

2011

The Owl and the Pussycat



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Grade Primary

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Introduction

I have chosen to use a children's poem "The Owl and the Pussycat" to incorporate Language Arts, Social Studies and Visual Arts together. It will be completed over the span of five weeks.

The poem was published in 1871 by Edward Lear and had become a classic nonsense poem. It tells the tale of four animals given human characteristics (an owl, cat, pig and turkey) and leads to the owl and cat getting married. We will explore the idea of animals taking on humanistic characteristics (anthropomorphic) and talk about if this is realistic or not. This poem is often sung to music, which will be the way in which I infuse the arts into this unit plan.

The unit will start by introducing this poem to the class. We will begin by reading the poem together every day as part of the student's language arts poetry reading in the morning, as part of the morning routine. We will read the poem for a week and then the second week we will add it to the music and learn to sing it. The class will be making many different crafts that relate to the poem as well.

As the student has become more familiar with this poem, we will explore the meaning of some words in the poem such as "runcible spoon" and "five pound note". I will bring in an example of a runcible spoon, also the students will be taught about what a "five pound note" is and this will incorporate some social studies units.

The unit will conclude with the students preparing a theatrical performance of this poem to be revealed at the monthly student assembly. The children will take the roles of the owl, pussycat, pig and turkey and the rest of the students will be involved in singing, playing music and creating the costumes and stage.

Goals and Benefits of Unit

The goals of this unit are to get students involved in making a class production of this poem. It is a short and easy poem for the students to learn but it will make a lasting impression on the students as there very first class production! Throughout the unit, the students will work on Language Arts, Social Studies and Visual Arts. Since the students are familiar and comfortable with the poem, they will be at ease when completing worksheets and crafts to associate with the poem.

The benefits of this type of Arts Infusion unit are that it is cross-curricular, simple, fun and informative for the students. This poem will introduce new words to the students, it is a silly nonsense poem that they will enjoy and have fun with, while completing the work to go along with it. In addition, it is very easy for the children to memorize and learn how to sing this poem. This poem will be on that the students will remember for years and years after they leave primary and the play will be something they can be very proud of.

The students will get the chance to perform this play twice, once for the school assembly and once for their parents and guardian at a class social afternoon. The students will benefit from the chance to publically perform and show their peers what they have been working so hard on. This will give them confidence and pride in their work. The class will present for a second time later in the week, which will give them an opportunity to discuss and change anything that they were not happy with in the first performance. This will be a reflection and adjustment activity for the students to polish the play, while also discussing all the positive aspects of the performance as well.

Cross-Curricular Components

Language Arts: The students will be working on their literacy skills throughout this unit. Reading the poem and interpreting the pictures of the story will be the first activity. From this, the students will complete word worksheets to practice their reading, sounding out words and writing skills. In addition, some work on rhyming words and understanding the concept of animals taking on human characteristics in literature will be introduced to the students. An overall aspect of Language arts that the students will learn is that a storybook or poem can turn into so much more than just words to read and they will see this through the crafts, social studies lessons and play that they will be working on.

Social Studies: The Social Studies aspect of this unit will be through the exploration of the words and objects in this poem. A lesson is set aside for teaching the students what a Five-Pound note, a Bong-Tree, a Shilling and a Runcible spoon are. Examples of some of these objects will be in the class for students to see. The Five-Pound note and shilling will lead to a discussion on different types of money in the world and how not all money is like Canadian money.

Visual Arts: Throughout this unit, the children will complete multiple crafts, which relate to the characters in the poem. The simple task of singing the poem instead of reading it will get the students to think of the poem as more than just a story and get them ready for the play. All of crafts which they student make will be used in the play production which is the largest part of the visual arts aspect. The students will create and act out a play using this poem as they storyline. There will be room for adaptations and alterations as the students wish, however the main storyline will be followed.

Daily Outline

**This unit will take place over the span of five weeks. Of course, like any plan there is room for adaptation and rearranging so it does not need to follow this outline perfectly. **

Week # 1

Day 1-5

Bring the class together at the reading corner. Read the storybook “The Owl and the Pussycat” By Edward Lear. Take time to look through the pictures and discuss the details about the story. Once the students return to their seats present the students with their own copy of the poem “The Owl and the Pussycat” By Edward Lear (Appendix A). Read the poem everyday in their poetry duo-tang for the next week so they become familiar with it.

