



Presented by



# Grug and the Rainbow

*Windmill Theatre (Australia)*

The International Children's Theater Festival at Playhouse Square is an opportunity to introduce children to the arts and help them to discover the beauty and diverse cultures of our world. Whichever performances you see or activities you participate in, we hope you leave the festival feeling uplifted and more connected to our community and our world.

This year, the performances in the International Children's Theater Festival come to us from Australia, South Australia, Canada, Scotland and the USA. Learn more about these and other exciting cultures through the following websites:

#### **Around the World**

<http://www.timeforkids.com/around-the-world>

#### **Discovery Kids**

<http://discoverykids.com/>

#### **Explore & More**

<http://www.exploreandmore.org/world/default.htm>

#### **Global Kids**

<http://www.globalkids.org/#/about-global-kids>

#### **Global School Net**

<http://www.globalschoolnet.org/>

#### **Kid Zone**

<http://www.kidzone.ws/geography/quebec>

#### **National Geographic Kids**

<http://kids.nationalgeographic.com/kids/places/>

#### **Start a Snowball**

<http://startasnowball.com/kids-community-service-projects-supported-grants-start-snowball/>

This Festival is made possible by support from Katherine & James R. Pender and the Michael Pender Memorial Foundation.



The Ohio Arts Council helped fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

## Teacher Resource Guide:

# Grug and the Rainbow



### *Before the Show*

- ◆ About the Story
- ◆ About Windmill Theatre
- ◆ Coming to the Theater
- ◆ About the Performance
- ◆ About the Author
- ◆ Closer Look at Grug
- ◆ Where in the World is Grug From?
- ◆ Inside the Art Form
- ◆ What do your Students Know Now?

### *Pre-Show Activities*

- ◆ Being Grug
- ◆ Prepare for the Journey
- ◆ Grug's Vocabulary

### *Post-Show Activities*

- ◆ Rainbow Formation
- ◆ Puppets off the Page
- ◆ Write a Letter
- ◆ Critical Response Questions
- ◆ Resources

The lessons and activities in this guide are driven by the **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (2010)** which help ensure that all students are college and career ready in literacy no later than the end of high school. The College and Career Readiness (CCR) Standards in Reading, Writing, Speaking and Listening, and Language define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

21st century skills of creativity, critical thinking and collaboration are embedded in process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions, and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

## ABOUT THE STORY

Grug began his life as the top of a 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 rainbows 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.

## ABOUT WINDMILL THEATRE

Windmill Theatre is based in Adelaide, Australia. They create and present unique and contemporary theater 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 theater practice.



## Coming to the Theater

Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ performances and events each year. Playhouse Square thus acts as a catalyst for economic growth and vitality within the region. When you visit, be sure to note the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!

As audience members, you and your students play a vital role in the success of the performances. You are part of a community that creates the theater experience. For many students, this may be their first time viewing a live theater production. We encourage teachers to discuss some of the differences between coming to the theater and watching a television show, attending a sporting event or viewing a movie at the cinema. Here are a few points to start the discussion:

- Students are led into the theater and seated by an usher.
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you; the performers can too.
- Appropriate responses such as laughing or applauding are appreciated. Pay attention to the artists on stage; they will let you know what is appropriate.
- There is no food, drink or gum permitted in the theater.
- Photography and videotaping of performances is not permitted.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, you will be dismissed by bus number. Check around your seat to make sure you have all of your personal belongings.

