

TEACHER RESOURCE GUIDE

HICCUP!

BY JUDE HENSHALL AND ELLEN STEELE



School Matinee Performances



TEACHER RESOURCE GUIDE

Hiccup

TABLE OF CONTENTS

About Playhouse Square	3
Coming to The Theater	4
About the Show	5
Key Terms & Events	7
Pre-Show Activities	9
Post-Show Activities	18
Resources	24
Curriculum Standards Index	25
Early Learning & Development	25
English/Language Arts	26
Fine Arts	28
Mathematics	29
Science	29
Social & Emotional Learning	30
Social Studies	30
Technology	31



EDUCATION |

The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (2011), English Language Arts (2017), Fine Arts (2012), Mathematics (2017), Science (2019), Social & Emotional Learning (2019), Social Studies (revised 2019), and Technology (2017).

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

The lessons and activities in this guide are created and adapted by Davida Pantuso and Katelyn Merold in partnership with Playhouse Square's Education Department. Excerpts from the self-produced Windmill Theatre Study Guide for *Hiccup* have also been included.



The Ohio Arts Council helps 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.

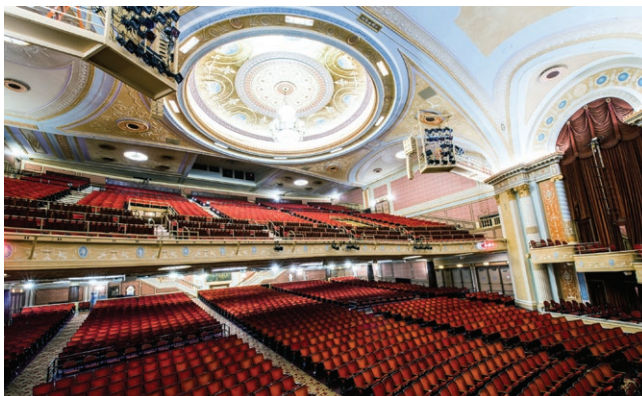
ABOUT PLAYHOUSE SQUARE



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+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's seven resident companies: Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the largest outdoor chandelier in North America, and the retro Playhouse Square sign with its 9-foot-tall letters!



COMING TO THE THEATER

This discussion and attendance at one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: K.1CE, K.5CE, 1.5CE, 2.6CE, 2.3RE

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Westfield Studio Theatre is a Blackbox theater, which is typically an intimate space adaptable to different seating and performance configurations. This house holds 183 people downstairs and 60 upstairs in its standard set-up but can accommodate more with side pod seating. Did you know the seats can even be removed entirely?
- 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, but the performers can also too.

- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice, and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.



ABOUT THE SHOW

Co-Creator/Writer/Director – Ellen Steele

Co-Creator/Writer/Director – Jude Henshall

Composer – Ross McHenry

Designer – Jonathon Oxlade

Lighting and Technical Designer – Chris Petridis

Puppet Maker & Consultant – Tamara Rewse

It's a perfect, balmy night in the outback. A sleep-deprived camper, a cheeky quokka and an emu with a penchant for creating wild inventions, awake to discover that a koala has come down with a stubborn and ear-shatteringly loud case of the hiccups.

The three embark on an epic journey through the night that sees them frantically eat, sing and invent their way towards a cure before the sun comes up.

Hiccup is a hilarious rocking musical extravaganza about working together, finding friendship and how to, once and for all, stop the hiccups.

A note from the Directors

"We've been lucky enough to tour all over the world with Windmill, specifically with work for early childhood audiences. For us, working on shows like Grug and Grug and the Rainbow allowed us to hone our craft as actors, but also develop a real love of interacting with children in the live space.

For Hiccup, we wanted to bring everything we loved about performing in theatre for young people into one show, while also throwing back to the type of entertainment that we loved as young people. In their frantic search for a hiccup cure, our cast of ridiculously loveable characters sing, they dance and fall in and out of calamity. A child's imagination is a wonderful space to create in: the ability for children to become instantly immersed in something, to suspend disbelief and embrace the weird, wacky and wonderful, provided us with endless possibilities.

But beyond all of that, we really wanted to find a cure for the hiccups... fingers crossed!"

– Ellen Steele and Jude Henshall

CAST OF CHARACTERS

EDDIE is a city-dweller who is in desperate need of some rest. The hustle and bustle of the city keeps him up all night, so he's headed out to the bush for some peace and quiet. He's packed mozzie spray, his insect guide and his best friend: a stuffed teddy bear named Lucky. He's very cautious, very loving and more than a little gullible.

