

HOUSE AT POOH CORNER

-Study Guide-



Use this Study Guide to enhance the educational experience of this show

About A.C.T. For Youth

A.C.T. For Youth is an acclaimed professional touring theatre company based in Orlando, FL. Each year, the Atlantic Coast Theatre performs hundreds of shows for students across the U.S.A.

ACT For Youth's high-quality educational programming is recognized nationally by theatres, schools, art councils, libraries, and festivals- not to mention the thousands of children & families who see A.C.T. shows each year!



Atlantic Coast Theatre For Youth has been awarded placement on:

- ~Florida Artist Performances On Tour Program~
- ~Hillsborough County Artist Roster~
- ~SC Arts Commission Roster Of Approved Artists~
- ~The Arts Council of Fayetteville, NC Arts Roster~
- ~United Arts of Raleigh/Wake County, NC Roster~

www.atlantic-coast-theatre.com

ABOUT THE AUTHOR

The show you are seeing is adapted from the beloved 1928 book HOUSE AT POOH CORNER written by A.A. Milne



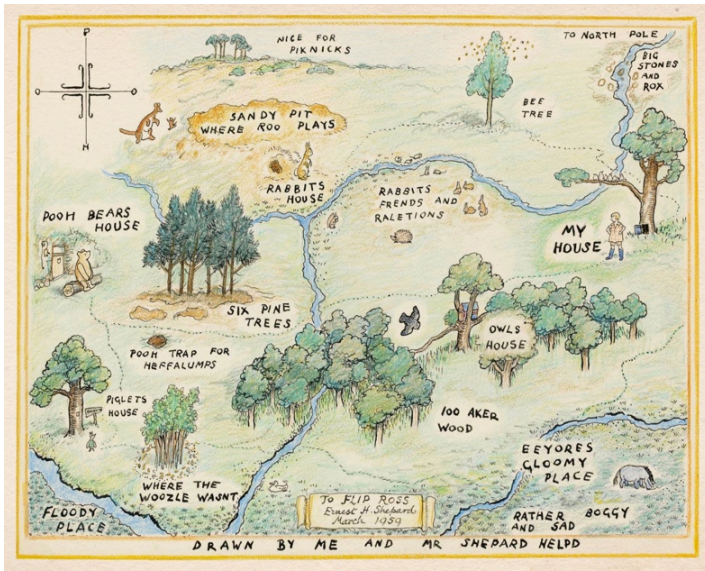
A.A. Milne (1882-1956) was an English writer who was very famous for writing his imaginative books based around the sweet adventures of a boy named Christopher Robin, a “silly old bear” known as Winnie-the-Pooh, and all of their funny animal friends.

The book Winnie-the-Pooh was published in 1926 and was a huge success... and continues to be. 2 years later, Milne wrote a second book of Pooh-Bear’s adventures called HOUSE AT POOH CORNER.

The character of Christopher Robin was inspired by A.A. Milne’s real son, Christopher Robin Milne, and Christopher’s toy teddy bear. Today you can see Christopher Robin Milne’s actual toys Winnie The Pooh, Piglet, Kanga, Tigger, and Eeyore displayed at the New York Public Library in New York City. Don and Noel saw them in 2025.

A.A. Milne also wrote poems for children, books for adults, and plays for the stage.

Where In The World...Ashdown Forest



The Hundred Acre Wood in the Winnie-the-Pooh books (sometimes spelled the “100 Aker Wood”) was the imaginary woods where Winnie-the-Pooh and his friends lived in and around. In the book by A.A. Milne, Pooh Bear and his friends enjoyed their fun adventures in these woods. The picture on the left is the original illustrator’s (E.H. Shepard) map version of the Hundred Acre Wood and its surrounding areas.

BUT

Even though the Hundred Acre Wood came from A.A. Milne’s imagination, it was inspired by a real wooded area in England called Ashdown Forest. If you look at the picture on the right, you can find Ashdown Forest on the map- south of London and north of Brighton.

If you ever visit England you can walk around Ashdown Forest! Beautiful plants and wildlife are found in the forest as well as monuments, trails, and even a bridge in honor of Winnie-the-Pooh!

