



Curriculum Guide 2010-2011

Lilly's Purple Plastic Purse

By Kevin Henkes

Adapted by Kevin Kling



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A Letter from the Director of Education

“ All the world’s a stage,” William Shakespeare tells us ”and all the men and women merely players.” I invite you and your class to join us on the world of **our** stage, where we not only rehearse and perform, but research, learn, teach, compare, contrast, analyze, critique, experiment, solve problems and work as a team to expand our horizons.

We’re “Shakin’ It Up” at Orlando Shakes, with new Lesson Plans designed to assist teachers with curriculum needs while sharing what is unique and magical about the Theater Arts. We’ve designed our Study Guides with Sunshine State Standards in mind. You’ll find a first section which will help you prepare your students for the theatrical experience, a second section suggesting what to watch and listen for during the performance, and lastly, discussion questions and lesson plans to use when you are back in your classroom, to help your students connect what they’ve learned to their lives and your diverse and demanding curriculum.

I believe that as an Educator it is imperative that I continue learning as I teach and teaching as I learn. It is my sincere hope that you will find our Study Guides helpful to you and eye opening for your students. Feel free to contact us at Orlando Shakes should you have any questions or suggestions on how we can better serve you. We are always learning from you.

Thank you for the tremendous work you do each and every day in nurturing our audiences of tomorrow.

Curtain Up!!

Anne Hering
Director of Education

CAST OF CHARACTERS:

Chester
Wilson
Lilly
Mother
Father
Julius
Mr. Slinger
Cousin Garland

Grammy
Store Clerk
Victor
Big Boys
Pregnant Lady
Students
FBI Persons

Synopsis

Playwright Kevin Kling adapted *Lilly's Purple Plastic Purse* from three popular Kevin Henkes' books; *Chester's Way*; *Julius, the Baby of the World*; and *Lilly's Purple Plastic Purse*. As the play opens, we meet Wilson and Chester, who are enjoying a relaxing picnic. Into this scene bursts Lilly, who turns their quiet picnic upside down. At home later, Lilly phones Wilson and Chester hoping to play with them, but they disguise their voices and pretend they are not home. Despite this trick, Lilly uses a clever disguise to rescue Wilson and Chester from bullies on bikes. Lilly, Wilson and Chester become "three peas in a pod."

When Lilly's new baby brother arrives, she announces that he is disgusting and not the "Baby of the World" that her parents promised. She gets sent to the Uncooperative Chair! When Grammy buys Lilly a new pair of sunglasses and a purple plastic purse that plays music, Lilly can't wait to show everyone, especially her new teacher, Mr. Slinger. Mr. Slinger tells Lilly to wait until sharing time. Finally, Lilly can wait no longer. She interrupts class by opening her purse and letting the music ring out! Mr. Slinger confiscates the purse until after school and invites Lilly to allow her feelings to come out in the Light Bulb Lab, "Where a mouse can go if something is troubling you or wants to burst out." Lilly slips a mean drawing of Mr. Slinger into his book-bag, announcing loudly that she never wants to be a teacher.

Later, Lilly discovers a note that Mr. Slinger slipped into her purse saying, "Today was difficult. Tomorrow will be better," Lilly is overcome with remorse. She puts herself into the Uncooperative Chair.

The next day, Lilly delivers an apology note, and a batch of her father's no-frills-cheeseballs, to Mr. Slinger. He says, "Wow," and all is forgiven. After school, Lilly's parents give a party in honor of her brother, Julius. When Lilly's cousin, Garland, is critical of Julius, Lilly realizes that she loves Julius and declares her brother is truly the BABY OF THE WORLD! As the story ends, Lilly, Wilson, and Chester are together again - three peas in a pod. Suddenly a mysterious masked figure appears and declares, "I am Victor. I am King. Let Freedom Reign." All Lilly can say is "Wow," and her world rearranges all over again.

About the Playwright- Kevin Kling

Kevin Kling, best known for his popular commentaries on National Public Radio's *All Things Considered* and his storytelling stage shows like *Tales from the Charred Underbelly of the Yule Log*, delivers hilarious, often tender stories. Since 1993, Mr. Kling has been a member of the Minneapolis based Playwright's Center. Aside from *Lilly's Purple Plastic Purse*, Mr. Kling has also written adaptations of *The Venetian Twins*, along with Michael Bogdonov, for the Guthrie Theatre, and *Lyle, Lyle Crocodile* for the Children's Theatre of Minneapolis. Mr. Kling's work has been seen in theaters such as the Seattle Repertory Theatre, The Sundance Institute, Actors Theater of Louisville, The Goodman Theatre, and Second Stage Theatre (off-Broadway) as well as in national and international festivals.

When asked, "What would you like the theater to represent or reflect in the next millennium?" Mr. Kling stated, "The same thing as any millennium. The freedom to represent humanity as it is, not as it is desired to be or 'should' be, but actually is."

