

The Birmingham Stage Company was founded in 1992 as the new resident company of The Old Rep Theatre in Birmingham. It is a unique company because it is run by an actor, called the Actor/Manager and it is funded almost entirely by ticket sales.

The company produces classic, contemporary, new and children's shows. Its classic productions include CAT ON A HOT TIN ROOF, THE GLASS MENAGERIE, ROMEO AND JULIET, SHE STOOPS TO CONQUER THE CRUCIBLE and OTHELLO.

Since 1998 it has focused on new and contemporary plays including the world premieres of LIGHTING THE DAY and BRIDGES AND HARMONIES by Oren Lavie, THE DICE HOUSE by Paul Lucas, the world premiere of COLLISION by Dominic Leyton, SPEED THE PLOW and OLEANNA by David Mamet and the British Premiere of THE RETURN by Reg Cribb.

The BSC produces major work for children: current productions include HORRIBLE HISTORIES by Terry Deary, SKELLIG by David Almond and HORRIBLE SCIENCE by Nick Arnold.

## ENGLISH AND LITERACY

### QUESTIONS PAGE

1. Who wrote Georges Marvellous Medicine?
2. What were the names of Georges mum and dad? Describe them in your own words.
3. Where do Georges mum and dad go when they leave George alone with his Grandma?
4. In the book what is George's second name?
5. Name 4 differences between the book and the play,
6. Which room does George visit first to find his ingredients?
7. At what time does George's Grandma take her medicine?
8. What does the medicine make Grandma do first?
9. Write 3 things that Grandma says about George.
10. What is the next thing that George gives the medicine to after Grandma?

### EXERCISE

1. When you have read the book write a book review, describing it and what you liked and disliked about it.
2. When you have seen the play, write a review of the play.
3. Compare and contrast the book to the play. How were they different? Why do you think that they were different?

## ABOUT THE AUTHOR ROALD DAHL

We would highly recommend a visit to the superb Roald Dahl official website at [Roalddahl.com](http://Roalddahl.com) it has everything that you wanted to know about Roald Dahl's work and life and includes games, competitions, an on-line club for kids, and resources for lesson ideas for teachers.

Roald Dahl began writing for children in the 1960's. He wrote around thirty books for children, which have been published around the world.

Get the class to think of other Roald Dahl Children stories. Give each child one of the stories from the list and get them to research / read / watch their chosen story and tell the class about it.

Charlie and the Chocolate Factory  
The BFG  
The Witches  
Georges Marvellous Medicine  
My Year  
Quiz Books  
Revolting Recipes  
Revolting Rhymes  
Rhyme Stew  
Dirty Beasts  
The Umbrella Man  
Going Solo  
The Great Automatic Grammatizator  
The Giraffe and the Pelly and Me

The Magic Finger  
Matilda  
The Minpins  
The Twits  
Boy  
Charlie and the Great Glass Elevator  
The Vicar of Nibbleswicke  
Danny The Champion of the World  
Skin and Other Stories  
The Enormous Crocodile  
Esio Trot  
The Fantastic Mr. Fox  
The Mildenhall Treasure  
The Wonderful Story of Henry Sugar

## Farms and their Animals

George lives on a farm with his mother, Father and Grandma. There are many animals that can live on a farm and in this section we will give you a few ideas for follow up work.

Why not visit the site [www.greenheyes.com](http://www.greenheyes.com) an English Farm Web Site that shows you how a Farm in Cheshire works and the Family that run it. It has 150 pages and 700 links.

## Books List (farms and animals)

Wake Up, Farm! by Alvin Tresselt

The Midnight Farm by Reeve Lindbergh

What Do You Do at a Petting Zoo? by Hana Machotka

Barn Dance! by Bill Martin and John Archambault

Friends and One Summer Day by Kim Lewis

## COW Fact Files

- Cows are often called cattle.
- The adult female is called a cow.
- The adult male is called a bull.
- A baby is called a calf.

Cattle were domesticated (tamed from wild animals) thousands of years ago. They are farmed for their milk, meat, hides (leather), and many other products, like cheese, cream, gelatin, glue, soap, and many other products. In some parts of the world, cattle are still used to pull plows and carts,

Cows are milked at least twice a day. To milk a cow by hand you have to squeeze the udders (not too hard) and the milk comes out and you catch it in a bucket. This was how they did it many years ago. Today, cows are milked by machines. All the milk is kept in a special tank that keeps it cool until the milk tanker collects it. The special tank on the lorry keeps the milk cool. The milk will be taken to a dairy factory where it will be bottled and put into cartons. It is then delivered to shops, supermarkets, schools and people's door-steps by the milkman.

Farmers could never remember the names of all their cows, so they have tags on their ears with numbers on instead. This helps the farmer to remember how much milk the cow has made, what medicine she has had and when she is due to have a calf. Where do you think the farmer would store all that information?

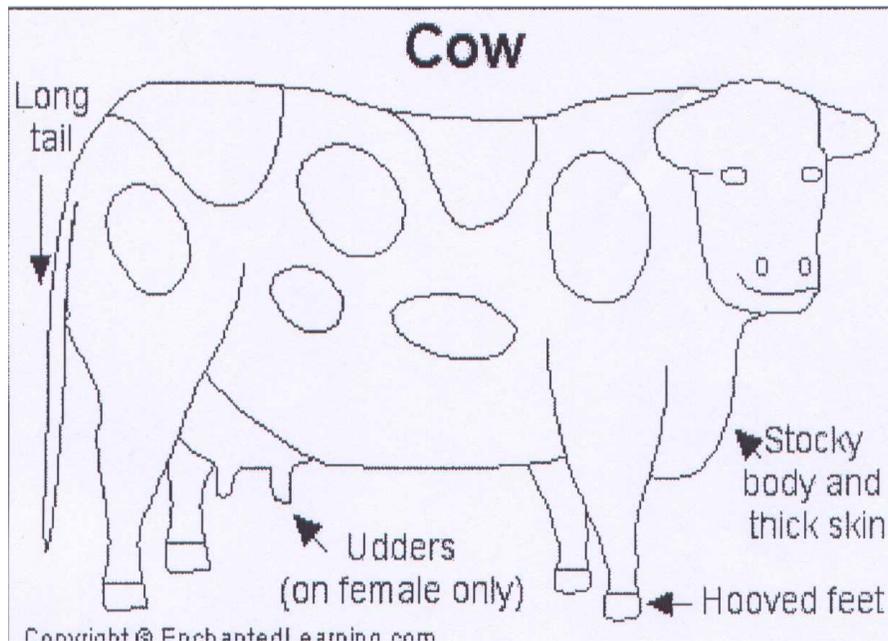
### Anatomy:

- Cattle vary in colour from white, black, brown to tan.
- Milk is produced in the female's udders.
- Cattle use their long tail to keep insects off their back.
- Some cattle have horns, others do not.