Week # 2

Day 6

Read the poem and discuss with the children that we will be looking into this poem further over the next month. We will start the work based on this poem by coloring a picture of the owl and the pussycat. Once we have read the poem pass out a picture to each student and give him or her time to complete coloring, encourage the students to take their time, try to be neat and use many different colors in the picture (Appendix B).

Day 7

Read the poem with the students. Introduce the music to the poem and teach the students how to sing the poem. Sing the song a couple of times and then allow the students to finish the coloring of the picture from last day.

Day 8

Practice singing the poem with the class a couple of times. Discuss with the class how there are rhyming words in the poem. Talk about what rhyming means and ask them for examples. Present the students with the first two of the word worksheets (Appendix C). Get the students to read the

words aloud together and then practice writing these letters by tracing the words on the sheet. Once they have traced all the words they may color the pictures.

Day 9

Sing the poem with the class twice and then review the word worksheet from the previous day. Hand out the last two word worksheets to the students and read the words aloud as a group. Have the students trace all the words and then they may color once all the words are complete.

Day 10

Sing the poem with the class. Make sure that the word worksheets are all completed and coloured. Give the students if time to complete the word worksheets if needed. Read all the words with the students. Once the worksheets are completed, bring the group back together and discuss some of the characteristics of the main characters (Owl, Pussycat, Pig and Turkey). Point out to the students that the characters are all animals yet have characteristics of humans. Discuss this concept with the students and ensure that they understand.

Week #3

Day 11

Sing the poem with the students. Discuss the work covered so far on the poem (word worksheets and animals acting like humans). Hand out the materials that are needed to make the Paper Bag Cat Craft (Appendix D). Show an example to the students and take them gradually through the process of making this craft. Ensure the students write their name on the back of it and once they are complete, post the cats on the class bulletin board in the hallway.

Day 12

Give time to finish the Paper Bag Cats if some students still need time. Once the Cats are all complete, discuss some of the words in the poem with the class. Words such as Five pound note, Bong-Tree, Piggy-Wig, Shilling and Runcible spoon. These are words that the children most likely will not know the meanings of and would benefit from further discussion on the terms. The teacher will bring in examples of a runcible spoon and a five-pound note. Take time to review the history behind this poem and how Edward Lear wrote many nonsense poems in his

time. Some of the words he even made up for this poem such as Runcible spoon (Lear coined this term).

Day 13

Sing the poem and review what some of the words mean. Talk about the owl and his characteristics as the main character. Show the class an example of the Handprint Owl Craft that they will be making this class (Appendix E). Take the students gradually through the process of making the owl. Allow the students to adapt and personalize their owl. Make sure their names are on the back of the owl and then post the owls on the class bulletin board in the hall.

Day 14

Sing the poem with the class then allow time for the students to complete the owl craft from the previous day.

Day 15

Take a day to discuss with the class the plans of turning the poem into a play for them to present for the school at the end of month assembly as well as for their parents and guardians on a Friday afternoon social. Assign roles to each student including set design and costumes and then allow for brainstorming of ideas on how to present this play.

Week # 4

Day 16, 17 and 18

It is time to get deep into the play planning and practice. Get the students comfortable with their roles and lay out the play so that there is a narrator reading and the students will have minimal lines to remember. Run through the lines and singing with the characters.

Day 19

Take a break from practicing the play and we will make a craft today. Assemble the students to show an example of the Paper Plate Pig that they will be making today (Appendix F). Distribute the materials the students will need. Today paint and prepare the paper plates, legs, nose and

anything else needed to be painted. Make sure the student put their name on everything. Allow the materials to dry over night and continue the project next day.

Day 20

Sing through the poem with the class and then continue to put together and finish the Paper Plate Pig craft, follow the assembly instructions found in Appendix F.

Week #5

Day 21

The students will work on some set design today. Show the class and example of the Magic Stars Craft that they will be making today (Appendix G). This is a very simple craft that the students will start and finish today. See the full instructions in Appendix F. The star pictures will be posted on the wall for the set.

Day 22-25

This is the last week of practicing the play before the big performance. Run through the play every day and make sure the children know their roles, lines and cues. The costumes will be minimal clothes found and purchased from Frenchy's and Louis Good Used Clothing Stores. The set design for the play will be the star pictures made at the start of the week. As well as having the animal crafts that the students have made over the past month.

Presentation Days!

The students will put on the play for the whole school at the monthly student assembly. This will be our practice for the big day when we present for the students parents and guardians. The class will host a parent social afternoon where they will show their parents all the hard work that has been put into this play as well as all the crafts they have made.

