



PRESCHOOL TEACHER'S GUIDE

The Arts Start program is supported by



Spot

Friday, May 8, 2015

10:00 AM & 12:30 PM

SANGAMON AUDITORIUM 



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

In the play, Spot has a lot of animal friends at the farm. If you had a farm, which animals would you want to see on your farm? Ask students to write or draw about the animals they would like to see on their farms.

Vocabulary – In this story, Spot is looking for baby animals on the farm. Teach your students these words for baby animals. You can also teach them the different singular and plural forms of the animal names.

- | | |
|--------------------|----------|
| • dog/dogs | puppy |
| • cow/cows | calf |
| • horse/horses | foal |
| • rabbit/rabbits | bunny |
| • chicken/chickens | chick |
| • sheep/sheep | lamb |
| • duck/ducks | duckling |
| • goose/geese | gosling |
| • pig/pigs | piglet |
| • cat/cats | kitten |

Fine Arts



Theatre – Ask students to pretend that they are dogs, like Spot. How do dogs move? What sounds do dogs make? How do dogs show when they are happy or sad?

Music – Sing Old MacDonald with your students. Before singing, talk about the different animals in the story and the noises they make.

*Old MacDonald had a farm,
E-I-E-I-O.*

*And on his farm he had a cow,
E-I-E-I-O.*

*With a moo, moo here,
And a moo, moo there.
Here a moo, there a moo,
Everywhere a moo, moo.*

*Old MacDonald had a farm,
E-I-E-I-O.*



- cow – moo
- horse – neigh
- chicken – cluck
- sheep – baa
- duck – quack
- goose – honk
- pig – oink
- cat – meow
- dog – ruff

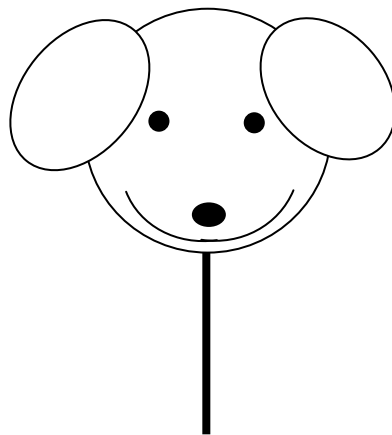
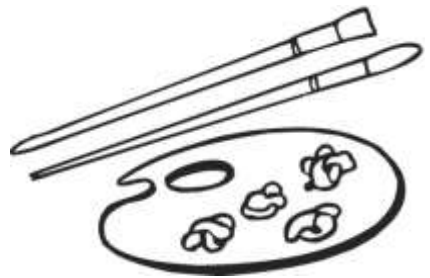