### Diet:

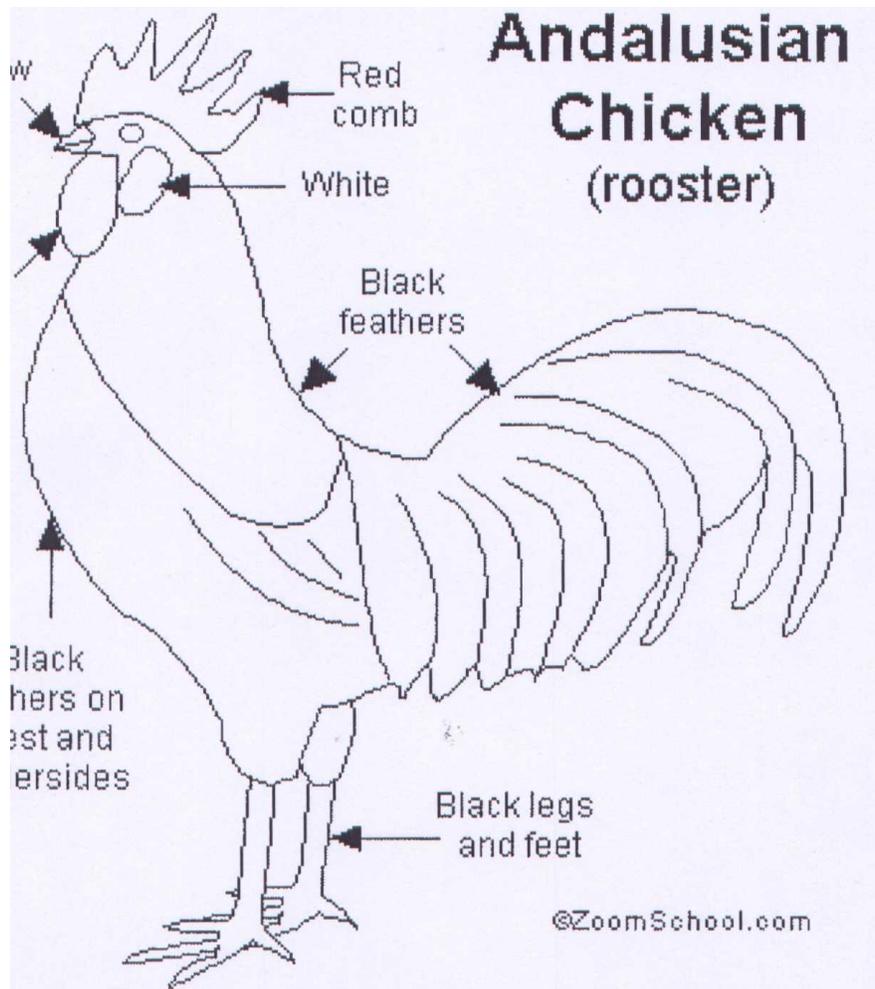
- Cattle are herbivores (plant-eater) that graze on grass and leaves.
- They are ruminants, animals that have a four-part stomach.
- Cattle swallow their food without chewing it very much. They later **regurgitate a cud** and chew it well, later swallowing it.

## COLOURING SHEET



### DID YOU KNOW?

- The bond between a cow and her calf is especially powerful. If a mother cow is caught on the opposite side of a fence from her calf, she will become alarmed and call frantically. If they remain separated, she will stay by the fence throughout waiting to be reunited with her baby. This bond continues even after the calf is fully grown.
- Cows “moo” to each other fairly frequently, allowing them to stay in touch even when they cannot see each other. When they can see each other, they also communicate through a series of different body positions and some facial expressions!
- Technically, only the mature females in the herd who have given birth to a calf are cows (females who have not yet calved are known as heifers). Yet we have come to refer to all animals of this species as cows,



## CHICKEN FACT FILE

- Chickens are domestic (farm) birds.
- The adult female chicken is called a hen.
- The adult male is called a rooster.
- The young are called poults.
- A group of chickens is called a flock.
- The scientific name of the chicken is *Gallus domesticus* (genus and species).

**Anatomy:**

- The rooster is larger and more brightly colored than the hen; he also has a larger comb.
- Roosters make a very loud crowing sound and can be quite aggressive.
- Chicken eggs range in colour from white to pale brown and other pale colours

**Diet:**

- Chickens have a varied diet.
- They eat insects, worms, fruit, seeds, acorns, grains, slugs, snails, and many other foods.
- They have a well-developed gizzard (a part of the stomach that contains tiny stones) that grinds up their food.
- Chickens (or Hens) lay eggs. Some are free range which means they can go outside and have plenty of room to play. Other hens are not so lucky. They live in small cages indoors and don't have any room to run around. These are called Battery Hens.

## PIG FACT FILE

- Pigs are also called **hogs** or **swine**
- The adult female is called a sow
- The adult male is called a **boar**
- A baby is called a **piglet**

Pigs were **domesticated** (tamed from wild animals) thousands of years ago. They are farmed for their meat and hides (leather). There are still many wild pigs, like the wild boar, the warthog, and the bushpig. Pigs are found on every continent on Earth except Antarctica.

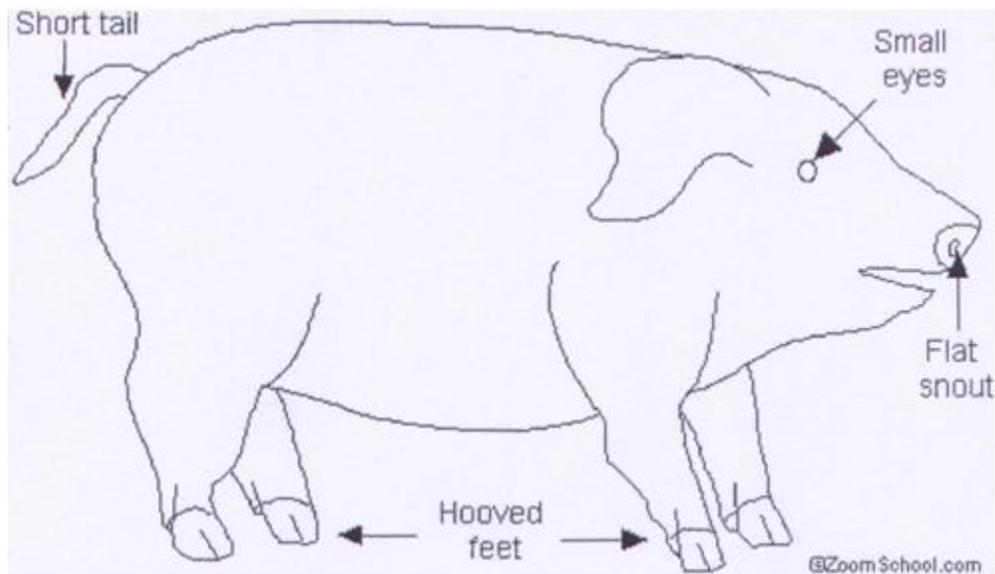
### **Anatomy:**

- Pigs vary in colour from brown, black, white, to pinkish. Some wild pigs have large tusks, overgrown teeth used for fighting and digging for food.

### **Diet:**

- Pigs are omnivores (eating plants and meat). They eat a variety of plants and small animals (like worms and snakes).

## Colouring Sheet



## DID YOU KNOW?

- Pigs are clean animals and picky eaters. They do roll in the mud, but only because they can't sweat like people do; the mud (or water) actually keeps them cool.
- Many studies have also revealed that pigs are one of the most intelligent animals on the planet—even more intelligent than dogs.
- A pig's sense of smell is highly developed. People in France use pigs to search for truffles. Using their snouts as shovels, pigs toss clumps of soil and twigs high into the air, searching for the rare and delicious fungus that grows underground near the roots of oak trees. They are also often used by police to help search for drugs. In wartime, pigs have even saved lives by detecting buried land mines.
- Whether pink, black or spotted, these bristly-haired, snout-nosed, floppy eared animals are naturally playful and loving.

## **SHEEP FACT FILE**

- An adult female sheep is called an ewe
- An adult male is called a ram
- Babies are called lambs.

