



# Bay Street Players' Young Peoples Theatre

at the Historic State Theatre at 109 North Bay Street in downtown Eustis, Florida

[www.BayStreetPlayers.org](http://www.BayStreetPlayers.org)

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**Creating Theatre Excellence in the Community Since 1976**

Elizabeth Drew Scholl  
Executive Director

David W. Clevinger  
Artistic Director

Timothy D. Turner  
Director of Education &  
Associate Artistic Director

Deborah J. Carpenter  
YPT Founder

This program founded by Deborah J. Carpenter has been fulfilling the community's and Lake County's need for the youth's theatrical arts. The program introduces children and teens to stagecraft, technical design, costume design, performance skills and methods, and improvisation skills. The youth are privileged to have a real theatre as their classroom. They can experience various roles in season productions, both onstage for an audience and as crew for tech support.

Young People's Theatre (YPT) gives children grades preschool through high school the opportunity to learn all areas of theatrical techniques, taught by experienced actors and directors. Many topics covered through the semester are showcased at the end of the terms in a fully staged performance for an audience.

# STUART LITTLE

## Young Peoples Theatre ADVANCED ACTING TROUPE 2007 SPRING TOUR

This Play was written by \_\_\_\_\_  
He is known as the Playwright.

Based on a Book by E.B. White.  
"Stuart Little" Published in 1945

Directed By Deborah J. Carpenter

Spring 2007 Acting Troupe Members are  
Rachel Cain, Sarah DeMaris, Jamie Doney,  
Casey Marchand, Sarah Redmond,  
Philadelphia Shoop, Ian Tear, Kayla Townsley,  
Joe Vatter, Julia Vatter & Mitchell Wimberly

## Official Study Guide

This study guide is prepared as an educational aid to enhance the experience of our production for you and your students.  
Please let me know what materials you found helpful and what materials you would like to see included in future!

Timothy D. Turner  
Bay Street Players Director of Education  
Associate Artistic Director for Young People's Theatre

**This Production & Study Guide Sponsored in Part by**



## PRE-SHOW DISCUSSION

(Sunshine State Standards TH.D.1.1 & TH.D.1.2)

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Teachers, please read the following to your students **before** attending the production.



### A Message from Stuart Little

Dear Friends,

I am very excited that you have decided to come and see my show! Some of you might have seen my movie and others might have read my book, but soon you will see me live on stage. What does that mean? Well, live theater is a marvelous journey that you and I and the other actors on stage get to take together. It is an exciting experience for everyone because you never know what can happen! My friends and I are just birds, mice, cats and people like you, and every time we get in front of an audience we open ourselves to the magic of possibility. We are ready for anything to happen, and often, crazy and fun things do occur that we never planned. That is why we love it so much.

So how can you be involved? Well, the first thing that you should know is that live theater is very different from going to the movies or watching TV. Movies and TV are flat pictures that were recorded days or weeks or even years ago. (So much for the magic of possibility!) You can watch the same TV show over and over and it will always be the same. Plus, the people on TV can not hear you if you talk to them. The people in a movie don't know if you are sitting in your seat or running around the room. But at my show, I can see and hear you. I will know what you are saying and doing, just like you will know exactly what I am saying and doing. What do you think that this means?

(Teachers: Discuss how basic classroom etiquette also applies to the theater. Have the students generate a list of classroom rules that they think should also be followed in the theater. For example: no food or drinks, staying in your seat, listening to the actors and not their neighbors.)

Now just because we all have to be on our best behavior at the theater doesn't mean that we can't have fun! Please laugh if something is funny, or cry if something is sad. And please cheer and applaud at the end because that is how Margalo and Snowbell and I will know if you enjoyed it. See you soon!

