

The Desert's
YOUTH theatre



PROUDLY PRESENTS



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EDUCATIONAL SUPPORT MATERIALS by CHILDRENS PLAYTIME PRODUCTIONS

WORD LIST

As used in *MARY POPPINS JR.*,

Researching the definitions of some or all of these words may be beneficial to students' understanding and edification.

WORD

DEFINITION/SYNONYMS may be researched and written in this column

(the) Abyss

Accrue

Adequate

Agog

Atmosphere

Atrocious

Brimstone

Busker

Caliber

Carbolic Soap

Carpet Bag

Cathedral

Cheerio

Chimney Sweep

Cogs

Dawdle

Destitute

Disposition

Domestic

Dreams

Esquire

Faulty

Formidable

Gingerbread

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Govern

Guv'nor

Halitocious

Huff

Hypnotious

Impertinent

Impudent

Insolent

Jaunty

Keen

Kite

Lark

Larval

Ledger

Lexicon

Locket

Motley Crew

Nanny

Nincompoop

Notice

Official

Paragon

Patently

Pence

Pendulum

Plinth

Pounds

Practically

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Precision

Precocious

Proffer

Promenade

Prudent

Recompense

Sally Forth

Saunter

Screever

Scudding

Shillings

Simpering

Sixpence

Sooty

Soppy

Sound

Sovereign

Stalwart

Statue

Superficial

Suspended

Temperamental

Terror

Tommyrot

Treacle

Tuppence

Whimpering

Whingeing

FUN FACTS AND BACKGROUND INFORMATION

P.L. TRAVERS

- P.L. Travers (Pamela Lyndon Travers) is best known for writing the Mary Poppins series of books. Pamela Lyndon Travers is a stage name that was adopted by her for use in a brief career as a dancer and actress (primarily Shakespearean). Her birth name was actually Helen Lyndon Goff. Travers was her father's first name and Pamela just a popular name at the time.
- P.L. Travers was born on August 9, 1899 in Maryborough, Queensland, Australia where she lived until the age of 7. She also lived for another ten years in New South Wales before moving to England in 1924. P.L. Travers died in London at the age of 96 on April 23, 1996.
- One of Travers' first publishers was Peter Davies who happened to be one of the sons of Llewelyn Davies – whose family was the inspiration used by J.M. Barrie in writing the Peter Pan story. Travers was a great admirer of J.M. Barrie and endeavored to emulate his style.
- Other books (outside of the Mary Poppins series) that were written by P.L. Travers include:
 - Moscow Excursion, New York: Reynal & Hitchcock, 1934
 - I Go By Sea, I Go By Land, London: Peter Davies, 1941
 - Aunt Sass, New York: Reynal & Hitchcock, 1941
 - Ah Wong, New York: Reynal & Hitchcock, 1943
 - Johnny Delaney, New York: Reynal & Hitchcock, 1944
 - The Fox at the Manger, London: Collins, 1963
 - Friend Monkey, London: Collins, 1972
 - George Ivanovitch Gurdjieff, Toronto: Traditional Studies Press, 1973
 - About the Sleeping Beauty, London: Collins, 1975
 - Two Pairs of Shoes, New York: Viking Press, 1980
 - What the Bee Knows: *Reflections on Myth, Symbol & Story*, New Paltz Codhill Press, 1989
- As dramatized in the 2013 film *Saving Mr. Banks*, P.L. Travers was reluctant to give the Walt Disney Company rights to adapt her story into a motion picture. Though she ultimately acquiesced, she was not happy with the final product. She abhorred the use of the animation sequence in the park and was not overly impressed with the music selections. She also thought the Mary Poppins character as portrayed in the film was not true to her original character in her books.
- Because of her dissatisfaction with the movie, P.L. Travers ruled out further adaptations by the Walt Disney Company. When approached about a stage musical adaptation, she stipulated that no one involved with the film adaptation could work on the project.

MARY POPPINS

- *Mary Poppins* was first published in 1934 (London: Gerald Howe).
- A movie adaptation by the Walt Disney Company was released on August 27, 1964. It received 13 Academy Awards nominations and won five (Best Actress - Julie Andrews; Best Film Editing; Best Original Music Score; Best Visual Effects; and, Best Original Song - Chim Chim Cher-ee).
- The work was adapted into a stage musical in which opened in London in 2004. It ran on Broadway from 2006 through 2013.

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- Seven more books followed in the series: *Mary Poppins Comes Back* London: L. Dickson & Thompson, Ltd. (1935); *Mary Poppins Opens the Door* London, Peter Davies (1943); *Mary Poppins in the Park* London, Peter Davies (1952); *Mary Poppins From A to Z* London: Collins(1962); *Mary Poppins in the Kitchen* New York & London: Harcourt Brace Jovanovich (1975); *Mary Poppins in Cherry Tree Lane* London: Collins (1982); *Mary Poppins and the House Next Door* London: Collins (1988)
- Illustrations in the Mary Poppins books were done by Mary Shepard – the daughter of the original illustrator of the Winnie-the-Pooh books.
- Other books related to the Mary Poppins series included adapted and expanded versions of chapters from the original Mary Poppins stories, such as: *Gingerbread Shop* (based upon the "Mrs. Corry" chapter) (1952); *Mr. Wigg's Birthday Party* (based upon the "Laughing Gas" chapter) (1952); and, *The Magic Compass*, (based upon the "Bad Tuesday" chapter) (1953).

UNDERSTANDING ADAPTATIONS

This section may be used as part of a lesson plan structure that introduces the concept of adaptations.

Whenever a literary work is transformed for stage, television, screen, and nowadays even video games, there are typically changes that are made to the content of the original work. These changes represent adaptations. Many of these changes come about by necessity; others result from the new author's (the person preparing the adaptation) vision and interpretation.

The story of *Mary Poppins* has been adapted over and over throughout the years, including: a movie (1964), A musical theatrical production (2004), and even this shortened Broadway Jr musical theatrical production (2017). While specific details change from version to version, there are common themes that run through the versions and make them *Mary Poppins*. Because of this variation in the nature of the adaptations made to the basic story, *Mary Poppins* provides a wonderful opportunity for children to see how different visions of the same original theme can each provide wonderfully entertaining end products. Childrens Playtime Productions' *Mary Poppins Jr.* is an adaptation that provides another vision of that same work.