What is one of your favorite natural places outside?

Use your imagination to write a fiction story with your favorite natural location as the setting of your tale!

“WRITE YOUR OWN PLAY” ADAPTATION ACTIVITY

PLAYWRITING TIPS

- Every good play has to start somewhere.
- Sometimes the idea for a play comes completely from the playwright’s imagination.
- Sometimes the idea is created from a book, a story, or even a song.
- The writer uses the original book or story as an inspiration.

AN ADAPTATION IS...

~A New Play Based On A Book Or A Story~

-1-

Pick a story with characters that will make your play interesting. You can also create new characters. Remember it is your adaptation!

-2-

Make a ‘Road Map’- outline the plan of how you want your play to be written. Don’t be afraid to change your mind. Sometimes creativity needs to take a detour!

-3-

Write your dialogue (what the characters say). Try to write dialogue that is realistic and not too formal. It will sound closer to how people really talk.

VOCABULARY WORDS

**Here are some words or phrases that you may not know.
Become familiar with them to keep up in the show!**

- **“Oh Bother”**- A phrase used by Winnie-the-Pooh and his friends quite often when something is annoying them.
- **Smackerel**- A small portion.
- **Haycorns**- Pooh and Piglet’s way of saying “Acorns”, or the nuts of Oak Trees.
- **Hunny**- AA Milne’s way of spelling “Honey” in his books. Many words are misspelled on purpose, as if they were writing by a young child learning to spell...like Christopher Robin was
- **Thistle**- A prickly plant with rounded heads of purple flowers. Also the Scottish National Emblem...and Eeyore’s favorite snack.
- **Vigor**- Physical strength and good health.
- **Pounds**- A British form of money, like a Dollar in the United States.
- **Shilling**- A smaller form of British Money, like coins in America. They are no longer used, but when AA Milne wrote his books, 20 Shillings were equal to 1 pound.
- **Ounce**- A measurement of weight. While it is not a measure of money, AA Milne cleverly wrote the phrase “Pounds, Shillings, Or Ounces” since a Pound is both a measure of weight and a type of money.
- **Shindig**- Another term for a party, or get-together.
- **Herbaceous**- A type of plant that gives us herbs.
- **Melancholy**- Another word for feeling sad.
- **Ovation**- A form of compliment or praise. Actors who do a good job sometimes get a “Standing Ovation” where the audience stands and claps after a show.
- **Poem**- A type of writing to express emotions or ideas using rhythm, rhyme, and structure.
- **Etceteras**- Extra things. Often in writing, you will see “Etc.” at the end of a list showing there are other examples as well.
- **Primroses**- A flowering plant.
- **Skylark**- A bird
- **Cuckoo**- Another bird.

**Can you write a sentence using three of these words?
Can you write a short story using all of the words?**

Before The Show Activities

- **WATCHING A PLAY**- You will be seeing a live theatre production. What are the differences between a play and a movie or television? How is it different to view each type? What kinds of theatre manners should be used when watching a play?
- **OTHER WORKS BY THE SAME AUTHOR**- As a class, read over the “About The Author” page in this study guide. A.A. Milne is certainly best known for his books about Winnie-the-Pooh, but he also wrote poems for children. Read some of the imaginative poems he wrote for kids. In the play you will be seeing, Winnie-the-Pooh loves poetry.
- **POEMS TO MUSIC**- In the play, you will hear little fun songs composed and inspired by some of the poetry found in A.A. Milne’s book, HOUSE AT POOH CORNER. Poetry is an excellent way for you to think about writing lyrics for songs. Read a poem (or write your own) and make up your own melody for the poem. You have just created a SONG!

