



TIM BRAY THEATRE COMPANY

Administered by The Operating Theatre Trust

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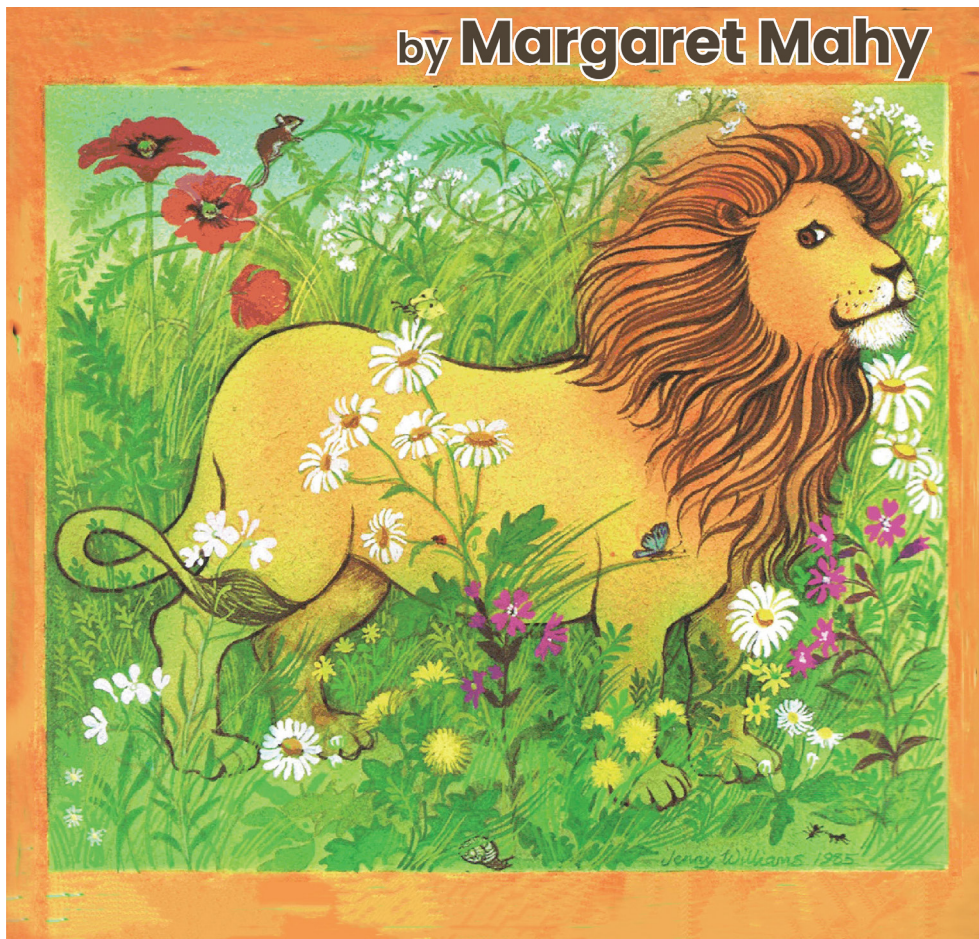
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Teachers' Resource Guide (Part 1)

A Lion in the Meadow and Other Stories

by Margaret Mahy



Prepared by Rosemary Tisdall, Children's Literature Consultant, Getting Kids into Books



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GETTING KIDS INTO BOOKS



TEACHERS' RESOURCE GUIDE (PART 1)

A Lion in the Meadow and Other Stories

by Margaret Mahy

Adapted for the stage by Tim Bray

Prepared by Children's Literature Consultant (*Getting Kids Into Books*)

This Teachers' Resource Guide offers suggestions for classroom activities in relation to reading *A Lion in the Meadow* and other stories and poems by Margaret Mahy and to enhance the experience of attending the theatre production of *A Lion in the Meadow and Other Stories* by Tim Bray Theatre Company.

The questions and activities should be selected or adapted for the age level of your class. They will spark more of your own – this guide is certainly not definitive!

Part One of the Guide could be used in preparatory classroom work before the children see the Show.

Part Two of the Guide, containing suggestions for follow-up activities after you have seen the Show, will be sent to you later.

