GRUG

Applause Series Curriculum Guide
April 9-12, 2013

DES MOINES
PERFORMING ARTS
CIVIC CENTER · STONER THEATER · TEMPLE THEATER
Dear Teachers,

Thank you for joining us for the Applause Series presentation of *Grug*. Based on a series of picture books that is absolutely iconic to generations of Australian children, *Grug* is a true gem of a show. Sweet, optimistic and with a simple blend of humor and resilience, *Grug* captured our hearts when we first discovered it at the International Performing Arts for Youth showcase in 2011. We clearly weren’t the only ones to catch the “Grug-bug” as it took home the prestigious Victor Award for best-of-showcase that year. We are delighted that *Grug* is making a stop in Des Moines as part of its first North American tour.

We thank you for sharing 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 variety of discussion questions and activities. 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,

Des Moines Performing Arts Education Team
Des Moines Performing Arts is a private, nonprofit organization and is an important part of central Iowa’s cultural community. It is recognized nationally for excellence as a performing arts center and is committed to engaging the Midwest in world-class entertainment, education, and cultural activities.

Des Moines Performing Arts presents professional touring productions, including theater direct from Broadway, world-renowned dance companies, family programming, comedy, and concerts.

Education and Community Engagement programs are core to Des Moines Performing Arts' mission as a nonprofit performing arts center.

Public education programs allow audience members and local artists to make meaningful and personal connections to the art they experience on our stages. Guest lectures and Q&As with company members allow audiences to explore the inner workings of the performance. In addition, master classes, workshops, and summer camps taught by visiting performers give local actors, dancers, and musicians the chance to increase their skills by working directly with those who know what it takes to succeed on the professional stage.

Through its K-12 School Programs, Des Moines Performing Arts strives to ensure that central Iowa students have affordable access to high quality arts experiences as part of their education. More than 46,000 students and educators attend curriculum-connected school matinee performances through the Applause Series annually. In addition, Des Moines Performing Arts sends teaching artists into the schools to provide hands-on workshops and residencies in special opportunities that engage students directly in the creative process. And, through its partnership with the John F. Kennedy Center, Des Moines Performing Arts provides teachers with in-depth professional development training on how to use the arts in their classrooms to better impact student learning.

DID YOU KNOW?

More than 350,000 people visit Des Moines Performing Arts venues each year.

Des Moines Performing Arts opened in 1979.

Des Moines Performing Arts has three theater spaces:

- Civic Center, 2744 seats
- Stoner Theater, 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 Civic Center.

Nollen Plaza, situated just west of the Civic Center, is a park and amphitheater that is also part of Des Moines Performing Arts. The space features the Crusoe Umbrella sculpture by artist Claes Oldenburg.

As a nonprofit organization, Des Moines Performing Arts depends on donor funding to support facilities, programming, and education programs.

The Applause Series started in 1996. You are joining us for our 17th season of school performances.
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 theater:

* 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 and put away all cell phones, pagers, and other electronic devices before the performance begins.
* Do not text during the performance.
* Respect the theater. Remember to keep your feet off of the seats and avoid bouncing up and down.
* 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. Other audience members and the performers on stage can hear your voice!
* Use the restroom before the performance or wait until the end. If you must leave the theater during the show, make sure the first set of doors closes before you open the second — this will keep unwanted light from spilling into the theater.
* 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!

A SPECIAL EXPERIENCE

Seeing a live performance is a very special experience. Although it is not required, many people enjoy dressing up when they attend the theater.
Thank you for choosing the Applause Series with Des Moines Performing Arts. Below are tips for organizing a safe and successful field trip to the Stoner Theater.

Stoner Theater is located within the Civic Center building, located at 221 Walnut Street.

**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.
- Des Moines Performing Arts 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 theater, and be seated.
- Performances are approximately 60 minutes unless otherwise noted on the website and printed materials.

**DIRECTIONS AND PARKING**
- Directions: From I-235, take Exit 8A (Downtown Exits) and the ramp toward 3rd Street and 2nd Avenue. Turn onto 3rd Street and head south.
- Police officers stationed at the corner of 3rd and Locust Streets 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 theater to eat lunch or take a tour.
- Buses are not generally permitted to drop off or pick up students near the theater. If a bus must return to school during the performance, prior arrangements must be made with the Education staff.