Plays, like movies and television, serve as models for a creative response to literature by allowing students to look at the way movement, scenery, and speech operate to bring a narrative to life. Where time and resources permit, many useful class exercises may be endeavored by undertaking to have the students who will attend (or have attended) CPP's *Mary Poppins Jr.* also watch the movie version, as well as read the story and watch video performances (available on YouTube as well).

In addition to strengthening reading and comprehension skills, upon completion, students may strengthen critical thinking, reasoning, writing and communication skills by comparing and contrasting the different versions.

STORY SYNOPSIS

The jack-of-all trades, Bert, introduces us to England in 1910 and the troubled Banks family. Young Jane and Michael have sent many a nanny packing before Mary Poppins arrives on their doorstep. Using a combination of "magic" and common sense, she must teach the family members how to value each other again. Mary Poppins takes the children on memorable adventures - and plays games, all sorts - while demonstrating valuable lessons to the children (and the audience)! But, Jane and Michael aren't the only ones upon whom she has a profound effect. Even grown-ups can learn a lesson or two from the nanny who advises that:

"Anything can happen if you let it."

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PROPOSED EXERCISES

WHAT'S THE DIFFERENCE?

Either before or after attending CPP's production of *Mary Poppins Jr*, classes may review one or more of the available versions. Through discussion or written assignments, students may then be asked to compare and contrast the different versions, noting similarities and differences in story lines and other factors. Students may also be asked to explore why they think the different authors may have made the changes that they did to the other works seen or read.

WHAT WOULD YOU DO?

As a creative writing exercise, students may be asked to develop their own adaptation – alone or in groups – of the *Mary Poppins Jr* story. In conjunction with this assignment, students may be asked to explain why they make the changes that they do. As an added challenge, students may be encouraged to develop their own character that lives inside the peach and interacts with James in the course of their adaptation.

EVERYBODY'S A CRITIC

A review tells what someone liked or didn't like about a book, play or a movie.

In this exercise, students may discuss or write a review about CPP's *Mary Poppins Jr.* play. In addition, or alternatively, students may discuss or write comparative reviews about one or more of the different versions of *Mary Poppins Jr.*, or just about the version that they liked the best, while separately stating their reasoning as to why they liked that version.

Guiding topics to prepare a review include:

1. My favorite version of *Mary Poppins Jr* is:
2. I like it because:
3. My favorite part was:
4. I didn't like the part when:
5. The character I like the best was:
6. That character was my favorite because:
7. The character I didn't like at all was:
8. I didn't like that character because:
9. I did or did not like the sets because:
10. I did or did not like the costumes because:
11. I did or did not like the props because:
12. If I could, I would change _____ about the play because:

DID YOU GET THAT?

The questions on the next page may be used to review students' comprehension skills after attending the CPP performance. Alternatively, the following questions may be used prior to attending the CPP performance by basing responses upon the original *Mary Poppins* story. In this latter regard, a further exercise of interest may be to answer the questions separately with respect to each of the versions and then note particularly how the answers differ among the versions.

DID YOU GET THAT? (QUESTIONS)

1. Who left the Banks' home at the start of the story? Why?
2. What did George Banks instruct his wife, Winifred, to do as a result? Did she? Why?
3. What happened to the advertisement that was written? Who showed up as a result?
4. What does Mary Poppins make it a point to never give to potential employers?
5. How does Michael first realize Mary Poppins is tricky?
6. What does Mary Poppins pull out of her travel bag? Why is it surprising to the children?
7. What is Mary Poppins measurement?
8. Who do Mary Poppins and the children run into on the way to the park? Why don't the children want to go to the park? Why are they told they are wrong?
9. What remarkable thing happens when the children are alone in the park?
10. For what event is Winifred and the household staff preparing that involves cake? Why? Is Winifred excited for it?
11. What happens to the cake made for the event? How is the cake finished? Is it enjoyed by anyone? Why or why not?
12. Who is Mr. Von Hussler? Who is Mr. Northbrook? How does George Banks get into trouble as a result of these two men?
13. What does the little old bird woman want people to do? Can you identify a deeper meaning to this?
14. What happens at Mrs. Corry's Talking Shop? What word do the children learn? (Points for spelling)
15. What is the "game" Mary Poppins wants the children to learn before she returns?
16. What group is Bert a part of when Mary Poppins leaves? What happens when you shake hands with someone from that group?
17. Who is Miss Andrew and why does she come to the Banks' house? What medicine does she bring with her? Why?
18. How do Michael and Jane react when Miss Andrew arrives? What happens then?
19. Where and how does Mary Poppins return? What does Mary Poppins give Miss Andrew? What does Miss Andrew do in return?
20. What do chimney sweeps try to do when you need a helping hand?
21. What does Mary Poppins help George find by tipping over a vase? What effect does it have?
22. What does George think will happen when he goes to the bank? What actually happens?
23. What belief does Mary Poppins share with Winifred that encourages her to go the bank?
24. How do the children know that Mary Poppins left for good? Do they understand why? If so, why?
25. What does George present to Michael at the end of the story? Is Michael excited about it? If so, why?

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SYNONYM EXERCISE

Connect each of the words in the left column with the best synonym in the right column.

Accrue
Adequate
Agog
Busker
Caliber
Cheerio
Dawdle
Destitute
Faulty
Impertinent
Lark
Lexicon
Nanny
Nincompoop
Official
Precocious
Promenade
Prudent
Recompense
Sovereign
Whimpering

Accepted
Accumulate
Clever
Compensation
Crying
Dictionary
Disrespectful
Dummy
Enough
Entertainer
Flawed
Goodbye
Governess
Head
Linger
Open-mouthed
Poor
Prank
Quality
Stroll
Wise

FILL IN THE _____ (BLANK) EXERCISE

Using words from the list below, fill in the blanks of the sentences that follow.

