



GRUG AND THE RAINBOW

Applause Series Curriculum Guide
April 11-18, 2017

Grug and the rainbow

Dear Teachers,

Thank you for joining us for the Applause Series presentation of *Grug and the Rainbow*. Based on a series of picture books that is absolutely iconic to generations of Australian children, *Grug and the Rainbow* is a brand new show from Windmill Theatre Co. Featuring the exquisite puppetry and gentle storytelling that has captured audiences around the world, this production introduces new characters, some bopping tunes and a magical new set that is sure to fill the littlest theatregoers with delight. Sweet, optimistic and with a simple blend of humor and resilience, *Grug* captured our hearts the first time he visited Des Moines in 2013 and we are thrilled to have him back.

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

Support for Des Moines Performing Arts education programs and the Applause Series is provided by:

American Enterprise Group, Arts Midwest, Bradford and Sally Austin, Bravo Greater Des Moines, The Coons Foundation, EMC Insurance Companies, EquiTrust Life Insurance Company, Hy-Vee, Inc., Iowa Department of Cultural Affairs, John Deere, Richard and Deborah McConnell, Nationwide, Polk County, Prairie Meadows, Principal Financial Group, U.S. Bank, Wells Fargo & Co., West Bancorporation Foundation, Windsor Charitable Foundation, and more than 200 individual donors.

GUIDE CONTENTS

About Des Moines Performing Arts
Page 3

**Going to the Theater and
Theater Etiquette**
Page 4

Field Trip Information for Teachers
Page 5

Vocabulary
Page 6

About the Performance
Pages 7-8

About the Author, Ted Prior
Page 9

**About the Company,
Windmill Theatre**
Page 10

About Australia
Page 11

Pre-Show Exploration
Pages 12-13

**Post-Show Discussion
and Assessment**
Pages 14-16

Resources and Sources
Page 17



This study guide was compiled and edited by Michelle McDonald and Karoline Myers.
Adapted from Windmill Theatre’s “Grug: Teacher Notes.”

ABOUT DES MOINES PERFORMING ARTS



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 55,000 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. The Iowa High School Musical Theater Awards is Des Moines Performing Arts' newest initiative to support the arts in Iowa schools, providing important learning tools and public recognition to celebrate the achievements of students involved in their high school theater programs.

DID YOU KNOW?

More than 300,000 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.

Cowles Commons, situated just west of the Civic Center, is a community gathering space. Features include the Lauridsen Fountain, the Crusoe Umbrella sculpture by Claes Oldenburg, and the Swirl sculpture by Jim Campbell.

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 21st 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. 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?

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.

THEATER ETIQUETTE

Here is a checklist of general guidelines to follow when you visit the Des Moines 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 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 and causing a distraction.
- * 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!

GOING TO THE THEATER information is adapted from the Ordway Center for the Performing Arts study guide materials.

TEMPLE THEATER FIELD TRIP INFORMATION



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 Temple Theater.

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. (Full payment and cancellation policies may be viewed at DesMoinesPerformingArts.org/education.)
- DMPA 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 Temple for the Performing Arts, 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

- The Temple Theater is located in the Temple for the Performing Arts located at Tenth and Locust Streets in downtown Des Moines.
- Directions from I-235: Take Exit 8A (downtown exits) and the ramp toward Third Street. Travel south on Third Street approximately six blocks to Grand Avenue. Turn west on Grand Avenue and travel to Thirteenth Street. Turn south on Thirteenth Street and then east on Locust Street.
- Buses will park on the south side of Locust Street in front of the Nationwide building. See next column for additional parking information.

QUESTIONS?

Please contact the Education department at education@desmoinesperformingarts.org or 515.246.2355.

Thank you!

PARKING

- Police officers stationed at the corner of Tenth and Locust Streets will direct buses to parking areas with hooded meters near the theater. Groups traveling in personal vehicles are responsible for locating their own parking.
- Buses will remain parked for the duration of the show.
- 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 DMPA Education staff.

ARRIVAL

- When arriving at the theater, please have an **adult lead your group** for identification and check-in purposes. A staff member may be stationed outside the building to direct you.
- DMPA staff will usher groups into the building as quickly as possible.
- 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 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 seats or taking groups to the restroom.

