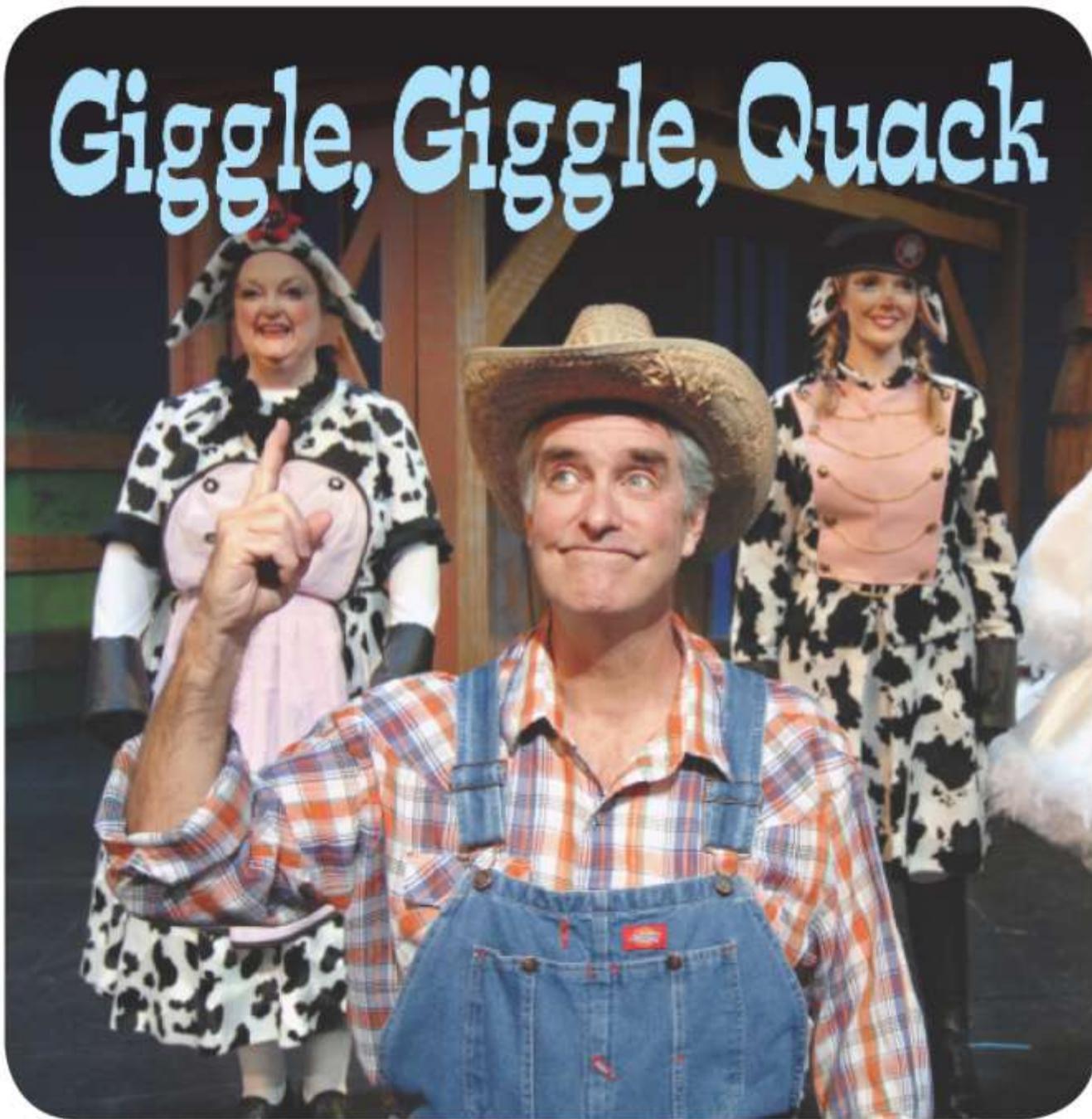


# Giggle, Giggle, Quack



***Applause Series* CURRICULUM GUIDE  
CIVIC CENTER OF GREATER DES MOINES**

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**March 8 & 9, 2011**

# *Giggle, Giggle, Quack*

## Dear Teachers,

Thank you for joining us for the Applause Series presentation of *Giggle, Giggle, Quack* based on the wildly popular book by Doreen Cronin with illustrations by Betsy Lewin. Since the duo's publication of *Click, Clack, Moo: Cows that Type* in 2000, Duck and the rest of the whimsical barnyard gang have taken the world of children's literature by storm—delighting children and adults alike. In this wonderful stage adaptation from Dallas Children's Theater, mischievous Duck leads the barnyard into new heights of silliness, while also imparting important lessons on friendship and cooperation.

We are very pleased that you have chosen to share this special experience with your students and hope that this study guide helps you connect the performance to your in-classroom curriculum in ways that you find valuable. In the following pages, you will find contextual information about the performance and related subjects, as well as a wide variety of discussion questions and activities that tie into several curriculum areas. Some pages are appropriate to reproduce for your students; others are designed more specifically with you, their teacher, in mind. As such, we hope that you are able to “pick and choose” material and ideas from the study guide to meet your class's unique needs.

See you at the theater,

Civic Center Education Team

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Alliant Energy, American Republic Insurance Company, Bank of the West, Bradford and Sally Austin, Bank of America, EMC Insurance Companies, Jules and Judy Gray, Greater Des Moines Community Foundation, Hy-Vee, John Deere Des Moines Operations, Iowa Department of Cultural Affairs, Richard and Deborah McConnell, Pioneer Hi-Bred - a DuPont business, Polk County, Prairie Meadows Community Betterment Grant, Sargent Family Foundation, U.S. Bank, Wells Fargo & Co., Willis Auto Campus, and more than 200 individual donors.

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This study guide was compiled and written by Karoline Myers; edited by Michelle McDonald and Eric Olmscheid.  
Adapted from Dallas Children's Theater's BEHIND THE CURTAIN resources for *Giggle, Giggle, Quack*.

# ABOUT THE CIVIC CENTER



The Civic Center of Greater Des Moines is a cultural landmark of central Iowa and is committed to engaging the Midwest in world-class entertainment, education, and cultural activities. The Civic Center has achieved a national reputation for excellence as a performing arts center and belongs to several national organizations, including The Broadway League, the Independent Presenters Network, International Performing Arts for Youth, and Theater for Young Audiences/USA.

Five performing arts series currently comprise the season— the Willis Broadway Series, Prairie Meadows Temple Theater Series, Wellmark Blue Cross and Blue Shield Family Series, the Dance Series, and the Applause Series. The Civic Center is also the performance home for the Des Moines Symphony and Stage West.

The Civic Center is a private, nonprofit organization and is an important part of central Iowa's cultural community. Through its education programs, the Civic Center strives to engage patrons in arts experiences that extend beyond the stage. Master classes bring professional and local artists together to share their art form and craft, while pre-performance lectures and post-performance Q&A sessions with company members offer ticket holders the opportunity to explore each show as a living, evolving piece of art.

Through the Applause Series— curriculum-connected performances for school audiences— students are encouraged to discover the rich, diverse world of performing arts. During the 2010-2011 season, the Civic Center will welcome more than 30,000 students and educators to 12 professional productions for young audiences.

