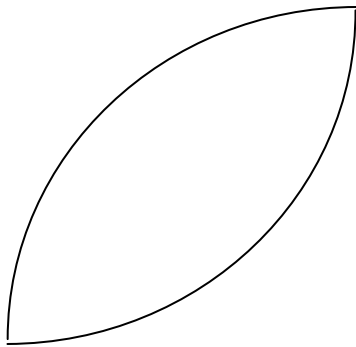
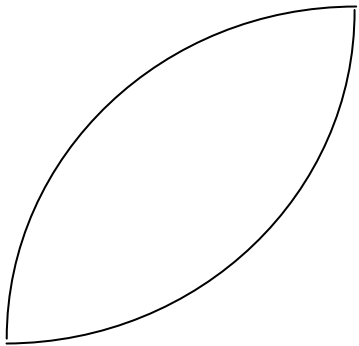
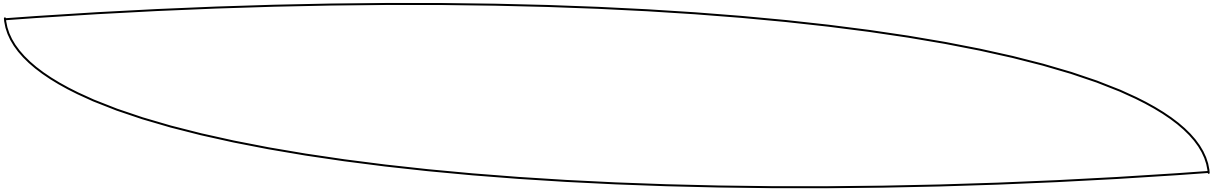
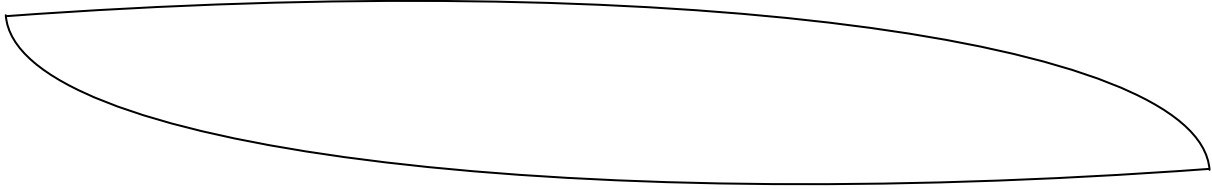
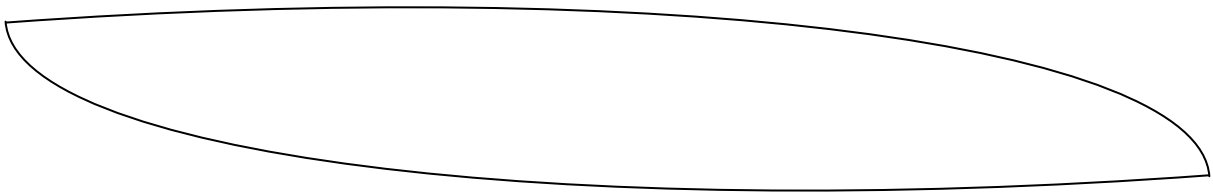
Practice walking with big steps – how many big steps does it take to walk across the room? Practice walking with small steps, heel to toe – how many small steps does it take to walk across the room?

**Visual Art** – Students can create pictures like the illustrations in the book by doing texture rubbings. (Look at the cover of the book for an example.) Give each student a copy of the blank leaves on the next page and pass out green, brown, and yellow crayons. Let students look around their classroom for different textures – maybe the floor is smooth and the wall is bumpy. You can also go outside to look for textures to color or bring in different textured items such as sandpaper or corrugated



cardboard. Students should lay their page of blank leaves on different surfaces and then color in each leaf with crayons; the texture from each different surface will appear as they color.

After they have filled in all the leaves with different textures, students should cut out each leaf and glue them all onto a blank piece of plain white paper. Don't forget to add a little green inchworm somewhere on the page. The teacher or student can use a green marker to draw it, or you can glue on green yarn or pipe cleaners or pom-poms to represent the inchworm.



**Theatre** – During the story, the inchworm meets seven different birds. Talk to your students about these different types of birds, focusing on the characteristics that make each one unique. (For example, the toucan is a bird that lives in the jungle and it has a very large beak.) You can show them the coloring page pictures found at the end of this study guide as you talk about each type of bird. After talking about the bird and looking at a picture of it, have students move around and pretend to be that type of bird. Below are some suggestions.



