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PRESENTS

E.B. White's

# Stuart Little

adapted by **Joseph  
Robinette**

February 21 – March 26, 2017 • performed in the IRT Cabaret

## TEACHER GUIDE

Indiana Repertory Theatre

140 West Washington Street • Indianapolis, Indiana 46204

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# E. B. White's *Stuart Little*

adapted by Joseph Robinette

How could a little boy, who is also a mouse, survive in a large world of humans, boat races, family pets, and stray dogs? With a tenacious heart, Stuart does exactly that – and more. Borne from the mind of E.B. White in his first children's novel, *Stuart Little*, our small and loving hero makes friends with Margalo the bird and defends her from the sinister feline, Snowbell, while captaining sailboats and navigating the dangers of rolling window shades.

White once wrote that he came up with *Stuart Little* while dreaming in a railway sleeping car about a tiny boy who acted rather like a mouse. And, rather like a young boy, this mouse works his way through the world with a heart for adventure and companionship. Coming to life on stage, this classic children's story brims with invention and imagination, and will encourage young audiences to problem solve beside our small hero to see the world with new eyes. Stuart teaches young and old that there is something to explore around every corner and that the possibility for friendship and family stretches over us all, whether feathered or furred, small or large, human or mouse.

*Recommended for students in grades Pre-K through 3*

## Themes & Topics

Friendship, Adventure, Differences in Appearance and Ability, Adolescence, Problem-Solving, Generosity

The performance will last approximately one hour with no intermission.

## Teacher Guide Contents

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*cover art by Kyle Ragsdale*

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# What is Theatre?

The most basic needs for a theatrical experience are a story to tell, actors to tell it, and an audience to hear it. As soon as prehistoric people could communicate with each other, they began to tell stories around the campfire. As civilization developed, communities gathered for ritual festivals where stories were told through song, dance, and spoken word. **Playwrights** from Sophocles to Shakespeare to James Still have written plays that tell stories through dialogue and action. Taking the playwright's words from the printed page, **actors** use their voices, bodies, and creativity to develop characters that live on stage. **Designers** create scenery, costumes, lighting, and music that form a unique physical environment for each individual play. The **director** is the person who leads this ensemble of artists, making sure that all the various elements and viewpoints come together for a unified statement that creates a satisfying experience for the **audience**. When theatre artists bring their best work to the stage, and when audiences receive that work with open minds and active imaginations, the results can be enlightening, enriching, and entertaining.

## Theatre Etiquette

When your students come to the play, IRT staff will take a moment before the show to remind students of what is expected of them:

First, we will remind them to remain seated on their bottoms in the carpeted area, and to keep their bodies and belongings off of the stage floor. This is so both students and actors are kept safe, and nobody will trip over anybody!

Then we will remind students to listen with their eyes, ears, heart, and body. We want students to enjoy themselves. Remind them that they are welcome to smile and laugh when things are funny or to frown or say "aww" when those emotions occur. But we must also remember that we are together to watch and learn!

Just like in school or during learning time, we should stay focused on the action of the play.

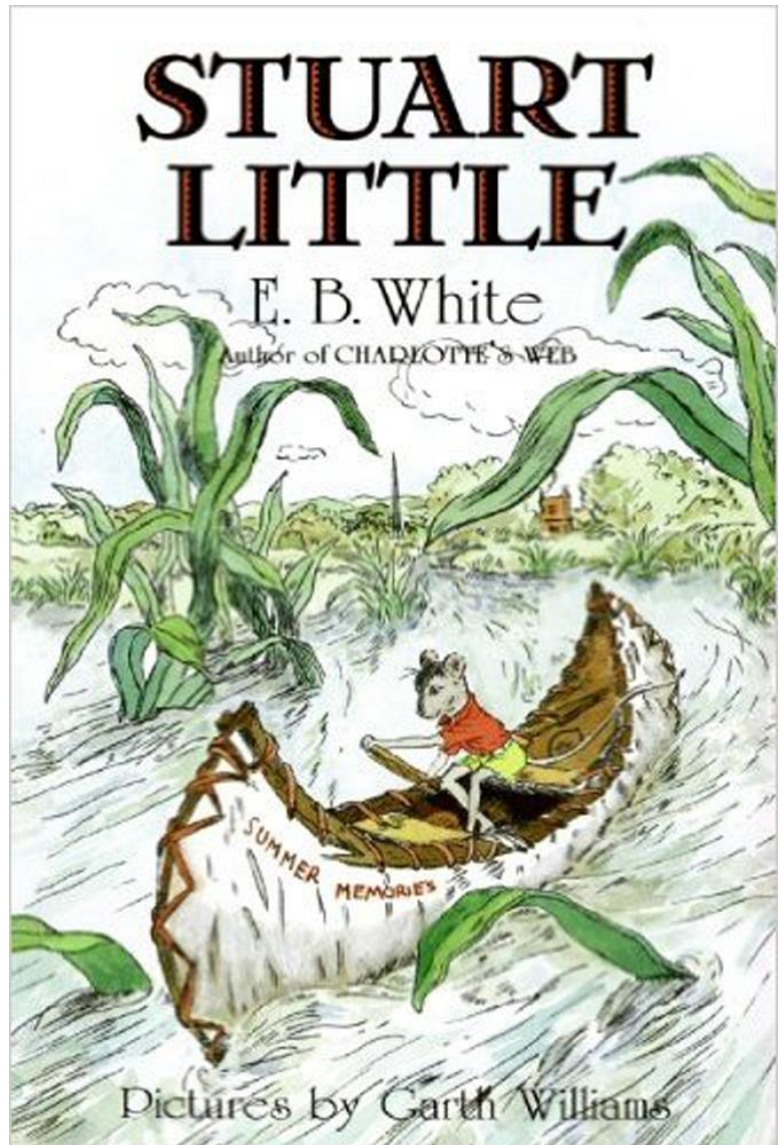


### Activities:

## Reading and Re-Reading the Story

Read *Stuart Little* by E. B. White to your students several times. It is available at the public library.

- The first time you might read the story through without interaction from the children, but using your best expressive reading skills. The more dramatic you are, the more you are preparing the children for the theatrical experience. They are learning what theatre people call **active listening**: listening with our eyes, ears, hearts, and minds. Use your voice like actors do by changing your vocal tones. For example:
  - Use the upper range of your voice for Margalo.
  - Use low-pitched sounds for Dr. Carey.



Another tool to making stories come alive vocally is to use **onomatopoeia**—words that imitate the natural sounds of things. Onomatopoeia creates a sound effect that mimics the thing described, making the description more expressive and interesting.

For example: look at chapter 6 of *Stuart Little*: “one morning when the wind was from the west, Stuart put on his sailor suit and his sailor hat, took his spyglass down from the shelf, and set out for a walk, full of the joy of life and the fear of dogs.”

