

# Carousel Players

... THEATRE YOU NEVER OUTGROW ...



## School Study Guide

Developed by Lindsay Detta and Mike Metz

Themes & Curriculum Connections:  
Dance, Dramatic Arts, Health, Language, Math,  
Music, Science, Social Studies, Visual Arts,

Study Guide and Teacher's Resources Pack  
available for download at [carouselplayers.com](http://carouselplayers.com)

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# About Carousel Players

## Our Company

Carousel Players is an award-winning professional theatre for young audiences committed to the development of new work and the production of theatre that entertains and challenges our audiences. We present inspiring and creative plays for children in schools, theatres, and other venues.

At Carousel Players, we believe live theatre develops artistic awareness, learning skills and a sense of well-being in children. We ensure that our performances, summer theatre camps and classroom programs are affordable for all children regardless of their socio-economic status or situation.

## 48 Years of Theatre in Schools

Carousel Players was founded in 1972 by the late Desmond Davis, a Professor of Drama at Brock University in St. Catharines. Carousel has had six other Artistic Directors since its inception: Duncan McGregor, Pierre Tetrault, Kim Selody, Pablo Felices-Luna, Jessica Carmichael, and Monica Dufault.

Every year, we visit dozens of school gyms and auditoriums, and over the decades, more than 2.8 million students, teachers, and families have seen our productions in Southern Ontario, across Canada, and beyond. We are committed to making our performances and educational programs accessible by families regardless of their socio-economic background, thanks to the support of our funders, sponsors, and individual donors.

## Contact Carousel Players

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Learn more about us at  
[www.carouselplayers.com](http://www.carouselplayers.com)

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### Carousel Players Staff

Monica Dufault, Artistic Director

Kate Leathers, General Manager

Whitney Braybrook-Byl, Associate Production Manager

Ryan Mahon, Associate Production Manager

Mallory Daley, Tour & Outreach Manager

Elizabeth Pereira, Arts Education Coordinator

Sam Marchionda, Outreach Coordinator

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# Lig and Bittle

By Elyne Quan and Jared Matsunaga-Turnbull

Director: Monica Dufault

Composer/Music Director: Shane O'Regan

Recording Engineer: Joe Lapinski

Stage Manager: Sara Allison

## The Cast

Lig

Nicholas Eddie

Bittle

Demi-Lee Bainbridge

## About The Play

Lig is very tall, and Bittle is very small. They both wish they could find someplace where everything is just the right size for each of them, where no one will notice that they are different. When Lig and Bittle hear about Perfect Phitt, they set out on a quest to this wonderful place where all their problems will be solved.

## A Message from the Director

In this charming adventure story, Lig and Bittle both feel that they don't fit in: Lig feels too big, and Bittle feels too small. The two characters start out measuring themselves against each other, and against the world around them. They long to find a place where everything is just the right size, where they will look normal, like everyone else. But in the end they come to realize that "the thing about being different is there is nobody just like you." We feel this is a concept that every child can understand and embrace. We hope you and your students enjoy Lig and Bittle.

## About the Playwrights

### Elyne Quan

Elyne is a writer, actor, director and dramaturg. Originally from Edmonton, she now resides in Toronto. She holds a MFA in Dramatic Writing from New York University and a BA Honors degree in Drama from the University of Alberta. She is a participant in the Citadel Theatre's Playwrights' Forum, led by fellow member Colleen Murphy where she has been developing her latest play. In addition to being a proud member of PGC, Elyne is also an alumna of the Prime Time TV program at the Canadian Film Centre and a member of CAEA.



### Jared Matsunaga-Turnbull

Jared is an Edmonton-based director, dramaturg, actor, educator and playwright who has focused much of his artistic work on Theatre for Young People. His collaborations include Penelope vs. The Aliens! (co-written with Chris Bullough), and the Award winning Lig & Bittle (co-written with Elyne Quan). A former Artistic Co-Director of Edmonton's Concrete Theatre, Jared is currently the Executive Director of the Alberta Workers' Health Centre, which (along with other programming) produces professional theatre focused on empowering young people on their workplace rights. Jared has his BFA in Acting from the University of Alberta, and lives in Edmonton with his wife two excellent kids.



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## Chapter One - Pre-Show Activity

### Who's Who?

**Duration:** 15-20 minutes, with game explanation.

**Materials:**

- None

**Curriculum Connections:** Health and Dance

In *Lig & Bittle* there are three characters. This activity allows students to start to get an idea of who these characters are by embodying the characters' physical characteristics. This is an active way for students to start thinking about who is who, in the story, and create images in their mind about what they look like and how they move.

**Instructions:**

1. Tell students that they are going to explore the characters in the story. The characters are Lig, Bittle, and The Ooga Monster.
2. Read the script below to students and have them follow along - if students cannot walk around a space have them walk on the spot.
3. Afterwards you can discuss what it felt like to be tall or small or the monster. Also, discuss the patterns that they made with their walking speeds and compare the jumping patterns for the cookies.