Cheeks	Precocious	Holiday	Honeybees	Umbrella
Notice	Screever	Wages	Dreams	Sweep
Happen	Locket	Spoonful	Holy	Statues
Step	Wind	Time	Games	Bully
Birds	Treacle	Precision	Breaks	Talking
Sugar	Carpet Bag	Jolly	Sixpence	Anything
Promoted	Rooftops	Terror	Atrocious	Shake
Tuppence	Fired	Gingerbread	Medicine	Lucky
Advertisement	Nanny	Accrue	Order	Helping
Letters	Chain	Kites	Brimstone	Perfect

- 1 _____ and _____ is all that George asks.
- 2 George tells Winifred to place an _____ to hire a new _____.
- 3 Jane and Michael want a nanny who plays _____, all sorts and who has rosy _____.
- 4 Mary Poppins arrived carrying an _____ and a _____.
- 5 Mary Poppins was practically _____ in every way.
- 6 When the children first meet Bert he is being a _____.
- 7 Bert tells the children, in song, that it's a _____ with Mary!
- 8 Neleus and the other _____ come to life to tell the children they are wrong about Mary!
- 9 _____ can _____ if you let it.
- 10 Mary Poppins promises to stay until the _____ changes.
- 11 Michael is obsessed with _____.
- 12 Just a _____ of _____ helps the _____ go down.
- 13 The _____ that fetch the nectar from the flower to the comb . . .
- 14 Mr. Northbrook gives the childrens each a _____ and helped George see a man has _____.
- 15 Feed the _____ a bag.
- 16 At Mrs. Corry's _____ shop all she had left were _____.
- 17 ...the sound of it is something quite _____... say it loud enough you'll always sound _____.
- 18 As a chimney _____ Bert could be found on the _____ of London.
- 19 Miss Andrew was also known as the _____ and used _____ & _____.
- 20 Mary Poppins saw Miss Andrew as a _____ who views cruel deeds as a perk.
- 21 It is _____ to _____ a chimney sweep's hand.
- 22 Mary Poppins left and returned without _____; she told George to let her _____.
- 23 Mary Poppins promised to stay until the _____ on her _____.
- 24 When you need a _____ hand, chimney sweeps _____ in just in _____.
- 25 George put _____ stars in a vase to hide them from his nanny.
- 26 George thought he was going to be _____ but instead he was _____.

WORD SEARCH

R	E	P	M	E	T	S	B	E	R	S	T	A	R	S
S	T	R	A	W	U	P	R	T	O	I	E	R	E	C
P	O	T	F	O	O	R	I	I	W	X	A	S	D	L
I	F	S	T	E	P	R	M	K	Y	P	W	A	R	G
A	D	V	E	R	T	I	S	E	M	E	N	T	O	E
U	P	C	I	E	L	I	T	C	E	N	S	T	C	R
I	M	E	H	S	B	C	O	P	R	C	E	N	L	O
B	T	B	R	I	T	Y	N	R	X	E	E	P	O	R
U	I	I	R	F	M	A	E	A	A	P	E	L	C	R
L	M	I	C	E	E	N	T	N	P	G	D	V	K	E
L	E	O	C	H	L	C	E	U	O	I	U	O	E	T
Y	N	N	A	N	A	L	T	Y	E	H	U	S	T	R
B	U	S	K	E	R	I	A	Y	A	D	I	L	O	H
N	R	E	V	O	G	S	N	E	L	C	A	E	R	T
P	R	E	C	I	S	I	O	N	D	R	E	A	M	S

