

THE AMAZING BONE

THE AMAZING BONE

By William Steig (Farrar)

Themes: Friendship/Magic/ Nature

Grade Level: K-3

Running Time: 11 minutes, animated

SUMMARY

THE AMAZING BONE is about a female pig named Pearl who dawdles on her way home from school in order to appreciate the beauty of the day. When she stops to sit by a tree in the forest, a bone speaks to her from its place by a rock near the tree. The bone explains that it once belonged to a witch but it was unhappy and didn't want to belong to her any longer. Pearl and the bone become friends, and Pearl decides to take the bone home to meet her parents. As they move along towards home, a mean fox meets them. The fox forces Pearl, along with the bone, to his home, where he plans to devour them both. The end of the story finds the bone reciting a magic chant that turns the fox into a mouse and saves the day for Pearl. Finally, Pearl takes the bone home, where they both spend happy days and nights with Pearl's parents.

OBJECTIVES

- Children will explore friendships.
- Children will talk about magic and fantasy.
- Children will learn to appreciate the natural environment.

BEFORE VIEWING ACTIVITIES

Share the book THE AMAZING BONE with children. Then say:

It might be fun to meet a talking bone some day-if there was such a thing. Would you stop to talk

to it? Why or why not?

Talk about all of the imaginary situations in this story starting with the talking bone, a talking pig, a clever talking fox, etc. Imagining is a way of expressing oneself in writing, drawing, playing, and music. Give children a choice to imagine something in any media. (Suggestions: a poem about a singing a song about the snow, a picture of an imaginary friend.)

Ask children to describe their special friends. Encourage them to share the reasons why these friends are special to them and the things they enjoy doing together. Discuss with children magicians they may have seen performing. Ask:

- What kinds of tricks did the magician do?
- What would you have liked to see him/her do?
- What kinds of magic tricks can you do?

Talk with children about the spring season. Ask:

- What do you like to do outdoors when the weather is warm and sunny?
- How does it feel to be outdoors in this weather?
- What kinds of things do you notice growing outdoors?
- What are your favorite kinds of flowers?
- Why did Pearl dawdle in the story?

AFTER VIEWING ACTIVITIES

Cut out a bone from white construction paper. Have children imagine that the bone could talk. Ask:

- What would you want the bone to say?
- What kinds of things would you like to discuss with the bone?
- Where would you take the bone?
- How could the bone be helpful to you?

Later, have children write stories called "The day I met a talking bone." Display the stories, along with the construction paper bone, on a classroom wall or bulletin board.

Have children invent an imaginary friend and compose a short dialogue about themselves and their friends. Two children can take part in the dramatic enactment.

Take a walk outdoors and help children observe the natural environment. You might want to collect rocks, flowers, plants, etc., to bring back to the classroom for further study. As you walk, help children appreciate their environment by asking questions such as:

- How does the sunlight on the rock make the rock look different?
- How many colors can you see in this flower?
- How do the blades of grass feel against your chin?
- How does it feel to run your hand lightly over a dandelion?

Also ask:

- How did the music affect the mood of the story?

Other videos and films about magic available from Weston Woods include:

THE HAT by Tomi Ungerer

POSSUM MAGIC by Mem Fox, illustrated by Julie Vivas

SYLVESTER & THE MAGIC PEBBLE by William Steig

THE WIZARD by Jack Kent

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Talk with children about the gratitude the lion felt for Andy after Andy removed the thorn from its foot and the friendship that existed between Andy and the lion. Ask:

- Who are your special friends?
- How do you feel about them? Why?

Supply paper plates, construction paper, yarn, crayons, scissors and paste that children can use to create paper plate faces that represent their special friends. When children have completed the project, have them share their creations with their classmates and describe the reasons why their friends are special to them.

Help children write a simple fable about a larger animal and a smaller animal. Explain that a fable is a story in which animals speak. Often a fable has a message.

Other videos and films that are animal fables or friendship fables available from Weston Woods include:

DOCTOR DE SOTO by William Steig

THE BEAST OF MONSIEUR RACINE by Tomi Ungerer

THE CATERPILLAR AND THE POLLIWOG by Jack Kent

POLLIWOG

DANNY AND THE DINOSAUR by Syd Hoff

HAPPY BIRTHDAY, MOON by Frank Asch

THE HAPPY LION written by Louise Fatio & illus. by Roger Duvoisin

MIKE MULLIGAN AND HIS STEAM SHOVEL by Virginia Lee Burton

HIS STEAM SHOVEL

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From the book *Andy and the Lion* © 1938,
renewed 1966 by James Daugherty
(Viking)

Video/Film Curriculum Guide - 009

for

ANDY AND THE LION

Themes: Animals/Make Believe/Fables/
Friendship

Grade Level: K-2

Running Time: 10 minutes, iconographic

BLUEBERRIES FOR SAL

Blueberries for Sal

by Robert McCloskey (Viking)

Themes: Families/Relationships

Level: Grades K - 2

Length: 9 minutes, iconographic

Summary

BLUEBERRIES FOR SAL, the film, is true to the book, Blueberries for Sal, by Robert McCloskey. The story concerns a little girl, named Sal who goes out blueberry picking with her mother. At the same time Sal and her mother are blueberry picking, a mother bear and her cub are out hunting for blueberries to eat and fill themselves up for the winter.

As the story continues, little Sal, and the bear cub, both lose track of their mothers as they stop and eat blueberries. Sal finds herself following the mother bear and the bear cub follows little Sal's mother. When the mother bear and Sal's mother realize who is really behind them, they run away in search of their own children.

The end of the story finds the bear and bear cub, and little Sal and her mother, safely back together again. Blueberries For Sal is the heartwarming story of the love between a parent and child-- be that parent and child human or animal!

Objectives

- . Children will explore parent-child relationships
- . Children will investigate the differences between child and adult behaviors
- . Children will learn about the importance of following safety rules

Before Viewing Activities

Talk with the children about the kinds of activities they enjoy with their parents. Ask: What are your favorite things to do with you mom/dad (caregiver)? When you do something together do you each do something different or do you do exactly the same thing? What kinds of things do you like to do with your parent in the summertime? wintertime? Explain that in the film they are about to see, children will meet a little girl named Sal who goes blueberry picking with her mother. Encourage children to watch carefully in order to see the ways that the little girl and her mother go about picking blueberries differently.

Show the children pictures of both mother and baby animals. Discuss the differences and similarities between the adult and baby animals. Then ask: What kinds of things can adult animals do that baby animals can't? How do you think the mothers care for their babies? If the animals wanted to have some fun, what kinds of things do you think the mother and baby animals might do together? Explain to children that the book, Blueberries For Sal, is about a bear and her cub, as well as a little girl and her mother. Encourage children to watch the ways the mother cares for her cub. Later, ask: How is the way the mother bear cares for her cub like the way Sal's mother cares for her?

Share the book, Blueberries For Sal, with children. Then ask: Why did Sal's mother want to bring the blueberries back home after picking them? What did Sal do with the blueberries she picked? Why were the bears eating as many blueberries as they could find? What do bears do in the winter? How did Sal get separated from her mother? How did the cub get separated from its mother? What did Sal's mother, and the mother bear, do when they turned around and saw that what was following them was not their child? How do you think they felt? How do you think Sal, her mother, the bear and the bear cub felt when they returned home?

After Viewing Activities

Discuss with children the way Sal and the cub were separated from their mothers. Ask: What might have happened if Sal and the bear cub were not lucky enough to find their mothers? What do you do when you go somewhere with one or both of your parents to make sure you do not get lost? What would you do if you did get separated from your parents? Emphasize to children the importance of staying close to parents when visiting places that are unfamiliar.

