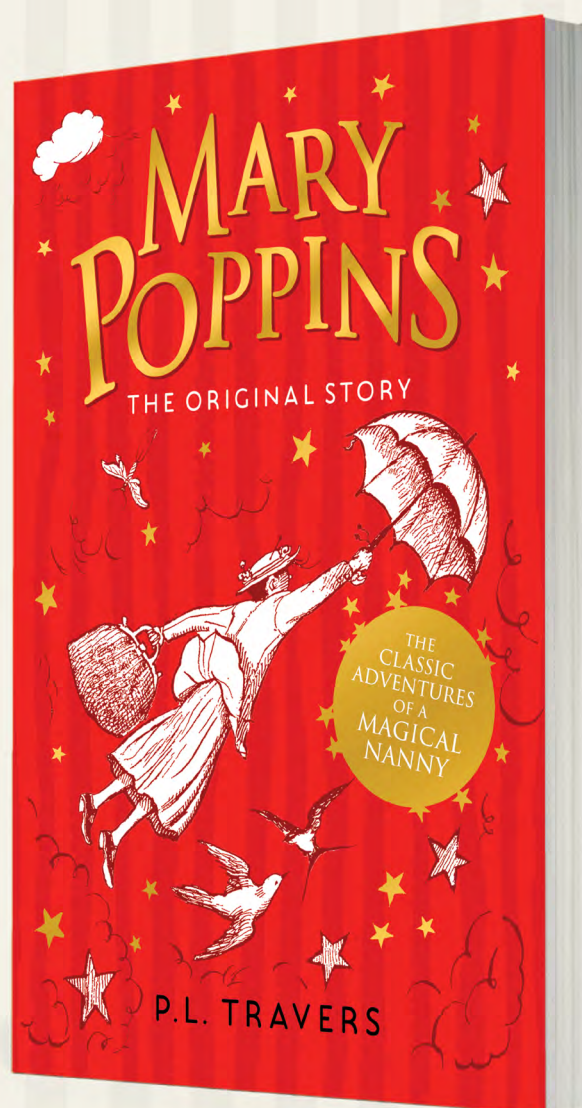


HarperCollinsChildren's Books
presents

MARY POPPINS



MARY POPPINS TEACHING PACK
RESOURCES FOR Y4-Y6

LESSON PLAN. EXTENSION IDEAS. ACTIVITY SHEETS.

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What they'll learn

- ★ To think carefully and discuss characters in a text, considering events from different points of view and finding evidence for their opinions
- ★ To infer characters' feelings, thoughts and motives from their speech and actions, justifying their inferences with evidence
- ★ To discuss their ideas, listening carefully to others and taking turns in conversation
- ★ To explore aspects of classic fiction from our literary heritage
- ★ To write reports, using events and description in a rich narrative for inspiration
- ★ To appreciate the conventions around telling jokes, and to prepare and perform a joke

Start Here

Bring an old bag into class full of interesting objects and get children to help you unpack it. Ask them who could own a bag like this, and whether the bag reminds them of a story character.

- ★ If not, no problem! You're going to meet her right away...
- ★ If yes – ask children how they know about Mary Poppins. They will probably tell you that they've seen the 1964 film and/or the 2018 version, giving you the chance to talk about the way books inspire films and the changes that occur from page to screen.

Now, before you begin the main lesson, make sure you've read and discussed the first chapter in the original Mary Poppins book (in which Mary Poppins arrives on the East Wind at Number 17, Cherry Tree Lane). Which characters are introduced in this chapter and what do we learn about them?

Explain that the events in this book happened a long time ago, when people lived differently. What did you notice in the story that tells you this? Talk about the way some people had nurses and nannies to look after their children, as well as servants to look after *them*.

Ask your class who looks after them when they're not at school. What do their families and other people do to care for them? What is Mary Poppins doing to care for Jane and Michael and the twins? What do you think it would be like to have Mary Poppins looking after you?

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Main Lesson

Read **Laughing Gas**, which is Chapter Three in the original story (page 23 onwards), and discuss with the class. Ask questions such as:

- ★ Which characters feature in this story?
- ★ What happens to them?
- ★ Was the story funny?
- ★ Did it surprise you in any way?
- ★ Was there anything you didn't understand?
- ★ Are there any questions in your mind now you've finished reading it?
- ★ Do you think the events in the story really happened to Jane and Michael, or did they imagine everything?