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 their bus(es).
- * If an item is lost at the Temple Theater, please see an usher or call 515.246.2355

VOCABULARY



Photo by Shane Reid

SHOW TERMS



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.

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



Grug's home is a burrow.
Image: skagitnutria.com.



bush: a large, sparsely populated and uncleared area of land in Australia.

The Australian Bush, or Outback, as it is sometimes referred to by locals.

Image: chickensmootie.com

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



Grug's friend Cara is a carpet snake.
Image: messersmith.name.



Grug's friend Snoot an echidna.
Australiazoo.com.au

echidna: a spiny, insect-eating mammal that lays eggs, with a long snout and claws from Australia and New Guinea.

letterbox: a private box, into which mail is delivered by a mail carrier. Grug receives parcels in his letterbox.



wikimedia.org



Grug is searching for a rainbow.
Image: artpitasharma.com.

rainbow: a curved line of different colors that sometimes appears in the sky when sun shines through rain.

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 and the Rainbow*, such as Grug and Cara the carpet snake, are puppets.



Photo by Shane Reid

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 and the Rainbow*. See if you can figure out how they make Grug move, including his legs and eyes.

ABOUT THE PERFORMANCE



Windmill Theatre brings a new set of stories to the stage in *Grug and the Rainbow*. Based on the much loved character created by Australian writer Ted Prior and initially published in the late 1970s, the Grug series has gained a whole new audience after being republished in 2009.

The performance is designed as a playful and gentle introduction to theater for the very young. Using simple story telling, elegant transformational design and puppetry, the performance provides an authentic experience of performance literacy, taking the page to the stage.

Through story reading and the book-to-performance experience, children have the opportunity to discover similarities and differences, and explore individual responses through creative play. From this they will develop the capacity to create their own stories while developing their literacy through the elements of performance.

Run Time: 35 minutes, with additional 10-15 minutes of post-show interaction.

THE STORIES

The performance is based on 9 different books by Ted Prior:

- ◇ *Grug*
- ◇ *Grug and the Green Paint*
- ◇ *Grug meets Snoot*
- ◇ *Grug and the Rainbow*
- ◇ *Grug at the Beach*
- ◇ *Grug and his Bicycle*
- ◇ *Grug at the Snow*
- ◇ *Grug and his Music*
- ◇ *Grug goes to Hospital*

THEMES

- ◇ Resilience
- ◇ Optimism
- ◇ Problem-solving
- ◇ Friendship
- ◇ Humor
- ◇ Inventiveness



Grug displays several themes of the performance during the bicycle scene.

SYNOPSIS

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.

One day when he went for a walk the sky suddenly turned dark and it started to rain. When the rain stopped, he was surprised to see a beautiful colored stripe across the sky. He tried chasing it but it always remained out of his grasp. That night he went to bed tired and sad, all he wanted was a rainbow of his own. Grug's journey to gather the colors of the rainbow takes him on all sorts of adventures, to the beach, to the snowfields, riding his bike, painting a house and even playing a drum.

His friends Cara the carpet snake and Snoot the echidna join him as he explores the world of color to unravel the hues of the rainbow.

Adapted from Windmill Theatre's "Grug and the Rainbow: Teacher Notes."

ABOUT THE PERFORMANCE, pg. 2



Read on to learn more about the performance of *Grug and the Rainbow*.

MEET THE CAST



Jude Henshall



Nathan O'Keefe



Ellen Steele

SET DESIGN

The set is designed so that the audience can see what happens on the slope of Grug's hill, as well as inside his burrow.

INTERACTION

The audience will be invited to interact at various points during the story, including dancing. Following the performance, there will be a brief interaction designed to allow children to explore Grug's house, the puppets and other minor characters.

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).

