

# Carousel Players

*Presents*

## *There's a Mouse in My House*

by Carrie Costello

Adapted from the book by Sheree Fitch

## *Primary Study Guide*

by Karly Straitton



*Tour sponsored by*

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GENERATION

Aaron discovers a mouse in his house. His normally fearless mother jumps up on the table and sends him down into the basement to get rid of it. The brave young mouse convinces Aaron to grant her three wishes before leaving the house forever. Using toys, word games and active participation by the audience, the clever mouse tells her story and negotiates a way to stay. In the end, the boy gains a friend. Young audiences will enjoy this story about tolerance, character development and children solving their own problems.

**You can download this study guide at [www.carouselplayers.com](http://www.carouselplayers.com)**

# *There's a Mouse in My House*

by Carrie Costello

Adapted from the book by Sheree Fitch

Directed by **Pablo Felices-Luna\***

Set and Costume Design by **Michael Greves**

Original Sound and Music Design by **Cathy Nosaty**

Lighting Design by **Bradley A. Trenaman**

Study Guide by **Karly Straitton**

Stage Management by **Dean Constable\***

Cover illustration by **Natasha Pedros**

## **THE CAST**

Dinah Jenn Buffett\*

Aaron Conor Green\*

Sherry Sarah Henriques\*

\* members of Canadian Actors Equity Association

**Carrie Costello (Playwright)** is a St. Catharines based writer who was raised in Prince George, B.C. and trained in theatre at the University of Victoria and York University, graduating with her BFA. She has worked as a puppeteer and performer for young audiences at Carousel Players and Roseneath Theatre. Most recently she premiered *Rocket and the Queen of Dreams* at Toronto's Luminato Festival. She is a founding member of Castlemoon Theatre, which performs puppet shows for preschool aged children. She continues to write plays for young audiences and offer puppetry workshops in schools and libraries in Ontario.

**Sheree Fitch** is the bestselling author of books for all ages. A poet, educator and storyteller, awards for her books include the Mr. Christie Book Award for *There Were Monkeys in My Kitchen!*, the Ann Connor Brimer Award for *Mabel Murple* and the Vicky Metcalf Award for a body of work inspirational to Canadian children. Other titles include *If You Could Wear My Sneakers*, *Sleeping Dragons All Around*, *Toes In My Nose*, *If I Were the Moon*, *If I Had a Million Onions*. *The Gravesavers*, a novel for teens marked Sheree's debut as a novelist. In 2008, her board book for babies, *Kisses, Kisses Baby -o* was released in English and French and *Kiss The Joy As It Flies*, a novel for adults was an immediate bestseller. Her website is [www.shereefitch.com](http://www.shereefitch.com)

**Carousel Players** is a not-for-profit charitable organization, a member of the Professional Association of Canadian Theatres, an engager of artists under the Canadian Theatre Agreement who are members of the Canadian Actors' Equity Association. We are members of Downtown Alliance for the Performing Arts, St. Catharines & Area Arts Council, St. Catharines Downtown Association, St Catharines - Thorold Chamber of Commerce and Theatre Ontario. Carousel Players is proud to be a partner of eyeGO to the Arts, encouraging high school students to attend live performing arts through an imaginative \$5 ticket program. Visit [www.eyego.org](http://www.eyego.org) for details.

Carousel Players enjoys receiving mail from children and teachers who have seen our plays. Our actors always enjoy answering questions after the show or via email.

Write us at [info@carouselplayers.com](mailto:info@carouselplayers.com)



# Carousel Players

Carousel Players is an award-winning professional theatre for young audiences based in St. Catharines that is committed to the development of new work and the production of theatre that entertains and challenges our audiences. We present inspiring and creative plays for children aged 5 to 14 in schools, theatres and other venues. We ensure that our performances, theatre school and classroom programs are affordable for all children regardless of their socio-economic status or situation. Our home is in the Old Courthouse in downtown St. Catharines at 101 King Street and 5 theatre and dance companies regularly perform in our space - the Sullivan Mahoney Courthouse Theatre.

## Our Activities

Throughout our 36 year history, over 2 million students, teachers and families have seen our productions. We regularly perform in schools across Ontario, and frequently tour to theatres in London, Toronto and Orangeville and festivals in Ottawa, Vancouver, Winnipeg, and Calgary. Our award-winning plays have toured as far away as England and Japan. Carousel Players offers theatre school classes, March Break programs and summer drama programs to youth aged 5 to 14. We host student volunteer placements and internships for young professionals.