Using onomatopoeia:

- “wind” and “west” might be stretched out as “oowwwiiiiind” and “oowweeeest” to suggest the sound of wind.
- “set out for a walk” might be said very briskly and forcefully to suggest the quality of Stuart’s walking.

- “the joy of life” might be said with a high, cheerful voice, contrasted with “the fear of dogs” in a low, shivering voice, to suggest Stuart’s different emotions about these two different things.
- The second time you are reading through the story, encourage the children to be **physically, vocally, and mentally interactive** and engaged with the story.
  - Have the children repeat how you say words and phrases expressively:
    - “oowwwiiiiind” and “oowwweeeeest” as described above.
    - Help them to notice the sound repetition and rhythm in “Stuart put on his sailor suit and his sailor hat.”
    - Have them mimic your emotional differences on “the joy of life” and “the fear of dogs.”
  - Lead them to interact physically:
    - Have them scurry like mice: fast, slow, joyously, sadly.
    - Have them pose and stretch like cats.
    - Have them pretend to fly like birds.
  - Get them to think how the story relates to their own lives:
    - Ask them, “When have you lost a good friend? What did you want to do about that?”
    - Have them think of good laws for Stuart’s book of rules.
- The third time through the story is about making sure they are **following the plot**. Knowing the plot will greatly help the children enjoy the play at the IRT. Feel free to paraphrase the story while stopping to ask questions about what has happened and what is going to happen next.
  - “Why does Stuart get caught in the window shade?”
  - “Why does Stuart go to visit Dr. Carey in his office?”

Each time through the story you can **add elements** such as using mouse or cat or bird puppets or repeating a certain physical action each time they hear the word *mouse* or *cat* or *bird* throughout the story. Such activities, as you know, build reading comprehension, increase vocabulary, ignite creativity, and get the body in motion.

Reading the story multiple times will not only help the students with comprehension and other learning skills, it will also give the children an experience akin to that of the actors they will see in the play. During rehearsal, the actors will read and work on the script for six hours a day for more than two weeks.

# Synopsis

A chapter by chapter synopsis of the book *Stuart Little* by E.B. White provide by Cathy Bridge, Abby Brown, Amy Friedman, and Shelby Phelps from the Learning Curve @ Central Library, 40 E St Clair St, Indianapolis, IN 46204

## **Chapter 1 – In the Drain**

In this first chapter we will all meet Stuart Little. Stuart is the second son of Mr. and Mrs. Frederick Little. He has a big brother named George. But there is one thing that makes Stuart very different from the people in his family. Stuart is a Mouse! Because he is a mouse he needs special mouse size things. But because he is a mouse he can do things that nobody else in the family can do. In this chapter Stuart takes a trip down the bathtub drain to find his mother's lost ring! So let's read chapter 1 and meet Stuart Little.

## **Chapter 2 – Home Problems**

In this chapter Stuart climbs inside his family's piano. Stuart's brother George wants to play a song on the piano but one of the piano keys keeps getting stuck. We also find out that Stuart is very good at finding ping pong balls when they roll off the ping pong table. Stuart can help with so many things. But there is a place in the house that might be trouble – an old mouse hole!

## **Chapter 3 – Washing Up**

When you are mouse like Stuart it is hard to wash up and brush your teeth in a bathroom made for people. Today we find out how Stuart pulls a string, climbs a rope, and even uses a special hammer just so he can try to turn on the water in a people size bathroom! What if you had to do all of that? Let's read and see if it works.

## **Chapter 4 – Exercise**

In this story about Stuart we will meet Snowbell – the Little's pet cat. Stuart and Snowbell talk to each other but they are not really best friends. When Stuart gets into some trouble we will see if Snowbell tries to help. Do you think Snowbell will help Stuart? Let's read and find out!

## **Chapter 5 – Rescued**

Stuart is still in trouble when we begin this chapter. Snowbell sure didn't do anything to help when Stuart got trapped in the window shade. Because of Snowbell Stuart's family thinks that Stuart is down in the old mouse hole. Today we will find out how Stuart is rescued.

## **Chapter 6 – A Fair Breeze**

Stuart begins a great adventure today. He puts on his sailor suit and sailor hat and walks out the door of his house. Stuart is wearing a sailor suit. Do you think he wants to be a sailor? Today Stuart also gets on a big bus and rides the bus all the way to the sailboat pond in Central Park. At the pond Stuart meets a man with a sailboat that is just the right size for Stuart! Will the man with the boat help Stuart be a real sailor? Let's see what happens.

## **Chapter 7 – The Sailboat Race**

We found out in the last chapter that Stuart Little loves boats and sailing. In today's story Stuart sails a toy sailboat named the Wasp in an exciting race on the sailboat pond in Central Park. People run to the pond to watch the race. They cheer for Stuart. Will Stuart's boat win the race? We will have to read the chapter so we can see what will happen to Stuart Little, the sailor.

## **Chapter 8 – Margalo**

Margalo is the name of someone we will meet in this chapter – a new friend for Stuart! But first, Stuart gets stuck in the refrigerator for hours, and catches a cold from being in there. His parents take care of him by putting him in his little tiny warm bed and giving him good things to eat and drink. While he is getting better, Mrs. Little finds a bird who seems sick, and helps her get better also. Do you think the bird is Stuart's new friend? Stuart really likes his new friend, and is very brave when he saves her from danger. Let's read and find out what happens...

## **Chapter 9 – A Narrow Escape**

In this chapter Margalo gets to help Stuart.

Stuart wants to go ice skating (with the tiny skates made of paper clips his father made for him while he was sick.) But when he goes outside he has to hide from a dog. He hides in a garbage can, and then the garbage truck comes and dumps the can into the truck! Stuart ends up on a big flat boat called a barge. The garbage on the barge is going to be dumped into the ocean! Lucky for Stuart, Margalo flies to rescue him! Do you have an idea about how Margalo saves Stuart? Let's read and find out!

## **Chapter 10 – Springtime**

Snowbell the cat has lots of cat friends in the neighborhood. It's spring time and the weather is nice for going outside. Snowbell goes out and visits with one of her cat friends, and they talk about wanting to hunt for birds. Uh-oh, Margalo is a bird, isn't she? Another bird (a pigeon) hears the cats talking and leaves Margalo a note warning her that the Angora cat is going to try to catch her. Margalo flies away! Margalo flies north because that is what many birds do in the spring. We see more birds in the spring and summer than in the winter, don't we?

## **Chapter 11 – The Automobile**

The Littles look for Margalo, but they cannot find her because she flew away. Stuart is very sad that his friend Margalo is gone. Stuart decides to leave home and go look for Margalo. Do you remember Stuart's friend Dr. Carey who has the sail boat? Dr. Carey gives Stuart a little car, just the right size for Stuart to drive! Stuart wrecks the car the first time he drives it. Don't worry, Dr. Carey will fix it up.