Ask children if they have ever had a fruit picking experience like Sal's. (If possible, take children along on a fruit expedition as an educational and enjoyable field trip. Explain to children that fresh fruits are not only delicious by themselves but can be used in many different kinds of recipes. Then supply blueberries (fresh if possible) that children can use to cook up a delicious blueberry cobbler or blueberry pie in the classroom. Be sure to print the recipe on the chalkboard and help children to follow along as they cook up their special treat.

Let children have some fun with estimating. Fill a pail with marbles and have children pretend that they are the blueberries picked by Sal and her mother in the story. Have children guess how many marbles are in the pail. Record children's individual estimates. Then have children count the marbles to see which class member made the closest estimate. Continue the activity by having the child whose estimate was closest to the actual amount of marbles fill the bucket once again with his/her desired amount of marbles and continue the activity.

Other book based films and videos about family outings are available from Weston Woods. These include: MAKE WAY FOR DUCKLINGS by Robert McCloskey PICNIC by Emily Arnold McCully STORY ABOUT PING by Marjorie Flack, illustrated by Kurt Wiese NOT SO FAST, SONGOLOLO by Niki Daly OWL MOON by Jane Yolen, illustrated by John Schoenherr

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SUMMARY

ANDY AND THE LION is the story of a boy named Andy who searches the library for a book about lions. Andy is so interested in lions that he cannot put the book down. Before bedtime, Andy's grandfather tells him an amazing lion story and Andy dreams about lions all night long.

When Andy wakes the next day and leaves for school, he meets a lion along the way. The lion has a thorn stuck in its paw and Andy manages to pull it out. Andy and the lion part as friends. When a circus comes to Andy's town, Andy goes, of course, hoping to catch the lion act. When one of the lions jumps out of its cage and leaps toward the audience, right in Andy's path, Andy feels his days are numbered. But lo and behold! Andy and the lion recognize one another! This is the same lion that Andy helped by removing the thorn from its paw!

Andy and the lion rejoice and Andy protects the lion from the on-coming crowd of people who are prepared to capture it. The next day Andy and the lion lead the townspeople in a parade along Main Street and Andy is awarded a medal for bravery. The story ends with Andy returning the book about lions to the library, pulling the lion on a leash behind him.

OBJECTIVES

- Children will learn about lions and their behavior.
- Children will explore the concepts of gratitude and friendship.
- Children will learn about the value of books.

BEFORE VIEWING ACTIVITIES

Share the book *Andy And The Lion* with children. Talk with children about lions. Explain that lions are members of the cat family and that they have been known as the "king of beasts." Tell children that lions still roam the wide open African plains but that they are good targets for hunters. Have children discuss those places where they may have seen lions (zoos, circuses) and describe their physical characteristics.

Discuss children's favorite books. Ask:

- Where do you go to find your favorite books?
- What is it about your favorite stories that interests you?
- Are your favorite stories about things that are real or imaginary?
- What other ways can you find out about the things you discovered in the books?
- Do you think your friends would like the books that are special to you as much as you do? Why? Why not?

AFTER VIEWING ACTIVITIES

Visit a library with children. Before your visit, have children determine what they are most interested in knowing about. Help children find books on these subjects during your library visit. When you return to the classroom, have children make their own books by stapling pieces of manila construction paper together. Have children dictate their own stories to you and print them in children's books. Allow children to create illustrations to accompany their stories and display them in the classroom for all to enjoy.

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CROW BOY

Crow Boy

by Taro Yashima (Viking)

Themes: Japanese Culture/The Five Senses/Tolerance

Level: Grades PreK-4

Length 13 minutes, iconographic

CROW BOY

By Taro Yashima (Viking)

Themes: Japanese Culture/The Five Senses/Social

Acceptance

Grade Level: K-3

Running Time: 13 minutes, iconographic

Summary

CROW BOY, the film, is true to the book, CROW BOY, by Taro Yashima. The story takes place in Japan, where a boy nicknamed Chibi hides under the schoolhouse on the first day of school. As the school year progresses, the other children learn that Chibi is afraid of the teacher and the other students who poke fun at his strangeness. Chibi spends most of this time alone, and entertains himself by studying the tiniest of details, including the wood grain of a desk, the cloth of a boy's shirt and, of course, all of the sights available through the classroom windows.

When Chibi reaches the sixth grade, he is fortunate enough to have a teacher who appreciates his ability to use each of his five senses to learn about the world around him. One day, the teacher announces that Chibi will imitate the voices of crows as his talent show performance. Everyone is amazed as they listen to Chibi imitate mother, father and baby crows, crows calling to each other happily, etc. As the children listen, they come to realize that Chibi must live in a place that is very isolated and far away, as that is the only place where he could have heard these crow sounds.

With a greater understanding of Chibi and the distances he had to travel by foot each day to get back and forth to school, the children come to appreciate him and regret thinking him strange and treating him unfairly.

The story ends with the children occasionally meeting in the village since the end of school, and respectfully calling Chibi by a new name, Crow Boy.

OBJECTIVES

- Children will explore Japanese culture.
- Children will understand that they can learn many things by using their five senses.
- Children will learn to respect individual differences.

BEFORE VIEWING ACTIVITIES

Share the book CROW BOY with children.

Talk with children about the ways each of them is similar to, and different from, their classmates.

Encourage children to discuss their favorite classroom activities, sports, things they like to do at home, etc., as a way of helping them understand the ways in which they are similar, and, at the same time, unique individuals.

Take a listening walk outdoors with children. Encourage them to use their ears and listen carefully in order to identify the many different sounds they hear. Later, take a touching walk, a seeing walk, and a smelling walk. In each case, have children identify those things they can feel, see or smell as they explore the outdoors. When children are ready to view the video, tell them that the boy in the story, Crow Boy, is someone very special because he explores the world with each of his five senses all the time. Encourage children to watch the video closely to discover just what Crow Boy learns about the world by using his senses and what a special individual Crow Boy is.

After Viewing Activities

Have children dramatize the story of Crow Boy. After the dramatization, ask the child who portrayed Crow Boy:

- How did you feel when the children teased you and called you names?
- How did you feel at the end of the play?

Ask the children who played Crow Boy's classmates:

- How do you feel about the way you treated Crow Boy?

Talk with children about the importance of showing caring and compassion toward others.

Discuss the signs of Japanese culture that were evident in the story. Ask:

- How were the homes, style of dress, signs, vehicles, etc. different from what we see in our country?
- What would you like most about living in Japan? Least?

Later, try to visit a museum with objects representative of Japanese culture available for children to explore. As children explore the exhibits, encourage them to try and identify objects they may have seen in the video.

Talk with children about the printed words and signs they saw. Ask:

- Does Japanese printing look like ours?
- How is it different?

If possible, share some documents, signs, or other written materials printed in Japanese, with children and display them in the classroom. Provide children with black crayons and construction paper that they can use to invent their own letters. Have children describe their symbols and the letters they represent to their classmates.

Other films and videos about Japanese culture are available from Weston Woods include:

THE STONECUTTER by Gerald McDermott
SUHO AND THE WHITE HORSE written by Yuzo Otsuka & illustrated by Suekichi Akaba

Other films and videos about being different are available from Weston Woods include:

MOON MAN by Tomi Ungerer

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DOCTOR DE SOTO

DOCTOR DE SOTO

By William Steig (Farrar, Straus)

Themes: Dentists, Humor, Problem-Solving

Grade Level : K - 4

Running Time: 10 minutes

SUMMARY

A hungry fox with a toothache begs a mouse dentist to relieve his pain in this modern-day fable. The dentist and his wife come up with a plan to protect themselves from the sly fox.

OBJECTIVES

- Children will explore the responsibilities of a dentist.
- Children will investigate problem-solving techniques.
- Children will appreciate the value of creative thinking.

BEFORE VIEWING ACTIVITIES

Share the book *DOCTOR DE SOTO* with children. Then ask:

- How does the fox feel at the end of the story?
- How do Doctor De Soto and his wife feel?
- Does the bigger animal do better in this story? Why? Why not?