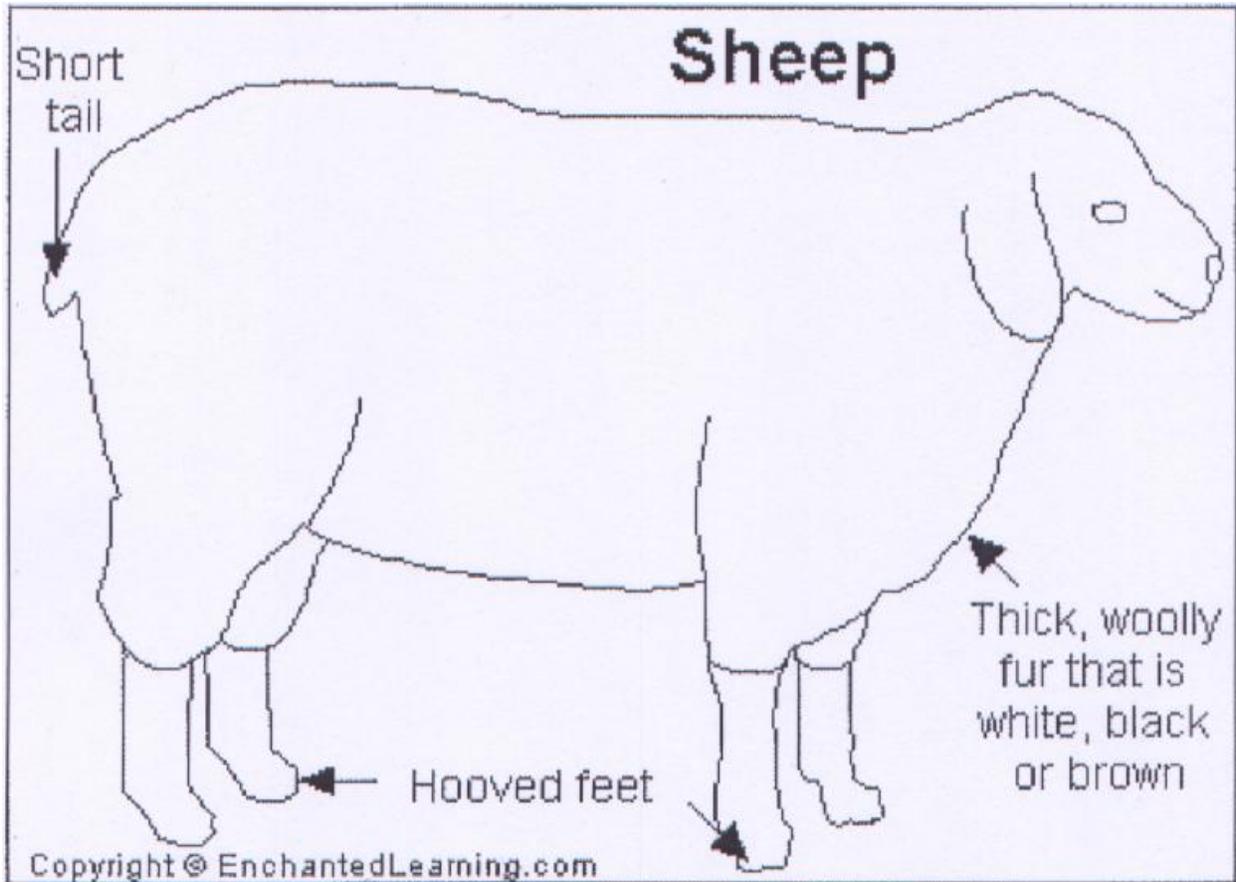
Sheep were domesticated about 10,000 years ago. Domestic (tame) sheep are farmed for their wool, meat and milk. There are also many types of wild sheep; they are closely related to wild goats. There are still wild sheep around. The largest sheep is the wild sheep, Argali. The Argali lives in the Altai Mountains of Siberia and Mongolia. The male can grow up to 4 feet tall at the shoulders and his horns can spiral about 20 inches around. Wild sheep look a lot like wild goats. Wild sheep can climb high mountains. The sheep is believed to have first been domesticated in Asia during the Bronze Age. Primitive tribesmen kept the sheep for its wool to keep warm and the meat as food. Sheep are still important to us today. They provide us with food, leather, clothing and give us the raw materials for by-products, such as soap, lanolin, glue, tallow and catgut. Catgut is used in stringing tennis and badminton rackets. Lanolin is a natural oil found in the sheep's fleece which is used to make cosmetics and candle wax.

### **Anatomy:**

- The sheep is an animal which has a thick coat of fleece on its body.
- Sheep have hoofs that are divided into two toes. They have a gland between their toes.
- Some types of sheep have horns, which are often curved. The horns grow throughout the life of the sheep. There are hornless breeds too.

### **Diet::**

- Sheep are herbivores (plant-eater) that graze on grass, leaves, twigs, and young plants.



### DID YOU KNOW?

- Goats and sheep are a source of clothing. The fibers that become textiles—wool and cashmere, among many other types—are shorn from these animals.
- Sheep like cows, are ruminant animals and have a four-chambered stomach.
- These grazing animals often prefer noxious weeds and plants, which makes them great environmentalists.
- Sheep like to stick close to one another for comfort and security. Either black or white, these animals are incredibly gentle. Lambs form strong bonds with their mothers, but they have also been known to bond closely with humans.

## ANIMALS QUESTION PAGE

1. Which two animals are ruminants?
2. What is a male Chicken called?
3. What is a female sheep called?
4. What do people in France use pigs to do?
5. What are a group of chickens called?
6. What is a baby cow called?
7. Which animal likes to stick close to others for comfort?
8. When is it believed that sheep were first domesticated?
9. What is Lanolin?
10. Which animal saved lives during wartime and how?

## Lesson Ideas for Teaching about the Life Cycle

Students will learn that all living things are born, grow and change; consume water and food, and die, Hands-on experiences as well as other arts related activities are used to demonstrate the transitions all of life must go through.

### The Life Cycle in Reality / Hands-On Experiences

- Set up an aquarium for raising brine shrimp (sea monkeys). Brine shrimp are related to crabs and lobsters in a group commonly known as crustaceans.
- For each student or study group, place two or three mealworms in a capped jar. Provide the mealworms with bran and a slice of raw potato or apple. The mealworm is the larva stage of a beetle. Before reaching this final step in the metamorphosis, the mealworm goes through a pupa stage that resembles neither the “worm” or “beetle” developmental periods.
- Fertilized frog eggs are usually easy to find or purchase. Place them in an aquarium and observe each day. Tadpoles hatch from frog eggs in a week to ten days and the process from tadpole to frog is fascinating to observe.
- Keep open the possibility of real-life experiences that may occur close to home. Thanks to the great accessibility of video camera equipment, someone might be able to record the live birth of an organism such as a kitten or calf. Once again, make sure the material is appropriate for the age group and parental permission is advised.

## Art / Art-Related Activities

These projects would focus on the child expressing themselves in an artistic manner. Some suggestions are:

- making a set of animal identification cards
- designing a life cycles mural
- creating posters
- making slides and overhead transparencies
- creating a 'new' organism.

## Language Arts:

The 'word' can be a creative way to express the facts observed, researched and learned. Try some of these activities...

- Pretend you are one of the creatures observed or researched. Write your life story, making certain you mention your life cycle somewhere in your tale.
- If you had to be an organism that was studied, which one would you choose to be? Support your choice with scientific facts you learned, combined with personal reasons.
- Write a letter to an organisation devoted to the care of animals or the preservation of animals in danger of extinction. Ask for information about the animal, its life cycle or suggestions on how you can help. Some possible places to start include Greenpeace, World Wildlife Fund, and the RSPCA.
- In your opinion, what is the most successful organism in terms of the life cycle it goes through? Summarise your choice in a good paragraph.
- Write poems, create a play, or organise a debate.