About the Author- Kevin Henkes

Kevin Henkes was awarded the Caldecott Medal for *Kitten's First Full Moon*. He is the creator of several picture books featuring his mouse characters, including the #1 *New York Times* bestsellers *Lilly's Big Day* and *Wemberly Worried*, the Caldecott Honor Book *Owen*, and the beloved *Lilly's Purple Plastic Purse*. A starred review from *The Horn Book* called his picture book *Old Bear* "another winner for very young children," and Bruce Handy, in a *New York Times Book Review* piece about *A Good Day*, one of the author's most recent picture books, wrote, "It should be said: Kevin Henkes is a genius." Mr. Henkes also writes for older children. His novels include *Bird Lake Moon*, the Newbery Honor Book *Olive's Ocean*, *The Birthday Room*, and *Sun & Spoon*.

Kevin Henkes lives with his family in Madison, Wisconsin.

Additional Reading

Kevin Henkes' Bibliography:

Mouse Books

Lilly's Big Day (Ages 4-up)
Chester's Way (Ages 4-up)
Chrysanthemum (Ages 4-up)
Julius, the Baby of the World (4-up)
Julius's Candy Corn (Ages 2-up)
Lilly's Purple Plastic Purse (4-up)
Lilly's Chocolate Heart (Ages 2-up)
Owen (Ages 4-up)
Owen's Marshmallow Chick (Ages 2-up)
Sheila Rae, the Brave (Ages 4-up)
Sheila Rae's Peppermint Stick (2-up)
A Weekend with Wendell (Ages 4-up)
Wemberly Worried (Ages 4-up)
Wemberly's Ice-Cream Star (Ages 2-up)

Picture Books

All Alone (All ages)
A Good Day (All ages)
Bailey Goes Camping (Ages 4-up)
The Biggest Boy (Ages 2-up) illustrated
by Nancy Tafuri

Circle Dogs (Ages 2-up) illustrated by
Dan Yaccarino
Clean Enough (Ages 2-up)
Goodbye, Curtis (Ages 2-up) illustrated
by Marisabina Russo
Grandpa and Bo (Ages 4-up)
Jessica (Ages 4 up)
Kitten's First Full Moon (Ages 3-up)
Oh! (Ages 2-up) illustrated by Laura
Dronzek
Shhhh (Ages 2-up)
So Happy! (Ages 2-up) illustrated by
Anita Lobel

Novels

The Birthday Room
Olive's Ocean
Protecting Marie
Sun & Spoon
The Under Par
Words of Stone
The Zebra Wall

Related reading:

Goggles, Ezra Jack Keats
Jennie's Hat, Ezra Jack Keats
Alexander and the Terrible, Horrible, No Good, Very Bad Day! Judith Viorst
Where The Wild Things Are! Maurice Sendak
Pierre, A Cautionary Tale in 5 Chapters and A Prologue, Maurice Sendak

Theater is a Team Sport!

It takes a whole team of really talented people to create the exciting and colorful world of *Lilly's Purple Plastic Purse*. Preparations begin months in advance and we depend on one another to make sure all the pieces of the puzzle are perfectly in place. Here is a look at the members of the team whose job it is to make your visit to our theater magic.

The **Playwright** is the person who writes the play. The play is designed so that actors will perform it in front of a live audience.

The **Director** decides what the play will look like. It is the director's job to hire the actors and then work closely with the actors, costume, set and lighting designers to make sure everyone tells the same story.

The **Stage Manager** assists the director during rehearsals by recording their instructions and making sure the actors and designers understand these ideas. The Stage Manager then directs the cast and crew during each performance by calling cues for lights and sound, as well as entrances and exits.

The **Designers** imagine and create the lights, scenery, props, costumes and sound that will compliment and complete the director's vision.

The **Actors** use their bodies and voices to bring the authors words and the director's ideas to life on the stage.

The **Shop and Stage Crew** builds the set, props and costumes according to the designers' plans. The Stage Crew sets the stage with props and furniture, assists the actors with costume changes and operates sound, lighting and stage machinery during each performance.

The **Front of House Staff** welcomes you to the theater, makes sure you have your tickets, helps you find your seat and answers any questions you may have on the day of performance

What Part Do You Play?

You play a very important role in our production of *Lilly's Purple Plastic Purse*. The actors need an audience to tell their story to. Unlike movies or television the actors can hear and sometimes see you. Our team needs your help to make the performance the best it can be. Here are some tips to help you and your classmates be top notch audience members:

- Please make sure to turn off your cell phones, mp3 players or any other electronic devices you may have.
- Please stay in your seat. Use the restroom before taking your seat and stay in your seat unless there is an emergency.
- Please save snacks for after the performance. Crinkling candy wrappers, crunching chips or chewing gum can distract the people around you.

- Watch closely and listen carefully to what the actors are saying and doing. Honest reactions such as laughter or applause let the actors know that you like the story and appreciate the work they are doing.

