



PRESCHOOL TEACHER'S GUIDE

The Arts Start program is supported by



The Rainbow Fish

Monday, February 2, 2015

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 black, serif font.



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. 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

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.

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 play of “The Rainbow Fish” the characters use a magic mirror so that the audience can see what they would look like as fish. Ask your students to pretend they each have their own magic mirror. When they look into it, what do they see? Ask students to write or draw what they like most about themselves when they look in their magic mirrors.

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

- scales
- sparkling
- glide
- shimmer
- dazzling
- starfish
- coral
- octopus
- glittering
- peculiar
- whizzed

Fine Arts

Music – Sing these fun fish songs with your students and add your own movements.



I'm a Little Fishy

(to the tune of "I'm a Little Teapot")

I'm a little fishy; I can swim
Here is my tail, and here is my fin.
When I want to have fun with my friends,
I wiggle my tail and dive right in!

Fishy Pokey

(to the tune of "The Hokey Pokey")

Put your left fin in
Put your left fin out
Put your left fin in
And you shake it all about
You do the fishy pokey
And you turn yourself around
That's what it's all about

repeat with "right fin," "head," "tail fin," "whole self"



Dance/Movement – Tell your students that a group of fish is called a "school," and today your class is going to be a school of fish and swim around in your classroom. Tell your students to pretend that their arms are fins. Then you will show them different movements they can do with their fins. You can also use this activity to reinforce learning about directional words. Here are a few ideas:

- Fins up – both arms above your head
- Fins down – both arms down at your sides
- Swim to the left – lean to the left with your left arm down and right arm up
- Swim to the right – lean to the right with your right arm down and left arm up
- Circle – put your arms straight out and move your "fins" in small circle
- Think of your own "swimming" moves!

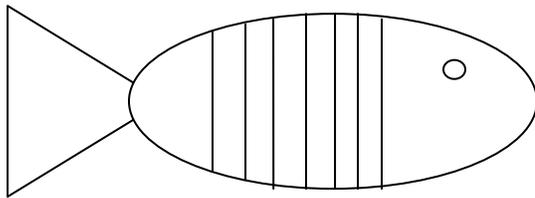
Try putting together different patterns for the students to copy – such as up, down, up, down, circle, circle, circle. Then gradually make the patterns more complex. Encourage your students to move slowly and gracefully, like they are swimming underwater.

For even more connection to the story and the play, the teacher can cut some long pieces of crepe paper or shiny ribbon to share with each student, the same way the Rainbow Fish shares his pretty shiny scales with the other fish in the story. Your students can hold the long ribbons and use them to emphasize their flowing, graceful movements as they "swim" around the classroom.

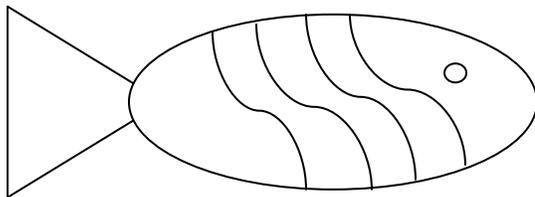
Visual Art – In the story “The Rainbow Fish” we see many different types of fish. You can make copies of the simple fish outline on the next page and have each student decorate his or her own fish. To expand the visual arts learning, you can have the students make striped fish and teach them about different types of lines.