## **Chapter 12 – The Schoolroom**

At the beginning of chapter 12 Stuart drives off in his little car to look for Margalo. Stuart meets a man who is in charge of the schools in a small town. One of the teachers is not there, and because Stuart likes to be helpful he volunteers to be the substitute teacher that day. The students have an interesting and unusual day with Stuart compared to their usual teacher. They

discuss things like having a law against being mean, and to remember to enjoy summer time. Do you think the students enjoyed having a different teacher for a day?

### **Chapter 13 – Ames’ Crossing**

Stuart stops in a very nice town to get something to drink. When we hear about the town, it sounds like a very nice place to visit. He sees a girl who is as small as he is! Her name is Harriet. He writes her a letter asking if she would like to paddle a canoe on the river with him. Do you think Stuart is happy to meet someone just his size? The only problem is, he has to find a tiny canoe! The store has a little canoe, and he can use spoons for paddles. He is all set to meet Harriet.

### **Chapter 14 – An Evening on the River**

Stuart gets the canoe all fixed and ready for a nice ride on the river. (Show a picture of a canoe. Talk about how it is very quiet to paddle a canoe, compared to a noisy motor boat.) He is nervous about meeting Harriet – he wonders what she will be like. Harriet comes to Stuart’s camp site on the river. When they go to get the canoe, it is gone! When Stuart finds the canoe it is wrecked because someone has been playing with it. Stuart is very disappointed that he and Harriet cannot go in the canoe. Harriet has some ideas to do something else like go fishing, or go to a dance at the country club, but Stuart does not want to do anything else. Why doesn’t Stuart want to do anything else? It starts to rain and Harriet goes home.

### **Chapter 15 – Heading North**

The next day Stuart puts gas in his little car and is ready to continue his search for Margalo. Stuart talks to a man who climbs telephone poles to repair the lines. Do you think you could see far away from the top of a telephone pole? The man describes the beautiful trees, and lakes and animals he has seen when he has travelled. (Look at pictures of nature and talk about taking a nature walk.) Stuart drives away on the road that goes north. (Look at a map and discuss directions.) Stuart knows he has a long way to go, but he “somehow felt he was headed in the right direction.” I think that means he will find Margalo someday! What do you think?



# Activities

for before, after, and beyond seeing the play

## Show and Tell

Have the children bring in something to share about themselves with their fellow classmates and teachers. Actors do this in acting classes. They share about their characters in acting exercises and about their personal selves in journals, rehearsals, and acting exercises.

Have each child stand up and talk about why a certain food or clothing item he or she brought is a favorite. They can create “My Favorite Things” boards using photographs and pictures from magazines, then talk about a few things on the board and why they are favorite things to wear, eat, do, make, etc. Stuart Little has his blue suit that his mother made for him!

- Try to have the other children look at the child who is sharing while they are listening to that child. This teaches the children a skill they will need when they come to the theatre. In the theatre we call this **giving focus**. Remind students about eye contact, movement, and noise, and what that means when you're engaging in **active listening**.
  
- Ask each child questions about his or her item:
  - Why do you like that sweater?
  - How long have you had it?
  - Do you remember who gave it to you?
  - Was it a birthday, holiday, or other gift?
  - Is it new or old?
  - Who goes with you to the movies?
  - Does your grandmother let you help her when she bakes your favorite cookies?



## Activities

# Discussion

Talk with the children about stories, books, and movies where animals are anthropomorphized, given human characteristics and actions. What is the difference between real animals (in nature, in the zoo, or your pets) and fictional animals (in story books such as *Stuart Little*, *Charlotte's Web*, *The Tale of Peter Rabbit*, *The Velveteen Rabbit*, or *Curious George*, or in movies such as *Over the Hedge*, *Ice Age: The Meltdown*, *The Muppet Movie*, *Kung Fu Panda*, and *Flushed Away*)? Here is an article to help you prep your discussion with your students:

<http://www.ncte.org/library/nctefiles/store/samplefiles/journals/la/la0813animals.pdf>

Talk with the children about books and movies where both animal and human characters are adventurous, mischievous, or cause havoc on others. Beyond *Stuart Little*, you might use *Click, Clack, Moo: Cows That Type* by Doreen Cronin, *Knuffle Bunny: A Cautionary Tale* by Mo Willems, *The Day the Crayons Quit* by Drew Daywalt or *Curious George* by H. A. Rey.

What does Stuart do to help his family?

What does Snowbell do to trick Mr. & Mrs. Little?

When does Stuart use his brains to get out of difficult situations?

When does he use his physical skills? Why is it important to develop both?

In going to find Margalo, who helps Stuart on his way?

Do you think he could have made it without their help?

Why is it good to help others from time to time?

What could people do with all the pancakes Curious George made?

Curiosity is both good and worrisome. Give the children a couple of examples of both.

The cows had some concerns so they told the farmer about them. Is this a good thing?

Were some of the things the cows wanted silly?

When you have concerns, you can tell \_\_\_\_\_ and they will help.

Let's talk about a fun adventure you went on. Did you make any friends on your adventure?

### Post-Show Discussion Questions for *Stuart Little*

- What was the name of Stuart Little's brother? Was he the younger or the older brother? Did these two brothers like each other? What happened in the play that showed how they felt about each other? Do you think George felt like he got as much attention from their parents and everyone after Stuart was born?
- How would you describe the personality of Stuart Little? Was he helpful or mean? Did he get along with others? Did he sit around the house and do nothing or was he physically active? What happened in the play and the book to support your choice?
- What advantages are there to being a mouse? What type of things was Stuart able to help his family with?
- What was the family's household pet and what was his name?
- When Stuart's mother sees Stuart's towel and toothbrush near the mouse hole why does she get upset?

- How did Stuart's parents find him after they thought he was lost down the mouse hole?
- Would say that Snowbell was a bit jealous of Stuart? What did Snowbell do that showed that he was or was not jealous?
- Was the Bureau of Missing Persons any help to the Little family in finding Stuart? Why or Why not?
- Stuart Little is in good physical shape! What types of physical activity does he do throughout the play?
- What is Stuart's best friend's name? What is she?
- How did Stuart feel about Margalo when he met her?
- How did Stuart save Margalo from Snowbell the first night she stayed at the Little house?
- It isn't nice to listen in on other people's conversation, but what were the cats, Angie and Snowbell, talking about that made the Pigeon decide that she HAD to listen in on what they were talking about?
- Which Cat was the instigator, the one that really started the trouble that made Margalo have to leave the Little house?
- How did the Pigeon warn Margalo that she was in danger?
- How did Stuart feel when he discovered Margalo was gone?
- When Stuart set off from home to find his friend, who did he stop to visit for help on where to start looking for Margalo? Who else was there to help and what were they doing?
- What do you think happened to Stuart Little at the end when he drove north to find Margalo?
- Is being different from others okay? Why or why not?
- One of the themes in the play is friends helping friends. What type of things did Stuart do to help his friends and what type of things do you do to help your friends?
- Should you strive to do your best in the activities you participate in? Why or why not?
- In what ways can we hold on to good memories? (Photo albums, journaling, telling stories, etc.)
- How does jealousy lead us to actions we come to regret?
- Stuart Little is nice to others. What are ways all of us can be kind to our fellow citizens?