**ARRIVAL TO THE STONER THEATER**
- When arriving at the theater, 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 staff member may be stationed outside the building to direct you.
- Theater staff will usher groups into the building as quickly as possible. Once inside, you will be directed to the check-in area.
- Applause seating is not ticketed. Ushers will escort groups to their seats; various seating factors including group size, grade levels, arrival time, and special needs seating requests may be used to assign a group’s specific location in the theater.
- 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.
- As a reminder, children under the age of three are not permitted in the theater for Applause Series performances.

**IN THE THEATER**
- In case of a medical emergency, please notify the nearest usher.
- 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 the their bus(es).
- If an item is lost at the theater, 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@DesMoinesPerformingArts.org. Thank you!
**VOCABULARY**

**SHOW TERMS**

**burrow:** a hole or tunnel in the ground made by an animal for shelter and habitation.

Grug’s home is a burrow.

Grug’s friend Cara is a carpet snake.

**Burrawang:** palm-like trees from Australia. Burrawangs have a stout and woody trunk and a crown of large, stiff leaves.

Grug came from the top of a burrawang tree that fell to the ground.

**letterbox:** a private box, as at a home, into which mail is delivered by the mail carrier.

Grug receives parcels in his letterbox.

**fishing rod:** a long thin pole with a line, hook, and often a reel that is used for catching fish.

Grug uses a fishing rod to try to catch a fish.

**carpet snake:** a large, nonvenomous Australian python with a varied pattern on its back.

Grug’s friend Cara is a carpet snake.

**garden:** a plot of ground, usually near a house, where flowers, shrubs, vegetables, fruits, or herbs are grown.

Grug plants cabbages in his garden.

**goal post:** a post supporting a crossbar which forms the goal on a playing field in certain sports, such as soccer.

Grug tries to kick his soccer ball into the goal post.

**THEATER TERMS**

**puppetry:** an art form in which objects, often with human or animal characteristics, are brought to life by puppeteers.

The creatures in Grug, such as Grug and Cara the carpet snake, are puppets.

**puppeteer:** a person or performer who manipulates puppets. The puppeteers in Grug are visible during the performance.

You will be able to see the puppeteers during Grug. See if you can figure out how they make Grug move, including his legs and eyes.
ABOUT THE PERFORMANCE

Grug is based on the much loved picture book character created by Australian writer Ted Prior. Grug began his life as the top of a Burrawang tree that fell to the ground. Resembling a small, striped haystack with feet and a nose, Grug is fascinated by the world around him and solves everyday problems creatively and without fuss.

When dancing instructions are too difficult to understand, he invents his own dance and calls it 'The Grug'. When snails eat his cabbages, Grug plants more cabbages so there will be enough for both him and the snails. Grug is very inventive and a great problem-solver. Although sometimes it is his friend Cara, the friendly carpet snake that saves the day.

Along with Cara, Grug will during the performance go fishing, have a birthday party, grow a garden, play soccer, and invite the audience to learn 'The Grug'.

Run Time: 30 minutes, with additional 10-15 minutes of post-show interaction.

THE STORIES
The performance is based on 6 different Grug books by Ted Prior:

◊ Grug
◊ Grug and the Big Red Apple
◊ Grug Goes Fishing
◊ Grug and His Garden
◊ Grug Has a Birthday
◊ Grug Plays Soccer

THEMES
◊ Resilience
◊ Optimism
◊ Problem-solving
◊ Friendship
◊ Humor
◊ Inventiveness

CREATIVE PLAY
Creative play provides the framework for the performance.

Play is recognized as a child's way of learning, it is active and interactive, and within it children develop relationships, experiment, imagine, create, practice, problem-solve, escape, role-play and learn together.
(Wendy Schiller: Thinking through the Arts, 2000).

SET DESIGN
The set is designed to appear as a cross section of the environment. The audience will be able to see what happens on the slope of Grug’s hill, Grug’s underground home, and even under water when he goes fishing!

