



PRESCHOOL TEACHER'S GUIDE

The Arts Start program is supported by



Grow Up Great



Big Hollywood Adventure

Monday, February 6, 2023

10:30 AM & 12:30 PM



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 K-2 students, is available on the UIS Performing Arts Center website at <https://uispac.com/education/class-acts>. 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 Staley Class Acts series is supported in part by the Elizabeth and Robert Staley Class Acts Endowment, the Helen Hamilton Performing Arts Endowment for Youth, and a grant from the Illinois Arts Council Agency.



The Arts Start program is an initiative of **University of Illinois Springfield's UIS Performing Arts Center** 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

Staley Class Acts
Sangamon Auditorium, UIS
One University Plaza, MS PAC 397
Springfield, IL 62703-5407

We love sharing student work with our *Staley 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.

ABOUT THE SHOW

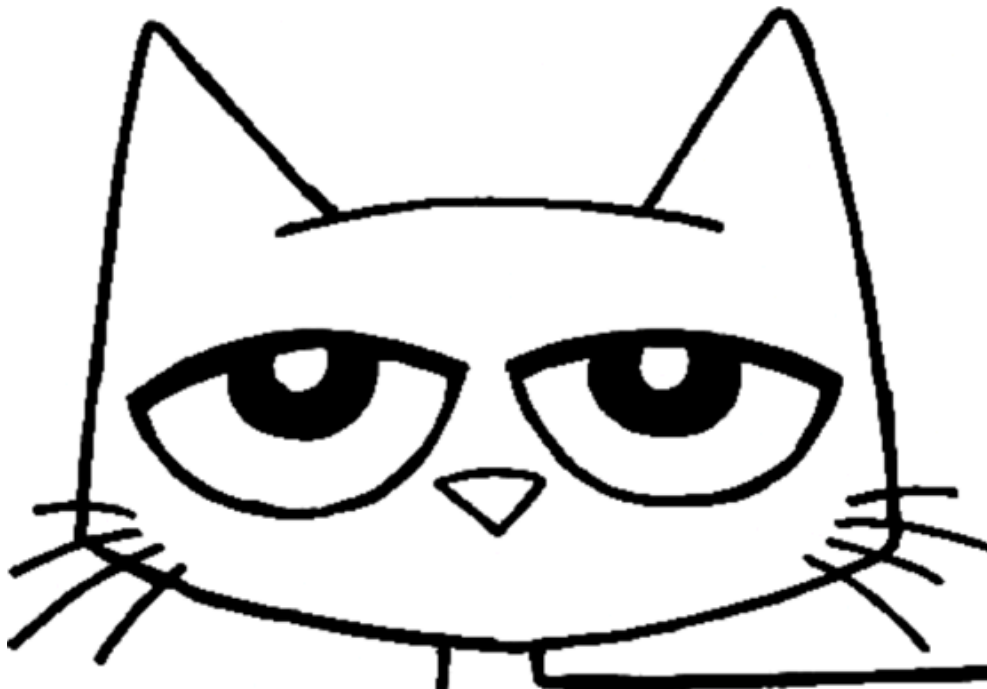
Lights...Camera...Action!

When Pete the Cat and his buddy Callie the Calico sneak into Hollywood Studios, they get lost in the world of the movies. Join Pete, Callie, and their new friends for this rockin' new musical adventure that features several fun-filled Pete the Cat books including: **CAVECAT PETE, PETE THE CAT AND THE TREASURE MAP**, and **PETE THE CAT AND THE COOL CAT BOOGIE.**

CAST OF CHARACTERS!

PETE THE CAT: Pete the Cat is a super zen rockin' cat with blue fur. He's always excited for adventures but can get easily distracted. He is the life of the party but sometimes gets carried away. His best bud is Callie the Calico.

CALLIE THE CALICO: Callie the Calico is a kind and brainy cat who loves the movies. She is very smart in a variety of subjects. She is always on time and very focused on her activities and goals. Her best bud is Pete the Cat.



CAST OF CHARACTERS!

ETHYL: Ethyl is a shy dinosaur who opens up to Pete and Callie on their adventure. She sings a song about her favorite thing in the world...vegetables!

SECURITY GUARD: A strict security guard who loves Hollywood and guards the Hollywood sign. This character also has another secret job that is revealed in the musical!

ROBO-PETE: Pete' the Cat's super excited robot friend who is the "BEST" at everything he does.



BEFORE & AFTER THE SHOW!

Being an audience member at a live theater performance is a special experience that we're excited to share with you!

Since this is a live performance, the performers can see and hear you in the audience. Please be mindful of the performers and other audience members around you by paying close attention to the story being shared on stage.