- flamingo – has a long neck and is pink – *hold your head up as high as you can to make your neck look very long*
- toucan – lives in the jungle and has a large beak – *put your hands at your mouth to make a large beak*
- heron – lives near water and has very long legs – *walk around lifting your knees up high, like you have very long legs*
- pheasant – has a very long tail – *pretend you have a long tail and wiggle it back and forth*
- hummingbird – a very small bird that can fly very fast – *keep your arms close to your body and move your hands like little short wings*



**Music** – Use the tune of “Frere Jacques” (“Are You Sleeping”) to sing a song about the inchworm in the story. The teacher can sing each line and have the students repeat it. For the third line of the song, insert any body part and have students point to that body part or move it as they sing about it.

<u>Teacher</u>	<u>Students</u>
Little inchworm	<i>Little inchworm</i>
Measure me	<i>Measure me</i>
How big is my _____	<i>How big is my _____</i>
Please tell me	<i>Please tell me</i>

## **Other Activities**

**Take home activity** – Before or after the performance, send home the coloring pages found at the end of this study guide.

**Math** – Work with your students on skills for measuring and counting, just like the inchworm in the story. You can start by just focusing on opposite words. Hold up two object and ask students to identify which is bigger and which is smaller.

- bigger, smaller
- shorter, longer or taller
- more, less

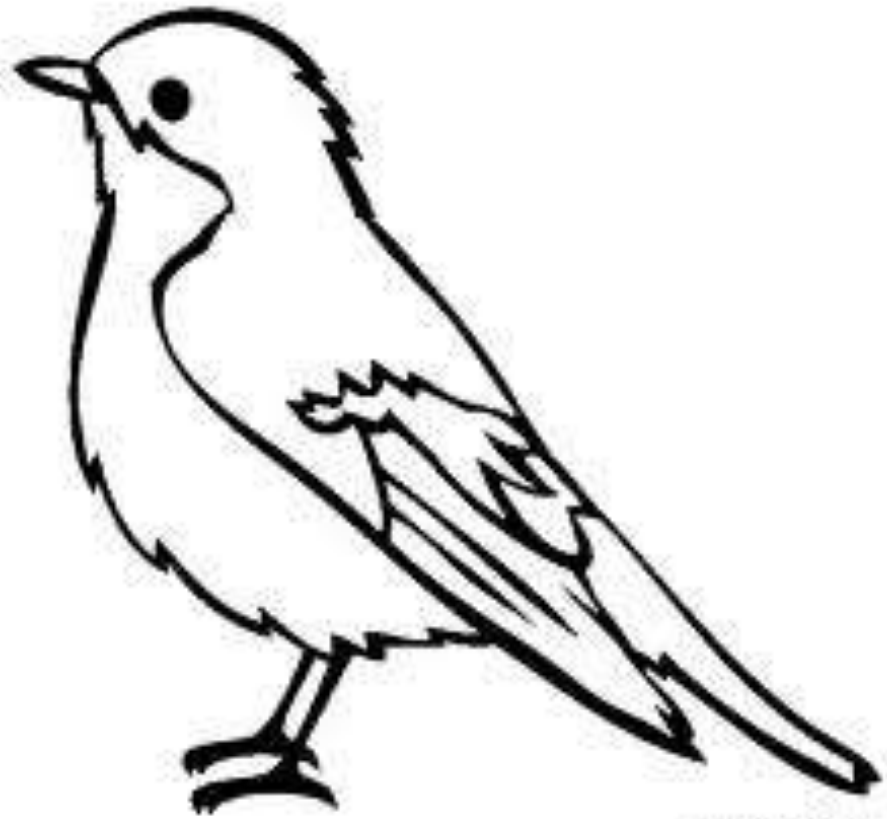
**Snack** – Put together a “bird food” mix of seeds and nuts. For fun, add a few gummy worms to the mix.