INTERACTION
The audience will be invited to interact at various points during the story. At the beginning of the performance the actors will pass a number of boxes amongst the audience. These are ‘gifts’ for Grug and will be addressed to him. The audience will be asked to feel it, shake it and then pass it on. The parcels will then be passed back to the performers who will then ‘post’ them to the letterbox on the set.

The audience will also be invited to join in dancing ‘The Grug’. Following the performance, there will also be a brief interaction designed to allow children to further explore Grug’s house, the music station with the ‘record player’, the Grug puppets and other minor characters.

Adapted from Windmill Theatre’s “Grug: Teacher Notes.”
ABOUT THE AUTHOR, TED PRIOR

Grug is based on Ted Prior’s enormously popular Australian book series.

Prior to becoming an author and illustrator, he worked as a police officer and art teacher. He also worked in children’s TV and animation. In 1979, he started his GRUG series of children’s picture books. He shares, “Thirty years ago I was living on a small farm in northern New South Wales. I had just started reading to my two very young children and thought I would try to create our own imaginary bush animal and write a story about it. I doodled around and came up with Grug.”

TED PRIOR REVEALED

Q. How would you describe your life in only 8 words?
A. I live creatively and close to nature.

Q. What is your motto?
A. Keep everything simple.

Q. How would you describe perfect happiness?
A. Every day doing the things that are creative and personally satisfying.

Q. What is your greatest achievement?
A. Fathering three children.

Q. If you could be any person or thing, what would it be?
A. A white-headed pigeon.

Q. What is your favorite occupation when not writing?
A. Planting trees and gardening.

Q. If you could eat only one thing for the rest of your days, what would it be?
A. Thick vegetable soup.

WATCH

Experience more of Ted Prior’s work and process with the following short videos.

Ted Prior drawing Grug:

Animation by Ted Prior based on his first book in the Grug series:

Adapted from Windmill Theatre’s “Grug: Teacher Notes.”
Windmill Theatre is based in Adelaide, Australia. They produce and present bold, live theater productions for children, teens and family audiences. With a philosophy that creative expression is fundamental to humanity and vital for navigating the contemporary world, the company’s mission is to make theater a dynamic meeting space between the imagination of the artists and the audience.

Since its inception in 2002, Windmill has performed across Australia and the world, winning a swag of state and national awards. By creating art that is engaged with the vibrancy, sophistication and inventiveness of young people, Windmill is active the international conversation that defines the future of theater practice.

RESEARCH-BASED THEATER FOR VERY YOUNG CHILDREN

Windmill Theatre, in partnership with the University of South Australia, undertook a three-year research project at three childcare centers. Their aim was to explore the elements that create a total performance experience for very young children based on a sensory interactive experience exploring multi-literals.

Professional dancers and visual artists visited the childcare centers. The artists were asked to ‘play’ with the tools of their craft, allowing the children to choose how they interacted with each artist. Observations and documentation were taken about the interaction between the artists and the young children that are used as the framework for Windmill’s development of theater pieces for very young audiences.

Interacting with children during the development of new works continues to be an important part of Windmill’s process.

Adapted from Windmill Theatre’s “Grug: Teacher Notes.”
ABOUT AUSTRALIA

GEOGRAPHY
Australia is the only country in the world that covers an entire continent. It’s in the southern hemisphere on the opposite side of the globe as North America. Many Americans call it the land “down under.”

Australia has lots of fertile land, but more than one-third is desert!

ANIMAL LIFE
Australia has an unusual ecosystem because it is remote. There are many animal species that live in Australia that do not live anywhere else in the world, such as kangaroo, koala, and platypus.

GREAT BARRIER REEF
Australia is also home to the Great Barrier Reef, the world’s largest coral reef system. The Coral Reef is so large that it can be seen from outer space!
1) PREPARE FOR THE JOURNEY

**Goal:** To prepare young students for what may be their very first performance experience.

**Explanation:** In this activity, lead a class discussion that a) accesses students’ prior knowledge of performances and b) prepares for them what to expect when they visit the theater to see *Grug*.