The energy of the audience is essential to the live theater experience, so please know you are encouraged to react and laugh at moments you find funny, applaud after musical numbers, and cheer for the performers at end of the show! Just remember to be respectful of the performers (so they can focus on their jobs!) and other audience members (so they can enjoy the story too!).

We hope you will enjoy your experience as an audience member at **PETE THE CAT'S BIG HOLLYWOOD ADVENTURE!**

BEFORE & AFTER THE SHOW!

Theater is a community experience. We encourage you to discuss the theater performance as a class before and after the show to prepare for and reflect on your experience.

Discussion Points: Before the Show!

- Can anyone define what a PLAY is? How about a MUSICAL?
- Have you ever attended a play or musical? If so, what do you remember about your experience?
- Is this your first time experiencing a play or musical? If so, what do you think the experience will be like?
- What do you think the show is going to be about?
- What is the job of the audience at a live theater performance?

Discussion Points: After the Show!

- What was your favorite scene or moment in the show and why?
- How did the sound, costumes, or set help make that moment special for you?
- Which character do you relate to most and why?
- What was the main problem or conflict in the musical? How did the characters solve that problem?
- Was there a lesson or moral in the musical? How can we use that lesson in our classroom or with our friendships?
- Was there a moment in the story that surprised you?
- If you had to summarize your theatre experience at PETE THE CAT'S BIG HOLLYWOOD ADVENTURE in three words, what would they be?

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.

Fine Arts

Music – The *Pete the Cat* books are usually filled with rhythm and rhymes, making them very musical when said/sung out loud.

- Rhythm – the pattern of short and long sounds and rests – You can speak in rhythm, even if you aren't singing. I bet you and your students can find phrases in the books where you can clap along with the rhythm of the words.
- Pitch – the “highness” or “lowness” of sound – Some words in the song can be a higher or lower pitch than others.
- Form – Form is the structure of a song or a rhythmic poem. Use song
 - Echo – have students repeat a line of the song after you say/sing it. For example:
 - Leader: “I’m rocking in my school shoes”
 - Students: “I’m rocking in my school shoes”
 - Call & Response – the leader will say/sing the beginning of a line from the song (the call) and the students finish the line (the response). For example:
 - Leader: “I’m rocking”
 - Students: “in my school shoes”



Don't forget to use gestures (pointing to yourself and then to your students) to help them know when it is their turn to speak.

Dance – Cool Cat Boogie – Dance along with Pete

Dance along with Pete the Cat in this animated video: <https://go.uis.edu/CoolCatBoogie>

Here are the instructions that structure Pete's dance. You can call these out if you cannot access the video.

1. Slide right...shake your tail.
2. Slide left...shake your tail.
3. Now clap, clap, clap real smooth, you've got the groove
4. Jump front
5. Rock and roll
6. Jump back
7. Rock and roll
8. That's neat you got the beat
9. Grab your air guitar and rock it out like Pete

Dance – Cool Cat Boogie featuring students

In *Cool Cat Boogie*, Pete asks several of his friends to show a dance to him and then he joins in. Using a verbal teacher/student echo, try calling out one individual student at a time to show a dance move that the class can join in on. The echo can go like this:

TEACHER: Hey, NAME OF STUDENT!
STUDENTS: Hey, NAME OF STUDENT!
TEACHER: How do you dance? How do you groove?
STUDENTS: How do you dance? How do you groove?
TEACHER: Can you teach me how to move?
STUDENTS: Can you teach me how to move?

After “Can you teach me how to move?”, the student can do their dance move and the rest of the class can join in on the move after they watch it for a few seconds. The teacher can then start the echo again, calling on a different student.

If you don’t have time to call on each student individually, be sure to end with a callout when everyone gets to do their own personal dance all at once. The start of that callout can be “Hey, class!” or “Hey, friends!”

You can also make up gestures that the students repeat in addition to the verbal repeat of the echo. For example, the words “How do you dance?” can be accompanied by a palms-up shoulder shrug and “How do you groove?” can be accompanied by moving hips from one side to the other.

Theatre – In many Pete the Cat stories, sentences are often repeated multiple times throughout the story, such as the sentence, “I’m rocking in my school shoes” from the book of the same name. You can use a sentence like this to have your students practice speaking with different emotions. How can you change the way you say the sentence? Faster or slower? Higher or lower voice pitch? Louder or softer? Try saying the sentence in a way that shows each of these emotions:

- happy
- excited
- worried
- sad
- angry



What other emotions can you and your students think of?

Other Activities

Take home activity – Before or after the performance, send home the coloring sheet (with color names) found on the last page of this study guide.