*An exciting destination for field trips and more!*



## ABOUT THE PERFORMANCE

### 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.

### Creative Play

Creative play provides the framework for this 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's Thinking through the Arts, 2000}

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

### What The Critics Say

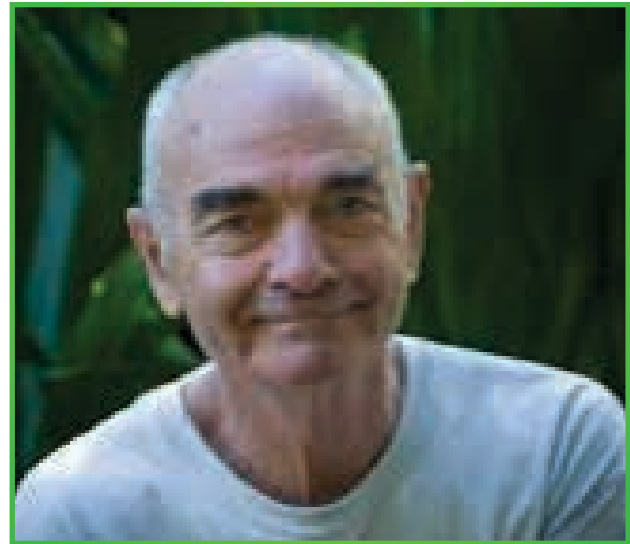
"Amongst the best children's theatre you will find; don't miss this gorgeous show." –The Barefoot Review

"There are few things in life as delightful as hearing dozens of children chuckling, gasping and squealing with delight." –GLAM ADELAIDE

## ABOUT THE AUTHOR

*Grug and the Rainbow* is based on Ted Prior's enormously popular Australian book series.

Prior to becoming an author and illustrator, Ted worked as a police officer and an art teacher. He also worked in children's TV and animation. In 1979, he started his Grug series of children's books. He shares: "Thirty years ago I was living on a small farm in northern South Whales. 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 book about it. I doodled around and came up with Grug."



Ted Prior, Author

## CLOSER LOOK AT GRUG

Here are a few facts about *Grug* to familiarize you with the show and build excitement around your upcoming visit:

- ◆ In the show, Grug celebrates his birthday. The character is now 37 years old! He was created by Ted Prior in 1979.
- ◆ When he created Grug, Ted was living on a small farm in New South Wales, Australia. He was reading stories to his two very young children and thought he would try to write a story about their own imaginary bush animal...so Grug was born!
- ◆ To date, 30 *Grug* books have been published.
- ◆ Visit [www.grug.com.au](http://www.grug.com.au) to learn more about the author and *Grug* books.

## WHERE IN THE WORLD IS GRUG FROM?

New South Wales, Australia

- ◆ Grug began his life as the top of a Burrawang tree, which is an Australian plant found on the east coast of New South Wales.
- ◆ The word “burrawang” comes from the Daruk Australian Aboriginal language. Its scientific name is *Macrozamia Communis*.
- ◆ For more information about New South Wales Australia: <http://www.australia.com>

New South Wales is a southeastern Australian state, distinguished by its coastal cities and national parks. Sydney, its capital, is home to iconic structures such as the Sydney Opera House and Harbour Bridge. Inland are the rugged Blue Mountains, rainforests and outback towns where opals are mined. Along the coastline are long surfing beaches. The Hunter Valley region in the north has dozens of wineries.



**Capital:** Sydney

**Population:**  
7.544 million  
(Sep 2014)

**Area:** 312,528 mi<sup>2</sup>



## INSIDE THE ART FORM

**Book Adaptation:** Windmill Theatre adapted the original book series to create a theatre performance about *Grug*. Often, theatre artists will bring beloved stories, originally written in the form of literature, to the stage. In book adaptations, the theater artists must decide how to be faithful to the original story while making theatrical choices to realize the action on stage. Each of the *Grug* books in the series focuses on one event (e.g. *Grug and his Garden*), but Windmill used several of the books as inspiration to create one narrative.

**Set Design:** The set in a theatrical production is the physical environment in which the story takes place. The imaginative and innovative set in Windmill's *Grug* allows the audience to see above and below the ground, where Grug builds his home. It rotates to reveal surprises and different points of view. This dynamic tool helps the company to tell the story and bring all of the locations to life.

