

# DREAMCATCHERS

THE LOS ALAMOS NATIONAL BANK POPEJOY SCHOOLTIME SERIES TEACHING GUIDE

## Shh! WE HAVE A PLAN CHRIS HAUGHTON



Presented by Cahoots NI  
THURSDAY, APRIL 5, 2018

Grades: PreK - 3

Dreamcatchers Teaching Guides align with the Common Core State Standards and New Mexico State Learning Standards.

## Standards Addressed By Attending the Performance

### NMCCSS

ELA-Literacy.SL.2

### New Mexico Content Standards:

Fine Arts/Theatre: Content  
Standards 3 & 5

“In every walk with nature one receives far more than he seeks.” - JOHN MUIR

**Based on the picture book by Chris Haughton**  
**Created and Directed by Paul Bosco McEneaney.**  
**Music by Garth McConaghie**  
**Produced by Cahoots NI**  
**From Belfast, Northern Ireland**

## SYNOPSIS

*Shh! We Have a Plan* is a wonderful, heartwarming non-verbal adaptation of Chris Haughton’s book of the same name. The show follows a family of three and their journey through the woods. Covered head-to-toe in knitted caps, sweaters, and socks, this loveable family dances and admires the beauty of the forest around them. Featuring magic, music, and puppetry, the show focuses on the wonders of nature and the importance of our environment. On their adventure in the wilderness, the family notices a brightly colored, beautiful bird perched high up in a tree!

The family becomes captivated by the bird, and each madcap character becomes obsessed with catching it! Watch the bird flutter its wings from puppet strings, as each character comes up with whacky and wild ways to capture it. Through song and dance the family thinks of ways to catch the bird, but Shh!, don’t worry, each of them has a plan!

Just like Chris Haughton’s simple and sweet award-winning illustrations, the play’s adaptation presents the characters and setting with simplicity, allowing the audience’s imaginations to run wild. Children and adults alike will walk away with the understanding that treating nature with kindness and respect is more important than getting what you want at any cost.





## Vocabulary

**branch** - part of a tree that grows out from the trunk

**campfire** - a fire that is built outdoors at a camp or picnic area

**interjection** - a spoken word, phrase, or sound that expresses sudden and strong feeling, such as “oh” or “wow”

**net** - a device made of string, rope, or wire that is used for catching or holding things

**nonverbal** - not involving or using words

**perch** - to sit on or be on something high or something that is easy to fall off of

**plan** - a set of actions that have been thought of as a way to do or achieve something

**puppet** - a doll that is moved by putting

your hand inside it or by pulling strings or wires that are attached to it

**shh** - an interjection used to tell someone to be quiet

**woods** - an area covered with many trees

## Fun Facts for Students

**There are around 10,000** different species of birds worldwide.

**Birds** have feathers, lay eggs, and are warm blooded.

**Ostriches** are the biggest birds in the world. Males can weigh up to 250 pounds!

**Some of the brightest colored birds**, like in *Shh! We Have a Plan*, are Mandarin Ducks, Toucans, and the Lady Gouldian Finch.

**Chickens** are the most common species of bird found in the world.

**Trees can live for thousands of years!** The oldest tree found so far is 4,845 years old.

**Trees produce oxygen** and reduce carbon dioxide in the atmosphere.

**Birdwatching is a fun hobby** to do with mom or dad! Birdwatchers are sometimes called “twitchers.”

**Professional birdwatchers** are called ornithologists.

**Binoculars** are a great tool to see birds from a distance.

**Tweety Bird, Daffy Duck, Donald Duck, The Roadrunner, and Woodstock** are some of the most famous birds from cartoons.

# About the Book's Author and Illustrator, Chris Haughton

## Ten Things You Didn't Know About Me

Adapted from the article on [walker.com](http://walker.com)