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**Want an inside look? Request a tour.**  
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.....  
Group tours can be arranged for performance and non-performance dates for groups grades 3 and above.  
.....

.....  
Call 515-246-2355 or visit [civiccenter.org/education](http://civiccenter.org/education) to check on availability or book your visit.  
.....

## DID YOU KNOW?

More than 250,000 patrons visit the Civic Center each year.

The Civic Center opened in 1979.

The Civic Center has three theater spaces:

- *Main Hall, 2745 seats*
- *Stoner Studio, 200 seats*
- *Temple Theater, 299 seats (located in the Temple for the Performing Arts)*

No seat is more than 155 feet from center stage in the Main Hall.

Nollen Plaza, situated just west of the Civic Center, is a park and amphitheater that is also part of the Civic Center complex. The space features the Brenton Waterfall and Reflection Pool and the Crusoe Umbrella sculpture.

The Applause Series started in 1996. You are joining us for the 15th anniversary season!

# GOING TO THE THEATER . . .



## YOUR ROLE AS AN AUDIENCE MEMBER

Attending a live performance is a unique and exciting opportunity. Unlike the passive experience of watching a movie, audience members play an important role in every live performance. As they act, sing, dance, or play instruments, the performers on stage are very aware of the audience's mood and level of engagement. Each performance calls for a different response from audience members. Lively bands, musicians, and dancers may desire the audience to focus silently on the stage and applaud only during natural breaks in the performance. Audience members can often take cues from performers on how to respond to the performance appropriately. For example, performers will often pause or bow for applause at a specific time.

As you experience the performance, consider the following questions:

- What kind of live performance is this (a play, a dance, a concert, etc.)?
- What is the mood of the performance? Is the subject matter serious or lighthearted?
- What is the mood of the performers? Are they happy and smiling or somber and reserved?
- Are the performers encouraging the audience to clap to the music or move to the beat?
- Are there natural breaks in the performance where applause seems appropriate?

## THEATER ETIQUETTE

Here is a checklist of general guidelines to follow when you visit the Civic Center:

- Leave all food, drinks, and chewing gum at school or on the bus.
- Cameras, recording devices, and personal listening devices are not permitted in the theater.
- Turn off cell phones, pagers, and all other electronic devices before the performance begins.
- When the house lights dim, the performance is about to begin. Please stop talking at this time.
- **Talk before and after the performance only.** Remember, the theater is designed to amplify sound, so the other audience members and the performers on stage can hear your voice!
- Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage—they will let you know what is appropriate.
- Open your eyes, ears, mind, and heart to the entire experience. Enjoy yourself!

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'Going to the Theater' information is adapted from the Ordway Center for the Performing Arts study guide materials.

# CIVIC CENTER FIELD TRIP INFORMATION FOR TEACHERS



**Thank you for choosing the Applause Series at the Civic Center of Greater Des Moines. Below are tips for organizing a safe and successful field trip to the Civic Center.**

## ORGANIZING YOUR FIELD TRIP

- Please include all students, teachers, and chaperones in your ticket request.
- After you submit your ticket request, you will receive a confirmation e-mail within five business days. Your **invoice will be attached to the confirmation e-mail.**
- Payment policies and options are located at the top of the invoice. **Payment (or a purchase order) for your reservation is due four weeks** prior to the date of the performance.
- The Civic Center reserves the right to cancel unpaid reservations after the payment due date.
- Tickets are not printed for Applause Series shows. Your invoice will serve as the reservation confirmation for your group order.
- Schedule buses to arrive in downtown Des Moines at least 30 minutes prior to the start of the performance. This will allow time to park, walk to the Civic Center, and be seated in the theater.
- Performances are approximately 60 minutes unless otherwise noted on the website and printed materials.
- All school groups with reservations to the show will receive an e-mail notification when the study guide is posted. Please note that study guides are only printed and mailed upon request.

## DIRECTIONS AND PARKING

- Directions: From I-235, take Exit 8A (Downtown Exits) and the ramp toward 3<sup>rd</sup> Street and 2<sup>nd</sup> Avenue. Turn onto 3<sup>rd</sup> Street and head south.
- Police officers are stationed at the corner of 3<sup>rd</sup> and Locust Streets and will direct buses to parking areas with hooded meters near the Civic Center. Groups traveling in personal vehicles are responsible for locating their own parking in ramps or metered (non-hooded) spots downtown.
- Buses will remain parked for the duration of the show. At the conclusion, bus drivers must be available to move their bus if necessary, even if their students are staying at the Civic Center to eat lunch or take a tour.
- Buses are not generally permitted to drop off or pick up students near the Civic Center. If a bus must return to school during the performance, prior arrangements must be made with the Civic Center Education staff.

## ARRIVAL TO THE CIVIC CENTER

- When arriving at the Civic Center, please have an **adult lead your group** for identification and check-in purposes. You may enter the building through the East or West lobbies; a Civic Center staff member may be stationed outside the building to direct you.
- Civic Center staff will usher groups into the building as quickly as possible. Once inside, you will be directed to the check-in area.
- Seating in the theater is general admission. Ushers will escort groups to their seats; various seating factors including group size, grade levels, arrival time, and special needs seating requests may determine a group's specific location in the hall.
- We request that an **adult lead the group into the theater and other adults position themselves throughout the group**; we request this arrangement for supervision purposes, especially in the event that a group must be seated in multiple rows.
- Please allow ushers to seat your entire group before rearranging seat locations and taking groups to the restroom.

## IN THE THEATER

- In case of a medical emergency, please notify the nearest usher. A medical assistant is on duty for all Main Hall performances.
- We ask that adults handle any disruptive behavior in their groups. If the behavior persists, an usher may request your group to exit the theater.
- Following the performance groups may exit the theater and proceed to their bus(es).
- If an item is lost at the Civic Center, please see an usher or contact us after the performance at 515.246.2355.

### QUESTIONS?

Please contact the Education department at 515.246.2355 or [education@civiccenter.org](mailto:education@civiccenter.org). Thank you!

# ABOUT THE PERFORMANCE



Fans of the book *Giggle, Giggle, Quack* will delight in this expanded, Broadway style adaptation. Featuring a swinging score, silly costumes, and a well-loved story, the musical celebrates the themes of cooperation, unexpected surprise, creative expression, and innocent mischief.

**Number of Actors:** 5

**Run Time:** Approximately 1 hour

## PAGE TO STAGE

*Giggle, Giggle, Quack* was written by Doreen Cronin and illustrated by Betsy Lewin. It was first published in 2002.

The musical stage adaptation premiered at Lifeline Theatre in Chicago in 2005.

Both the book and stage version are sequels to the popular *Click, Clack, Moo: Cows that Type* and feature the same cast of barnyard characters.

## SYNOPSIS

Look out! Duck on the loose! *Giggle, Giggle, Quack* picks up where Doreen Cronin's *Click, Clack, Moo: Cows that Type* leaves off. Good ol' Farmer Brown has had a lot more to deal with than your average farmer. His animals went on strike! He has had enough! He decides to take a vacation and leave his city-slicker brother, Bob, in charge with specific directions on how to care for the animals.

As Farmer Brown is leaving, a pencil falls out of his back pocket. Hen, Cow, and Pig eye it curiously, but Duck knows exactly what to do! Bob arrives and the mayhem begins!