ADVERTISEMENT

BRIMSTONE

BULLY

BUSKER

CHAIN

CHIMNEY

DREAMS

GOVERN

HOLIDAY

HONEYBEES

KITE

LOCKET

NANNY

ORDER

PERFECT

PRECISION

ROOFTOP

ROSY

SCREEVER

SIXPENCE

STARS

STATUE

STEP

SUGAR

SWEEP

TEMPER

TERROR

TIME

TREACLE

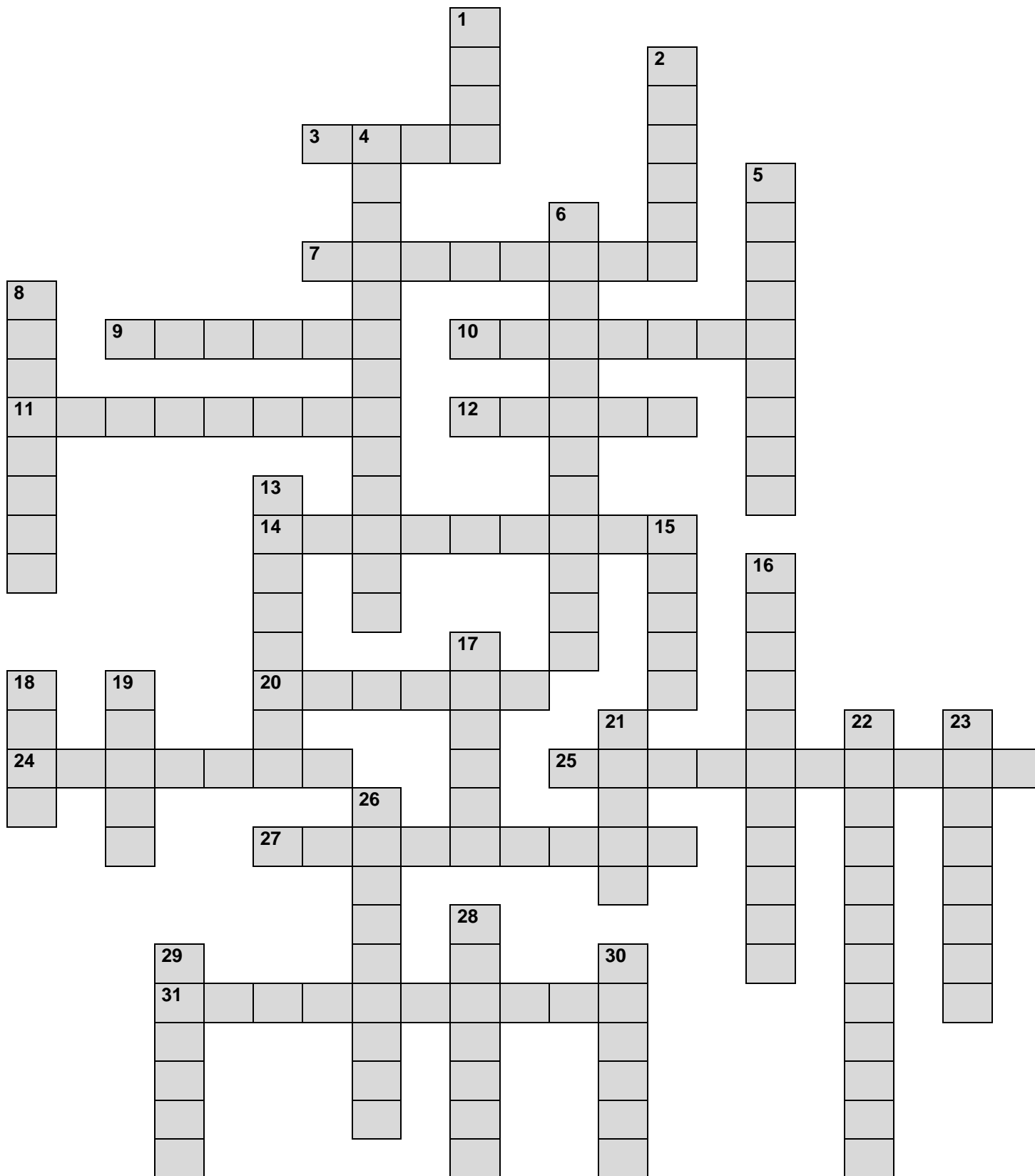
TUPPENCE

UMBRELLA

WARTS

FIND EACH OF THE ABOVE WORDS IN THE BOX. THE WORDS MAY APPEAR HORIZONTALLY, VERTICALLY, OR DIAGONALLY, AND MAY APPEAR IN FORWARD OR REVERSE DIRECTION. ONCE YOU HAVE FOUND ALL THE WORDS, THE REMAINING LETTERS IN THE BOX WILL SPELL OUT THE MYSTERY PHRASE.

CROSSWORD PUZZLE



M A R Y P O P P I N S J R

CROSSWORD PUZZLE CLUES

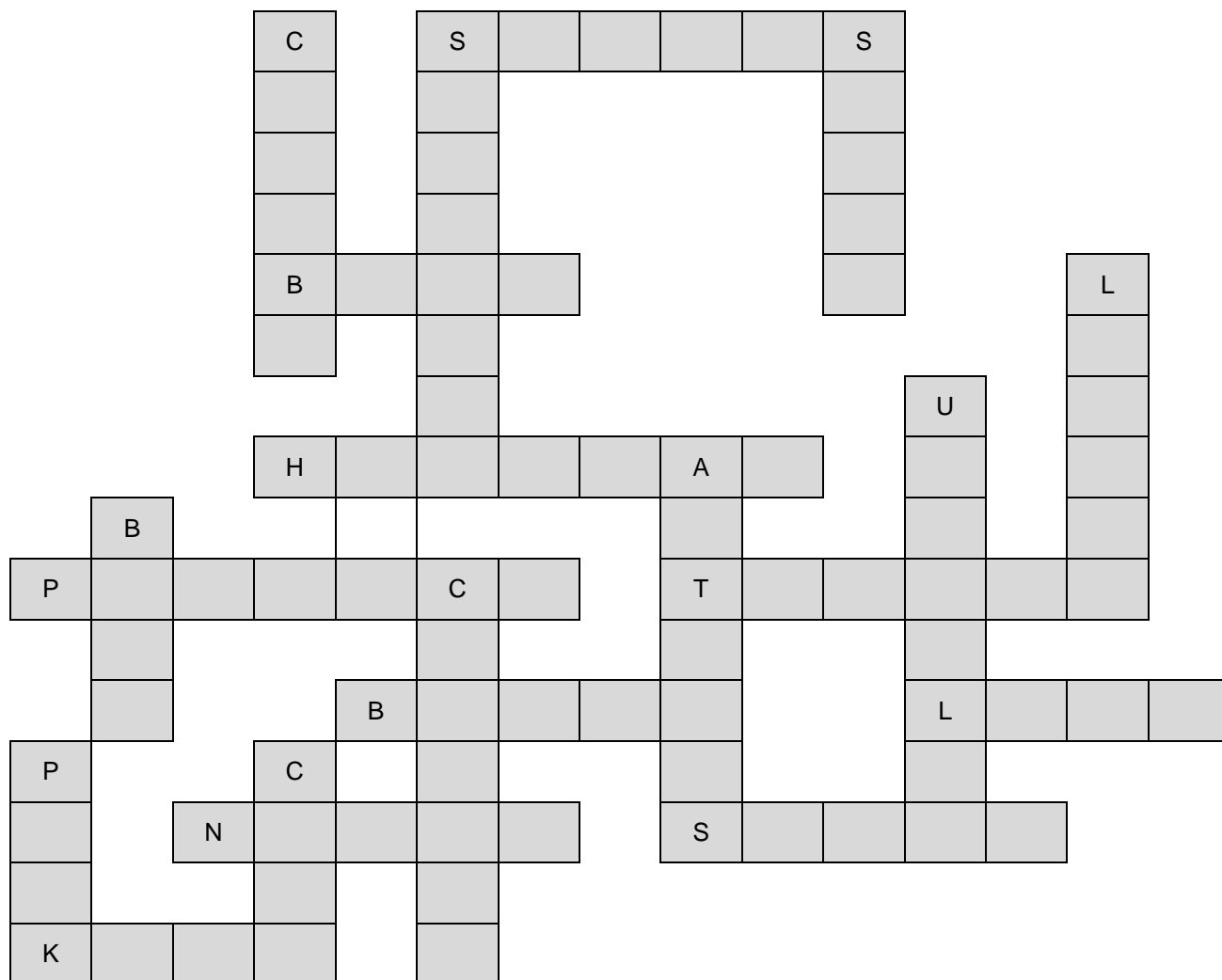
CLUES ACROSS

3. Where Mary Poppins takes the children for their first game (Bert comes along).
7. The Bank Chairman cautions George that he should make sure he makes the right one of these.
9. Jewelry item that Mary Poppins wears that hold a picture inside.
10. It's a jolly one of these when you go to the park with Mary Poppins.
11. Where the Chimney Sweeps hang out and watch over the city.
12. One of the two things that George demands at his household and in the bank.
14. The other of the two things that George demands.
20. The quality of the information that Michael and Jane rely upon (hint: not correct)
24. Thick syrupy substance like molasses
25. The first part of "The Word"
27. One of the items that Mary Poppins is carrying when she arrives (2 words)
31. The nickname that George Banks and the Bank Chairman use to refer to Miss Andrew (2 words)