**Script:**

Lig is very tall. Let's stand straight up, imagining that we are VERY tall and reaching as high as we can. Next let's reach out as wide as we can, side to side. Start walking on the spot imagining that we are VERY tall, we have big feet and we take big strides. Create walking patterns using quick, slow, and regular speeds. For example, maybe you will walk slow for a few steps, then fast for a few steps and then at a regular speed. Now we stop because a doorway appears in front of us, we go to reach for the door handle but it is very low, so we duck down to turn the door handle; it is very small in our big hands, look! Maybe we might decide just to use our finger and thumb to turn the door handle because it is so small in our hands. Let's keep ducked down as we go through the door. Oh! Look at that!! There is a cookie jar on the counter in the room and we are pretty hungry. When we get close to the cookie jar it says: "Hop two times on two feet, skip two times, and hop two more times on one foot for the best peekerberry cookies in town!" Okay everyone let's follow the instructions, but remember that we are very tall, and our heads are close to the ceiling, so we don't need to jump too high! Now we can easily grab the cookie jar and take a cookie. Eat the cookie, yum! That was delicious!

Bittle is very small. Let's scrunch down to make ourselves small and tiny. Let's reach out but our small arms do not reach very far. Start walking on the spot imagining

that we are very small with small feet - we take small strides. For every one stride that Lig took, we will need to take 3 strides. Create walking patterns using quick, slow, and regular speeds just like we did for Lig! Now we stop because a doorway appears. We go to reach the door handle, but it is so high that we need to reach up for it. The door handle is big in our little hands, so we might need to use two hands while reaching up high to open the door. Let's walk through the door and look at how tall the door is. Oh! We see a cookie jar on the counter in the room and realize that we are pretty hungry! This cookie jar says: "Hop on one foot three times, stop, hop on two feet, stop, jump once high for the best peekerberry cookies in town!" Let's follow the instructions but remember now we are small so we have more space to hop and jump. When we finish, we need to reach up to grab the cookie jar, then enjoy our cookie! Yum, delicious.

The Ooga Monster has never been sighted so we are going to create our own Ooga Monsters. Let's try being a tall Ooga monster and a small Ooga monster - choose which one you like the best. I think that I am going to choose (your choice). Ok, let's show off our Ooga monster's big hands and claws! Let me see them! And let's show off the Ooga monsters' big teeth! How does your Ooga monster walk (on the spot)? Do they take big heavy steps, or short light steps so that no one can hear them coming... mine takes (your choice) steps! Let's create a walking pattern using quick, slow, and regular speeds. Oh! Stop! There is a peekerberry bush full of peekerberries ahead!! This is exciting because we are hungry! Let's give our tummies a rub and make a hungry roar! Let's start to eat the peekerberries, maybe we eat them fast and messy or maybe we eat them slow and precise. Yum! Delicious! Now that we are finished, our Ooga monsters are tired and ready for a nap, let's give an Ooga monster sigh before we go off to sleep.

## Chapter One - While Listening to Radio Play:

### What Do They Look Like?

**Duration:** Approximately 12 minutes

**Materials:**

- Plain white paper and colouring utensils

**Curriculum Connections:** Visual Arts

**Instructions:** Draw a picture of what you think Lig, Bittle, and the Ooga Monster might look like when they are at home or in their town. Remember, Lig is tall, Bittle is small, and no one knows what the Ooga monster looks like. Students use their imaginations to choose the character's hair colour, eye colour, skin colour, what clothes they are wearing, and what they are doing. If time permits add: What does the speck of dust look like? What do you think it does?

## Chapter One - Post Show Activity #1

### Role on the Wall

**Duration:** 15-20 minutes

**Materials:**

- Role on the Wall figure (See Appendix A, page 19)

**Curriculum Connections:** Drama and Social Studies

In *Lig & Bittle* the main characters, Lig and Bittle, talk about what it is like to be different because they are very tall or very small. This activity allows students to explore and try out perspective taking as they analyze what the character thinks or feels on the inside versus what the people around them think.

**Instructions:**

1. Teacher chooses Lig or Bittle as the character for discussion.
2. Recall what they said in the play about how they felt being different from others.
3. Ask the students to elaborate on what else the characters might think or feel because they are different.
4. Using words or symbols, add the students' responses about the character's internal thoughts and feelings on the interior of the Role on the Wall figure.
5. Recall what other people in their community said about them being different.
6. Ask the students to elaborate on what else people in the community might think when they see them. How might they react or how might they interact with the character?
7. Using words or symbols, add the student's responses about the community members thoughts/reactions on the exterior of the Role on the Wall figure.
8. Engage in a discussion comparing the different thoughts and reactions, the different perspectives, and how our different perspectives affect how we think, react, and interact with people.

## Chapter One - Post Show Activity # 2

### Scavenger Hunt

**Duration:** 30 - 45 minutes

**Materials:**

- Ruler and/or measuring tape
- At least two of the same objects but different sizes, found around the classroom, school, or home. For example:
  - Small and large water bottles
  - Chalk
  - Lunch Boxes
  - Pencil Cases
  - Hand prints
  - Backpacks
- Recording Sheet (See Appendix A, page 20)
- Scavenger Hunt Rubric (See Appendix B, page 29)

**Curriculum Connections:** Mathematics

This activity revolves around the theme “love your differences, they are what make you special.” In the first chapter, Lig and Bittle discuss their differences and the struggles they encounter being different in their town. This activity can shed light on the idea that even though some objects (and/or spaces) are different sizes, they can still carry out the same purpose and therefore are still valuable. For example, it does not matter if your pencil is long or short because it will still be able to help you write.