Talk with children about their own visits to the dentist. Ask:

- Why do you go to the dentist?
- What does the dentist do for you?
- How do you feel when the dentist checks your teeth?
- What do you like most/least about going to the dentist?
- Would you like to do the kind of work a dentist does? Why? Why not?

Discuss with children some of the most interesting problems they have experienced. After describing their problems ask:

- How did this problem make you feel?
- How did you solve your problem?
- Who helped you solve your problem?
- How did you feel when the problem was finally solved?

AFTER VIEWING ACTIVITIES

Talk with children about the way Doctor De Soto and his wife solved their problem with the fox. Then ask:

- What other things could Doctor De Soto have done to solve his problem?

Have children draw pictures to show alternative ways that could have helped Doctor De Soto overcome his fear of the fox.

Remind children of the different kinds of seating Doctor De Soto provided for his animal patients of different sizes. Then ask:

- What kind of seat might Doctor De Soto make for an elephant? a giraffe? a flea? a spider? a rhinoceros?

Encourage children to be as creative as possible with their responses. Later you might want to have children illustrate their responses and display them on a bulletin board under the heading: Dental Care of the Large and Small!

DOCTOR DE SOTO is an example of a fable, a story that illustrates a theme using animals that speak and act like human beings. In this case, the theme is that smaller animals can be just as clever as larger animals. Have children write their own simple fables. One example is: One good turn deserves another.

Other videos and films about problem-solving available from Weston Woods:

• THE AMAZING BONE

by William Steig

• MONTY

by James Stevenson

• OWEN

by Kevin Henkes

• STONE SOUP

by Marcia Brown

• A WEEKEND WITH WENDELL

by Kevin Henkes

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DRUMMER HOFF

DRUMMER HOFF

By Edward R. Emberley & Barbara Emberley (Simon & Schuster)

Themes: War/Peace

Grade Level: Pre-K-3

Running Time: 6 minutes, animated

SUMMARY

DRUMMER HOFF is introduced with the peaceful chirping of birds and fluttering of butterflies. Drummer Hoff enters the scene beating his drum. The next person to appear is Private Parriage, pushing the carriage of a cannon. The narrator says, "Private Parriage pushed the carriage, but Drummer Hoff fired it off."

Soon after, different military men enter carrying additional pieces of the cannon. Each time the phrase is repeated "...but Drummer Hoff Fired it off." Finally, after many different people have added their parts of the cannon, Drummer Hoff does his job. The story literally ends with a bang, the firing of the cannon. The final scene shows a variety of birds and insects making their homes in and around the fired cannon. This simple yet powerful film tells the dramatic story of war in a way that is manageable for young children: Peace is still best.

OBJECTIVES

- Children will explore the concepts of war and peace.
- Children will investigate the idea of division of labor.
- Children will learn to follow sequences of events.

BEFORE VIEWING ACTIVITIES

Share the book DRUMMER HOFF with children. Then say: Drummer Hoff was part of a team that fired off a cannon.

- Which character's job would you like to have? Why?
- Which job do you think is the most important? Why?

Explain that without each character doing his job, Drummer Hoff could not have fired off his cannon.

Cite other examples:

- Baking an apple pie: without any one of the ingredients for the dough or for the filling, there would be no delicious apple pie at the end.

Play a team sport so children will get the idea of teamwork.

Give children a sequence of three directions to follow. For example, say "First, walk to the chalkboard, then go back to your desk (table) and take out a pencil." Draw a picture of a person. Encourage children to listen carefully in order to follow your directions in the order that they have been given.

AFTER VIEWING ACTIVITIES

Have children recall the names of the military characters. Then try this activity to help children gain skill in rhyming. Assemble a group of the following objects and place them on a table top: comb, brush, pear, shoe, hat. Then give five children in the group the following names: Captain Bear, Admiral Bat, Colonel Mush, Sergeant Foam, and Drummer Blue. Have these children select the objects from the table top that rhyme with their assigned names. Continue the activity by arranging new objects on the table top and assigning to

children names that rhyme with the objects.

Ask children to describe what they feel to be the differences between war and peace times.

- When and how did you learn about war?
- How do you think people feel during war time?
- What do you think is the most frightening thing about war?
- What other things can people do to resolve their problems besides going to war?

Offer children the following hypothetical situations to dramatize as a way of helping them build skill in problem solving and to emphasize that there are options to fighting and quarreling. Have children work in pairs. The remaining children in the group will offer suggestions to the performers to resolve the problems.

"Two brothers are arguing about who is going to have the last ice cream from the box in the freezer."

"Two friends are quarreling about who is going to decide the rules for a board game."

"Two sisters are arguing about who is going to sit in the front seat of the car when mom drives them to the store."

Other videos and films about the concepts of war and peace available from Weston Woods include:

THE BEAR & THE FLY by Paula Winter
HERE COMES THE CAT! Written by Frank Asch & illustrated by Vladimir Vagin
ISLAND OF THE SKOG by Steven Kellogg

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Ask:

- What made the story especially funny?

Discuss choice of words and type of illustrations. Have children rewrite the story of *GOLDILOCKS AND THE THREE BEARS*. This time, have children pretend that Goldilocks followed her mother's advice and didn't take the shortcut through the woods. Ask:

- What might have happened to Goldilocks on her way to the village?
- What might have happened at the bakery?
- What could have happened on the way home?

Have children dictate their stories and print them in construction paper booklets. When finished, have children use markers, crayons or pencil to design the book jackets for their own versions of *GOLDILOCKS AND THE THREE BEARS*.

Other videos and films about fairy tales available from Weston Woods include:

- THE FISHERMAN AND HIS WIFE by Wanda Gág
RED RIDING HOOD by James Marshall
THE THREE LITTLE PIGS by Erik Blegvad
THE THREE LITTLE PIGS by James Marshall
THE THREE BILLY GOATS GRUFF written by P.C. Asbjornsen & J.E. Moe & illus. by Marcia Brown
THE UGLY DUCKLING written by Hans Christian Andersen & illus. by Svend Otto S.

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From the book *Goldilocks and the Three Bears* © 1988
retold & illus. by James Marshall (Dial)

Video/Film Curriculum Guide - 342

for

GOLDILOCKS AND THE THREE BEARS

Theme: Fairy Tales

Grade Level: K-2

Running Time: 8 min. (approx) animated

SUMMARY

GOLDBLOCKS AND THE THREE BEARS is the familiar tale retold with added wit and humor. In this version, Goldilocks is warned not to take the shortcut through the forest while on a mission to buy muffins in the next village. However, because she is one of those “naughty little girls” who does exactly as she pleases, she finds herself at the home of those three roving bears, out enjoying a bicycle trip while their porridge is cooling.

OBJECTIVES

- Children will enjoy a familiar fairy tale with a twist.
- Children will explore the consequences of certain behavior.
- Children will experience humor in storytelling.

BEFORE VIEWING ACTIVITIES

Share the book *Goldilocks and the Three Bears* with children. Then ask:

- What do you think Goldilocks told her mother about her adventures in the forest?
- If the bear family had neighbors, who do you think they might be?

Supply boxes of different sizes and art materials that children can use to construct houses. As children work with the materials, encourage them to think about who might be living in the houses and to design the houses accordingly.

Later, display children’s creations. Compare the sizes and have children describe the heights and sizes of the animals, people or creatures that might live in the houses.

Later, talk with the children about the rooms and furnishings in their own home that are made to accommodate people of different sizes. Ask: If you could have a piece of furniture designed especially for you, what would it be?

Remind children of the porridge that was cooling in the bears’ home when Goldilocks discovered the house. Then have children cook some porridge in the classroom. Be sure to involve children in as much of the preparation as possible.

Porridge is boiled cereal, usually oatmeal. You might try instant oatmeal or you might make it from scratch. It can be served with milk or maple syrup - or even applesauce!