## Egg Shell Mosaic

You will need:

- Coloured egg shells,
- Card,
- Crayons,
- pens,
- glue.

A great way to use up remaining Easter egg shells!

- On paper draw a design e.g. flower, balloon, Kite or egg.
- Put glue in design area
- Sprinkle broken egg shells onto the glue and allow them to dry.
- Hang up!

## STRING EGG

You will need:

- String,
  - Balloon,
  - PVA,
  - Paint
- 
- Inflate and tie a balloon
  - Fill a bowl with glue
  - Soak string in glue
  - Wrap balloon with string, in different ways to achieve a better design.
  - Allow to dry
  - Paint
  - Whilst the paint is wet you could sprinkle some glitter on
  - Allow to dry totally and pop the balloon and hang up as a decoration.



**B**e careful around the bigger animals.

Stay on your side of the fence.

## THE ELDERLY

In Georges Marvellous Medicine George has a 'strained' relationship with his grandmother. There is a wealth of possibilities for study, stimulus and learning within the realm of the grandparent for children to get excited about. In this section we will concentrate on family relationships especially those between "Grandparents" and "Grandchildren" and examine the different roles of elderly people in different societies and different possibilities for cross curricular activities.

***Work on this theme needs to be sensitively approached as some children may never have known their grandparents and others may have experienced their deaths.***

### Reading:

Annie and the Old One by Miska Miles

Love You Forever by Robert Munsch

Nanny Upstairs, Nanny Downstairs by Tomi DePaolo

Kevin's Grandma by Barbara Williams

Miss Rumphius by Barbara Cooney

Knots on a Counting Rope by Bill Martin Jr, and John Archambault

Song and Dance Man by Karen Ackerman

Wilfred Gordon McDonald Partridge by Mem Fox

Grandpas Mountain by Carolyn Reader

The Bee Tree by Patricia Polocco

Don't Worry Grandpa by Nick Ward

Winter Rescue by W.D. Valgardsen

Koala Lu by Mem Fox

My Backyard History Book by David Weitzman

Roots for Kids by Susan Provost Belier

## English / History / Social Studies / Cultural Studies

### Different Societies in the World

Children from a local community in Alaska did the next few pieces of writing. It would be a good idea to do something similar in your local community and then compare and contrast to the lives and roles of the elders within the Eskimo community.

### The Eskimo Community of IGIUGIG

The community of Igiugig is descended from Yupik Eskimo, Aleutian and Athabascan Indian. It has many traditions inherited from all three cultures. Hunting, fishing, trapping, berry picking and other plant gathering are important parts of village life. Many residents also engage in native crafts, such as skin sewing, basket making and ivory carving. Yupik Eskimo is commonly spoken in the village, and is the first language of most older residents. The village is governed by a council of five people who oversee village operations through monthly meetings.

### Igiugig Elders

Elders are traditionally highly respected individuals in native communities and this is also true in Igiugig. A person usually isn't considered an elder until they are over the age of 60, but there are exceptions for community members who are highly regarded. Elders are important to our communities because they provide a link to our past, and to traditional native knowledge. Children are taught to respect elders in every day activities, which include allowing them to eat first or serving them at community events. Igiugig elders include Mary Olympic and George Wilson Snr. Read their following interviews by a local school child.

### Mary Olympic, Community Elder

*Christina Salmon, 12th grade, Igiugig School*

While growing up life wasn't always about fun and games for Mary. Her father, Alexi Gregory, would take her out trapping, have her take care of the dogs, and gather wood for heating the house. She also had to do house cleaning with her mum and help put away food for the long cold winters. Every summer they would cut up and store 4000 sockeye salmon for themselves and their dogs. Mary and her mum would pick up to 25 gallons of blackberries, salmonberries, blueberries, and cranberries for the winter. During the spring she would go out and collect wild celery, wild spinach, and ferns, vegetables that would last them the winter also. To top it off she did not even have a bed to sleep in! Her house had one bedroom, a kitchen area and a windbreak. Mary slept on the floor in the bedroom along with the other children. When it got really cold in the house she would sleep behind the stove with her dad's parka as a blanket.

Although Mary's lifestyle seems a lot different from the typical teenagers today they are still, in many ways, similar. She never liked doing dishes, cleaning the house, or even at times listening to her parents. Whenever she could she would leave the house and stay away from it just so she wouldn't have to work. But one thing kids today have that separates their upbringings from Mary's is education. Mary never went to school. She lived part of her life in Kukaklek and is still living in Igiugig. In both places there was no organised school. So she grew up speaking her native language, Yupik Eskimo, and learning English as a second language. On her own, she slowly learned how to speak and write a little English.

Mary's advice for children today is to never forget your past. Learn your traditional background and teach it to others. "If we don't keep alive the traditions of yesterday, there won't be any tradition for tomorrow,"

Now that Mary is getting older her activities have simmered down a bit. She no longer plays on top of her house or sits and has tea with her dolls. Mary enjoys sewing, knitting socks and gloves, and making fur dolls. She doesn't put up 4000 fish any more, during the summer months she puts up about 400 fish and spends the rest of her time boating, berry picking, and spending long hours in the steam baths socialising with other women in the community.



Mary at 16 in the village of Kokhanok

Mary at the age of 3 with her brother Mike (far right) and two friends.

Mary at the age of 8 with Anecia and Okalena

## Community Elder: George V. Wilson Snr.

*Christina Salmon, 12th Grade, Igiugig School*

On Valentine's Day, 1937, George Virgil Wilson Snr., was born to Clarence and Sassa Wilson in Levelock, Alaska. He is the second youngest out of eight children. George grew up in Levelock and lived there until his first marriage to Judy Fischer in 1959, when he moved to Naknek. Together they had four daughters: Nola, Pammy, Julie, and Carla. After his divorce from Mrs. Fisher in 1964, he married Annie Apokedak from Levelock in 1966. In 1976 they moved to Igiugig with their kids. Annie and George are still happily married with three children, Annette, George Jr., and Georgette. In May 1997 they had their marriage blessed in church. Together they have one granddaughter, Spirit, and a grandson on the way. George has a total of 14 grandchildren.

As a kid George liked making tin and wooden boats to play with. He would use old tin cans and 5-gallon gasoline cans to make a variety of boats. With pieces of wood he would build toy scows. George liked to play many outdoor games, a few he especially enjoyed were, Kick-The-Can, Hide-and-go-Seek, Manachee, Tag, and the native game, Gouchak. Mr. Wilson taught himself how to play the harmonica when he was 12 years old. He first started because his older brother played the harmonica well and he would steal his harmonica and secretly try to play. He also was a pencil artist as a kid. He would draw animals and sometimes complete a drawing by brightening it with watercolours. After high school George quit drawing and doesn't do it anymore. Georgie, as the residents of Igiugig know him, also enjoyed picking the family subsistence net daily with his mum and sisters. His daily chores consisted of pumping water for the house, hauling wood, and packing water from the spring.



George's Father  
Clarence Wilson

George with his wife Annie in  
1981.

George with Annette  
and George Jnr  
boating on the  
Kvichak River



George with his Sisters

George at  
the age of  
14

George with his Grand-  
daughter Spirit

## Questions and Exercise Sheet

1. What chores did Mary have to do when she was a child?
2. What kind of berries did she pick with her mom?
3. How many bedrooms did Mary have?
4. What is her first language?
5. How many fish does she “put up” now?
6. What are Mary’s views about preserving their traditions?
7. What are her hobbies nowadays?
8. What date is George V Wilson seniors’ birthday — what is special about his birthday?
9. How many daughters does he have and what are their names?
10. Who was his first wife’?.
11. How many daughters does George have and what are their names?
12. What is the name of Georges second wife?
13. How many grandchildren does George have?
14. What instrument does he play?
15. What were Georges daily chores?
16. Name two games that George liked to play.