Math – Practice counting with your students by opening a Pete book to any page and counting how many cats you see. Some pages have just one cat, while others have many; and some pages have pictures of cats (such as on the covers of books in the library) along with the cat characters.

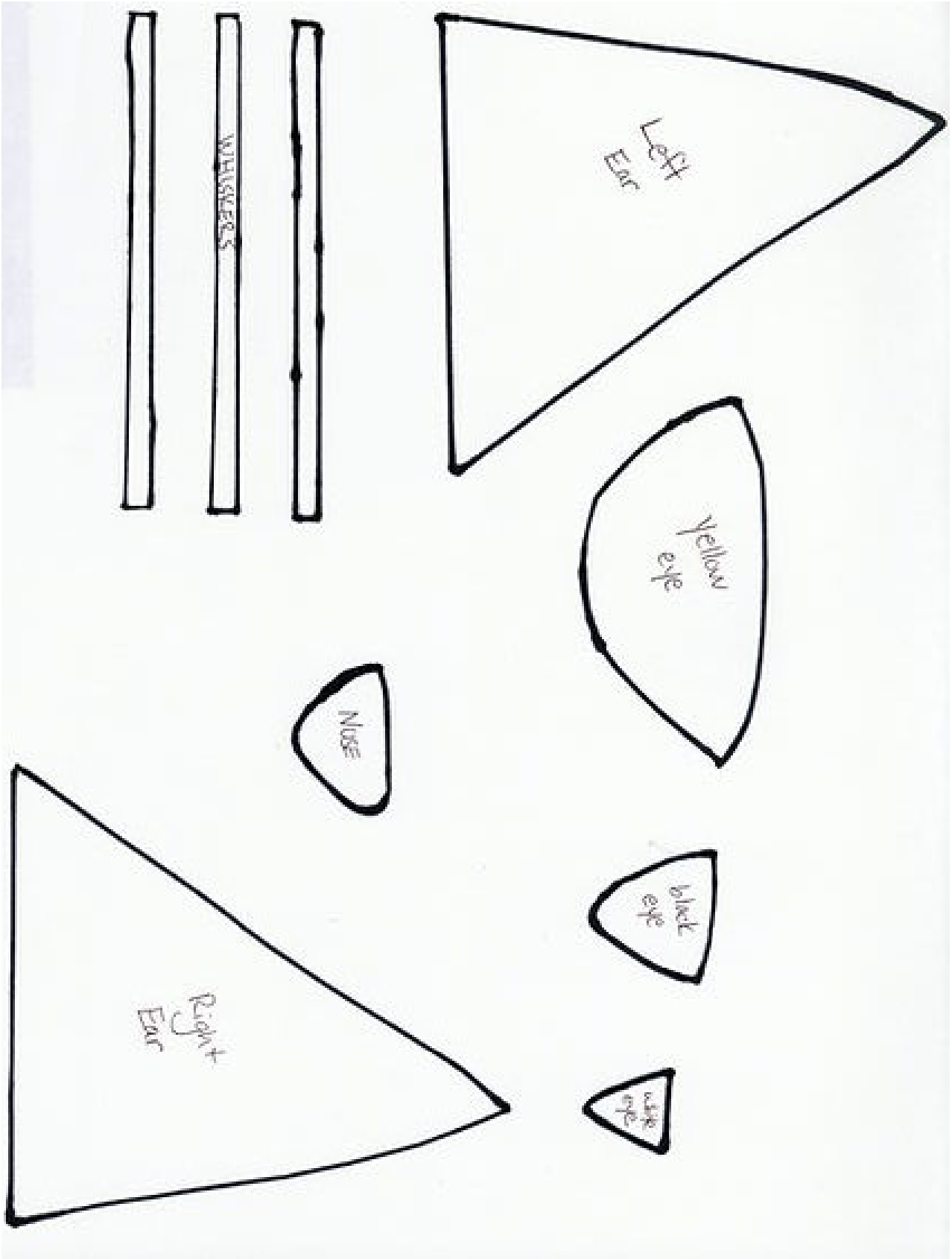
Snack – In the story *Pete the Cat: Too Cool for School*, we see a picture of Pete’s lunch, which includes an apple, a carton of milk, a fish, and goldfish crackers; any of these can be included in your snack. Ask your students what kind of food a real cat eats. Maybe some of your students have a pet cat at home.

Cut-and-paste Craft - Pete the Cat face



Use the patterns on the next page to make all the pieces needed for this Pete the Cat face

<https://mesalisbury.wixsite.com/theodunklibrarian/single-post/2018/01/10/Story-Time-Pete-the-Cat>



It's Pete the Cat!



Name: _____