AFTER VIEWING ACTIVITIES

Have children dramatize this version of **GOLDBLOCKS AND THE THREE BEARS**. Work with children to make signs to use as props including “don’t take the shortcut” and warnings such as “danger!” “very risky!” “not a good idea!” “turn back” and “go the other way”. Also provide bowls, chairs and floor pillows to represent beds that children can use during their dramatic play. Have children invite other classes to their performance. (To set the mood, you might want to have three children dressed as bears act as ushers to escort guests to their seats!)

Talk with children about what they think a bear’s home might look like. Ask:

- Would it be light or dark?
- What kinds of furniture would make bears comfortable?
- What would a “beartub” look like?
- What would be in a bear family refrigerator?

Have children draw pictures of their imagined bear family homesteads. Later, encourage children to describe their creations to their classmates. Then discuss what a real bear’s home would be like in a cave.

MAKE WAY FOR DUCKLINGS

MAKE WAY FOR DUCKLINGS

By Robert McCloskey (Viking)

Themes: Animals/Families

Grade Level: Pre-K-2

Running Time: 11 minutes, iconographic

SUMMARY

MAKE WAY FOR DUCKLINGS is about a family of ducks looking for a home in the city of Boston. When Mr. and Mrs. Mallard target the Public Garden as their new home, they are driven away by the dangers they discover as bicycles zoom past them across the sidewalk. Mrs. Mallard is so content to have her babies on a small island in the Charles River. She befriends a police officer that often feeds her and her babies. Toward the end of the story, Mr. Mallard leaves the family to have a better look "down river." He promises to meet Mrs. Mallard and their babies at the Public Garden. In his absence, Mrs. Mallard teaches the ducklings to swim and care for themselves. Finally, she leads them, with the help of her friend, police officer Michael, and other police officers, through the busy streets of Boston to the Garden. When they reach their destination, Mr. Mallard is waiting for them. The ducklings enjoy the Public Garden so much that the family decides to make it their new home.

OBJECTIVES

- Children will learn about families.
- Children will understand more about city life.
- Children will explore the meaning of home.

BEFORE VIEWING ACTIVITIES

Talk with children about the different ways adult animals care for their young. Explain that ducks lay eggs and care for them by sitting on them to keep them warm until they

are ready to hatch. Talk about other ways animals care for their young, including feeding them (birds), cleaning them (cats), and teaching them survival skills (bears).

Explain to children that the story they are about to see MAKE WAY FOR DUCKLINGS, involves a family of ducks who discover a new home for themselves. As children listen to the story, encourage them to pay close attention to the different ways the duck cares for her young.

Have children describe large cities they may have visited. Ask:

- How is this city different from the town or city you live in?
- What did you like most about the city? Least?
- What kinds of noises did you hear in the city?
- What kinds of work do people in cities do?
- What kinds of animals might you find in the city?
- Is the city a good place for animals? Why? Why not?

Tell children that the story they are about to hear takes place in the city of Boston.

Ask children if they have ever visited Boston, and if so, what they saw there. (If the children in your classroom live in Boston, talk with them about how the Public Garden or the Charles River might be a good place for mallards to make their home.)

AFTER VIEWING ACTIVITIES

Help children recall the different parks, streets and other sites of Boston that the mallards visited. Then have children make their own map of their city. Supply a large sheet of craft paper and crayons that children can use to create their map. Have children work together, discussing the various streets, parks, rivers, etc. (Try using the names of children in the group as the names of the city streets.) After, have each child draw and cut out a duckling from

construction paper. Instruct children to move their ducklings along the city streets on their map by listening carefully to your directions. Continue the activity until each child in the group has had an opportunity to participate.

Supply construction paper, glue, colorful feathers, and crayons that children can use to make their own ducks. After drawing the duck outlines let children glue feathers to the bodies of their ducks. When finished, have children write (or dictate to you) simple stories about their duck family's search for a home. Before working on their stories, have children think about the following questions:

- What kind of a place would a duck need for a home?
- What would help to make a duck's home comfortable?
- What do you like most about your own home?
- What things about your home make it especially nice?

As children work, help them to understand that being together as a family is as much a part of making a protected place a home as other factors. Ask each child to draw a picture of his/her home.

Other videos and films about families available from Weston Woods include:

BLUEBERRIES FOR SAL by Robert McCloskey
PICNIC by Emily Arnold McCully
THE STORY ABOUT PING by Marjorie Flack & Kurt Wiese
SYLVESTER & THE MAGIC PEBBLE by William Steig

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JOHN HENRY

JOHN HENRY

Book by Julius Lester, illus. by Jerry Pinkney

Theme: Folktale

Grade Level: K - 4

Running Time: 18 minutes

SUMMARY

John Henry, a seemingly normal child, grows and grows until the point where he can easily lift his own cradle as if it were a feather! John Henry grows so tall so fast that he has to leave home to find other challenges for his strength and determination.

During the course of his life, he removes a boulder more effectively than dynamite, and hammers his way through a mountain faster than any machine. It's not how long you live, but how you live, he used to tell people.

OBJECTIVES

- Children will learn about the legend of John Henry
- Children will explore the meaning of strength and courage
- Children will learn about life in the 1800s.

BEFORE VIEWING ACTIVITIES

Explore the idea of physical strength with children. **Ask:** Why would it be exciting to be the strongest person in the world? What things could you do that you can't do now? If you were the strongest person in the world, what could you do to make the world a better place?

If possible, find a recording of the music to "John Henry." Teach children the lyrics to the song and have them accompany themselves on rhythm band instruments. Have children think about the ways the music makes them feel. Explain to children that John Henry was a very physically strong character.

Then see if children can describe the "strength" of the music.

Talk with children about folk tales they may be familiar with. Encourage them to describe the main characters of these tales and consider what parts of these characters personalities and physical attributes could actually have existed and which parts appear to be pure legend. As children talk, help them think of the things that separate fiction from fact. Offer some exaggerated, and some actual personality and physical characteristics and have children decide whether these characteristics would be fictitious or factual.

Share the book *John Henry* with children.

Then ask:

- What things about life in the 1800s look different from the way we live today? How would life have been more difficult?
- Could someone like John Henry really have existed? Why? Why not?
- What did the artist do to make John Henry look big and strong?
- Which of John Henry's achievements was his greatest achievement? Why?

AFTER VIEWING ACTIVITIES

Have children draw pictures of their own imaginary folk heroes. When finished, have children describe their heroes as they share the pictures with their classmates.

Encourage children to try and explain why they see these figures as heroic and how these special abilities could be used to help others.

Talk about the road and railway systems that were being created in the 1800s. Have children imagine what life would be like without these transportation systems. Encourage children to consider how their lives would be different,

particularly in terms of the schools they attend, the places they'd see, the ways they would receive goods and services.

OTHER VIDEOS AND FILMS BASED ON FOLKTALES AVAILABLE FROM WESTON WOODS INCLUDE:

- **A STORY, A STORY**
by Gail E. Haley
- **THE EMPEROR'S NEW CLOTHES**
by Hans Christian Andersen, retold & illus. by Nadine Bernard Westcott.
- **STONE SOUP**
by Marcia Brown
- **THE STONECUTTER**
by Gerald McDermott
- **STREGA NONNA**
by Tomie dePaola
- **TEENY-TINY AND THE WITCH-WOMAN**
by Barbara Walker, illus. by Michael Foreman
- **WHO'S IN RABBIT'S HOUSE?**
by Verna Aardema, illus. by Leo & Diane Dillon
- **WHY MOSQUITOES BUZZ IN PEOPLE'S EARS**
by Verna Aardema, illus. by Leo & Diane Dillon

IN THE NIGHT KITCHEN

IN THE NIGHT KITCHEN

By Maurice Sendak (Harper)

Themes: Dreams/Imagination

Grade Level: Pre-K-1

Running Time: 6 minutes, animated

SUMMARY

IN THE NIGHT KITCHEN is about a little boy, named Mickey, who dreams that he falls out of his bed in the middle of the night and finds himself in a magical place called the night kitchen.