KOALA is very small, very cute and very troubled. He just can't seem to get rid of this case of the hiccups, which has sent him spiraling into a misanthropic mood. His newfound friends have to do their darndest to try and cure his hiccups and make him smile before sunrise.

QUOKKA is cheeky, sly and desperate to get his hands on shiny things. They're natural born leaders with a lot of bravado. But their gregarious and gruff exterior is just a facade for a soft, gentle and exceptionally loving interior. Loyalty and friendship means everything to Quokka... more than shiny things, even.

EMU is tall, batty and exceptionally inventive. With a passion for science and building wacky contraptions, emu is always on the hunt for something that will make his creations pop and sizzle (literally). Emu is a curious bird and loyal friend who will do anything he can to help a stranger.



ABOUT WINDMILL THEATRE COMPANY

Based in Adelaide, Australia, Windmill Theatre Company has a global reputation as a leading producer of theatre for children, teenagers, and families. They bring artists together to uncover and ignite stories that are burning to be told. Each year they perform in their hometown, and tour across Australia and around the world.

In 2016, Windmill Theatre Company released their first feature film, *Girl Asleep*, which won multiple awards and was acclaimed by critics and audiences alike. In 2017,

they announced the launch of Windmill Pictures, a new arm of the company dedicated to developing screen projects from their live theatre repertoire.

During the last 20 years, Windmill Theatre Company have presented 63 productions, including 36 brand new Australian works, performing to young audiences in 247 cities and towns across 30 countries.

For more information, visit windmill.org.au/



KEY TERMS & EVENTS

Airplane – a flying machine with engines and wings that is used to travel long distances

Australia – a country that is also one the seven continents, located in the South Pacific and Indian Oceans

Bed Bugs – very small insects that bite at night and hide during the day, often in a bed

Camping – activity where people sleep outdoors, often in a tent

Cicada – large insects that bury themselves underground for long periods of time and only emerge to find a mate

Compass – an instrument used in navigation that uses a magnet to show direction. The magnetic field fixes on North.

Cricket – a small insect, usually active at night that makes a chirping noise

Empathy – the ability to understand someone else's feelings or emotions

Emu – the second tallest flightless bird in the world, behind an ostrich, with small wings and a long neck

Hiccups – spasm of the diaphragm and other respiratory organs that create a cough like sensation and sound

Jackhammer – a tool used to break apart cement or the ground by fast repeated movements

Koala – a small bear-like marsupial that hangs from trees and eats eucalyptus leaves

Marsupials – mammals whose babies are born early and then kept in a pouch on their mom until fully developed

Nature – the outside physical world

Quokka – small plant-eating marsupial with a small tail, part of the wallaby family

Shelter – a place, either temporary or permanent, which provides protection from the elements

Supplies – resources used for survival

Temporary – not permanent

Tent – a portable shelter usually made of cloth used to protect campers from the elements

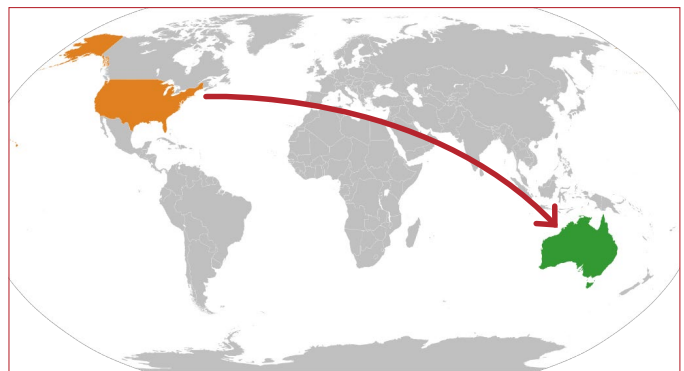
Torch – another word for a flashlight

FUN FACT!
While there are several different types of marsupials in Australia, there is only one that is indigenous to the United States – the Opossum!

WHERE IS AUSTRALIA?

Australia is located between the South Pacific and Indian Oceans and Adelaide, where Windmill Theatre Company is based is found on the southern portion of the continent. In fact, it is over 10,200 miles to travel from Cleveland, Ohio to Adelaide, Australia – that's a standard flight time of over 20 hours! The country is its own continent and, aside from Antarctica, was the last to be explored by Europeans in 1788.

Capital: Canberra **Population:** over 23 million
Known for: Kangaroos, the Sydney Opera, the Great Barrier Reef



Science of a Hiccup

What is a hiccup?