Appendix

The Owl and the Pussy-Cat*by Edward Lear*

The Owl and the Pussy-Cat went to sea
 In a beautiful pea-green boat:
 They took some honey, and plenty of money
 Wrapped up in a five-pound note.
 The Owl looked up to the stars above,
 And sang to a small guitar,
 "O lovely Pussy, O Pussy, my love,
 What a beautiful Pussy you are,
 You are,
 You are!
 What a beautiful Pussy you are!"

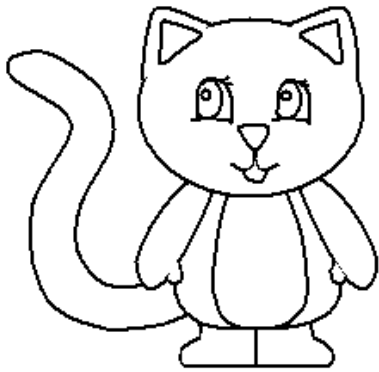


Pussy said to the Owl, "You elegant fowl,
 How charmingly sweet you sing!
 Oh! let us be married; too long we have tarried,
 But what shall we do for a ring?"
 They sailed away, for a year and a day,
 To the land where the bong-tree grows;
 And there in a wood a Piggy-wig stood,
 With a ring at the end of his nose,
 His nose,
 His nose,
 With a ring at the end of his nose.

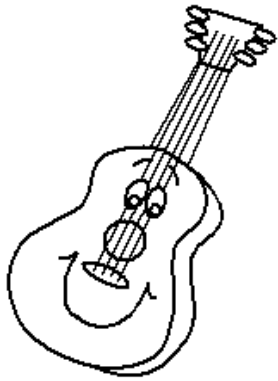


"Dear Pig, are you willing to sell for one shilling
 Your ring?" Said the Piggy, "I will."
 So they took it away, and were married next day
 By the turkey who lives on the hill.
 They dined on mince and slices of quince,
 Which they ate with a runcible spoon;
 And hand in hand, on the edge of the sand,
 They danced by the light of the moon,
 The moon,
 The moon,
 They danced by the light of the moon.

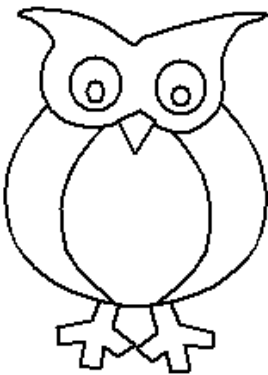




cat



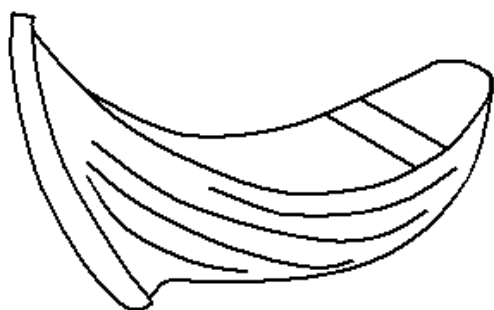
guitar



owl



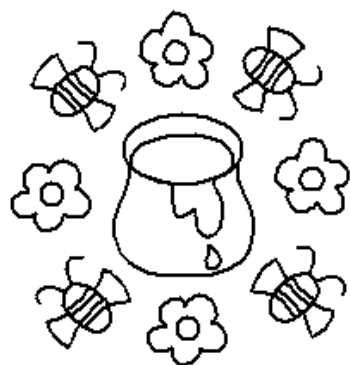
stars



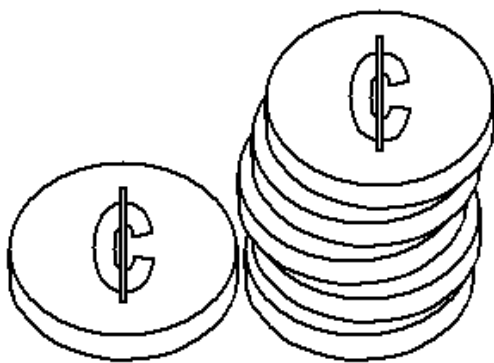
boat



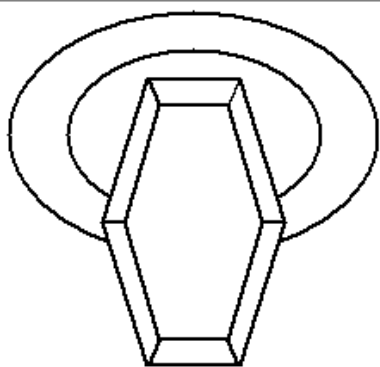
green



honey



money



ring



nose



sing



tree



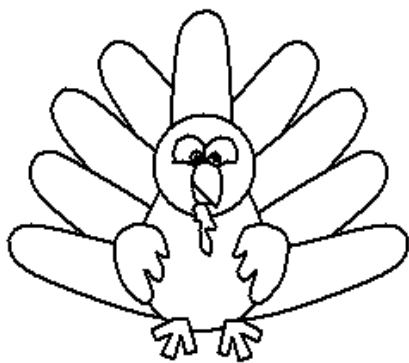
moon



pig



spoon



turkey

Paper Bag Cat Craft

Materials Needed:

You can make a grey cat like the one in the picture or use different colors for an orange, brown, tan or black cat.



- a paper lunch bag
- two sheets of construction paper or paint in the color you're making your kitty
- a printer
- paper for the printer
- some crayons
- scissors
- glue
- big wiggly eyes

ADAPTATIONS (Printing)

You can either print just template one or both templates.

- The more children you have per adult and the younger the children are, the simpler (less templates) you want the craft to be.
- If you are not sure how many templates you should use, print both, but hide #2. If the kids make it through #1 and are eager for more, bring out the other. If they are tired of crafting, save them for another day or just discard them.

GET FAMILIAR WITH YOUR PAPER BAG:

- Look at your paper bag.
- It should be closed and flat like a piece of paper
- On one side, it is all smooth. This will be the BACK of your puppet

- It is important that all the kids get the back and front straight at the beginning!
- On the other side there's a flippy tab
 - This flippy tab will be the HEAD
- Lift the flippy tab up a bit. Underneath of the tab will be the mouth,
 - When the child puts their hand in the bag, they will be able to make the puppet talk.
- Look at the rest of the front of the bag. This will be the BODY.
- Look at the sides of the bag. There should be a FLAP of paper.
 - We will be slipping the arms (template 2) into this flap.
 - If the kids goof and glue the arms onto the front or back of the bag, it is not a big deal.

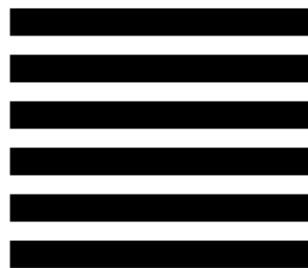
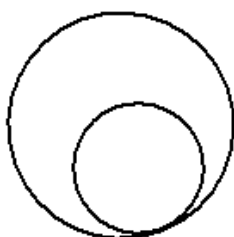
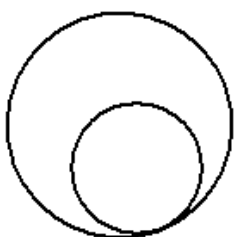
TEMPLATE #1

- Cover the paper bag with construction paper (just glue it on and trim) or paint the paper bag and let dry.
- Glue the muzzle onto the HEAD. It should overlap the body a bit.
- Glue the nose onto the HEAD. It should overlap the muzzle a bit.
- Glue the eyes onto the HEAD above the nose. If you like, you can use wiggly eyes instead of the paper template pieces.
- Glue the ears onto the sides of the HEAD
- Glue the tongue underneath the flippy tab so you can see part of the circle sticking out from under the muzzle.
- Glue three whiskers (long, thin rectangle pieces) onto either side of the muzzle.
- Glue the tummy onto the body.

TEMPLATE #2

- Glue the arms into the FLAP.
- Glue the tail onto the BACK.

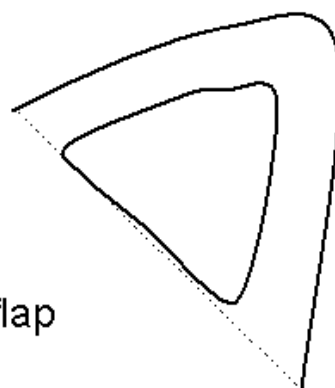
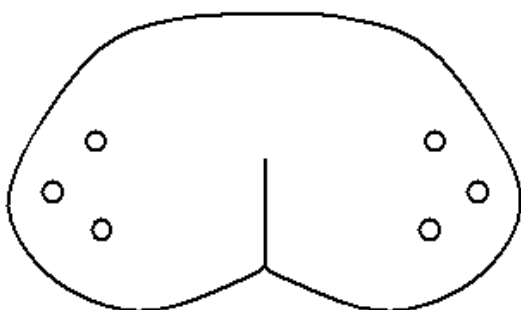
Template #1