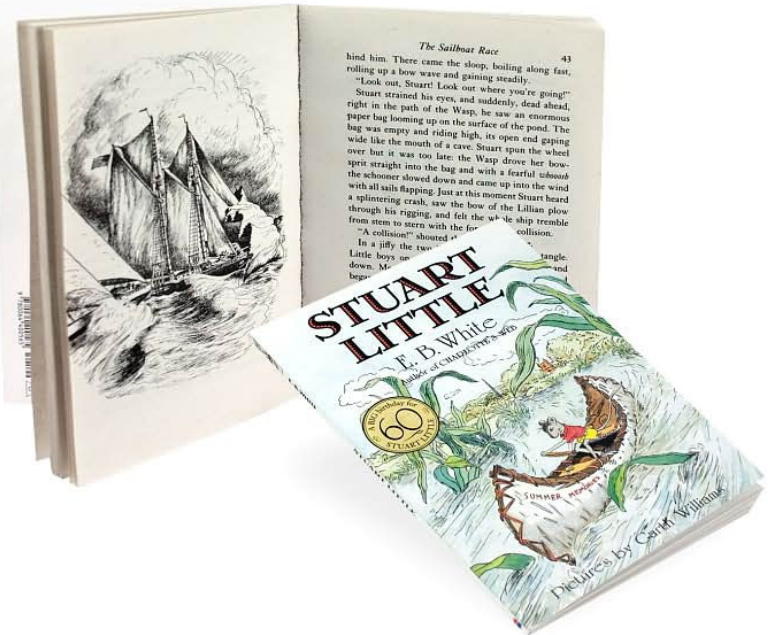
Sincerely,

*Stuart Little*



## ABOUT THE BOOK

Stuart Little is an adventurous tale of bravery, humor, and true friendship. In the story, Stuart Little is no ordinary mouse. Born to a family of humans, he lives with his parents, his older brother George, and Snowbell the cat. The Littles accept young Stuart into their family unquestioningly--with the exception of Snowbell who is unable to overcome his instinctive dislike for the little mouse and plots to get rid of him. Another new arrival to the house is Margalo, a beautiful bird who loves to whistle. In Margalo, Stuart finds a best friend and playmate. However, Snowbell isn't too thrilled to now be living with a mouse and a bird. Fearing for her safety, Margalo flees the Little house and heads to the north. Stuart's greatest adventure comes when he ventures away from home for the first time in his life, determined to find his best friend again. What he finds is adventure aplenty as he meets new friends, sails on a boat, and outsmarts a couple of hungry cats. But will he find his friend?



## ABOUT THE AUTHOR

Elwyn Brooks White was born in Mount Vernon, New York in 1899. For many years, he was contributing editor of The New Yorker magazine. However, E. B. White is best known for his children's books. The character of Stuart Little first appeared to E. B. White in a dream in the 1920s. White wrote a few episodes about this boy who looked like a mouse and then tucked the stories away in a drawer, thinking he might one day share them with his nieces and nephews. Some twenty years later he expanded and collected the stories as Stuart Little, published in 1945. It was White's first children's book. His second book was Charlotte's Web in 1952, which is one of the most popular children's books of all time and was named as "the best American children's book of the past two hundred years" by The Children's Literature Association. From 1933 E. B. White lived on a farm in Maine with his wife Katherine. He died in 1985.

*"...Stuart Little appeared to me in dream, all complete, with his hat, his cane, and his brisk manner. Since he was the only fictional figure ever to honor and disturb my sleep, I was deeply touched and felt that I was not free to change him into a grasshopper or a wallaby...."*

- E. B. White



## WHO IS STUART LITTLE?

*AFTER MORE THAN HALF A CENTURY as a quietly beloved literary figure, Stuart Little has become a cash cow of a mouse—the grinning, computer-generated star of a \$90 million movie and the subject of seven new books, as well as a line of products that includes plush toys, games, and a mouse-shaped backpack. Some think the cinematic Stuart was modeled more after Michael J. Fox, who provides the character's screen voice, than the little hero who had what creator E. B. White called the "shy, pleasant manner of a mouse."*

### DREAMING IT UP

*THE CHARACTER of Stuart Little first appeared in a dream to famed essayist E. B. White in the 1920s. White wrote a few episodes about this boy who looked like a mouse and then tucked them away in a drawer, thinking he might one day share them with his nieces and nephews. Some twenty years later he expanded and collected the stories as *Stuart Little*, published in 1945. It was White's first children's book. It was also the first book illustrated by renowned artist Garth Williams. White's editor complained that "it is terribly difficult to draw ATTRACTIVE mice" and went through no less than eight illustrators before signing up Williams, a prize-winning sculptor. White and Williams discussed every detail of the illustrations. White made suggestions and comments, in one letter expressing delight that Williams had drawn shoes that are "just right for a mouse's feet." White himself found a model for Harriet Ames (a character who does not appear in the movie) in a clipping from a Sears catalogue.*

### NOT FOR TOTS?

*AT THE TIME it was published some critics expressed concern that *Stuart Little* was "bad for children"—the story too open-ended, the main character too independent. Meanwhile, newspapers reviewed the book almost as though it were a work of fiction for adults. Many do think *Stuart Little* is best understood by older readers. White said it is about "the continuing journey that everybody takes—in search of what is perfect and unattainable. This is perhaps too elusive an idea to put in a book for children, but I put it in anyway." The book is a quest story, the tale of a lone hero who leaves his family to embark on a difficult personal journey. In contrast, the movie keeps Stuart close to home. Another matter of controversy has been the wondrous nature of Stuart's birth. In the book, a human family is surprised to find that their son happens to be very small and look just like a mouse. (Because they do not want Stuart to feel uncomfortable about this fact, they avoid using the m-word in his presence.) The movie sidesteps this mystery by having Stuart's human family adopt him from an orphanage.*