CLUES DOWN

1. Where George Banks works
2. What a nanny should do according to George Banks
4. Winifred is told to prepare one of these to get a new nanny; the children have already prepared their own.
5. Creatures that help Mary Poppins fix and finish the cake for Winifred.
6. The last part of "The Word"
8. The other thing that Mary Poppins is carrying when she arrives – usually open when she comes and goes.
13. How much sugar helps the medicine go down.
15. Mary Poppins occupation.
16. What the stars that George got from Mrs. Corry were made from.
17. Neleus was one who came alive for Michael and Jane in the park.
18. What Michael wants to learn how to use with his father.
19. The trade that Bert has learned that keeps him on the rooftops of London (with Chimney).
21. Mary Poppins preferred substance to help medicine go down.
22. The middle part of "The Word"
23. The coin that Jane and Michael are each given by Mr. Northbrook at the bank.
26. Sulphur
28. Mary Poppins is practically this – according to her measurement.
29. The type of trees that line the lane that the Banks' household is on.
30. George and Winifred realize that you can chase these since anything can happen if you let it.

WORD PUZZLE FOR YOUNGER GRADES



M A R Y P O P P I N S J R

Fill the words below into the correct spaces in the puzzle above. The first letter of each word is started for you.

Artists
Chimney
Loan
Spoonful

Bank
Crumbs
Nanny
Sugar

Bees
Holiday
Park
Sweep

Birds
Kite
Perfect
Terror

Cake
Letter
Saints
Umbrella

DID YOU GET THAT? (ANSWERS)

The answers provided below are as they relate to CPP's adaptation of *Mary Poppins Jr.*. The shortest correct answers are provided below; teachers are encouraged to have their classes provide more detailed answers where applicable. There may likely be other answers to these questions that relate to one or more of other versions of *Mary Poppins* as well. Students may be asked to provide answers to these questions in relation to other versions they study in conjunction with seeing the play.

1. Katie Nanna, the most recent in a string of nannies hired to take care of the Banks' children, Jane & Michael. She left because she was fed up with the two of them always running off and misbehaving!
2. George told Winifred to place an advertisement indicating that Jane and Michael Banks need a nanny – the best possible at the lowest price! Winifred did not since the children approached and said that they had written their own advertisement with what they wanted in a nanny.
3. George ripped up the children's ad and dismissed it as tommyrot while throwing the torn papers in the fireplace, Mary Poppins appeared with a pasted together ad and took the position for herself essentially.
4. References.
5. Mary Poppins immediately clues in to the fact that Michael is fibbing about being the one responsible for keeping the nursery in such a tidy condition. She vows to use the fact that he likes to keep things neat in the future and expresses admiration towards those how are honest (obviously subtle sarcasm). Michael realizes he has been busted.
6. A coat rack, a mirror and a tape measure. It is surprising because the items were obviously too large to fit into the carpet bag AND, when the children looked into the bag before the second item was removed, it was empty!
7. Mary Poppins measurement was "practically perfect in every way".
8. Mary's friend, Bert, who is spending the day as a busker, specifically, a screever (street chalk artist). The children don't want to go to the park because they think it is going to be boring – just statues, ducks and grannies! Bert (and later, Neleus and the other statues) correct the children and tell them that when Mary is involved it is anything but boring. It's a Jolly Holiday!
9. When they go off alone, they are near statues in the park that come to life and, through song and dance, tell the children that Bert was right and it is a Jolly Holiday with Mary.
10. Winifred, with George's encouragement, is hosting a society party with "all the right people" that should be her friends. George convinces Winifred that it is important for appearance sake, but Winifred fails to understand why she should care.
11. The children decide that they are going to help finish the cake and have the servant, Robertson Ay, get it so they can ice it. Since the cake is still extremely hot, Robertson Ay loses control and tosses the cake all over the room destroying it. Mary Poppins uses the disaster as a teaching moment and, with the help of the children and some honeybees, restores the room and the cake (including finishing icing and decorating it). Ultimately, though, no one gets the opportunity to enjoy the cake since none of the invited guests come.
12. Mr. Von Hussler and Mr. Northbrook are a potential clients of the bank at which George works. George is charged with having to decide whether to loan them money for their respective projects. Von Hussler presents a dubious business proposition that purports to offer a fortune in return – but doesn't seem to involve any substantial product or business. Mr. Northbrook presents a solid plan for a factory, but no certain promise of success. With Mary Poppins' encouragement, George's children interrupt him at the bank causing him to contemplate and re-think his decisions about the loans. He rejects Von Hussler and loans money, instead, to Mr. Northbrook. Von Hussler goes to a rival bank and looks to make them the fortune. George is suspended without pay while the bank officials decide what to do.