With his newfound pencil, Duck changes Farmer Brown's instructions and demands pizza with anchovies for the hen, a beauty day with a bubble bath for the pig, and the DVD of "The Sound of MOO-sic" for the Cow. Throughout, Duck's pencil becomes a metaphor for the endless possibilities of imagination.

## SONGS

Lively songs help forward the story by providing an in-depth look at each character and bringing the barnyard to life.

Songs include:

*Golden Pencil*—

Duck sings about how the possibilities with his newfound pencil are endless.

*Pizza Baby*—

a show stopping number

*Nothin's Gonna Hurt You*—  
a sweet cream lullaby

*Pretty Little Pig*—

a lyrical bubble bath ballet

## DESIGN

Rising from the page to the stage is a picture perfect country setting with barn and farmhouse kitchen set on opposite sides of the stage.

The lighting design illuminates bright sun-shiny days on great pastoral rolling hills.

Frivolous and stylish costumes highlight the charming nature of

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'About the Performance' information adapted from Dallas Children's Theater press release materials.

# ABOUT DALLAS CHILDREN'S THEATER



## WHO THEY ARE

Dallas Children's Theater was recognized by *TIME* magazine as one of the top 5 children's theater companies in the US, and is the only one of that prestigious group to tour nationally.

In response to the growing need for professional family theater, Robyn Flatt and Dennis Vincent founded Dallas Children's Theater in 1984. Since then, DCT has grown to be the largest professional family theater in the Southwest and offers the local Dallas metropolitan community a season of eleven productions in their newly renovated Rosewood Center for Family Arts.

DCT is proud to contribute to the growing body of theater for youth with the commission and development of new plays. Familiar stories, literary works, histories, and biographies make up the spectrum of their programming. Each season is thoughtfully chosen to produce plays that are engaging, enriching, and educational. DCT's productions promote social values, moral integrity, and reflect cultural diversity through casting and themes.

## TOURING PROGRAM

Dallas Children's Theater travels coast to coast with professional large-scale productions designed with the mission to stir the heart, stretch the mind and promote education. With such a vast and impressionable audience to serve, DCT's productions usually target a different age range every other touring season.

DCT's local touring program began in 1985 and expanded to statewide and regional venues in 1989. In 1996, DCT launched its first national tour. September 2006 marked DCT's introduction to the world stage, as the theater was honored with an invitation to perform at the 2006 *Shanghai International Children's Culture and Arts Expo* in Shanghai, China.

## PAST TOURING PRODUCTIONS

'96-'97: *Cinderella or Everyone Needs a Fairy Godmother*

'97-'98: *Jack and the Giant Beanstalk*

'98-'99: *The Island of the Skog*

'99-'00: *Young King Arthur*

'00-'01: *Heidi*

'01-'02: *The Three Sillies*

'02-'03: *African Tales of Earth and Sky*

'03-'04: *And Then They Came for Me: Remembering the World of Anne Frank*

'04-'05: *Coyote Tales*

'05-'06: *The Stinky Cheese Man and Other Fair(I)ly (Stoopid) Tales*

'06-'07: *A Midnight Cry The Underground Railroad To Freedom*

'07-'08: *If You Give a Pig A Party*

'08-'09: *Mufaro's Beautiful Daughters*

'09-'10: *Most Valuable Player*

# ABOUT THE AUTHOR & ABOUT THE ILLUSTRATOR



*Giggle, Giggle, Quack* was written by Doreen Cronin and illustrated by Betsy Lewin. Learn more about the author and illustrator behind the book before seeing the performance.

## AUTHOR DOREEN CRONIN

Author Doreen Cronin spent her childhood in Merrick, Long Island. Her family lived in a red house with a big backyard and neighborhood full of kids. Her father was a police officer and was very, very funny. Even though his job was dangerous, he always had a hilarious story to tell. After listening to her father's wild stories, Doreen decided she wanted to be a police officer or an FBI agent.

It was her first grade teacher, Mrs. Cooper, who told her that she was a writer. Mrs. Cooper used to give Doreen extra assignments to encourage her. It may have been extra homework, but young Doreen loved it. She also loved the library and spent most of her free time there.

At Penn State University, Doreen studied journalism. The straightforward style of writing she learned there shows in her books. After she graduated, she worked for a small publishing company, where she edited curriculum-based programs for elementary school teachers. She had a wonderful boss who also happened to run a children's book club. She gave Doreen free access to her extensive library, and Doreen read all of them! Her love of children's books was born.

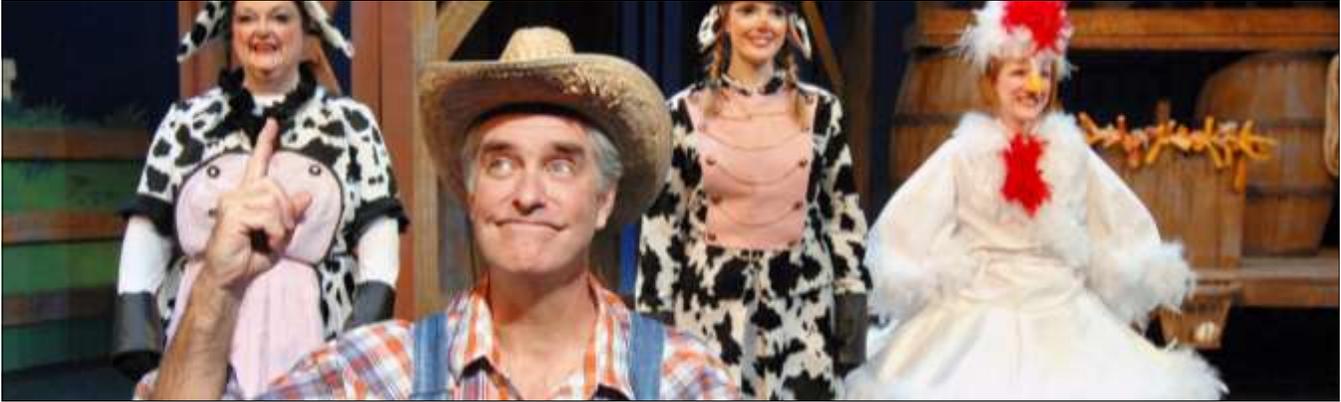
Soon after, Doreen started law school at St. John's University. When her father passed away unexpectedly, Doreen suspended her law studies and pursued a career in publishing. Soon after her father's death, Cronin awoke in the night and wrote *Click, Clack, Moo: Cows that Type*. She knew that it would have made her father laugh, just as she laughed at the funny stories he always told her. In 2001 the book was selected as a Caldecott Honor Book. *Giggle, Giggle, Quack* soon followed. She continues to write humorous stories about Farmer Brown and his animals, including *Dooby Dooby Moo* and *Duck for President*.

## ILLUSTRATOR BETSY LEWIN

Illustrator Betsy Lewin grew up in Clearfield, Pennsylvania. She always loved to draw and has always wanted to be an artist. Her mother, a kindergarten teacher, is responsible for her love of children's books. She read to Betsy and her brother every night: *Winnie The Pooh*, *The Adventures of Babar*, *Uncle Remus*, and all the fairy tale books. The illustrators A.B. Frost and Ernest Shepard were among her earliest heroes. Later on when she started illustrating for children, Betsy realized how strongly she'd been influenced by James Stevenson and Quentin Blake.