In the dream, the bakers are whipping up their morning cake and are trying to include Mickey as an ingredient! Mickey pops out of the batter, makes a plane out of dough, and flies up into the air to get milk for the bakers for the morning cake. The end of the story finds Mickey sliding down the side of the milk bottle and returning home, straight into his very own bed.

OBJECTIVES

- Children will explore the world of dreams.
- Children will investigate the world of imagination.
- Children will learn to expand their knowledge of cooking.

BEFORE VIEWING ACTIVITIES

Have children describe dreams they might remember. If they cannot recall a dream, ask:

- What kinds of things would you like to dream about? Why?
- Do your dreams seem like dreams when you're dreaming them?
- If your dreams seem could take you to another place,

where would you like to go?

- What would you like to do there?
- Who would you like to bring along?

Explain to children that in the story they are about to hear, a little boy named Mickey has a dream that takes him to a beautiful, magical place.

Share the book IN THE NIGHT KITCHEN with children.

After hearing the story, have children talk about the magical things that took place in Mickey's dream

AFTER VIEWING ACTIVITIES

Have children close their eyes and imagine a place that is the most wonderful place they can think of. Ask children to describe what they are envisioning. Use a tape recorder to tape their descriptions. Later, play back the recordings to children. Have them draw pictures to accompany their recorded descriptions.

Talk with children about the ingredients they think the bakers in the film might use to mix up the morning cake. Then have children imagine that they could cook up something magical. Help children make up a list of magical ingredients they might use to make this. Encourage children to be as creative as they can be. For example, ingredients might include a tiny star from the far reaches of the universe, the curly tail of a pink spotted pig, the rustling of fallen leaves, etc. When the recipe is finished, supply aprons, hats, and empty containers of all shapes and sizes that children can use to pretend to be chefs cooking up some magic.

Talk with children about the airplane hanging over Mickey's bed. The airplane might be what causes him to dream about the night kitchen and the airplane ride. Then bring a variety of objects into the classroom. These

objects may include a child's top, a pair of mittens, a doll, or a hat. After looking at the objects, have children close their eyes and imagine a story that involves this object. Have one child begin the story. Then have another child continue. As the process continues, print children's contributions on a large sheet of paper. Be sure to print each child's name beside her/his contribution. Later, read the story back to children. Help them see how people's imaginations can work to turn a simple object into a wonderful story. Let children draw picture to accompany the story and display them in the classroom.

Help children learn more about baking by cooking up some treats in the classroom. As children add ingredients, ask the to think about how they think the individual ingredients affect the recipe. Ask children to each bring in a simple favorite recipe from home. Have the children choose one they would like to try in school.

Discuss the different rhymes children heard in the film. Then have children take turns reciting simple nursery rhymes they may be familiar with. Later, have children work together to create their very own rhymes. Have one child begin by reciting the first line. Another child will add a line that rhymes with the first. Print children's contributions to the rhymes as they make them. When children have finished, read the rhymes again for everyone to enjoy. Children may want to use rhythm band instruments to accompany your reading of their rhymes!

Other videos and films about dreams and imagination available from Weston Woods include:

ALEXANDER AND THE CAR WITH A MISSING HEADLIGHT by Peter Fleischmann & Morton Schindel
THE AMAZING BONE by Willoam Steig
HAROLD AND THE PURPLE CRAYON by Crockett Johnson
HAROLDS'S FAIRY TALE by Crockett Johnson
THE TRIP by Ezra Jack Keats
WHAT'S UNDER MY BED? By James Stevenson

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MILLIONS OF CATS

Millions of Cats

by Wanda Gag (Coward-McCann)

Themes: Animals/Pets/Values

Grade Level: K-2

Running Time: 11 minutes, iconographic

Summary

MILLIONS OF CATS is about an elderly man and woman who are lonely. The woman tells her husband that a cat would make her happy. The man searches for one cat and, much to his surprise, comes to a hill covered with "hundred of cats, thousands of cats, millions and billions and trillions of cats." He looks for the prettiest cat to bring home. Each time he chooses one, he sees another that looks prettier and decides to bring that one home too. By the time the man arrives back home, he has all the cats with him.

The woman is overwhelmed by the number of cats and says that they can keep only one. Meanwhile, the cats fight among themselves as to which is the prettiest, the one to be kept by the man and woman. Eventually, one lone scraggly cat is left. The man and woman bring the cat into the house and care for it. The cat becomes as beautiful to its owners as the others.

Objectives

- Children will learn about the importance of caring for one another
- Children will investigate values
- Children will explore the importance of self-esteem

Before Viewing Activities

Share the book Millions of Cats with children. Then ask: Why did the man have such a hard time deciding which cat to bring home? Do you think this was a good way to choose? Why/Why not? How did the cats feel when they had to choose among themselves who would stay with the man and woman? How do you think the man and woman felt as they watched the cats quarreling?

Why did the cats leave the one cat that was left alone? How do you think the cat felt about being the only one left? What did the man and woman do to make the cat, and themselves, happy?

Invite children to imagine that the numbers of pets in their homes were increased by hundreds or thousands. Ask: Where would you keep all of your pets? How would you care for them all? How do you think your pets would feel about having so many other animals around them? Give children an opportunity to draw pictures of "hundreds of pets, thousands of pets, millions and trillions and billions of pets" in their households.

After Viewing Activities

Talk with children about the way the man made his decision about which cat to bring home. Ask: How would you have decided which cat to bring home? Then give children an opportunity to draw pictures of their family members and share the pictures with the class. As children share their pictures, encourage them to talk about the things they like most about their family members. Then ask questions such as: Would you still like those things about your mom if her hair was brown instead of blonde? Would you

still like those things about your brother if he were shorter? Would you still like those things about your sister if she wore shoes that you didn't like? Through this method of questioning, help children see that it is a person's feelings and behaviors, rather than physical characteristics, that make them special.

Ask children: How do you think the cat felt about herself before the man and woman chose to keep her? How do you think the cat felt after the man and woman cared for her? Then help children make simple "All About Me" booklets. Have children draw pictures in their booklets, or fill them with pictures cut from magazines that will help others learn more about how they feel, what they like, what they dislike. Later, give children an opportunity to share their booklets with the class. Ask: How do you feel when you help your friends to know more about you? What is the most important thing for them to know about you? How does it make you feel to know more about your friends? Why?

Other book based films and videos that explore self-esteem are available from Weston Woods. These include:

THE CATERPILLAR AND THE POLLIWOG by Jack Kent
CORDUROY by Don Freeman
THE MOST WONDERFUL EGG IN THE WORLD by Helme Heine
THE UGLY DUCKLING written by Hans Christian Andersen and illustrated by Svend Otto S.
WHISTLE FOR WILLIE by Ezra Jack Keats
THE WIZARD by Jack Kent

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DUKE ELLINGTON

DUKE ELLINGTON

by Andrea Davis Pinkney, ill. by Brian Pinkney
(Hyperion)

Themes: Biography/Music

Grade Level: K – 4

Running Time: 15 minutes

SUMMARY

As a boy, Duke Ellington was more interested in baseball than in practicing the piano. However, when Duke grew older and heard piano played in a way that tickled his senses, he sat right down and practiced and practiced until he could make music magic. This is the story of Duke's rise from his early years learning the piano through forming his own band and becoming one of the few African Americans ever to perform at Carnegie Hall. Today people still enjoy the innovative music of one of the greatest jazz artists of all time—Duke Ellington.

OBJECTIVES

- To introduce children to Duke Ellington and his music
- To help children learn about musical instruments
- To help children explore the history of jazz

BEFORE VIEWING ACTIVITIES

Share the book *Duke Ellington* with children.