## Our History

Carousel Players is a non-profit charitable organization that was founded in 1972 by Desmond Davis, a Professor of Drama at Brock University in St. Catharines. Des and his wife Faye came to Canada in 1970 from Australia where both had gained considerable experience in professional theatre and created a theatre to serve youth in Niagara. The name for the company is inspired by one of Canada's oldest carousels in nearby Port Dalhousie where you can still take a ride for just a nickel. Other artistic leaders of the company include Duncan McGregor (1977 to 1990), Pierre Tetrault (1990 to 1998), Kim Selody (1999 to 2006) and Pablo Felices-Luna (2007 to present).

## Carousel Players Staff

Pablo Felices-Luna (Artistic Director), Jane Gardner (General Manager), Jason Woodgate (Production Manager), Donna Vandecoevering (Accounts & Tour Manager)

## Carousel Players Board of Directors

Debra McLauchlan (Chair), Carolyn Mackenzie (Vice-Chair/Secretary), Corey Miles (Treasurer), Garry Blain (Past-Chair), Janis Barlow, Shannon Gill, Glen McCann, Margaret Newby, Gyllian Raby.

Carousel Players acknowledges the ongoing support of



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Drama and Dance; Visual Arts; Language Arts; Science; Mathematics; Health and Physical Education.

## PLAY INTRODUCTION

*There’s a Mouse in My House* revolves around themes of family, community, culture, problem-solving, and storytelling. Through the telling of stories, the main characters realize that perhaps they are not so different from each other after all. Based on the book by Sheree Fitch, with illustrations by Leslie Elizabeth Watts, this stage adaptation focuses on the relationship of the characters Sherry and Aaron, who, without involving their parents, must overcome their differences and resolve a seemingly impossible problem through storytelling. The activities in this guide address the topic of friendship and empathy, asking students to explore different points of view and to share stories of their own.

## THE STORY

In *There’s a Mouse in My House*, a boy named Aaron discovers that a mouse has taken up residence in his basement. Instructed by his mother to “get rid of it”, Aaron is determined to get the mouse out of his house. However, the mouse turns out to have a surprisingly interesting personality and pleads with Aaron to let her and her mother stay. Aaron, torn between his duty to get rid of the mouse and Sherry’s plight, agrees to Sherry’s request for three wishes. One wish is that Sherry be allowed to tell her story to Aaron and his little sister Dinah. Aaron and Dinah end up becoming participants in Sherry’s story, acting out her experiences and family history. Through their involvement in Sherry’s stories, Aaron and Dinah realize that even though Sherry is a mouse, they all share similar important experiences. In the end Aaron brokers a deal to let Sherry and her mother stay.

## BEFORE THE PERFORMANCE

Before seeing any theatrical performance, discuss with your class the importance of proper conduct and behaviour as an audience member. For example, listening rather than talking, participating in the play when the actors ask and the proper way to show your appreciation - clapping and when to do it.

# CLASSROOM ACTIVITIES BEFORE OR AFTER THE PERFORMANCE

## Animal Farm

(Drama & Dance, Science)

Many animals appear in *There's a Mouse in My House*.

This creative activity compares the different bodies of animals, their movements and sounds.

### Requirements/Materials:

Chalkboard or chart paper

Stuffed animal, animal pictures or storybooks

Markers

Open space

### COMPARE ANIMALS

- Pick three different animals – they can be from the play (mouse, cat, horse).
- On the board, list (or draw) similarities and differences between these animals. For example—their bodies, sizes, sounds or other characteristics.
- You can use a photo, a book about animals or stuffed animal as a visual stimulus.

### GET MOVING

- Have the children stand in an open space. Ask, “How does a mouse move?”
- Take responses, then have the whole class move like a mouse. You can have them stay in their spots, or move about the room, all in the same direction.
- Once the students have practiced the mouse movement, ask, “What does a mouse sound like?”
- Take some responses, then have the whole class make the sounds.
- Next, put the movement and sound together.
- Repeat the above activity for cat and horse.
- Once the moves and sounds have been established for each animal, you can challenge your students by calling out different animals more and more quickly.



# A House is a House?

(Science, Language Arts, Health & Physical Education)

This activity focuses on animal habitats and ecology.

Students will explore where various animals live and what they eat, making a large visual chart together as a class.



## Requirements/Materials:

Chart paper

Different coloured markers

Tape

**NOTE:** It would be helpful to make a blank chart template on the chart paper, creating 3 columns (animal, where they live, what they eat), and 3 rows (for 3 different animals). You may wish to add an extra row for “humans” as well.

## WHERE DO YOU LIVE?

- Start this activity by asking, “Where do you live?”
- Spend a few moments having students describe common features of North American homes. For example—structure, room, function.
- After the idea of house/home has been established, ask the students to identify possible homes for the animals in *There’s a Mouse in My House*.
- Have the students name the “houses” of the animals.
- Draw and print the names of the homes on the chart.