1. **I travel a lot** and have lived and worked in lots of different cities.
2. **When I first moved to London**, I was the handyman in Paddington Railway Station.
3. **In San Francisco** I worked in an American diner.
4. **I stayed on the bottom bunk** in a hostel in Hong Kong for 6 months.
5. **In Hong Kong**, I taught very small children about art and drama for a year.
6. **I have been drawing** since I was a kid. I loved books with pictures and diagrams.
7. **As a child**, I was crazy about dinosaurs. My uncle gave me a shovel so I could look for dinosaur bones.
8. **I think Nepal** is the most beautiful country in the world.
9. **My book** *A Bit Lost* was first published in Korean and I wrote it in Seoul.
10. **I also make rugs.**



# Shh! We're Going on a Nature Walk

## Lesson 1

Grades K - 3

### NMCCSS:

ELA-Literacy.SL.2;

### NM State Standards:

Science: Strand 2.2

Fine Arts/Visual Arts:

Content Standard 2

## Objectives

Students will:

- take a nature walk outdoors.
- observe the environment and collect samples.
- recreate the natural resources, animals, etc. in a piece of art

## Materials

- Plastic or paper bag (with handles is easier for little ones)
- Glue (can be a glue stick, bottle, or gun)
- Paint, magic markers, and/or colored pencils
- White paper, colored paper, and/or card stock
- Found items from the nature walk

## Procedure

1. Explain to the students that they will be taking a walk outside to observe the nature and environment all around them.
2. They will observe the sky, the ground, any plantlife, the trees, any wildlife (worms, bugs, rabbits), sticks, pebbles, leaves, feathers, etc.
3. Organize the walk in small groups or as a class. Determine the route and length of time that best fits your class.
4. Provide prompts to remind the children to look up, down, under bushes, close-up, and far away. Remind them to look "deeper" into the soil for wet or dry, and mention textures and colors.
5. Have the student pick up small "treasures" during their walk. These items will be going onto a piece of paper, so smaller items work best (a twig is better than a stick, a pebble better than a rock, etc.).
6. Upon returning to the classroom or in another class period, have the students create a piece of art from their found items and draw things they observed, but couldn't bring back - the sun, clouds, mountains, etc.
7. Have the students share their art with each other and discuss all the different and similar items they found on the same tour.

## Extensions/Modifications

- Students can cut pictures out of magazines and add collage elements to their art.
- Have the students write their own story or a class story based on their art.

## Assessment

- Quality of participation

# What's In the Backpack?

## Lesson 2

### Grades PreK - 3

#### NMCCSS:

ELA-Literacy.SL.2; ELA-Literacy.SL.4

#### NM State Standards:

Social Studies/Geography: Content Standard 2

### Objectives

Students will:

- review the story or show *Shh! We Have a Plan*.
- decide what is needed to take from home for an adventure in nature.
- contribute their ideas and come to an agreement as a group.

### Materials

- Backpack
- Objects that may be needed for a day hike (hat, water bottle, sunscreen, bandaids, cell phone, granola bar, etc.)
- Objects that may not be needed for a day hike (comb, toothbrush, binoculars, camera, pen and paper, etc.)

### Procedure

1. Fill the backpack with items that may and may not be needed on a day hike.
2. With the class, remove the items from the backpack and display them. Have younger children identify the items and their uses.
3. Explain that some of these items should always be with at least one person in the group, and that not everyone has to have everything.
4. Discuss all the items in small groups or as a class. Which ones must be along on the trip and why? Which ones would be nice to have, but aren't a must? Which items are not needed?
5. Have the students agree on all three categories either in their small groups or as a class. If it is in the small group, have a spokesperson explain what they think has to be on the trip. Have the class come to consensus.
6. What did they discover? Was it hard to all agree? Why?
7. Repack the bag with what they must bring with them.

### Extensions/Modifications

- Discuss what is necessary on a day trip in New Mexico at different times of the year. What might be different in other states or environments?
- What are the dangers of not being prepared? Discuss safety like the "hug a tree" concept if they get lost.
- Ask the students what kinds of nature walks they have taken and how their family helped them prepare.