After graduating from Pratt Institute where she studied illustration, Betsy designed greeting cards. Later, she began to write and illustrate stories for children's magazines, and then expanded to illustrating children's picture books. Her art is usually humorous and drawn in pen or brush with watercolor washes, as in *Click, Clack, Moo: Cows that Type* and *Giggle, Giggle, Quack*. She also paints in a naturalistic style, such as her book *Chubbo's Pool*.

# ABOUT THE PEOPLE BEHIND THE MUSICAL



There are many jobs in the theater. From the people who develop the show to the performers you see on stage, it takes a lot of effort and teamwork to bring a story to the stage.

Help your students think about the many jobs in the theater by reviewing the following information about all the people who work to create the play *Giggle, Giggle, Quack*.

## **AUTHOR**

Some musicals and plays are inspired by books. Doreen Cronin's book *Giggle, Giggle, Quack* was adapted for the stage production that you will see.

## **WRITER OF THE STAGE ADAPTATION**

A play based on a book has to be adapted for the stage. The writer must take the story from the book and figure out what to keep, take out, or add to make the story work for the stage.

## **DIRECTOR**

The director is in charge of telling the actors where to go on stage and how to interpret their characters. The director makes sure everyone is doing a good job telling the story of the play.

## **ACTORS**

Actors are all of the people who you see on the stage. They work together as a team to rehearse the play, memorize their lines, and learn their songs. All of the actors went to school to learn how to perform.

## **SET DESIGNER**

The set designer creates the world where the actors tell the story. The set designer imagines and draws all of the pieces that you see on the stage, the furniture, and the painted fabric.

## **COSTUME DESIGNER**

The costume designer imagines the clothes and costumes that the actors wear to help them become the characters. The costume designer draws and then sews the clothing.

## **COMPOSER**

The composer writes all of the music for the show. This includes the songs that the actors sing as well as the instrumental music that sets the tone for each scene.

## **BACKSTAGE CREW**

You may not see them, but there are lots of people backstage who build and operate the scenery, costumes, props, lights, and sound during the performance.

## **THE 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.

## **Discussion Questions for Before the Show**

1. What is theater? What is the difference between live theatre and a movie or television?
2. Imagine you are an actor on stage. What kind of part would you like to play?
3. How would you like the audience to respond to your performance?
4. Why do we applaud at the end of a performance?
5. How do you think the play *Giggle, Giggle, Quack* will be like the book? How do you think it will be different?

Information adapted from Maximum Entertainment study guide materials.

# BARNYARD ANIMAL FACTS. pg. 1 of 2



Image courtesy of virginiahirefarms.com.

## DUCKS

Ducks are normally found in places with water like ponds, streams, and rivers.

Ducks can live between 2-12 years, depending on what kind of duck they are.

Ducks have webbed feet which act like paddles and help them swim. A duck's feet cannot feel cold even if it swims in icy cold water because a duck's feet have no nerves or blood vessels.

Ducks have water-proof feathers. A gland near the duck's tail makes a special oil that covers the outer coat of the duck's feathers to keep water out. This helps keep the duck warm.

Not all ducks quack! Some types of ducks make a squealing sound instead.

Ducks are found everywhere in the world except Antarctica, which is too cold for them.

A duck's mouth is called a *bill*. Ducks' bills come in different shapes. The type of shape of the duck's bill determines what kind of food it eats and hunts.

How often a duck lays eggs is affected by daylight. When there is more daylight, the ducks will lay more eggs. In the months when daylight is short, ducks lay less eggs or stop laying eggs completely.

Pekin ducks (pictured above) are the most common type of ducks found on farms.



Image courtesy of raising-chickens.org.

## CHICKENS

A male (boy) chicken is called a *rooster*. A female (girl) chicken is called a *hen*. Baby chickens are called *chicks*.

Chickens eat worms, insects, seeds, grains, snails, slugs, fruits, and vegetables.

Chickens have a special part of their stomach called the gizzard. The gizzard contains tiny stones that help grind up the food the chicken ate.

Chickens have many enemies. Hawks, bobcats, snakes, skunks, owls, raccoons, foxes, and possums will prey on chickens.

There are approximately 175 different kinds of chickens.

A chicken lives between 10 to 15 years.

Chicken eggs come in different colors like white, brown, blue, bluish green, and pink.

A hen lays an average of 300 eggs per year. The hen will sit on her eggs to keep them warm so that they will hatch into chicks. An egg must be fertilized by a rooster for it to develop into a chick.

Iowa produces more eggs than any other state in the U.S. with more than 57 million egg-laying hens. Together, Iowa layers produce about 14.25 billion eggs and eat about 57 million bushels of corn and about 28.5 million bushels of soybeans every year.

# BARNYARD ANIMAL FACTS. pg. 2 of 2



Image courtesy of ahfd.ap.nic.in.

## COWS

A male (boy) cow is called a *bull*. A female (girl) cow is called a *heifer*. A young cow is called a *calf*. *Cattle* is a word used to describe two or more cows.

A calf weighs 80 pounds on average when it is born.

Cows eat corn, hay, barley, beet pulp, grass, and wheat.

Cows have a very good sense of smell. They can sense a smell up to 5 miles away.

Cows can live up to 25 years. You can guess how old a cow is based on the number of rings on its horns.

No two cows have the same patterns or spots.

Some people believe cows have 4 stomachs. This is wrong! A cow only has one stomach, but the stomach is made of 4 different compartments designed to help break down hard-to-digest food.

After a cow swallows its food, the food enters the first stomach section where it is mixed with chemicals and softened. This softened food is called cud. The cow will burp the cud back up and re-chew it before swallowing it again!

Some cows spend 8 hours each day chewing cud.

There are about 4 million cows in Iowa.



Image courtesy of weathertoplife.com.

## PIGS

A male (boy) pig is called a *boar*. A female (girl) pig is called a *sow*. A baby pig is called a *piglet*. Pigs in general can also be called *swine* or *hogs*.

Pigs are smarter than dogs! Only chimpanzees, dolphins, whales, and elephants are considered smarter than pigs.

Pigs do not sweat. This means pigs themselves are very clean as they do not sweat and become greasy. Pigs only get dirty when they roll in mud to cool themselves off and to keep bugs and other insects off their bodies.

Pigs have a very good sense of smell. Most pigs can smell food a few feet below the land's surface.

Pigs have rather thick skin, which protects them from ticks and fleas.

Pigs have four toes on each hoof. Pigs walk on only two of their toes on each foot. They look like they are walking on tiptoe.

The largest pig ever was a Poland-China hog named "Big Bill." He weighed 2,552 pounds and was so large that he dragged his belly on the ground. He had a shoulder height of 5 feet and a length of 9 feet.

Iowa raises about 30 million pigs each year, making it the top pork-producing state in the country.

# VOCABULARY



## THEATER

**actor:** a person who performs on stage and acts out the story. There are 5 actors who perform in *Giggle, Giggle, Quack*. You will see each of them on stage.



**adapt:** to adjust or change material, such as a story in a book, to be presented in another way, such as a play.

Doreen Cronin's book *Giggle, Giggle Quack* was adapted to be a musical.