## WHAT DO YOU EAT?

- Redirect the students to thinking about themselves. Ask, “What do you eat for breakfast, lunch, dinner?” Allow several responses.
- Point out that humans can eat many different things and classify them into different categories (meat, plant, dairy).
- After this discussion has run its course, return to the animals from the play. Ask the students what these animals eat. Depending on the age level, you may wish to discuss the idea of carnivore/ herbivore/omnivore.
- Fill in the chart at every step, including an appropriate picture.

## WHERE DO PEOPLE FROM AROUND THE WORLD LIVE? WHAT DO THEY EAT?

As an extension or, for older students, you might investigate multiculturalism.

- Have the students explore as a class (or research on their own)
  - Different cultures of the world
  - Look at different types of housing
  - Look at different types of food
  - Comment on the possible geographical reasons for the differences
  - Look at cultural reasons behind the differences.

# A Morning in the Life

*(Drama & Dance, Language Arts, Science)*

This activity involves the students in imagining a morning in the life of an animal from the play..

This activity will work best after the students have already explored the lives of different animals such as the previous two activities—ANIMAL FARM and A HOUSE IS A HOUSE?.

## **Requirements/Materials:**

Open room

Copy of guided story text (see TELLING THE STORY section below).

## **GETTING READY**

- Have the students find their own places in the room. They should be able to extend both arms out to their sides without touching their neighbours.
- Ask the students to select one of the animals explored in the earlier exercises.
- Once the students have their selection firmly in mind (you may wish to check), tell them that they are going to pretend to be the animal.
- You are going to read them a short story about a morning in the life of the animal they've chosen and they are to follow along and perform the actions.
- Tell them that they must listen carefully as you guide them through the story.
- Instruct them to walk on two feet, even though their animal might walk on four feet.

## **TELLING THE STORY: A Morning in the Life**

In the role as the animals they have selected, have the students lie down, pretending they are sleeping. When everyone is in position, read the following passage, pausing for effect and directions where necessary. The story should be read slowly, giving the children a chance to really accomplish every action fully before moving on to the next.

“You’re in your house, sleeping soundly. You slowly open your eyes, awakening to a beautiful sunny day. You feel sleepy, but you raise your head and sniff the fresh, early morning air. You stretch your arms and legs, reaching as far out as you can – ahhh! Doesn’t that feel good? You can feel your bed beneath you as you yawn a big, sleepy yawn, and look around. Your room looks just the way it looked when you fell asleep. You notice that you feel very hungry. It’s breakfast time. You look around some more and then suddenly you see your breakfast! You approach your breakfast and the yummy smell of it makes you even hungrier. You start eating and it tastes delicious! It’s your favorite food. You eat and eat until it’s all gone. You rub your full tummy and decide that you need to wash down all that food with some nice, refreshing water. You look outside your house and carefully check for danger. When you are sure it is safe, you leave your house and travel to the nearby stream. The way is covered with lush, green grass. It’s cool, and feels soft under your feet. You get to the river and bend down to take a drink. The water is the most refreshing water you’ve ever tasted! It’s so cool and delicious. You drink all the water you can and then decide to go back to your house. Once again you feel the soft cool grass under your feet. And then you’re home! You go into your house and you realize that all that eating and drinking has made you tired. You lie down in your comfortable bed and close your eyes and get ready to take a nice morning nap.”

## REFLECTING ON THE ACTIVITY

After performing the exercise, discuss the students' experience of the story. Ask:

- What did your house look like?
- What was the house made of?
- What did you eat for breakfast?
- What did you learn about your animal?
- What dangers did you check for before leaving your house?
- How did you demonstrate the way your animal moves?

Use these questions to lead to a discussion about the need to preserve food, shelter, and water sources for animals in the wild.

# Toys Come Alive! - Practice Participation

*(Drama & Dance)*

This is a fun, high-energy activity, based on the concept of audience members acting as toys during the play.

The students are asked to “turn on” and “turn off” by characters during the play. This activity prepares them for their role in a game-like format.

### Requirements/Materials:

An open space.



### THE SET-UP

During the play, the characters of Sherry, Aaron and Dinah refer to the audience as toys, and ask them to “turn on” and “turn off”.

- Start by asking the students to select one of the animals from the play.
- Have them stand up in a side by side line at one end of the room.
- **Establish the following rule:** When you say “toys on”, the students move slowly as their animals would move. When you say “toys off” they freeze in position. Practice this a few times.

### THE GAME

- Tell the students that you are going to pretend to be the mother in the play and you don't believe toy animals can move on their own.
- Stand at the opposite end of the room from your students. When you have your back turned, say “toys on!”, and the “toys” should begin moving toward you slowly, in the way their toys would move.
- Every so often, turn around suddenly and say “toys off!” When this happens, the toys freeze in place. They can't let you see them moving.
- An optional penalty could be that anyone caught moving has to sit out, which could be explained as being put back “on the shelf” or “in the toy box”.

