



PRESCHOOL TEACHER'S GUIDE

The Arts Start program is supported by



Grow Up Great

The Ugly Duckling & The Tortoise and the Hare

Friday, March 15, 2013

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

SANGAMON AUDITORIUM 

The UIS logo features a black silhouette of a dome, likely representing the Sangamon Auditorium, positioned above the letters 'UIS' in a bold, 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.



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

Ask your students to draw or write about what the duckling looked like at the beginning of the story and what he looked like at the end of the story. Ask them to think about how he has changed – did he get bigger, did he change colors? Emphasize the concept of sequencing by talking about “before” and “after.”

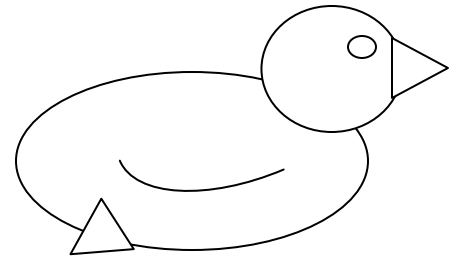
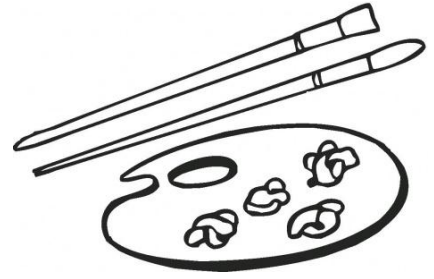
Vocabulary – Be sure your students are familiar with the following words from the story:

- Lake
- Nest
- Hatch
- Fluffy
- Duckling
- Different
- Cried
- Swan

Fine Arts

Visual Art – Help students learn and identify shapes by making a duck out of basic shapes. This activity will also help students practice cutting skills, identifying colors, and following directions. Give each student a copy of the worksheet on the next page. Each student will also need a blank piece of construction paper.

1. Color the oval brown.
2. Color the circle green.
3. Color the triangles yellow.
4. Cut out the oval and glue it in the middle of your piece of paper. This is the body of your duck.
5. Cut out the circle and glue it on the edge of your oval on the upper right side. This is the head of your duck.
6. Cut out the 2 triangles. Glue one on the front edge of the circle to be your duck's beak and the other on the lower left edge of your oval to be your duck's foot.
7. When you are done, students may want to decorate their ducks by drawing on a wing and eye.

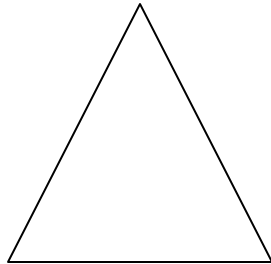
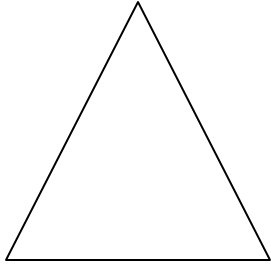
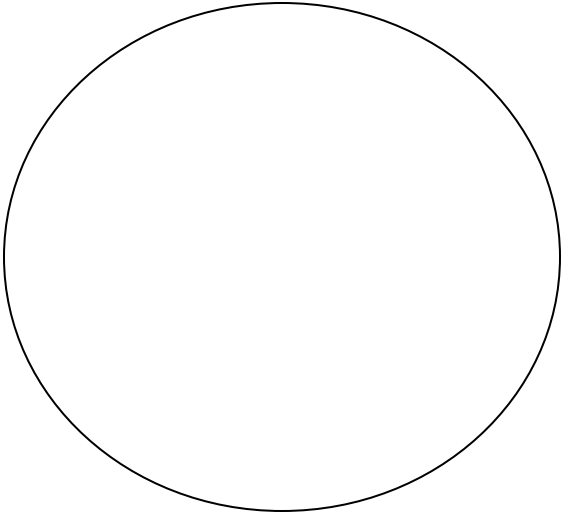
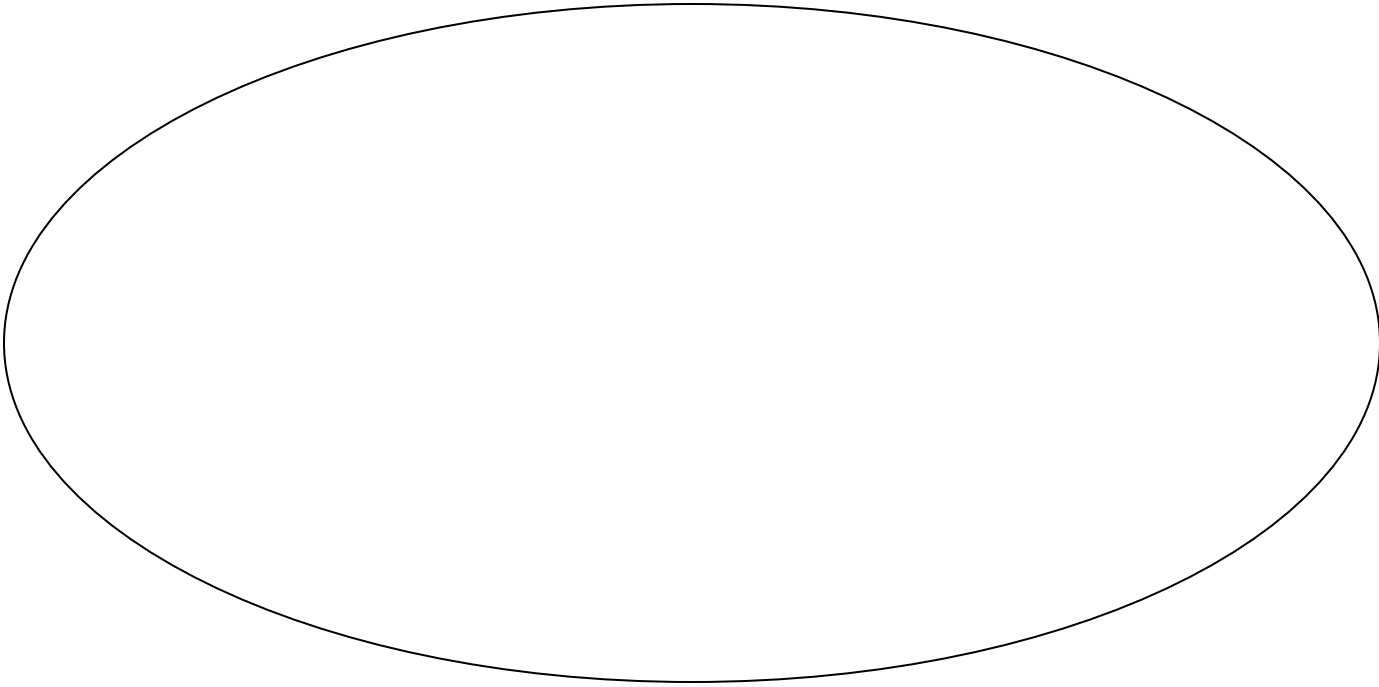