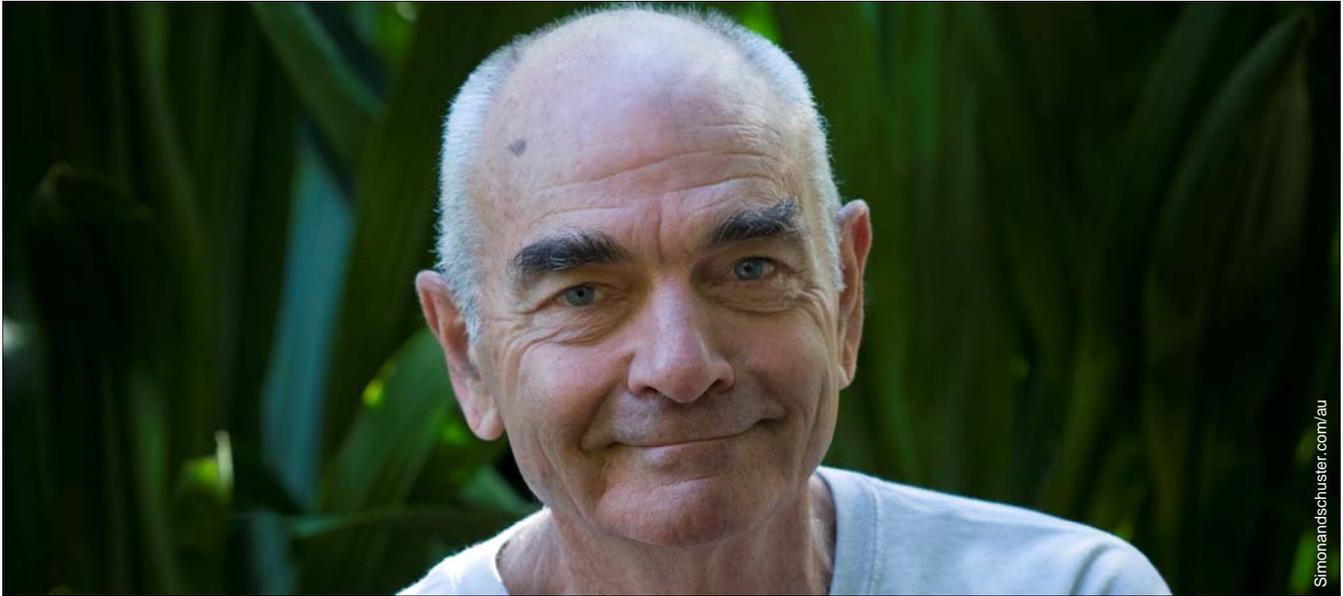
Adapted from Windmill Theatre's "Grug and the Rainbow: Teacher Notes."

"Grug and the Rainbow is amongst the best children's theatre you will find; don't miss this gorgeous show."

-The Barefoot Review

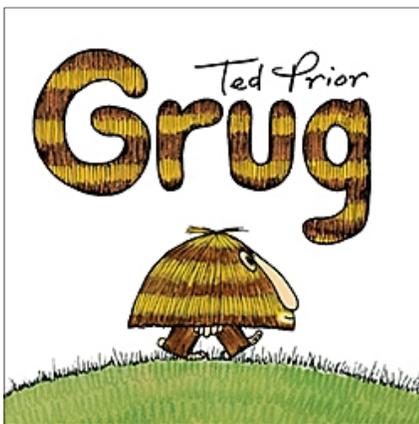


ABOUT THE AUTHOR, TED PRIOR



Grug and the Rainbow 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.

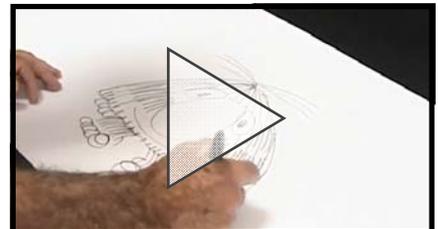
Q. If you could eat only one thing for the rest of your days, what would it be?

A. Thick vegetable soup.

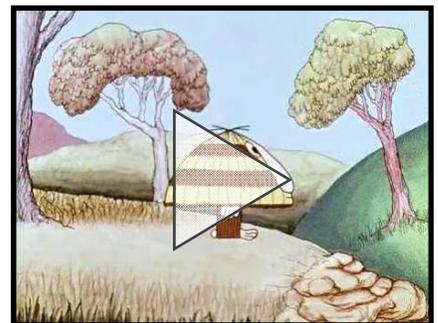
WATCH

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 and the Rainbow: Teacher Notes."

ABOUT THE COMPANY, WINDMILL THEATRE



Photo by Shane Reid

Windmill Theatre is based in Adelaide, Australia. They create and present unique and contemporary theatre shows inspired by the vibrancy, modern sophistication and inventiveness of young people, and showcases these works to an ever-increasing national and international audience.