Pre-show Discussion and Activities

Before attending the show, take time with your class to read *Lilly's Purple Plastic Purse* by Kevin Henkes, as well as *Chester's Way* and *Julius, The Baby Of The World*. Use this opportunity to introduce some of the themes explored in both the books and the play. Because this is the first time many of your students will see a live show, this will also be a wonderful time to talk about Live Theater and review the tips for audience behavior.

1. Lilly and her friends are mice but the actors and actresses are human. What can the director and designers do to help us believe they are mice?
2. Do you have a favorite piece of clothing? Do you think that what you wear can change the way you feel? Lilly wears disguises and band-aids to make her feel brave. What would you wear to make you feel brave?
3. Have you ever had, "a difficult day?" How did it feel? What did you do to make it feel better?
4. Have you ever been "peas in a pod," with someone? Who is that person?

Learn Lilly's Secret Language

Lilly speaks to Chester and Wilson in a secret backward language by reversing the letters in her words. Write "I ma ylliL" on the blackboard. Help students to understand that "I ma ylliL" means "I am Lilly" Ask each of the students to write their own name backwards.

Sharing Time

Lilly's purse is her most prized possession. Read *Lilly's Purple Plastic Purse* with your class in the early part of the year and follow the reading with a discussion about what it means to have a "prized possession." This activity provides an excellent opportunity to learn more about the students in your class. Begin by sending a letter home to parents requesting that each student bring in their most prized possession for "Sharing Time." Students should write a short description of the item they choose and explain why the item means so much to them. Ask that each student place the item in a labeled brown paper bag for safekeeping. Each student will then be asked to present their possession and share their writing with the class.

Post Show Discussion Questions

1. Lilly runs into a lot of problems during the play. What do you think is the biggest problem she encounters? If you were Lilly's friend, what advice would you give her to help her solve the problem? What do you think Lilly learns from the problems she faces during the play?
2. Why does Mr. Slinger take away Lilly's beautiful purse? Lilly gets very upset when Mr. Slinger takes her purse away. Can you remember a time that you were very angry and upset? What happened? How did other people react? How did you feel afterwards?
3. What do you think Mr. Slinger thinks when he opens his book bag and finds the mean picture that Lilly drew of him? How does Lilly apologize to Mr. Slinger for her behavior? What would have happened if Lilly had not apologized to Mr. Slinger?
4. Why does Lilly put herself in the uncooperative chair? How does it help her?
5. Before Julius arrives, Lilly is very excited and promises to be a good big sister. After he arrives she soon changes her mind. Why? Do you always get along with your family members? What can you do to help each other work and play together better?
6. Lilly has a very good imagination. After she gets her purse she imagines how everyone will react to her new purchase. Do they react the way she expects they will? Have you ever been excited about sharing something with someone and then been disappointed by their reaction? What happened? How did you feel?
7. Was the set for this play (the way the stage was set up and decorated) what you expected? Was it a good setting for Lilly's story to take place? Why or why not?
8. Chester, Wilson, and Lilly are the best of friends. What makes someone a good friend? Can you think of examples from the play when one of these three characters portrayed characteristics of a good friend?
9. A new character, Victor, appears at the end of the play. What do you think will happen next?

Sunshine State Standards fulfilled through the enclosed activities and attending Orlando Shakespeare Theater's production of:

Lilly's Purple Plastic Purse

Students will:

- Create imagined characters, relationships, and environments, using basic acting skills (e.g., sensory, recall, concentration, pantomime, and vocal improvisation. (TH.A.1.1.1)
- Communicate with others ideas about characterization and plot development within dramatic play. (TH.A.2.1)
- Analyze, criticize, and construct meaning from formal Theater. (TH.D.1.1)
- Understand the relationship among scenery, properties, lighting, sound, costumes and make-up in dramatic scenes in formal production; uses theater terms when evaluating performance. (TH.A.3.2)
- Understand theater as a social function and theater etiquette as the responsibility of the audience: understand the importance of telling stories through media such as stage, movie and television. (TH.E.1.1.)
- Retell the main events (e.g., beginning, middle, end) in a story. (LA.1.2.1.2)
- Respond to various literary selections identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection) and text to text. (LA.1.2.1.5)
- Use new vocabulary that is introduced and taught directly; (LA.1.1.6.1)
- Identify healthy ways to express needs, wants, and feelings. (HE.1.B.2.1)
- Explain the reason for rules and laws in the school and community. (SS.KC.1.1)
- Recognize the differences in the appearance of coins. (SS.K.E.1.Pa.b)

Lilly's Link to the Sunshine State Standards:

Science



Facts About Mice

*The mouse is a type of mammal called a rodent. There are more types of rodents than of any other animal group, making them among the most successful animals on Earth.

*Mice have giant front teeth that are covered with a super hard substance called enamel. Rodents' front teeth grow all of the time or continuously. Because these teeth grow all the time mice have to gnaw on hard things like wood so their front teeth don't grow right out of their mouths.