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13. The little old bird woman wants people to feed the birds by buying her bags of crumbs for just tuppence a bag. This scene and the desire of the bird woman is a metaphor for taking care of one another, and particularly the young children. That it really doesn't take a lot more than just deciding to care.
14. Mrs. Corry is all out of conversations (that Mary originally had wanted) and even out of words. She did, however, still have letters. They decide that they can make up their own words and, in particular, the word supercalifragilisticexpialidocious!
15. There are many different aspects that can be explored in relation to "the game" that Mary wants the children to learn to play before she will return. They range from not being selfish to understanding that sometimes families have to take care of and support each other – even the children taking care of the parents!
16. Bert is with the Chimney Sweeps each time that Mary Poppins leaves. If you shake hands with a sweep it is lucky.
17. Miss Andrew is the nanny that George Banks had when he was a child. It is clear that he has talked about her a lot and given the impression that she was an impressive example of a good nanny (that turns out to be an overblown depiction though George hasn't faced it for himself as yet). She brings Brimstone (Sulphur – like rotten eggs) and Treacle (like molasses) as medicine that she forces disrespectful and unruly children to take as punishment.
18. Jane and Michael are first disappointed because they thought that it was Mary Poppins that was going to be returning. When they see how mean and cruel Miss Andrew is, they are desperate and decide to run away from home to escape her wrath.
19. Mary Poppins returns while Jane and Michael – after running away from Miss Andrew – are at the park having been caught by Bert. Bert presents Michael with a kite – as he has always wanted – and tells him to learn how to fly it so he can impress his father. Reluctantly, Michael does so and "catches" Mary Poppins with it. They tell Mary Poppins about Miss Andrew which causes Mary to return to the house with them and give Miss Andrew "a taste of her own medicine". Miss Andrew abruptly leaves – without notice.
20. They try to step in just in time.
21. Gingerbread stars that he got from Mrs. Corry and put their to hide from his nanny, Miss Andrew, who would have disapproved. It causes George to be sentimental which, in turn, gives him strength to stand up to his convictions with his boss and defend his decisions about the loans to Von Hussler and Mr. Northbrook.
22. George thinks he is going to the bank to be let go permanently, though he has vowed not to go without a fight. Instead, he is praised for having saved the bank from the worst scandal since records began (by not giving the loan to Von Hussler whose prospect ended up being an illegal scheme) and for making the bank a fortune by giving the loan to Mr. Northbrook who has repaid it and requested money for two new factories. Instead of being fired, George is being promoted!
23. Mary Poppins believes that anything can happen if you let it. Winifred takes this as her strength to go and support her husband before the bank chairman.
24. Jane and Michael know that Mary Poppins is gone because they find her locket with a broken chain. She had said that she would stay until the chain breaks and they realize the locket chain is what she meant. They also realize that they now can take care of each other as a family and don't need her anymore – whereas other families will need her.
25. George presents Michael with a proper kite – the best he has ever scene! Michael is excited mostly because his father offers to fly it together – something that Michael has always wanted, the only thing he ever wanted, to spend time with his father flying a kite.

ANSWER KEYS

FOR FILL IN THE (BLANK) EXERCISE

1	Precision; Order	14	Sixpence; Dreams
2	Advertisement; Nanny	15	Birds; Tuppence
3	Games; Cheeks	16	Talking; Letters
4	Umbrella; Carpet Bag	17	Atrocious; Precocious
5	Perfect	18	Sweep; Rooftops
6	Screever	19	Holy; Terror; Brimstone; Treacle
7	Jolly; Holiday	20	Lucky; Shake
8	Statues	21	Bully
9	Anything; Happen	22	Notice; Wages; Accrue
10	Wind	23	Chain; Breaks; Locket
11	Kites	24	Helping; Step; Time
12	Spoonful; Sugar; Medicine	25	Gingerbread
13	Honeybees	26	Fired; Promoted

FOR SYNONYM EXERCISE

Accrue	=>	Accumulate	Lexicon	=>	Dictionary
Adequate	=>	Enough	Nanny	=>	Governess
Agog	=>	Open-mouthed	Nincompoop	=>	Dummy
Busker	=>	Entertainer	Official	=>	Accepted
Caliber	=>	Quality	Precocious	=>	Clever
Cheerio	=>	Goodbye	Promenade	=>	Stroll
Dawdle	=>	Linger	Prudent	=>	Wise
Destitute	=>	Poor	Recompense	=>	Compensation
Faulty	=>	Flawed	Sovereign	=>	Head
Impertinent	=>	Disrespectful	Whimpering	=>	Crying
Lark	=>	Prank			

SOLUTION FOR WORD SEARCH PUZZLE

NW	N	NE
W	X	E
SW	S	SE

WORD (X, Y, D)
(Over, Down, Direction)