**costumes:** the clothing worn by actors that helps them look like their character

**musical:** a play that contains songs performed by the actors and musicians

**set:** scenery and objects on stage that show where the story takes place

**stage:** the platform on which actors perform. Audience members sit in seats facing the stage and watch the performance.

## GIGGLE, GIGGLE, QUACK

**anchovies:** a small type of fish that is sometimes used as a pizza topping. Duck writes in a note that the hens' favorite pizza topping is anchovies.

**instructions:** directions on what to do or how to do something. Farmer Brown leaves Bob instructions on how to take care of the farm.

**vacation:** a trip someone takes to relax and take a break from their normal routine

## BOOKS

**author:** a person who writes a story.

**illustrator:** an artist who creates pictures to accompany a story.



A palette where an artist is mixing watercolors with water. The amount of water mixed with the paint determines how bright or dark a color is.

**watercolors:** paint made of pigments that dissolve in water and create colors. Betsy Lewin often uses watercolors in her illustrations.

## FARM ANIMALS



**bill:** a duck's mouth or beak. Duck bills come in many different shapes based on what foods the duck eats.

**cud:** food that a cow has swallowed once and then re-chews to break it down further.

**gizzard:** portion of a chicken's stomach that contains tiny stones. The stones help to break down the food in the chicken's stomach.

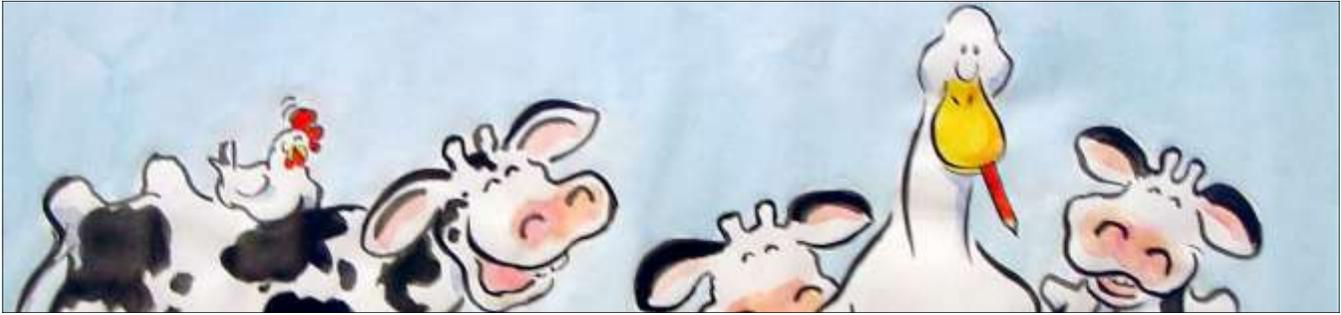
**hoof:** animal foot that is covered in a tough casing. Pigs, cows, and horses have hooves.

**webbed feet:** feet that have skin stretched between the toes. Webbed feet help animals swim.



Ducks and frogs are two types of animals that have webbed feet.

## ACTIVITIES AND DISCUSSION: Literacy & Drama Connections, pg. 1 of 2



### TRAVEL POSTCARDS

**Goal:** To write a postcard

**Explanation:** In this activity, students will imagine that they are on vacation and create a postcard describing their travels.

**When:** Before or After the Show

**Materials:**

Large Index Cards  
Crayons  
Pencils

**Activity:**

1. Encourage students to imagine a place they would like to take a vacation.
2. Provide each student with a large index card and encourage them to make postcards of their imaginary travels.
3. Students should use the blank side draw a picture of the spot and the lined side to write a note to any person they choose.
4. For older students, make sure they've used the proper forms for letter writing and addressing a postcard.

**Follow-up Questions:**

1. Have you ever received a postcard? How did you feel?
2. What other times have you received mail? What was its purpose?
3. What place did you choose? Why? Have you been there before?

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Activity adapted from Dallas Children's Theater study guide materials.

### FARMER BROWN'S TRAVELS

**Goal:** To learn about new places and to understand how writing helps us to communicate with people who are far away

**Description:** In this activity, students will receive postcards from Farmer Brown, read them as a class, and use a map to plot out Farmer Brown's travels.

**When:** Before or After the Show

**Materials:**

Bulletin Board  
World Map  
Pins or stickers  
Letter to parents & families (template on page 22)

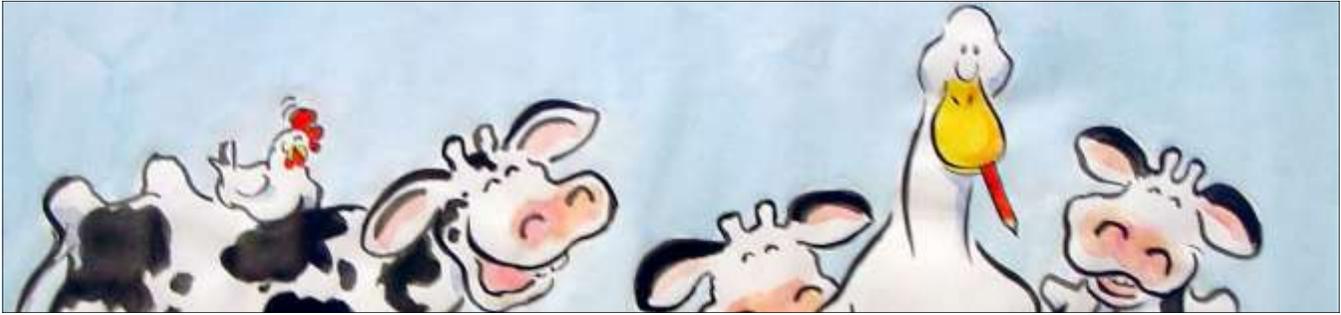
**Activity:**

1. Ask parents, friends and family of your students to send your class postcards from where they live or travel. Use the letter template as an example and modify to meet your class's needs. You may want to consider sending this letter as an email so that it can easily be forwarded to additional friends and family.
2. When postcards begin to arrive, create a bulletin board about Farmer Brown's Vacation and include a world map.
3. Each day a postcard arrives, gather students in front of the map. Read the most recent postcard from Farmer Brown. Discuss what Farmer Brown is doing, whether he is having a good time, and whether he should be worried about his farm.
4. Locate Father Brown's vacation stop on the map. Mark it with a pin or a sticker.

**Follow-up Questions:**

1. How can writing help us learn about new places, people, and ideas?
2. Would you like to visit \_\_\_\_\_ after reading Farmer Brown's postcard? Why or why not?
3. How is receiving a letter or postcard different than talking to someone on the phone?

## ACTIVITIES AND DISCUSSION: Literacy & Drama Connections, pg. 2 of 2



### ACTING OUT A STORY

**Goal:** To use drama to convey the elements of character, setting, and plot in a story

**When:** After the show

**Explanation:** In this activity, students will explore the elements of character, setting, and plot using a Doreen Cronin book and use those elements to present the story through tableaux.

**Activity:**

1. Read a story by Doreen Cronin aloud to the class.
2. As a class, brainstorm the characters in the story and the different settings in the story.
3. As a class, determine the plot or events in order.
4. Break up the story into small segments and assign each segment to a group of students.
5. Students must then create a tableaux (frozen picture that tells a story) of their assigned moment in the story. Together, students may represent the characters, objects, or setting of their assigned moment.
6. All groups then show their tableaux in front of the class in the order of the story.
7. Once a group is “frozen,” tap students on the shoulder one at a time. When a student has been tapped, they should “unfreeze” and present a short story that describes who they are and what they are doing in the scene.