There is a muscle below the lungs, called a diaphragm. This muscle helps move, or expand, the lungs to let the air come in and out. Sometimes that muscle has spasms or sudden random movements that can't be controlled, causing air to rush into the lungs in little gulps. When that happens, the vocal cords close, making a "hic" sound – that's why it's called a hiccup!

What causes hiccups?

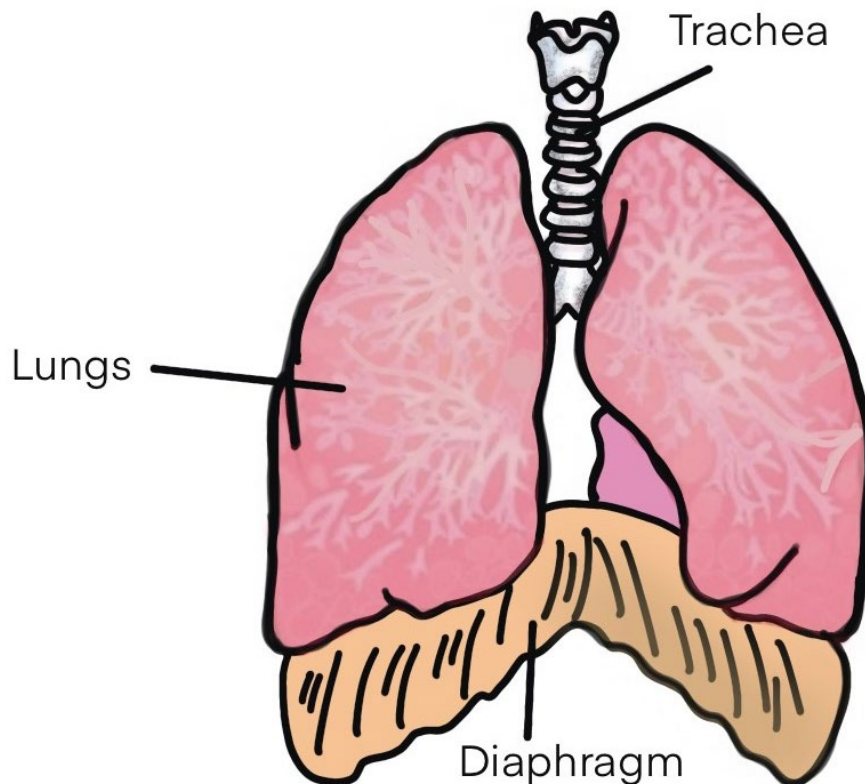
There are many different things that can cause hiccups. Some common examples are:

- Eating or drinking too quickly or too much, especially drinking something fizzy
- Being startled or excited
- Swallowing air when chewing gum or sucking on a lollipop
- A sudden change in temperature

How can we get rid of hiccups?

Like the many things that cause them, there are numerous suggested ways to get rid of them! The same method doesn't work for everyone or every time. The good news? Hiccups don't usually last very long and will go away on their own. To try to get rid of them faster, people have come up with all types of suggestions. Here are a few favorites:

- Eat peanut butter or a spoonful of sugar. Both are thick and cause slower swallows, hopefully calming down the spasms.
- Hold your breath and swallow three times
- Drink a glass of water upside down.



PRE-SHOW ACTIVITIES

Memory Cards (Grades PreK-K)

Early Learning & Development: LL.PK.1.2.7

English/Language Arts: L.K.4

As a class, go over the vocabulary listed in the Key Terms section of this guide. These words will help students prepare for creatures and places they will hear about during their *Hiccup* performance. Using the cards below, have students play a game of memory to match the terms to the associated image.

Cut out the cards into squares and, as a class or in groups, students should mix them up face down. Each turn, students should flip two cards over and attempt to match the provided definition with the word's image.



Airplane

**A flying
machine with
engines and
wings**



Australia

**A country
known for its
koalas!**



Camping

**Activity where
people sleep
outdoors**



Compass

**An instrument
used to find
north**



Empathy

**Understand
someone else's
feelings**



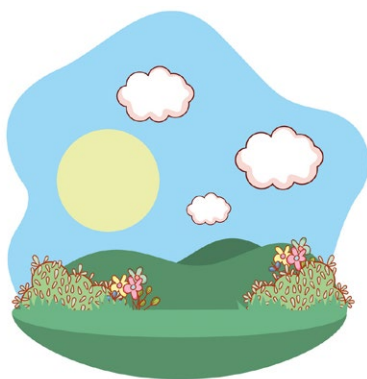
Emu

**The second
tallest,
flightless bird**



Koala

**Bear-like
animal that
hangs from
trees**



Nature

**The world
outdoors**



Quokka

**Part of
the wallaby
family**



Shelter

**Provides
protection from
nature**

Australian Animal Fun Facts (Grades PreK-2)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning & Development: LL.PK.1.2.1, LL.PK.2.1.8, MAT.PK.1.1.2, MAT.PK.2.1.1, SCI.PK.1.1.2, SCI.PK.1.1.5, SCI.PK.4.1.1, SCI.PK.4.1.2, SCI.PK.4.1.5