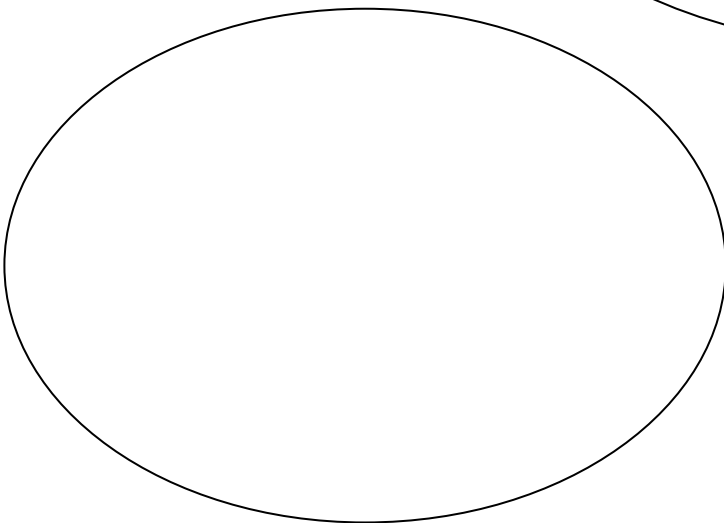
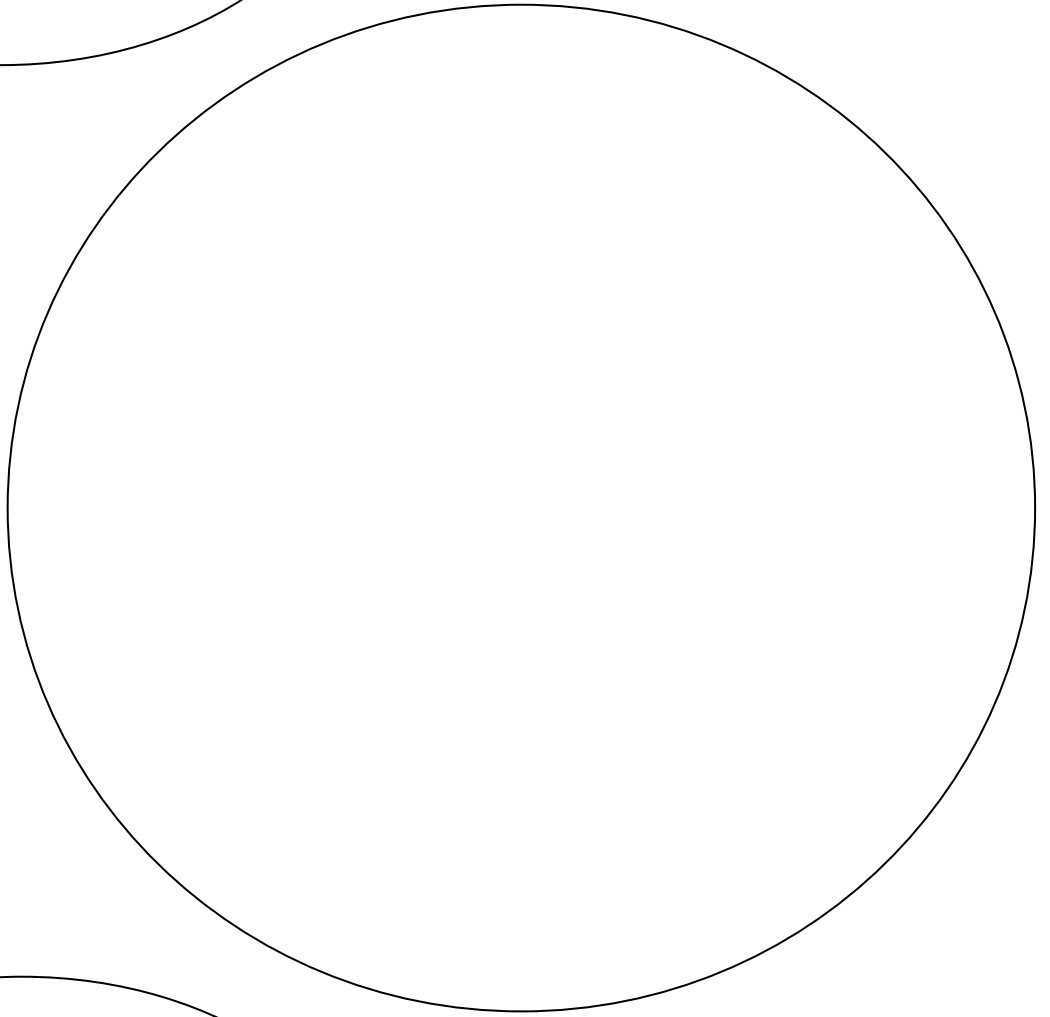
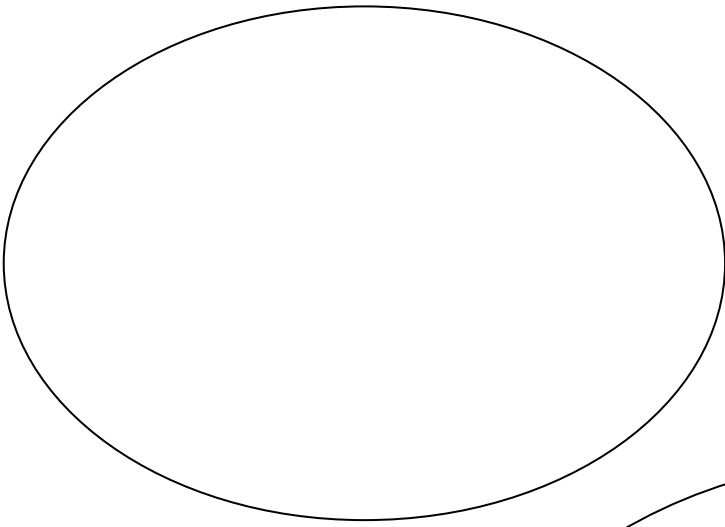
Dance/Movement – Talk with your students about all the different types of animals in this story and how those animals move. Chickens and geese have wings they can flap. Pigs are big and round and move very slowly. Horses can shake their manes and tails. What is different and special about each animal?

Visual Art – This play uses puppets to tell the story of Spot’s adventure. You and your students can make your own simple stick puppets that you can use to tell more stories about Spot.

To make your puppet look like Spot, use yellow construction paper. You can photocopy the shapes on the next page for your students to cut out.

1. Cut one big yellow circle for Spot’s face.
2. Cut two big ovals for Spot’s ears.
3. Use a black marker to draw two small eyes, a smile and a nose.
4. Tape or glue a popsicle stick or a straw to the back of each puppet.





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 – In the story, Spot visits all the animals who live on the farm. Talk with your students about where animals live. Some animals live in our houses with us; some animals live on farms; some animals live in the jungle; some animals live in the ocean. Find pictures of different animals from magazines or coloring books and have your class help you sort the animals into different categories depending on where they live. You can get a big piece of paper for each category, and your students can help you tape the animal pictures onto the correct paper.

Snack – Talk with your students about what all the different animals in the book would eat. Graham crackers can be a kid-friendly version of dog biscuits. Also, in the story Spot finds a goose behind a big basket of apples. You can talk with your students about how apples are grown on farms while eating apple slices.

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?