Then ask:

- How did Duke Ellington feel about playing the piano as a boy?
- What changed his mind about the piano?
- What kinds of instruments did Duke Ellington

have in his band?

- What special places did Duke Ellington perform in when he came to New York City?
- What was the name of the composer's special tribute to African Americans?

Collect recordings of Duke Ellington's compositions and play them for children. As children listen, see if they can describe how the musical pieces make them feel. Encourage them to listen carefully and try to identify the different instruments playing on the recordings.

Ask children to describe the different musical instruments they may be learning to play. Ask: What do you need to do to learn to play your instrument well? How do you feel about practicing? What other instruments would you like to learn to play? Why?

Show children photographs and/or illustrations of jazz bands found in books and magazines. Have children identify the different instruments they see. See if children can use their bodies or voices to imitate the sounds the various instruments make. Later, play some jazz for children on your tape or CD player and encourage children to move to the music!

AFTER VIEWING ACTIVITIES

Remind children of the ways Duke Ellington's band members made music that made people think of kites flying and colors swirling. Play some of Duke Ellington's music and provide children with

large sheets of paper and paint. Have children listen to the music and paint freely. Later, have children share their jazz-inspired paintings with the group.

Have children bring in instruments from home, or make home-made instruments (sticks, pot covers, bean filled jars) and have a jam session in the classroom. When children have practiced some of their own original compositions, invite other classes to come in as children present a classroom jazz concert.

Talk with children about life in the 1920's. Share pictures showing the kinds of transportation available, how people dressed, radios people listened to. Help children become acquainted with the radio experience by listening as you tell a story while sitting behind a door or screen so that you cannot be seen. When finished, discuss how listening to the story without the aid of visual images, including facial expressions, changed the story experience.

Other videos about music available from Weston Woods include:

ALL THE COLORS OF THE EARTH by Sheila Hamanaka

MUSICAL MAX by Robert Kraus, ill. by Jose Aruego and Ariane Dewey

PATRICK by Quentin Blake

THIS LAND IS YOUR LAND by Woody Guthrie, ill. by Kathy Jakobsen

ZIN! ZIN! ZIN! A VIOLIN by Lloyd Moss, ill. by Marjorie Priceman

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RAPUNZEL

RAPUNZEL

By Paul O. Zelinsky
Theme: Fairy Tale
Grade Level: K-4
Running Time: 14 minutes

SUMMARY

Rapunzel is a beautiful girl with long golden hair who is kept prisoner in a lonely tower by a sorceress because the girl's mother, when pregnant, ate the witch's forbidden rapunzel in her salad. Not until a handsome prince climbs up her hair does Rapunzel know true happiness.

OBJECTIVES

- Children will become familiar with retelling a well-known fairy tale.
- Children will investigate relationships.
- Children will explore the feelings of good and evil.

BEFORE VIEWING ACTIVITIES

Talk with children about fairy tales they may be familiar with. Encourage children to discuss how the tales make them feel (frightened, happy, sad, angry, etc.)

Ask:

- What is your favorite fairy tale? Why?
- Which characters in the tales are good? Why?
- Which are bad?
- Which characters win out in the end?
- If you could be a character in a fairy tale, which character would you be? Why?

Discuss gardening with children. Encourage them to describe gardens they may have seen or gardens they may help tend to at home. Have children explain to their classmates the different kinds growing in these gardens and the

different smells, textures, colors, shapes, of the many fruits, vegetables, herbs, trees, etc. that may be growing there.

Have children think about the way it feels to walk through garden and be eye-witnesses to all that is growing from the earth.

Encourage children to imagine what their fantasy garden might look like.

Explain to children that some times fairy tales include a villain who does unkind things to the other characters in the stories. Have children describe the villain in the tales they are familiar with. Ask: How do you feel about the villains in the fairy tales you've heard? What makes the villains such unkind people? How do the other characters in the stories feel about the villains? What kinds of things would you say so that the characters could deal with the villains?

Share the book RAPUNZEL with children. Then ask:

- How can you tell that this story took place long ago?
- Does the story look as though it took place in our country or in another country? Why do you think so?
- How are the homes and buildings different from those in your neighborhood?
- What would you enjoy most about living at the time Rapunzel lived? What would you like least?
- What would you do if you were sent to live in a tower?

AFTER VIEWING ACTIVITIES

Have children dramatize the story of RAPUNZEL. Provide props including a long rope that can be used to represent the Rapunzel herb, and dolls to represent Rapunzel's twins.

Allow children to refer to the book/video to help them paint a backdrop for their dramatization on sheets of cardboard or a large white sheet. As there are only five main characters in the story, you might have children take on the role of some of the objects and animals in the story, including the tower, trees, the horse, and so on.

Once children are comfortable with their roles and performances, have children share their dramatization with other classes.

Talk with children about Rapunzel's relationship to the sorceress and to the prince. Ask: How do you think Rapunzel feels about the sorceress? Why do you think she feels this way? How do you think she feels about the prince? What makes you feel good about people? What gives you a bad feeling? Who are the people that you enjoy spending time with and feel good about? Why have you named these particular people? What can you do when someone is treating you in a way you do not want to be treated? How can you show your caring for people you feel good about?

Have children create their own sequel to the story of RAPUNZEL. Encourage children to think about the way of life and the kinds of experiences that Rapunzel and her family might have once they are living in the prince's kingdom. Have children write or dictate their own contributions of the story of RAPUNZEL. When done, have children draw pictures out accompany their stories and display them on a classroom wall or bulletin board for all to enjoy.

Other videos and films about fairy tales available from Weston Woods include:

THE FISHERMAN AND HIS WIFE by Wanda Gág
GOLDILOCKS AND THE THREE BEARS by James Marshall

RED RIDING HOOD by James Marshall
THE TALE OF THE MANDARIN DUCKS by Katherine Paterson, illustrated by Leo & Diane Dillon
THE THREE LITTLE PIGS by James Marshall

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OWEN

OWEN

By Kevin Hankes

Themes: Blankets, Growing up, Starting School

Grade Levels: Pre-K-2

Running Time: 13 minutes

SUMMARY

This is a story of a little mouse named Owen who is entirely devoted to his yellow blanket that he calls Fuzzy. When a neighbor tells Owen's parents that he is getting too big to be carrying Fuzzy around –especially to school- Owen's parents try, in vain, to hasten the separation process. Then, just in time, Owen's mother comes up with the perfect idea.

OBJECTIVES

- Children will recall their own babyhood.
- Children will examine family relationships and object attachments.
- Children will talk about getting ready for school.

BEFORE VIEWING ACTIVITIES

Share the book OWEN with children. Talk with children about their favorite toys/object that they had when they were younger. Ask:

- How did you feel about this special toy/object?
- What activities did you enjoy with your special toy/object?

- What did you keep it?
- What happened to it?

Ask: If you could keep one item until you grow up, and take it with you wherever you went:

- What item would it be?
- How would you share this with your friends?

AFTER VIEWING ACTIVITIES

Talk with children about how their moms and dads help them get ready for school. Do they get new shoes or new book bags? Do they prepare a snack or lunch from home? Do they leave their blankets, teddy bears, and moms and dads behind?

Try this activity to help children develop their creative thinking skills: Talk with children about some of the things Owen does with his blanket in the film. Then have children think about other ways Owen might play with and/or use his blanket. Have children draw pictures to illustrate these ideas. Later, encourage children to show and describe their pictures to their classmates.

Provide large sheets of manila paper with a bright red line drawn near the top that children can use to create a "time line of favorite toys." Print the words "baby" "toddler" "preschooler" "school age" above the red line. Have children recall some of the toys/ objects they enjoyed at different ages. When finished, have children take a second look at their time lines so that they can see for them-

selves how their interests have changed!

