

THE
PIED PIPER
THEATRE COMPANY



The Town Mouse & The Country Mouse



Education Pack

Written by Caroline Herlihy

With Thanks to
The Betty Riseley Trust

Remember, Understand, Apply

*Speaking and Listening to develop **Writing***

Pair Share - Opposites

Arrange the children in Talk Partners, one child to be Town Mouse and one Country Mouse. Think about your character, give an example of a word that describes what you are like, your partner has to give an opposite word – keep ‘ping-ponging’ opposite words between you for 1-2 minutes. At the end randomly ask children to select the best adjective that their partner gave.

Hot Seating

Ask for a volunteer to perform as either the Town Mouse or the Country Mouse. (You could provide a simple costume/prop). Give 2-3 minutes to the rest of the class to work with a Talk Partner to prepare at least two open-ended questions (beginning with Why? Who? What? How? etc.) to ask the character in order for them to relate their experience of visiting their cousin’s home.

Create

Writing Opportunities:

- **Produce** a postcard from one of the mice to their friends – how would they describe their visit
- **Design** an advertisement to ‘find a flat mate’ (a character profile) for one of the mice

Analyse, Evaluate, Create

*Speaking and Listening to develop **Writing***

Pair Share

Work with a Talk Partner, think of a good phrase or sentence that summarises the story of the Town Mouse and the Country Mouse.

Gather the ideas together – explain the term ‘moral’ of the story. Read a few short versions of Aesop’s Fables and share some of the ‘morals’ behind each story. Can the pupils **infer** and/or create their own morals for each story?

Map the story

Ask the children to structure (with stick pictures), on a paper divided into 5 sections, the key parts of Town Mouse and Country Mouse story, or another of Aesop’s fables. To really extend the idea the children could create their own narrative with a moral.

With a Talk Partner, use your story map to tell the story. Now use your story map to re-write the story.

Create

Design and Make

Create a menu for either the Town Mouse or the Country Mouse. (Have a look at a variety of menus before you start to see how the food is described to make it appealing). Illustrate your dishes!

Remember, Understand, Apply

*Speaking and Listening to develop **Writing** (with a Geographical context)*

Copy urban and countryside images onto your interactive whiteboard (from Google Images)



Pair Share

Show one image at a time – allow a minute to look at the photograph and ask children to **think of** as many descriptive words as they can for that image. Then give Talk Partners 2 minutes to ‘ping-pong’ as many adjectives, similies, metaphors (depending upon age and stage of literacy development) for the image. Ask Talk Partners to **identify and share** their best idea – write up on whiteboard. Do the same with the second image. Discuss the vocabulary for the contrasting environments ask children to **distinguish** key words.

On an interactive whiteboard or with ‘hard copies’ for pupils to look at, share examples of estate agents details for homes. Examine the layout and language used to describe the properties.

Writing

In Talk Partners, one child to formulate ‘estate agent’ details for an urban mouse home, the other for a country mouse home. Read to one another when finished. Ask children to assess the results.

Remember, Understand, Apply

Speaking and Listening to develop Writing

Describing what you see

Put a few images on animals on the interactive whiteboard. Ask children to choose one, look carefully and think of all the words and phrases they can **to describe** that animal in 2 minutes. At the end choose children randomly to **outline** key features of their chosen animal without naming it. The rest of the class have to **conclude** which animal it is.

Riddle Writing

Give children a folded piece of paper on the outside the children **produce** a written description of their own choice of animal – they could do this in the form of a riddle (if you provide them with some models first of all). They draw their animal inside the folded paper. Children have to **solve** the riddles and then put up on an interactive display.

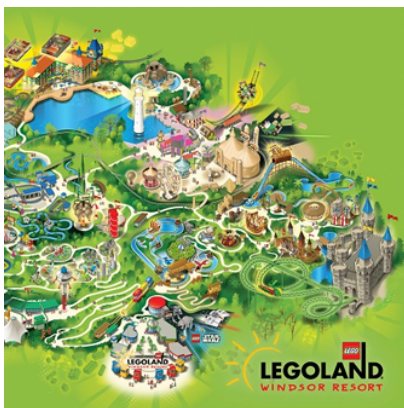
Remember, Understand, Apply

To develop Geographical Knowledge and Concepts

Pair Share

In Talk Partners ask the children to take it in turns to **describe** their journey to school this morning. Allow 2 minutes for each journey. Ask children to **pinpoint** the vocabulary that helped them to describe their journey – the key elements of direction, landmarks, features. Share different examples of maps with the children - either on the interactive whiteboard or provide hard copies for children to look at.