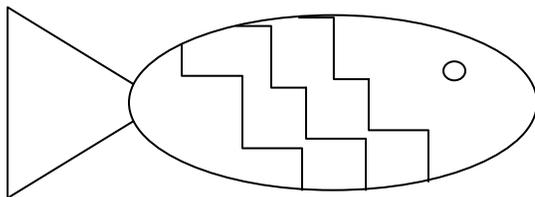
Straight lines



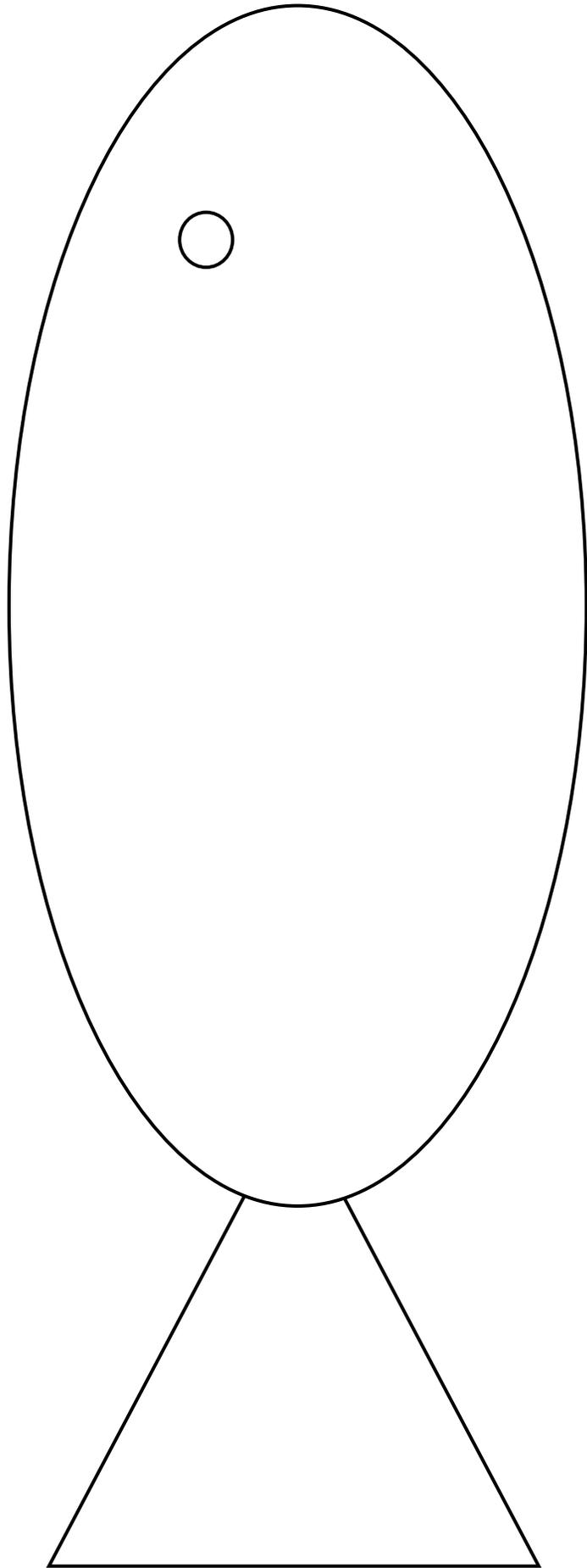
Curved lines, wavy lines, smooth lines



Jagged lines, zig-zag lines



You can display all the fish in on a wall in your classroom or in the hallway.



Theatre – The Rainbow Fish story uses many words to describe what the characters are feeling and how they are reacting to things that happen in the story:



- amazed
- proud
- shocked
- upset
- admire
- lonely
- troubled
- happy
- angry
- wavered
- playfully
- delighted

Go through these words with your students and help them to understand the meaning of some of the more difficult words. As you talk about the meanings, ask the students to use their faces and bodies to show you what these words look like.

In the play, the actors use a “magic mirror” to help the audience see what the fish world sees in the story. If you have a small handheld mirror in your classroom, your students can practice their expressions in front of the mirror and see what they look like as they’re showing you what the different feelings look like.

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 with your students about the ocean and share some fish facts with them.