## CLASSROOM ACTIVITIES AFTER THE PERFORMANCE

# Family Tree

*(Language Arts, Visual Arts)*

This is more of a project than an activity.

Students will be asked to create a family tree after examining a variety of possible family types.

### Requirements/Materials:

“Family Tree” template (in this guide)

Picture examples of different family types

Coloured pencils or crayons

Tissue paper (green, red, orange, brown)

Construction paper (brown, green)

Glue

Scissors

Extras (sparkles, stickers, stamps)



### WHO IS IN YOUR FAMILY?

- To introduce this project, begin with a discussion of families. Begin by asking the students to brainstorm different family members people can have. This list should include extended family and step-family members.
- Ask the students to think about their families – how many people are in it, and who those people are. You may wish to limit this to immediate family members only.
- After taking some responses from the students about their own families, ask them to think about the families in the play: Aaron, Dinah and their mother; Sherry and her mother. Point out to the students that Aaron’s family has three people, while Sherry’s has two. This can be pursued as a class discussion about different family types, and how all are equally good.

### MAKING THE TREE

Tell the students that they will be making their own family trees. Use the Family Tree template at the back of this guide. For younger students—draw a picture of their relative in each of the boxes and add the name of the person at the bottom. For older students—paste a photo of each family member in a box with names underneath. You can also add birth dates or birthplaces in the boxes. Once the portraits are complete, have the students decorate the tree any way they like.

Another idea for older students is to create their trees themselves. The tree should have a large trunk with as many branches as needed. The higher branches should be for parents or grandparents and the lower branches should be for the students and their siblings/cousins.

### CREATING A FAMILY STORY

For older students, once they’ve completed their family tree, you may wish to extend the activity by having them present their “family story”. This story may require some research, as it should include such details as: where their parents/grandparents were born, how their parents met, what their parents do, any fun family history facts or stories. Students will conduct their research by interviewing their family members and then writing a brief account of their “family story”, which they will read in front of the class. During the presentations, students’ family trees should be displayed prominently.

# Teddy Bears' Picnic

*(Visual Arts, Language Arts, Mathematics)*

In the play, Sherry requests some cheese and pop from Aaron as one of her three wishes. Since many instances in the play involve food and etiquette, this activity focuses on healthy eating, organization and manners.

Organize a "class picnic", to take place outside on the playground, or inside the classroom.

## **Requirements/Materials:**

Materials differ depending on class needs

Stuffed animals

Picnic blankets

Food and accessories

Chart paper and coloured markers

Paper for invitations

Eating utensils for the students



## **DETERMINING NUMBERS**

- Tell your students that you are going to have a class picnic and you need to make plans.
- You need to decide who will be coming to the picnic. Tell the students that they will all be invited and that they can each invite a "friend". This "friend" should be a stuffed animal either brought from home or available in the classroom.
- The number of total attendees should be tallied on the board or chart paper (students and guests), so that everyone knows how many attendees will be at the picnic.

## **MAKING INVITATIONS**

- Talk to your class about how people usually know they are invited to a party. The idea of invitations should emerge.
- Once students have been introduced to the concept of invitations, have them make picnic invitations for their guests. It will be important for their invitations to include time, date, place and host of the party.
- Students can decorate the invitations however they like. Students might take these invitations home or post them prominently in the classroom.

## **PLANNING THE MENU**

- Begin this part of the activity with a discussion on healthy eating, discussing food groups and the idea of a balanced diet. The subject of allergies should be touched on, and students should be encouraged to share any personal allergies with the class.
- After the discussion, tell the students that they are going to help plan the menu for the picnic.
- Let students brainstorm appropriate picnic food. Emphasize a well-rounded menu, including each one of the four food groups. A menu based around the play may include cheese sandwiches, juice, and an apple.
- After the menu has been created, ask the class to determine how much of each component you will need, based on the number of people coming. Explain that the stuffed animals don't need to eat human food, so they only need to count the people coming.

## ORGANIZING ACCESSORIES

After the menu and the invitations have been planned, ask the class to consider items they might need for a picnic (picnic blanket, napkins, glasses, cutlery). You can include items like music, sunglasses if you'd like. Create a list to post prominently in the classroom.

## PREPARING THE PICNIC

There are two possible options here.

- Either the teacher prepares everything in advance, or
- The teacher prepares some things and the class helps with the rest. Making sandwiches as a class can be a fun activity, and may save teacher prep time. You may wish to designate helpers to distribute sandwiches and drinks as well as clean-up supervisors.