**Activity:**
1. Ask students about their experiences with performance (watching older siblings in a school play, going to a concert, etc.)
2. Share the journey with them step by step. Talk about:
   - Going into a special ‘theater’ space.
   - Being an ‘audience’. They are a very important part of the performance. The actors need them.
   - What is the job of the audience? To look and listen. (For this performance of *Grug*, the audience will also be asked to join in with singing and movement.)
   - What is going to happen? They will be watching ‘actors’ tell a story with puppets, movement, and music.
   - A performance usually finishes with clapping.

**Follow-up Questions:**
1. Why do you think going to a performance is a special experience?
2. Why is it important to look and listen during a performance?

2) RECORD PLAYER

**Goal:** To explore a technology featured in the performance that children with which children are likely not familiar.

**Explanation:** The music in *Grug* is pre-recorded, but it will appear to come from a vinyl record on a record player. In this activity, students will explore a record player and what it does.

**Materials:**
- Record player
- Vinyl record

**Activity:**
1. Show students a vinyl record. Ask them to describe the item.
2. If you feel comfortable, pass the record around so that they can feel it for weight and comfort.
3. Ask students to guess what the object is for or what it does.
4. After students have guessed, place the vinyl record on the record player. Turn it on without placing the needle on the record.
5. Again, ask students what they think the machine is for or what it does.
6. Last, place the needle on the record so that the music plays.

**Follow-up Questions:**
1. What is do these objects do? Can you tell how they work when used together?
2. We have different machines that play music that has been recorded today. Can you think of what those machines are?
3) GRUG LEARNS TO DANCE

**Goal:** To follow directions and engage in physical activity

**Explanation:** Grug’s first go at dancing is a routine that is very similar to the *Hokey Pokey*, which students will do in this activity.

**Activity:**
1. Lead students in the *Hokey Pokey*.
   
   You put your right hand in,
   You put your right hand out,
   You put your right hand in,
   And you shake it all about,

   You do the hokey pokey
   and you turn yourself around. That’s what it’s all about.

   Followed by: 2) left hand; 3) right foot; 4) left foot; 5) head; 6) backside; 7) whole self

**Extension Ideas:**
1. Have students create their own music to accompany the dance or choose a favorite song.
2. Show students a picture of Grug. Have them make up their own *Grug* dance based on how they think this creature would move.
3. Examine Grug’s physical shape and have the children move about with their arms down by their side and walking stiff-legged like Grug.

**Follow-up Questions:**
1. Who dances? Why do we dance?

4) GRUG HAS A BIRTHDAY

**Goal:** To practice writing or dictation skills

**Explanation:** In the play, one of the stories that will be shared is *Grug Has a Birthday*. In this activity, students will create a birthday card for Grug.

**Materials:**
- Paper
- Pencils
- Art materials

**Activity:**
1. Before going to the theater, show students pictures of Grug. Ask them to guess when Grug’s birthday is.
2. After students guess, tell them that Grug will actually be celebrating his birthday the same day that they go to the theater to see him.
3. Invite students to make a birthday card for Grug that you can bring to the theater the day of the show.
4. As appropriate for student skill level, have them write or dictate a birthday message to Grug. Encourage them to think about what things make a birthday special when writing their message.
5. Last, have students illustrate their cards.

**Follow-up Questions:**
1. What is a birthday?
2. Why are birthdays special?
3. How do you feel on your birthday?
4. What do you like to do for friends or people in your family when it is their birthday?

Activities adapted from Windmill Theatre’s “Teacher Notes: Grug”.
4) GRUG GOES FISHING

**Goal:** To explore fishing through dramatic play

**Explanation:** During the play, Grug tries to go fishing. In this activity, create a fishing area in the drama corner of your classroom.

**Materials:**
- Stools or big boxes
- Blue fabric or material
- Dowel rods
- Yarn or string
- Magnets
- Paper clips
- Craft foam or card stock

**Activity:**
1. Begin by creating a drama corner in your classroom. Use boxes or stools to form a pier or dock-like structure.
2. Gather your blue material at the base of your pier in the shape of a pond.
3. Create fishing rods by attaching yarn or string to dowel rods. Attach a magnet at the end of the string.
4. Cut fish shapes out of craft foam or card stock. Firmly attach paper clips to each fish shape (stapling is recommended) to ensure that they do not slip off.
5. Allow students to "catch" the fish with their fishing rods and to engage in dramatic play.

