



**OSKAR Versus Thingamabob**  
**DRAWING MOMENTS FROM THE PLAY**

Grade Levels: K-2, with adjustment 3-5

“Screaming and curling up in a ball? Who’s screaming and curling up in a ball? I’m not screaming and curling up in a ball. You must be cuh-razy!”

–Oskar

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**OBJECTIVES**

- Students will exercise their visual learning and sequencing skills by drawing moments that they remember from the play.

**MATERIALS**

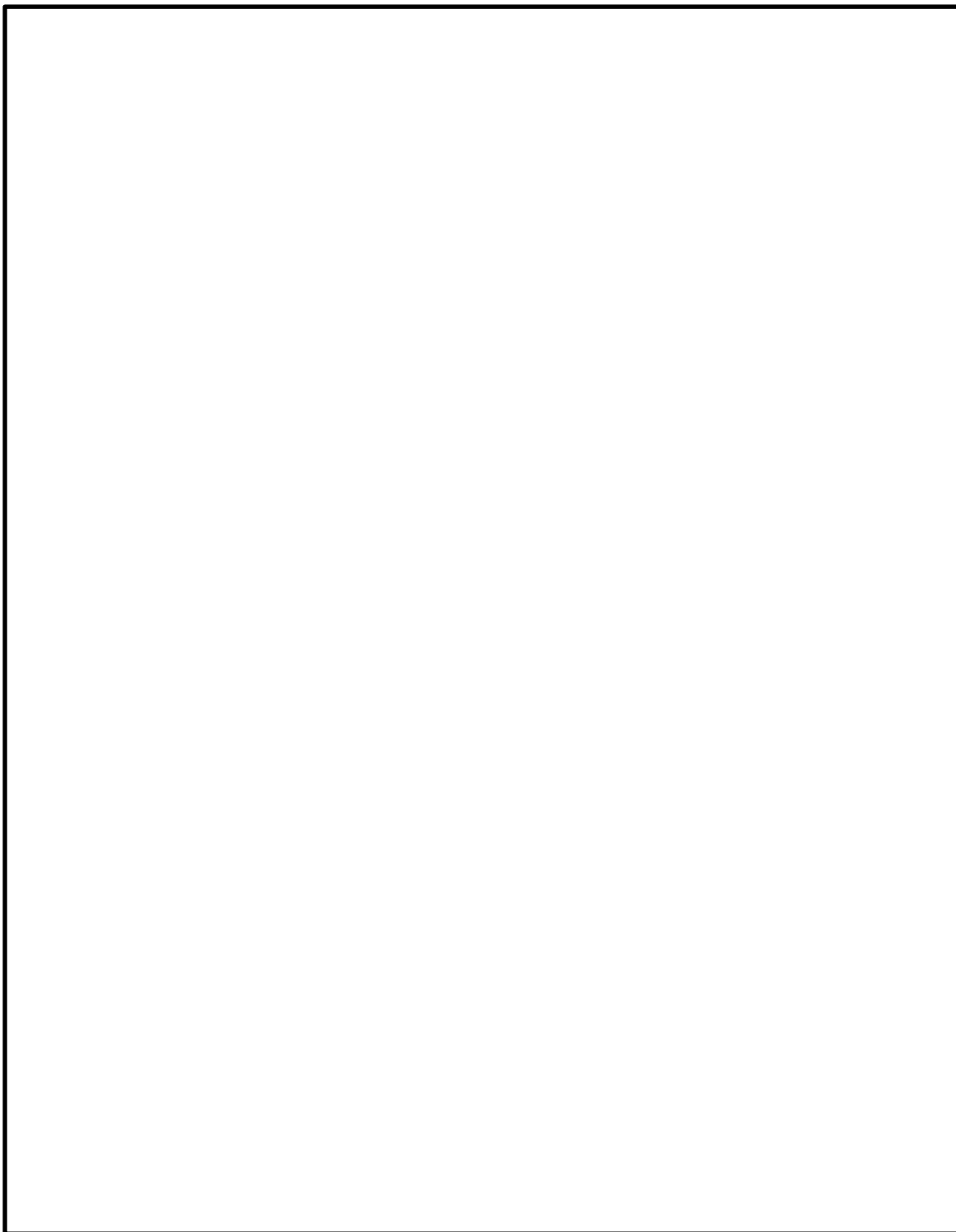
- Black or white board; chalk or dry erase markers
- Paper, erasers, markers, crayons, colored pencils, pens, etc.
- Key Moments template (attached)