### WILL THE REAL STUART LITTLE PLEASE COME FORWARD?

*FOR GENERATIONS OF READERS, the quiet, thoughtful mouse of White's *Stuart Little* is the only Stuart Little. Many are dismayed by the movie *Stuart* of 1999, a shiny rodent who boogies to such lyrics as "He's so cool, he's got game, Stuart Little is his name!" But there have been other interpretations as well. Stuart was the subject of a fine 1960s film and recent stage plays like ours that are popular among adults who shared the character's philosophical journeying. At the time the book was published, White received mail from several persons named Stuart Little. Most were amused, if surprised. One, however, claimed angrily that he was writing a children's book about a rat named E. B. White.*



## POST-SHOW LESSON IDEAS

The following activities were created to comply with the *Sunshine State Standards*.  
Applicable standards are:

### LANGUAGE ARTS

Writing: Standard 1 – The student uses writing processes effectively.  
(LA.B.1.1 and LA.B.1.2)

Listening, Viewing, Speaking: Standard 1 – The student uses listening strategies effectively.  
(LA.C.1.2 and LA.C.1.2)

Language: Standard 2 - The student responds critically to fiction, nonfiction, poetry, and drama.  
(LA.E.2.1 and LA.E.2.2)

### THE ARTS

Creation and Communication: Standard 1 – The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.  
(TH.B.1.1 and TH.B.1.2)

Critical and Historical Connections: Standard 1 – The student understands context by analyzing the role of theater, film, television, and electronic media in the past and present.  
(TH.C.1.1 and TH.C.1.2)

Aesthetic and Critical Analysis: Standard 1 – The student analyzes, criticizes, and constructs meaning from formal and informal theater, film, television, and electronic media.  
(TH.D.1.1 and TH.D.1.2)



## POST-SHOW LESSON IDEAS

### FRIENDSHIP



- 1) Stuart makes friend with all types of characters - most of which are very different than he is. To Stuart it doesn't matter if someone is a bird or human, short or tall, young or old, he simply accepts people as they are. Think about your own friends. How are your friends different from you? How are they like you? How is this a good thing? What do you learn from friends who are different?
- 2) Stuart also has a special friendship with Margalo. Discuss the important qualities of their friendship. What actions did you see them take in the play that proves their friendship?
- 3) In the play, Stuart is unable to become friends with Snowbell. Why do you think Snowbell refuses to be Stuart's friend?

#### Friendship Activities

- \* Write a letter to someone in class thanking them for being a good friend. Then stand up in class and read it sincerely to them.
- \* Make Special Friend awards for everyone in class. Then create a ceremony where everyone receives his or her awards. Use as many theatrical devices as you can: lights, music, costumes and sets (re-arrange desks).
- \* Create a wanted poster advertising the ideal friend.
- \* Write or improvise a scene between Snowbell and Stuart where Stuart is successful in winning Snowbell as his friend. Be clear about why Snowbell has a change of heart. Perform your scene for the class "in character," which means giving the characters very specific cat and mouse characteristics. You can imitate the actors in the play or try your own interpretation.

### THE SEARCH

- 1) At the end of the story, Stuart is still searching for Margalo. How does he feel as he begins his journey? Do you think he ever finds her?

#### The Search Activities

- \* Pretend you are Margalo. Write Stuart a series of postcards telling him about your travels. Draw a picture on the front of the card of the place you are visiting and write a letter on the back. Be sure to address it correctly.
- \* Compose a journal for Margalo, describing the exotic places she is visiting. Research different states or countries so you can accurately describe the sights and sounds.
- \* Pretend you are Stuart. Send the Little Family a series of emails detailing your adventures as you search for Margalo.
- \* As a class, brainstorm alternative endings to the play. Then have each student pick his or her favorite option and write out a 1 – 2 page scene with dialogue. Be sure to include stage directions for the actors. Have the author then watch other people perform this scene for the class and give positive, yet critical feedback on how they would like the scene staged and performed.



## POST-SHOW LESSON IDEAS

### POETRY

Choose one of the following poetry formats and create a poem to express your feelings about the play, one of the characters, or a specific scene. Illustrate your poem.

- 1) **Acrostics:** Acrostics are poems that use the letters of a specific word to begin each line.

**CAT**

**Causing Stuart headaches**

**Acting mean**

**Trouble always follows**

- 2) **Ballad:** A free form or poetry that typically has a simple rhyme scheme.

**Racing in his car**

**Stuart cannot get very far**

**Without the help of a friend**

**He'll be lonely 'til the end**

- 3) **Haiku:** Haiku is an elegant form of Japanese poetry. The lines don't rhyme, but they follow a pattern.

