

Emily Brown and the Thing

TEACHER RESOURCE GUIDE

School Matinee Performances

Presented by
 **University Hospitals**
Rainbow Babies & Children's

 **Playhouse Square**



Teacher Resource Guide

EMILY BROWN AND THE THING



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COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards (2017) in English Language Arts. The College and Career Readiness (CCR) Anchor Standards in Reading, Writing, Language and Speaking and Listening define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

21st century skills of creativity, critical thinking and collaboration are embedded in 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

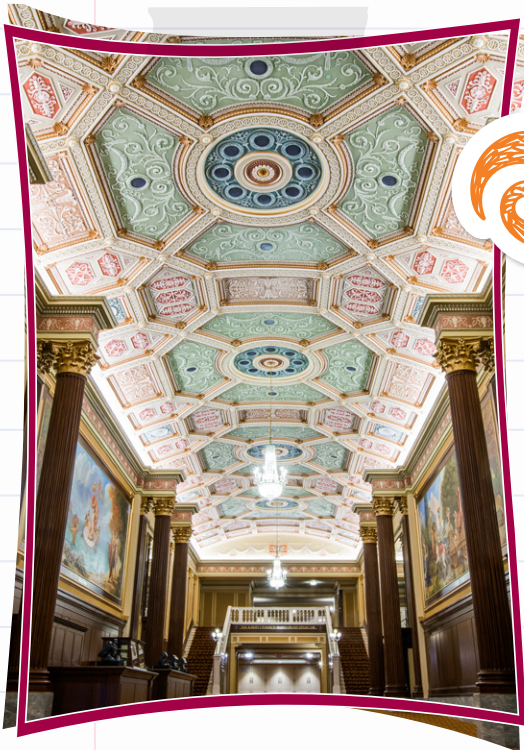


Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters 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.

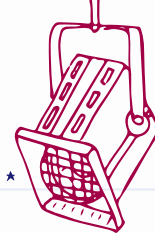
You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's six resident

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.



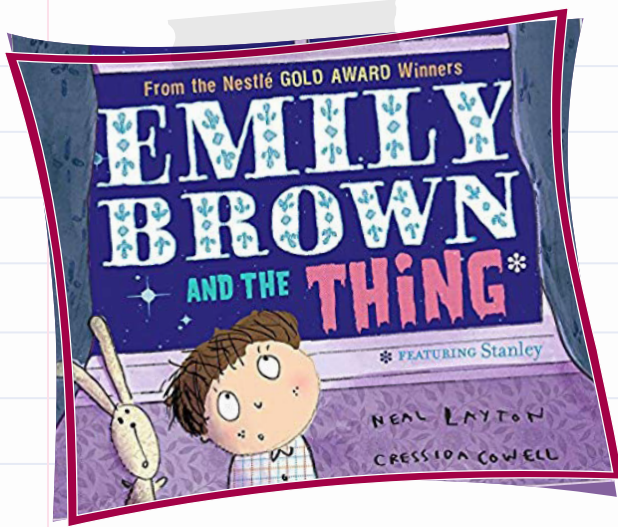
ABOUT THE SHOW

One evening, Emily Brown and her old grey rabbit, Stanley, wake to find a Thing crying outside their window. He just can't get to sleep. Emily Brown and Stanley set off on incredible adventures into the Dark and Scary Wood, the Whirling Wastes and the Whiny Witches' Cavern to find the Thing's cuddly...his bedtime milk... his medicine...but nothing seems to help him settle. The question is, what is really troubling the Thing? And will anyone ever get to sleep?



The Creators

Cressida Cowell grew up in London and on a small uninhabited island off the west coast of Scotland. The island had no houses, shops, roads, electricity – just a storm-blown, windy wilderness of sea-birds and heather. Cowell's family eventually built a small stone house on the island and they spent much of their summers there. With no telephones or television, Cowell occupied her time reading books and writing her own stories with words and pictures. Cowell went on to study English and art in college and her first book, a picture book called *Little Bo Peep's Library Book*, was published in 1998. She went on to write the *How to Train Your Dragon* series which eventually became an award-winning franchise and was adapted for the screen by DreamWorks Animation.