Draw a sad face, happy face, surprised face, and angry face on four separate paper plates. Hold the plates up, one at a time, and have children talk about what makes them feel the emotion they see on the plate. Children might say that being with a special friend makes them happy, having to share a toy makes them sad, and unexpected visitor makes them feel surprised, etc. Later, encourage children to talk about the situations that might make them feel happy, sad, surprised, angry about the toys/objects they are attached to.

Other videos and films about early childhood available from Weston Woods include:

CAPS FOR SALE by Esphyr Slobodinka
THE CATERPILLAR & THE POLLIWOG by Jack Kent
CHANGES, CHANGES by Pat Hutchins
CRYSANTHEMUM by Kevin Henkes
GOOD NIGHT, GORILLA by Peggy Rathmann
HAPPY BIRTHDAY, MOON by Frank Asch
MAKE WAY FOR DUCKLINGS by Robert McCloskey
THE NAPPING HOUSE by Audrey Wood, illustrated by Don Wood
NOISY NORA by Rosemary Wells

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OFFICER BUCKLE AND GLORIA

OFFICER BUCKLE AND GLORIA

Book by Peggy Rathmann, © 1995

Theme: Safety/Friendship

Grade Level: K - 2

Running Time: 11:00

SUMMARY

Officer Buckle travels from school to school, giving children tips and advice on how to keep safe. The trouble with Officer Buckle's speeches is that they are just too boring! When Gloria, the police dog, accompanies him to school, things change! Especially when Gloria gives a solo performance.

OBJECTIVES

- Children will learn about safety.
- Children will explore the meaning of friendship.

BEFORE VIEWING ACTIVITIES

- Have children pretend that they need to give some safety advice to other children. Encourage them to describe the safety tips they would mention and why these tips are important.
- Help children explore how it might feel to experience some particularly enjoyable things, like playing at the playground, with-out friends to enjoy it with.

Share the book Officer Buckle and Gloria with

children. Then ask:

- How did the children feel about Officer Buckle's safety advice in the beginning of the

story?

- How did things change when Gloria became part of Officer Buckle's speeches?
- How did things change when Gloria made a presentation without Officer Buckle?
- What could Officer Buckle and Gloria do to make their presentations more fun for children?

AFTER VIEWING ACTIVITIES

Show children a variety of safety symbols, including a skull and crossbones with an X through it to indicate poison, a crosswalk sign, a traffic light, a stop sign, a railroad crossing sign, a no smoking sign, exit signs, etc. Discuss the meanings behind these different symbols. Then provide children with manila construction paper and markers they can use to draw safety symbols of their own invention. Give each child an opportunity to share his symbol, and talk about its meaning, with the rest of the group.

Children are often unaware of the safety rules they follow each day. Try this activity to heighten their awareness. Cut out stars from construction paper. At the end of the day, give one star to each child, identifying a safety rule that he or she followed. For example, you might say, "I'm giving this star to Gregory for not tipping back on his chair. That would be dangerous." As you continue this activity, encourage children to be the ones to identify why each safety rule followed that day by classmates was an important one. Have children work in pairs to prepare a

simple presentation. At the end of the project have children consider how it felt to work in pairs as opposed to working alone.

Ask:

- How did working in pairs make your job easier?
- Was it more fun than if you had done the work alone? Why?
- What did you like most about working with a partner?

Remind children of the way Officer Buckle felt when he realized that everyone was watching Gloria and no one was listening to him. Ask:

What did the children do to make Officer Buckle feel better?

How do you think Officer Buckle felt at the end of the story?

What lesson do you think Officer Buckle learned?

OTHER VIDEOS AND FILMS ABOUT FRIENDSHIP AVAILABLE FROM WESTON WOODS INCLUDE:

- APT. 3 by Ezra Jack Keats
- THE BEAST OF MONSIEUR RACINE by Tomi Ungerer
- THE CATERPILLAR & THE POLLIWOG by Jack Kent
- HAPPY BIRTHDAY, MOON by Frank Asch
- HERE COMES THE CAT! by Frank Asch & Vladimir Vagin
- MIKE MULLIGAN AND HIS STEAM SHOVEL by Virginia Lee Burton

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MUFARO'S BEAUTIFUL DAUGHTERS

MUFARO'S BEAUTIFUL DAUGHTERS

By John Steptoe (Lothrop)

Themes: African Culture, Relationships

Grade Level: 3-5

Running Time: 14 minutes

SUMMARY

In a small African village lives a man named Mufaro and his two beautiful daughters, Manyara and Nyasha. Manyara, an ill-tempered girl, is jealous of Nyasha and vows to be queen and have Nyasha as her servant. Nyasha, on the other hand, is a gentle girl who works hard and is kind to animals and people alike. When the king orders that all the beautiful daughters appear so that he might select a queen, Manyara's selfish ways are revealed. Nyasha is chosen as queen and Manyara becomes a servant in the queen's household.

OBJECTIVES

- Children will learn about African culture.
- Children will explore relationships between people.
- Children will investigate the outcomes of both positive and negative behaviors.

BEFORE VIEWING ACTIVITIES

Share the book MUFARO'S BEAUTIFUL DAUGHTERS with the class. Locate the continent of Africa on a map. Talk about the climate, vegetation and animal life. Ask:

- What can you tell from the illustrations about how

the people of this small African village live?

- How does life in this village seem different from ours?
- What would you like most/least about living in a village like this?

Ask children if they have ever heard languages other than their own spoken. Give them the opportunity to share with the class the other languages that they may know. Then emphasize that language is only one difference that may exist between people of different cultures.

Explore the relationship between Manyara and Nyasha. Ask children to describe the way Manyara feels about her sister. Ask:

- Why is Manyara jealous of her sister?
- What can Manyara do about her feelings?

Encourage children to discuss feelings of jealousy and anger that they may have had toward siblings or others. Have children share with the class things they may have done to resolve these feelings. Ask:

- Why do you think Nyasha was chosen as queen?
- What kind of queen would Manyara have been if she had been chosen instead?
- How do you think Manyara feels about being a servant to Nyasha?
- What do you think might have happened to Manyara if she had behaved differently?

AFTER VIEWING ACTIVITIES

Supply children with a variety of materials (con-

struction paper, markers, cardboard, etc.) that they can use to create an African village. Then have children write their own stories about life in the village. You may want to help them by offering a story starter such as: A visitor to a small African village was so surprised when she saw... After children have written their stories, encourage them to share the stories with classmates. Display stories on a bulletin board near the village.

Have children dramatize the story of MUFARO'S BEAUTIFUL DAUGHTERS. Supply simple props including white sheets for clothing, a stick to represent a staff, a long length of rope to represent a crown. Later ask children to describe how it felt to take on the personalities of the different characters.

Other videos and films about African stories available from Weston Woods include:

HOT HIPPO by Mwenye Hadithi, illustrated by Adrienne Kennaway
A STORY- A STORY by Gail E. Haley
THE VILLAGE OF ROUND AND SQUARE HOUSES by Ann Grifalconi
WHO'S IN RABBIT'S HOUSE by Verna Aardema, illustrated by Leo & Diane Dillon
WHY MOSQUITOES BUZZ IN PEOPLE'S EARS by Verna Aardema, illustrated by Leo & Diane Dillon

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STONE SOUP

STONE SOUP

By Marcia Brown (Scriber's)
Themes: French Culture/Values
Grade Level: K-3
Running Time: 11 minutes, iconographic

SUMMARY

STONE SOUP is set in a small French village. Tired and hungry soldiers approach the villagers for food and a place to rest. The unknown soldiers frighten the villagers. The villagers hide their food and inform the soldiers that they do not have a place for them to sleep.

The soldiers tell the villagers that they will make soup from three smooth stones. The villagers are excited by this idea and eagerly help the soldiers gather the pot, water, and stones to make the soup. When the soldiers hint that a few vegetables will make the soup even better, the excited villagers run home and return with many of the vegetables they had previously hidden.