## **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?

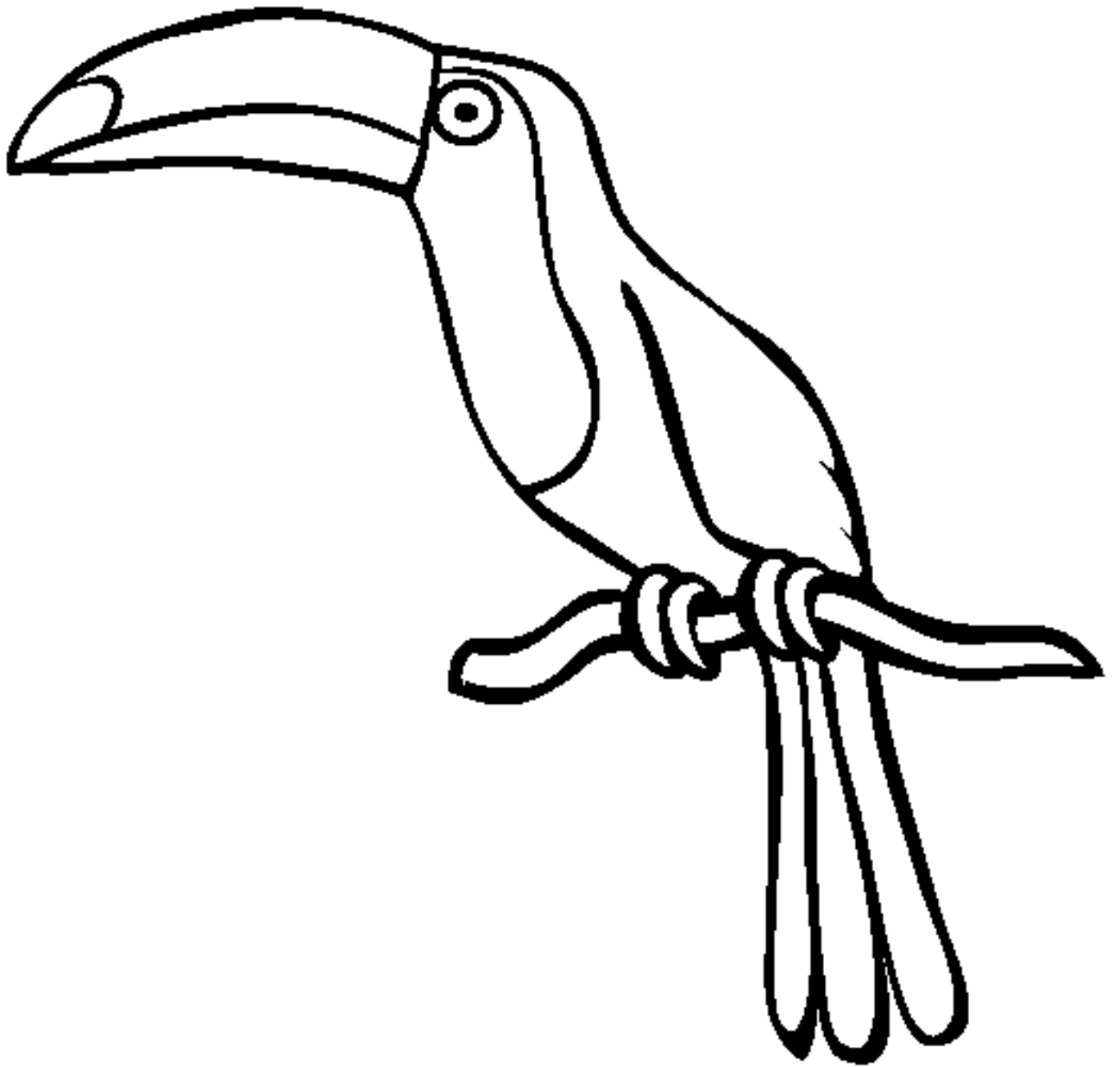




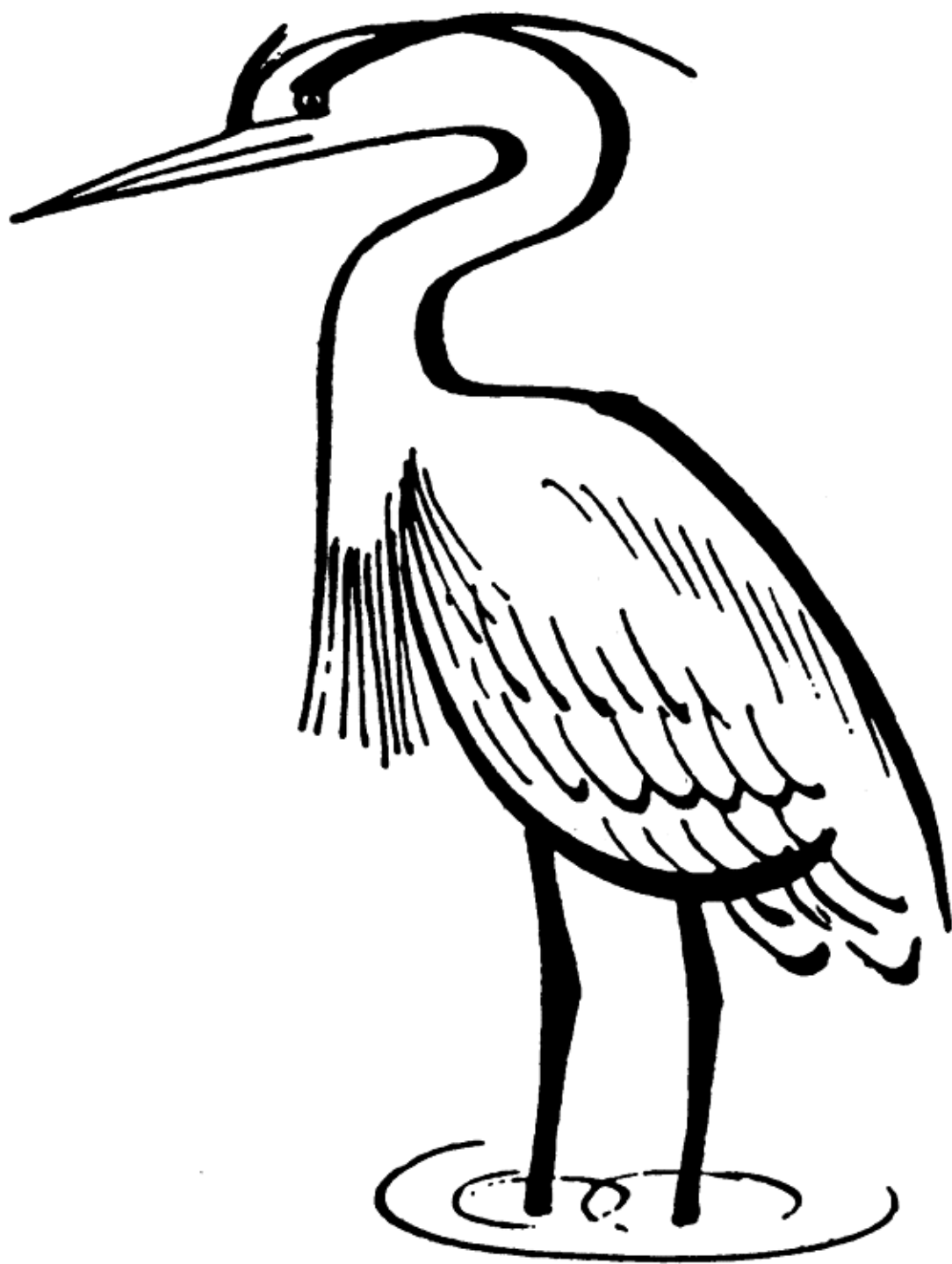