**Follow-up Questions:**

1. How would you describe the character you played? What in the story led you to that conclusion?
2. How was the story affected by the place it occurred? Would the story have been different if it took place on the beach? In outer space? How?
3. What happened at the beginning of the story? In the middle? At the end?
4. How did you feel when you were depicting your tableaux for the class?

### WRITE YOUR OWN DUCK STORY

**Goal:** To write a creative story that includes plot elements of situation, conflict and resolution

**When:** After the show

**Explanation:** Duck causes trouble when he changes Farmer Brown’s instructions on how to take care of the animals. In this activity, students will create a story about Duck and the trouble he causes.

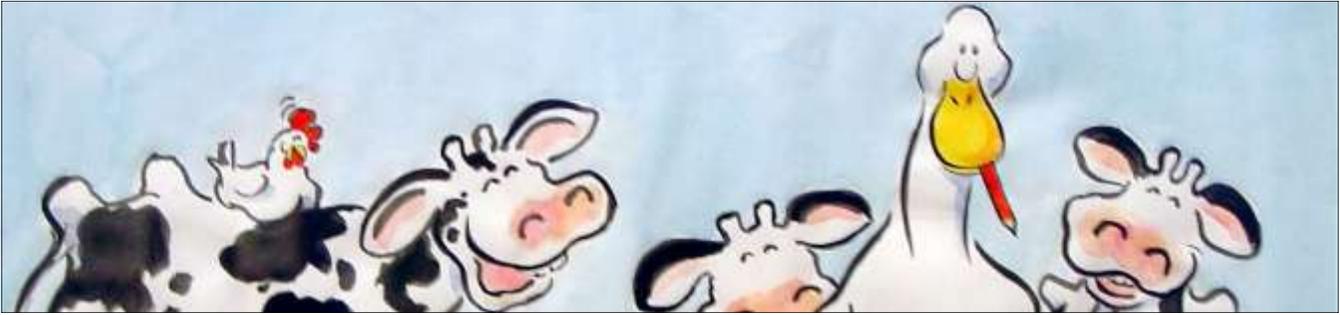
**Activity:**

1. Review the plot and characters in *Giggle, Giggle, Quack* with your students.
2. Ask students to brainstorm other notes Duck may have written to Brother Bob.
3. Ask students to imagine what might happen if Brother Bob followed Duck’s instructions. Have them think about situation, conflict and resolution.
4. Using the basic plot format, have students write a story called *Duck’s Notes to Brother Bob*. You could write this story as a whole group activity, in small groups, or individually.

**Discussion**

1. In the play, Duck tells the other animals that pencils are for being creative and using your imagination. What are your favorite ways to be creative? Do they ever involve using a pencil?
2. The animals decide to work together and take turns when writing the notes and deciding what they want to eat for dinner. What benefits are there in cooperating? What things make it hard? Do you prefer working on your own or in a group?
3. At the end of the play, Brother Bob says that since no one was hurt, he didn’t see anything wrong with a little prank. Can you think of times when a joke might go too far?
4. How do you think Farmer Brown would feel if he knew what really went on while he was away? Why do think this?

## ACTIVITIES AND DISCUSSION: Math Connections, pg. 1 of 2



### HOW MANY PIZZAS?

**Goal:** To practice the repeated addition method and to explore how math can be used in everyday situations

**Explanation:** Brother Bob orders seven pizzas to feed all of the animals on the farm. In this activity, students will use the repeated addition method to discover how many pizzas it would take to feed the entire class.

**When:** Before or After the Show

**Materials:**

Empty pizza boxes (Ask a local pizza delivery store for donations)  
Snap cube math manipulatives  
3 x 5 index cards  
Pencils

**Activity:**

1. Begin the activity by leading students in a discussion of how math can be used in everyday situations to help determine things like how many pizzas it might take to feed the class. Talk about the seven empty pizza boxes in *Giggle, Giggle, Quack* and how many slices were in each pizza.
2. Encourage students to add the number of slices that were in all seven pizzas using the repeated addition method with 8 slices per pizza.
3. Allow students to work in pairs to determine how many pizzas are needed to feed the class if each person ate 2 slices. Provide snap cube manipulatives for counting and grouping using 8 cubes to represent one pizza.
4. Provide index cards so that students might record the number of students each grouping “pizza” would feed. Guide them through the process until they have grouped enough pizzas to feed the class.

5. Use the empty pizza boxes to help students visualize the quantity of pizzas needed to feed the class.

6. Follow up the activity by reviewing the process used to learn the number of pizzas needed to feed the class. Discuss why Brother Bob chose to order seven pizzas in the story. Emphasize the repeated addition method and how important the use of math is in our lives.

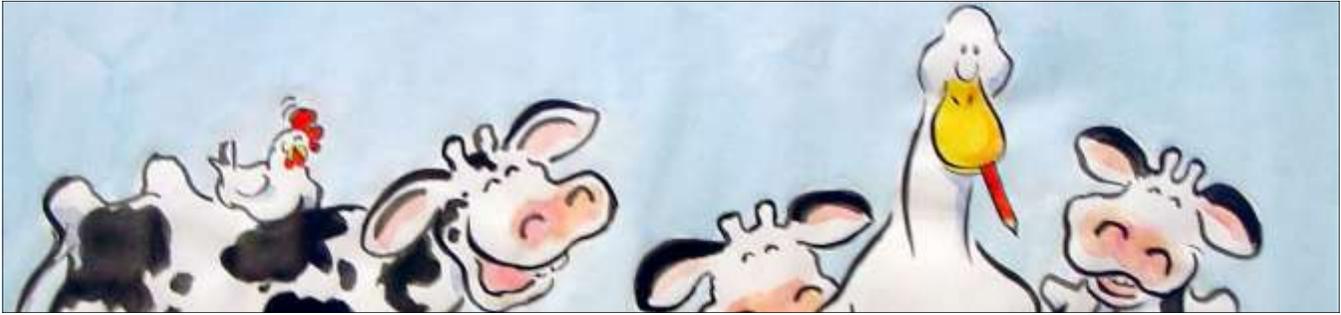
**Follow-Up Questions:**

1. Why is math important?
2. What could have happened if Brother Bob didn't order enough pizza?
3. Can you think of other examples of when we use math in our everyday lives?

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Activity adapted from Dallas Children's Theater study guide materials.

## ACTIVITIES AND DISCUSSION: Math Connections, pg. 2 of 2



### GRAPHING PIZZA PREFERENCES

**Goal:** To use a graph to draw conclusions

**Explanation:** Duck's note tells Brother Bob that the hens prefer anchovies on their pizza. In this activity, students will create a graph that displays the class's favorite pizza toppings and then interpret its results.