## Activities

# Writing and/or Drawing

After seeing the play, have your students write or draw a message to the cast. It could be a thank you, or a note to tell the actors about their favorite part of the play.

Younger students might make a drawing and dictate to the teacher what they'd like to say.

Older students might write a sentence or two about what they remember most from the play, or how they felt during or after the play, and why.

Draw pictures of the scenes from the play with a simple description to explain the action.

Examples: Stuart doing chin-ups on the window shade, Stuart ice skating, Stuart driving the model car

## Activities

## Multiple Choice Questions

*Feel free to make these more challenging for upper grade levels.*

1. In what city does the Little family live?  
A. Miami    B. Hong Kong    C. New York
2. What is the name of the boat Stuart sails when he wins the boat race?  
A. The Willow    B. The Womrath    C. The Wasp
3. What does Margalo love to do?  
A. Whistle    B. Dance    C. Play the flute
4. Twice in the play Stuart gets chased by what type of animal?  
A. A fox    B. A dog    C. A rat
5. Who does the Little Family call for help when they can't find Stuart?  
A. Bureau of Missing Persons  
B. Bureau of Missing Rodents  
C. The Circus
6. What was the gray cat's name that told Snowbell that he should go after Margalo and eat her?  
A. Bob    B. Snuggles    C. Angie
7. What type of doctor is Dr. Carey?  
A. A pediatrician    B. A dentist    C. A podiatrist
8. In what direction did Margalo fly to keep herself and Stuart out of harm's way?  
A. East    B. South    C. North
9. At the end of the play, what do Stuart and Mrs. Little say is important, VERY important?  
A. Pizza    B. Ice Cream    C. Eggplant
10. At the end of the play, Stuart Little and his brother George ask you to "never forget your WHAT?"  
A. Wintertimes    B. Springtimes    C. Summertimes

Answer Key: 1C, 2C, 3A, 4B, 5A, 6C, 7A, 8C, 9B, 10C

## Activities

# Additional Activities from Learning Curve

Other *Stuart Little* Curriculum Activity Suggestions for 4-5 year-old preschool provide by Cathy Bridge, Abby Brown, Amy Friedman, and Shelby Phelps from the Learning Curve @ Central Library, 40 E St Clair St, Indianapolis, IN 46204

These aren't lesson plans but are activity/unit ideas to incorporate about *Stuart Little*. Tailor these suggestions to what best fits your classroom and student interest.

**Before seeing the play and as you read the story**, introduce the students to mice. What do they eat? How do they behave? Read stories/sing songs and rhymes about mice.

### Transportation

Stuart loves boats! He pilots a sailboat and a canoe in the book. Make boats out of tinfoil or other material with a paper sail and run boat races at a water table! This could also segue into an exploration of wind activities. If water isn't available, Stuart also loves to drive cars and fly on a bird.

### Problem Solving

As you will see in the play and talk about the story, Stuart is a mouse but behaves like a person just like us. It's not easy for him to do some of the things we do every day as humans. In chapter 3 Stuart brushes his teeth, and it's a big ordeal! Can you think of a way to help Stuart turn on the faucet? What about some other everyday situations? If Stuart was at your house, what would you serve his food on? Remember he's a teeny tiny mouse- people plates and forks would be too big for him! How would he get into his seat at the dinner table? What could you build to help him do some of your favorite things? Try to use specific examples to help students picture scenarios and come up with solutions. These can be acted out in dramatic play, or be an art/science activity, or even a discussion at carpet/circle time.

### Extension

If you have a plush mouse, consider sending "Stuart" home for a weekend/the night (teachers can set the period of time) with a student each week/day in a basket with a journal. Ask students to write what they did with Stuart, and how they accommodated him in their family activities. Did you feed him? Clothe him? Read him a story? When they return with the mouse, have the student share with the class. Then Stuart goes home with another student.

### Library

Stuart loves to read and write! Put him in your library and ask students to read to him! If the students have journals, ask them to write Stuart a story and read it to him. Include Stuart in your Read Alouds.

## Alliteration

The book uses alliteration (page 33). Have fun making up nonsense words or thinking of words that make the same sound. Pick a letter sound per day or more, depending on the ability of your class.

## Opposites

Everything is BIG in Stuart's world and he is very little. This is a great time to introduce opposites and sizes.

## A rhyme titled, *This is Big Big Big*

This is big, big, big, (stretch out arms)

This is small, small, small (brings arms in)

This is short, short, short (lower arms)

This is tall, tall, tall (reach arms high)

This is fast, fast, fast, (roll fists fast!)

This is slow, slow, slow (roll fists slow)

This is yes, yes, yes, (nod)

This is no, no, no (shake head)

## City and Country

Have some nonfiction books and pictures that are about the city and country side. Have children discuss what you find in the city and what you find in the country. Use sorting activities such as pictures of cities and country sides for a center activity. What transportation do you use in the city? (subway, train, taxi, car) what do you use in the country? (boat, horse, car etc.)



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preparing  
these  
materials!*

# Drama and Language Arts Activities

for before, after, and beyond seeing the play

Several of these activities will be led by IRT teaching artist(s) when working with your students. Feel free to ask your teaching artist any questions you have about content, execution, supplies, or logistics. We hope you will use these activities with your students beyond this collaboration.

## Yes, Let's!

This game has many variations, but for younger children we suggest that you start out as the leader and then guide them in giving actions and ideas. As “The Ooey Goey Lady” has said in her presentations, this activity can go on for quite a while if you stretch your creativity.



Have the children stand around the room with enough physical space that they can move their arms and legs and not bump anybody. Teach them two phrases:

- Whoever starts the action says, “Let’s ...” then says and does an action at the same time.
- The group responds, “Yes, let’s!” and then does the action.

For example:

- You might start by saying, “Let’s all stand up” and the group would then say, “Yes, let’s!” as they stand up.
- Then you might say, “Let’s look at the stars in the sky,” and then the group would say, “Yes, let’s” while they look up as if looking at the stars, pointing to them and making “oh” and “ah” sounds.
- You might elaborate the action by saying, “Look there is the north star shining bright” and pointing at it and having the children point at it as well.
- Then go on to the next prompt, which could be something like, “Let’s march up the mountain to get a better look.” And the group then says enthusiastically, “Yes, let’s.”