**Line 1 has 5 syllables**

**Stuart just a mouse**

**Line 2 has 7 syllables**

**Defeated his scary foe**

**Line 3 has 5 syllables**

**All for a true friend**



### OTHER GREAT IDEAS

- 1) Draw your own picture of Stuart Little.
- 2) Put together your own "book of rules" as a class or as an individual project. Make sure every rule has a good reason behind it.
- 3) Write a letter to the actors, director or *Young Peoples Theatre* about our production of **STUART LITTLE**.
- 4) Write your own ending to the play and act it out. Does Stuart keep on traveling? Do Margalo and Stuart travel together or return to their home? Do they meet other friends along the way and take them home, too?



## NAUTICAL TERMS

**aboard** — on a boat

**berth** — employment on a ship.

**captain** — the officer in command of a ship.

**deck** — a platform extending horizontally from one side of a ship to the other.

**dock** — a pier on a waterfront that serves as a landing area for a boat.

**foresail** — the principal sail on a boat.

**jibe** — to shift a fore-and-aft sail from one side of a vessel to the other while sailing before the wind so as to sail on the opposite tack.

**jib** — A triangular sail stretching from the foretopmast head to the jib boom and in small craft to the bowsprit or the bow.

**leech** — either vertical edge of a square sail.

**luff** — the act of sailing closer into the wind.

**mast** — A tall vertical spar that rises from the keel or deck of a sailing vessel to support the sails and the standing and running rigging.

**schooner** — A fore-and-aft rigged sailing vessel having at least two masts, with a foremast that is usually smaller than the other masts

**SCOW** — a large flatbottom boat with square ends, used chiefly for transporting freight.

**squall** — a brief sudden violent windstorm, often accompanied by rain.

**yaw** — to swerve off course momentarily or temporarily.

## FUN FACTS

- Mice are members of the order Rodentia.
- Over half of all mammals are rodents.
- Mice originated in Asia about 40 million years ago.
- House mice were unknown in the US before the American Revolution, when they arrived as stowaways on ships from Europe.
- Most sounds made by mice are too high pitched for us to hear.
- Despite their bug, bright eyes, mice are nearsighted. Fortunately, they do have some night vision.
- Mice have sixteen teeth adapted for gnawing and nibbling.



## FOOD FOR THOUGHT

### Zippy Ham and Cheese Log

1 cup shredded cheddar cheese  
1 (8 oz.) pkg. of cream cheese  
1 can (4-1/4oz.) Deviled Ham  
1/2 cup finely chopped Green olives  
Mix first three ingredients, shape into a roll. Roll in the chopped olives. Wrap in waxed paper and chill until firm.  
Cut in thin slices and serve with snack crackers or party rye bread.

### Puffy Cheese Slices

5 Slices of Bread  
2 cups shredded cheese of choice  
1 egg, slightly beaten  
1/2 tsp. salt  
On broiler setting, brown on side of bread. Blend cheese, egg and salt and spread over untoasted side of bread.  
Return to broiler until cheese mixture bubbles.

### E-Z Cheesy Cracker Spread

1 package Italian salad dressing mix  
8 oz. softened cream cheese  
Combine mix and cream cheese in a bowl--blend well.  
Spread on crackers.

### Grilled Cheese Loaf

3 oz. softened cream cheese  
2 tbsp. softened butter  
1 cup shredded mozzarella cheese  
1/4 cup chopped green onions with tops  
1/2 tsp. garlic salt  
1 loaf French bread -- sliced length-wise  
In a mixing bowl, beat cream cheese and butter. Add cheese, onions and garlic salt; mix well. Spread on both sides of each slice of bread. Wrap loaf in foil. Grill over medium coals for 8-10 minutes, turning once. Unwrap foil; grill 5 minutes longer.



# VOCABULARY

**accident** — an unexpected and undesirable event.

**advantages** — combination of factors that benefit.

**advice** — opinion about what could or should be done about a situation or problem; counsel.

**agreeable** — ready to do favors for another.

**answer** — to speak or act in response, as to a question.

**arithmetic** — the mathematics of integers, rational numbers, real numbers, or complex numbers under addition, subtraction, multiplication, and division.

**attribute** — to regard as resulting from another.

**avoid references to mice** — trying not to mention the word mouse or mice in the presence of Stuart out of respect.

**aye, aye, sir!** — yes, yes, to a man in authority or in charge.

**bon voyage** — to express farewell and good wishes to a departing traveler.

**bronchitis** — chronic or acute inflammation of the mucous membrane of the bronchial tubes.

**canoe** — a light, open, slender boat that has pointed ends and is propelled by paddles.

**comfortably** — affording ease of mind or body.

**conversations** — the spoken exchange of thoughts, opinions, and feelings; talk.

**cope with foolishness** — to deal with silly actions.

**description** — a statement or an account describing something or someone.

**exercise** — activity that requires physical or mental exertion, especially when performed to develop or maintain fitness.