**Extension Ideas:**
1. Provide buckets labeled with numbers. Have students "catch" the corresponding number of fish.
2. Provide books on different types of fish in your reading corner. As students research different types of fish, add their names to a chart.

**Follow-up Questions:**
1. Did you catch any fish? Why or why not?
2. Why did you want to go fishing today?
3. What do you think will happen when Grug goes fishing?

5) GRUG AND THE BIG RED APPLE

**Explanation:** In the play, Grug encounters a big, red apple. In this literacy activity, students will experience two apple-themed rhymes.

**Activity:**
1. Choose one or both of the following rhymes to engage students.

**Apple Action Rhyme**
Way up high in the apple tree (Point up.)
Two little apples smiled at me. (Make an apple shape with your hand.)
I shook that tree as hard as I could. (Pretend to shake a tree.)
Down fell the apples — (Raise hands and let them fall.)
MMMMM, were they good! (Circle tummy.)

**Ten Red Apples**
Ten red apples grow on a tree
Five for you and five for me
Help me shake the tree just so
And ten red apples down below
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

**Extension Ideas:**
1. Make a list of recipes that have apples in them.
2. Find images of or bring different types of apples to your classroom so that students can see that not all apples are red.

**Follow-up Question:**
1. Grug is going to find an apple that is almost as big as he is. What do you think Grug will do with it?

Activities adapted from Windmill Theatre’s “Teacher Notes: Grug”.
6) GRUG PLAYS SOCCER

**Goal:** To practice gross motor skills

**Explanation:** During the play, Grug plays soccer with his friend Cara the snake. In this activity, students will engage in gross motor skills that use a soccer ball.

**Materials:**
- Soccer or playground ball
- Traffic cones or other obstacles

**Activities:**

**Obstacle Course**
1. Set up several traffic cones (or alternative items as obstacles in a line). Leave 3-4 feet between each.
2. Challenge students to one at a time weave between the cones with a ball, moving it only with their feet.

**Goal!**
1. Create a goal by setting up two traffic cones about ten feet apart from one another.
2. Challenge students to kick the ball between the two cones to score a goal.
3. As time passes, move the cones closer to one another to narrow the goal and increase the challenge.

**Follow-up Questions:**
1. Have you played soccer before?
2. What other sports use a ball? What are they like?
3. What do you think will happen when Grug and Cara play soccer together?

7) GRUG AND HIS GARDEN

**Goal:** To explore how plants grow

**Explanation:** During the play, Grug plants a garden only to discover that his cabbages are being eaten by the snails. In this activity, students will plant seeds and record observations of plant growth.

**Materials:**
- Flower or vegetable seeds
- Plastic gardening tools
- Watering can or other garden-themed props

**Activity:**
1. If you have the facilities to set up a small garden, work with students to plant a variety of flower or vegetable seeds. (You may also choose to plant seeds indoors in cups or pots.)
2. Show students how to water their seeds and talk about how plants need water, dirt, and sunlight to grow.
3. Have students keep an observation log each day of the progress of their garden.

**Extension Idea:**
1. Set up a ‘snail trail’ using chalk on the sidewalk. Go on a ‘snail hunt’. Have a family of snails made out of play dough at the end of the trail.

**Follow-up Questions:**
1. Where do plants come from?
2. What types of things do plants need to grow?
3. When Grug plants a garden, some of his cabbages disappear! What do you think is happening to his cabbages?
4. What would you do if you were Grug to find out what is happening to your cabbages?
DISCUSSION QUESTIONS

Comprehension:
1. Where did Grug come from?
2. Where did he decide to make his home?
3. How did Grug get the apple to his home?
4. What game did Grug play? What happened?
5. How did Grug celebrate his birthday?
6. What happened to Grug when he went fishing?
7. What did Grug do when he discovered that the snails were eating his cabbage?