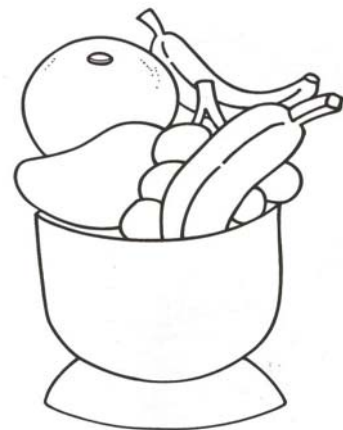
## OBJECTS AS CHARACTERS

- Using each of the child's chosen stuffed animal identify what kind of voice the animal would have if they could speak. Test out high voice, low voice, sing song voice, speak quickly, speak slowly.
- Have the children try out all the different voices for their /stuffed animal.
- Have the children take a close look at their stuffed animal and make the animal move quickly, slowly, sadly, happily, fearfully, etc.
- Taking into account what it looks like and the voice the child has chosen, decide how the animal would move.
- Move around the room, trying out different movement types.
- Give the child the line "Hello my name is \_\_\_\_\_."
- Have each child introduce their stuffed animal to the class using their chosen voice and movement.
- Have other classmates use adjectives to identify character and emotional traits based on the stuffed animal's introduction.

## ENJOYING THE PICNIC

- Before the picnic, tell your class that proper etiquette is expected at a party.
- Make a list on the board of all the "do" behaviours that you expect from your students and their stuffed animals (if they are coming as characters to the tea party).
- Once the students have understood the list, proceed to the picnic. Examples may include:
  1. Say "please" and "thank you"
  2. Speak in a conversational tone (no yelling)
  3. Be careful not to knock over other people's drinks
  4. Share your meal with your "guest"

The students and their stuffed animals can interact and have fun sharing a meal together using their character voices and movements.



# Story Telling

*(Language Arts, Drama & Dance)*

Telling stories is a major theme in the play. Through the act of sharing stories, Sherry, Aaron and Dinah become friends. This activity focuses on the art of storytelling and asks students to become active participants in the story being told.

## **Requirements/Materials:**

Interesting picture books.

## **USING A PICTURE BOOK**

The best way to introduce story telling is to tell the students a story. You can choose any book that is appropriate to the students' age and level. The story selected should be one that lends itself to student participation. There are many excellent books that provide evocative pictures, and are listed in the Recommended Book section.

- Have the students sit on the floor around you.
- You may wish to go over the importance of listening skills with your students before you begin.
- As you are telling the story, ask the students such questions as,
  - "What do you think will happen next?"
  - "Why is this character acting this way?"
  - "How do you think this character feels?"
  - "What would you do in this situation?"
- Feel free to expand and improvise, asking any questions that will enhance the students' understanding of and engagement in the story.
- Throughout the story, the students should be given opportunities to enact the movements of key parts and /or to repeat key phrases or words.
- Extend this activity to having students devise alternate endings to the story.

## **CREATING A STORY**

Together, teacher and students create their own story. You can either create the story from your imagination, starting with a main character and a setting, or you can use an interesting picture book as a starting point. The teacher should demonstrate how to begin telling the story. The teacher will also ask guiding questions to help keep the students on track. As the story is being created, the teacher should record it on a large piece of chart paper, the chalkboard or overhead. You may extend this activity into making a class story book, assigning students or groups of students certain parts of the story to create illustrations. Once the students have finished the illustrations, you can bind them all together in a book format.

## **PLAYING THE CHARACTERS**

Just like Sherry, Aaron and Dinah do in the play, students will enact characters in a story. Again, using evocative picture books get the students exploring the ideas of character, feelings and conflict. Using an image from the book, have the students identify who they feel would be the main character. The teacher should conduct a brainstorming session, where the students think about the character's personality, appearance, and hobbies. Afterwards, organize students into small groups (2-3 per group). One of them will play the main character; the other students will interview the main character. Have the students brainstorm a list of possible people who might be interviewing the character.

Possibilities include the media, the police, teachers, family members, friends, etc. Once the group has chosen what roles the interviewers will play, the class should brainstorm some questions to ask. Once all students are ready and everyone knows what role they are playing, they conduct their interviews. You can repeat this activity using different characters and different situations, rotating roles. For younger grades, the teacher might play the part of the main character, with all students taking roles of possible interviewers.

**Note:** A variation on this activity involves more abstract pictures as starting points and asks the students to interpret the image. The students' interpretations can then be used in a variety of activities, such as starting points for stories, tableaux, art projects and games.

## Story Telling with Puppets

(Language Arts, Visual Arts)

The writer of the play, Carrie Costello is an experienced puppeteer. Here is a suggested expansion activity for teachers that she uses in her school workshops.

