A Teacher’s Guide to

“Giggle, Giggle, Quack” by Dallas Children’s Theater
Dear Educator,

As you make plans for your students to attend an upcoming presentation of the Arts for Youth program at the Lancaster Performing Arts Center, we invite you to prepare your students by using this guide to assure that from beginning to end, the experience is an educationally enriching and a memorable one.

The material in this guide is for you. We provide activity and/or discussion ideas, and other resources that will help to prepare your students to better understand and enjoy what they are about to see, and to help them connect what they see on stage to their studies. We also encourage you to discuss important aspects of the artistic experience, including audience etiquette.

We hope that your students find their imagination comes alive as lights shine, curtains open, and applause rings through Lancaster Performing Arts Center. As importantly, we hope that this Curriculum Guide helps you to bring the arts alive in your classroom.

Thank you for helping us to make a difference in the lives of our Antelope Valley youth.

Arts for Youth Program
Lancaster Performing Arts Center, City of Lancaster

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Overview of the California Content Standards for Public Schools

Our Arts for Youth program addresses and supports California Content Standards for K-12 education.

- **English Language Arts: Kindergarten, 3.1** Distinguish fantasy from realistic text.
- **English Language Arts: Kindergarten, 3.3** Identify characters, settings, and important events.
- **English Language Arts: Gr 1, 1.1** Understand and follow one- and two-step oral directions.
- **English Language Arts: Gr 1, 1.2** Share information and ideas, speaking audibly in complete, coherent sentences.
- **English Language Arts: Gr 1, 3.1** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.
- **English Language Arts: Gr 1, 3.2** Describe the roles of authors and illustrators and their contributions.
- **English Language Arts: Gr 1, 3.3** Recollect, talk, and write about books read during the school year.
- **VPA-Theatre: Grade 2**
  - 1.0 Artistic Perception
    - Development of the Vocabulary of Theatre: 1.1 Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.
  - 3.0 Historical and Cultural Context
    - Role and Cultural Significance of Theatre: 3.1 Identify theatre and storytelling forms from different cultures.
- **VPA-Theatre: Grade 5**
  - 3.0 Historical and Cultural Context
    - Role and Cultural Significance of Theatre: 3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.
- **VPA-Music: Grade 5**
  - 3.0 Historical and Cultural Context
    - Role of Music: 3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).
Overview of California Content Standards (Cont.)

- **Diversity of Music: 3.4** Describe the influence of various cultures and historical events on musical forms and styles.

Content standards adopted by the California State Board of Education. For more information, visit: [http://www.lpac.org/arts-for-youth.cfm](http://www.lpac.org/arts-for-youth.cfm)

**Curriculum Connections**

Literature-Based Communication & Language Arts (Reading, Writing & Speaking); Fine Arts (Theater, Music & Visual Arts), Relationships & Family; Understanding how all of the arts are used to create a play from a storybook; Conflict Resolution, Working Together, & Friendship.

**Theatre Etiquette**

- **Arrive on time**
  
  *Plan for possible delays in travel and parking. Please arrive 30 minutes prior to show time.*

- **Students: Leave recording devices of any kind at home or in your backpack at school**
  
  *Video or audio recording and photography, including camera phones, are often prohibited by law and may disrupt the performance. They are not permitted and are considered very rude to the others around you.*

- **Teachers: Turn off or silence all personal electronics**
  
  *Beeps, clicks, tones and buzzes and light pollution emanated by personal electronics such as watches, pagers, Bluetooth devices, cell phones, etc. interrupt the performance and spoil the theatre experience.*

- **Observe the instructions of ushers**
  
  *The ushers are present to offer assistance, ensure rules are observed and provide guidance in the case of an emergency; please show them consideration. You will exit to the left of the theatre after the performance.*

- **Be respectful**
  
  *While entering and exiting the theatre: Put your hands in your pockets or behind your back. Talk very quietly. Once seated: Do not talk. Keep your feet on the ground. Put your hands in your lap or fold your arms.*

Giggle, Giggle, Quack
Theatre Etiquette (Cont.)

- **Abstain from eating or drinking inside the theatre**
  
  Crackling wrappers and containers and food messes in the auditorium are unwelcome. Food, candy, gum and drinks should never be brought inside the theatre.

- **Avoid talking, waving and shouting during the performance**
  
  Laughing and applauding are encouraged at appropriate times. Shouting to actors/friends is disrespectful to others. Save personal conversation for after the show. If you must talk, please whisper very quietly.

- **Do not exit the auditorium during the performance except in the case of emergency**
  
  If you must leave, please wait for an appropriate break in the performance. Teachers, please arrive early enough to escort students to the restroom prior to the start of the show.