English/Language Arts: SL.K.1, SL.1.1, SL.1.2, SL.2.1

Mathematics: K.CC.5, 1.MD.4, 1.OA.5, 2.OA.2

Science: K.LS.1, K.LS.2, 1.LS.1, 1.LS.2, 2.LS.1

Show your students photos and the name of each animal in this activity: a koala, a quokka and an emu. Each of these animals live in Australia, which is where the show *Hiccup* is from, and each of these animals is a character in the show! Refer to the Key Terms and Events section of this guide for additional vocabulary support.

Provide students with the worksheet on page 16 and choose 10 of the following facts to read aloud to students, in no particular order. In the numbered column, students should note what animal they believes each fact is describing, writing an “E” for emu, a “K” for koala, or a “Q” for quokka. After each fact is read, reveal the correct answer. Note: some facts may have more than one correct answer. Then, ask students to make a tally in the column below the animal’s name, but only if they made a correct guess. For preschool-aged students complete the worksheet together on a class board, or provide them with a Skittle, piece of popcorn or other

appropriate small item to place in the column instead of each tally.

When all 10 facts have been read and correct answers tallied, ask students to add up how many facts they had correct about each animal, and how many facts they got correct in total. Did anyone get more than half? Why did they guess some of the answers for each one? Did students make any connections or predictions based on the animal’s image or physical characteristics?

At the end of the activity, feel free to share more facts from the list with the class! Have a class discussion, noting similarities and pointing out observations about the animals. How are they similar or different from humans? How are some of the facts important to the survival of each animal?



Koalas

- These creatures are not actually bears! They are part of the marsupial family. This means the mothers have a pouch where their newborn baby develops. The baby, called a joey, is born the size of a jellybean and lives in its mother's pouch for six months.
- This animal has very similar fingerprints to humans.
- This animal lives in trees, which means they are "arboreal". They are one of the largest mammals to live in trees.
- Eucalyptus forests and the leaves of the eucalyptus trees are this animal's main source of food. They can eat up to around 2 pounds of eucalyptus leaves a day! Because the leaves contain so much moisture, these animals don't need to drink very much water.
- Eucalyptus is poisonous to most other animals, but these animals have a specially adapted digestive organ that allows them to break down the leaves without being harmed.
- The climate in which this animal lives can be referred to as "sub-tropical," meaning it is a warm and wet environment.
- Up to 18 hours of this animal's day can be spent sleeping.



Quokka

- This animal smiles as a way to cool off! It's their way of panting, like a dog does.
- This animal is part of the Marsupial family (*this fact also applies for koalas*).
- This animal is a herbivore (*this fact also applies to a koala*).
- This animal can regurgitate food they've swallowed whole to chew on, the way a cow chews on a cud.
- This animal can go for long amounts of time without drinking water because of the moisture in the plants they eat. They also can go periods without eating because of the fat stored in their short stubby tails.
- These animals prefer to live near water and can be found in coastal regions of Australia, most famously, Rottnest Island, which was originally called "Rats Nest Island" because the explorer, who first saw this animal believed they were giant rats!
- These animals weigh between 5 – 11 pounds. This is about the size of a smaller house cat.
- This animal can climb trees (*this fact also applies to a koala*).
- These animals are "crepuscular" animals, which is similar to being nocturnal. They are awake during dawn, dusk, and the nighttime.
- These animals have adapted to their environment by developing a light gray coat to help them hide in the brush from predators.



Emu

- This animal is the second tallest bird in the world, standing over 6 feet tall. The tallest bird is the ostrich, who is over 7 feet tall.
- This animal has two pairs of eyelids! One is for blinking and the other is to keep sand out of their eyes.
- Though they are flightless (meaning they cannot fly), this animal has wings that they use to cool themselves down or help them "steer" when running at a high speed.
- This animal has been clocked running at a speed of 31 miles per hour!
- While the females lay the eggs, the males of this animal are the ones to sit on them until they hatch, which takes about 8 weeks (about 2 months).
- This animal's diet consists of plants and bugs! They eat cockroaches, grasshoppers, and beetles, and more.