The Book

Emily Brown and the Thing is the second book in the Emily Brown series by award-winning duo Cressida Cowell (author of *How to Train Your Dragon*) and Neal Layton (illustrator of *Oscar and Arabella*). The story features Emily Brown and her old grey rabbit, Stanley. Emily is a strong, quirky heroine with a fabulous imagination. But even the irrepressible Emily Brown is scared sometimes – which is OK. If we were never afraid, we could get into all sorts of danger! It's good to be scared sometimes – and it's also good to find a way to conquer our fears.

Illustrator Neal Layton grew up in Chichester, West Sussex in England where he spent much of his time playing in the dirt, making homemade catapults and drawing pictures. He passed up the opportunity to study science at University in order to pursue his passion of art and received a BA in Graphic Design and an MA in Illustration. Layton currently lives in Portsmouth with his family where his studio is a room he's allowed to make a mess in – walls covered with pictures, drawings, scribbles, badges, photos, posters, packaging and anything else that he finds inspiring. He creates his illustrations by playing with a number of mediums from pencils and paint, to dough, hair and leaves, and anything else that comes to hand.

The Company

Tall Stories brings great stories to life for audiences of all ages. The company is a registered charity which tours the UK and the world with its exciting blend of storytelling theatre, original music and lots of laughs. Tall Stories was founded in 1997 by co-directors Olivia Jacobs and Toby Mitchell. Tall Stories' shows have played in the West End of London, on Broadway and in the Sydney Opera House – as well as all sorts of venues and countries in between.



SLEEP-Did You Know?

- The world record for not sleeping was set by 17-year-old Randy Gardner in 1964 when he was awake for 264 hours and 12 minutes.
- Scientists haven't been able to figure out why exactly we need sleep.
- Somniphobia is the fear of sleep.
- 12% of people have black and white dreams. Before color TV, that number was 75%.
- On average, people forget 90% of all their dreams.



- It's impossible to sneeze while sleeping.
- Scientists have determined that counting sheep isn't a good way to go to sleep. It is better to imagine a calm landscape. Think of nice things!
- When you die you will have slept about 1/3 of your life, which for the average person is approximately 25 years.
- The average person spends 6 years of their life dreaming.
- Parents of new babies miss out on 6 months' worth of sleep in the first two years of their child's life.
- Before alarm clocks were invented, there were 'knocker-ups' who went tapping on customers' windows with long sticks until they were awake.
- Animals dream.
- A snail can sleep for 3 years.

- Sea otters hold hands when they sleep so they don't drift away from each other.
- Cats sleep for 70% of their lives.
- Giraffes only need an average of 1.9 hours of sleep per day.
- Bats sleep for 20 hours a day.
- Horses and cows can sleep standing up.
- Both whales and dolphins literally fall half asleep. Each side of their brains takes turns to rest so they can continue surfacing to breathe.
- Almost everything we know about sleep, including the facts on this list, has been learned in the last 25 years.