- **Do not get onto the stage or place items on the edge of the stage**
  
  To ensure the safety and security of performers and audiences, this behavior is strictly prohibited unless expressly permitted by a performer or staff member.

- **Dispose of garbage in proper receptacles**
  
  Help preserve a pleasant environment by depositing all debris in appropriate receptacles.

- **Extend common courtesy and respect to your fellow audience members**
  
  Civility creates a comfortable and welcoming theatre experience for all.

- **Bring very small children only to age-appropriate performances**
  
  Small children easily become restless at programs intended for older children, and may cause distractions.

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**Be a Theatre Critic**

During the performance watch for:

- Facial expressions and actions
- Costumes
- Props
- Music and sound effects
- Vivid stories and word pictures
Summary

In this hilarious sequel to the barnyard blockbuster, Click, Clack, Moo, Cows That Type, Farmer Brown’s animals pull their old tricks on Farmer Brown’s brother, Bob. This time, Duck instigates the movement, ordering pizza with anchovies for the hens and renting the Sound of Moosic for the cows.

To integrate the arts into classroom academics, this Study Guide is intended to provide helpful information for the teacher and student to use before and after attending a performance. The activities presented in this guide are suggested to stimulate lively responses and multi-sensory explorations of concepts in order to use the theatrical event as a vehicle for cross-cultural and language arts learning.

Please use our suggestions as springboards to lead your students into meaningful, dynamic learning; extending the dramatic experience of the play.

Play Your Part

You have an important role to play; it wouldn’t be a play without you! Your part is to pretend the play is real. Part of this includes accepting certain theatre ways, or conventions:

1. Actors tell the story with words (dialogue), actions (blocking), and songs.
2. Actors may sing songs that tell about the story or their feelings.
3. Actors may speak to the audience.
4. An actor may play several different characters (doubling) by changing their voice, costume or posture.
5. Places are suggested by panels on the set, and by props.

How to play your part:

A play is different from television or a movie. The actors are right in front of you and can see your reactions, feel your attention, and hear your laughter and applause. Watch and listen carefully to understand the story. The story is told by the actors and comes to life through your imagination.
Lesson Plan Idea

OBJECTIVES
• Students will learn about character development and traits.
• Students will learn respect, compromise and the value of friendship
• Students will make text-to-self connections about being left with a babysitter or caretaker.

BEFORE VIEWING ACTIVITIES
Read *Click, Clack, Moo: Cows That Type* and *Giggle, Giggle, Quack* to the students. Talk with students about character development. Guiding questions:
• What is a character trait?
• Name some character traits of a person you know.
• How does the author tell us/show us the traits of different characters?
• What predictions can we make about a book/video with the same characters? How do you think they will act? What might they do?

AFTER READING ACTIVITIES
1. Ask students to think about a time when they were left with someone other than their parents or guardians. Let them swap stories with partners or small groups about what things were different when they were with a babysitter or caretaker. Each student can then share a funny anecdote from his or her partner’s story with the whole class.
2. Students can create a character, using what they have learned about character traits. After identifying some physical traits, the students can illustrate a picture of the character.
3. Young children can dictate several likes and dislikes of the character and/or other personality traits to the teacher; developmentally ready children can practice writing these on their own. As an extension, students can take turns acting like their own or their friends’ characters.
4. Students can write pretend notes to a caretaker from the point of view of a pet or from their own point of view. What kinds of directions would a pet or child leave that an adult probably wouldn’t?

Bring the students’ attention to the illustrations. What information do the illustrations give us that can’t be found in the text alone? Share different types of comics that have few words, but are funny and comprehensible through the pictures. Encourage children to draw their own comics and add short captions. Students may alternatively make a comic or comic strip in which the humor is expressed through the drawings only. Model this process and talk about what makes things funny as a precursor to the activity.
Every performance you see is the result of many people working together to create that play. You see the cast perform on stage, but there are people that you do not see who help before, during, and after every production.

**Director**
- Determines the overall performance “look” of the performance
- Guides the actors in stage movement and character interpretation
- Works with designers to plan the lights and sound, scenery, costumes and make-up, and stage actions

**Designers**
- Plan the lights, scenery, costumes, make-up, sound, and actions to help bring the director’s vision to life
- There are also designers who work to create the posters, advertisements, programs and other media for the performance.

**Stage Manager**
- Before the performance, creates a cuesheet to guide the crew in getting things on and off the stage during the performances.
- During the performance, the stage manager uses this cuesheet to direct people and things on and off the stage at the proper times.
Curtains Up On Putting Together a Performance (Cont.)