Since its inception in 2002, Windmill has performed across Australia and the world, winning a swag of awards for their distinctive house style of theatre that makes true adventure and creative ingenuity synonymous with the Windmill name.

Windmill is active in the national and international conversation that defines the future of theatre practice.

RESEARCH-BASED THEATER FOR VERY YOUNG CHILDREN

Interacting with children during the development of new works continues to be an important part of Windmill's process. They have done researched based work in childcare centers to explore the elements that create a total performance experience for very young children based on a sensory interactive experience exploring multi-literacies.

Windmill Theatre believes it is important that young children have the opportunity to make, create, observe and interact with a variety of arts experiences. To have a pleasurable 'first' performance experience can lead children to a lifelong love of the arts. For children, the experience will provide a framework for becoming performance literate—to experience sound, movement and visual images as the narrative for telling a story.



Children from the Margaret Ives Childcare Centre, with performer Nathan O'Keefe, during one of Windmill Theatre's visits to the center during the creative development process for the initial production of *Grug*.

"Windmill Theatre are experts at involving the children from the moment they arrive."

-GLAM ADELAIDE

Adapted from Windmill Theatre's "Grug and the Rainbow: Teacher Notes."



ABOUT AUSTRALIA



Grug and the Rainbow is coming to Des Moines from the international company Windmill Theatre, which is from Australia.

GEOGRAPHY

Australia is the only country in the world that covers an entire continent. It is 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!

ABOVE: The Kata Tjuta (*Joota*), which are large domed rock formations in Australia's Northern Territory.
Image courtesy of lonelyplanet.com.



A joey in a mother kangaroo's pouch.



A koala eats eucalyptus leaves.



The Great Barrier Reef is made up of billions of tiny organisms called coral polyps.

PRE-SHOW EXPLORATION, pg. 1

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 and the Rainbow*.

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 and the Rainbow*, 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 special experience?
2. Why is it important to look and listen during a performance?



Prepare your students for their theater experience by helping them anticipate what to expect.

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 and the Rainbow* 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 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?



Activities adapted from Windmill Theatre's "Teacher Notes: Grug".

PRE-SHOW EXPLORATION, pg. 2

3) GRUG MAKES MUSIC

Goal: To identify how everyday classroom materials and sounds can be used to create rhythms and musical pieces.

Explanation: In the play, one of the stories that will be shared is *Grug and his Music*. In this activity, students will use every day materials to create rhythms, much like Grug does.

Activity:

1. Have students look around the classroom and identify materials that could be used to make rhythmic sounds. Examples could be the sounds of a clicking pen, chalkboard brushes clapping together, notebook paper rustling, and the squeaking of sneakers on a floor. If time allows, you may want to make more elaborate instruments, using [THIS GUIDE](#).
2. Let one student establish a rhythm with one of the items, and have another layer a second rhythm on top. Improvise a jam session of classroom sounds around the rhythms.
3. Have students identify which sounds work well together. From your improvisation, create a running order for a piece of music. List the different sounds and the order in which they appear.
4. Perform the piece again and see if it has improved.

Follow-up Questions:

1. Where can you find rhythm? Do you have your own rhythm?
2. How do you experience rhythm in your everyday life? (Ex: rain falling, footsteps, brushing teeth)
3. How can different rhythms convey different themes, moods, or ideas?
4. Are the sounds you created similar to any musical instruments you know?



4) GET WILL SOON, GRUG!

Goal: To practice writing or dictation skills

Explanation: In the play, one of the stories that will be shared is *Grug goes to Hospital*. In this activity, students will create a get well card for Grug, or another friend who might need it.

