

TEACHER RESOURCE GUIDE

Diary of a Wombat



School Matinee Performances

Presented by



TEACHER RESOURCE GUIDE

Diary of a Wombat



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COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Science (2018-2019) and Social Studies (2018).

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 and creative 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 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 six resident companies: Cleveland Ballet, 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 world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!



Coming to the Theater

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. Here are a few points to start the discussion:

- ◆ You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- ◆ 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.
- ◆ As you watch the performance, feel free to respond by laughing or applauding.
- ◆ 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 devices that make noise or light up 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 group by bus number. Check around your seat to make sure you have all of your personal belongings before leaving.



ABOUT THE SHOW

Meet Mothball, the naughtiest wombat in Australia. Bored with her daily routine, Mothball goes in search of shelter and food, creating chaos in the lives of the humans around her. Doormats, bins and washing lines are no match for this mischievous marsupial. Between a packed schedule of scratching, sleeping and eating Mothball discovers that with a bit of persistence, humans are quite easily trained!

Based on the award-winning children's book by Jackie French and illustrated by Bruce Whatley, Monkey Baa Theatre Company of Sydney Australia brings this beloved children's story about a mischievous little marsupial to life!

About the company

Monkey Baa is Australia's widest reaching touring company for young people, having conducted over 27 national tours to 135 regional and remote communities across every state and territory of Australia, four international tours and over 2,500 performances, engaging with over 1.3 million young people.

Founded 21 years ago by Sandra Eldridge, Eva Di Cesare and Tim McGarry, Monkey Baa's vision is "To make theatre an intrinsic part of young people's lives." Structured on the belief that young audiences, as equal citizens, deserve the same dexterity, depth and rigor in theatre creation and presentation that adult audiences demand, Monkey Baa's works tell stories that embrace social and cultural connectivity, celebrate Australia's rich cultural heritage and challenge and inspire it's audiences.

Monkey Baa is committed to engaging young people in the creative process of their work; building confident, thriving communities and empowering young people to self-expression, self-awareness and self-determination through their education programs; and advocating loudly and proudly for the "theatre for young people" sector.



PRE-SHOW ACTIVITIES

Animal Habitats

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
K.LS.1, K.LS.2, 1.LS.1, 1.LS.2, and 2.LS.1

Explain to your students that a habitat is the place where plants and animals live – it's their home! Our homes provide us with shelter, food, water and comfort. An animal's habitat provides them with the things that they need to survive, just like our home.

Read the book *I See a Kookaburra! Discovering Animal Habitats Around the World* with your class (see resource page). This book will introduce your students to six different habitats and the animals that live in them. As you read the book, have students pay attention to the characteristics of the different habitats discussed in the book. Is the habitat hot or cold? Is it wet or dry? What types of animals and plants live in each habitat? Record your classes observations of each habitat on the comparison chart provided on the next page.



Habitat Comparison Chart

	Desert	Tide Pool	Jungle	Savanna	Temperate Forest	Pond
Characteristics						
Temperature						
Precipitation						
Animals						
Plants						

Explain to your students that you are going to see a play about an animal called a wombat. Wombats don't live in the United States, but they do live in Australia. Use books, or the Active Wild website (see resource page) to learn more about wombats and help your class determine which habitat wombats call home! After your class does their research complete the Australian Animal Report provided on the following page.

Optional: Instead of having the entire class research only wombats, you can divide students into groups to research the eight animals that were mentioned in the book *See a Kookaburra!* as well as the wombat.

The additional animals are:

- ◆ Kookaburra
- ◆ Cicada
- ◆ Dingo
- ◆ Koala
- ◆ Frill Neck Lizard
- ◆ Walking Stick Insect
- ◆ Casswary
- ◆ Echidna

The Active Wild website has information for all the animals except for the cicada and the walking stick insect.