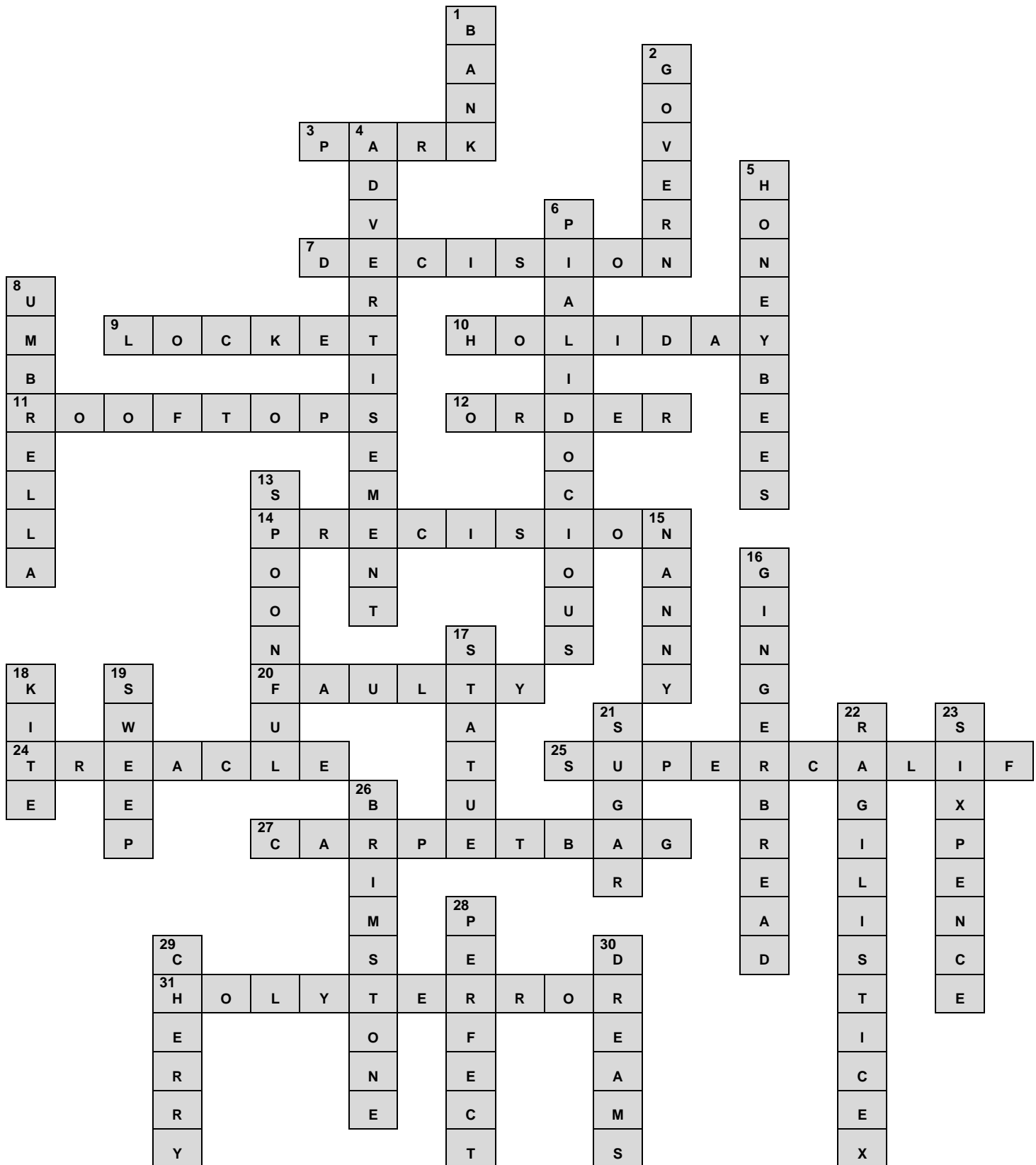
ADVERTISEMENT (1, 5, E)
BRIMSTONE (8, 1, S)
BULLY (1, 8, S)
BUSKER (1, 13, E)
CHAIN (10, 4, SE)
CHIMNEY (3, 6, SE)
DREAMS (10, 15, E)
GOVERN (6, 14, W)
HOLIDAY (15, 13, W)
HONEYBEES (11, 12, NW)
KITE (9, 4, N)
LOCKET (14, 7, S)
NANNY (5, 12, W)
ORDER (14, 5, N)
PERFECT (6, 2, SE)
PRECISION (1, 15, E)
ROOFTOP (7, 3, W)
ROSY (10, 1, S)
SCREEVER (8, 5, SE)
SIXPENCE (11, 1, S)
STARS (11, 1, E)
STATUE (5, 7, SE)
STEP (3, 4, E)
SUGAR (13, 12, NW)
SWEEP (13, 3, SW)
TEMPER (6, 1, W)
TERROR (15, 11, N)
TIME (2, 8, S)
TREACLE (15, 14, W)
TUPPENCE (8, 12, NE)
UMBRELLA (1, 6, SE)
WARTS (5, 2, W)

MYSTERY PHRASE

SUPERCALIFRAGILISTICEXPIALIDOCIOUS!

EDUCATIONAL SUPPORT MATERIALS by CHILDRENS PLAYTIME PRODUCTIONS

CROSSWORD PUZZLE SOLUTION



M A R Y P O P P I N S J R

WRITING ACTIVITIES

(Based upon *Mary Poppins Jr.* story and play, plus information in this guide)

1. What are the lessons or morals that you believe *Mary Poppins Jr.* has to offer? Do you think that these were effectively conveyed? Do you think that the *Mary Poppins* movie tried to convey the same lessons or morals? How about the original story? Are there additional lessons that one of the adaptations tried to convey? How effectively were the lessons conveyed?
2. Keeping in mind some of the lessons that *Mary Poppins Jr.* story has to provide, write your own additional chapter(s) to the story where another character(s) learn these lesson(s).
3. If you were putting on a play about *Mary Poppins Jr.*, describe what your set, scenery, costumes and props would look like.
4. If you could meet your favorite character from *Mary Poppins Jr.*, what questions would you want to ask him/her? How do you think he/she might respond? Write an interview that you might have with that character/actor.
5. An important part of being an actor is to develop your character, for example, who he/she is, how does he/she react to situations, what mannerisms does he/she exhibit, how would he/she speak, dress, behave, walk, interact with others, what motivates him/her, and so forth. Pick one of your favorite characters from *Mary Poppins Jr.* and describe that character in detail using the above descriptions. If you were an actor playing that character, how would your character differ?
6. In each scenario below, imagine that you are one of the characters from *Mary Poppins Jr.* and write an entry in your character's diary in which you describe how you feel about what happens. You can pick the same character for each scenario, or you can switch to different characters for the different scenarios. Make sure your entry reflects back on what it was like before the event took place as well as how you think you or others will have changed as a result of the event described. NOTE: If your character was not directly involved in the event described, you can still write an entry from that character's point of view by assuming that they heard about the event.

Scenario A: Katie Nanna is fed up with the children's antics (including running away) and storms out of the Banks' house leaving forever.

Scenario B: Mary Poppins arrives at the Banks' house, seemingly out of nowhere, and proceeds to read from an advertisement that the children had written and George had torn up and thrown into the fireplace.

Scenario C: Bert, Mary and the children go to the park; the statues come to life before the children. They are anxious to share their experience with George and Winifred – he is not receptive.

Scenario D: Winifred is anxiously preparing for the society party that George believes is essential for her to host. She enters the parlor to find Robertson Ay unconscious and the unfinished cake in shambles around the room. Shortly after, with the help of Mary Poppins and some Honeybees, the cake is restored and beautifully finished. In the end, however, Winifred's party is a bust because all of the invitees have RSVP'd regrets – they are not coming.

Scenario E: George Banks faced a difficult decision at the bank – should he loan money to Herr Von Hussler who presented a dubious business proposition that purported to offer a fortune in return or should he loan money to Mr. Northbrook with a solid plan for a factory, but no certain promise of success. His children, to his dismay, interrupted him at the bank causing him to contemplate and re-think his decisions about the loans. He now faces the potential of being fired for his decision.

Scenario F: Winifred has arranged for George's old nanny – whom she thought George held in high esteem – to come and be a replacement for Mary Poppins – who left without notice. Everyone in the household thinks Mary Poppins is returning, but, instead, Miss Andrew arrives and is much less than pleasant. He runs from the "Holy Terror" and she proceeds to force Brimstone and Treacle down the children's throats. They run away after.

Scenario G: Mary Poppins and the children join Bert and the other sweeps on the rooftops of London.