**Instructions:**

1. Split students into small groups of maybe three or four.
2. Give each group a ruler or measuring tape, a recording sheet, and a pencil.
3. Have the students go around their classroom or space and find two objects that are the same, but different sizes.
4. Students will estimate the size of the two objects and measure the two objects. Depending on student readiness, students can integrate different measuring units (millimeters, centimeters, meters).
5. Students will compare the different sizes of objects and describe their differences and similarities.
6. When students come back together as a whole group, have them discuss the different objects that they found and describe the differences/similarities that were observed. Does size matter for these objects? What are the benefits of a smaller object? Or a larger object? Refer to objects they used in their recordings.
7. After the activity, students will create an illustrative reflection about their story or experience estimating, comparing, measuring, and ordering the objects that they found. This illustrative reflection can include similarities and differences that they observed about the objects.

## Chapter Two – Pre-Show Activity

### Walking Through the Muckety Muck!

**Duration:** 15-20 minutes, with game explanation

**Materials:**

- None

**Curriculum Connections:** Drama

In *Lig & Bittle* the characters find themselves stuck walking through the Muckety Muck. This activity allows students to explore movement and walking through different drama elements.

**Instructions:**

1. Have students walk around or on the spot as if they are walking down the street, through their yard, or somewhere where they would normally find themselves walking on a regular day. Students can explore what they might be thinking while walking here and what sounds they might be creating as they walk.
2. Students will transition to walking/moving through clouds. Maybe they are jumping from cloud to cloud or noticing how light the air is around them or floating around way up in the sky. Students can explore what they might be thinking while walking here and what sounds they might be creating.
3. Students will transition to walking/moving through fire. The fire is hot, it makes them move more quickly and they have to be very careful and aware of where the different flames are coming from. Students can explore what they might be thinking while walking here and what sounds they might be creating.
4. Students will transition to walking through the Muckety Muck. It is very thick and heavy and makes them walk much slower, maybe they get their legs stuck and have difficulties getting them out. Students can explore what they might be thinking while walking here and what sounds they might be creating.
5. Students will transition to walking on ice. It is very cold and slippery so they need to watch their steps very carefully, maybe they slip but catch themselves, maybe they go for a long slide across a stretch of the ice. Students can explore what they might be thinking while walking here and what sounds they might be creating.
6. Ask the students about the similarities and differences between what they did or how they walked through the different elements. Ask them if they had any strategies for walking through the different elements. Ask about the similarities and difference in the sounds that they created when walking through the different elements.

## Chapter Two – While Listening to Radio Play

### What is Perfekt Phitt?

**Duration:** Approximately 10 minutes

**Materials:**

- Plain white paper
- Coloring utensils

**Curriculum Connections:** Visual Arts

**Instructions:**

1. Draw a picture of what you think Perfekt Phitt looks like. What does it look like when Lig and Bittle arrive at Perfekt Phitt? What do Peekerberries look like? Do they grow on trees? Bushes? Vines?

## Chapter Two – Post Show Activity #1

### Who Wants Pie?

**Duration:** 10-15 minutes

**Materials:**

- Peekerberry Pie Worksheet (Appendix A, page 21)
- Writing/colouring utensil

**Curriculum Connections:** Mathematics

In *Lig & Bittle*, Lig tells about their favourite fruit, peekerberries! You can make so many different things with peekerberries: eat them fresh, bake pies, make sandwiches, and more. This activity allows students to explore concrete/visual representations of fractions and fair sharing portions.

**Instructions:**

1. You and a friend are very hungry! Luckily, there is a whole peekerberry pie that the local baker has dropped off for you. You want to make sure that you and your friend can share this pie fairly. Draw a line on the pie to show how you would cut the pie to create two equal portions for your friend and yourself with no leftovers.
2. Two more friends have decided to come over and play as well. Now there are 4 of you who are very hungry! You and your friend have not taken your portion of the pie yet, so it is still whole. You want to make sure that all 4 of you can share this pie fairly. Draw a line on the pie to show how you would cut the pie to give 4 equal portions with no leftovers.
  - a. For Grade 2 and 3: Keep adding friends (6, 8, 10) to explore how to fairly share this one pie with even/fair portions. What if you have 2 pies and 8 friends? Can you create 8 equal portions with no leftovers? What if you have 2 pies and 10 friends? Can you create 10 equal portions with no leftovers?
3. On the back of the page draw your own peekerberry pie. How many people do you want to share it with? How many equal portions can you draw on the pie in order to share it with your selected amount of friends?
4. After students have demonstrated their portions, engage in discussion about halves, quarters, sixths, eighths, and tenths.

## Chapter Two – Post Show Activity #2

### Growing Your Own Peekerberry Garden

**Duration:** 30-40 minutes

**Materials:**

- Assessment Rating Scale (See Appendix B, page 30).

**Curriculum Connections:** Science and Dance

In *Lig & Bittle* we learn about Bittle's favourite fruit: peekerberries! In this activity students use Science and Dance to create a story about how peekerberries grow and survive.

**Instructions:**

1. Engage in a conversation about different types of plants that grow (ex. bushes, trees, flowers, etc). All of these plants have the same basic needs; discuss what those needs are. It might include: air, water, food, warmth, space, light (sun).
2. Create a visual representation of the life cycle of a plant using words and images for students to review. For example, plant the seed, the soil, water and sun work together to help it grow, it flowers, it produces leaves and fruit, the fruit drop off or are harvested by someone, and the plant ends its life cycle for that season.
3. In small groups, have students create a dance phrase that tells this story about the lifecycle of a peekerberry plant. Use their creativity to decide if they think a peekerberry plant is a bush, tree, or vine. Students will have different roles within the movement piece (sun, seed, water, flower, etc.) that contribute to the growth and survival of the peekerberry plant.