Australian Animal Report

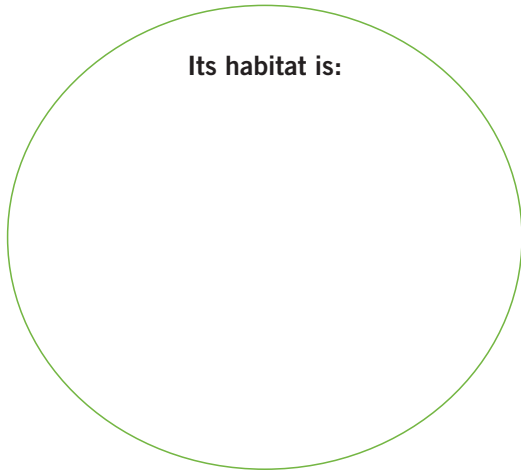
The name of my Australian animal is: _____

It is a(n) (circle one): Amphibian Bird Fish Insect Mammal (including marsupials) Reptile

Picture of animal



Its habitat is:



Animal Facts:

Height:

Weight:

Color:

It has: feathers fins fur skin

It eats:

It lives:

Lifespan:

Three interesting facts:

1	2	3
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Diary of a Worm

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

CCR.RL.K.9, CCR.RL.1.9, CCR.RL.2.9, and CCR.RL.3.9

The children's author, Doreen Cronin, has written a series of books on bugs titled *Diary of a Worm*, *Diary of a Spider*, and *Diary of a Fly*. This lesson will focus on *Diary of a Worm*, since it will be referenced in the post-show activity "Animal Behaviors." However, you can use any of the books from this series for this pre-show activity.

If you haven't already read the book *Diary of a Wombat*, go ahead and do that now. In three groups, have students retell an element of the story. One group will focus on the setting, one group will focus on characters, one group will identify the problem, one group will list the events of the story, and one group will describe the solution. As a class, record answers for each element in the chart on the following page.

After discussing *Diary of a Wombat*, repeat the activity for *Diary of a Worm*. Each group should keep the same element that they were assigned for *Diary of a Wombat*. Fill out a second chart for *Diary of a Worm*. These two charts will be useful for students when they compare and contrast the two stories.

Next, give each group of students two hula hoops and create a large Venn-Diagram*. Students will compare and contrast each book in regards to the element that they were assigned. Each student will write the similarities that they found between the two stories on index cards. These cards will go in the section where the hula hoops overlap. Students will then identify differences between the stories and write them down on index cards. They will need to label which hula hoop is for *Diary of a Wombat* and which is for *Diary of a Worm*. Students who get stuck can refer back to their story retelling chart. After each group has identified as many similarities and differences as they can, bring the class together and have each group share their similarities and differences. You can create a class Venn-diagram to record their answers.

* If you do not have ten hula hoops, you can create large Venn-diagrams out of bulletin board paper. Using large Venn-diagrams can help get kids moving and it is easier for young children to write their thoughts in large spaces.



Story Retelling Chart

Setting – time and place	
Characters – the people or animals who act out the story	
Problem – the struggle the characters confront	
Events – what happens at the beginning, during the middle and at the end of the story	
Solution – how the story ends	

Dot Paintings

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

History.Heritage.K.3

Geography Places & Regions.K.7, Geography Places & Regions.1.5, Geography Places & Regions.2.6,

Geography Places & Regions.3.5

Geography Human Systems.1.7, Geography Human Systems.2.8 and Geography Human Systems.3.8

The story *Diary of a Wombat* takes place in Australia. Students may not be familiar with Australia, but this activity will introduce them to a form of art created by Aboriginal People (the first people of Australia).

To introduce this activity to students, show them several pictures of Aboriginal dot paintings. You can show them the paintings through a slideshow, or you can hang several paintings up around the room (see resource page). *Dreamtime*, which is the Aboriginal creation story, is one of the most common stories told in dot paintings.