SEARCH FOR EVIDENCE

What does this chapter tell you about Mary Poppins? Discuss as a whole class, going back to the text to find evidence to support your ideas.

Talk about Mary's character and her magical abilities, then ask children to record their ideas on **Activity Sheet 1 – Laughing Gas**.

Based on this evidence, what do you think of Mary Poppins? Why do you think Jane and Michael are so fond of her? Discuss as a class.

You can print and use new copies of **Activity Sheet 1** for every chapter you read, to create a growing file of evidence.

EXPLORE DIFFERENT VIEWPOINTS

As a whole class, talk about the tea party. What happened, and in what order? Ask children to agree on the main events and list them on your whiteboard.

How did Mr Wigg, Mary Poppins, Jane and Michael react to these events? Were they surprised, pleased, disapproving...? Discuss as a class, giving reasons for your answers.

What about Miss Persimmon? Did she react differently? Why do you think she didn't enjoy the tea party? As a class, collect ideas and suggestions, then read the extract on **Activity Sheet 2**. Talk about what's happening and fill in the first box.

Ask children to underline the words and phrases that reveal Miss Persimmon's thoughts and reactions, or tell us about her as a character. Feed back and discuss. How would *you* describe Miss Persimmon's reaction to the tea party? Collect words and ideas, then ask children to fill in the second box.

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Look at what Miss Persimmon says in this extract. There are lots of punctuation marks! Identify them, reading the sentences aloud to show how helpful these 'stage directions' are in telling us what this character sounds like.

In pairs, and in a 'Miss Persimmon voice', practise reading *either* the paragraph beginning "I hope, young man..." or the paragraph beginning "Well I never! I simply *never!*"

Talk about body language and mannerisms. What kind of movements and gestures might Miss Persimmon make? Add them to your performance - together with some Miss Persimmon props (such as hats and gloves) perhaps?

Show back to the whole class and discuss. What works well? Why? What have you learned about Miss Persimmon by working on these speeches?

Go back to the events listed on your whiteboard. Which events did Miss Persimmon *witness* or *take part in*? What does she *know* about the tea party? What are the *facts*?

Talk about her character and the way it affects her experience. What does she *think* about the tea party? What's her *opinion*?

Fill in the boxes on **Activity Sheet 3**, then ask children to write about what happened from Miss Persimmon's point of view. Can they read their work aloud in their 'Miss Persimmon voice'? Identify words and phrases you particularly like in each piece, as well as aspects of the performance.

WRITE YOUR OWN JOKES

"As she laughed she felt herself growing lighter and lighter, just as though she were being pumped full of air. It was a curious and delicious feeling and it made her want to laugh all the more." - Jane Banks

Ask the children what makes Mr Wigg laugh? What makes *them* laugh? How does it make them feel? What is the funniest joke they know?

Browse a collection of joke books and share the best jokes. Using **Activity Sheet 4**, make your own origami-fold joke books for Mr Wigg. Which joke do you think he'd like best, and why?

Ask children to choose their favourite joke. In pairs, practise telling the jokes to each other, learning them by heart and working on timing and delivery. Then host a 'stand up mic' event in class.

"Jokes are just very short stories." Do you agree with this? Why/why not? Write a new joke of your own - one that's never been told before!

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Taking the lesson further

BOBBING BALLOONS

“Rolling and bobbing! What an idea! Rolling and bobbing on the ceiling! You’ll be telling me next he’s a balloon!” - Mary Poppins

Make a whole Wigg family of balloons to decorate your classroom. Get children to plan out what their characters will look like first before using marker pens to transfer their designs onto blown-up balloons.

If you’re using ordinary balloons, you’ll have to hang them from the ceiling, so remember to decorate them with the bobble on top of their heads, so you can tie them the right way up.

If you’re lucky enough to have helium to fill your balloons, they can bob around up there all by themselves!

Don’t forget to photograph your Wigg family before they deflate...

MAGICAL BIRTHDAY POWERS

“Whenever my birthday falls on a Friday, well, it’s all up with me. Absolutely U.P.” - Mr Wigg

Give children a copy of **Activity Sheet 5** and hold a discussion before then begin writing.