## Chapter Three - Pre-Show Activity

### And Then...

**Duration:** 15-20 minutes, with game explanation.

**Materials:**

- Pencil and paper (optional)

**Curriculum Connections:** Language

As *Lig & Bittle* is divided into four chapters, this activity allows students to remember what happened in the first two chapters before moving on. The “and then” game will enable the students to articulate and summarize what happened in each chapter in a clear and concise manner. “And then” limits the amount of words each student can say, so students should be picking out what they think are the most important parts of each chapter.

**Instructions:**

1. Ask the students what they remember about the last two chapters of *Lig & Bittle*. Optionally, give them time to write down an order of events if it will help jog their memories.
2. Let students know that they are going to take turns telling each part of the story, but each student can only say one sentence or part. The teacher will start with a sentence, and then a student can raise their hand if they know what happens next.
3. The student who goes next will first say “and then,” followed by the part of the story they think is next.
4. Once a student finishes their part, a new student will volunteer first saying “and then,” followed by a new part of the story. This will continue until they reach the end of chapter two.

Example:

- The teacher begins: “First, there was a boy and a girl named Lig and Bittle. Lig felt too big and Bittle felt too small. They both wished to go somewhere where they did not feel different. And then...”
- Student A: “And then... two specks of dust floated down from the sky. And then...”
- “And then the dust told them to come to Perfectt Phitt. And then...”

## Chapter Three - While Listening to Radio Play

### Colour the Overalls!

**Duration:** Approximately 11 minutes

**Materials:**

- Colour the Overalls Colouring Sheet (See Appendix A, page 22)
- Pencil crayons, crayons, markers

**Curriculum Connections:** Visual Arts

**Instructions:**

1. Hand out Colour the Overalls sheet.
2. Instruct students to colour in what they think the overalls of Lig and Bittle look like as they are listening to *Lig and Bittle*. This will help students listen and connect what they are hearing to what they are imagining.

## Chapter Three - Post-Show Activity #1

### The Peekerberry Song - Choral Speech

**Duration:** 45 minutes to an hour.

**Materials:**

- Lyrics to *The Peekerberry Song* (See Appendix A, page 23)

**Curriculum Connections:** Music and Drama

Choral speaking is the reading of a text by a group. The Peekerberry Song is a short and easy song that can allow kids to experiment with musical elements while also adding dramatic action.

**Instructions:**

1. Handout lyrics to *The Peekerberry Song*.
2. Listen to the recorded song as a whole group.
3. As a whole group, try reading the song out loud
4. Divide the class into sections. Each group will get a specific section of the song that they will recite.
5. Encourage students to experiment with rhythm, pace, volume, and voice. For example, if students are reciting the 4 peekerberry lines they each say “peekerberry” differently by being loud and quiet or high and low pitched.
6. Once students feel confident with the words, have each group present their section to the rest of the class.
7. Next, have students get back into groups, and instruct them to add actions to their sections. Use “Good for you, they taste good too” as an example of how they might be able to use simple actions for each line:
  - “Good for you” - Point to the audience
  - “They taste good too” - Rub their stomachs
8. Present each section with words and actions.
9. Present the whole song with each group going in succession.

## Chapter Three - Post-Show Activity #2

### Making Healthy Food Choices

**Duration:** 30-45 Minutes

**Materials:**

- Canada's Food Guide (See Appendix A, page 24)
- Making Good Food Choices Worksheet (See Appendix A, pages 25 and 26)

**Curriculum Connections:** Health

In *Lig and Bittle*, Bittle talks a lot about the Peekerberry sandwich: a delicious delicacy where Bittle is from. The sandwich also makes Lig feel much better after hitting their head. This activity connects to the health curriculum as it encourages students to look at Canada's Food Guide and think about what healthy food choices they can make.

**Instructions:**

1. Hand out Canada's Food Guide sheet or project it. If they have not seen Canada's Food Guide yet, take time to explain what the food guide is, how to read it, and discuss healthy eating.
1. Hand out Making Good Food Choices worksheet.
2. Using scissors, have students cut out the different foods and place them where they think each food goes - either in the healthy foods category or the unhealthy food categories.
3. As an additional activity for older grades, have students take time to write out the different foods they might eat during the week. After they list them, have them distinguish the healthy foods from the unhealthy foods.
4. After, use prompting questions for discussion: Do you generally eat more healthy or unhealthy foods? What food choices would you keep? What might you want to change?

## Chapter Four - Pre-Show Activity

### Things Are Not As They Seem...

**Duration:** 15-20 Minutes

**Materials:**

- Two clear cups that are exactly the same (labelled “A” and “C”)
- One very different cup (labelled “B”)

**Curriculum Connections:** Mathematics

This activity uses probability and data management to explore mathematics. Students will experiment with optical illusions to find that things are not always as they seem. Throughout the play, there is an element of illusion, over-exaggeration, or moments where not everything adds up.