*Most rodents, but not all, have four toes on the front feet and five toes on the back feet.

*Most rodents are nocturnal (awake at night).

* Mice are what scientist call "opportunistic omnivores" which means they will eat just about anything.

*Mice are very active and must eat a large amount of food. During the winter when food is scarce, some rodents hibernate. Others store food and wake from a deep sleep to eat from time to time.

*Mice have very thick movable hairs on each side of their nose called whiskers. Whiskers are very sensitive and vibrate as the air moves. Mice have poor eyesight so their whiskers help to protect them.

*Mice can live up to two years when raised as a pet. However, most mice live no longer than 6 months in the wild because they have so many predators.



**House
Mouse**



**Lilly
Mouse**

Real Mouse - Lilly Mouse -Your Mouse

In this activity students distinguish between real animals and the animals they may see in books, on television and in movies. Brainstorm with your class about the differences between Lilly and a real mouse.

After your brainstorm, have each student create his or her own paper plate Mouse Mask with the attached activity sheet. Before beginning the mask have the students answer the following questions.

1. How is your mouse like a real mouse?
2. How is your mouse different from a real mouse?
3. What type of mouse is he or she? (i.e. a silly mouse, a happy mouse etc)

Have each child present his or her mask to the class.

Paper Plate Mouse Mask

Materials:

Paper plates (1 per child)

Construction paper (multi colored)

Scissors

Glue stick

Stapler or masking tape

String

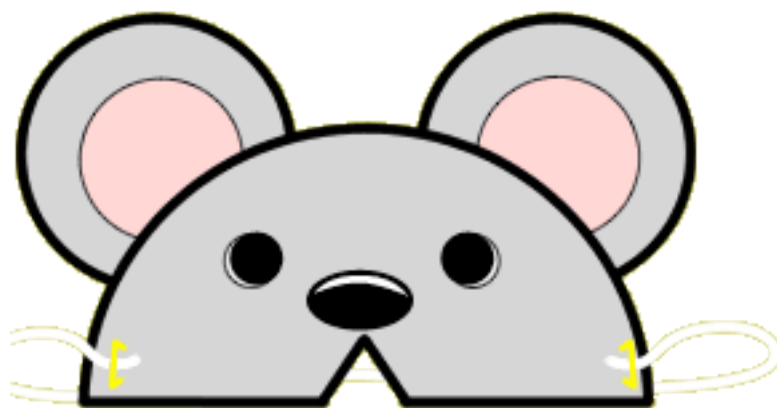
Markers/Crayons

Hole punch

Felt pieces, pipe cleaners, glitter and any other items on hand in your classroom that the students may safely use to decorate their mask.

Directions:

1. Cut paper plate in half
2. Have the students draw two circles for ears and a triangle for the nose on the construction paper. Have the students use safety scissors to cut them out.
3. Tape or staple the two ears in place onto the back of the mask.
4. Tape or staple the nose onto the mask so that it sticks out from the front of the mask
5. Draw two eyeholes and cut those out carefully with safety scissors.
6. Have the students color and decorate the mask using their imagination. Encourage the students to incorporate real (eyes, teeth etc.) and imaginary aspects so that each mouse is unique.
7. When all the glue is dry, use the hole punch on the sides of the mask and attach a thin piece of string to the back of the mask. The mask should fit snugly around the students face.



Lilly's Link to the Sunshine State Standards:

Reading and Language Arts

Friendly Letter Writing



Peas in a Pod

1. Discuss with your students what it means to be, “peas in a pod”. Ask your students if they have ever been, “peas in a pod” or best friends with some one? Ask students why they might want to write in a letter to his or her best friend. Write the ideas on chart paper or a white board.
2. Explain to the students that letters have some parts that are different from other types of writing.
3. Hand out to each student a blank outline of a person. Label the person during discussion of each part of the letter and show children how they can remember the parts.

Head = Heading

Hand = Greeting (shaking someone's hand to greet them)

Belt = Body

Foot = Closing (like you're going out the door)

Toe = Signature (toe print)

- a. **Heading** - The heading can include your address and the date. In casual, friendly letters your address is not necessary.
- b. **Greeting** - This usually begins with Dear_____. The blank is for the name of the person you are writing. After you write the person's name you put a comma (,) .
- c. **Body** - The body of the letter is the information you are writing in your letter.
- d. **Closing** - In the closing the first word is capitalized and you put a comma after the last word.
- e. **Signature** - This is your name. It goes under the closing

