Inside this guide:

About: The Show, and Playwright ........................................ 2

The Big Ideas, Reading List, Questions for Discussion .......... 3

Activity: Space-Tacular Solar Systems ................................. 4
Introduce or review the solar system and the planets by creating maps of the solar system.

Activity: Extra, Extra! ....................................................... 6
Use the included worksheet to review the 5Ws and draft a news article about an expedition into outer space.

Activity: Super Steller Vocabulary ...................................... 8
Build vocabulary by creating giant word illustrations decorated or colored to hint at their meaning.

Online Resources .......................................................... 10

Reflection: After the Play ................................................ 11

Field Trip Info
✓ Length: 60 minutes
✓ Teacher Preview: Friday, January 15
✓ Sign Interpreted Performance: Thursday, January 28, 11:45

Questions?
Learn more at octc.org/schoolservices
Email: teachers@octc.org
Call: 503-228-9571

Follow us on Facebook! Oregon Children's Theatre posts videos, behind-the-scenes photos, and other great multimedia connected to your field trip.
About

The Show
Mild-mannered reporter Geronimo Stilton is awoken in the middle of the night by burglars attempting to break into his house! Deeply shaken, he decides to have a Safe Squeak anti-theft alarm system installed – their billboards have been popping up all over New Mouse City, so they must work. Geronimo hands over all his passwords so that Suzy Slyrat can get to work on the installation. Pleased with the fast service and his new array of high-tech infrared sensors, detectors, cameras, security doors, and ear-splitting alarms, Geronimo writes an article for The Rodent Gazette warning residents of the attempted burglary and advising them to take the same precautions.

But little does our hero know that Safe Squeak is actually a nefarious plan – by handing over their passwords and personal information, residents have ceded control of New Mouse City's communications systems, surveillance cameras, and media to the power-mad Dr. Wicked Whiskers! From his satellite base, the villain demands an impossibly gigantic ransom.

Geronimo and his companions are launched into space on a top-secret mission to foil Dr. Whiskers’ evil plan and save the day! Will Geronimo be able to conquer his fears to become space-ready – in just two days? Will the team be able to complete their mission? Based on the wildly popular book series featuring Geronimo and his pals Thea, Trap, and Benjamin, this story will “rocket” your students to another world.

The Playwright: John Maclay
John Maclay is a playwright (as well as actor and director) who has spent the past 16 years working in Milwaukee and Chicago. In addition to a busy schedule as playwright and adaptor of literature for the stage, Mr. Maclay proudly serves as Associate Artistic Director and Director of the Young Company at First Stage in Milwaukee Wisconsin, one of the America's largest and most respected theatres for young audiences. In addition to Geronimo Stilton: Mouse in Space, he is the co-author of Anatole (with James Valcq and Lee Becker) based on the beloved book series by Eve Titus, and Nancy Drew and the Biggest Case Ever (with Jeff Frank).

Geronimo Stilton: Mouse in Space. Based on an original idea by Elisabetta Dami. © 2015 Atlantyca Entertainment S.p.A. All rights reserved. Adapted by John Maclay. Directed by Stan Foote.
The Big Ideas

- Teamwork can help us do great and heroic things.
- Doing good deeds and helping your community should be its own reward.
- Be a critical thinker and educate yourself about new technology.
- Advertising is not the same as news.
- Scientists must always search for the truth, whatever and wherever it might be.

Questions for Discussion

1. Do you think Geronimo is brave? Why or why not?
2. What qualities make someone a hero?
3. Why is Geronimo Stilton reluctant to give his personal information and passwords to Suzy Slyrat? Do you think he made the right choice?
4. Why do you think the Safe Squeak ads begin popping up all over New Mouse City?
5. Can you think of an example where an ad made you want to buy something? How did it make you feel? Name one strategy used by the advertiser to make their product appealing to you?
6. Which do you think is more important, privacy or safety? Why?
7. Would you ever want to travel into space? Why or why not?
8. Write about a time when you had to act bravely, even though you didn’t feel brave at the time.
9. How does Geronimo Stilton feel about space travel?
10. How does Dr. Wicked Whiskers use fear to manipulate the citizens of New Mouse City?
11. What advice would you give to Geronimo before he launches into space on his mission?
12. What do you think Geronimo learns after returning to Earth? Has he changed at all?