Scenario H: George faces his boss and learns he is not in trouble but is being praised for his extraordinary decisions.

Scenario I: Mary Poppins has left for good, leaving her locket with a broken chain – as foretold.

CREATIVE ACTIVITIES

LOGO: Using construction or other paper and markers, colored pencils, crayons or other drawing tools, have each child draw what they think would be a good logo for *Mary Poppins Jr.*

SCENE DIORAMA: Using foam boards, Styrofoam, sticks, glue, construction paper, etc., construct a three-dimensional diorama of any scene from *Mary Poppins Jr.* Include set pieces, backdrops, major props, and any other items on stage. Items should be built somewhat to scale relative to selected stage size parameters.

SET LAYOUT DIAGRAMS: Set layouts are used by theatre directors and production teams to plan what set pieces will be used, where they will be placed on the stage, what has to be moved on and off stage between scenes and where the characters will be able to move in relation to the set pieces. Have the children, preferably in groups, prepare set layout diagrams for each of the scenes in *Mary Poppins Jr.* as they would create them. To this end, the children may use a copy of the book and break it down into scenes from scratch (e.g., whenever a new location or a new physical structure is referenced there could be a new set layout). By completing their own set layouts, the children will feel as though they were the ones to create or direct a play version of the story. If done before attending CPP's performance, the children will also be able to see whether the scenes that they chose to include were also included in the play adaptation.

CHARACTER/SCENE BREAKDOWNS: Using the scenes developed from the Set Layout Diagrams activity, the children may also prepare Character/Scene Breakdowns. On a separate sheet of paper for each scene developed, have the children make a list of the characters that they would have in each scene. Of course, some characters will have to be in some scenes by necessity – based upon the narrative itself. In other instances, though, the children may choose to have other characters present during a scene as well (e.g., animals, bystanders, etc. may be included in some scenes even if they don't actually have lines based on the narrative).

FLIP BOOKS: An extension of the Set Layout Diagrams and Character/Scene Breakdowns activity might be to have the children make flip books of their version of the story that they have created through the above activities. To do this, copies of the set layouts for each scene may be made so that the characters may be drawn onto the scenes – several copies may be required for each scene to be able to illustrate different actions that might be taking place in that scene. Adding their version of the story beneath illustrations then completes the book.

MARY POPPINS JR. MATH?

Who would have thought that the story of *Mary Poppins Jr.* could be used to study math? CPP did, of course! Have the students find answers to the questions posed below. For purposes of these problems assume (in 1910) that 1 pence = 1/240 of 1 pound; 1 Tuppence = 2 pence; 1 Sixpence = 6 pence; 1 Pound = 5 U.S. Dollars.

1. To feed the birds with the little old bird woman's crumbs cost tuppence a bag. a) How many bags could Michael and Jane buy with the money they got from Mr. Northbrook? b) If someone from the United States was visiting London and wanted to feed the birds with a \$5 bill, how many bags of crumbs could they buy then? c) How much did each bag of crumbs cost the U.S. visitor in U.S. amounts (i.e., pennies)?
2. Assume that today, 1 Pound = \$1.27 in US Dollars (but bags of crumbs were still a tuppence valued at 1/120 of a pound sterling). a) How many bags of crumbs could the U.S. Visitor get if he had 5 U.S. Dollars? b) What would the sixpence that each Jane and Michael possessed be worth in today's U.S. Dollars (or pennies)?

ANSWERS TO MATH PROBLEMS ON NEXT PAGE

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MATH ANSWERS:

- 1.)
 - a) Michael and Jane each got a sixpence from Mr. Northbrook. A Tuppence is two pence and therefore there are three tuppence in a sixpence since there are six pence in a sixpence ($2 \times 3 = 6$). Thus, Michael and Jane could each get three bags of crumbs for a total of 6 bags of crumbs with the money they got from Mr. Northbrook.
 - b) In 1910, 1 Pound (i.e., 1 Pound Sterling) was equal to 5 US Dollars. Therefore, the US Visitor had the equivalent of 1 pound to spend on bags of crumbs. Since a pence was equal to $1/240$ of a pound that means there were 240 pence to each pound. With tuppence being equal to 2 pence, there would be 120 tuppence in each pound. Therefore, the U.S. visitor could get 120 bags of crumbs.
 - c) With 120 tuppence in each pound and knowing that each pound is equal to 5 US Dollars or 500 US pennies, then 120 tuppence was equal to 500 US Pennies, that means that each tuppence would have been equal to 500 US pennies divided by 120 Tuppence or 4.17 US pennies per tuppence. Alternatively, since the visitor got 120 bags for 5 US Dollars then $5 \text{ dollars} / 120 \text{ bags} = .0417 \text{ dollars per bag}$ (or 4.17 pennies per bag).
- 2.)
 - a) The 5 US Dollars that the visitor has would yield 3.94 pounds ($5 \text{ dollars} / 1.27 \text{ dollar per pound}$). With 120 tuppence in each pound, the visitor would have 120×3.94 Tuppence to spend on bags of crumbs. This gives 472.8 tuppence. Since, presumably, one could not buy a partial bag of crumbs, an even 472 bags of crumbs could be purchased with the \$1.27 the visitor had to spend.
 - b) 1 pence is $1/240$ of a pound sterling (i.e., there are 240 pence in each pound sterling). There are 6 pence in each sixpence and, therefore, 40 sixpence in each pound sterling ($240/6$). Since each pound sterling would be worth \$1.27 or 127 pennies, then 40 sixpence equals \$1.27 or 127 pennies. Therefore, each sixpence is equal to $127 \text{ pennies} / 40$ or 3.175 pennies.

RESOURCES AND CREDITS

INTERNET RESOURCES

<http://www.discoveryeducation.com>

puzzlemaker.discoveryeducation.com

<http://en.wikipedia.org/>

<http://www.wikipedia.org/>

<http://www.youtube.com> (search for Mary Poppins and Mary Poppins Jr)

<https://www.biography.com/writer/pl-travers>

[https://en.wikipedia.org/wiki/Mary_Poppins_\(book_series\)#1983_film](https://en.wikipedia.org/wiki/Mary_Poppins_(book_series)#1983_film)