Australian Animals

My Answers	Emu	Koala	Quokka
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
	Total: _____	Total: _____	Total: _____

Let's Go Camping! (Grades PreK-2)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning & Development: CGK.PK.1.1.2, CGK.PK.1.3.2, LL.PK.1.2.3, LL.PK.1.2.6, SCI.PK.1.1.5, SCI.PK.2.1.2, SS.PK.1.1.2

English/Language Arts: L.K.6, SL.K.1, SL.K.4, SL.K.6, W.K.8, L.1.6, SL.1.1, SL.1.4, W.1.8, SL.2.1, SL.2.4, W.2.8

Science: 1.LS.1, 1.LS.2, 2.LS.1

Social Studies: K.Geo.7, 2.Geo.7

Technology: K-2.ICT.2.a, K-2.ICT.3.c

One of the characters your class will meet in the play *Hiccup* is going camping! This activity will help students learn about the activity and some benefits of visiting with nature.

What is camping?

Camping is when we create a temporary shelter, like a tent, to stay overnight (or multiple nights!) in the outdoors.

How many students in the room have been camping before? Invite students to share anecdotes about their trips or, if no students have camped before, ask them to use their imagination to answer questions such as:

- *Did they like it? Why or why not?*
- *What was the area like?*
- *What was the weather like?*
- *Who did they go with?*
- *What did they bring with them?*
- *What activities did they do while there?*
- *Were there supplies they learned they needed to bring for their next camping trip?*

Using the class board, make a list of keywords from the students' responses. Next, brainstorm answers to these next questions as a class, adding to the board list:

What are some other things you can camp in besides a tent? (i.e., RV, van, sleeping bag)

Where are some places that people camp? (i.e., State Parks, the forest, backyard)

Besides a tent, what other supplies might be needed for camping? (i.e., blankets, flashlight)

Are there any supplies that can be found at the campsite? (i.e. wood for fire, a cooking grate)

What are some ways to keep dry and warm if it's rainy or cold? (i.e., tarp under tent, build a fire)

What are some ways we can take care of nature when we are camping? (i.e., clean up and throw away garbage, do not disturb animals in their habitat)

Why is it important to bring the correct supplies and equipment when camping? (i.e., safety and survival)

After answers have been listed, discuss as a class why they think some people like to go camping – what could be some positives to the outdoors activity? Next, plan a “Class Camping Trip” by using the template on the next page. This can be a verbal activity or can be handed out as a worksheet. Don't forget to decide on a date and check the forecast! For added standard connections, ask students in the older grades to locate and research a State Park nearest the school using the interactive index at stateparks.com.



Our Class is Going Camping!

Where is our class going to camp? _____

What will we be camping in? _____

What are the three most important supplies we will bring on this camping trip?

1. _____

2. _____

3. _____

What activities will we do while we camp?

1. _____

2. _____

3. _____

What will the weather be like on this trip? (Draw an image)



A large, empty rectangular box with rounded corners, intended for drawing a picture of the weather. The box is outlined with a solid black line.

Temperature: _____ °F

Because of the weather, is there anything else we need to bring? _____

POST-SHOW ACTIVITIES

Post-Show Discussion (Grades PreK-2)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Early Learning and Development: LL.PK.1.2.1, LL.PK.1.2.2, LL.PK.1.2.3, LL.2.1.3, SED.PK.1.1.1, SS.PK.1.1.2

English/Language Arts: SL.K.1, SL.K.2, SL.1.1, SL.1.2, SL.2.1, SL.2.2

Fine Arts: Drama: K.3RE, 1.4RE, 2.1CE

Social and Emotional Learning: A1.1.a, B1.1.a, B3.1.a, D1.1.a, D2.3.a, D3.3.a

After the field trip, spend some time reviewing pivotal plot points and lessons seen in *Hiccup*. Encourage students to recall and summarize portions of the show to assess comprehension. You may wish to review the characters using the breakdown available in the About the Show section of this guide. Use the following questions to lead the discussion.

- What was the show about?
- Why were Quokka and Emu at Eddie's camp site?
- Why did Eddie go Camping?
- What was the name of Eddie's bear?
- Which character was the inventor?
- What was your favorite part of the show, and why?
- What was your least favorite part of the show, and why?
- Which character was your favorite, and why?
- Which character had hiccups?
- Koala and his friends tried many different things to get rid of his hiccups – have there been any occasions where you've had to keep trying when something didn't work?
- How did Koala feel about having those hiccups for so long?
- Has there been a time you felt that way?
- Did anyone help you change your mood the way Koala's friends did?
- Have you ever helped a friend with a problem?
- How does helping others make you feel?
- How does it feel to be helped by others?
- What are some ways you've made new friends?
- What are other ways you can let someone know you'd like to be friends?
- What makes someone a good friend?