“But then again, being afraid never stopped you before.”
Activity: Space-tacular Solar Systems

Overview
Introduce or review the solar system and the planets by creating maps of the solar system.

Common Core State Standards
Science: Earth Science
1-ESS1, 2-ESS1: Earth’s Place in the Universe

Vocabulary and Concepts
- solar system
- sun
- planet
- orbit
- moon

Grade Level: 1-2
Length: 30 minutes

Materials
- Planets sheet (page 5)
- Blank drawing paper
- Scissors
- Glue sticks
- Colored pencils, crayons, or markers

Activity Instructions

Prepare
Print class set of Planets sheet. Prepare above supplies. If students are unfamiliar with the planets in the solar system, have a visual or other reference they can use.

Prompt
Review or introduce what makes up our solar system with students – the sun, the planets, etc. Explain to students that they’ll be creating their own maps of the solar system.

Participate
Instruct students to draw a large sun in the center of their drawing paper. Do they know how big the sun is in relation to the planets on their activity sheet? Instruct students to color the planets on their Planets sheet, cut them out, and place them around the sun in order of nearest to farthest. Attach planets with glue sticks. If there’s time, have students draw each planet’s orbit around the sun. Finish by having students label each planet on their map.

Variation for Older Students: After students have finished labeling the planets, have them draw small circles around each planet to represent the respective planet’s moons. Do all planets in the solar system have moons?

Ponder
Ask students to write down one question they have about one of the planets in the solar system. At home or during computer lab time, instruct students to do some independent research to see if they can find the answer to their question, and write down the answer. Gather these facts to create a class ‘fact map’ of the solar system, with student facts posted around each planet on a bulletin board.
Mercury  
Venus  
Earth  
Mars  
Jupiter  
Saturn  
Uranus  
Neptune  
Pluto
Activity: Extra, Extra!

Overview
Use the included worksheet to review the 5Ws and draft a news article about an expedition into outer space.

Common Core State Standards
Language Arts: Writing: Text Types and Purposes
Anchor Standard 2
2.W.2, 3.W.2, 4.W.2

Language Arts: Writing: Text Types and Purposes
Anchor Standard 3

Grade Level: 2-4
Length: 30 minutes
Materials
• Extra, Extra worksheet (page 7)
• Examples of newspaper headlines/front pages

Activity Instructions

PREP
Make copies of Extra, Extra worksheet (class set). Display newspaper samples where students can see or review them.

PROMPT
If students are already familiar with the Geronimo Stilton books, remind them of his occupation as a newspaper reporter. How do reporters get their information? What information do they include in their articles? Ask students to imagine that they are reporters writing an article on a NASA exploration into space. What information would they need to include in an article?

Distribute Extra, Extra worksheets. If students are not familiar with the 5Ws, review (who, what, when, where, why). Allow time for students to complete worksheets independently. Point out the blank space at the top where students should write a headline for their article.

Ponder
Ask students to read over their Extra, Extra worksheets. Ask them to underline or point to one fact they share in their outline. Are there any opinions in their outline? Discuss or journal about the difference between facts and opinions. Do students think reporters should be able to include opinions in their articles?

“Brave? A hero? I was terrified. I almost fainted … I’m really a scaredy mouse.”
Who is going on this mission to space?

What kind of spacecraft are they travelling in? What does it look like?

When is the expedition leaving? How long will they be gone?

Where is the expedition going?

Why is this expedition important? What will be learned?
Activity: Super Steller Vocabulary

Overview

Geronimo Stilton books are sprinkled with words that are colorful, larger in size, or use fun and creative fonts to emphasize their meaning or make them stand out – a great vocabulary-building tool! Use a Geronimo Stilton book as an example and have students create their very own colorful, textured vocabulary word. Use your own vocabulary or see below for a list from Geronimo Stilton: Mouse in Space!