**Instructions:**

1. Prior to the activity, fill cup A and B with the same amount of water. Do not tell the students that they have the same amount of water in them!
2. Ask the students to predict which cup has more water, cup A or B. Once they have voted, take out cup C, which will be the same as cup A. Pour cup B into cup C, and show cup A and C side by side, which should now show that cups A and B had the same amount of water inside!
3. Discuss with students how things are not always as they seem. If they thought that one cup had more water, why? Can they think of any other examples? So far in *Lig and Bittle*, have there been any instances where things haven't been what they seemed?

## Chapter Four - While Listening to Radio Play

### The Door to Perfekt Phitt

**Duration:** Approximately 10 minutes

**Materials:**

- The Door to Perfekt Phitt Sheet (see Appendix A, page 27)
- Coloured pencils, crayons, or markers

**Curriculum Connections:** Visual Arts

One of the listening strategies you can teach your students during *Lig and Bittle* is to draw and colour as they are listening. This also connects to the Visual Arts curriculum which invites students to use the elements of design to express responses to different forms of media.

**Instructions:**

1. Hand out The Door to Perfekt Phitt sheet. Let students choose what kinds of materials they would like to use (coloured pencils, crayons, markers).
2. Tell them that this is going to be their version of the door to Perfekt Phitt. They can start drawing now if they want to or they can wait until Lig and Bittle see the door in the radio play to start colouring.
3. Play Chapter Four of *Lig and Bittle*.
4. After the chapter ends, let students share their different doors!

## Chapter Four - Post-Show Activity

### “I Am” Poem

**Duration:** 45 minutes to an hour

**Materials:**

- “I Am” Poem Worksheet (See Appendix A, page 28)
- “I Am” Poem Assessment Checklist (See Appendix B, page 31)
- Pencil

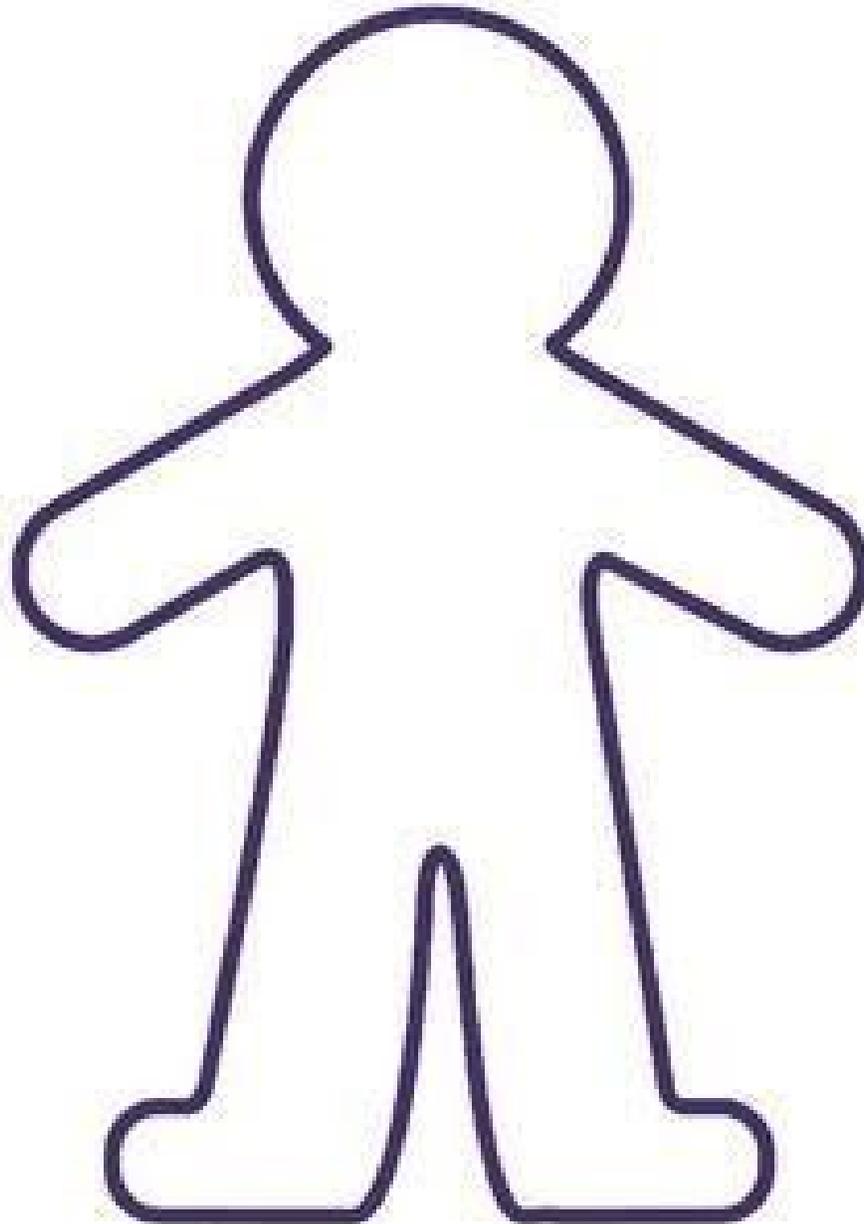
**Curriculum Connections:** Language

One of the major themes of *Lig and Bittle* is identity as the two main characters come to realize that they are comfortable and happy with who they are, even though they may be different from others. The ‘I Am’ poem activity invites students to think about who they are in a creative fashion. This activity connects with the language (writing) curriculum, wherein students will develop ideas, establish personal voice, use word choice to express themselves, and practice spelling.