Materials:

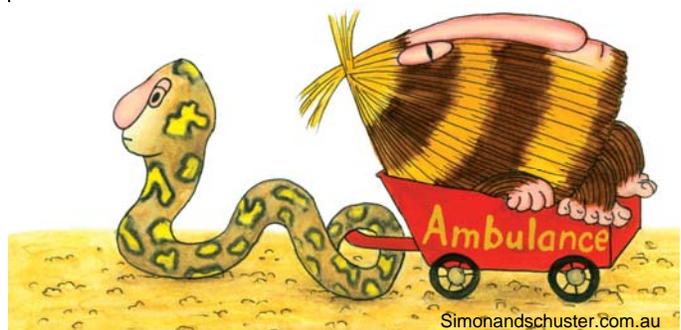
- ◇ Paper
- ◇ Pencils
- ◇ Art materials

Activity:

1. Before going to the theater, explain to students that much like children, Grug sometimes finds himself getting hurt when doing every day activities like riding his bike or playing outside.
2. Have students think about a reason that Grug might need a 'get well' card. Invite students to make a get well card for Grug or another friend who might be ill or hurt.
3. As appropriate for student skill level, have them write or dictate a 'get well' message to Grug. Encourage them to think about what things might cheer Grug up when writing their message.
5. Last, have students illustrate their cards.

Follow-up Questions:

1. Why do we give 'get well' cards to people?
2. Why are cards so special?
3. How do you feel when you are hurt or sick?
4. What do you like to do for friends or people in your family when they aren't feeling well?



POST-SHOW DISCUSSION AND ASSESSMENT, pg. 1

DISCUSSION QUESTIONS

Comprehension:

1. Where did Grug come from?
2. Where did he decide to make his home?
3. What new friend did Grug meet? What type of animal is his new friend?
4. What happened after Grug painted the house?
5. Why did Grug have to go to the hospital?
6. What are some of the instruments Grug created? What did he do after he created them?

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?
5. How was music used in the show? How did music help tell the story?

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 and the Rainbow* 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?

POST-SHOW DISCUSSION AND ASSESSMENT, pg. 2

2) RAINBOW FORMATION

Goal: To process and analyze data and information about rainbow formation.

Explanation: Students will examine how a rainbow is formed/made.

Materials:

- ◇ Glass of water (about 3/4 full)
- ◇ White paper
- ◇ A sunny day

Activity:

1. Take a glass of water and paper to a part of the room with sunlight (near a window).
2. Hold the glass of water above the paper (being careful not to spill it), and watch as sunlight passes through the glass of water.
3. Observe as the sunlight refracts (bends) and forms a rainbow of colors on the sheet of paper. Try holding the glass of water at different heights and angles to see if it has a different effect.
4. Explain to the students that rainbows form in the sky when sunlight refracts as it passes through raindrops, in the same way it does when it passes through the glass of water. The colors shown are red, orange, yellow, green, blue, indigo and violet.

Follow-up Questions:

1. Where are other places you have seen rainbows?
2. What colors do you see? Are some colors more difficult to see than others?
3. What happened when the glass of water was held at different heights or angles?



Nothingbutmonkeybusiness.blogspot.com

3) GRUG'S ADVENTURE

Goal: To use visual art and imagination to demonstrate comprehension of a story and to work on problem solving skills.

Explanation: Students will create their own Grug adventure storyline, using an art-form of their choice.

Materials:

- ◇ Paper
- ◇ pencils
- ◇ crayons
- ◇ play dough
- ◇ clay

Activity:

1. Invite students to think about an adventure they might like Grug to go on. Have students think about such things as who Grug might encounter, what they might do, and problems that might arise.
2. Based on the play they saw, have students make observations on how Grug solves problems and instruct them to use these problem-solving skills in their story.
2. Then have students choose how they would like to deliver their story, whether it be through drawing Pictures using speech bubbles, creating characters from play dough or clay, or using other forms of visual art to show the storyline.
3. Give students time to create their story.
4. Pair the students up and have them share their short stories with classmates.

Follow-up Questions:

1. Why did you choose the art form you did? Would you do anything different if you could do it again?
2. How was the story you created different from the play you saw? How was it similar?
3. What problems did Grug encounter in your story? How did he solve the problem(s)?
4. What did you enjoy about this activity? What was difficult or easy?

Activities adapted from Windmill Theatre's "Grug and the Rainbow: Teacher's Notes".

POST-SHOW DISCUSSION AND ASSESSMENT, pg. 3

4) 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 and the Rainbow* using simple puppets.