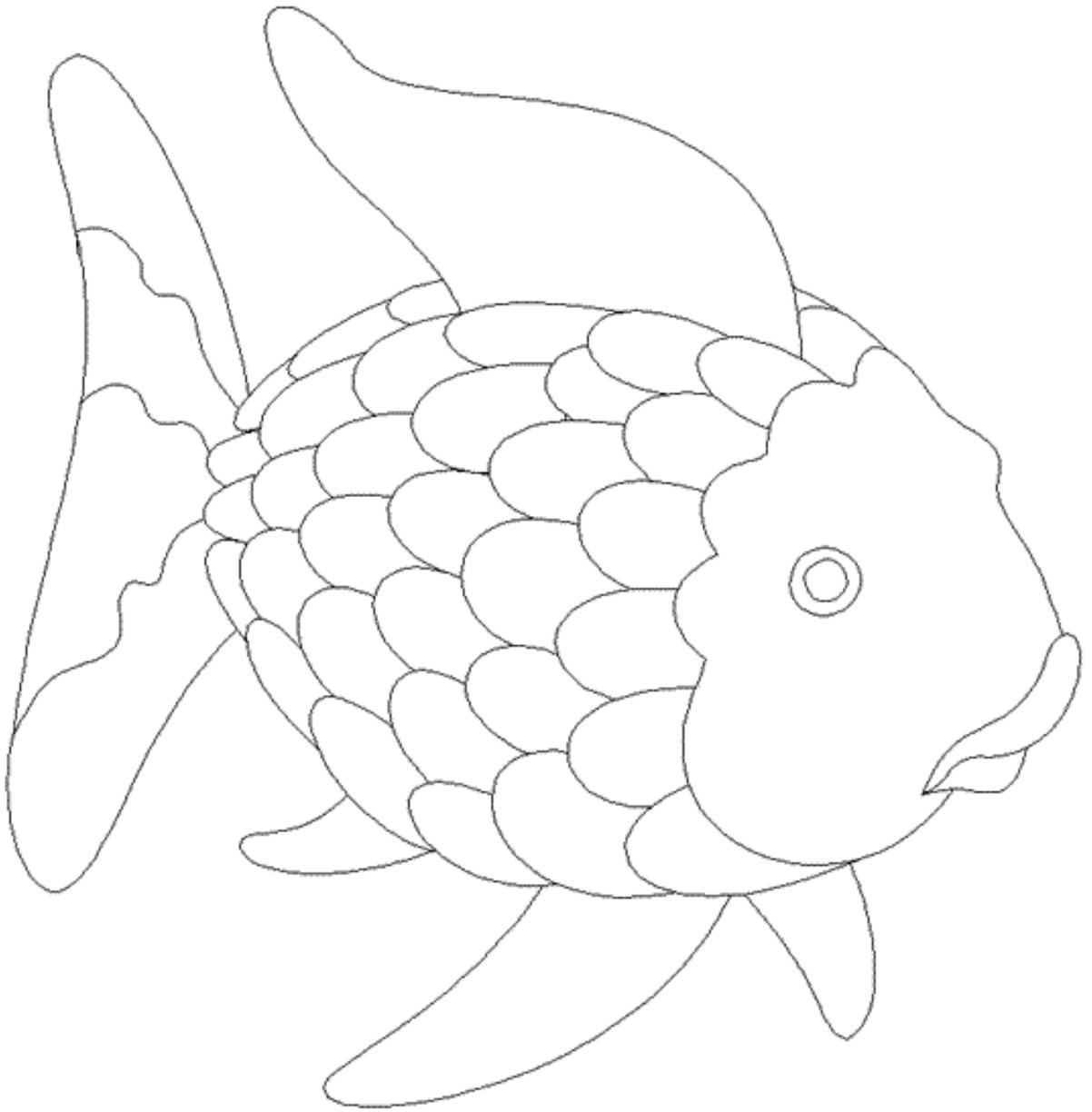
- Fish are covered in hard plates called scales. These scales help protect the fish.
- How can fish breathe underwater? They use small slits called gills. Through the gills, fish can breathe water as easily as you breathe air!
- Fish come in many different shapes and sizes. A whale shark, for example, can grow to more than fifty feet long!

Snack – Goldfish 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 Rainbow Fish