Common Core State Standards

Language Arts: Language: Vocabulary Acquisition and Use
Anchor Standard 5
1.L.5, 2.L.5, 3.L.5, 4.L.5

Language Arts: Language: Vocabulary Acquisition and Use
Anchor Standard 6
2.L.6, 3.L.6, 4.L.6

Arts: Create, Present, and Perform
3rd Grade: AR.03.CP.02

Grade Level: 1-4
Length: 45 minutes

Materials
• Blank paper
• Colored pencils, crayons, or markers
• Vocabulary list (see below) or word wall
• Copy of Geronimo Stilton: Mouse in Space or another book in the series

Mouse in Space Vocabulary

Younger Students

Star
Moon
Planet
Earth
Launch
Solar
Orbit
Timid

Space
Squeak
Blast off
Rocket
Robot
Password
Brave
Pilot

Older Students

Asteroid
Astronaut
Artificial
Atmosphere
Encrypted
Satellite
Communication
Mission
Re-entry
Quasar

Friction
Digital
Voltage
Signal
Deactivate
Morse code

“Mr. Stilton, do you want your privacy or do you want to be safe? If you want to be safe, you are going to have to give up a few things.”

www.octc.org
Activity: Super Steller Vocabulary cont.

### Activity Instructions

**PREP**
Prepare art supplies and drawing paper. Choose your vocabulary words from the list above or use words from another unit. Prepare a class word wall or large list that students can see.

**PROMPT**
Read a chapter or a shorter section from Geronimo Stilton: Mouse in Space to your students. Ask students what they notice about some of the words on each page. What are some ways that the illustrator words stand out? Point out examples where words’ colors, designs, or size help emphasize their meaning.

**PARTICIPATE**
Distribute paper and art materials to students. Assign a vocabulary word to each student, have them draw a word at random, or select their own. Have students print their word in very large letters to fill up their entire paper, and use colors and decorations to help convey the meaning of that word.

**PONDER**
Hang students’ word artwork so the whole class can see. Discuss how different words make us imagine certain colors, feelings, or images. How can the words we choose create more colorful stories?
Online Resources

Astronomy and Outer Space
http://www.space-exploratorium.com

Space Travel
https://www.nasa.gov/audience/forstudents
NASA’s online resource center for teachers and students.

http://www.nasa.gov/audience/foreducators/stem-on-station/dayinthelife
Experience a day in the life of an astronaut on the International Space Station! Videos and descriptions of astronauts’ daily routines, work, meals, and recreation on board the ISS.

Geronimo Stilton
geronimostilton.com/portal/US/en/home
Official Geronimo Stilton website

www.teacher.scholastic.com/lessonplans/Geronimo
Scholastic site with teacher guides for Geronimo Stilton

www.teacher.scholastic.com/lessonplans/geronimo/newspaperhome.htm
Create your own classroom edition of the Rodent Gazette, complete with masthead!

www.scholastic.com/titles/geronimostilton/createlyourown
Online Geronimo Stilton comic generator. Write your own dialogue in the panels and print your own!
Reflection: After the Play

After the Play: What did you see?
Download the After the Play worksheet on the next page and print a class set. Ask students to complete the drawing and response portions of the sheet either in class or at home.

Write to Oregon Children’s Theatre
We love hearing student feedback and responses to our shows! Please feel free to share any letters from students with us:

Oregon Children’s Theatre
1939 NE Sandy Blvd.
Portland, OR 97232

Letters can also be emailed to teachers@octc.org.

“Scientists must always look for the truth, whatever it may be.”
What did you see on stage? Recall a scene you remember and draw it in the space above. Include scenery, characters, and props.

What did you see? _____________________________

Name and date _______________________________
What did you see? cont.

1. Describe what is happening in your drawing.

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

2. List two or three things you liked about the play.

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

3. If you were directing your own version of this play, what would you do differently?

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

4. Write one question you had about the play that you'd like to ask Oregon Children’s Theatre. Questions can be for actors, the director, a designer, etc.

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________