**Instructions:**

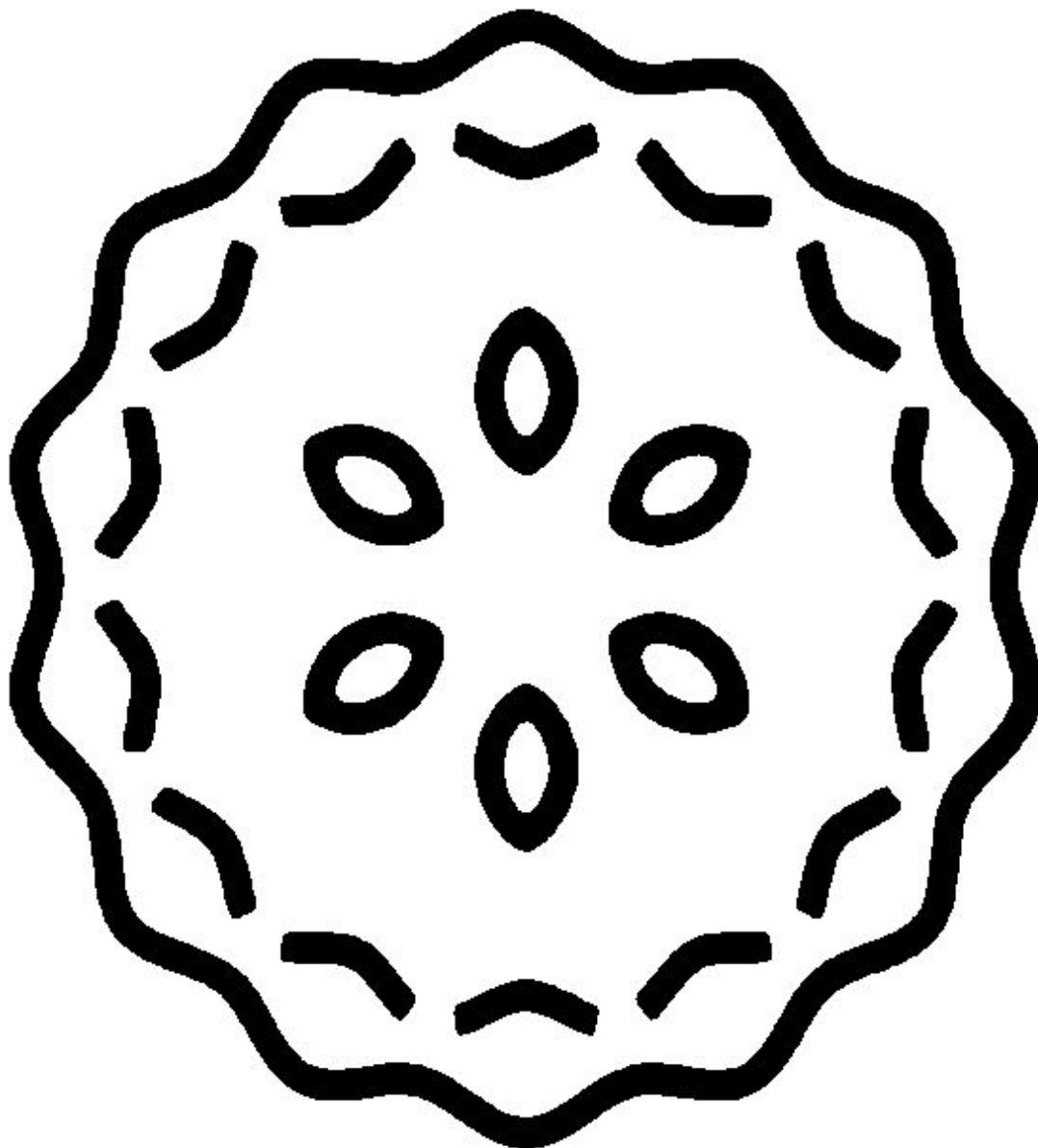
1. Hand out the “I Am” Poem Worksheet.
2. If you haven’t yet, discuss the major themes of *Lig and Bittle*. Talk about identity and how Lig and Bittle both discovered a little bit about themselves and how they were happy being different and unique.
3. Go over the template for the poem.
  - Do the first two lines with them (have them write down their name, then where they are from)
  - If this is for a grade one class, you may need to go through each step
2. Go over the rest of the prompts but don’t tell them what they need to write because that is what they need to think about. Perhaps get suggestions from the students as to what they could write about.
3. Give students time to work on the poems and have them hand it in at the end.
4. Use the assessment checklist to assess the poems.

Role on the Wall Figure





# Peekerberry Pie Worksheet



Colour the Overalls Worksheet

# Colour the Overalls!



## The Peekerberry Song – Lyrics

Peekerberry, peekerberry, peekerberry,  
peekerberry

They're the best  
From the rest!

Peekerberry, peekerberry, peekerberry,  
peekerberry

Good for you!  
They taste good too!

You pick them here,  
You pick them there!

You bake them into pies,  
You bake them into squares!

There's always a peekerberry sandwich to share!

Peekerberry, peekerberry, peekerberry,  
peekerberry  
They're my favourite fruit!