Crew
• Build and operate the scenery, costumes, props, and light and sound during the performances.

Cast
• Includes all of the performers who present the story on stage.

Audience
• That’s right! There can be no performance without you, the audience. The role of the audience is unique because you experience the entertainment with the performers and backstage crew. You are a collaborator in the performance and it is important to learn your role so you can join all the people who work to create the production.

Curtains Up On The Role of the Audience

Watching a play is different from watching television or a sporting event. When you watch T.V. you may leave the room or talk. At a sporting event you might cheer and shout and discuss what you’re seeing. Your role as a member of the audience in a play means you must watch and listen carefully because-

• You need to concentrate on what the actors are saying.
• The actors are affected by your behavior because they share the room with you. Talking and moving around can make it difficult for them to concentrate on their roles.
• Extra noises and movement can distract other audience members.

Are you ready for your role in this performance?
Check the circle next to the statements that describe proper etiquette for an audience member.

- Try your best to remain in your seat once the performance has begun.
- Share your thoughts out loud with those sitting near you.
- Wave and call out to the actors on stage.
- Sit on your knees or stand near your seat.
- Bring snacks and gum to enjoy during the show.
- Reward the cast and crew with applause when you like a song or dance and at the end of the show.
- Arrive on time so that you do not miss anything or disturb other audience members while you are being seated.

Keep all hands and feet and items out of the aisles during the performance.

Giggle, Giggle, Quack
Curtains Up: After the Performance

Attending a play is an experience unlike any other entertainment experience. Because a play is presented live, it provides a unique opportunity to experience a story “as it happens”. Plays bring to life stories through performance. Many people are involved in the process. Writers adapt the stories you read in order to bring them off the page and on to the stage. Designers and technicians create lighting effects so that you can feel the mood of a scene. Carpenters build scenery and make the “place” of the story become a real place, while costumers and make-up designers can turn actors into the characters you meet in the stories. Directors help actors bring the story to life and make it happen before your very eyes. All of these things make seeing a play very different from television, videos, computer games, or CDs and tapes of stories.

Hold a class discussion when you return from the performance.

Ask students the following questions and allow them to write or draw pictures of their experience at LPAC watching a DCT play.

1. What was the first thing you noticed when you entered the theater? What did you notice first on the stage?
2. What about the set? Draw or tell about things you remember. Did the set change during the play? How was it moved or changed? Was there any space besides the stage where the action took place?
3. How did the lights set the mood of the play? How did they change throughout? What do you think “house lights” are? How do they differ from stage lights? Did you notice different areas of lighting?
4. What did you think about the costumes? Do you think they fit the story? What things do you think the costume designers had to consider before creating the costumes?
5. Was there music in the play? How did it add to the performance?
6. What about the actors? Do you think they were able to bring the characters to life? Did you feel caught up in the story? What things do you think the actors had to work on in order to make you believe they were the characters?

• Draw a picture of what the audience might look light from the stage. Consider your work from the viewpoint of the actors on stage. How might things look from where they stand?

• Write a letter to a cast member telling what you liked about the character.

• Write how you think it might feel to be one of the actors. Are the actors aware of the audience? How might they feel about the reactions of the audience today? How would you feel before the play began? What about after the show ends?
- Which job would you like to try? Acting, Directing, Lighting and Sounds, Stage Manager, Set designer, Costume designer or another role? What skills might you need to complete your job?

- Choose a favorite story and draw or use the computer to create a program cover design for a theatrical adaptation of your story.

**Curtains Up on Math**

**Economic Wants vs. Economic Needs**

“Dear Farmer Brown, The barn is very cold at night. We’d like some electric blankets. Sincerely, the Cows”

Economic wants are desires we have that can be satisfied by consuming goods, services, or leisure activities. Economic needs are things we must have to survive; food, clothing, and shelter.

Use the following questions to lead a discussion about economic wants and needs with your students.

1. What special skill did Farmer Brown’s cows have?

2. What economic wants did the cows have?

3. The cows threatened not to produce milk if they didn’t get the electric blankets. Is milk and economic want or need?

4. For whom?

5. Then the hens wanted blankets to keep them warm and threatened not to lay eggs. Are the eggs an economic want?

6. Are eggs and milk examples of goods or services?
This study guide for “Giggle, Giggle, Quack” was prepared by Dallas Children’s Theater, and was extended by Lancaster Performing Arts Center Staff.

Other resources consulted:
(Contents of links on the World Wide Web change continuously. It is advisable that teachers review all links before introducing them to students.)

www.dct.org