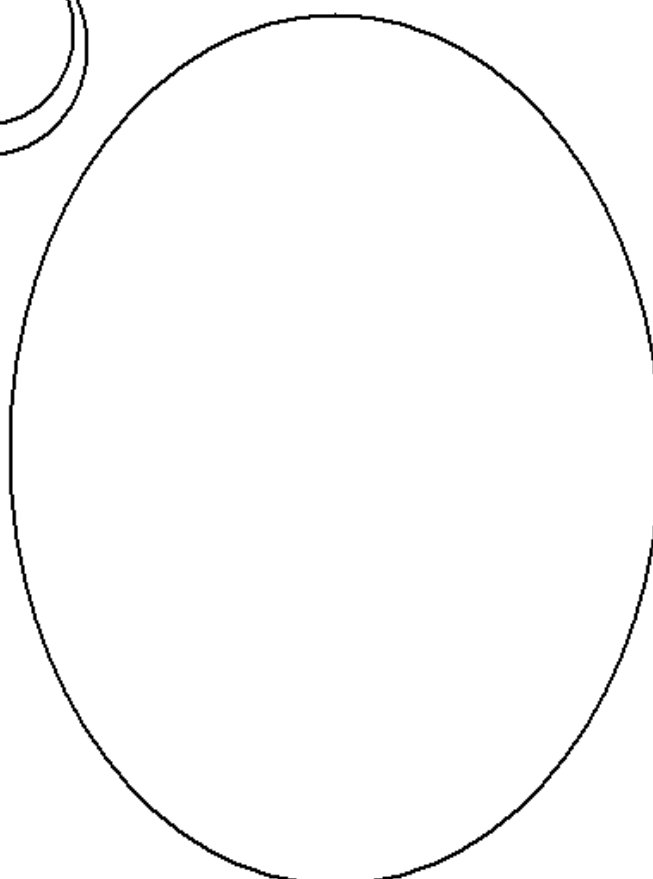
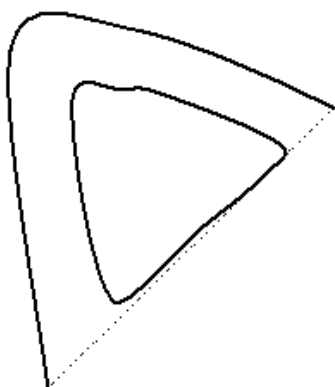
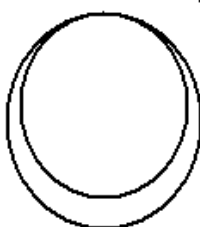
whiskers