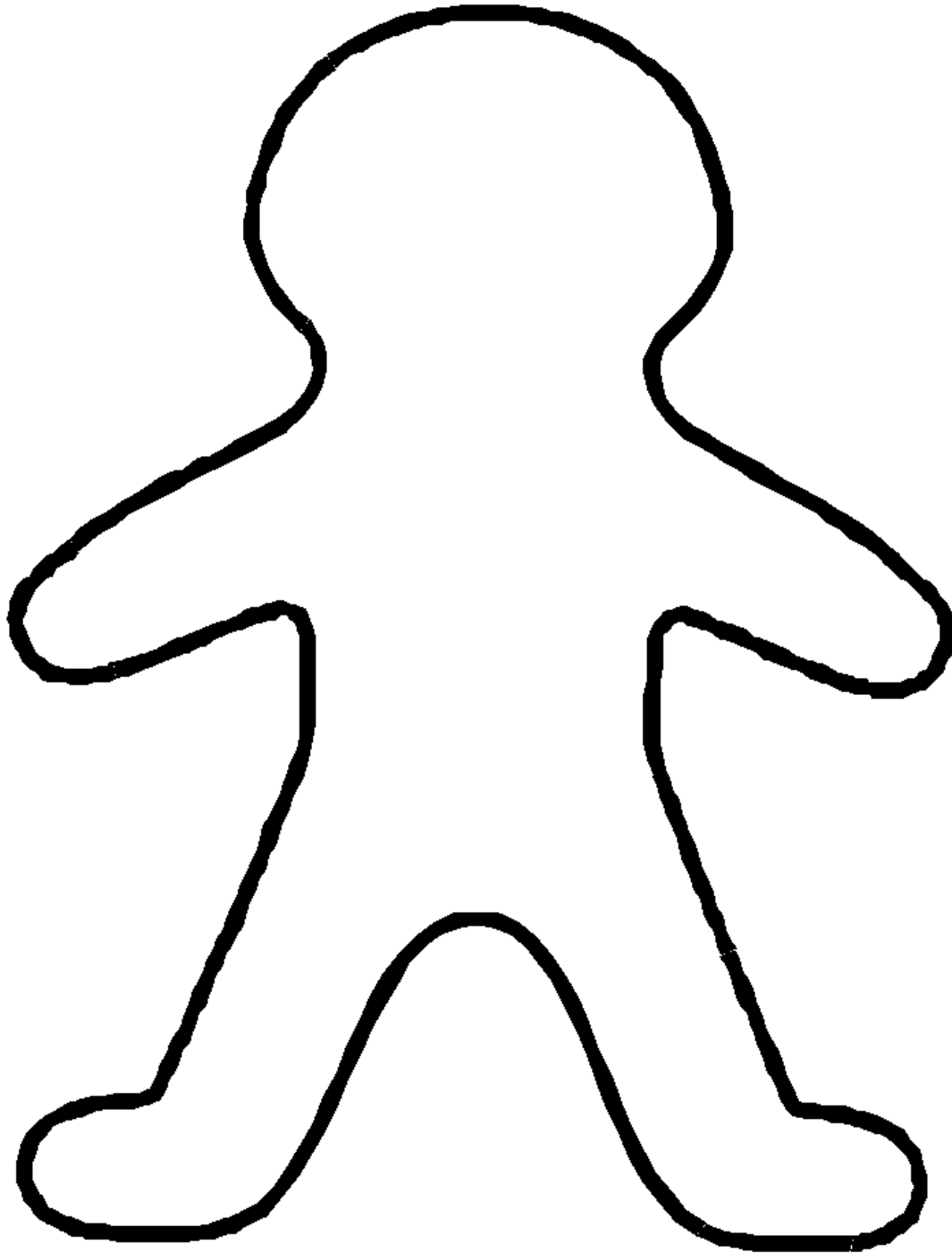
Head = Heading

Hand = Greeting (shaking someone's hand to greet them)

Belt = Body

Foot = Closing (like you're going out the door)

Toe = Signature (toe print)



4. The teacher will draw an outline on the board and walk the class through a friendly letter with all of the components. (diagram above)

5. Ask students to write a letter to their best friend using the 5 parts of a friendly letter. Give students the outline and checklist below so they can make sure their letter is complete.