**PROCEDURE**

1. Discuss with your students which character is portraying each role in the Thingamabob encounters. There are three reactions to three triggers.
  - When Oscar sees his new scarf, it looks like Thingamabob. He screams and curls up into a ball. What else might show that Oscar is scared?  
*Encourage your students to think about this moment in the play and how the scarf is a trigger. How could Oskar have reacted differently?*
  - When Oskar watches Frank blow his nose with his handkerchief, he growls and stomps around like a bull. What other things do people do when they are furious?  
*Can you tell you are angry before you explode?*
  - Oskar sobs loudly when he sees Beth’s cape, but not everyone cries when they are sad. What else shows sadness?  
*Encourage your students to think about how people show emotions differently, and how to recognize these emotions in their own bodies.*
2. Hand out Key Moments templates to students. Ask students to draw one key event from the beginning, middle, and end of the play.
3. Staple the pages together. Students may keep these books to remember key moments in the play.

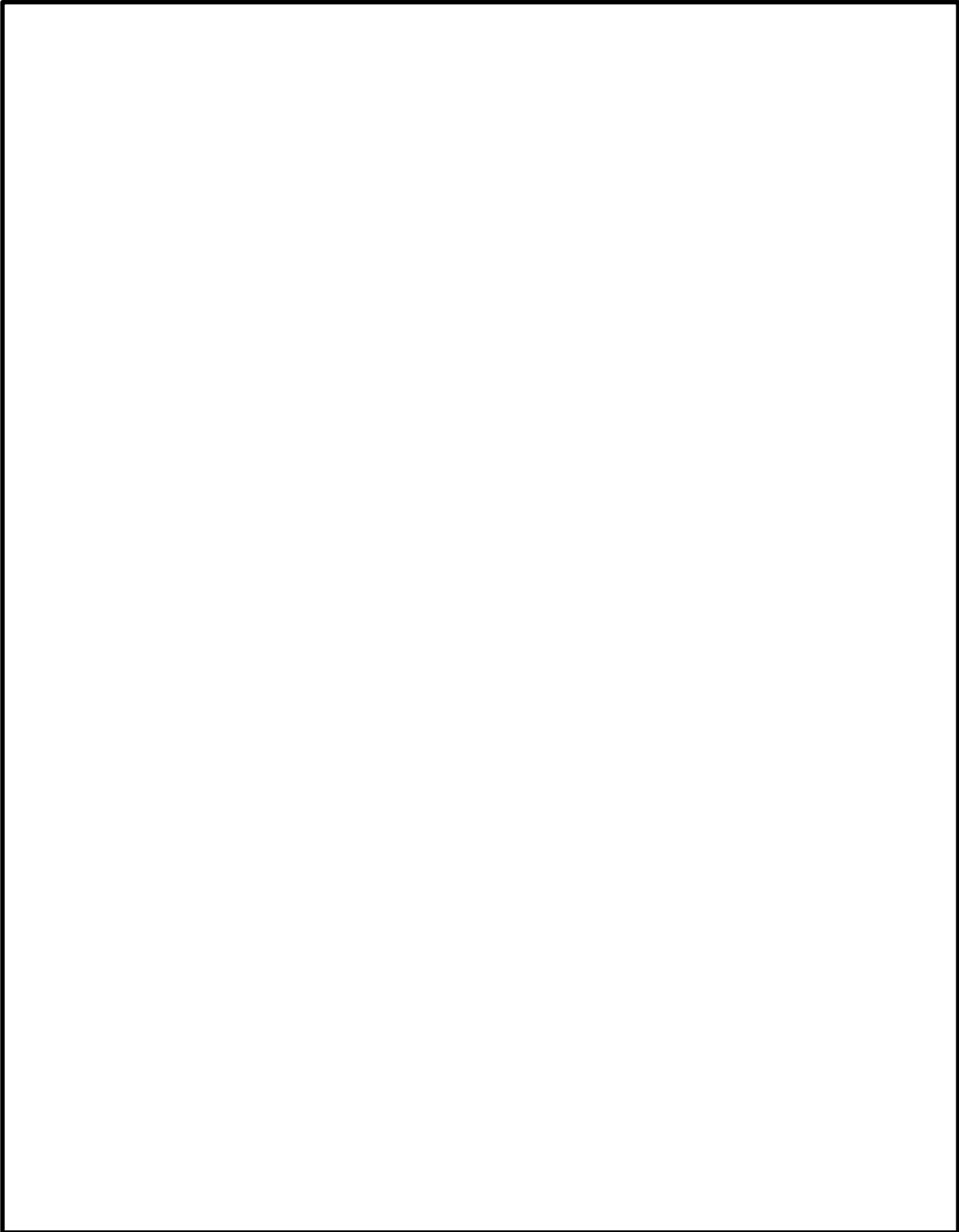
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Beginning



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Middle



Name: \_\_\_\_\_ Date: \_\_\_\_\_

End