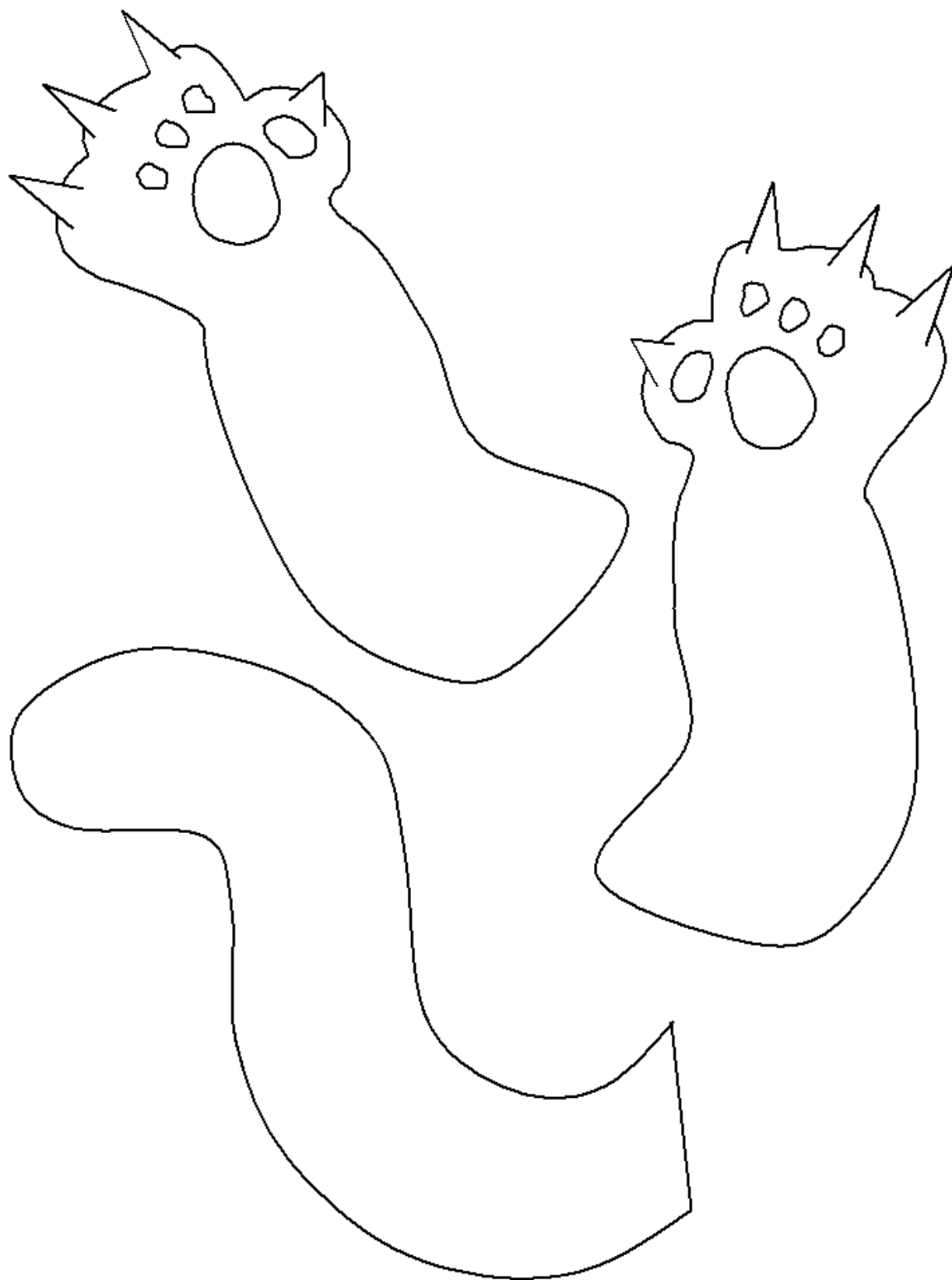
nose



tongue under flap



**Template
#2**



Appendix E



Handprint Owl Craft

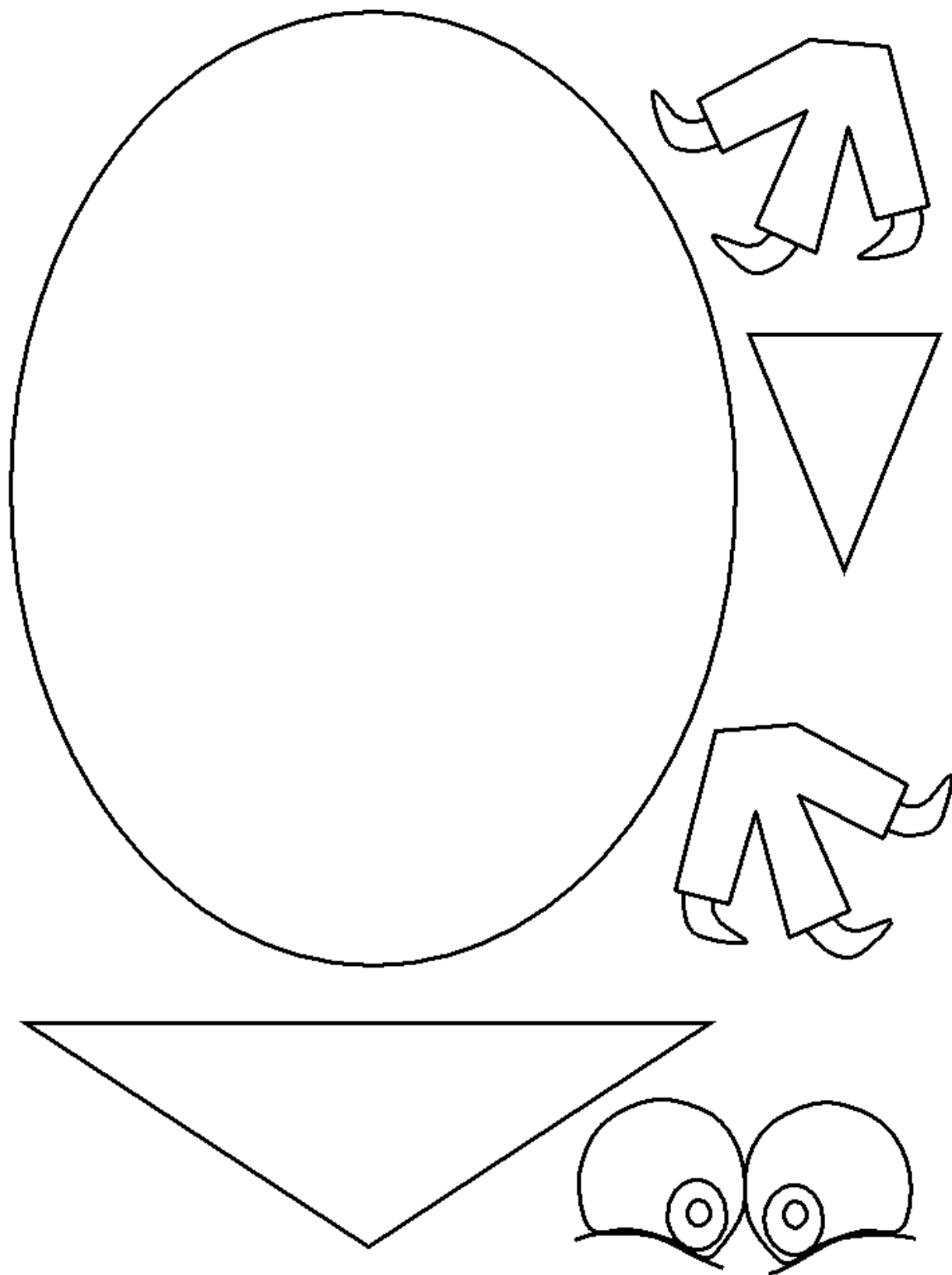
Materials:

