



## Teachers' Guide and Lesson Plan for *The Way to Slumbertown*

Guide written by Alice Hayward and Jessica Gluss

### Part One: Before reading the book - Vocabulary

The following words are used throughout the book and should be understood by students prior to reading the book.

- Splendid (p. 1)
- Fleecy (p. 11)
- Softly (p. 12)
- Safest (p. 13)
- Surest (p. 13)

**Suggested Activity:** The class can use the words to create a “descriptive word dictionary”, where students can use descriptive words from different books read in class. Students will need to provide a definition for the word, and an illustration to define the meaning of the word. Encourage students to refer to the dictionary when using descriptive words in their own dictionary.

### Part Two: While reading the book - Comprehension and Discussion Questions

Theme One Questions: comfort of family

1. How is this theme addressed in the poem?
2. Would you say this is a reoccurring theme in children's book? Explain your answer.
3. Name some other children's stories that address this theme.

Theme Two Questions: dreams

4. What makes you feel like this poem is a dream?
5. Describe one of your favorite dreams.

6. Do you think the images used throughout the poem (the sea imagery and flying on the back of the moth) makes the poem more like a dream?

### **Part Three: After reading the book - Discussion and Activities**

#### **Language Arts:**

- Based on the prompt: *“But after all, the surest and the safest passage there /Is by the way of mother’s arms,”* students will have a free-write activity. They may write a narrative text, or a personal recount of a memorable experience of family support. This assignment will be done individually. The writing will be evaluated on their ability to connect their personal event to the theme in the story, as well as the quality of the writing (effort, creativity, grammar and spelling, etc...)
- Students will be asked to write a sentence on a dream they have about life and draw a picture to go along with the sentence. They will work individually and will be evaluated on their ability to express themselves through language and the attention and effort placed on their drawing.

#### **Drama:**

- In groups of 4, students can dramatically re-enact the poem, with three students miming the story and one student acting as the narrator. The work will be evaluated on the student’s ability to recall events from the poem, as well as their ability to re-enact these events accurately.
- The students will be asked to move around the space, like in normal life. The students will then be asked to slow down their movement like they are in slow motion. Then they will be asked to move as if in a dream, doing things they wished they could do or dream they could do. They will then form groups of four and make a dream sequence. The students will be evaluated on their ability to work as a group as well as their ability to communicate their feelings through physical movement.

#### **Visual Arts:**

- Students will draw a series of pictures based on the concept of *“But after all, the surest and the safest passage there / Is by the way of mother’s arms”* to create a storyboard. Under each illustration, a line of text will describe the action (to tell the story).
- The students will work individually. The teacher will read the poem twice whilst the students listen. They will be given a sheet of paper with a line drawn down the middle. On one side they are to draw a picture of the author’s *“dreamlike experience”*. On the other side the students must draw their own perception of dreams or a dream of their own. The students will be assessed on their attention to detail and incorporating elements from the poem.

### **Songs:**

- “When you wish upon a Star” Performed by Ned Washington in Pinocchio
- “A Dream is a wish your Heart Makes” Performed by Ilene Woods in Cinderella
- “Love Makes a Family” Performed by David & Jenny Heitler-Klevans.
- “We Are a Family” Performed by Jack Hartman

### **Math and Science:**

- Teachers will map out a route to Slumbertown which will be used to introduce measurement (more specifically, standard and non-standard units) to students. Students will measure their voyage to Slumbertown and will need to fill in a measurement chart, documenting their measurement (with non-standard and standard units being specified). Each student will need to hand in one chart, which will be evaluated for accurate answers.
- (For upper elementary school) Students will design a science experiment, answering the question “does music affect how people nap”. Along the lines of a constructivist class, students will discover how to come up with a hypothesis for a lesson, as well as procedures for the experiment. Students can work in groups of three and will be evaluated on the entire experimental process.

### **Extras**

*For students' use*

<http://www.sesameworkshop.org/parents/solutions/papergames/view.php?contentId=109708&>

<http://www.kirjasto.sci.fi/lmmontg.htm>

### **About the Author:**

L.M. Montgomery is a Canadian author who is best known for her best-selling children’s book *Anne of Green Gables*. Lucy Maud Montgomery was born in Prince Edward Island in 1874. Her love of nature and delight in the world of imagination are reflected in her over 500 published poems and stories, among which are the widely-cherished *Anne of Green Gables* and *Emily of New Moon* (1923).

### **Other books by this author:**

- *Anne of Green Gables* (1908)
- *The Story Girl* (1911)
- *Emily of New Moon* (1923)

### **Author Website:**

<http://www.lmmontgomery.ca/>

### **Publisher Website:**

<http://www.lobsterpress.com/>