**When:** Before or After the Show

**Materials:**

Pizza Topping Graph Worksheet (page 19)

Student scissors for each child

Crayons

2 paper bags – one labeled “YES,” one labeled “NO”

**Activity:**

1. Begin with a class discussion about the sorts of toppings the children like on their pizza: pepperoni, sausage, ham and pineapple, plain cheese, mushrooms, peppers, etc.
2. Provide each student with a copy of the Pizza Toppings worksheet and identify the five toppings to cut out at the bottom of the page.
3. Once students have finished cutting, encourage students to choose their favorite topping and place it in the paper bag located in the front of the classroom labeled “YES.” The other four topping choices should be placed in the bag labeled “NO.”
4. Once all the students have finished placing their cards in the appropriate bags, take the “YES” bag and draw out one picture at a time and identify it. Students should color in one square in the corresponding row on their graphs.
5. Continue until all the children's choices have been identified and their graphs completed. Put the paper slips back in the “YES” bag and lead students in a follow-up discussion to help them interpret their graphs using the questions below.

**Follow-Up Questions:**

1. How do you think most of the class would feel if I chose \_\_\_\_\_? (Substitute the least favorite pizza topping for the blank.) How do you know?
2. Which topping choice would make most people happy? How do you know?
3. If we were to have a class pizza party, which two kinds of pizza should we order? Why?

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Activity adapted from Dallas Children's Theater study guide materials.

## ACTIVITIES AND DISCUSSION: Science Connections, pg. 1 of 1



### BUBBLE PREDICTIONS

**Goal:** To discover whether bubbles always form a sphere

**Explanation:** In *Giggle, Giggle, Quack*, Pig takes a bubble bath. In this activity, students will test what shape of bubbles will be produced by different shaped bubble wands.

**When:** Before or after the performance

**Materials:**

- Pipe cleaners (4 per student)
- Bubble solution
- Cups
- Trays
- Open space
- Newspapers (if inside)
- Bubble Shape Observation Chart (page 20)

**Activity:**

1. Give each student 4 pipe cleaners. Instruct them to make a circle, square, heart, and triangle out of the pipe cleaners, leaving one end free to use as a handle.
2. Fill cups halfway with bubble solution.
3. Blowing bubbles can be messy. If blowing bubbles indoors find an open space and lay out newspapers.
4. Before students begin blowing bubbles, have them make a prediction about which shape each wand will make. Record predictions on Bubble Shape Worksheet.
5. One shape at a time, allow students to blow bubbles. Ask them to observe the shapes created and to draw the shape they see on the worksheet.
6. After students have finished testing their predictions, review the results.

**Results and Explanation:**

All bubbles are round, regardless of the shape of the bubble maker. They try to pull themselves into the shape that has the smallest surface area, which is a sphere.

**Follow-Up Questions:**

1. What shape(s) did the different wands make? What does this lead you to conclude?
2. Were you surprised by the results? Why?
3. Where do we find bubbles? Can bubbles be useful? How?
4. What other characteristics did you notice about bubbles? What affected their size? What colors did you see?

#### Bubble Solution Recipe

- 4 1/2 cups water
- 1/2 cup hand dishwashing detergent

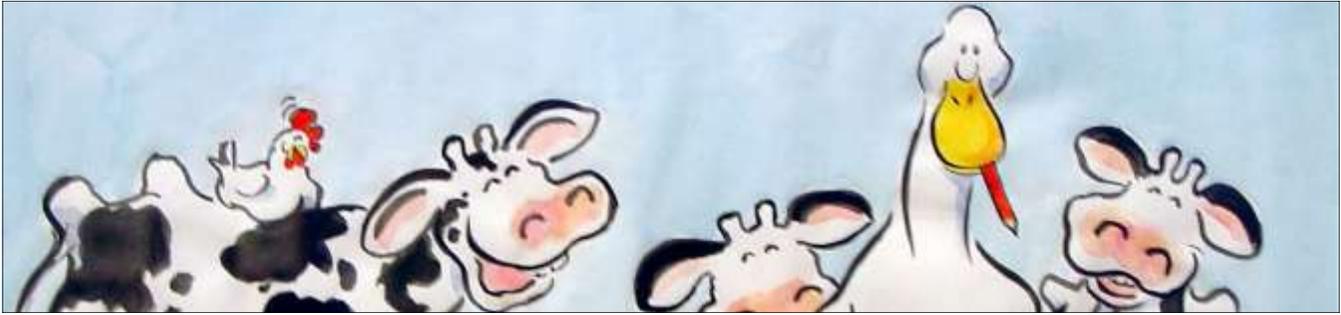
1. Combine water and detergent.
2. Stir well, but do not shake.
3. For stronger bubbles, add 1/2 cup corn syrup or glycerin, or more detergent.

**NOTE: Playing with bubbles can be messy and slippery!**

**For more science connections, check out the 'Farm Animal Facts' on pages 10-11 and the accompanying crossword puzzle on page 21.**

Activity adapted from Paula Z. Jones' "Bubbles: Science or Fun" from [proteacher.com](http://proteacher.com)

## ACTIVITIES AND DISCUSSION: Character Connections, pg. 1 of 1



### BUBBLE ART COOPERATION

**Explanation:** In *Giggle, Giggle, Quack*, Pig takes a bubble bath. The animals also cooperate and work together when deciding what to write in the notes to Brother Bob. In this activity, students will work together to create a work of art using bubbles.

**When:** Before or after the performance

**Materials:**

Tempera paint in 3 or 4 colors  
White or light-colored construction paper  
Bubble solution (recipe on page 17)  
Bubble wand or drinking straw  
Small containers  
Newspaper  
Paint shirts

**Activity:**

1. This activity can be a bit messy so spread newspaper out in the working area and provide students with paint shirts.
2. Pour about one cup of bubble solution into each container. Add one teaspoon of paint to each container. Stir gently until mixed.
3. Divide students into pairs. Instruct students to take turns blowing bubbles while their partner “catches” them on the paper. As the bubbles burst, students will get a design of brightly colored splotches!
4. Set aside the bubble art paper to dry. Allow partners to switch roles.
5. When all the paper is dry, encourage students to write notes or a story on the paper.

**Follow-up Questions:**

1. Why do bubbles pop?
2. Why did our bubbles leave colors on the paper? Would normal bubbles do this? Why or why not?
3. Why was it important to have a partner? Was one job more fun than the other? Were both jobs important? Why?
4. Do you think Pig’s bubble bath had paint in the bubbles? Why or why not? What was Pig trying to do?

**Additional Follow-Up Questions for After the Show:**

1. How did Duck and the animals cooperate in *Giggle, Giggle, Quack*? How was this similar or different to when you created bubble art with a partner?
2. What are the advantages of cooperating?
3. Can it sometimes be difficult to cooperate? Why or why not? What can we do when we have trouble cooperating?

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### CHORES AND RESPONSIBILITY

**Explanation:** In *Giggle, Giggle, Quack*, Brother Bob has the responsibility of taking care of the animals.

**When:** Before or after the performance

**Activity:**

1. Ask students to chart out their daily routine.
2. Have students put a star next to each part of their routine that is a chore- whether it is something they do to take care of themselves, their belongings, a pet, or to help a member of their family.
3. Share as a group.

**Discussion:**

1. Why are chores important to do even if they aren’t always fun?
2. Why did Farmer Brown ask Brother Bob to take care of the animals? Did he still have responsibilities even if he was going on vacation? Why?