**exquisite** — excellent; flawless.

**fine fellow** — polished, refined man or boy.

**guardian** — one that watches over or protects.

**glorious** — great beauty and splendor; magnificent.

**grouse** — an expression of dissatisfaction or a circumstance regarded as a cause for such expression.

**handkerchief** — a small square of cloth used especially for wiping the nose or mouth.

**holy mackerel** — slang. to express surprise or wonder.

**imaginative** — lively imagination, especially a creative imagination.

**pleasant** — good attitude.

**perfect** — without defect or blemish.

**suitable** — a good fit for one's needs.

**like iron bands** — muscles as strong as iron

**listening** — to make an effort to hear something.

**louse** — slang. A despicable or mean person.

**mist** — fine droplets of water in the atmosphere near or in contact with the earth.

**mourning** — outward signs of grief for the dead.

**nonsense** — subject matter, behavior, or language that is foolish or absurd.

**pleasure** — a source of delight or enjoyment.

**pipe down!** — slang. be quiet!

**quiet** — making little or no noise.

**racing sloop** — A single-masted, fore-and-aft-rigged sailing boat with a short standing bowsprit or none at all and a single headsail set from the forestay.

**recreation room** — a room for informal entertaining, as for dancing, games, etc.

**referee** — A person, usually appointed, who decides the issues or results.

**rolling gait** — a particular way or manner of moving on foot.

**rude** — ill-mannered; discourteous.

**sarsaparilla** — A sweet soft drink flavored either of two North American plants (*Aralia hispida* or *A. nudicaulis*).

**sauntered** — a leisurely walk or stroll.

**seconds** — units of time equal to one sixtieth of a minute.

**shimmying up** — to wobble up as if dancing.

**shy** — drawing back from contact or familiarity with others; retiring or reserved.

**sober** — serious and with restraint.

**sound as a dollar** — slang. wonderful, excellent, correct.

**souvenirs** — a token of remembrance; a memento.

**souse** — slang. a person who is habitually drunk

**spyglass** — a small telescope.

**squall** — a brief sudden violent windstorm, often accompanied by rain.

**substitute** — a word or used in place of another word.

**temperature** — the degree of hotness or coldness of a body.

**terrific** — very good.

**thistle** — weedy plants, having prickly leaves and variously colored flower heads surrounded by prickly bracts.

**unusual** — not common or ordinary.

**uptown bus** — a bus that travels to and from on the northside of a city.

**vales** — a valley, often coursed by a stream; a dale.

**victory** — defeat, triumph.

**wedged** — stuck or jammed.

**whiff** — a brief, passing odor carried in the air.

**windowsill** — the horizontal board at the base of a window.

**worsted suit** — a suit made of firm-textured, compactly twisted woolen yarn made from long-staple fibers.



# MILK CARTON SHIP

## Materials:

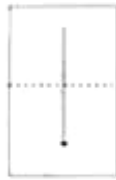
2 milk cartons  
2 straws  
playdough  
yellow, black and white construction paper  
glue, scissors and tape

**ALTERNATIVE:** use craft foam instead of construction paper and you'll have a ship that you can play with in the bathtub.

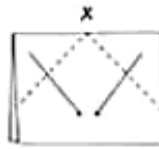
- tape a piece of construction paper about 1/2 way up the milk carton as shown in the photo to the right.
- tape black construction paper all the way up the back of the milk carton, leaving about 1 inch sticking up over the carton
- tape white construction paper over the rest of the milk carton
- glue two blobs of playdough into the center of the pirate ship
- cut a two to three inch piece off the bottom of the second milk carton.
- Tape it onto the ship (covering the playdough)
- poke two holes in it (with a pencil) right above the playdough blob
- cover with white construction paper
- stick two straws through the holes you poked in the top carton
- cut two large rectangles and two small rectangles from yellow construction paper
- poke two holes in each rectangle with scissors or a hole punch and thread onto the straws as masts
- draw windows and a door with marker
- Cut yellow circles and glue them to the side of the ship as portholes
- Add a gangplank made of cardboard.



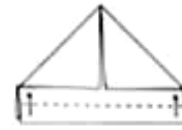
# The Great Boat Race



1. Use sheet of newspaper approximately 22" x 15". Fold in half.



2. Find half way mark at folded edge indicated by the X. Then fold outer corners to meet in the middle.



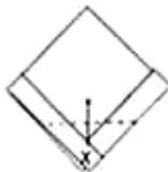
3. Taking ONE LAYER OF PAPER ONLY, fold bottom edge up to A and B, as shown in diagram.



