



# PRESCHOOL TEACHER'S GUIDE

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The Arts Start program is supported by



## Fancy Nancy and Other Story Books

Thursday, March 8, 2012  
10:00 a.m. & 12:30 p.m.

SANGAMON AUDITORIUM 

The text 'SANGAMON AUDITORIUM' is written in a black, serif font. A light gray, brushstroke-like underline is drawn beneath the text. To the right of the text is the logo for the University of Illinois at Springfield (UIS), which includes a stylized dome icon above the letters 'UIS'.



## Welcome!

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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](http://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

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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.



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

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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.

### **A note about this show:**

*Fancy Nancy and Other Story Books* is a collection of six story books in one show.

- *Fancy Nancy*
- *Duck for President*
- *Babymouse: The Musical*
- *Pirates Don't Change Diapers*
- *Leonardo, the Terrible Monster*
- *I Have to Go!*

The activities in this guide are all based on the story *Leonardo, the Terrible Monster*.

### **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

At the end of the story of *Leonardo the Terrible Monster*, Leonardo and Sam become wonderful friends. Ask students to think about what they would like to do if they were friends with Leonardo. Maybe they would play a game together or eat ice cream. Have students write or draw about what they would do. Then you can put all their pages together into a classroom book called *Leonardo the Friendly Monster*. The teacher can read the story to the class, or each student can explain his or her own page of the new story.

## Fine Arts



**Theatre** – Talk to students about expressing emotions and how we use our faces to show people how we are feeling. Ask them to name different emotions – happy, sad, scared, mad, excited, etc. Then ask them to pretend showing different emotions by showing you how they would look if they were happy, sad, scared, etc. To extend on this activity, ask students to use their whole bodies to show you different emotions. For example, if they are acting excited they might want to jump up and down.

**Visual Art** – Make monster masks using paper plates as a base.

Teachers will need to pre-cut eye holes. Students can use any craft supplies to create their monster masks. This can be an opportunity to use up small amounts of left over supplies from previous projects. Encourage students to be creative and make the most unique monster mask that looks different than what anyone else is making. Teachers should also punch holes in each side of the mask and tie a 12-inch piece of yarn through each hole. When the student is done creating his or her mask it, the student can hold it in front of their face and the teacher can tie the yarn in a bow to hold it in place.





**Dance/Movement** – How does a monster move? Ask students to pretend they are monsters and think about how they would move as a monster. Some students might reach up high and take big steps to be a big monster; others might squat down low and be a little monster that crawls on the floor. This activity can be done all together as a group, or each student can display his or her monster moves for the rest of the class. Students can wear their monster masks while they move like monsters.

**Music** – The following song can be sung to the tune of *Ten Little Indians*. While singing, students can hold up their fingers as they count the ten little monsters.

One little, two little,  
Three little monsters  
Four little, five little,  
Six little monsters  
Seven little, eight little,  
Nine little monsters  
Ten of them can't scare me!

Ten little, nine little,  
Eight little monsters  
Seven little, six little,  
Five little monsters,  
Four little, three little,  
Two little monsters,  
One of them can't scare me!

None of them can scare me!



### **Other Activities**

**Take home activity** – Before or after the performance send home the worksheet found on the following page.

**Snack** – In the story, Leonardo tries to scare the tuna salad out of Sam, so have some tuna salad for a snack. As an easier alternative, you can have some plain tuna with crackers.

## **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?

# THE SAME GAME

Cross off the little monster in each row that is not the same as the others and color them in.