Themes:
1. Grug is a great problem-solver. Can you think of any problems that he solved during the show? What is a problem you have experienced? How did you solve it?
2. Grug is a good friend. When did you see him being a good friend? What does it mean to be a good friend?
3. Grug is optimistic. What does optimistic mean? Why is it a good thing to be optimistic?
4. Did Grug give up when something was hard? Have you ever wanted to give up when something was hard? What did you do to motivate yourself to keep trying? How did you feel when you finally succeeded?

Theater Experience:
1. What was your favorite part about our trip to the theater?
2. Were you able to see the puppeteers during the show? Why or why not?
3. What did the puppets look like? What kind of colors were they? How do you think the different puppets were made?
4. What did the set look like? Did it do anything that surprised you?

1) WRITE A LETTER

Goal: To reflect on the performance experience and to practice writing skills.

Explanation: In this activity, students will write a letter about their experience to the Grug performers or to Des Moines Performing Arts education donors whose support keeps Applause Series tickets accessibly priced for school groups.

Activity:
1. After attending the performance, discuss the experience with your students. Use the following discussion questions to guide the conversation:
   ◊ What was the show about?
   ◊ What parts of the show were most exciting?
   ◊ Which character did you enjoy the most? Why?
   ◊ What did the characters learn?

2. Next, invite students to write a letter to the performers or to Des Moines Performing Arts donors about their theater experience.

Example letter starter:

Dear Grug performers,

My favorite part of the show was…
While watching your show I felt… because …
I have drawn a picture of the scene when…
If I could be in your show, I would play the part of … because …

3. Mail the letters to:

Des Moines Performing Arts
Attn: Education Department
221 Walnut Street
Des Moines, IA 50309

Follow-up Questions:
1. What did you include in your letter? Why did you want to share that particular idea?
2) RE-TELL THE STORY

**Goal:** To demonstrate comprehension of the story through puppetry and performance.

**Explanation:** In this activity, students will re-tell the story of *Grug* using simple puppets.

**Preparation:** Before you begin this activity, prepare Grug and Cara puppets by printing the images at right. Trip away excess paper. Laminate if you so desire and glue or tape the cutouts to a paint or popsicle sticks.

**Materials:**
- Grug and Cara puppets, see above
- Items representing different stories from the performance, such as small boxes, a balloon or birthday cake, an apple, a fish, a flower, etc.

**Activity:**
1. Reflect on the performance and discuss the sequence of events.
2. Show students the puppets you have prepared.
3. As a class or in small groups, allow students to perform the story of *Grug* with the puppet and props. Students may use the puppets to narrate the story in their own words.

**Follow-Up Questions:**
1. How were the puppets in the performance similar to the ones in our classroom? How were they different?
2. Did Grug talk during the performance? Who told the story of what was happening?
3. What was your favorite part of the *Grug* performance?
RESOURCES AND SOURCES

GRUG BOOKS

- Grug
- Grug Goes to Hospital
- Grug Learns to Fly
- Grug and the Circus
- Grug Learns to Read
- Grug at the Zoo
- Grug Learns to Dance
- Grug Goes to School
- Grug and the Green Paint
- Grug Goes Fishing
- Grug and the Big Red Apple

OTHER BOOK SUGGESTIONS

- Clifford’s Birthday Party by Norman Bridwell
- Froggy Plays Soccer by Jonathan London
- The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear by Don and Audrey Wood
- Planting a Rainbow by Lois Ehlert
- Underground by Denise Fleming

CLASSROOM RESOURCES


“Av-a-go yer mug” means “Good for you!” Learn how to talk like an Aussie with this fun dictionary. If you don’t check it out, you might as well be in back o’Bourke!

Contains lists of classroom activities, books, and videos based on PBS characters around the theme of friendship.

Provides an overview of garden-based lesson ideas and links to helpful websites for planning a garden study.

“Happy Birthday Unit/Theme.” TeachingHeart.Net. [http://www.teachingheart.net/Birthdayunit.html](http://www.teachingheart.net/Birthdayunit.html)
Contains birthday-themed rhymes, books, and activity ideas suitable for early childhood.

STUDY GUIDE SOURCES


Tourism Australia. [australia.com](http://australia.com)