Key Competencies: Using Language, Skills and Texts, Thinking

	Listening, Reading and Viewing	Speaking, Writing and Presenting
Level One	<p>Processes and Strategies Students will: Acquire and begin to use sources of information, processes, and strategies to identify, form and express ideas. Recognise that texts are shaped for different purposes and audiences.</p> <p>Ideas Recognise and identify ideas within and across texts.</p> <p>Language features Recognise and begin to understand how language features are used for effect within and across texts.</p> <p>Structure Recognise and begin to understand text structures.</p>	<p>Processes and Strategies Students will: Select and use sources of information, processes and strategies with some confidence to identify, form and express ideas.</p> <p>Purposes and audiences Show some understanding of how texts are shaped for different purposes and audiences.</p> <p>Ideas Show some understanding of ideas within, across, and beyond texts.</p> <p>Language features Show some understanding of how language features are used for effect within and across texts.</p> <p>Structure Show some understanding of text structures.</p>
Level Two	<p>Processes and Strategies Students will: Acquire and begin to use sources of information, processes, and strategies to identify, form and express ideas. Recognise how to shape texts for a purpose and an audience.</p> <p>Ideas Form and express ideas on a range of topics.</p> <p>Language features Use language features, showing some recognition of their effects.</p> <p>Structure Organise texts, using simple structures.</p>	<p>Processes and Strategies Students will: Select and use sources of information, processes and strategies with some confidence to identify, form and express ideas.</p> <p>Purposes and audiences Show some understanding of how to shape texts for different purposes and audiences.</p> <p>Ideas Select, form, and express ideas on a range of topics.</p> <p>Language features Use language features appropriately, showing some understanding of their effects.</p> <p>Structure Organise texts, using a range of structures.</p>

Before you read the story

The Production of *A Lion in the Meadow and Other Stories* by Tim Bray Theatre Company is a compilation of three different stories by Margaret Mahy (pronounced Mar-hee), each with a different seasonal theme:

A Lion in the Meadow (summer)

Leaf Magic (autumn)

The Witch in the Cherry Tree (spring)

And Mahy's poem, *The Reluctant Hero or Barefoot in the Snow* (winter)

(This poem can be found in the award-winning book, *The Word Witch, the Magical Verse of Margaret Mahy* edited by Tessa Duder, illustrated by David Elliot.)

The show also includes the poem by Mahy called *Magic*, which also appears in *The Word Witch*.

Christine White has set these two poems to music especially for the play. Christine has written many of the songs for Tim Bray Theatre Company shows since 2004.

Schools may access these books through Services to Schools at the National Library of New Zealand:
<https://natlib.govt.nz/schools/lending-service>

You might find different editions of the books from the ones I referred to when writing the Guide, but most of the basic information will be the same in every edition. For example, the illustrators may vary for different publications, but you can use this as a teaching tool.

Compare the different books and ask the students for their opinions.

Introduction

Find out what you can about the author.

Margaret Mahy, New Zealand's most well known children's author, wrote a large number of books, ranging from picture books to young adult. She won the most prestigious award for children's writers in the world, the Hans Christian Andersen Award, in 2006. What other awards did she receive? Have a look at these websites to help your search for information:

<https://christchurchcitylibraries.com/MargaretMahy/>

<https://teara.govt.nz/en/biographies/6m3/mahy-margaret-may>

<https://www.read-nz.org/writer/mahy-margaret/>

Three of Margaret Mahy's books were published after her death in 2012: *The Man from the Land of Fandango*, illustrated by Polly Dunbar; *Mister Whistler*, illustrated by Gavin Bishop; *Footsteps in the Fog*, illustrated by Gavin Bishop. Find out what other books she has written and read them.

Which ones are your favourites? Why do you like them? She is known for her wonderful language and vocabulary. Compile a list from all the books you managed to read and learn some new words.