Ask a grandparent or elderly person questions about their childhood and their present life. Questions that should could be asked are:

1. What were their chores, what games did they play? Where did they live? Have they moved? What family do/did they have? What was school like? Write a piece about them.
2. You could also write some questions on your work (as above) and ask a friend to answer them.
3. Compare your elderly person and their life to that of George and Mary. What were the main differences you found?
4. This is a poem from a Native American Culture website. It's written by Paul Harvey. What do you think that the poet wants for his Grandchildren and what do you think that he means by saying "We secure our friends by not accepting favours but by doing them."

We tried so hard to make things better for our kids that we made them worse.

For my grandchildren, I'd like better. I'd really like for them to know about hand me down clothes and homemade ice cream and leftover meat loaf sandwiches. I really would. I hope you learn humility by being humiliated, and that you learn honesty by being cheated. I hope you learn to make your own bed and mow the lawn and wash the car. And I really hope nobody gives you a brand new car when you are sixteen. It will be good if at least one time you can see puppies born and your old dog put to sleep.

I hope you get a black eye fighting for something you believe in. I hope you have to share a bedroom with your younger brother. And it's all right if you have to draw a line down the middle of the room, but when he wants to crawl under the covers with you because he's scared, I hope you let him. When you want to see a movie and your little brother wants to tag along, I hope you'll let him. I hope you have to walk uphill to school with your friends and that you live in a town where you can do it safely.

On rainy days when you have to catch a ride, I hope you don't ask your driver to drop you two blocks away so you won't be seen riding with someone as uncool as your Mom. If you want a slingshot I hope your Dad teaches you how to make one instead of buying one. I hope you learn to dig in the dirt and read books. When you learn to use computers, I hope you also learn to add and subtract in your head.

I hope you get teased by your friends when you have your first crush on a girl, and when you talk back to your mother that you learn what ivory soap tastes like. May you skin your knee climbing a mountain, burn your hand on a stove and stick your tongue on a frozen flagpole. I don't care if you try a beer once, but I hope you don't like it. And if a friend offers you dope or a joint, I hope you realize he is not your friend. I sure hope you make time to sit on a porch with your Grandpa and go fishing with your Uncle.

May you feel sorrow at a funeral and joy during the holidays. I hope your mother punishes you when you throw a baseball through your neighbor's window and that she hugs you and kisses you at Christmas-time when you give her a plaster mold of your hand. These things I wish for you....tough times and disappointment, hard work and happiness. To me, it's the only way to appreciate life.

Written with a pen. Sealed with a kiss. If you are my friend, please answer this: Are we friends or are we not? You told me once, but I forgot. So tell me now. And tell me true. So I can say I'm here for you. Of all the friends I've ever met, you're the one I won't forget. And if I die before you do, I'll go to heaven and wait for you. Send this to all of your friends who mean the most to you. We secure our friends not by accepting favours but by doing them.

Paul Harvey.

## POEM

This is my Dad.  
Time to get up!  
Bathroom's free  
Get on with your breakfast!

This is my Mum  
Comb your hair!  
Drink your tea!  
Stop annoying your sister  
Or you'll have to face me

This is my Sister  
Get out of my room!  
Give me that toy!  
I'm telling on you.  
You horrible boy.

This is my Teacher

Maths jotters out  
Keep the noise down!  
Stop licking pencils  
Not one more sound

This is someone different  
My Gran is the best  
She never, ever nags me  
She's really quite different  
From the rest of my family.

Sam Carter  
Methlick School

## Exercise

1. Can you write a poem about your grandparents?
2. Can you write a poem about Georges Grandma (from Georges Marvellous Medicine)
3. Can you write a poem about your grandparents and Georges Grandma to show their differences in looks and personality and how their Grandchildren feel about them.

## Developing Relationships with Older People

### Subject(s):

- Social Studies/Sociology
- Language Arts/Reading

### Objectives:

1. Children will begin to value older people.
2. Children will interview an older person.
3. Through literature, the children will become more aware of and show empathy towards people who are a generation older than themselves.

## English and Social Studies Exercises

1. Read stories and discuss them as a class.
2. On-going Class Chart- Construct a class chart listing all grandparent books read across the unit that includes information about each book and character/grandparent along with any new cultural names given to grandparents that are discovered.
3. Main Events- While reading "Knots on a Counting Rope" by Bill **Martin Jr.** tie a knot in a piece of rope you hold as you come to a main event in the story. Discuss how a reader knows when they have come to a main event and give some other examples. Give each student a grandparent book and have them know the story well enough to retell it to the class. Each time a main event comes up, the student should tie a knot in the piece of rope given to them by the teacher.
4. Picture Book Publishers- Selecting a book from the on-going book chart, focus on a book's main events, by dividing up the class into cooperative learning teams. Have each team develop a list of the events they think are most crucial to the plot. Then give each team several large sheets of art paper (one per event) plus extra. Have the teams illustrate each event on their lists and bound to make a wordless picture book.
5. Storytelling- In order to check for comprehension have students pick a favorite grandparent story to retell to the class without the aid of the book itself. Sit in an author's chair or use props to aid in your retelling.

6. Character Sketch- After reading “Grandpa’s Mountain” by Carolyn Reeder (or any other grandparent chapter book) have each student select a character to be the topic of their character sketch book. Provide each student with 5 sheets of paper and have them include the following items:

Cover page- include name of character and name of student

Page 1-Draw a portrait of your character based on the details given in the book

Page 2-List 8-10 personality traits

Page 3-Chose a trait and draw a 4 panel cartoon illustrating an incident in the story that reveals the trait

Page 4-Sketch an event from the book that makes your character memorable.

7. Author Study- As a class, research and discuss the life and writings of Patricia Polocco. List interesting fact about this author on strips of colorful tag board and create a display of the author and her work for all to see.
8. Letter to the author- Following the author study of Patricia Polocco and her many grandparent books, have each student write a letter to the author.
9. Book Map- Since grandparent books are set in a variety of different settings and countries, use this as a learning experience. Pin a tag with the title of each book on the country in which it is set. Discuss similarities and differences in the ways characters dress and behave,
10. Character Interview- Have students choose their favorite character from the grandparent books read and create interview questions and answers. Share these interviews orally.
11. Sequencing- Read “The Bee Tree” by Patricia Polocco which has definite sequencing of events. Break the class down into roughly 6 groups and give each a large piece of paper. Assign each group an event to illustrate on their paper, When finished have one person from each group come up and stand in any order with their illustration. Take turns having students come up and put the illustrations in the proper sequence order.
12. Character Traits- Assign several groups 1-2 books. Have groups look in the books and list characters and their traits. Each group will design a matching game using these characters and traits. Groups should use their imaginations and the writing scrap box for supplies to make a creative game. Switch matching games with other groups to solve.
13. Informational Brochure- As a class, research information on Alzheimer’s disease and put together a booklet to help other children understand the disease. (“Wilfrid Gordon McDonald Partridge”, by Mem Fox)
14. Past, Present, Future- Using these words, do research on the year your grandparents were your age, Find out and make a list of what happened in the past, that has now effected the present. What is happening now in the present, that will effect the future?