Some helpful tips:

- This is an activity where the actions can be random (Let's swing our arms, act like a mouse, brush our teeth) or you can suggest actions in sequence to guide the children on a journey.
- Eventually you want to get the game going so well that the children are giving actions. Encouraging them to say, "Let's catch fireflies" or any action they can think of.
- To take it further in learning language, have the children repeat the whole sentence. "Let's jump up and down." "Yes! Let's jump up and down!"
- *You might want to create a signal of some sort that will stop the action so you can move onto the next one.*
- If the activity is getting stuck, side coach the children by asking what types of activities they do every day. What types of activities do they see adults doing? What activities do you do in the kitchen? These prompts will help the children and you to come up with more ideas to keep the game going.
- Offer imaginative prompts as well as reality-based actions. For example: Let's fly to the moon, let's be fairies and spread morning dewdrops, let's be vegetable seeds and grow into tall corn stalks, let's be monsters and eat everything in the house....

**For older children**, this game can be turned into a guessing game:

- Someone does an action silently; when another person has figured out what they are doing, they say, "Yes, let's comb our hair."
- The person who guessed what the other person was doing is the next person to start pantomiming another action for someone in the group to guess.

This activity is great for reinforcing positive attitudes, supporting the ideas of others, learning verbs, creativity, repetition, and getting physical.





## Drama & Language Arts Activities:

# Dramatic Play

The core of these activities is to help the children be physical while they tell stories and to use and extend their vocabulary, grammar, and creativity.

## Making Up a Story in Sequence

Tell a simple story while acting it out, and having the children copy your movements with each sentence as you go along.



- Teaching artists usually start with getting up in the morning and getting ready to come to school because this has a number of commonalities. It can be a good way of teaching beginning, middle, and end.
  - You begin by waking up and stretching and yawning.
  - The middle is washing up, putting on your clothes, and eating breakfast.
  - The end is traveling to school and walking into the classroom to say hello to your teacher.
- You the teacher can lead these simple stories with the children's help by asking them what might come next or what do you do next. With the simple stories you might even have a few children who can tell a whole story as you help the class act it out.
- This type of story can be as elaborate as you want it be or as basic as five sentences. What is essential is the inclusion of as many **verbs** as possible so your story stays physically active, making it more fun and moving it towards a conclusion. Example:
  - "I *walked* three blocks to the grocery store. Along the way I *waved* to Mr. Smith and *said* good morning to Mrs. Johnson."
  - As the children are walking in place or around the room, you can *count out loud* the neighborhood blocks you are walking.
  - See a penny and you *stoop* to pick it up.
  - *Look* both ways across the street.
  - Forget your grocery bags and have to *run* back home.

Taking this exercise further, you can then move into fun fictional stories utilizing the beginning, middle, and end concept further by telling stories where you introduce a character (a beginning), have a conflict/problem (the middle), and resolve that problem (the end). An example might be:

- “Daisy Mae the cat got up from her long nap in the sun” And you do some good stretching of arms and legs and back and shake your bottom as your tail. Perhaps you might even do the yoga pose called Cat.
- “Daisy Mae realized she couldn’t find her favorite mouse toy. Oh no!” (You have introduced a problem that must be resolved.) Then you can throw your hands up, or put your hands on your cheeks and twist from side to side. Add sounds that we make when we’re anxious and worried. Or meow like a cat who is upset and worried.
- “Daisy Mae looked everywhere for her toy! Under the bed, in the sofa between the cushions. She ran from room to room.” (You have the middle or trying to resolve the problem. Lots of action from looking for the toy.)
- “Finally, Daisy Mae found her favorite mouse toy in the corner of the closet behind all the winter coats. She was very happy and played with the toy for the rest of the afternoon.” You can act the emotion of happiness with the children, and then act out games you would play with your mouse toy. You might even introduce a ball that the children roll to each other or bat between their hands as cats do with their paws.



## Drama & Language Arts Activities: Dramatic Play:

# Here to There

Have the children line up on one side of the room. Tell them they are going to cross the room in many different ways. Start with easy suggestions to get the activity started. "Go from here to there just walking." When they get to the other side of the room they turn around to go back across. "Now go from here to there like you are marching in a parade." As you go along you can vary the prompts that use more of the children's imagination and pretend skills:

- riding a bicycle
- going up stairs
- moving through peanut butter or mud
- squeezing under the garden gate
- moving like dinosaurs
- scampering like mice sneaking around the house looking for cheese.

You can add emotions:

- on your way to a party
- after an argument with your best friend
- when you have a toothache

Use this activity to reinforce elements of a story you have been reading or a topic you've been studying, for example, the seasons:

- picking the spring flowers
- pulling up carrots and other vegetables in the garden
- raking the fall leaves
- shoveling the winter snow

This activity also can incorporate skipping, dance moves, and other types of locomotor movement.



Drama & Language Arts Activities: Dramatic Play

# Telling the Story with Props

- **IRT Artist in the Classroom (AIC) Visit**

The visiting teaching artists will be telling the story of the play, which is Joseph Robinette's adaptation of *Stuart Little*. They will be showing costume drawings so the children can learn the characters in the play and see what the actors will look like in costume, and to prepare the children for the actors each playing multiple roles. They will also have some fabric swatches so the children can feel the soft fur of Snowbell's coat and also the sparkly purple feathers of Margalo's wings.



CHILD CARE  
ANSWERS

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EARLY LEARNING INDIANA

**Child Care Answers** is part of the Indiana Child Care Resource and Referral network that provides services to parents, child care providers, and the community. It is their mission to assure the highest level of early childhood education for children in central Indiana. This area includes Bartholomew, Brown, Hamilton, Hendricks, Johnson, and Marion Counties in Central Indiana. Early childhood educators and parents can contact them for referrals, education and training at 317-636-5727 or Toll Free: (800) 272-2937.

## Drama & Language Arts Activities: Dramatic Play: Telling the story with props:


### • The “Emotion” Story

You can use pictures and teach gestures of emotions that run through the story you are telling. Make large pictures of emotions. These pictures might be laminated, or mounted on foam core, or attached to paint sticks; whatever makes them durable and easier for the storyteller to access while talking.

Here’s a link to some free downloadable charts that illustrate various feelings; you might use them as is or cut them into individual flash cards:

<http://csefel.vanderbilt.edu/modules/2006/feelingchart.pdf>

Begin by showing the children each picture needed for your story, and create with the children a simple action. **For example:**

- **HAPPY:**  The action could be big smiles with our arms and fingers spread wide and looking up full of joy. You might add a simple word or sound like Yay! or Whee!



- **SCARED:** The action could be arms crossed in front of our bodies like hugging ourselves, a little shiver, and faces with big eye and mouths like we going to say Oh No!

Review these actions several times with the pictures and tell the children each time you hold up the picture they are to do the action and say the emotion with you. Then start telling the story you have chosen. You might have a story that has the emotions in the text. Otherwise, just work it into your narrative: How does Beatrix feel when her brother goes away to boarding school? You hold up the picture of the emotion and the group says the word and does the physical gesture.

#### **For older students:**

You might introduce the four categories of **glad**, **sad**, **mad**, and **bad** (bad is the more difficult one to explain and can be left out; it is the category for emotions like disappointed, regretful, bored, afraid).