After The Show Activities

- **COMPARE & CONTRAST**- Think of other versions you have read or seen of Winnie-the-Pooh stories. How was the play you saw different? How was it the same? Discuss this as a group.
- **WRITE A STORY**- What happens next in the story? It is up to you. Choose one of the characters from the show. Write a short story about what happens to the characters after the play ends.
- **ACT OUT A CHARACTER**- Choose a favorite character from the play and act it out. Use your own imagination to choose how to play the part. You can even choose characters who are mentioned and never shown on stage. Choose how the character sounds and moves?
- **BE A SCENIC DESIGNER**- The scenery for the show you watched was designed specifically to help tell the story on stage. The Atlantic Coast Theatre is a touring theatre company, so at the end of the show, everything must be packed up and taken to the next performance location. Choose one of your favorite stories and design the scenery. Think about how it will go together for travel, and how easy or difficult it will be to pack up.
- **YOUR REVIEW**- Discuss your thoughts on the show. What were your favorite parts? What elements of the performance helped to tell the story.

Be a SCENIC ARTIST Activity

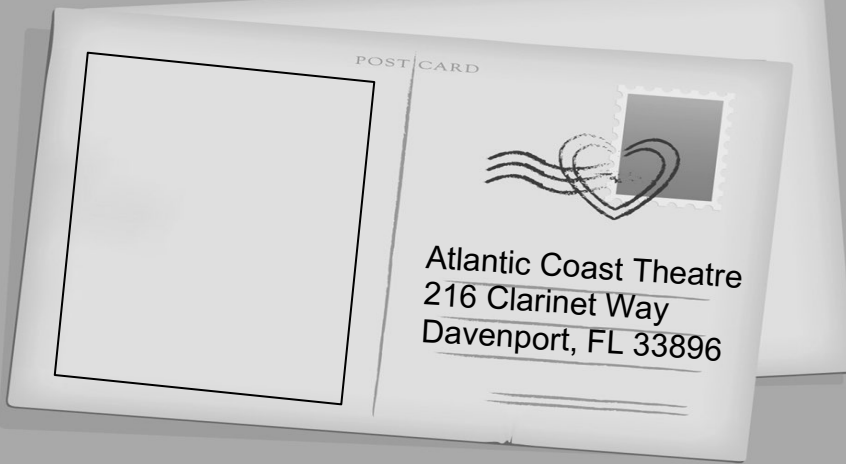
A SCENIC ARTIST, sometimes known as a SET DESIGNER, creates visual art for theatre performances.



Multiple Places In One Set

Often, a scenic artist has the challenge of designing the scenery for a play that happens in many different places. Sometimes the scenery can be moved, but sometimes a “UNIT SET”, or scenery that stays in place for the entire show is used. Pick a story that you like that happens in multiple locations. Design a non-moving “UNIT SET” for the stage version of the story you chose.

ACT For Youth loves to receive letters from our audience!



You will write letters all of your life!
You will write letters in school, to
correspond with friends and family,
and for your job one day!
It is very important to know
how to write a good letter.

Your teachers may want you to
write your letter in a proper
letter-writing style or format.
Here is an example of one style!

YOU CAN SEND US

~A DRAWING~

~WHAT YOU LEARNED~

~YOUR FAVORITE PART~

**Your Opinions Count!
They Help Us When
We Write
New Shows!**

Dear Audience:

The Atlantic Coast Theatre For Youth would like to thank all of you for showing us such fantastic audience manners during the show! Everyone was so respectful during the performance. You laughed when things were funny, but you were also able to quiet back down so that everyone could hear. I don't think that we heard anyone talking while the actors were on stage. That was great! You made our job so much fun.

Thanks so much! You were wonderful!

Sincerely,

Don Gruel & Noel Holland

Get your letters to your teacher or the school office so they can mail them to ACT For Youth (or the sponsor of the show).



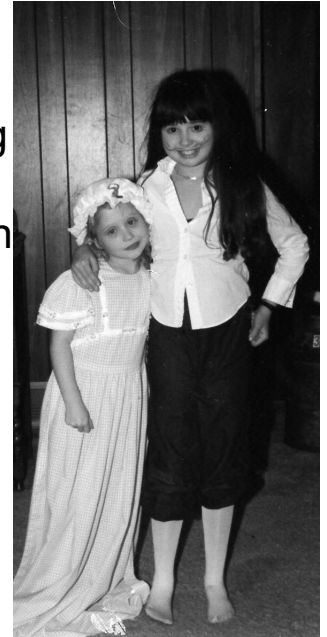
All About The Actors

Noel Holland & Don Gruel

You will be seeing professional actors!
That means they act for their jobs!
An interesting fact about the actors:
They started acting when they were YOUR age!