Try to get a range of maps:-



Analyse, Evaluate, Create

While looking at the maps **determine** how geographical features are shown. Try describing a short journey that **relates** to one of the maps. Depending on age and stage, look at the grid system to find features on the map, **explore** the idea of keys for features on maps. Ask children to choose the map that they think is best and then **justify** their choice.

Map Making

Create a map to show the journey that the Town Mouse or the Country Mouse took to visit their cousin.

At the end of the session **discuss** the maps and peer **evaluate**.

Analyse, Evaluate

*To make **Healthy Choices***

Choose one or two children to be a mouse/mice looking for a new home. Divide the rest of the class into two groups – Country Mice, Town Mice. Each group of mice stands in a line, side by side, and then faces their opposite group to form a ‘corridor’ which the mouse/mice looking for a home must walk down. As the home hunting mouse/mice walks slowly down the ‘corridor’ the mice from each group take it in turns to say something that will **persuade** the home hunter/s to settle either in the town or the country. When the home hunting mouse/mice reaches the end of the corridor they have to **decide** where they are going to make their home, and **explain** their choice based on the reasons that they have been given.

Remember, Understand, Apply

*Find out about how animals survive in their environments **Science***

Pair Share

Show images of mice on your interactive whiteboard. In Talk Partners ask children to **describe** the key features of a mouse and where they live. Share these facts. Now ask the children, in partners to **generate** their ideas about why a mouse has large ears, a long tail, whiskers, twitchy nose, big eyes, etc...

Help the children to construct the **concepts** that:

- Animals adapt to the environments they live in – the food they eat, the homes they build, camouflage
- Animals use their senses in different ways to help them to survive

Group Research

Divide your class up into small groups and give each group an animal that is fairly familiar to them to **research**. Provide them with books, access to the internet etc. and some key questions to answer, for instance – what features does your animal have to help it to survive – how do they help? How does your animal use its senses to survive? What does your animal eat? Ask children to **interpret and organise** their ideas and **report** back to the whole class about their animal.

Analyse, Evaluate, Create

Create your own animal

Using the research information, **create** your own animal that is ideally adapted to live in the town, the countryside, the sea (and any other environment) – record your animal in a

diagram (use examples from the research books as a model) – a picture with labels and captions to **explain** the adaptations.

Remember, Understand, Apply

*Measuring animals – using and applying **Mathematical knowledge and skills***

Estimating

Give the children a list of animals and a range of weights. Ask them to **estimate** how much the animals on their list weigh. They can find objects around the classroom that they **predict** are a similar weight to an animal and weigh that to help them. For example a cat might weigh the same as two large books. **Rank** the animals in order of heaviness.

If your pupils are not at the stage of using standard measurements provide pieces of string that are about the length of a mouse and ask them to **estimate** and then measure objects in mice measures!

Reading and Using Data

Provide the children with information about the weight of different animals on a simple table – you can adapt this information to the age and stage of your pupils – i.e. keep the weights in whole kilograms or in smaller amounts of grams. An example taken from average weight of animals.

Animal	Weight
<i>Mouse</i>	<i>60 grams</i>
<i>Cat</i>	<i>2.5 kg</i>
<i>Dog</i>	<i>35 kg</i>
<i>Deer</i>	<i>90 kg</i>
<i>Sheep</i>	<i>65 kg</i>
<i>Budgie</i>	<i>45 grams</i>
<i>Rabbit</i>	<i>3 kg</i>

Ask children to **formulate** a way of showing and **relating** this information with others (link to any learning you have done on making graphs).

Analyse, Evaluate, Create

*If the children have made graphs ask them to **generate** questions for others to **answer** using the graphs.*

Posing the Question and Problem Solving

Using the table of information, ask the children would they rather have 50p for every gram that a mouse weighs or £1 for every kilo that a dog weighs? (You will need to adapt the data on the table for the age and stage of your pupils). Ask them to **predict** an answer and then **support** their view by **proving** which is the best option.