You might group basic emotions at different levels of intensity. So maybe you have three pictures for mad that show the emotion from the lowest to the highest level of feeling. For example: disgusted (low), angry (medium), outrage (high). Here is a web page that offers several methods for categorizing emotions:

<http://changingminds.org/explanations/emotions/basic%20emotions.htm>

## Drama & Language Arts Activities: Dramatic Play: Telling the story with props:

### • Props in a Bag

In this activity, students work together to create a story about seemingly unrelated objects. This encourages lateral thinking and allows students to create and explore relationships between two things.

To begin, collect an assortment of objects and place them in a designated bag (or box). Only use as many objects as you feel your students can confidently remember. Then, drawing one item out at a time, create a story piece by piece until all objects have been used. For example, if your box contained a toy rocket, a bottle, a book, and an apron, your story may go like this:

- *You draw out the apron.* Once upon a time there was a little girl who loved to cook. She wore an apron in the kitchen, just like her grandmother.
- *You draw out the rocket.* She decided to bake a cake in the shape of a rocket for her little brother's birthday!
- *You draw out the bottle.* She pulled out a bottle of her most delicious milk to use in her recipe.
- *You draw out the book.* But, she didn't know how much milk to use, so she opened her favorite recipe book to find out. The cake turned out to be delicious, and her brother had a very happy birthday!

**For very young students**, you may need to model first by simply telling a story. Then, have the students repeat the same story along with you. Use the same objects a third time through, but ask for students to suggest what happens next. You will likely have to help them connect the objects. After repetition, students will begin to easily offer their own suggestions for the story. To challenge yourself, allow them to choose the objects for the bag and wow them with your versatile storytelling

**For older students**, you may choose to have them work in groups, with each group having a box containing different objects. Groups can work together to write, illustrate, or perform a story using their objects. Alternately, you may have them work independently to write a story as you reveal the objects one by one to the whole class. This will keep them on their toes! Encourage students to share their stories with each other when the activity is complete.



## Drama & Language Arts Activities:

# Sight Words – Opposites

When the children get older, they will learn about metaphor, simile, and oxymoron, comparing opposite images and ideas. Even at this age, however, we can still find ways to introduce this literary concept and the basic knowledge of opposites and imagery. The teaching artist may use opposite words that have been pulled from the book, the play, from lists we have found online, and from movement and emotion concepts we use to teach our students about acting and character development.

Choose about five pairs of opposites (ten words total) that vary the action and allow for speaking and solo and group actions. Example:

shout / whisper                      push / pull                      together / apart  
happy / sad                              over / under

Make a flash card for each word, with a picture illustrating the word.

- The cards might feature other tools to help children who aren't yet reading make connections with the words that match. The matching words might have the same color background and/or letter font, or the matching pictures and words might be mounted on the same color construction paper. You can also help this process by using similar vocal inflections when saying the word pairs.
- You might laminate your pictures and use Velcro to hold the opposite terms together.

Begin by holding up a card and acting out the word. Have the children act it out with you at first, then using call and response: you say the word while doing the action, and then they say the word and do the action. For example:

- Hold up "RUN" and run in place.
- Then flip over to the opposite word "WALK" and walk in place.

**For older students**, once you have gone through all the words, put the children in groups or pairs and hand each group or pair one of the words. You want to spread the "opposites" around the room so they really have to go looking for the matches. Tell the children to try to find their match.

**For younger children**, have all the children sit down. Have one group stand and act out and say their word and hold up their card. The group who believes they are the opposite can stand and act out their word and hold up their card. Then the teacher or the class can say, "It's a match!" or "Try again!" And this goes on until all the opposite words are paired up.

Here are a couple website links to aid you:

<http://quizlet.com/13427366/first-grade-sight-words-of-opposites-flash-cards/>

<http://www.kinderiq.com/sight-words.php>

## Drama & Language Arts Activities:

# Journey Experience

IRT Teaching artists for *Stuart Little* have been leading **journey experiences**. This activity is best done in a large space so children have room for exploration.

With younger children this activity may take the form of follow-the-leader, but you can encourage them to spread out and you can move around the room from one place to the other to help avoid lines or moving in a circle. Tell the children, “we’re going on a journey, and off we go walking down the road” or skipping or any movement that has them moving through space with outflowing energy. After you get going you can add many types of prompts (see suggestions below). Allow the children to do the movement and perfect it for their individual skill levels before moving onto another type of movement. Example: marching. You can say, “Let’s try getting our knees as high as we can. Let’s march together like soldiers. Let’s march as quietly as we can.”

- To further the *Stuart Little* experience, spell the movements as you do them and have the children repeat the letters after you. “Let’s all jump. J-U-M-P, jump.” “J-U-M-P, jump.”

- Opposite locomotive and stationary movements (you might use your Sight Word cards from the previous activity):

|            |                  |            |                |
|------------|------------------|------------|----------------|
| over/under | push/pull        | high/ low  | wide/ narrow   |
| fast/slow  | run/walk/        | walk/crawl | straight/curvy |
|            | backward/forward | loud/soft  |                |

- Animal and human movements

|            |       |        |        |
|------------|-------|--------|--------|
| walk       | chase | crouch | shiver |
| touch toes | creep | race   | hop    |

- Dance movement

|                          |         |                           |          |
|--------------------------|---------|---------------------------|----------|
| Walking                  | Leaping | Jumping                   | bouncing |
| swaying                  | turning | twisting                  | shaking  |
|                          | rolling | balancing                 |          |
| tempo: quickly or slowly |         | levels: high, medium, low |          |

- Imaginary prompts

Flying to the moon  
 Moving through marshmallow fluff  
 Sneaky cats trying not to wake up the dog  
 Walking on clouds  
 Swimming to the bottom of the ocean to discover a sea creature  
 Digging in the ground and discovering a treasure; ask the children what they found  
 You can also have a specific story journey that is sequential



## Drama & Language Arts Activities:

# Imagination and Exploring Size

### What's in the box?

There are numerous versions of this well-known improvisation game. We found these options online: <https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF8#q=What's+in+the+box?+improvisation+game>

We suggest you review a few of these and adapt it to students.

An easy way of playing this game has you leading the action by you establishing the size and shape of the imaginary box and handing it to a student and asking, "What's in the box?" The student then opens the box and discovers an item inside that is approximately the size of the box you have given them. Examples: If you hand them an imaginary box that fits in one hand, they might discover a piece of jewelry or if you push in a big heavy box, the student might discover a chair. You might have to ask a lot of leading questions in the beginning to get their imaginations going. You can also start by having them give you the box and asking you "What's in the box?" then you discover the item inside and maybe add, "I think there is something else in here. Want to help me retrieve it."