15. Silly Story- After *reading* “Don’t Worry Grandpa” by *Nick Ward*, students will write a *silly story* of their own telling *why they think* it lightnings and thunders during a’ scary rainstorm.
16. Writing a Beginning Reader- Review some of the books on the reading chart. Ask students to recall when they were beginning to *read* and what types of books they read. Show some beginner reading books and discuss content, word shape and other significant components. Have each student write a rough draft of a beginner book for 1st years about grandparents or the elderly. After going through the writing process, have students publish and illustrate on a computer and bound as a book. Allow students to share their book with a 1st year.
17. Letter Writing- Discuss the format of a letter and envelope with the class. Make a big visual poster board of the format for students to follow as they write their letters. Have students write letters to their grandparent or an elderly family member on assorted stationary with matching envelopes. Students should take letters and envelopes home to write proper address on the envelope.
18. Book Review- Have each student write a one page book review of their favourite grandparent book. Write some questions to be answered on the board as a guide line such as author, publisher, illustrator, plot, characters, etc.
19. Heroes- Read the book “Winter Rescue” by W.D. Valgardson, and talk about heroes and what they mean to us. Thor becomes a hero in this story while ice fishing with his grandpa. Have students write a comic strip about their favourite hero or of a time when they themselves have acted in a heroic manner.
20. Story Ending- Read half of the book “Koala Lu” by Mem Fox. Have students write a solution to the problem by finishing the book in their own creative way. Read the ending of “Koala Lu” to see how different their endings are to the real one. Have students come sit in the author’s chair to share their ending.
21. Recipe- Find out a secret family recipe and make a class cookbook. Select a few recipes for the class to prepare and try. Have a taste test and contest.
22. Create a horrible recipe as George did in Georges Marvellous Medicine and write out the instructions.

## Social Studies Exercises

1. Develop a questionnaire to interview older people.
  - a. Write follow-up letters to the people interviewed.
  - b. Invite Grandparents or Older Citizens of the community into your classroom to share experiences or tell stories.
  - c. Find out the names that children call grandparents in as many different languages as possible. (See Grannies and Grandads pub. A and C Black)

### ***Example of Questionnaire***

Students Name:

1. What is your name? Was there a reason why you were named that?
2. How old are you?
3. Do you have any brothers or sisters. if yes, how many?
4. Have you ever lived anywhere else? Where?
5. What is your favourite childhood memory?
6. What was it like when you were growing up?
7. Did you like school when you were little?
8. What was your favourite subject in school?
9. When you were my age, what was your favourite thing to do?
10. Are you married? If yes, what was your husband/wife's name?
11. Do you have any children? Grandchildren? Where do they live?
12. Is it hard or scary to be old?

\*\*These are just a few of the questions that can be asked. To get the students involved, have them come up with a question that they would like to ask. The interview can be taped first and then explored through writing and then your class could present a talk.

2. Map- After discovering *heritage* and *genealogy*, locate where your *ancestors* came from on a class map. Put your specially made family emblem on that location for all the class to see. Check and see how many other classmates came for the same location.
3. Time Line- Develop a family time line of major happenings from your *past to present*.
4. Instructions- After reading "Justin and the Best Biscuits in the World" by Mildred Pitts Walter, in which Justin learns, while visiting his grandfather, everything is easy if you know how. Have students list a least ten things that they can do well (such as make pudding, fly a kite, bathe a pet). Instruct the students to choose one task from his list and write step-by-step instructions explaining how to perform the task.

## Vocabulary

1. Word Wall- Create a word wall with the unit vocabulary, with words like; *memoirs, past, present, future, heritage, cultures, heirloom, time line, genealogy and ancestors.*
2. Personal Dictionary- Using vocabulary from the word wall, have students make their own unit dictionary with construction paper, string and notebook paper. Write words and look up definitions. Go over in class to make sure definitions are correct. Refer back when word is used specifically in unit. Add to dictionaries as new, hard words come up.

## Maths Exercises

Create various graphs comparing ages, birth dates, family information, etc.

1. As a class, you could use questions numbered 2,3,4,7,8,9,10, and 11 from the included Questionnaire, to help teach or reinforce the concept of graphing.
2. With question number 2, on the included Questionnaire, the teacher could have the students add all of the ages together, then add up the classes age, and subtract the difference.
3. Have the students write up their own story problems from the information found on their Questionnaire.
4. After adding up the ages of all interviewed, the students could divide the number of people interviewed, by how many people were interviewed and come up with an average age. This could lead to a wonderful discussion about how old is old, and how old do you have to be to go to a Retirement Home.

## History Exercises

1. Research and make a personal Family Tree (with pictures drawn or snapshots), Pedigree Chart, or begin a Personal History.
2. Interview their own Grandparents and write down their own family stories, (recording personal history)

## Art and Craft Exercises

1. Make a card for Grandparents and person interviewed, to help celebrate National Grandparents Day.
2. Make a class collage of pictures of Grandparents — try to get a wide range of different types of people. Some may not fit the story book image!
3. Poster - Read “Mrs. Katz and Tush” by Patricia Polocco to the class. Have students create a Lost & Found poster for the lost cat, Tush.
4. Character Mobile- Lay out cut out patterns of various characters from previously read grandparent books. Have students select characters from one book or another to cut out of multicolored construction paper. After patterns are cut out have students write characteristics of characters on the back and decorate the front as the characters looked. Punch holes in the top of characters and assemble as a mobile to hang about the room.
5. Scrapbook- Including the previously done interview, student kept diary, family tree and collected photographs, construct your own scrapbook for a gift or future family *heirloom*. Make it artistic by drawing additional pictures, designing and creating a cover and making pages interesting.
6. Water Color Painting- Paint a portrait of you and your grandparent or of just your grandparent. Make a frame to frame it in. Include this in your scrapbook.
7. Memory Collage- Assemble a collection of magazine pictures that might remind older people of memories they’ve forgotten, like Wilfrid McDonald did. Give to a nursing home.
8. Book Covers- Have each student draw his favorite grandparent book cover on a piece of card. Add a cut out head, arms and legs to the cover and sandwich the previously done book review. Hang these colorful book covers in the library for other students to read.
9. Book Jackets- Create a “book jacket” by cutting a hole for the head and arms out of a brown paper bag/bin bag. Have students illustrate a scene from their favorite book on the front and back of the ‘jacket’. Next students can write a brief summary on an index card and paste to the inside of the jacket.

## Geography Exercise

1. Find out where different grandparents of the children in the class live. Make a chart to show and where you would travel if you went to visit them?
2. Travel Brochure- After reading the Caldecott Award winner “Grandfather’s Journey” by Allen Say, have students create a travel brochure about Japan. Discuss Japan and some of the attractions before hand.

## Drama and Oral Exercises

1. Re-telling and tableaux- After reading a selected grandparent book, have selected students come up and retell the story. Have one student re-tell, or re-read the story, while the others create frozen images (tableaux) to illustrate.
2. Acting- After reading “The Bee Tree” by Patricia Polacco, assign several students parts. As you reread the story, have students/actors act out the story as the characters.
3. Grandparent Names- Ask students to bring in a photo(s) of themselves with their grandparents or elderly relative (if this is impossible for some children, have them draw a picture). Read the book “Grandparents Around the World” by Dorka Raynior which includes photographs of grandparents around the world with their grandchildren. Discuss the names of the different grandparents and locate the 25 countries mentioned in the book. Have students stand and show their picture to the class and talk about what they call their grandparents. Display picture and names.
4. Puppets- Group students into 3 significantly sized groups. Have groups choose a grandparent story to act out using decorated sock puppets and other props. Each group will present their puppet show to the other groups.

## MEDICINE

George makes a marvellous medicine for his Grandma out of things in the house and from his farm, obviously in real life it is very dangerous to take anything as medicine unless it has been given to you to take by a Doctor,

There are all different types of medicines used for a variety of different things. In this section we will explore some of the questions that could be asked about medicine.