**Puppetry:** A puppet is an artificial figure representing a living character that is manipulated and brought to life by a puppeteer through the use of hands, rods, wires, and/or other means. In *Grug*, the puppets are manipulated by the three storytellers, who also give voice to the characters.

## WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring *Grug* with your students, find out how much they already know about puppetry, theater, and storytelling.

Use the Prior Knowledge questions below, and the Creativity Page handout (next page) to get a sense of your students' understanding of the art forms and themes in the show. You may be surprised by how much they know already, and in the process of exploring these areas, you'll spark their curiosity to see the show and enhance their anticipation for the trip.

- ◆ Has anyone ever read you a story aloud, using different voices and acting out the story?
- ◆ How can the story from a book come to life?
- ◆ What is a puppet?
- ◆ Where have you seen a puppet before?
- ◆ How can a puppet be used to tell a story?
- ◆ Have you ever been to a theater? What happens at a theater?



*Grug and the Rainbow is amongst the best children's theatre you will find; don't miss this gorgeous show. -The Barefoot Review*

## Pre-Show Activities

### College and Career Readiness Anchor Standards for Reading

*Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

#### RL.K-2.7

## Being Grug

This activity will introduce your students to Grug, and allow them to dramatically explore the world of play before they see the show!

### Who is Grug?

- ◆ Show your students an image of Grug.
- ◆ Ask your students: What do you notice about Grug in the picture? Where do you think he comes from? What do you think his skin feels like? Where do you think he lives?
- ◆ Brainstorm a list of adjectives your students would use to describe Grug.

### Walk like Grug

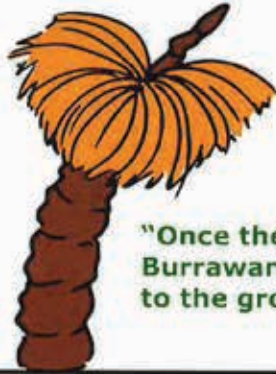
- ◆ Now that your students will have begun to think about Grug, explain that as a class you will try to walk like Grug.
- ◆ Instruct your students to stand in a circle. Now, explore how Grug moves. Ask your students: *How do you think Grug moves?* Tell your students that on the count of three, they should move across the circle to find a new spot, walking like Grug would walk.
- ◆ Count to three, and encourage everyone to cross the circle using their Grug walk.
- ◆ Ask one or two of the students to walk across the circle individually so that the rest of the class can see their Grug walk. Ask the students: *What made you think that Grug would move that way?*

### Dance like Grug

- ◆ Now, it is time to create a Grug-inspired dance. Ask the students: *Looking at the image of Grug, what dance moves do you think he would be able to do? How would he move to music?*
- ◆ Ask the students to do their best Grug-inspired dance move.
- ◆ Choose one of the students' moves, and ask that student to teach the rest of the class that move.
- ◆ Lead the whole class in dancing that move together.
- ◆ Choose up to four moves from different students. Repeat steps 3 and 4 for each new move.
- ◆ Put the four moves together into one dance routine.
- ◆ Rehearse the routine with the class. Make sure the class remembers the sequence (you could name each move and put the list on the board to help students remember).
- ◆ Now, turn on some music and perform your Grug-inspired dance as a whole class!



# TREETOP FRIENDS



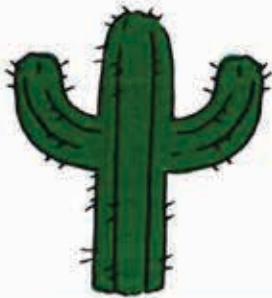
"Once the top of a  
Burrawang tree fell  
to the ground ...



It became Grug."

---

**GRUG** comes to life out of the grass top of a Burrawang tree.  
Draw the friends that would come to life from the trees and plants below.  
Don't forget to give them eyes and feet – the rest is up to you!