Robin



Flamingo



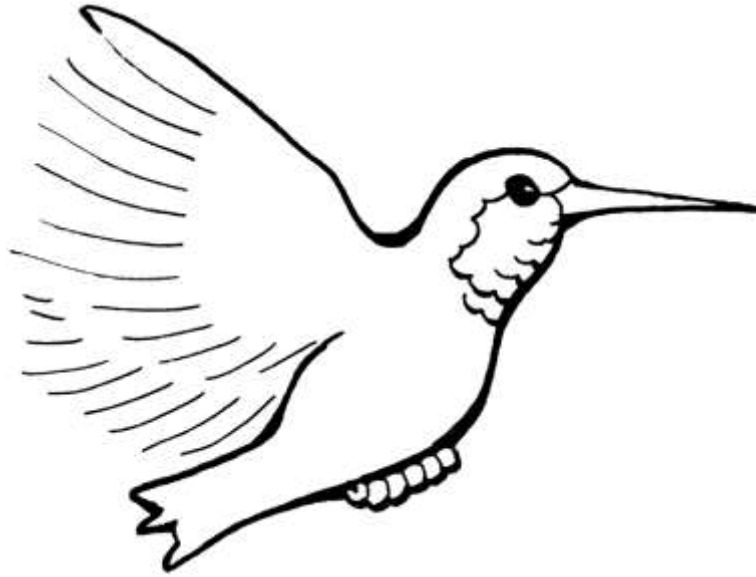
Toucan



Heron



Pheasant



Hummingbird



Nightingale