What is in medicine? How does it work to make you better? And how does the doctor know to give you that medicine instead of thousands of others? The Mystery of Medicine is revealed. Well almost!

### Calling All Chemicals

One medicine might be a hot pink liquid, another medicine might come in a special mist,, another might be in a pill, and still another might come out of a tube, but they are all **chemicals**, Some chemicals that are used to make medicines come from things in nature, like plants or animals. Scientists in laboratories today create most medicines, and the medicines are usually based on chemicals found in nature. After a medicine is created, it is tested in many different ways. This allows scientists to make *sure* that the medicine is safe for people to take and that the medicine successfully fights or prevents a specific illness. In fact, a lot of new medicines are improvements on old medicines, to help people feel better more quickly.

Adding chemicals to your body might sound strange - but not if you know that the human body is made up completely of chemicals! Some of the chemicals in the body are simple and others are a lot more complicated, but they all work together to make our bodies function. Everything we do depends on these chemicals carrying out their jobs correctly.

**Sometimes** a part of the body can't make enough of a certain chemical, and it can make a person sick. Someone who has insulin-dependent diabetes, for example, has an organ (called the pancreas) that can't make enough of a certain chemical in order to keep them healthy. Other times a person's body might make. **too much** of a certain chemical, and that can make someone sick, too.

Most of the time, when kids are sick, an illness comes from germs that get into the body. This can change the chemicals in the body and make a person feel ill. In many cases, the right kind of medicine can kill the germs and allow a person to become healthy again.

## Many Kinds of Medicines

People take medicines for a lot of different reasons, including:

- to fight an illness,
- to help ease the symptoms of an illness,
- to keep from getting sick in the first place.

When a doctor is deciding what type of medicine to give a patient, they will think about these reasons and what problem is affecting the patient. Sometimes a person may need to take more than one type of medicine at the same time - for example: one to fight illness and one to help him feel better while he's recovering.

When it comes to fighting illness, there are many types of medicines.

ANTIBIOTICS are one type that a lot of kids have taken. This type of medicine kills germs that don't belong in the body. So when the doctor finds out the type of bacteria that causes you to feel so terrible, they can prescribe just the right kind of medicine.

PAIN RELIEVERS are one example of a type of medicine that relieves **symptoms of an illness**. These medicines can't make you well, but they do help you feel better while you're getting well. If you've ever had a cold and took cold medicine to dry up your runny nose or sucked on lozenges for your sore throat, you used medicines that relieved symptoms of your cold. Or if you've ever gotten an itchy bug bite and were given a cream to stop the itching, that's also an example of how this type of medicine is used. Your cold had to go away on its own, just like the bug bite needed to heal on its own, but in the meantime you could feel less sick or itchy by using these medicines.

Finally, there are very important medicines that keep people from getting sick in the first place. Some of these are called IMMUNISATIONS, and they are usually given as an injection. They prevent people from catching serious illnesses like measles and mumps. There is even an immunisation that prevents chicken pox, and many people try to keep from getting the flu each winter by getting a flu jab (injection). While these injections are never fun, they are a very important part of staying healthy.

## A Million Ways to Take Medicine

Well, there may not be a million ways to take medicine, but there are many ways. That's because some medicines work best in the body when they are given a certain way. A lot of medicines are swallowed, either as a pill or a liquid. Once the medicine is swallowed, the digestive juices in the stomach break it down, and the medicine can pass into the bloodstream. Your blood then carries it to other parts of your body.

But some medicines have chemicals that would be changed too much if they were broken down by digestive juices, or would take too long to work if they were swallowed. When you get an injection from the doctor, this sends the medicine directly through your skin and allows it to be quickly absorbed into your blood. Other medicines work best when they are inhaled directly into the lungs, like some of the medicine used to treat asthma. Still others work best when they are applied directly to the spot that needs the medicine - like putting an ointment on an infected cut, or dropping ear drops into a clogged-up ear.

## Mind Your Medicines

So medicines sound like a pretty good thing, right? In many cases they are - as long as they are used correctly. Too much of a medicine can be harmful, and old or outdated medicines can make people sick. Taking the wrong medicine or medicine prescribed for someone else is also very bad *news*. **ALWAYS** follow your doctor's instructions for taking medicine - especially for how long. If she says to take medicine for ten days, take it for the whole time, even if you start to feel better sooner, Those medicines need time to make you better!

## MEDICINE QUESTIONS PAGE

1. What is the medicine called that prevents you getting sick in the first place?
2. What do antibiotics do?
3. How can you relieve the symptoms of pain?
4. Name a way in which you can become sick.
5. From this piece of information what is the human body completely made up of?
6. Name three ways in which medicine might look to you.
7. Who tests medicines and where do they do it?
8. Who do you go and see if you feel ill?
9. What must you never do with someone elses medicine?
10. How long should you take medicine for?

## Shoe Box Archaeology

### Subject(s):

- Social Studies/Archaeology

### Goal:

Archaeology is one area of the sciences that interests everyone. This interest can be used to teach children the value of our past and the past of other peoples of the world.

### Objectives:

The learner will develop an ability to assemble clues and decipher various indicators concerning one person's life and family background. In this way, he or she will develop and understanding of the way in which present day archaeologists "dig" for the unlocking of our past.

### Materials:

Each student needs a shoe box, personal items, family items, spoon, brush.

### Procedure:

Each student needs to assemble a shoe box in the following "layered" pattern:

1. A thin layer of soil.
2. Some "artifacts" relating to his or her grandparents, such as photos, coins, shells, perfume bottles, craft projects, etc. This should be anything that reminds the student of the grandparent or was owned by the grandparent.
3. A thin layer of soil.
4. Some "artifacts" relating to his or her parents.
5. A thin layer of soil.
6. Some of the student's personal possessions or photos.
7. Top with another thin layer of soil.

The student then numbers his or her shoe box. Do not label with names. This is brought to school along with a spoon, paint brush, and other "archaeologist tools".

Students place shoe boxes in one corner of room so no one knows which is which. Boxes are exchanged and taken outside for some very careful archaeological researching and digging to attempt to decipher the personality or lifestyle of the person whose box it is.

### **Tying it All Together:**

At the end of the activity, it is always interesting to attempt to identify the shoe box owner.

## RESEARCHING GROWTH (using seeds)

### Subject(s):

- Science/Agriculture
- Science/Botany

### Resources / Materials:

Assorted fruit, various seeds of different types, art and writing paper, construction paper, clear plastic cups, magnifying glass, lunch box, card stock, straws and paper cups, magazine pictures of plants,

### Activities:

#### ***Seeds come in all shapes and sizes***

### What do seeds need to grow?

Lead a discussion by starting with 'what do children need to grow?' Then, ask the students what they think plants might need.

1. Sprout a seed in a jar/clearplastic cup with wet paper towels. A bean seed works great for this, You can also try alfalfa sprouts, or popcorn.
2. Put some of the seeds in a windowsill to sprout. Put others in a dark corner. Discuss with the children, which of the seeds they think will grow the best. Check and show the children periodically.
3. Have the children estimate how long it will take the seeds to germinate. Chart the growth of the seedlings after they sprout. Plant them in the soil when they become too large for the jar. I have potted them in the past, and made 'houseplants' out of them.
4. Write: "You find an odd-looking seed and plant it. Your seed grows into \_\_\_\_\_." Write an ending to the story.
5. Create task cards for the children to manipulate showing the stages of a seed's growth. Children can also make their own cards to keep.