That's What Friends Are For (Grades K-2)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: W.K.8, W.1.8, W.2.8

Fine Arts: Drama: K.3RE, K.5RE, 2.2CE

Social & Emotional Learning: A2.1.a, D2.3.a

One of the themes in this play is friendship. Explore this theme with your students for each of the characters. The Post-Show discussion on the previous page is a great intro to this activity. How do you think Koala felt having three new friends to help him? What traits did each of them display that made them a good friend? Use the worksheet on the next page to jot down any ideas.

Next, discuss qualities that make a good friend. Encourage students to think of what qualities *they* have that makes *them* a good friend to someone. Pass out a star to each student and have them write their name on it to begin the phrase “_____ is a good friend because they are....” Next, cut strips of colored paper and give 3-5 to each student. On each paper, they will write a quality they have that makes them a good friend. Attach the strips to the star so to mimic a shooting star (something they might see on a camping trip!). Allow students to decorate their stars and celebrate themselves!





Eddie	Koala
Quokka	Emu



is a
good friend
because
they are...

The Hiccup Cure (Grades K-2)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: L.K.1b, L.K.5, RL.K.4, SL.K.6, L.1.1f, L.1.5, SL.1.3, SL.1.6, L.2.1, L.2.5, SL.2.3, SL.2.6

Science: K.LS.2, K.PS.2, 1.PS.2

Reference the “Science of a Hiccup” located in the Key Terms and Events section on page 8 and hold a class discussion about what a hiccup is, how we get them, and the common (and silly) cures used to stop them. Do the students know of any others? Brainstorm some possible cures as a class.

Next, give students the fill-in-the-blank template on the bottom of this page. Tell them they are going to invent their own hiccup cure! If you prefer to complete this as a class, you may wish to do so multiple times to allow more

students to offer suggestions. Let students know this will probably sound a little silly when it’s finished! Make sure students understand the parts of speech terms included, such as verb and adjective. If students get stuck coming up with a word for any category, create a word cloud on the class board to provide examples.

Ask student volunteers to present the completed cures in front of the class when everyone is finished. Allow students to ask questions about each other’s work, especially if they need a word that is new to them defined.



The Hiccup Cure

Oh no, I have hiccups! My hiccups sound like _____. I’ve had these
(funny sound)

_____ hiccups for _____ and they need to go. I’ve already tried to eat
(adjective) **(amount of time)**

_____ while standing on my _____ to get them to go away. It didn’t
(name of food) **(body part)**

work. Next, I tried to _____ while drinking _____ and the hiccups just keep
(verb) **(liquid)**

happening. I know what will work! If I _____ while I sing _____ and breathe
(verb) **(favorite song)**

through my _____ at the same time, they’ll go away! Do *you* think that will work?
(body part)

Pass the Rhythm (Grades PreK-2)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Early Learning & Development: CGK.PK.1.1.3, MAT.1.1.5, MAT.3.2.2

Fine Arts: Music: K.1CE, K.1PR, K.2CE, K.2PR, K.4CE, 1.1CE, 2.1CE, 2.1PR, 2.4PR

Eddie and his forest friends made music together to help cure Koala's hiccups. In this activity students will practice listening to one another, by taking turns replicating and creating rhythms.

Arrange the students in a circle, either seated or standing. Clap out a simple rhythm and have the whole class practice it together. Once everyone has the rhythm, "pass" it to the student on the right. The student must then clap the same rhythm and pass it to the student beside them. Encourage the students to make eye contact with the person they are passing to. Continue until it has gone all the way around the circle and every student has participated. For younger students, it may be helpful to count along with each clap to assist with memorization and recreation.

Try it another way! When ready, see if the class can master any of the following variations:

- Try adding a vocal sound to accompany the rhythm.
- Encourage students to propose new rhythms.
- Alternate a couple rhythms for a call and response action.
- Try two rhythms at once! Split the class into two lines and pass a unique rhythm down each line in tempo.
- Have each student add to the rhythm as it passes.
- Instead of passing in a circle, have students pass by making eye contact with another student, or calling out a name. Focus is key!