## Prepare for the Journey

### College and Career Readiness Anchor Standards for Speaking and Listening

*Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*

#### SL.K-2.1

**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 school play, going to a concert, etc.
2. Share the journey with them step by step. Talk about:
  - ♦ Going into 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. (A reminder: for this performance of *Grug and the Rainbow*, the audience will 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?





## Grug's Vocabulary

### College and Career Readiness Anchor Standards for Language

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.*

**L.K-2**

#### These words may be unfamiliar to your students:

- ◆ rainbow
- ◆ record player
- ◆ burrawang
- ◆ echidna
- ◆ burrow
- ◆ bush
- ◆ letterbox
- ◆ puppetry
- ◆ puppeteer

### Activity/Word Search

Try this activity to help make some of the unfamiliar words in the story familiar. Have students work with partners or in small groups. Assign each team a page or two in the book, and ask them to identify four or five words that they find difficult.

Provide dictionaries and tell the teams to look up their words and write them on a sheet of paper. Next, have students pass around the paper so that each team member can write a sentence using the word. Conclude by having the teams present their words and sentences to the class.



## Post-Show Activities

# Rainbow Formation

### Grade K

#### Earth and Space Science (ESS)

##### Topic: Daily and Seasonal Changes

*This topic focuses on observing, exploring, describing and comparing weather changes, patterns in the sky and changing seasons.*

##### Content Statement

**Weather changes are long-term and short-term**

### Grade 1

#### Earth and Space Science (ESS)

##### Topic: Sun, Energy and Weather

*This topic focuses on air and water as they relate to weather and weather changes that can be observed and measured.*

##### Content Statement

**Water is present in the air.**

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

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

##### Materials:

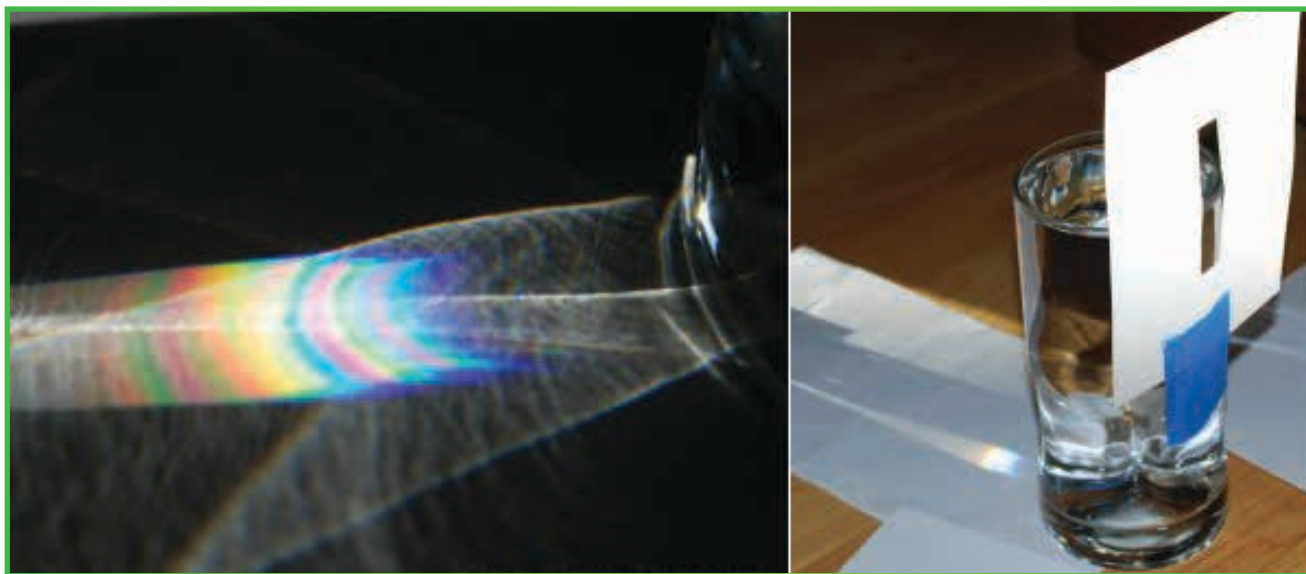
- ◆ Glass of water (about  $\frac{3}{4}$  full)
- ◆ White paper
- ◆ A sunny day