Pick a story or stories for the class to work on. For younger classes, pick one story and do it as a class. For older classes, you can have the children working on different stories in groups.

- **Day one**, read through the story, identify key moments, and what the story is about.
- **Day two**, create puppets using socks, cardboard, drawings, or whatever art supplies are handy. You can cross this into an art project by having them “design” or draw their character first, then build the puppet based on their design.
- **Day three** have them work in groups to create several tableaux with their puppets about the important elements in the story.
- **Day four** decide on one or two lines that each puppet can say. Help the children to establish the puppet's character, movement and voice using some of the ideas in the Teddy Bears' Picnic activity – objects as characters section).
- **Day five** rehearse and perform the tableaux with the lines of each puppet.



# RECOMMENDED PICTURE BOOKS

- Ahlberg, Allan and Bruce Ingman. Previously. Candlewick Press, 2007.
- Allen, Susan and Jane Lindaman. Read Anything Good Lately? Illustrated by Vicky Enright. Millbrook, 2003.
- Carter, David A. 600 Black Dots: A pop-up Book for Children of all ages. 2007.
- Ernst, Lisa Campbell. The Turn-Around, Upside-Down Alphabet Book. Simon & Schuster, 2004.
- Ewald, Wendy. The Best Part of Me. Little Brown, 2002.
- Feiffer, Jules. Bark, George. Harper Collins, 1999.
- Fleischman, Paul. Glass Slipper, Golden Sandal: A worldwide Cinderella. Illustrated by Julie Paschkis. Henry Holt, 2007.
- Gravett, Emily. Wolves. Simon & Schuster, 2006.
- Iggulden, Conn and Hal. The Dangerous Book For Boys. Harper Collins, 2008.
- Light, John. The Flower. Illustrated by Lisa Evans. Child's Play International, 2007.
- McCleod, Bob. Superhero ABC. Harper Collins, 2006.
- Pollack, Barbara. Our Community Garden. Simon & Schuster, 2004.
- Seeger, Laura Vaccaro. Walter Was Worried. Neal Porter, 2005.
- Selznik, Brian. The Invention of Hugo Cabret. Scholastic, 2007.
- Tan, Shaun. The Arrival. Arthur A. Lewis Books, 2007.
- Watts, Melanie. Scaredy Squirrel. Kids Can Press, 2006.
- Ven Fleet, Matthew. Dog! Simon & Schuster, 2007.
- Wild, Margaret and Ron Brooks. Fox. Kane/Miller Books, 2001.

# CHILDREN'S BOOKS BY SHEREE FITCH

- Kisses Kisses, Baby-O, Illustrated by Hilda Rose. Nuimbus, 2008.
- Peek-a-Little Boo, Illustrated by Laura Watson. Orca Books, 2005.
- Pocket Rocks, Illustrated by Helen Flook. Orca Publishers, 2004.
- If I Had a Million Onions, Illustrated by Yayo, Tradwind Publisher.
- Persnickety Pete (The Cleanest Boy in the World), Illustrated by Jane Wallace-Mitchell. Pearson Education Australia, 2003.
- No Two Snowflakes, Illustrated by Janet Wilson. Orca, 2001.
- If I Were the Moon, Illustrated by Leslie Watts. Doubleday, 1999.
- The Other Author, Arthur, Illustrated by Jill Quinn. Pottersfield Press, 1999.
- The Hullabaloo Bugaboo Day, Illustrated by Jill Quinn. Pottersfield Press, 1998.
- There's A Mouse in My House, Illustrated by Leslie Watts. Doubleday, 1998.
- If You Could Wear My Sneakers! Illustrated by Darcia Labrosse. Doubleday, 1997.
- Mabel Murple, Illustrated by Maryann Kovalski. Doubleday, 1995.
- I Am Small, Illustrated by Kim LaFave. Toronto: Doubleday, 1994.
- There Were Monkeys in My Kitchen! Illustrated by Marc Mongeau. Doubleday, 1992.
- Merry-Go-Day, Illustrated by Molly Lamb Bobak. Doubleday, 1991.
- Sleeping Dragons All Around, Illustrated by Michelle Nidenoff. Doubleday, 1989.

# ONTARIO CURRICULUM LINKS

This study guide relates to Ontario Ministry of Education curriculum expectations from a variety of subject areas. Each will be addressed in more or less depth depending on student grade level.