Read the books

A Lion in the Meadow

1. Have a look at the cover. My edition was published by Penguin in 1969. It features a lion standing in a garden of flowers – a meadow! Ask the children to look closely and describe everything they see. Can they get a feel for the type of lion from his expression? What other creatures are in the picture?
2. The cover states that Jenny Williams drew the illustrations (or maybe someone different for your edition). She also did the illustrations for my version of *The Witch in the Cherry Tree*. Is her style the same for each book? Can you find other books Jenny Williams has illustrated?
3. There are colourful end papers on the inside covers of the book – study these and remember to come back and look at them again once you have read the story. They create a montage of the story, almost a storyboard in their own right. Ask the children to make a storyboard of one of the other three stories we are focusing on.
4. Not all books have endpapers that are interesting; most are simply one-colour pages. Find some books (not necessarily by Margaret Mahy) that have interesting endpapers and study

them (found more easily in hard cover books). Are the front and back endpapers the same? Discuss how they add to the story.

5. Inside the book, before the story begins, there is a message: *For Helen Hoke Watts...* This is the Dedication. What is a Dedication? Why does the author acknowledge other people in this way? Can you find Dedications in other books you have read? If you wrote a book, what would your Dedication say?
6. Find out when this book was first published – this is usually shown at the front of the book on the back of the title page but in my edition it is actually at the back of the book. *A Lion in the Meadow* was Margaret Mahy's first book published, in 1969, and therefore has a special place in NZ children's literature. In the children's eyes, especially, this is quite an old story. Discuss why they think some books/stories are more popular and last a long time, and are re-published. Find some newer publications of this story if possible and compare their production.

THE ARTS

Key Competencies: Thinking, Participating and Contributing

	Visual Arts
Level One and Two	<p>Developing Practical Knowledge Students will: Explore a variety of materials and tools and discover elements and selected principles.</p> <p>Communicating and Interpreting Students will: Share ideas, feelings, and stories communicated by their own and others' objects and images.</p>

7. Read the story – As you read the story, notice how important the illustrations are. What more do you learn about the story and the characters by looking at the pictures? Ask the children to really look at the pictures and to describe what they can see that tells more about what is happening. You could perhaps read the story aloud without showing the pictures, then read it again, showing the pictures. Then ask the children what they learnt from the second reading.

SCIENCE

Key Competencies: Thinking, Participating and Contributing, Using Language, Skills and Texts

	Science
Level One and Two	<p>Life Processes Students will: Recognise that all living things have certain requirements so they can stay alive.</p> <p>Ecology Students will: Recognise that living things are suited to their particular habitat.</p>

8. Research lions – why is the lion in this story particularly unusual? (they are carnivores and eat meat). Here are some websites to help you:

<https://kids.nationalgeographic.com/animals/mammals/lion/>

<https://kids.sandiegozoo.org/animals/african-lion>

SOCIAL SCIENCE

Key Competencies: Thinking, Participating and Contributing, Using Language, Skills and Texts

	Social Science
Level One and Two	<p>Students will: Gain knowledge, skills, and experience to: Understand how the past is important to people /Understand how time and change affect peoples' lives.</p>

9. In which country is this story set, do you think? Looking at the pictures, it could be set in New Zealand, if we assume the lion is imaginary... the word meadow is the main clue that it is set in England. What is a meadow? What word(s) would we use?
10. Some children may not have seen a matchbox. Look at one and discuss how they work. This could be a good starter for a study on early fire methods.

ENGLISH

Key Competencies: Using Language, Skills and Texts, Thinking

	Speaking, Writing, Presenting
Level One and Two	<p>Structure Students will:</p> <p>Organise texts using a range of structures.</p> <ul style="list-style-type: none"> – uses knowledge of word and sentence order to communicate meaning when creating text; – organise and sequences ideas and information with some confidence; – begins to use a variety of sentence structures, beginnings, and lengths.



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GETTING KIDS INTO BOOKS

Getting Kids into Books offers Author and Illustrator visits to schools to encourage literacy and reading across the spectrum of children's literature.

Rosemary Tisdall is a Children's Literature Consultant. She has a teaching diploma with a BA in Education, and a broad knowledge of and passion for children's literature. She is Team Leader of Reading Services at National Library, Services to Schools.

She is a Trustee of the Storylines Children's Literature Charitable Trust, and Painted Stories (Te Tai Tamariki) an organisation that aims to preserve and archive New Zealand children's book illustrations.

Rosemary is also a Trustee of The Operating Theatre Trust (trading as Tim Bray Theatre Company) and suggests many of the titles for their productions.



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Unlocking **imagination** today ignites
the **creative minds** of tomorrow

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