4. Fold bottom edge up once more. TURN OVER and repeat steps 3 and 4 on the other side.



5. From underneath, hold the front with left hand. Hold back of hat with right hand. Pull gently apart to make figure 6.



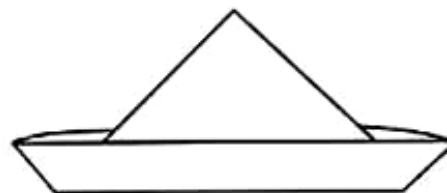
6. Flatten at X to get the figure shown. Then fold front flat up as shown by dotted line and arrow. TURN BOAT OVER and turn back flap up in the same way.



7. Pull forward with left hand. Pull backwards with right hand. Flatten.



8. Hold boat LIGHTLY on both sides. Pull outward so that bottom edge moves up.



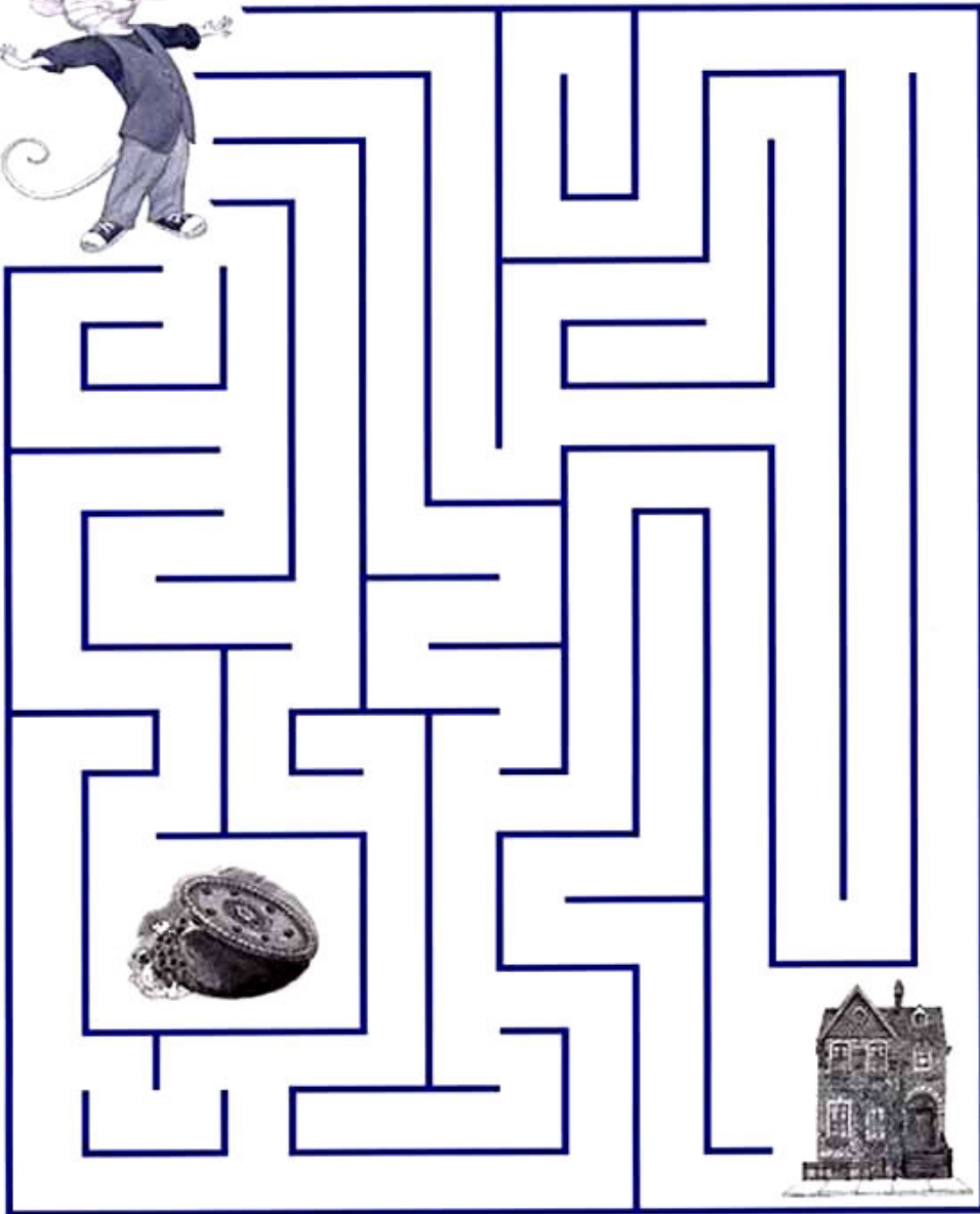
Completed boat.

Use waxpaper to make a fleet of ships that will really float in water.