### Assessment

- Quality of participation

## Questions to Engage & Connect

After seeing the show, ask your students to answer these questions:

**Why did the characters** want to catch the bird?

**Did any of the characters** think about the well-being of the bird?

**How do you think the bird felt** when the characters tried to trap him?

**What happened when the characters** finally stopped chasing the bird?

**How does the play** differ from the book?

**Do you think the characters** will treat the squirrel at the end of the play any differently?

**Why didn't the bigger hunters** listen to the smallest hunter?

**What did you like best** about the play?

## Bonus Explorations

### LESSONS & ACTIVITIES

#### Puppet Making

The birds in *Shh! We Have a Plan* are all puppets controlled by a puppeteer. Pupils could work together to create and perform a puppet show. The children can make puppets using card, paper, or even socks, and they can recreate their favorite moments of the show. Try using recyclable objects that may have been otherwise thrown away!

Music could also be added for a theatrical effect and pupils can practice conveying emotion, personality, and story through the movements of their puppets.

#### Mime

*Shh! We Have a Plan* is a nonverbal piece. The actors use their facial expressions and body language to convey emotions and story. In small groups, pupils could choose a scenario and act it out for their classmates without relying on their voices.

The remainder of the class can watch and take turns at guessing the scenario being performed. These scenes could be taken directly from the show or could be every day scenarios, perhaps picked from a hat!

#### Research Activity

Research different types of birds to see what you can find out about the brightly colored birds from *Shh! We Have a Plan*. What kind of birds could they be? What habitats might they live in?

#### The Characters

Design a 'fact sheet' about the characters in *Shh! We Have a Plan*. Pupils could answer questions such as:

Who are the characters?

What are their names?

How do they know each other?

What ages are they?

Why are they out in the woods?

Why do they want to catch the bird?

What will they do with the bird if they catch it?

There is no right or wrong answer and creativity is encouraged! Have them try writing the story from the viewpoint of one of the characters or even from the bird's side of the story.

## Resources

### BOOKS

Haughton, Chris. *Shh! We Have a Plan*. Candlewick Press, 2014.

Haughton, Chris. *A Bit Lost*. Walker and Company, 2011.

Haughton, Chris. *Oh No George*. Candlewick Press, 2012.

### WEBSITES

The [author's site](#) lists his books and has a number of activity sheets that schools can use.

Watch a [video](#) of author Chris Haughton collaging a character from the book *Shh! We Have a Plan*. (2:56)

[Watch and listen](#) to Chris Haughton read his book *Shh! We Have a Plan*. (3:48)

## About the Company

**Cahoots NI** produces original, boldly innovative and inspiring work for young children. The company uses physical theatre, contemporary circus, digital technology and special effects which, when combined with illusion and original music, delivers an experience which is magical and memorable.



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# Schooltime SERIES

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## About the Schooltime Series

The Los Alamos National Bank Popejoy Schooltime Series brings you national and international touring companies and performers you can't see anywhere else in or around Albuquerque. Each touring company is selected with youth and family audiences in mind, and our repertoire reflects the cultural diversity of our global community. The Schooltime Series includes new plays, familiar stories, literary works, biographies, mythologies, folk tales, music, dance, and puppetry. These professional performing artists create educational experiences designed to encourage **literacy, creativity, communication, and imagination.**

Send an email with your name and email address to [schooltime@popejoypresents.com](mailto:schooltime@popejoypresents.com) requesting to be added to the mailing and monthly newsletter list. Visit us at [schooltimeseries.com](http://schooltimeseries.com) and [facebook.com/schooltimeseries](https://facebook.com/schooltimeseries).

## Popejoy Hall

Popejoy Hall is New Mexico's premier nonprofit venue for the performing arts and entertainment. Our mission is to provide access to the performing arts for all New Mexicans.

## Etiquette

The inside of a theatre is called a "house" and to get along, have fun, and enjoy the shows, there are rules to follow. Schooltime provides a wonderful opportunity to learn how good behavior in a live theater is different from watching television at home. For guidelines to practice with your class and chaperones go to [schooltimeseries.com/house-policies](http://schooltimeseries.com/house-policies).

## House Policies

Please visit our website for detailed information about **House Policies**. This includes our guidelines on safety, special needs, food and drink, backpacks, cell phones, photography, recordings, and more.

## Credits

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## The University of New Mexico

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