- ★ What do you do on your birthday?
- ★ If you could do something magical on your birthday, what would it be?
- ★ What new power would you have?
- ★ What would be fun about this power?
- ★ Could it cause problems?
- ★ What could those problems be, and how might you overcome them?

Now, using the activity sheet, ask children to write about what happens when they wake up on their next birthday with their new magical power!

HOST AFTERNOON TEA

Look at old cookery books and magazines for pictures of Afternoon Tea. What kind of food is being served?

Create your own Afternoon Tea menu, then plan, shop for, prepare and serve it in your classroom. If you like, you could invite some elderly friends and relations!

Then write about what you’ve done – either as instructions for other classes to follow, or as a report.

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CREATE A DIORAMA

Make a diorama model of Mr Wigg's room using a cardboard box and small-world furniture (eg playmobil, dolls furniture).

Cut out and colour the characters and props and use wallpaper offcuts or wrapping paper to decorate the walls. If you want to fill everything and everyone with laughing gas, use fishing line to suspend the table, crockery, food and characters from the top of the box!

Light your diorama using an anglepoise lamp and take photographs - cut peepholes in the side of your box for interesting viewpoints. Print the best photos in black and white and use to accompany the reports you wrote from Miss Persimmon's viewpoint.

BOOK TO SCREEN

Film actors use a screenplay. What would this chapter look like in script form?

Work in groups on different sections and produce as mini-dramas for performance and feedback.

BUT THE BEST ACTIVITY OF ALL...

... is to extend your reading for pleasure experience by sharing the whole book and talking about it! And if you'd like inspiration for more creative activities and cross-curricular starting points, there are lots of other chapters with self-contained adventures to explore.

Try, for example, **Miss Lark's Andrew** (*can you speak dog language like Mary Poppins?*) and **The Day Out** (*use reproductions of famous paintings and imagine stepping into them, like Bert and Mary. What can you see, hear, feel, taste, touch? What's happening inside the painting that viewers outside it can't see?*)

Talking points from the book

- ★ What does this story tell us about Mary Poppins?
- ★ Do you think the events in this story really happened to Jane and Michael, or did they imagine them?
- ★ Is there anything in this story that tells you it's happening in the past? For example: *Mr Wigg can't phone or text or email, he has to send a postcard. There's a bell pull next to the front door. The room is lit by a gas bracket.* What do you like about reading books written a long time ago? What's challenging about reading them?
- ★ Have you seen the 1964 film and/or the 2018 version? How does the book differ from the film version(s)? Why do you think film companies make changes when they turn a book into a film?

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Activity Sheet 1:

FINDING OUT ABOUT MARY POPPINS

What Chapter _____ tells us about Mary Poppins

Her character	Her magical abilities

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Activity Sheet 2:

MISS PERSIMMON AND THE TEA PARTY

Extract for discussion is taken from page 33 onwards

“Well, I never! I simply never!” she said, as she caught sight of them all seated on the air around the table. “Such goings-on I never did see! In all my born days I never saw such. I’m sure, Mr Wigg, I always knew you were a bit odd. But I’ve closed my eyes to it – being as how you paid your rent regular. But such behaviour as this – having tea in the air with your guests – Mr Wigg, sir, I’m astonished at you! It’s that undignified, and for a gentleman of your age – I never did – “

“But perhaps you will, Miss Persimmon!” said Michael.

“Will what?” said Miss Persimmon, haughtily.

“Catch the Laughing Gas, as we did,” said Michael.

Miss Persimmon flung her head back scornfully.

“I hope, young man,” she retorted, “I have more respect for myself than to go bouncing about in the air like a rubber ball on the end of a bat. I’ll stay on my own feet, thank you, or my name’s not Amy Persimmon, and – oh dear, oh dear, my goodness, oh DEAR – what is the matter? I can’t walk, I’m going, I – oh, help, HELP!”

For Miss Persimmon, quite against her will, was off the ground and was stumbling through the air, rolling from side to side like a very thin barrel, balancing the tray in her hand. She was almost weeping with distress as she arrived at the table and put down her jug of hot water.

“Thank you,” said Mary Poppins in a very calm, polite voice.

Then Miss Persimmon turned and went wafting down again, murmuring as she went: “So undignified – and me a well-behaved, steady-going woman. I must see a doctor – “

When she touched the floor she ran hurriedly out of the room, wringing her hands, and not giving a single glance backwards.