## **The Arts: Drama and Dance**

- Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (role-playing, movement sequences)
- Identify the ways in which the voice and body can be used to convey thoughts and feelings
- Describe some basic ways in which the body can be used in space and time
- Demonstrate control of their bodies when moving like different objects/animals
- Describe ways the experiences of characters in performance relate to their own experiences
- Demonstrate an understanding of points of view (by playing the role of different characters and identifying and solving problems they face)
- Write in role as characters of a story, using the vocabulary and portraying the attitudes of the character
- Recognize and demonstrate movement sequences used by specific characters or found in their natural surroundings
- Speak in role as characters of a story, assuming appropriate attitudes and gestures

## **The Arts: Visual Arts**

- Describe how the ideas in a variety of art works relate to their own knowledge and experience
- Produce two and three-dimensional works of art that communicate ideas for specific purposes and for familiar audiences

## **Language Arts: Oral Communication & Reading**

- Identify purposes for listening in a few different situations, formal and informal
- Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations
- Demonstrate an understanding of information and ideas in oral texts by retelling the story or restating the information, including the main idea
- Demonstrate an understanding of appropriate speaking behaviour, communicate ideas and information orally in a clear, coherent manner
- Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them
- Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
- Express personal thoughts and feelings about what has been read

## **Science**

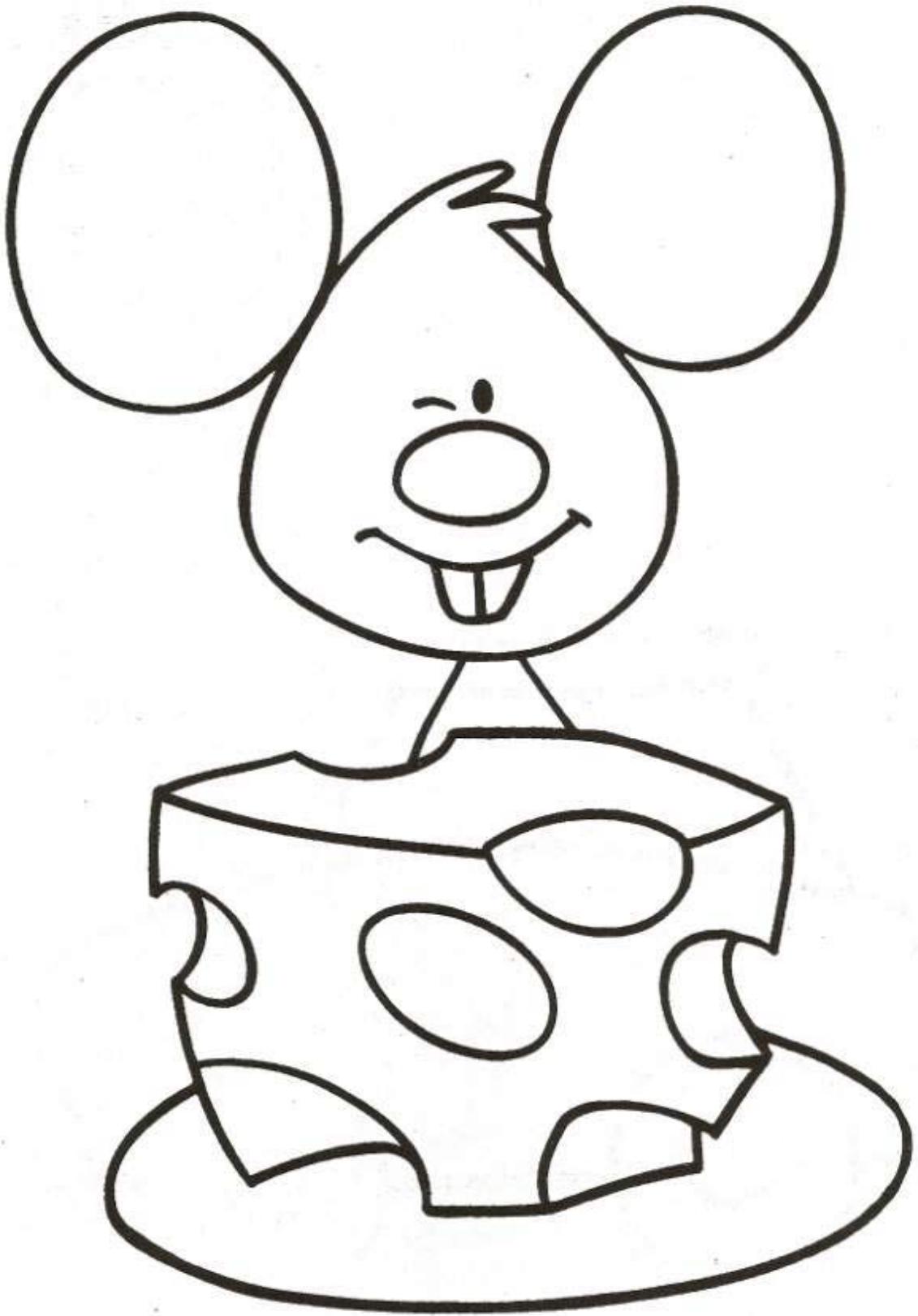
- Differentiate between living and non-living things
- Demonstrate an understanding of the basic needs of animals and plants
- Demonstrate an understanding of the concepts of habitat and community
- Ask questions about and identify some needs of living things, and explore possible answers to these questions and ways of meeting these needs
- Describe the different ways in which animals move
- Classify animals as omnivore, carnivore and herbivore