- paper (for handprints) - brown, grey or white construction paper works well
- pencil or marker (To trace Handprints)
- scissors
- glue
- printer and paper
- something to color with

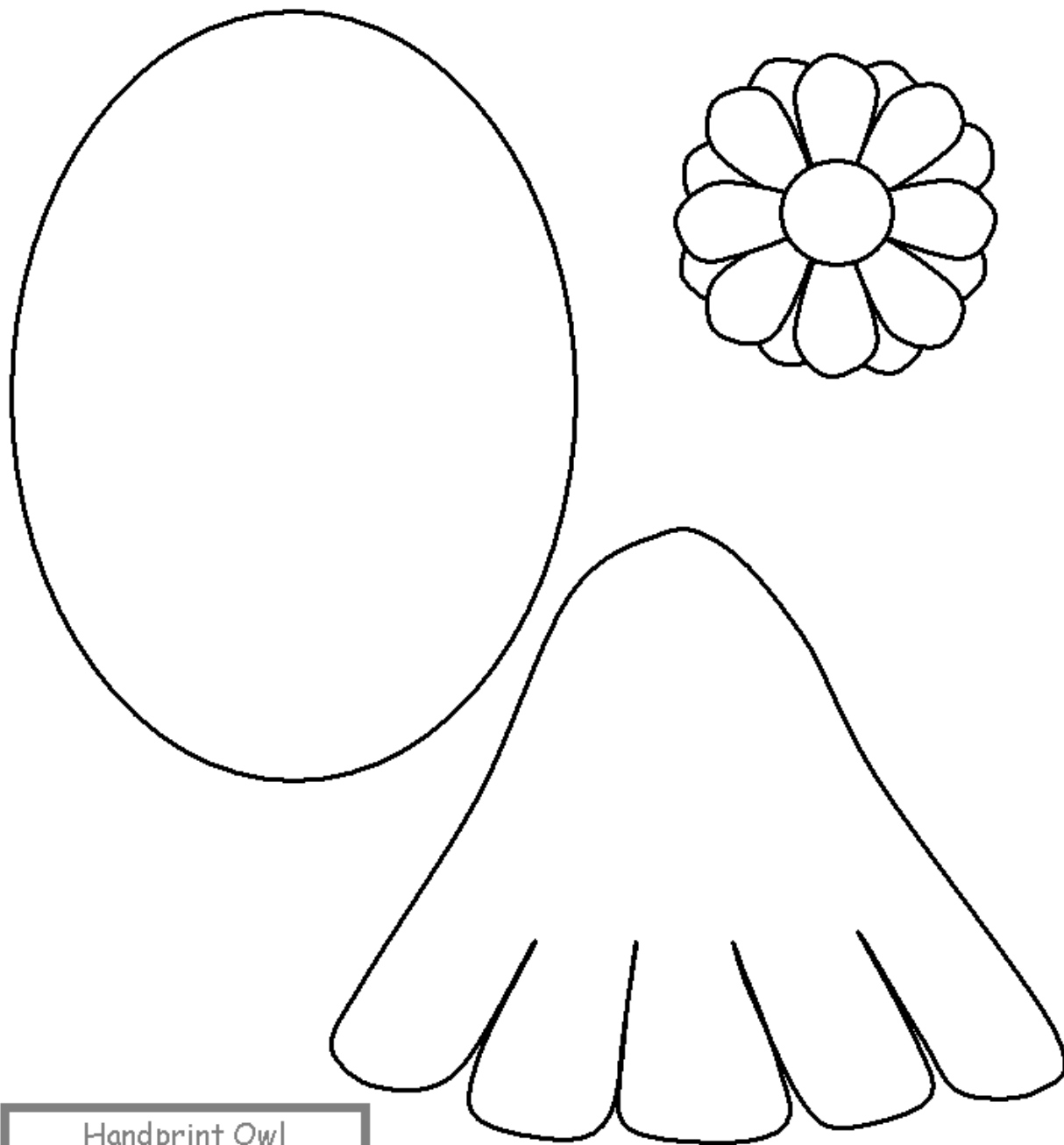
Instructions:

- Print out the template of choice.
- Color the template pieces
- Cut out the template pieces
- Trace the child's hands on another piece of paper and cut out (two handprints) – brown construction paper works well (or you can color a piece of white paper)
- Glue the Owl together:
 - Glue the chest (small oval) to the body (large oval)
 - Glue the head (triangle) to the body (oval)
 - Glue the face onto the head
 - Glue the tail to the back of the body
 - Glue the feet onto the bottom of the body
 - Glue the handprint wings on the back of the body
 - Glue the flower on a wing or beside the neck

**Template
#1**



**Template
#2**



Appendix F

Paper Plate Pig Craft

Materials you will need for the paper plate pig are:

- 8 paper plates (either dinner size or dessert size),
- 1 egg carton cup (Nose)
- 2 Toilet paper rolls for dessert size plates or 4 Toilet paper rolls for dinner size (legs)
- scissors
- tape or glue
- 1 piece of pink paper (or white paper coloured pink)
- Pink paint and black paint or marker.
- OPTIONAL: googly eyes and a pipe cleaner.



If you do not have pink paint, cut up 1 inch squares of pink construction paper or tissue paper and glue those to the paper plates (like mod podging) instead of painting.

- We are going to get to know our paper plates. The paper plates have a **BOTTOM** (the part you set on the table) and a **TOP** (the part you put the food on).
- Paint the bottom of the paper plates, egg carton cups and toilet paper rolls pink and let dry.

- If you are doing this with an older child, you can try making up a tongue twister to say while you are doing the project (something like "painting pink pig plates" or "please paint the pig plates pink").
- Split your plates into sets of two.
- Glue (or staple) each set of two together rims to rim (Top of plates facing in).
- Glue the bottom of the four sets together so you have a stack of paper plates (see photo). The top plate in the stack will be the face.
- If you are using two toilet paper rolls, cut them in half. If you are using four toilet paper rolls, look at the dimensions and trim them down a bit, if you want to (so the legs are proportionate with the pig).
- Fold your pink paper in half and cut out a triangle (you will end up with two identical ears). Glue or tape these to the back of the front set of plates.
- Draw/paint black nostrils onto the egg cup and glue it to the face.
- Draw/paint black eyes onto the pig, attach googly eyes, or draw eyes on white paper and glue them on.
- Draw/paint a black mouth onto the pig or draw a mouth on white paper and glue it on.
- Once everything is completely dry, pinch the top of the toilet paper rolls and slide them between the plates to make four legs. Tape or glue in place.
- Twist a pipe cleaner into a piggy tail and poke it through the back plate (use a sharp pencil to make a small starter hole) or take a circle of pink paper and cut it in a spiral and glue it to the back plate.
- ENJOY!

Appendix G

Magic Stars



This is a fun craft for very young children to make -- anyone who can use a paintbrush can make this craft.

Materials:

- white paper (cardstock, construction paper or heavy bond computer paper work best)
- white wax crayon (Crayola, etc)
- tempera paint (Black or Navy Blue)
- paint brush

Instructions:

- Draw stars on the white paper with white crayon.
 - For very young children, an adult can do this prior to craft time -- it will make the project seem very magical to them
- Mix tempera paint with water to make a wash (about 3/4 tempera to 1/4 water -- Add a bit more water if the paint is still quite thick)
- Paint over the white paper with your tempera paint wash and watch the stars magically appear in the night sky!

References

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