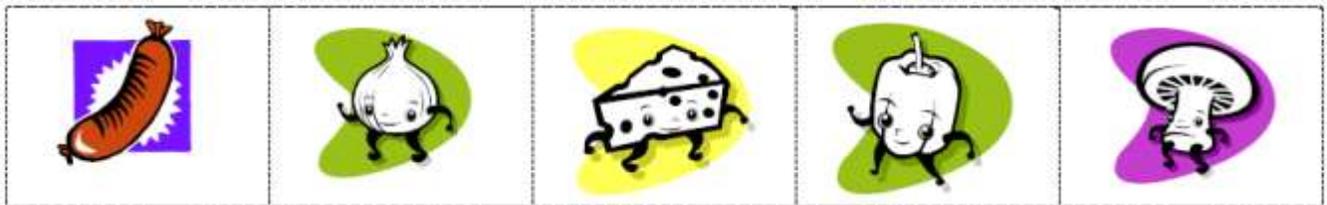
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Activity adapted from 'Bubbles Activity Booklet' from the Soap and Detergent Association.

NAME: \_\_\_\_\_

# PIZZA TOPPING GRAPH WORKSHEET

 <b>PEPPERS</b>							
 <b>MUSHROOMS</b>							
 <b>CHEESE</b>							
 <b>PEPPERONI</b>							
 <b>ONIONS</b>							



NAME: \_\_\_\_\_

## BUBBLE SHAPE OBSERVATION CHART

SHAPE OF BUBBLE WAND	DRAW WAND SHAPE	DRAW PREDICTION OF BUBBLE SHAPE	DRAW ACTUAL BUBBLE SHAPE
CIRCLE			
SQUARE			
HEART			
TRIANGLE			

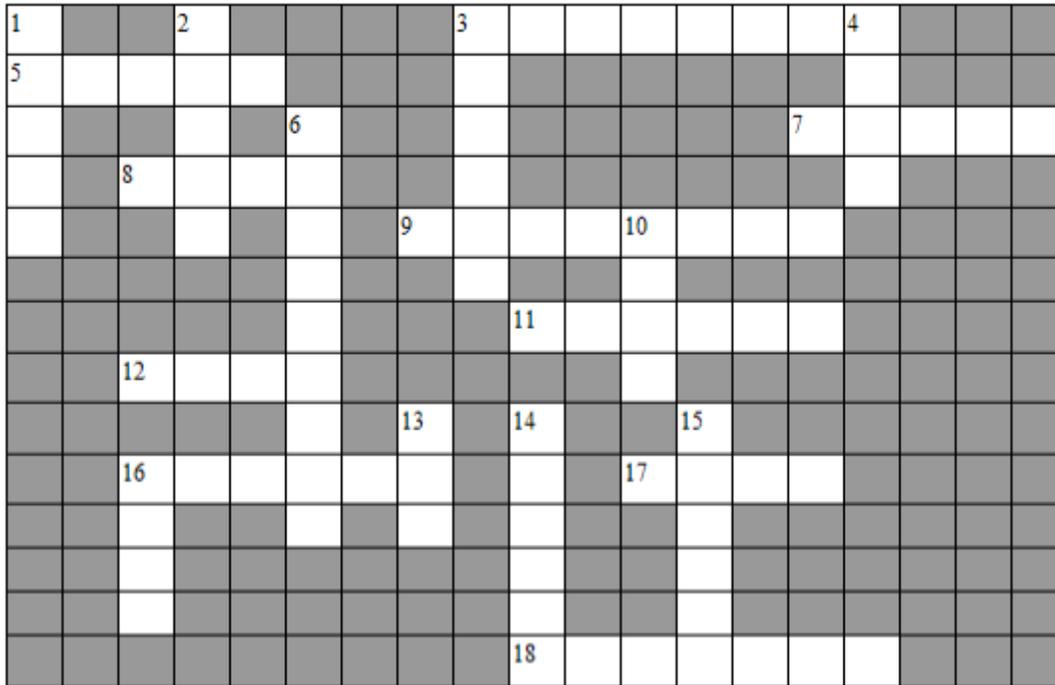
**NOTES:**

Write down your observations about the bubbles– their shapes, their size, their colors, or anything else you notice.

NAME: \_\_\_\_\_

## FARM ANIMAL CROSSWORD PUZZLE

Use the information on pages 10 & 11 to complete the farm animal crossword puzzle below.  
Answer key found on page 22.



### ACROSS

3. No two cows have the same \_\_\_\_\_ or spots.
5. Ducks live near \_\_\_\_\_.
7. You can guess how old a cow is based on the \_\_\_\_\_ on its horns.
8. A duck's mouth is called a \_\_\_\_\_.
9. A duck's \_\_\_\_\_ are water-proof.
11. A chicken's gizzard contains \_\_\_\_\_.
12. State that raises the most pigs in the country
16. Two or more cows
17. Number of compartments in a cow's stomach.
18. A male chicken

### DOWN

1. Pigs are clean animals because they do not \_\_\_\_\_.
2. The most common type of farm duck.
3. A baby pig.
4. Pigs have thick \_\_\_\_\_.
6. Only chimps, dolphins, whales & \_\_\_\_\_ are smarter than pigs.
10. Pigs have four toes on each \_\_\_\_\_.
13. A female chicken
14. A female cow
15. Chicken eggs come in different \_\_\_\_\_.
16. A duck's feet cannot feel \_\_\_\_\_.



# RESOURCES AND SOURCES



## BOOKS BY DOREEN CRONIN

*Duck for President*

*Thump, Quack, Moo*

*Dooby Dooby Moo*

*Giggle, Giggle, Quack*

*Click, Clack, Moo: Cows  
that Type*

*Diary of a Worm*

*Diary of a Spider*

*Diary of a Fly*

*Stretch*

*Wiggle*

*Bounce*

*Click, Clack, Quackity,  
Quack*

*Click, Clack, Splish,  
Splash*

*Click, Clack, Moo & More*

*Rescue Bunnies*

## CLASSROOM RESOURCES

### Websites:

Clean Living Institute: Bubbles

<http://www.cleaninginstitute.org/assets/1/AssetManager/bubblebook.pdf>

*A downloadable booklet with fun bubble activities and scientific explanations.*

Iowa Beef Industry Council- Resources for Teachers

<http://www.iabeef.org/Content/educators.aspx>

*Includes educational kits and powerpoints for elementary students about raising cattle and the connection between students and the farm.*

Kiddyhouse.Com- Farm

<http://www.kiddyhouse.com/Farm/>

*Links and lesson plan ideas for introducing young students to different farm animals.*

## STUDY GUIDE SOURCES

### Print Materials:

Dallas Children's Theater's BEHIND THE CURTAIN for *Giggle, Giggle, Quack*. Available online at:

<https://www.dct.org/educators/Giggle%20Giggle%20Quack%20SG.pdf>

### Websites:

'Bubbles: Science or Fun' from [www.proteacher.com](http://www.proteacher.com)

'Farm Animal Fact' sources:

<http://kiddyhouse.com/Farm/>

<http://bestfunfacts.com/pigs.html>

<http://starpoohonline.com/pigfacts/>

Iowa Beef Industry Council: <http://www.iabeef.org>

Iowa Egg Council: <http://www.iowaegg.org>

Iowa Pork Producer's Association: <http://www.iowapork.org>

Official Website of Betsy Lewin: <http://www.betsylewin.com>

Official Website of Doreen Cronin: <http://www.doreencronin.com>

Official Website of Dallas Children's Theater: <https://www.dct.org>