## 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

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



# Puppets Off the Page

## College and Career Readiness Anchor Standards for Language

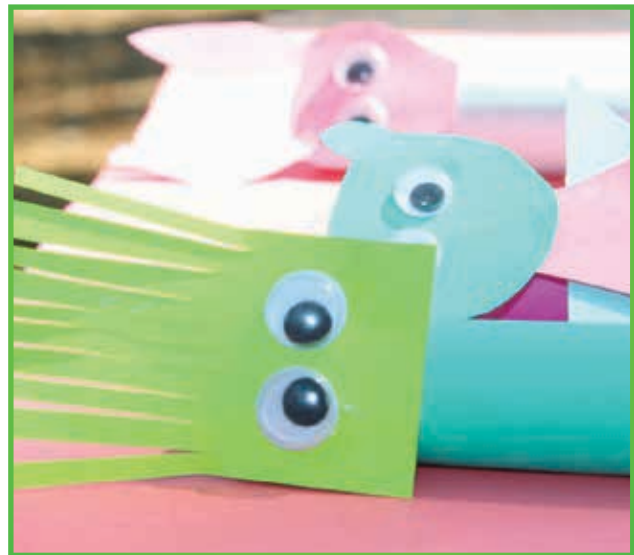
*Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

### RL.K-2.3

Now that your class has seen how puppets can be used to bring a story to life, try it in your own classroom!

**Materials:** newspaper, masking tape, markers, thin strips of cardboard or cardstock that can be wrapped around a student's thumb.

1. Choose a story or book that you've been reading in your classroom.
2. Ask your students to name all of the characters from the story or the book and write them down.
3. Remind your students that Grug was a character from a book, and that the performers created a puppet version of him to tell his story on stage.
4. Now, tell your students that they will be making puppets, like Grug, to bring the classroom story to life.
5. Using a large piece of newspaper, have your students crumble the newspaper and wrap it with tape to create a paper ball.
6. Help your students crumble another small piece of paper to make the nose, and tape the nose to the face.
7. Ask students now to draw on the eyes and face of the puppet head with a marker.
8. Using the strips of cardboard, help students wrap the cardboard around their fingers and then tape the other end of the cardboard to the heads of the puppets to create the puppets' necks.
9. Your students can now move their thumbs to move their puppets' heads! They can also use the rest of their fingers to help the puppet move around.
10. Tell the students that the puppet needs to breathe. Ask them to show you what breathing looks like for their puppet. How does their puppet breathe when it's relaxed, sad, surprising, angry, etc.?
11. Tell the students that their puppet is talking to them, and they are the only ones who can hear their puppet speak. Have your students put their ears close to their puppets' mouths to find out what they are saying.
12. Pair up your students. Ask them to turn and talk to their partner to share the conversation each is having with his or her puppet.
13. Now, have your students act out the story you are studying in class with their puppets. Assign different students various characters, having them take turns performing. The puppets can pantomime the action as you narrate, and speak the dialogue of the character called for.
14. Have fun playing with your new puppets!



# Write a Letter

## College and Career Readiness Anchor Standards for Writing

*Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*

### W.K-2.2

**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 Playhouse Square's Community & Engagement Department donors, whose support keeps the International Children's Theater Festival tickets and bus subsidy 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 Playhouse Square 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:  
Playhouse Square  
Attention: Community Engagement  
& Education Department  
1501 Euclid Avenue  
Suite 200  
Cleveland, Ohio 44115



## Critical Response Questions

Students develop their comprehension when they reflect upon what they wondered, noticed and felt. Ignite a classroom discussion with the following critical response 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 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 experience? 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 motivated you to keep trying? How did you feel when you finally succeeded?