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

Materials:

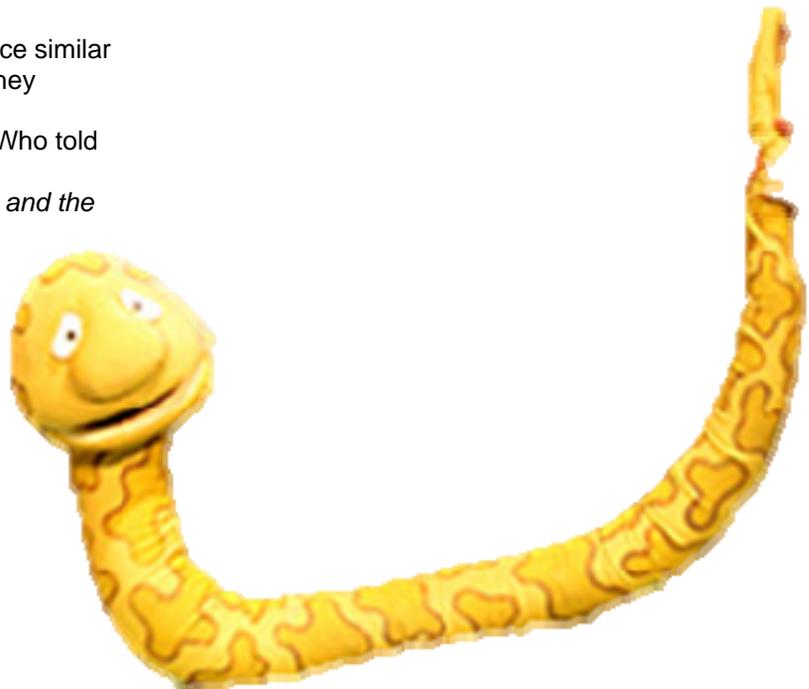
- ◇ Grug and Cara puppets, see above
- ◇ Items representing different stories from the performance, such as a paint brush, beach ball, drum, miniature bicycle, skis or snowflakes, etc.

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 and the Rainbow* 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 and the Rainbow* performance?



RESOURCES AND SOURCES



GRUG BOOKS

Ted Prior wrote and published 27 books about Grug between 1979 and 1992. Select titles are available for digital download through Australian publisher Simon & Schuster.

- ◇ *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 Goes Fishing*
- ◇ *Grug and the Big Red Apple*
- ◇ *Grug and his Garden*
- ◇ *Grug in the Playground*
- ◇ *Grug Plays Soccer*
- ◇ *Grug Learns to Cook*

OTHER BOOK SUGGESTIONS

- ◇ *The Rainbow Fish* by Marcus Pfister
- ◇ *The Snowy Day* by Ezra Jack Keats
- ◇ *A Color of His Own* by Leo Lionni
- ◇ *Mouse Paint* by Ellen Stoll Walsh
- ◇ *My Trip to the Hospital* by Mercer Mayer

CLASSROOM RESOURCES

About Australia. <http://www.aussie-info.com/identity/language/>
“Learn how to talk like an Aussie with this fun dictionary.

“Make a Difference on Earth Day.”
http://www.educationworld.com/a_lesson/lesson231.shtml
Educational activities to celebrate Earth Day in the classroom.

“Make Your Own Musical Instruments.”
<http://www.atlantasymphony.org/aso/asoassets/downloadcenter/Symphony%20Street%20Activity%20Sheets.pdf>
Use this guide to make your own homemade musical instruments.

“Meet the Creator of Grug.”
<https://www.youtube.com/watch?v=Elvoih2vtml>
Interview with Ted Prior, creator of Grug.

“Music Play.” National Association for the Education of Young Children.
<https://www.naeyc.org/files/tyc/file/MusicPlay.pdf>
Music Play: Creating Centers for Musical Play and Exploration.

“Rainbow Math.” PBS Learning Media.
https://d43fweuh3sg51.cloudfront.net/media/media_files/5adda3e0-2c2f-41a1-ae09-a6c914a78c09.pdf
Afterschool Adventure: Rainbow Math—Counting, Adding and Subtracting.

STUDY GUIDE SOURCES

“Australia Facts and Pictures.” National Geographic Kids.
<http://kids.nationalgeographic.com/kids/places/find/australia/>

“Grug and the Rainbow” Teacher’s Notes. Windmill Theatre.
<http://www.windmill.org.au/>

Ted Prior, Official Publisher’s Page. Simon & Schuster.
<http://authors.simonandschuster.com.au/Ted-Prior/67475265>

Tourism Australia. australia.com