### Discuss the job of the root system.

1. Pass around enough straws and paper cups for each child.
2. Tell the children they are the plants and the straws are the roots. This is a great explanation for the next experiment.
3. Bring in celery or a carnation and show the children the power of the roots.

4. Add colored water to a glass with the celery/carnation in it, and watch for the next few days as the celery/carnation changes colour, You might pre-start one to show what will happen.
5. Create a word search or word puzzle using plant parts words OR allow the children to create the puzzle and exchange with a neighbour.
6. Let the children pantomime plant growth.

### **Animals and plants are partners.**

1. Discuss what the world would be like without plants, Re: the desert.
2. Talk about the benefits of plants in our environment. I.e.: oxygen, carbon dioxide, cycle of nature, food, mulch.
3. Create a chart discussing the cycle of nature.
  - a. *What do plants get from the air?*
  - b. *How does it get into the air?*
  - c. *What do animals get from the air?*
  - d. *How does it get into the air?*
4. Write stories about life in a world without plants and animals.
5. Design cartoon-like plants that have the characteristics of animals.

### **All kinds of plants grow from seeds.**

Find pictures of various kinds of plants. Some plants that are food, flower and trees. Allow the children to guess which plants contribute different ways to the earth. Create a game allowing the children to guess what each plant is, i.e. bean tomato, marigold, watermelon, etc.

### **More Plant Connections**

- a. Sunflowers need so much sunlight they turn their heads during the day to face the sun. Imagine that you are a sunflower. Someone has built a big building blocking out your sunlight. What are you going to do next? What will you do to reach sunlight? How do you feel?
- b. You find an odd-looking seed and plant it. The seed grows into \_\_\_\_\_. Write an ending to the story.
- c. List these seeds from different plants. Have the children put them in order from the smallest to largest. Consider corn, lettuce, poppies, walnuts, marigolds, carrots, coconuts, acorns, apples, etc.

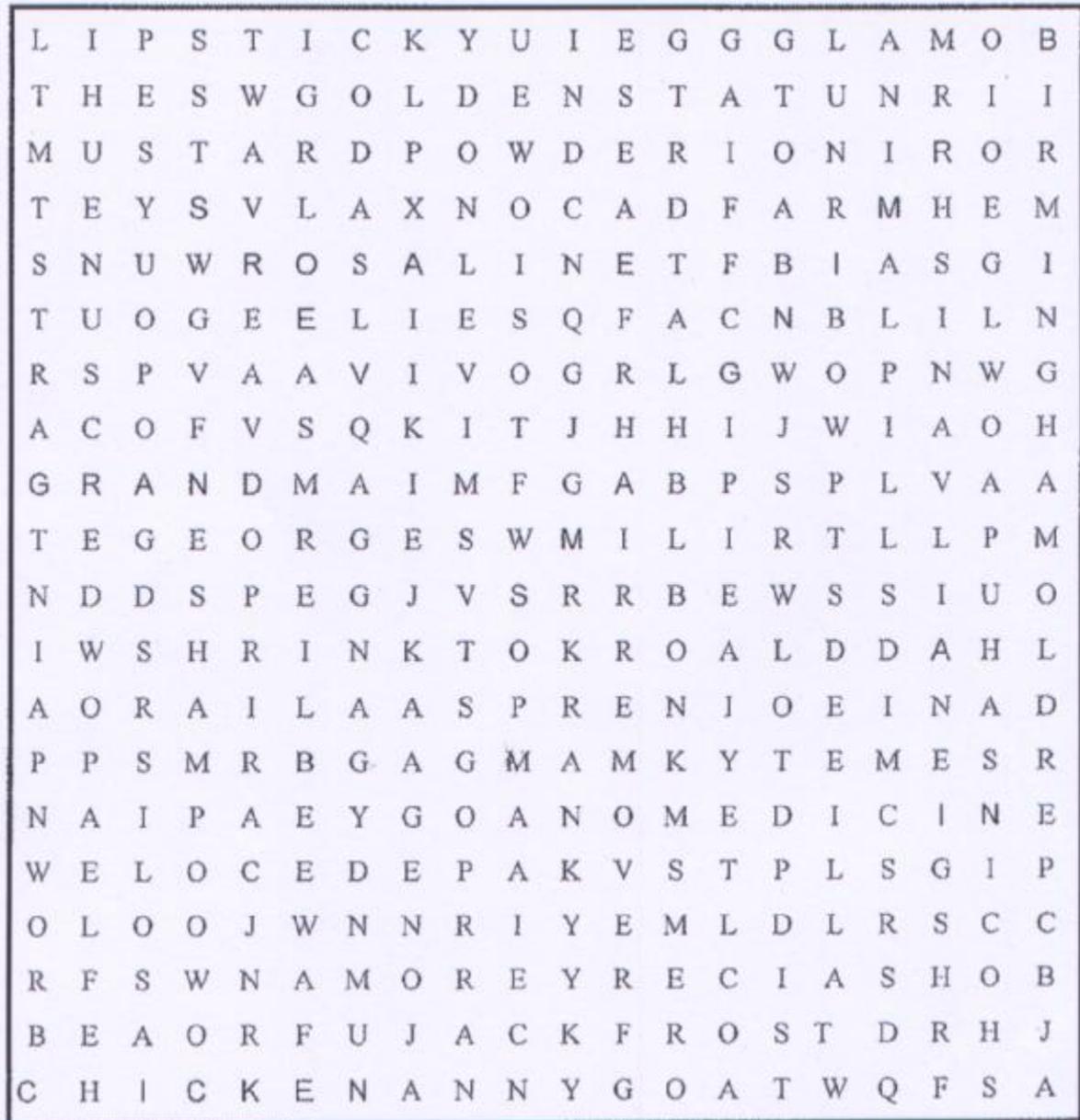
## POEM

### ***My Garden***

This is my garden. I'll rake it with care.  
And then some flower seeds I'll plant there.  
The sun will shine,  
And rain will fall,  
And my garden will blossom and grow straight and tall.

## GEORGE'S MARVELLOUS MEDICINE

COMPLETE THE WORDSEARCH



**Find these words in the word search**

NAIL VARNISH

TALL

SHRINK

PIGS

NANNY GOAT

GEORGE

CRANE

CHICKEN

MEDICINE

GRANDMA

BIRMINGHAM OLD REP

ROALD DAHL

SHEEP

BROWN PAINT

ANIMAL PILLS

BIRMINGHAM STAGE CO

LIPSTICK

COW

FARM

HAIR REMOVER CREAM

MUSTARD POWDER

SHAMPOO

EGG

JACK FROST

MR KRANKY

FLEA POWDER

L	I	P	S	T	I	C	K	A	B	N	E	G	G	A	S	A	T	V	B
T	H	E	S	W	G	O	L	D	E	N	S	T	A	T	U	N	R	I	I
M	U	S	T	A	R	D	P	O	W	D	E	R	I	O	N	I	R	O	R
T	E	Y	S	V	L	A	X	N	O	C	A	D	F	A	R	M	H	E	M
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G	R	A	N	D	M	A	I	M	F	G	A	B	P	S	P	L	V	A	A
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N	D	D	S	P	E	G	J	V	S	R	R	B	E	W	S	S	I	U	O
I	W	S	H	R	I	N	K	T	O	K	R	O	A	L	D	D	A	H	L
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O	L	O	O	J	W	N	N	R	I	Y	E	M	L	D	L	R	S	C	C
R	F	S	W	N	A	M	O	R	E	Y	R	E	C	I	A	S	H	O	B
B	E	A	O	R	F	U	J	A	C	K	F	R	O	S	T	D	R	H	J
C	H	I	C	K	E	N	A	N	N	Y	G	O	A	T	W	Q	F	S	A