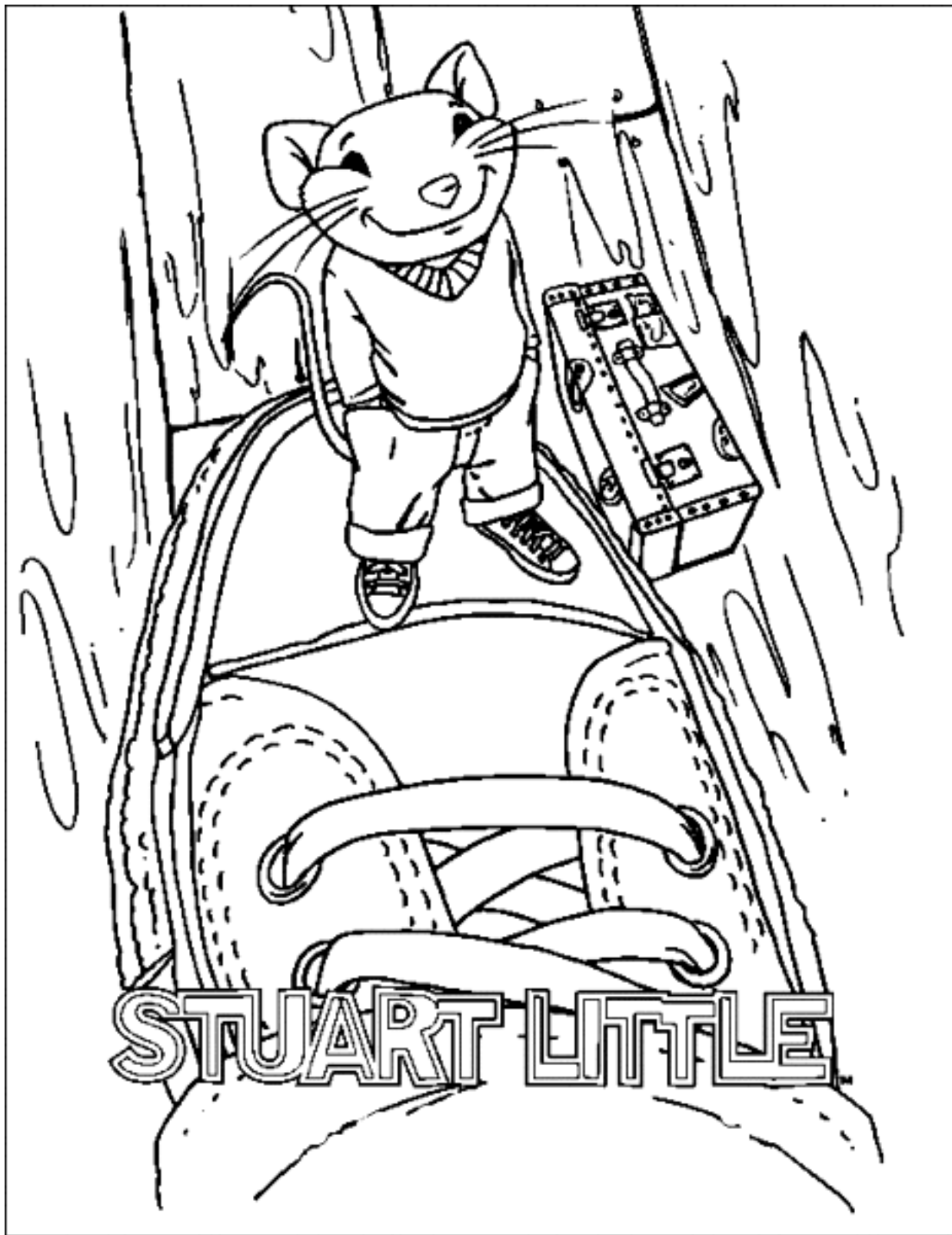
# The Adventures of Stuart Little

Stuart's on another adventure! Can you help him find his way?



**Bay Street Players' Young Peoples Theatre Study Guide Activity**

COLOR ME PLEASE!



**Bay Street Players' Young Peoples Theatre Study Guide Activity**

# Bay Street Players' Young Peoples Theatre

## Educator Response Form



Dear Educator,

Thank you for choosing YPT's production of **STUART LITTLE**. We have developed this questionnaire to gather direct feedback from our patrons — you and your students. We hope you will share any responses or artwork they create. Feel free to print these two pages, then, after completing this questionnaire, return it (along with any student responses) to **Timothy D. Turner, Director of Education c/o Bay Street Players, PO Box 1405, Eustis, Florida 32726**. Feedback from you and your students is crucial to the development of our programming. Please start by telling us a little about yourself:

Name: \_\_\_\_\_

School: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Grade level: \_\_\_\_\_

On a scale of 1 to 10 rate your Young Peoples Theatre (YPT) experience.