# Canada’s food guide recommendations

Eat protein foods

Make water  
your drink  
of choice

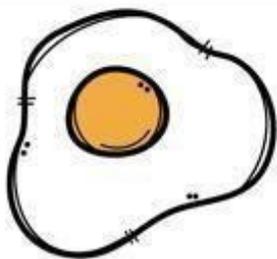


Have plenty  
of vegetables  
and fruits

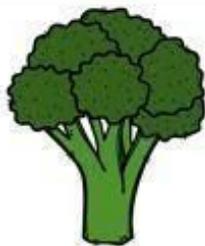
Choose whole  
grain foods

**Making Healthy Food Choices – Worksheet**

Healthy Food	Unhealthy Food



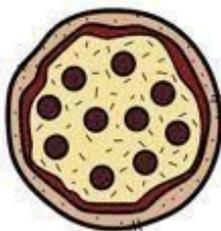
egg



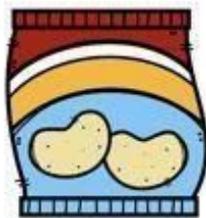
broccoli



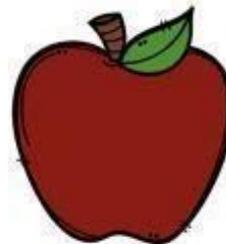
cupcake



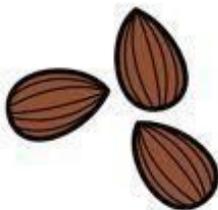
pizza



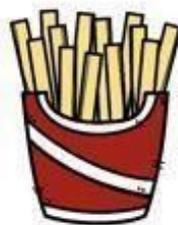
chips



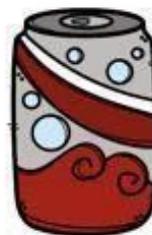
apple



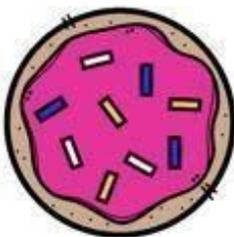
almonds



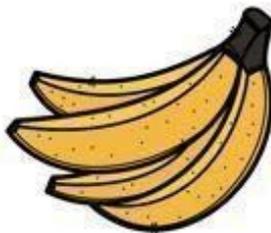
french fries



soda



cookie

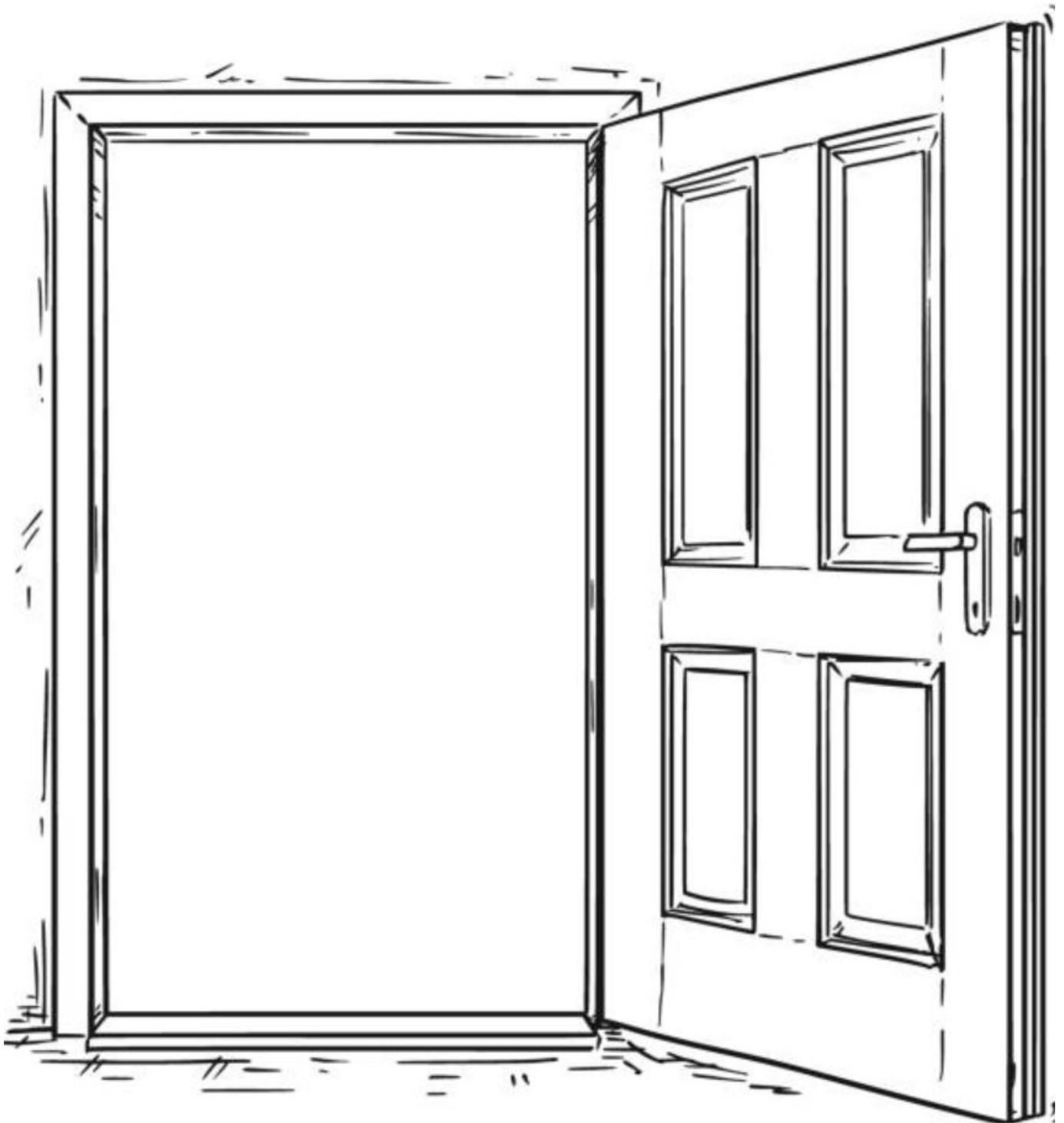


banana



donut

# The Door to Perfekt Phitt - Worksheet



## “I Am” Poem – Worksheet

# I Am' Poem

Draw yourself here

I am \_\_\_\_\_  
(Your name)

I am from \_\_\_\_\_  
(The town you live in)

I like \_\_\_\_\_  
(Something you enjoy)

I am \_\_\_\_\_ and \_\_\_\_\_  
(Two words to describe yourself)

I want \_\_\_\_\_  
(Something that you want)

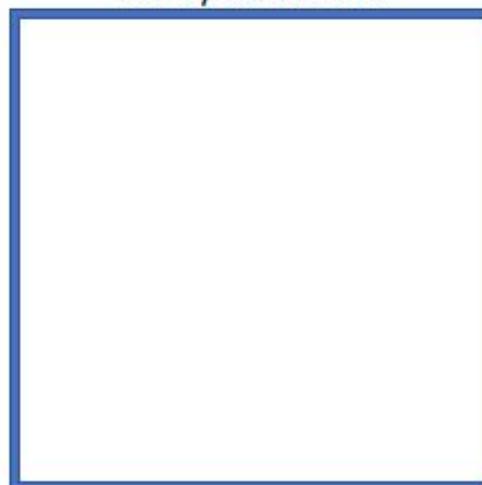
I worry \_\_\_\_\_  
(Something that bothers you)

I am \_\_\_\_\_ and \_\_\_\_\_  
(Use the same two words as before)

I feel \_\_\_\_\_  
(A feeling you like)

I dream \_\_\_\_\_  
(Something you hope for)

I am \_\_\_\_\_  
(Your name)



### Scavenger Hunt – Rubric

Categories	Level 1	Level 2	Level 3	Level 4	Comments
Understands the concept of measurement to estimate, measure, compare, and describe objects using standard units.	Demonstrates poor understanding of the concept measurement.	Demonstrates some understanding of the concept measurement.	Demonstrates a good understanding of the concept measurement.	Demonstrates an excellent understanding of the concept measurement.	
Thinks critically when estimating and comparing objects, using the correct measuring tools, and units of measurement.	Demonstrates limited thinking when estimating and comparing objects. Uses incorrect measuring tools and units of measurement.	Demonstrates some thinking when estimating and comparing objects. Uses incorrect measuring tools and units of measurement.	Demonstrates considerable thinking when estimating and comparing objects. Uses incorrect measuring tools and units of measurement.	Demonstrates higher order thinking when estimating and comparing objects. Uses incorrect measuring tools and units of measurement.	