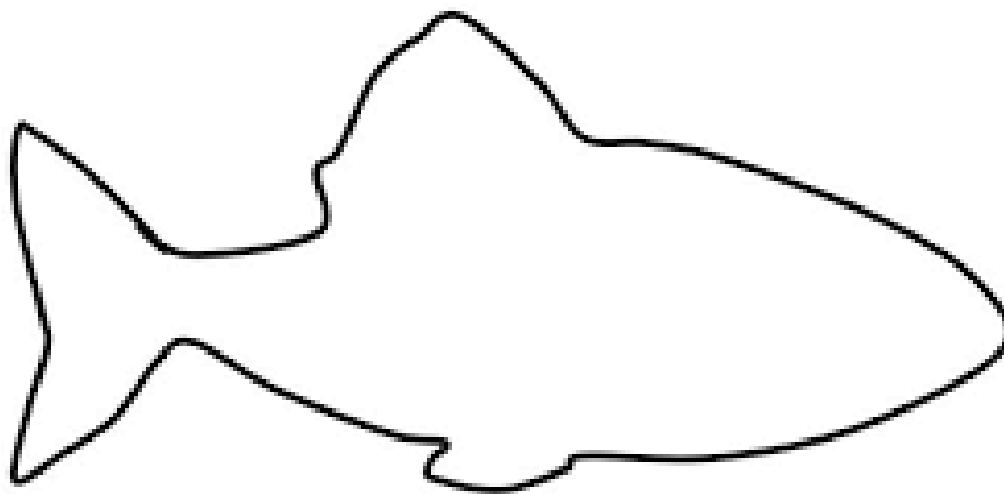
Explain that dot paintings were used by Aboriginal People to tell a story and to record ritual practices. These stories were passed down orally as well as through music and the dot paintings. The paintings served as a guide as they told the story. While storytellers told their stories, music played in the background. Show your students pictures of a didgeridoo and play a recording for them (see resource page).

Explain that the stories were usually kept secret and only certain members of a tribe were allowed to know the whole story. They would paint dots all over the picture as a form of camouflage. Only those certain members could decipher the hidden pictures within the painting.

Now explain to your students that they will create their own dot painting!

- ◆ Give each student a copy of a dot painting animal outline (see resource page). If possible, print the animal outline on brown paper to represent the bark that Aboriginal People would have used.
- ◆ Show students how to make dots of paint by pushing the end of a Q-tip into the paint and then onto the paper.
- ◆ Once students have dotted in their main elements, they should use other colors and patterns to camouflage the picture. Swirls and wavy lines of color are very common.
- ◆ To set the mood, you can have didgeridoo music playing in the background.

Optional: Before having students create their own dot painting, read a story to them that incorporates dot paintings. A short story that is available on YouTube as a read aloud is *Bush Bash* by Sally Morgan (see resource page). You can pause the story and have students talk about the different ways that dot paintings are used in the book.



POST-SHOW ACTIVITIES

My own Diary of a _____

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

CCR.W.K.5, CCR.W.1.5, CCR.W.2.5, CCR.W.3.5, CCR.W.K.6, CCR.W.1.6, CCR.W.2.6, and CCR.W.3.6

At this point, the class has read *Diary of a Wombat*, seen the play, and read *Diary of a Worm*. Now it is time for them to write their own *Diary of a _____*. They will imagine that they are a family pet, and they will write a diary for five days in the life of this pet. Students can pick the pet they want to be! Students may need to research their animal to find out what its daily activities and habits are, what it eats, and how it lives with humans.

All diaries should include the following elements:

- ◆ Title of Diary
- ◆ Entries for five days
- ◆ Each day will have four entries – morning, afternoon, evening, and night



Animal Behaviors

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

K.LS.1, K.LS.2, 1.LS.1, 1.LS.2, and 2.LS.1

Diary of a Wombat and *Diary of a Worm* are great books to use to introduce the concepts of animal habitats and animal behavior. Since we can't bring wombats into the classroom for students to observe, this lesson will allow students to observe the behavior of worms.