NOEL HOLLAND– I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen– if nobody was there to hear, I would sing to myself! I started acting and dancing because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job– owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth. It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!



Noel & her little sister, Meredith, putting on a play for family.



Don as the Easter Bunny in his 3rd Grade School Play

DON GRUEL– I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my “Star Wars” Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical OKLAHOMA when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!

Get involved in a play at school or in your community!

FL STANDARDS CONNECTIONS:

ELA.K12.EE.4.1, ELA.K12.EE.3.1

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.3.1: Make inferences to support comprehension.

ACTIVITIES:

-Watching the performance and engaging in follow-up discussion

ELA.K.V.1.2, ELA.1.V.1.2, ELA.2.V.1.2, ELA.3.V.1.3, ELA.4.V.1.3, ELA.5.V.1.3

ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.

ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.

ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.

ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

ACTIVITIES:

-Vocabulary

ELA.K.V.1.1, ELA.1.V.1.1, ELA.2.V.1.1, ELA.3.V.1.1, ELA.4.V.1.1, ELA.5.V.1.1

ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ACTIVITIES:

-Using vocabulary words in writing

ELA.K.R.1.3, ELA.1.R.2.4, ELA.2.R.2.4, ELA.3.R.2.3, ELA.4.R.2.3, ELA.5.R.2.3

ELA.K.R.1.3: Explain the roles of author and illustrator of a story.

ELA.1.R.2.4: Identify an authors opinion(s) about the topic.

ELA.2.R.2.4: Explain an authors opinion(s) and supporting evidence.

ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.

ELA.4.R.2.3: Explain an authors perspective toward a topic in an informational text.

ELA.5.R.2.3: Analyze an authors purpose and/or perspective in an informational text.

ACTIVITIES:

-About The Author

ELA.K.R.3.3, ELA.1.R.3.3, ELA.2.R.3.3, ELA.3.R.3.3, ELA.4.R.3.3, ELA.5.R.3.3

ELA.K.R.3.3: Compare and contrast characters experiences in stories.

ELA.1.R.3.3: Compare and contrast two texts on the same topic.

ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.

ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.

ELA.5.R.3.3: Compare and contrast primary and secondary sources related to the same topic.

ACTIVITIES:

-After The Show Activities, Compare & Contrast

ELA.K.R.1.1, ELA.K.R.1.3, ELA.1.R.1.1, ELA.1.R.1.2, ELA.2.R.1.1, ELA.2.R.1.2, ELA.3.R.1.1, ELA.3.R.1.2, ELA.4.R.1.1, ELA.4.R.1.2, ELA.5.R.1.1, ELA.5.R.1.2

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.

ELA.K.R.1.3: Explain the roles of author and illustrator of a story.

ELA.1.R.1.1: Identify and describe the main story elements in a story.

ELA.1.R.1.2: Identify and explain the moral of a story.

ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.

ELA.2.R.1.2: Identify and explain a theme of a literary text.

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.

ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.

ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.

ELA.4.R.1.2: Explain a stated or implied theme and how it develops, using details, in a literary text.

ELA.5.R.1.1: Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

ELA.5.R.1.2: Explain the development of stated or implied theme(s) throughout a literary text.

ACTIVITIES:

-Before The Show Activities, Other Works By The Same Author

ELA.K.C.1.3, ELA.1.C.1.3, ELA.2.C.1.3, ELA.3.C.1.3, ELA.4.C.1.3, ELA.5.C.1.3

ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.

ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.

ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.

ELA.5.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

ACTIVITIES:

-Write a letter to the actors

ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2

ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.

ELA.3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.

ELA.4.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.

ELA.5.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

ACTIVITIES:

-Write Your Own Play

-Before The Show Activities, Poems To Music

-After The Show Activities, Write A Story

SS.K.G.1.2 / SS.1.G.1.2 / SS.2.G.1.1 / SS.3.G.1.1 / SS.4.G.1.4 / SS.5.G.1.2

- SS.K.G.1.2:** Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- SS.1.G.1.2:** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.
- SS.2.G.1.1** Use different types of maps (political, physical, and thematic) to identify map elements.
- SS.3.G.1.1:** Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- SS.4.G.1.4:** Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
- SS.5.G.1.2:** Use latitude and longitude to locate places.