Heading

Name _____

Address _____

City, State, Zip code _____

Salutation (greeting),

Body _____

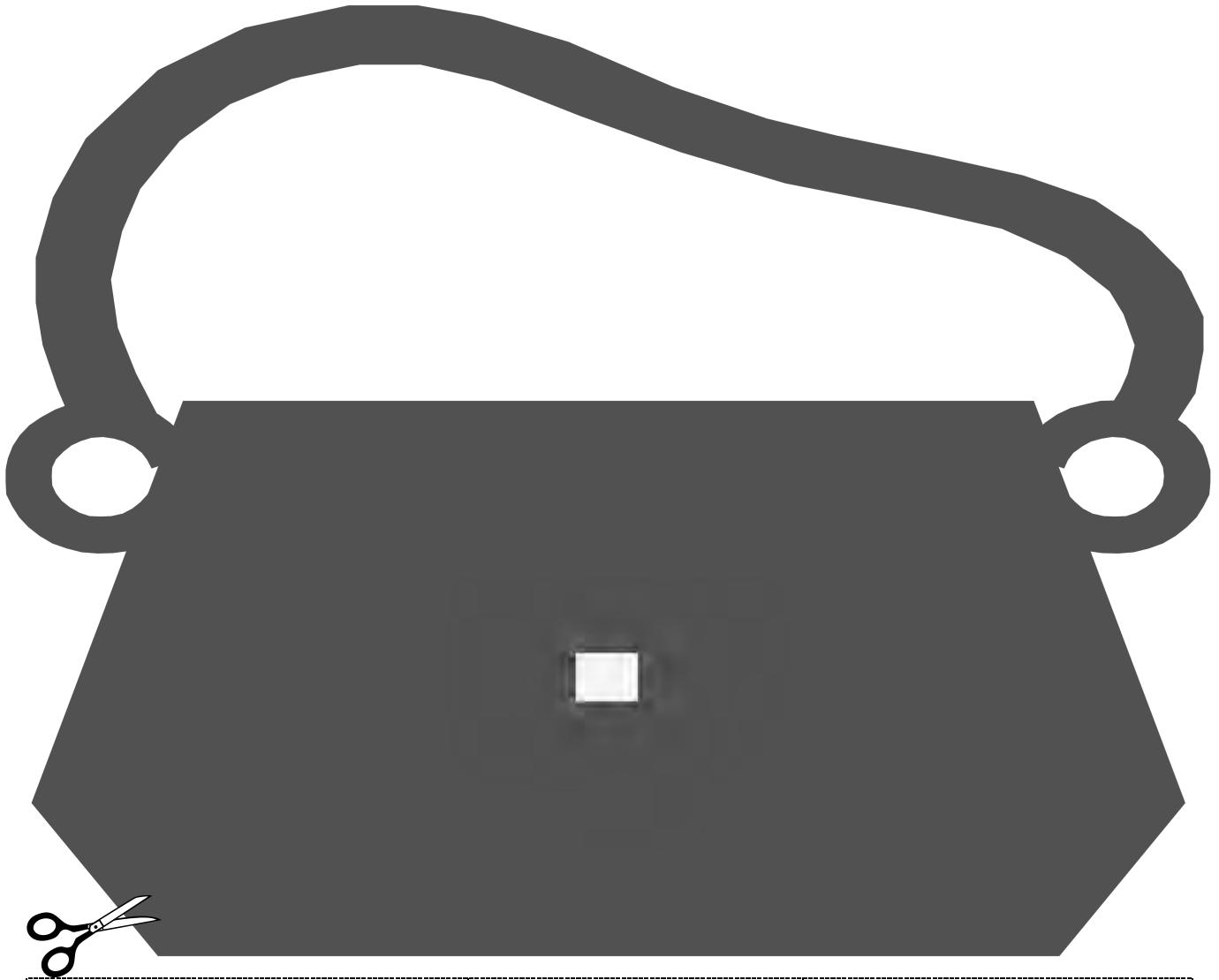
Closing,

Signature

Friendly Letter Check List	YES	NO
I used capital letters & punctuation correctly.		
My letter has a heading		
My letter has a greeting		
My letter has a body		
My letter has a closing		
My letter has a signature		
My letter is ready to be checked by the teacher.		

Reading Comprehension

Have each student cut out the purse and color it the correct color. Then cut out the items that Lilly had in her purse and glue them on!



Language Arts: Vocabulary



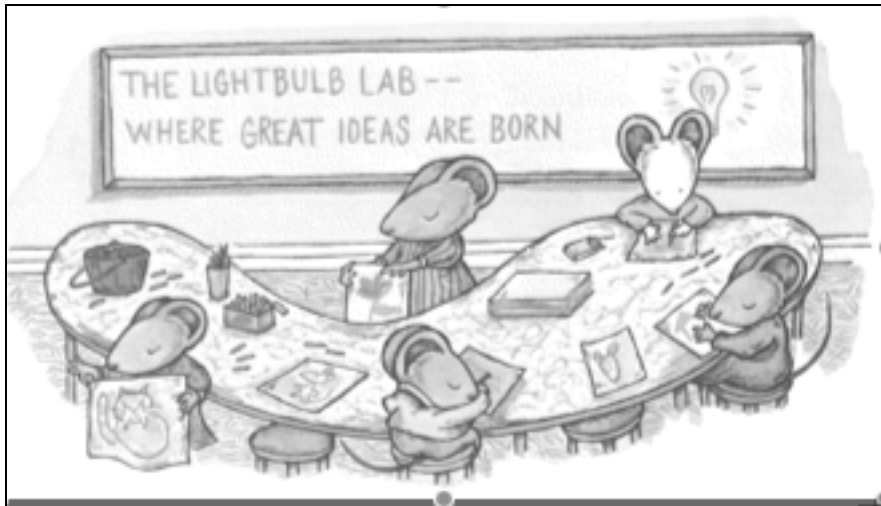
Below is a list of words that Lilly and her friends use in the play. Some of these words may be new to your class. Take time with the class to look these words up in the dictionary. Have students use each word in a sentence. Have the students draw a picture illustrating the words meaning.