## **Mathematics**

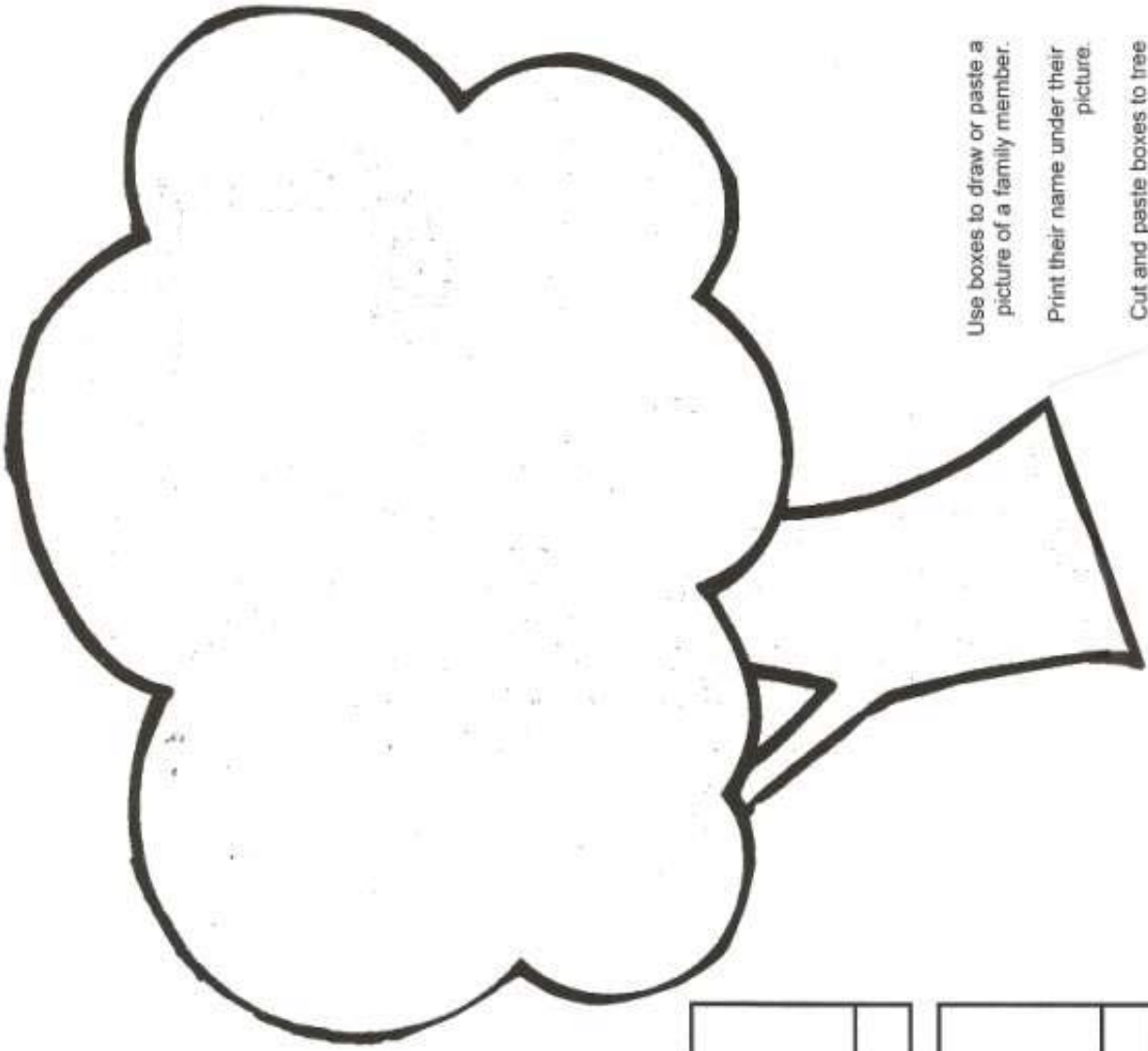
- Demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting

## **Health and Physical Education**

- Identify food groups and give examples of foods in each group
- Identify healthy eating habits



# MY FAMILY TREE



Use boxes to draw or paste a picture of a family member.

Print their name under their picture.

Cut and paste boxes to tree