### Theater Experience

1. What was your favorite part about your 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? 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 the music help tell the story?



# TEACHER RESOURCES

## *Books (Grade Levels Included)*

**A Color of His Own** by Leo Lionni (Author). Dragonfly Books (September 1997). Preschool-2.

**A Rainbow of My Own** by Don Freeman (Author). Puffin Books (December 14, 1978). Preschool-K.

**All the Colors of the Rainbow** by Allan Fowler (Author). Children's Press (CT) (March 1, 1999). Preschool-3.

**Are You My Mother?** by P.D. Eastman (Author). Random House Books for Young Readers (September 8, 1998). Preschool and up.

**Corduroy** by Don Freeman (Author). Viking Books for Young Readers (October 16, 2014).

**Giraffe's Can't Dance** by Giles Andreae (Author), Guy Parker-Rees (Illustrator). Cartwheel Books (March 1, 2012). Preschool-3.

**Grug** by Ted Prior (Author). Simon & Schuster Australia (October 17, 2011). Preschool-2.

**If You Give a Mouse a Cookie** by Laura Joffe Numeroff (Author), Felicia Bond (Illustrator). HarperCollins (October 6, 2015). Preschool-3.

**Mouse Paint Paperback** by Ellen Stoll Walsh (Author). HMH Books for Young Readers; 1 edition (March 27, 1995). Preschool.

**Rainbow Fish** by Marcus Pfister (Author). North-South Books (January 27, 1999). Preschool-5.

**The Snowy Day** by Erza Jack Keats. Puffin Books; Reprint edition (October 28, 1976). Preschool-2.

**The Tale of Peter Rabbit** by Beatrix Potter (Author). Warne (March 1, 1999). Preschool-3.

**What Makes a Rainbow?** by Betty Ann Schartz (Author), Dona Turner (Illustrator). Piggy Toes Press (2000). Preschool and up.

## *Grug Books*

Ted Prior wrote and published 30 books about Grug between 1979 and 1992. Select titles are available for download thru Amazon.com.

Grug  
Grug at the Beach  
Grug at the Snow  
Grug and his First Easter  
Grug and His Garden

Grug Goes to Hospital  
Grug Goes Shopping  
Grug Goes to the Beach  
Grug Learns to Cook  
Grug Learns to Dance  
Grug Learns to Fly  
Grug Learns to Read  
Grug Learns to Swim  
Grug Plays Cricket  
Grug the Superhero

## *Websites*

<http://www.scholastic.com/teachers/lesson-plan/mufaros-beautiful-daughters-lesson-plan>

<http://www.teachingbooks.net/tb.cgi?tid=4749&a=1>

<https://www.youtube.com/watch?v=pXPV35dah8I>

## **About Australia**

### **The Geography of Australia**

[https://en.wikipedia.org/wiki/Geography\\_of\\_Australia](https://en.wikipedia.org/wiki/Geography_of_Australia)

### **National Geographic Kids**

<http://kids.nationalgeographic.com/explore/countries/australia/>

### **Learn how to talk like an Aussie!**

<http://www.aussie-info.com/identity/language>

### **Make a Difference on Earth Day**

[http://www.educationworld.com/a\\_lesson/lesson231.shtml](http://www.educationworld.com/a_lesson/lesson231.shtml)

### **Meet the Creator of Grug – An Interview with Ted Prior**

<https://www.youtube.com/watch?v=Elvoih2vwmI>

### **Music Play – National Association for the Education of Young Children.**

<https://www.naeyc.org/files/tyc/file/MusicPlay.pdf>

## **Grug on YouTube**

### **Highlights from Grug and the Rainbow:**

<https://www.youtube.com/watch?v=ODgMmdutdIY&t=35s>

### **From Windmill Theatre:**

<https://www.youtube.com/watch?v=roWTFsOOiZw>

<https://www.youtube.com/watch?v=qO8erXDTXkk>