Scrumptious
Gratifying
Authentic
Evidence
Dreadful
Baffled
Glamorous
Brave

Rodent
Annoying
Disrupt
Freedom
Nifty
Exquisite
Deserve
Reign

Have the students list words they would use to describe a person who is angry. (i.e. Bad, mean, rotten etc.) Have the students do the same to describe a person who is happy. (i.e. Wonderful, pretty, nice etc.) Have the students take their lists home and cut pictures from magazines that represent the words they have listed.

Brainstorming



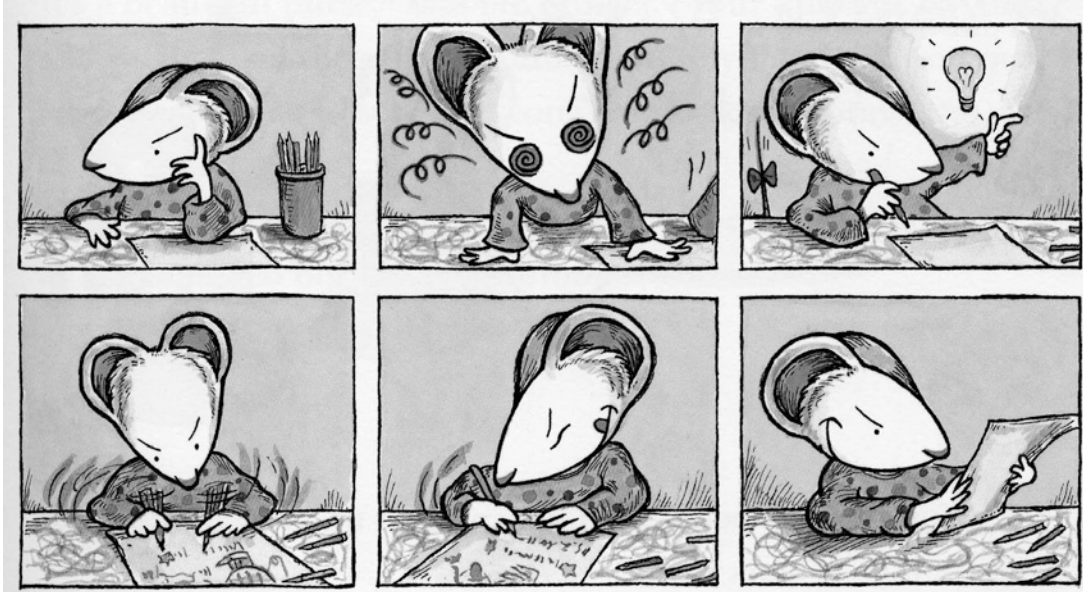
Mr. Slinger's "Light bulb Lab" in *Lilly's Purple Plastic Purse* offered students a safe, creative and comfortable space to work through their ideas and feelings. You may not have the time or space to create your own "Light Bulb Lab" but creativity can thrive in any classroom if the environment is right.

Introduce the idea of **Brainstorming** to your students. Brainstorming is a key part to the creative process. It's the best way to think of a whole pile of potential answers to a problem. It also can be tons of fun. As the teacher, you will take the lead by asking questions, fielding answers, showing enthusiasm and keeping the "what if" spirit thriving. Make the tone positive and accept all ideas. Even if an idea obviously won't work, write it down or hear it out. Not only will the quietest of your students feel included, that idea may be a stepping-stone to another, more useful answer. Be sure to set limits. Instruct students to stay away from violent ideas or bathroom humor.

Be sure to tell your students that while they are "brainstorming" no one says whether the ideas are good or bad, cool or silly. The point is simply to get out as many ideas as they can. Ask the students to raise their hand and share their ideas with the class.

Lilly's Link to the Sunshine State Standards:

Health



Big Feelings

Take this opportunity to discuss with your class the idea of “Big Feelings” – emotions. Brainstorm with your class to create a list of big feelings. Have the children raise their hand and write the list on the chalkboard. After a few minutes, or after energy for the brainstorm runs down, end the brainstorm.

Go back to the list and discuss each feeling. Tell the class a story of a time in your own life when your feelings wanted to “burst out!” Ask your students to draw a picture of a big feeling they have had or a time when his or her feeling wanted to “burst out”.

Lilly's Link to the Sunshine State Standards:

Social Studies

United States Currency

Lilly's Grammy gives her, "three shiny quarters" to put in her new purse. Take this opportunity to have your students learn all about the Florida State Quarter.



What you see on the Florida State Quarter:

- A 16th century Spanish Ship (Galleon) in honor of Ponce De Leon who first discovered Florida in 1513. He was so taken by the tropical beauty that he named this new world "Pascua Florida" or Flowery Easter.
- A palm tree and shoreline. Florida is the state with the highest average temperature and the second longest shoreline.
- The Space Shuttle and the phrase "Gateway to Discovery". Most U.S. space missions blast off from the Kennedy Space Center at Cape Canaveral near Orlando, Florida. So, from Ponce De Leon's discovery of the new world to exploration of new worlds in space, Florida is the Gateway to Discovery.