Dance/Movement – Ask your students to pretend that they are baby ducklings, and you are going to teach them how to fly. Have them stick out their arms and pretend their arms are wings. Then you will show them different movements they can do with their wings. You can also use this activity to reinforce learning about directional words. Here are a few ideas:

- Wings up – both arms above your head
- Wings down – both arms down at your sides
- Fly to the left – lean to the left with your left arm down and right arm up
- Fly 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 “wings” in small circle
- Think of your own “flying” 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.

You can do this activity in the classroom by just having students move their arms, or you can do it in a bigger space, or outside, which would allow room to move around as a group.





Theatre – In the middle of the story, the little duckling is alone and scared. Ask students what it means to be scared or afraid of something. Then ask them to show you what it looks like to be scared. Encourage them to use both facial expressions and body language. Then ask them to show you how they would express other feelings, such as happy, tired, excited, angry, etc.

Music – Lead your students in saying the rhyme below about ducks. At the end of each line of the first verse are suggestions for movements.



Five Little Ducks

Five little ducks, went out to play *(hold up five fingers)*
Over the hills, and far away. *(hold hand to eyebrows)*
When the mother* duck went "Quack Quack Quack" *(motion "quack" with your hand)*
Four little ducks came waddling back. *(make wings with arms and move elbows up and down)*

Four little ducks, went out to play
Over the hills, and far away.
When the mother* duck went "Quack Quack Quack"
Three little ducks came waddling back.

Three little ducks, went out to play
Over the hills, and far away.
When the mother* duck went "Quack Quack Quack"
Two little ducks came waddling back.

Two little ducks, went out to play
Over the hills, and far away.
When the mother* duck went "Quack Quack Quack"
One little duck came waddling back.

One little duck, went out to play
Over the hills, and far away.
When the mother* duck went "Quack Quack Quack"
No little ducks came waddling back.

No little ducks went out to play,
Over the hills and far away,
When the mother* duck went "QUACK, QUACK, QUACK" *(this time shout!)*
Five little ducks came waddling back.

**You can substitute "father" or "teacher" or another descriptive word in place of "mother."*

Other Activities

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

Bullying – In *The Ugly Duckling*, the duckling gets very sad when people make fun of him for being different. Ask your students, “What are ways you can make somebody feel better if they are feeling sad or left out?”

Science/Weather – The story takes place over several months, and during that time the weather changes. When the little duckling is hatched it is warm and sunny, but as the story goes along it turns to winter and he becomes very cold. Talk about how the weather changes for different seasons. The ducks in the story have feathers to keep them warm. Ask students to tell you about what they wear during different times of the year.

Snack – Make your own duck snack mix! Ducks eat a variety of foods, including small fish, snails, worms, grass and weeds, algae and aquatic plants, small amphibians, insects, seeds and grain, small berries, fruits and nuts. Make your own version of duck food by mixing together goldfish crackers, gummy worms, sunflower seeds, dried fruit, and nuts.

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 Ugly Duckling