Positively communicates with peers.	Demonstrates poor communication with peers.	Demonstrates some communication with peers.	Demonstrates good communication with peers.	Demonstrates excellent communication with peers.	
Applies knowledge of estimation, measurement, comparison, and description to various contexts.	Demonstrates poor application of estimation, measurement, comparison, and description to various contexts.	Demonstrates some application of estimation, measurement, comparison, and description to various contexts.	Demonstrates good application of estimation, measurement, comparison, and description to various contexts.	Demonstrates excellent application of estimation, measurement, comparison, and description to various contexts.	

## Growing Your Own Peckerberry Garden – Rating Scale

5 = Excellent, 1 = Poor					
<b><u>Knowledge and Understanding</u></b>					
<b>The Student Can...</b>					
Understand the basic needs of plant life (air, water, food, sun, warmth).	5	4	3	2	1
Understand the life cycle of a plant.	5	4	3	2	1
<b><u>Thinking</u></b>					
<b>The Student Can...</b>					
Think about how plants need to survive.	5	4	3	2	1
Think about how to create images through body and movement.	5	4	3	2	1
Think about the storyline of the dance phrase (beginning and end).	5	4	3	2	1
<b><u>Communication/Performance</u></b>					
<b>The Student Can...</b>					
Communicate plant life through dance.	5	4	3	2	1
Communicate how plants basic needs help it grow.	5	4	3	2	1
<b><u>Application</u></b>					
<b>The Student Can...</b>					
Apply knowledge of dance elements to communicate ideas and feelings.	5	4	3	2	1
Apply knowledge of dance phrasing (beginning and end).	5	4	3	2	1
Apply knowledge of plant life through movement/dance.	5	4	3	2	1
<b>Comments:</b>					

**“I Am” Poem – Assessment**

<b>“I Am” Poem</b>		
<b>I have filled in the blanks</b>		
Yes	Somewhat	No
<b>My word choices match the suggestions</b>		
Yes	Somewhat	No
<b>Comments:</b>		