<http://www.statequarterguide.com/2004-florida-state-quarter/>

<http://www.usmint.gov/kids/coinNews/50sq/2004/fl.cfm>

Social Studies: United States Currency

Cut out the coins and glue them in the box with the matching value.
Draw a happy face in the box that shows the coins that were in Lilly's purse.

1¢	5¢
10¢	25¢



Social Studies: Classroom Rules



In *Lilly's Purple Plastic Purse*, Mr. Slinger helps Lilly to understand the importance of classroom rules and procedures. Take time with your students during the first few days of school to create your own list of rules. The following activity will help you and your students to:

- Establish guidelines and expectations for responsible behavior.
- Create a sense of order and safety—both physical and psychological—in the classroom.
- Foster a sense of ownership and belonging toward the group.
- Teach children the purpose of rules in a democratic society.

Grade level: 1-3 grade

Materials:

Copy of the book, *Lilly's Purple Plastic Purse*

Chart Paper

Markers

After reading *Lilly's Purple Plastic Purse*, ask the class why they feel Mr. Slinger decided to take Lilly's purse away? Begin a discussion about the rules or procedures Mr. Slinger had for his class. Then ask your students to help you write a list of rules for your classroom. Accept every answer and record it on chart paper.

Procedure:

After the class has a nice long list, stop and say, "Whoa, that's a lot of rules. Do you think we can remember all of them?" Tell the students that this list will be put away and reviewed again tomorrow. If the students still want to add more rules, ask them to wait until the following day.

Next, brainstorm with your class to create a list of the things they will learn and do in the coming year. Record this on chart paper also.

Finally, ask your students what they most hope for or dream of doing in the coming year. Record this on chart paper also. You may take the time here to have each student

independently illustrate his or her hopes or dreams. These pictures may be displayed on a bulletin board titled, "Hopes and Dreams for Our Class."

The Following day, re-visit the list of rules and talk about why rules are important and how rules can help the class achieve their dreams and goals. Tell the class that together you will choose the five most helpful and important rules for your classroom. Have the students help to create a bulletin board to display the fives rules you have chosen.

The Rule Jar

During the first weeks of school help students practice basic classroom procedures and rules using the "Rule Jar." Inside the jar are slips of paper. Each slip lists a procedure or rule; such as "Show the class how to sit in a chair." Include silly ideas like, "Show the class how not to line up." This quick activity is a fun way to get your students thinking about how to act in the classroom and it is great filler when you need a two-minute activity!



Lilly's Link to the Sunshine State Standards:

Theater



Lilly loves to use her imagination, to dress up and to play pretend. The activities listed below will allow your students to imagine how Lilly and her friends might feel.

Character Charades

1. After reading Lilly's Purple Plastic Purse to your class, bring out copies of different characters' illustrations from the book. (Photocopy illustrations from Lilly's Purple Plastic Purse. The number of the copies should be the same as the number of students in the class.)
2. Ask students to describe the different emotions of the characters in the pictures. How does the characters' body language help to show us how they feel?
3. Split the class into two groups. Ask students in the first group to pose like the characters in the pictures—reminding them to show the characters' feelings on their faces. Ask the students to stand still like a statue for several seconds.
4. While students are posing, ask the other students in the classroom to identify the characters being portrayed. How can they tell which characters are being portrayed? What are the differences between the characters—physical differences, facial differences, etc.?
5. After allowing the class to discuss the different characters represented in the first group, allow the first group to “un-freeze” and take a seat in the classroom. Then, have the second group come up in front of the class and create different character poses for the class!



The Life Box

In this lesson your students will create life boxes based on a character from the play *Lilly's Purple Plastic Purse* and present these boxes to the class. A life box is a container with everyday items that relate to a character. The students may need to refer to the books, *Lilly's Purple Plastic Purse*, *Chester's Way* and *Julius, The Baby of The World* to learn more about each character. Using details from the books to explain their choices will require students to use critical thinking.

1. Explain the idea of a character life box. A life box is a container filled with items that represent a particular character in a play. The box must have six to eight things the character might use daily or have as a keepsake. No photos—items only.
2. Each student will pick a character from a list of suggested characters. The assignment is sent home and students are given a week to complete the task. Students should list each item, explain why it was chosen, and if possible write the phrase or sentence from the book that the item relates to. This list will be handed in.
3. The students bring in the finished projects and present them to the class. They share their items and explanations by holding up and describing each item and reading or telling what lines of text support their choice.



Lilly's Dance Party

Lilly's purse plays music. What type of music did the purse play and how did that music make Lilly feel? If you had a bag that played music, what music would it play? How does that music make you feel? Why? Discuss how music can have the power to help create a mood. Discuss feelings and what we should do with our feelings. Play different music for students and have them dance the way that makes them feel.