Another variation would be for you to collect three to four different size boxes, (tiny, small, medium, large, extra-large). Cover them each in a different color or design of paper. Make sure the boxes can be opened or have one end open and put the open end down so the children simply lift it. You can put the boxes in the middle of a circle of children or have the boxes up at the front of the classroom. Then select a student and ask that child, "What's in the box?" and then that child can choose whichever size box they want to discover their imaginary item. Encourage them to handle the item and use it. For example, they discover a toy dump truck and you would want them to play with it by scooping up dirt.

Take a "size" journey around your classroom emphasizing **BIG** and **little** - Let's walk with big steps like the giraffe and now let's walk with little steps like a mouse. Let's carry a large beach ball and now let's carry around a little golf ball. Let's make big circles and twirls and now do small/little circles and spin tight around our own body, etc.... This reinforces actions and a theme in the play

### Giant's House game

Divide the children into groups of five or six. Ask them to get into a circle. While skipping in their circles everyone chants – *Come inside the giant's house*

*Come inside the giant's house*

*Come inside the giant's house*

*To see what you can see!*

Then at the end of the chant you name an object that could be found in the house and the groups create the item using each person and as much of their bodies as they are able. They can be standing or on the floor or multiple levels (i.e. a fork, a plate, a roller skate, a clothes hanger). After they have created an object, then you resume your circles and start again with the chant and naming another object.

## Drama & Language Arts Activities:

# Warmups and Game Time

These activities wake up the body, use voice and movement, teach names of body parts, numbers and actions. The ones we don't explain in detail can be found online and YouTube.

Head, shoulders, knees and toes song

Hokey pokey song

Follow the Leader – in doing this game you can add in actions from the play like being a dog, a cat, a pigeon, a mouse, a beautiful bird, a boat, a scooter

A favorite actor warmup is called the **Shaky Thing!** It is a good way of warming up the body and the voice simultaneously. It is also a fun way of doing numbers in counting up, counting down.

**“Go Bananas Chant”** – courtesy of Chelsea Anderson, IRT Teaching Artist

Each line is said and done by the leader then repeated in full by the kids.

Actors of the world unite! (*circling arms wide and ending with hands together in front of body*)

Grow bananas, grow grow bananas! (*hands together palm to palm you snake them up and end over your head*)

Peel bananas, peel peel bananas! (*starting at the top shake your jazz hands all the way down your body*)

Jump bananas, jump jump bananas! (*jumping up and down swinging your arms in a bent running position*)

Shake bananas, shake shake bananas! (*with arms down to your side shake and twist your whole body like Elvis*)

GO BANANAS! GO GO BANANAS! (*full body crazy movements as extended as you are able*)

Peel to the left! (*using a hand you grab the top of the peel above your head and peel down your body*)

Peel to the right! (*using the other hand you grab the top of the peel above your head and peel down your body*)

Peel down the middle and NOMP! take a bite! (*using both hands you grab the top of the peel above your head and peel down your body. Then holding an imaginary banana you take a bite*)

## Writing and/or Drawing, and Craft

After seeing the play, have your students write or draw a message to the cast. It could be a thank you, or a note to tell the actors about their favorite part of the play.

Younger students might make a drawing and dictate to the teacher what they'd like to say.

Older students might write a sentence or two about what they remember most from the play, or how they felt during or after the play, and why.

Draw pictures of the scenes from the play with a simple description to explain the action.

Examples: This is Stuart when he got tangled up in the window shade.

## Starboard/Port

This is a game that goes along with the sailing theme and vocabulary in *Stuart Little*.

You need a large space to play this game so the students can spread out. The students follow the commands of the instructor. The last one to perform the action is eliminated. You do not have to do this as an elimination game in the beginning. They will have fun just doing the actions. We are looking for the children to learn some vocabulary and to have fun while being physical. I advise you to only use four of the terms listed below to begin with and to review them several times before actually starting the game. As a number of young children do not know their right and left try using markers like a wall, a chair, colors, or arrows to help with directions of right, left, front, and back. If you are outside, you can draw the shape of large boat hull.

The commands are as follows:

| <b>The leader says:</b> | <b>The action the players do:</b>   |
|-------------------------|---|
| Captain's coming        | Players salute and say, "Aye, aye Sir!"   |
| Starboard               | Players run to the right  |
| Port                    | Players run to the left   |
| Stern                   | Players run to the back   |
| Bow                     | Player runs to the front  |
| Hoist the sails         | Pretend to raise a sail by pulling an imaginary rope on a pulley hand over hand |
| Coming about            | Stoop down like you're avoiding getting hit by a pole that is swinging around   |
| Hit the deck            | Players get down and lie on stomach   |

A variation of this could be to do this as a Simon Says activity if you think the group would respond better.

## Making Puppets:

There are many ways to make puppets and this play lends itself wonderfully to toilet paper roll character puppets. In this way the children can move them around to play out the scenes from the book or the play, pose them in front of backgrounds they have created by drawing or cutting and pasting, or even place them into shoebox cars, boats, or airplanes. Here is a website link with lots of visual ideas:

[https://www.google.com/search?q=toilet+paper+roll+characters&espv=2&biw=1440&bih=782&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjw\\_Lf97NvRAhVhV5oMKHYIMCzYQsAQIGQ&pr=1](https://www.google.com/search?q=toilet+paper+roll+characters&espv=2&biw=1440&bih=782&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjw_Lf97NvRAhVhV5oMKHYIMCzYQsAQIGQ&pr=1)

An idea is to divide the class into groups and each group concentrates on making one character. For example Margalo. They talk about what she looks like and what her personality is and then they each build their Margalo puppet and items she may use like a warm nest. Then you can put them in new groups with one of each character and they can create dioramas of scenes from the play or the book that you can photograph and they write what is happening in the scene.

Example: This is where the pigeon warns Margalo that the cats are after her.

Make finger puppets, masks, pictures, costume ears, whiskers, or tails etc. Paper bag puppets are inexpensive and easy to make and can be used in creative play or for story boards.

## Cool Down

As teaching artists and as actors and directors, we have learned the importance of calming a group down at the end of a lot of excited physical activity. It helps for group cohesiveness and transitioning to the next activity. Here are a few suggestions from the IRT Artist-in-the-Classroom (AIC) staff. One of these activities may be done during your visit.

### Relaxation Narrative

This can be a guided image journey that you lead students to imagine while they are sitting or lying down. Or it can be a narrative like the one provided that you lead the children through in a calm voice with maybe soft instrumental music accompanying you.

Here is an on-line example: <http://www.childdrama.com/appletree.html>

An image journey has the students seeing the pictures in their minds. What is important is that the students relax their muscles and bones, and breathe, and do their best not to talk.

- We start by guiding the students to lie down on their backs and close their eyes. We tell them that we are here to keep them safe, so our eyes are open.