RESOURCES

BOOKS



An A to Z Story of Australian Animals by Sally Morgan

Cooking in a Can: More Campfire Recipes for Kids by Katherine L. White

Hiccupotamus by Aaron Zenz

Hiccup Snickup by Melinda Long

Over in Australia: Amazing Animals Down Under by Marianne Berkes

WEB



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Emu factsheet, *The Australian Museum*. <https://australian.museum/learn/animals/birds/emu/>

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CURRICULUM STANDARDS INDEX

Early Learning & Development

Standard	Description	Grade	Activity	Page
CGK.PK.1.1.2	With modeling and support, remember and use information for a variety of purposes.	PreK	Let's Go Camping!	16
CGK.PK.1.1.3	Recreate complex ideas, events/situations with personal adaptations.	PreK	Pass the Rhythm	23
CGK.PK.1.3.2	Seek more than one solution to a question, problem or task.	PreK	Let's Go Camping!	16
LL.PK.1.2.1	Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	PreK	Australian Animal Fun Facts Post-Show Discussion	13 18
LL.PK.1.2.2	Speak audibly and express thoughts, feelings and ideas clearly.	PreK	Post-Show Discussion	18
LL.PK.1.2.3	Describe familiar people, places, things and experiences.	PreK	Let's Go Camping! Post-Show Discussion	16 18
LL.PK.1.2.6	With modeling and support, use words acquired through conversations and shared reading experiences.	PreK	Let's Go Camping!	16
LL.PK.1.2.7	With modeling and support, determine the meaning of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects.	PreK	Memory Cards	9
LL.PK.2.1.3	Identify characters and major events in a story.	PreK	Post-Show Discussion	18
LL.PK.2.1.8	With modeling and support, describe, categorize and compare and contrast information in informational text.	PreK	Australian Animal Fun Facts	13
MAT.PK.1.1.2	Identify and name numerals one through nine.	PreK	Australian Animal Fun Facts	13
MAT.PK.1.1.5	Understand that the last number spoken tells the number of objects counted.	PreK	Pass the Rhythm	23
MAT.PK.2.1.1	Count to solve simple addition and subtraction problems with totals smaller than eight, using concrete objects.	PreK	Australian Animal Fun Facts	13
MAT.PK.3.2.2	Create patterns.	PreK	Pass the Rhythm	23
SCI.PK.1.1.2	Make careful observations.	PreK	Australian Animal Fun Facts	13
SCI.PK.1.1.5	Describe, compare, sort, classify, and order.	PreK	Australian Animal Fun Facts Let's Go Camping!	13 16
SCI.PK.2.1.2	With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	PreK	Let's Go Camping!	16

SCI.PK.4.1.1	With modeling and support, identify physical characteristics and simple behaviors of living things.	PreK	Australian Animal Fun Facts	13
SCI.PK.4.1.2	With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).	PreK	Australian Animal Fun Facts	13
SCI.PK.4.1.5	With modeling and support, recognize similarities and differences between people and other living things.	PreK	Australian Animal Fun Facts	13
SED.PK.1.1.1	Recognize and identify own emotions and the emotions of other.	PreK	Post-Show Discussion	18
SS.PK.1.1.2	Develop an awareness of his/her personal history.	PreK	Let's Go Camping! Post-Show Discussion	16 18

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs.	K	The Hiccup Cure	22
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Memory Cards	9
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	K	The Hiccup Cure	22
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	K	Let's Go Camping!	16
RL.K.4	Ask and answer questions about unknown words in a text	K	The Hiccup Cure	22
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Australian Animal Fun Facts Let's Go Camping! Post-Show Discussion	13 16 18
SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	K	Post-Show Discussion	18
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K	Let's Go Camping!	16
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K	Let's Go Camping! The Hiccup Cure	16 22

W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K	Let's Go Camping! That's What Friends Are For	16 19
L.1.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Use frequently occurring adjectives.	1	The Hiccup Cure	22
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	The Hiccup Cure	22
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	1	Let's Go Camping!	16
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Australian Animal Fun Facts Let's Go Camping! Post-Show Discussion	13 16 18
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	1	Australian Animal Fun Facts Post-Show Discussion	14 18
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1	The Hiccup Cure	22
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1	Let's Go Camping!	16
SL.1.6	Produce complete sentences when appropriate to task and situation.	1	The Hiccup Cure	22
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	Let's Go Camping! That's What Friends Are For	16 19
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2	The Hiccup Cure	22
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	2	The Hiccup Cure	22
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Australian Animal Fun Facts Let's Go Camping! Post-Show Discussion	13 16 18
SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).	2	Post-Show Discussion	18

SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2	The Hiccup Cure	22
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2	Let's Go Camping!	16
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2	The Hiccup Cure	22
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	Let's Go Camping! That's What Friends Are For	16 19