(1=needs improvement, 10=wonderful)

\_\_\_\_\_ quality of performance

\_\_\_\_\_ student reaction

\_\_\_\_\_ production values

\_\_\_\_\_ customer service / booking

\_\_\_\_\_ education support materials

\_\_\_\_\_ conduct of tour company

What can we do to improve the experience for you?

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Was this your first experience with YPT?

\_\_\_\_\_ Yes

No, I've seen \_\_\_\_\_ other play(s).

YPT provides a Study Guide to your school. The materials are designed to extend the production experience into the classroom. Were you able to access a play guide through your school? \_\_\_\_\_

Which activities from the Study Guide did you use in your classroom?

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Would you attend a preparatory teacher workshop / preview for a production? Yes! I would prefer:

\_\_\_\_\_ a weekday evening \_\_\_\_\_ a Saturday afternoon

How can YPT help you use more drama in the classroom?

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How many stars would you (and your students) rate this play?



# Bay Street Players' Young Peoples Theatre

## Educator Response Form, page 2



Name: \_\_\_\_\_

Here are some recognizable titles that YPT is considering for production. Which of the following would you consider attending? Indicate your interest with a 1 to 5 scale (1 = not interested / 5 = extremely interested)

- |  |  |
|--|--|
| <input type="checkbox"/> Miss Nelson Takes a Field Day | <input type="checkbox"/> The Boxcar Children |
| <input type="checkbox"/> Charlotte's Web               | <input type="checkbox"/> Alice in Wonderland |
| <input type="checkbox"/> The Mouse and the Motorcycle  | <input type="checkbox"/> The Green Sheep     |
| <input type="checkbox"/> Huckleberry Finn              | <input type="checkbox"/> Island of the Skog  |
| <input type="checkbox"/> Hoboken Chicken Accident      | <input type="checkbox"/> The Crane Wife      |
| <input type="checkbox"/> Wiley and the Hairy Man       | <input type="checkbox"/> Brave Irene         |

Here are some plays with a great theme, story or message, but do not have a recognizable title. Please consider these titles and brief synopsis. Once again please rate your interest (1 = not interested / 5 = extremely interested) in these works.

\_\_\_\_\_ ***In My Grandmother's Purse*** – A young boy and his mother play a game in which each has to remember lists of things that they both imagine to be in "Grandmother's purse" and soon fantasy takes over. For the boy, grandmother was an adventurer, but for mother she was someone who did not take enough care of her family. This play reflects on the struggle to find a way to be safe and secure after losing a loved one.

\_\_\_\_\_ ***Devon's Hurt*** – Devon and his best friend Stephanie have a fight and when Stephanie leaves mad, The Hurt appears. The Hurt embodies all of Devon's pent up bad and painful feelings in a sympathetic, tender way. When Devon decides to lock The Hurt up in his closest things get worse until he learns to deal with his emotions truthfully. This play addresses conflict resolution from the child's point of view.

\_\_\_\_\_ ***The Garden of Rikki Tikki Tavi*** – In this comedy about sharing and cooperation Darzee, the diva, is annoyed when Rikki Tikki Tavi, a mongoose, washes up in her beautiful garden. Darzee and her friend, Chuchu, will stop at nothing to run Rikki out, until they see Nag, the evil cobra, run in fear of the mongoose

\_\_\_\_\_ ***The BFG*** – When Sophie the orphan is snatched from her bed and whisked off to giant country by a dream collector, this modern fairy tale grows more funny than scary. Kids big and small will delight in this perilous adventure of good versus evil, where heroes come in all sizes, and even Her Majesty (the Queen of England) lends a helping hand!

\_\_\_\_\_ ***Salt and Pepper*** – Salt's grandfather can't read or write. Salt, himself, has a difficult time with reading but his new friend Pepper reads voraciously. Together the two of them discover an old box of postcards that reveal much about Salt's mother. This play explores how literacy affects family and friends.

\_\_\_\_\_ ***Selkie*** – Inspired by Scottish myths of the Selkie (seals) folk who transform themselves into humans on Midsummer's Eve, Selkie tell the story of a young girl caught between the lure of the sea and her family. This play about identity is written with a beautiful lilt that touches the hearts of young and old alike.

\_\_\_\_\_ ***Village Fable*** – Prince Christopher is not man enough for his father. The village shuns Chudu. Armida has lost her family and her identity. The three outcasts travel to the top of the mountain determined to commit suicide. This musical presents an incredible journey of humor, heart and heroes as the three learn the value of life, friendship and cooperation when they work together to defeat the six-fingered man.

What are some plays or titles you would like to see performed by YPT?

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What books are your students reading?

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