Required Materials:

- Trays or tubs for dirt and specimens
- Spoons/trowels for digging
- Hand magnifying glasses
- Clipboards with pencils or crayons attached
- Worms

Part I – Introduction

Ask students which animals might live in the soil. Tell them you are going to read a book about worms. Suggested books for this part of the activity are: *An Earthworm's Life*, *Wiggling Worms at Work* and *Wonderful Worms*. Another option is to show the five-minute video clip *Worms are Wonderful* (see resource page). After reading a book or showing the video, discuss with students what interesting things they might have learned about worms from the book or video.

Part II – Observing Earthworms

Pair students together. Give each pair of students a tray and magnifying glass. Tell students that each pair will be given a worm, but first show them how to handle the worms with care.

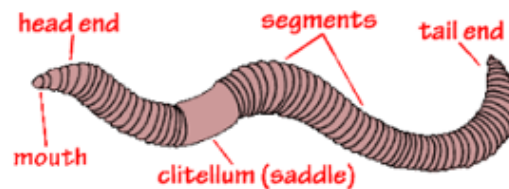
IMPORTANT! Remind them that they will need to wash their hands after touching the worms. You may also need to remind them not to put their hands in their mouths while handling worms.

Once students have a worm, they are to observe the worms. They can pick the worm up and look at it with their magnifying glass. They can watch the worm to see what it does. Ask students questions such as:

- What is your worm doing?
- What color is your worm?

- Can you find the “head” of the worm?
- Can you find the “tail” of the worm?
- What does your worm feel like?
- How does your worm move?

Have students draw a picture of a worm. Encourage them to find different parts of the worm (head, tail, segments, mouth, clitellum (saddle)).



After several minutes observing the worms, begin a class discussion as you complete a class O.W.L. chart. An O.W.L. chart is similar to a K.W.L. chart, but it has been modified to be used in a science lesson. Students record their observations in the “O” column. I wonder statements, or questions are written in the “W” column. After the lesson, students write what they have learned in the “L” column. Record student observations and I wonder statements as a class.

Part III – Earthworms in their Habitats

If the weather permits, take students outside to look for worms in their habitats. Using the tools that are provided, spoons or trowels and a tray, allow students to dig for worms. When they find a worm, have them place the worm, along with some soil, on the tray. The tray will make it easier for students to make observations. Older students can record their observations and questions, or I wonder statements as they dig for worms. Younger students can converse with their partners. Once you return to the classroom, hold a discussion about what they observed and any questions that they might have. The suggested books can help with answering some of their questions.

Part IV –

To conclude the activity, have students write or illustrate what they have learned about earthworms. You can use the sentence stem “I used to think..., but now I know....”

Day and Night Observations

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
K.ESS.1 and K.ESS.2

Mothball, the silly wombat in the story *Diary of a Wombat*, journals about what he does during different times of the day: morning, afternoon, evening, and night. This is a great opportunity to have students observe the differences between day and night!

Start by reading the story *Good Day, Good Night* (see resource page). As you read the story, have students look for the objects that are in the sky, animals that are awake, and the color of the sky. Instruct students to pay close attention to the activities that take place during the day versus the night. Discuss what they saw after each portion of the story – the day and the night.


Tell students that they are going to keep a journal for the week, and they are going to record what they observe during the day and during the night. Use the template on the following page.


Alternative activity: If it is not possible to observe the sky for a week, then have your students draw pictures to illustrate what the sky looked like in the story *Good Day, Good Night*. Have them include the objects in the sky (sun, moon, stars), animals that are awake, the color of the sky, and the activities that take place during each part of the day. Find a template for this activity on page 17.






Good Day, Good Night Journal

Day	
<p>My picture</p> 	<p>My observation in words:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Night	
<p>My picture</p> 	<p>My observation in words:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>





What's in the sky?