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CE	Demonstrate observation and listening skills in a theatrical context.	K	Coming to the Theater	3
K.3RE	Describe a character's feelings in stories and make comparisons to people and events in their own lives.	K	Post-Show Discussion That's What Friends Are For	18 19
K.5CE	Listen to and follow directions in both classroom and theatrical settings.	K	Coming to the Theater	4
K.5RE	Articulate the strengths and weaknesses of self and peers following performances.	K	That's What Friends Are For	19
1.4RE	Describe the consequences of a character's decisions and actions in a story or play.	1	Post-Show Discussion	18
1.5CE	Demonstrate audience behavior appropriate for the forms and styles of theatre (e.g., live theatre, film, television, film and media).	1	Coming to the Theater	4
2.1CE	Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.	1	Post-Show Discussion	18
2.2CE	Identify the theme of stories or dramatic and theatrical works.	2	That's What Friends Are For	19
2.3RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4
2.6CE	Listen to and follow directions from instructor and peers in both classroom and theatrical settings.	2	Coming to the Theater	4

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.1CE	Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).	K	Pass the Rhythm	23
K.1PR	Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).	K	Pass the Rhythm	23
K.2CE	Explore steady beat and rhythm.	K	Pass the Rhythm	23
K.2PR	Demonstrate a steady beat and maintain it while performing.	K	Pass the Rhythm	23
K.4CE	Explore and identify a wide variety of sounds, including the human voice.	K	Pass the Rhythm	23
1.1CE	Identify echo and call/response.	1	Pass the Rhythm	23
2.1CE	Demonstrate rounds and canons.	2	Pass the Rhythm	23
2.1PR	Demonstrate rounds and canons.	2	Pass the Rhythm	23
2.4PR	Improvise and compose simple rhythmic and melodic phrases.	2	Pass the Rhythm	23

Mathematics

Standard	Description	Grade	Activity	Page
K.CC.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	K	Australian Animal Fun Facts	13
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1	Australian Animal Fun Facts	13
1.OA.5	Relate counting to addition and subtraction, e.g., by counting on 2 to add 2.	1	Australian Animal Fun Facts	13
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.		Australian Animal Fun Facts	13

Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Australian Animal Fun Facts	13
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Australian Animal Fun Facts The Science of a Hiccup/ The Hiccup Cure	13 8 22

K.PS.2	Some objects and materials can be made to vibrate to produce sound.	K	The Science of a Hiccup/ The Hiccup Cure	8 22
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Australian Animal Fun Facts Let's Go Camping!	13 16
1.LS.2	Living things survive only in environments that meet their needs.	1	Australian Animal Fun Facts Let's Go Camping!	13 16
1.PS.2	Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.	1	The Science of a Hiccup/ The Hiccup Cure	8 22
2.LS.1	Living things survive only in environments that meet their needs.	2	Australian Animal Fun Facts Let's Go Camping!	13 16

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	Post-Show Discussion	18
A2.1.a	Identify personal interests and qualities.	K-2	That's What Friends Are For	19
B1.1.a	Identify personal behaviors or reactions when experiencing basic emotions.	K-2	Post-Show Discussion	18
B3.1.a	Describe a time when you kept trying in a challenging situation.	K-2	Post-Show Discussion	18
D1.1.a	Identify and engage in positive communication skills.	K-2	Post-Show Discussion	18
D2.3.a	Recognize that people may influence each other with words or actions.	K-2	Post-Show Discussion That's What Friends Are For	18 19
D3.3.a	Apply listening and attention skills to identify the feelings and perspectives of others.	K-2	Post-Show Discussion	18

Social Studies

Standard	Description	Grade	Activity	Page
K.Geo.5	Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.	K	Where is Australia?	7
K.Geo.6	Models and maps represent real places.	K	Where is Australia?	7
K.Geo.7	Humans depend on and impact the physical environment in order to supply food, clothing and shelter.	K	Let's Go Camping!	16
1.Geo.4	Maps can be used to locate and identify places.	1	Where is Australia?	7
1.Geo.5	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).	1	Where is Australia?	7
2.Geo.7	Human activities alter the physical environment, both positively and negatively.	2	Let's Go Camping!	16

Technology

Standard	Description	Grade	Activity	Page
K-2.ICT.2.a	Develop basic skills for locating information using digital learning tools and resources.	K-2	Let's Go Camping!	16
K-2.ICT.3.c	Collect, record and organize observations and data during student explorations using digital learning tools and resources.	K-2	Let's Go Camping!	16