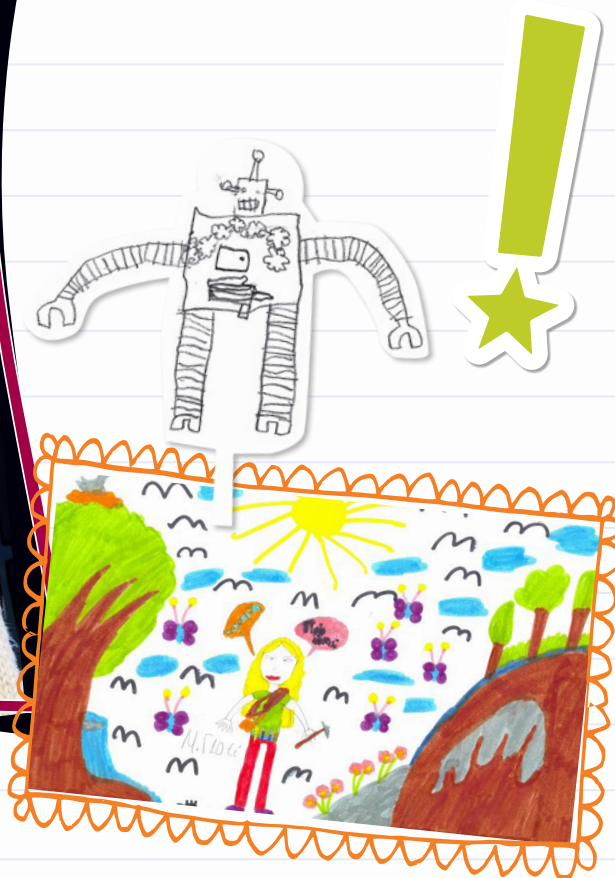
Any-'Wear' You Can Imagine

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
CCR.RL.K.3, CCR.RL.1.3, CCR.RL.2.3, CCR.RL.3.3

If you had the chance to go on an adventure, like Emily Brown and Stanley, wearing anything at all in the world (or out of this world), what would it be? Draw a picture of yourself wearing this extraordinary adventure outfit. Make sure you show all the colors and textures of the outfit. Carefully cut out this picture, leaving a tail of paper at the bottom (like the stick of a lollipop).

Now think, if you found yourself dressed in this special outfit and stepped through the fridge door, or down the steps into the cellar, or somewhere completely different, where might you find yourself? Take a fresh sheet of paper and draw the scenery of the world where you think this costume would take you.

Once you have finished this scene, choose the best place in this picture for your costumed figure to appear. Now cut a long slit in the paper so that your cut-out costumed character can appear out of nowhere and you can even move it around in the scene by holding the tab/tail at the bottom.



Make Your Own Amazing Adventure

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
CCR.W.K.3, CCR.W.1.3, CCR.W.2.3, CCR.W.3.3

BEING CRESSIDA

Alliteration is the repetition of the same sound or letter at the beginning of each or most of the words in a sentence. Cressida Cowell, the author of *Emily Brown and the Thing*, uses it to great effect describing the Wild and Whirling Wastes, or the Weird and Whiny Witches.

Now it's your turn to write an adventure using alliteration – starring you! Perhaps you are in the Magical Monstrous Mountains of the Desolate and Dangerous Depths. Choose something you are on a mission to find for the Thing. Choose a best friend to go on the adventure with you and write your adventure with as many alliterative words as possible.

BEING NEAL

Neal Layton, the incredible illustrator of *Emily Brown and the Thing*, uses a variety of different styles to bring the story to life. Discuss the different styles – e.g. some parts of the picture are extremely detailed, some are sketchy, even coloring outside the lines, and some

are sketchy without color. On a piece of paper, make a picture of your adventure. You could even stick on different materials to create texture. Remember to write in sound effects!

MAKE YOUR OWN PUPPETS

There are four puppets in the show – all made differently. It's really easy to make your own puppet just using cotton reels, a sponge, a cork, string and other materials. Here is a link to instructions of how to make your own string doll:

<https://www.youtube.com/watch?v=aH3HLV1gK7I>

BEING TALL STORIES

Working in pairs, use the dolls to act out your own adventure and then use them to act out your partner's adventure. You can use the soundscape activity on the next page to give you ideas of how to bring the story to life like Tall Stories did on stage. Those students who are brave enough can show the whole class!



SOUNDSCAPES



The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
CCR.RL.K.3, CCR.RL.1.3, CCR.RL.2.3, CCR.RL.3.3

Sound effects and background music play a huge part in the production creating atmospheres and bringing the story to life.

As a group, recreate the noises of the Thing. How quietly can you make the sounds? How loud can you be? How silly can the sounds be?

- Splish! Splash! Sploosh!
- Rumbles getting louder and louder!
- Coughing that splutters more and more!
- Scratch, scratch, scratch quietly from under the bed!

Talk about the sounds in the Dark and Scary wood.

- What can you see and smell?
- What can you hear?

Allow the students to act out their adventure from the “Make Your Own Amazing Adventure” activity while other students make the sound effects.

HERE ARE SOME SOUND IDEAS:

- Walking in the rain
- Splashing in puddles
- Creeping into the woods
- Hooting of an owl
- Crunching branches
- Running through leaves
- Howling of wolves
- Yelping of the troll
- Climbing the twistiest, thorniest tree
- Cheering when Emily finds the cuddly

Also try using instruments to create background music for your adventure!