Day

Night

RESOURCES

READING

Diary of a Wombat

Jackie French and Bruce Whatley (HMH Books for Young Readers, 2009)

I See a Kookaburra! Discovering Animal Habitats Around the World

Steve Jenkins and Robin Page
(Houghton Mifflin Books for Children, 2005)
Read aloud options available on YouTube

Diary of a Worm

Diary of a Spider

Diary of a Fly

Doreen Cronin and Harry Bliss (HarperCollins)

An Earthworm's Life

John Himmelman (Children's Press, 2005)

Wiggling Worms at Work

Wendy Pfeffer and Steve Jenkins (Harper Trophy, 2003)

Wonderful Worms

Linda Glaser (Millbrook Press, 1994)

Good Day, Good Night

Margaret Wise Brown and Loren Long
(HarperCollins, 2017)



WEB

Animal Website for Kids – <https://www.activewild.com/wombat-facts/>

Aboriginal dot paintings – <https://www.google.com/search?hl=en&ie=ISO-8859-1&oe=ISO-8859-1&q=Aboriginal+Dot+Painting&btnG=Search&tbm=isch>

Digeridoo recording – <https://www.youtube.com/watch?v=JEgXAU30yuY>

Dot painting outlines – https://www.google.com/search?rlz=1C1PRFE_enUS632US633&biw=1366&bih=625&tbm=isch&sa=1&ei=OyrwXKHOC8vGsQXnra_ACg&q=dot+painting+outlines&oq=dot+painting&gs_l=img.1.1.0j0i67j0j0i67j0i4j0i67j0.6845.7196..8893...0.0..0.136.263.0j2.....0....1..gws-wiz-img.GJCLGKRD6vY

Bush Bash by Sally Morgan, YouTube read aloud – <https://www.youtube.com/watch?v=OTOkPYsyaNU>

Worms are Wonderful! – https://www.youtube.com/watch?v=l-zc_1vjLnI

Good Day, Good Night YouTube read aloud – <https://www.youtube.com/watch?v=hShQ78tK97I>

Curriculum Standards Index

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Animal Habitats	6
			Animal Behaviors	14
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Animal Habitats	6
			Animal Behaviors	14
CCR.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K	Diary of a Worm	10
History. Heritage.K.3	Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.	K	Dot Paintings	12
Geography Human Systems.K.7	Humans depend on and impact the physical environment in order to supply food, clothing and shelter.	K	Dot Paintings	12
CCR.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K	My Own Diary of a _____	13
CCR.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K	My Own Diary of a _____	13
K.ESS.1	Weather changes are long-term and short-term.	K	Day and Night Observations	15
K.ESS.2	The moon, sun and stars can be observed at different times of the day or night.	K	Day and Night Observations	15
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Animal Habitats	6
			Animal Behaviors	14
1.LS.2	Living things survive only in environments that meet their needs.	1	Animal Habitats	6
			Animal Behaviors	14
CCR.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	1	Diary of a Worm	10
Geography Places & Regions.1.5	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).	1	Dot Paintings	12
Geography Human Systems1.7	Diverse cultural practices address basic human needs in various ways and may change over time.	1	Dot Paintings	12
CCR.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1	My Own Diary of a _____	13

Standard	Description	Grade	Activity	Page
CCR.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1	My Own Diary of a _____	13
2.LS.1		2	Animal Habitats Animal Behaviors	6 14
CCR.RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.	2	Diary of a Worm	10
Geography Places & Regions.2.6	The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.	2	Dot Paintings	12
Geography Human Systems.2.8	Cultures develop in unique ways, in part through the influence of the physical environment.	2	Dot Paintings	12
CCR.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2	My Own Diary of a _____	13
CCR.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2	My Own Diary of a _____	13
Geography Places & Regions.3.5	Daily life is influenced by the agriculture, industry and natural resources in different communities.	3	Dot Paintings	12
Geography Human Systems.3.8	Communities may include diverse cultural groups.	3	Dot Paintings	12
CCR.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	3	Diary of a Worm	10
CCR.W.3.5	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	My Own Diary of a _____	13
CCR.W.3.6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others.	3	My Own Diary of a _____	13