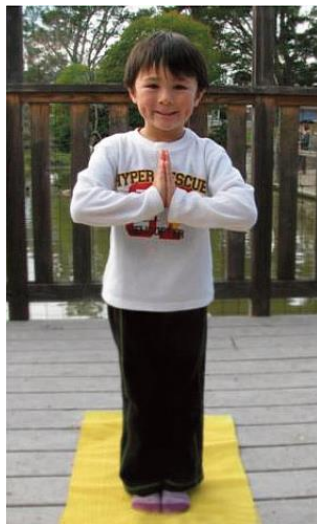
- We say something like, “Relax your arms, your shoulders, your legs, your feet.... You are so relaxed your body becomes very light, so light you are floating up into the sky and you can float through the sky with the clouds and see all the buildings in your neighborhood....”
- From there the narrative can go anywhere you take it. You bring them back to where they started and then have them sit up and tell you about their journey. Ask them leading questions, such as what buildings did you see? Did you smell any food when you floated by that restaurant? What colors did you see on your journey?
- End by complimenting their imaginations and thank them for sharing, and then move to your next activity.

## Cool Down: Yoga

Yoga is becoming an integral part of the lives of theatre practitioners because of the health benefits. It increases flexibility and improves breathing and more. See this web link:

<http://www.yogaforbeginners.com/benefits01.htm>

Leading the children in some simple yoga poses can help the group decompress and have some fun. There are poses with names that are applicable to many subjects, even *The Velveteen Rabbit* (for example: Mountain, Tree, Rabbit, Horse, Boat, Child's, and more...).



Keep in mind that there are variations on each pose for beginners and the less flexible. What is important is the breathing. Here are a couple of web links for more information.

<http://www.dummies.com/how-to/content/how-to-combine-breath-and-movement-in-yoga.seriesId-333200.html>

[http://www.sparkpeople.com/blog/blog.asp?post=you\\_+asked\\_+am\\_+i\\_+breathing\\_+right\\_+during\\_+yoga](http://www.sparkpeople.com/blog/blog.asp?post=you_+asked_+am_+i_+breathing_+right_+during_+yoga)

There are a large number of yoga teachers in and around Indianapolis who you can reach out to for a reasonable cost, who would really enjoy coming to work with your students.



# Book Recommendations

*from Children's Librarians at the Indianapolis Public Library  
and from the IRT Education Staff*

## E. B. White

*Stuart Little*

*Charlotte's Web*

*The Trumpet of the Swan*

## Mice

*The Mouse and the Motorcycle* by Beverly Cleary

*If You Give a Mouse a Cookie* by Laura Numeroff

*The Tailor of Gloucester* by Beatrix Potter

*The Tale of Two Bad Mice* by Beatrix Potter

*The Tale of Mrs. Tittlemouse* by Beatrix Potter

## Birds

*Don't Let the Pigeon Drive the Bus* by Mo Willems

*Stellaluna* by Janell Cannon

*Are You My Mother?* by P. D. Eastman

## Cats

*The Cat in the Hat* by Dr. Seuss

*Pete the Cat: I Love My White Shoes* by Eric Litwin

*The Tale of Tom Kitten* by Beatrix Potter

## Adventure

*Journey* by Aaron Becker

*The Adventures of Beekle: The Unimaginary Friend* by Dan Santat

*Curious George* by H. A. Rey

*What Do You Do With an Idea?* by Kobi Yamada

*The Stinky Cheese Man and Other Fairly Stupid Tales* by Jon Scieszka

*Where the Wild Things Are* by Maurice Sendak

*The Three Pigs* by David Wiesner

*This Is Not My Hat* by Jon Klassen

*Mr. Tiger Goes Wild* by Peter Brown

## Other Recommendations

*Provided by Cathy Bridge, Abby Brown, Amy Friedman, and Shelby Phelps from the Learning Curve @ Central Library, 40 E St Clair St, Indianapolis, IN 46204*

**If you enjoyed *Stuart Little*, you might also enjoy:**

### Picture Books

*If You Give a Mouse a Cookie* By: Laura Numeroff

*Chester's Way* By: Kevin Henkes

*My Friend Rabbit* By: Eric Rohmann

*Captain Small Pig* By: Martin Waddell

*Library Mouse Series* By: Daniel Kirk

*Stanley Series* By: William Bee

*Humphrey Series* By: Betty Birney

*Hot Rod Hamster Series* By: Cynthia Lord

*Max and Ruby Series* By: Rosemary Wells

### Chapter Books

*The Littles* By: John Peterson

*Poppy* By: Avi

*The Mouse and the Motorcycle* By: Beverly Cleary

*The Cricket in Times Square* By: George Selden

*Charlotte's Web* By: E.B. White

*The Tale of Despereaux* By: Kate DiCamillo

*Mrs. Frisby and the Rats of NIMH* By: Robert C. O'Brien

*Mr. Popper's Penguins* By: Richard Atwater

*Basil of Baker Street* By: Eve Titus

## Teaching Theatre

*101 Drama Games for Children: Fun and Learning with Acting and Make-believe*

by Paul Rooyackers

*112 Acting Games: a comprehensive workbook of theatre games for developing acting skills*

by Gavin Levy

*50 Early Childhood Literacy Strategies* by Janice J. Beaty

*Beginning Drama 4-11, Early Years and Primary* by Joe Winston and Miles Tandy

*Movement Stories for Children Ages 3—6, including instructional material for teachers*

by Helen Landalf and Pamela Gerke

*The Preschooler's Busy Book: 365 Creative Learning Games and Activities to Keep Your 3-to-6-*

*Year-Old Busy* by Trish Kuffner

*Theater Games for the Classroom: A Teacher's Handbook* by Viola Spolin

*Up, Down, Move Around — Nutrition and Motor Skills: Active Learning for Preschoolers*

by Deborah Kayton Michals

*A Handbook of Creative Dance and Drama* by Alison Lee

# Other Resources

## Films

*Stuart Little* (1999)

*Stuart Little 2* (2002)

*Stuart Little 3: Call of the Wild* (2005)

*Charlotte's Web* (1973)

*Charlotte's Web* (2006)

*The Secret of Nimh* (1982)

*An American Tail* (1986)

## Websites

Using Drama and Theatre to Promote Literacy Development

<http://www.ericdigests.org/2004-1/drama.htm>

“The Ooey Goey Lady” has a wonderful and extensive list of resources on her website:

<http://www.ooeygoey.com/resources/>

Miss Lucy's Playground Songs, an extensive listing of songs in many categories;

this is the link to their archives on action songs:

<http://playgroundsongs.com/category/action-song/>

Why Children's Theater Matters

[http://www.education.com/magazine/article/Why\\_Childrens\\_Theater\\_Matters/](http://www.education.com/magazine/article/Why_Childrens_Theater_Matters/)

Study Finds Major Benefits for Students Who Attend Live Theatre

<http://www.sciencedaily.com/releases/2014/10/141016165953.htm>

Drama Based Instruction: activities used at the United Way child care center director's meeting

<http://www.utexas.edu/cofa/dbi/>