CRAZY CHARACTERS



The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
CCR.RL.K.3, CCR.RL.K.6, CCR.RL.1.3, CCR.RL.1.6,
CCR.RL.2.3, CCR.RL.2.6, CCR.RL.3.3, CCR.RL.3.6

Emily Brown and Stanley go on three adventures in the story. They meet a troll, a polar bear and a witch. Reread the section of the book where the character appears. Choose one of these characters.

Look at the illustrations. Ask the students to spot what was added in the performance that isn't in the book, (e.g. the polar bear is lonely and looking for friends, or there was only one witch and she didn't have any confidence).

'Hotseat' a character. Teachers and classroom assistants should first model this activity for the children if it is unfamiliar. Choose a character from the show. Let's imagine you've chosen the polar bear. The teacher sits

in a chair and adopts the role of the polar bear. The assistant asks sample questions to find out more about him/her, for example:

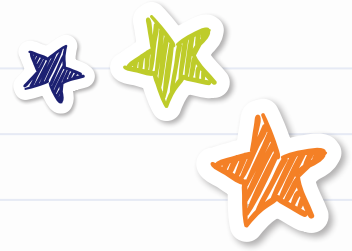
- What is it like living in the Wild and Whirling Wastes?
- How did you feel when you saw Emily Brown and Stanley?
- What is your favorite food?
- What makes you happy?
- What are you scared of?

As the process progresses, allow the students to add questions of their own. Later, students could occupy the hotseat as the troll, the polar bear or the witch.

Ask the students to write a "Day in the Life" diary entry from the perspective of their chosen character about what happened on the day they met Emily Brown and Stanley. Remember to write about what happened before and after meeting them too!



RESOURCES



Reading

Emily Brown and the Elephant Emergency, by Cressida Cowell (Hatchette Children's, 2015)

That Rabbit Belongs to Emily Brown, by Cressida Cowell (Hatchette Children's, 2012)

I Want My Hat Back, by Jon Klassen (Candlewick Press, 2011)

They All Saw a Cat, by Brendan Wenzel (Chronicle Books, 2016)

Videos

The show's trailer by Tall Stories:

<https://www.youtube.com/watch?v=qGfO4ERcXnY>

In this song, learn about special words that imitate sounds:

<https://www.youtube.com/watch?v=f1b5kCvVBo8>

Cressida Cowell: BAFTA's Big Questions:

<https://www.youtube.com/watch?v=i7gv2tPOusk>

Learn about nocturnal animals:

<https://study.com/academy/lesson/facts-about-nocturnal-animals-lesson-for-kids.html>

Web

Why do we sleep? By BBC

<http://www.bbc.com/news/science-environment-32606341>

Sleep for Kids, an interactive website about sleep

<http://www.sleepforkids.org/html/why.html>

Tall Stories' page about the show

<http://www.tallstories.org.uk/emily-brown-and-the-thing>



CURRICULUM STANDARDS INDEX

Standard	Description	Grade	Activity	Page
CCR.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	Any-'Wear' You Can Imagine	7
			Soundscapes	9
			Crazy Characters	10
CCR.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	K	Crazy Characters	10
CCR.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K	Make Your Own Amazing Adventure	8
CCR.RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	Any-'Wear' You Can Imagine	7
			Soundscapes	9
			Crazy Characters	10
CCR.RL.1.6	Identify who is telling the story at various points in a text.	1	Crazy Characters	10
CCR.W.1.3	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1	Make Your Own Amazing Adventure	8
CCR.RL.2.3	Describe how characters in a story respond to major events and challenges.	2	Any-'Wear' You Can Imagine	7
			Soundscapes	9
			Crazy Characters	10
CCR.RL.2.6	Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.	2	Crazy Characters	10
CCR.W.2.3	Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2	Make Your Own Amazing Adventure	8
CCR.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3	Any-'Wear' You Can Imagine	7
			Soundscapes	9
			Crazy Characters	10



CURRICULUM STANDARDS INDEX

Standard	Description	Grade	Activity	Page
CCR.RL.3.6	Describe the difference between points of view in texts, particularly first- and third-person narration.	3	Crazy Characters	10
CCR.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	Make Your Own Amazing Adventure	8