“So undignified,” they heard her moaning as she shut the door behind her.

“Her name can’t be Amy Persimmon, because she didn’t stay on her own feet!” whispered Jane to Michael.

But Mr Wigg was looking at Mary Poppins – a curious look, half-amused, half-accusing.

“Mary, Mary, you shouldn’t – bless my soul, you shouldn’t, Mary. The poor old body will never get over it. But, oh, my goodness, didn’t she look funny waddling through the air – my Gracious goodness, but didn’t she?”

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Activity Sheet 2:

MISS PERSIMMON AND THE TEA PARTY

What's happening in this scene?
Make notes about the key events.

How would you describe Miss Persimmon's
reaction to these events? Choose the best
words you can think of and make a list.

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Activity Sheet 3:

THE TEA PARTY BY MISS A. PERSIMMON

Miss Persimmon has been asked to write a report about Mr Wigg's tea party. What does she know about what happened, and what does she think about those events?

Fill in the boxes, then write Miss Persimmon's report. Include ideas from both boxes.

What Miss Persimmon knows
about Mr Wigg's party (the facts)

What Miss Persimmon thinks
about Mr Wigg's party (her opinion)

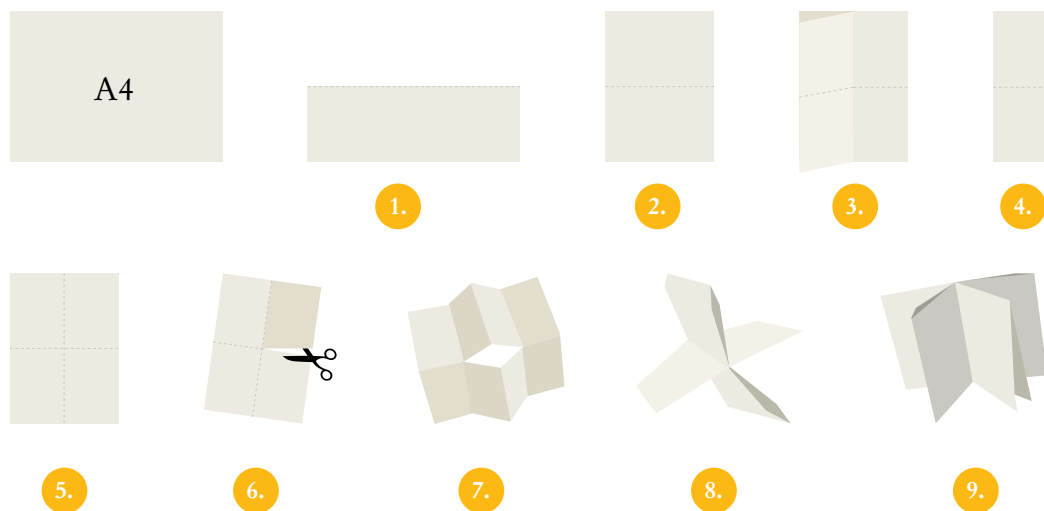
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Activity Sheet 4:

MR WIGG'S JOKE BOOK

Follow the instructions below to make a joke book for Mr Wigg. Collect jokes that make you laugh and write them in your book. You can illustrate them, too!



Take an A4 piece of paper and lay it flat on the table in front of you. All your folding needs to be done neatly, with all the edges carefully lined up. You might need some help with Step 9!

1. Fold your paper in half horizontally across the middle (hot-dog-style), then unfold it and lay it flat again.
2. Now fold it in half vertically down the middle (hamburger-style). This time leave it folded.
3. Fold one open edge back towards the middle and leave it like that.
4. Turn your paper over and fold the other open edge back the same way.
5. Unfold the last two folds you made (so it looks the way it did in step 2, but with some extra creases)
6. Using the line of the crease to guide you, carefully cut along the crease from the folded edge to the middle.
7. Unfold your paper completely so you can see the centre cut.
8. Fold it in half again hot-dog-style.
9. Push the outer edges together to fold your pages into a book shape.

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Activity Sheet 5:

MAGICAL BIRTHDAY POWERS!

What would you do if you had magical birthday powers?

What do you usually do on your birthday?	What would your magical birthday power be?
What exciting things might happen if you had this power?	What challenges could this power give you?