ACTIVITIES:

-Where In The World

TH.K.C.2.1. / TH.K.C.3.1 / TH.1.C.2.2 / TH.1.C.3.1 / TH.2.C.1.1 / TH.2.C.1.2 / TH.2.C.3.1 / TH.3.C.1.2 / TH.3.C.3.1 / TH.4.C.3.1 / TH.4.C.3.3 / TH.5.C.2.3 / TH.5.C.3.1 / TH.68.C.1.3 TH.68.C.2.4)

- TH.K.C.2.1.** Respond to a performance and share personal preferences about parts of the performance
- TH.K.C.3.1** Recognize that individuals may like different things about a selected story or play
- TH.1.C.2.2** Identify elements of an effective performance
- TH.1.C.3.1** Share opinions about selected plays
- TH.2.C.1.1** Describe a character in a story and tell why the character is important to the story
- TH.2.C.1.2** Respond to a play by drawing and/or writing about a favorite aspect of it
- TH.2.C.3.1** Identify important characteristics to discuss when sharing opinions about theatre
- TH.3.C.1.2** Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production
- TH.3.C.3.1** Discuss the techniques that help create an effective theatre work
- TH.4.C.3.1** Identify the characteristics of an effective acting performance
- TH.4.C.3.3** Define the elements of a selected scene that create an effective presentation of an event or person
- TH.5.C.2.3** Defend an artistic choice for a theatrical work
- TH.5.C.3.1** Discuss alternate performance possibilities of the same character in the same play
- TH.68.C.1.3** Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards
- TH.68.C.2.4** Defend personal responses to a theatre production

ACTIVITIES:

-After The Show Activities, Your Review

TH.K.S.1.1 / TH.1.O.3.1 / TH.1.S.1.1 / TH.2.C.2.2 / TH.2.S.1.1 / TH.3.O.3.1 / TH.3.S.1.1 / TH.4.S.1.1 / TH.5.H.3.2 / TH.5.S.1.1

- TH.K.S.1.1** Demonstrate appropriate audience behavior at a live performance.
- TH.1.O.3.1** Compare a play to an animated movie that tells the same story.
- TH.1.S.1.1** Exhibit appropriate audience etiquette and response.
- TH.2.C.2.2** Describe how an actor in a play, musical, or film creates a character.
- TH.2.S.1.1** Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
- TH.3.O.3.1** Compare the characteristics of theatre to television and movies.
- TH.3.S.1.1** Demonstrate effective audience etiquette and constructive criticism for a live performance.
- TH.4.S.1.1** Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
- TH.5.H.3.2** Compare theatre to other modes of communication.
- TH.5.S.1.1** Describe the difference in responsibilities between being an audience member at live or recorded performances.

ACTIVITIES:

- Before The Show Activity, Theatre Manners

TH.K.S.2.1, TH.1.S.3.1, TH.2.S.3.1, TH.3.S.3.1, , TH.4.S.3.1, TH.5.S.3.1

- TH.K.S.2.1** Pretend to be a character from a given story.
- TH.1.S.3.1** Use simple acting techniques to portray a person, place, action, or thing.
- TH.2.S.3.1** Create imagined characters, relationships, and environments using basic acting skills.
- TH.3.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
- TH.4.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.
- TH.5.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.

ACTIVITIES:

- After The Show Activities, Act Out A Character

VA.K.S.1.2, VA.1.S.1.3, VA.2.S.3.1, VA.3.S.3.1, VA.4.S.3.1, VA.5.S.3.1

-**VA.K.S.1.2** Produce artwork influenced by personal decisions and ideas.

-**VA.1.S.1.3** Create works of art to tell a personal story.

-**VA.2.S.3.1** Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.

-**VA.3.S.3.1** Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.

-**VA.4.S.3.1** Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

-**VA.5.S.3.1** Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

ACTIVITIES:

-After The Show Activities, Be A Set Designer

-Be A Scenic Artist Activity Sheet