The soldiers and villagers happily enjoy a huge feast together. The villagers even volunteer to bring meat, bread, and cider to the feast. After spending the night in the homes of several outstanding members of the village, the villagers and soldiers say their good-byes. The end of the story finds the once frightened villagers thanking the soldiers for having introduced them to stone soup.

OBJECTIVES

- Children will learn about French culture.
- Children will explore values.
- Children will investigate problem-solving techniques.

BEFORE VIEWING ACTIVITIES

Locate France on a map. Talk about the continent of Europe, France's neighbors, its climate and Farming regions.

Share the book STONE SOUP with children.

Talk with children about the many modern conveniences we have today including refrigeration, supermarkets, and modern transportation. Then talk with children about what their lives might have been like with out these conveniences. Ask:

- How do you thin you would get to school every day?
- Where would your food come from?
- What kinds of jobs do you think your parents would have?

Talk about the differences between the lives of the villagers and the way we live today. Ask:

- What do you think you would like most about living in a village like this?
- What would you like least?
- How well do you think you would know your neighbors?
- What kinds of chores would you have?
- What would you do for fun?

Have children discuss the different places in their homes where objects are stored, including attics, cellars, tool sheds, garages, etc. Ask children to watch for the many different and unusual kinds of storage places (lofts, wells, cupboards under beds, carrot bins) in the story.

AFTER VIEWING ACTIVITIES

Ask:

- How do the villagers feel at the beginning of the story as the soldiers first come into the village?
- Do you think the villagers should feel that way> Why? Why not?
- How do you think the soldiers feel when the villagers refuse them food and a place to rest?
- How do you think the villagers and soldiers feel at the end of the story?
- What new things do the villagers learn?
- What do you think the soldiers learn?
- How do the soldiers solve their problem?
- What would happen if the soldiers were to get angry with

the villagers for saying no to them? What if they left the village?

- What other things might the soldiers have done to convince the villagers to give them food and a place to rest?

After discussing these question, present children with a variety of problematic situations they might be involved in. For example, say "Imagine that your friend has a kite that you would really love to fly. Your friend doesn't want you to use the kite. What could you do to help your friend understand that you want to fly the kite?" Encourage children to consider as many different solutions to these situations as they can.

Take children outdoors and collect a variety of objects they can use to make their own imaginary soup. You might collect leaves, rocks, twigs, flowers, etc. Work with children to create a recipe on the chalkboard using these items. For example, children might decide that three sticks, four rocks, two flowers, and ten leaves would make a wonderful "wild soup." (Use a picture reading recipe for younger children and a printed recipe for older children). Then place a large pot on a tabletop. Have children "read" the recipe and work together to put the appropriate ingredients into the soup. Later, have children take turns changing the recipe and seeing if their classmates can follow it.

Try making supremely delicious stone soup with your choice of hearty vegetables.

Other videos and films about French culture available from Weston Woods include:

ALEXANDER & THE CAR WITH A MISSING HEAD-LIGHT by Peter Fleishmann & Morton Schindel
THE DEAST OF MONSIEUR RACINE by Tomi Ungerer
THE HAPPY LION by Louise Fatio & illustrated by Roger Duvoisin
MADELINE'S RESCUE by Ludwig Bemelmans
MADELINE AND THE BAD HAT by Ludwig Bemelmans
MADELINE AND THE GYPSIES by Ludwig Bemelmans

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THE PAPERBOY

THE PAPERBOY

by Dav Pilkey (Orchard)

Themes: Families, Jobs, Neighborhoods

Grade Level: K - 3

Running Time: 8 minutes

SUMMARY

The Paperboy is the story of a young boy's early morning job of delivering papers to neighboring homes. Each day, the boy rises in the dark morning hours, and, along with his dog, hops on his bicycle to deliver newspapers. The beauty of this simple story is in its close inspection of the seeming simplicity of everyday life. With evocative, award-winning illustrations and simple, meaningful text, the author invites children to come in and take a close look at the charm and beauty that can be found in simple, everyday things.

OBJECTIVES

- Children will explore the idea of responsibility
- Children will investigate different occupations
- Children will learn about the pleasure to be found in everyday activities

BEFORE VIEWING ACTIVITIES

Share the book *The Paperboy* with children. Then ask:

- What is the boy's job?
- Who helped the boy do his job?
- How do you think the boy felt when he first woke up in the morning? How do you think he felt when his job was finished?

Talk with children about different chores they may

have. Ask: What is the hardest thing about doing your chores? What do you like most? How does it feel to have a person or a pet keep you company while you do your chores? What would happen if you failed to do your chores?

Show children a newspaper, exploring its various sections with children. Talk about the different kinds of things children can learn by reading a newspaper or having newspaper articles read to them. Ask: What would happen if people did not have newspapers? What other ways could people use to learn about the day's news? Encourage children to talk about their favorite parts of the newspaper and consider creative ways of using newspapers after they have been read.

Discuss the way the boy in the story felt about having his dog for company while doing his job. Encourage children to describe pets they may have and what they enjoy most about those pets. Ask: How do you care for your pets? Where do you keep them? How did you decide on your pets' names? If you could have any other pet, what would it be? Why?

AFTER VIEWING ACTIVITIES

Talk with children about the quiet and stillness of the early morning hours. Describe what children might see when they look up at the sky, what sounds they might hear, what sights they might see. Encourage children to think about what they might do if they were awake during these special hours. Then supply children with paper and paint they can use to paint pictures of how they imagine these

early morning hours look.

Invite children to consider what kinds of work people might be doing during the very early morning hours, including policemen on duty, bakery workers, hospital workers, and firefighters working in firehouses. Plan to visit some of these workers and encourage children to ask questions of them regarding their early morning duties.

Help children to recall sequences of events by having them recall, in order, the events of the book. Ask: What did the boy in the story do first? Next? What did he do in the garage? What did he do once he was on his bicycle? What did the dog do as he followed the boy on his bike? What happened when the boy and dog returned home?

Have children describe how they spend an average day, from waking to bed time. Encourage children to discuss their most and least favorite parts of the day and explain their choices. Talk with children about the ways the light outdoors changes from morning to night, and how the light helps to dictate the kinds of activities we do. See if children can identify the most peaceful, exciting, and tiring parts of their day.

Other videos about jobs and pets available from Weston Woods include:

HARRY THE DIRTY DOG by Gene Zion, ill. by Margaret Bloy Graham

OFFICER BUCKLE AND GLORIA by Peggy Rathmann

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A STORY, A STORY

A Story, A Story

by Gail E. Haley (Atheneum)

Themes: Multicultural

Grade Level: PreK-1

Running Time: 2 minutes, animated

Summary

This is the story of how African stories, called "Spider Stories" came to be. Spider Stories are stories about how small, defenseless men and animals come to be heroes.

As the story goes, a man called Ananse, the Spider Man, wanted to buy all the stories, which were in the hands of the Sky God. The Sky God tells Ananse that he must capture a leopard, a group of stinging hornets, and a fairy and send them up to him if he is to be granted his wish. Ananse, not big and strong, but clever, delivers the leopard, hornets, and fairy and is given the stories to scatter about the land.

Objectives

- Children will explore African Culture
- Children will enjoy a tale about how African folktales came to be.
- Children will investigate the ways determination and critical thinking help people achieve their goals

Before Viewing Activities

Share the book *A Story A Story* with children.

Then ask:

What kind of person was Ananse? How did he use his mind to help him get what he wanted?

Explore African culture with children. Provide photographs and illustrations of Africa and its people for children to investigate. If possible, plan a trip to a library or museum with an African culture exhibit. Invite African Americans to visit your classroom and share their knowledge of their homeland and customs with students. Locate Africa on a map.

Have children think of their favorite stories. Give each child in the group an opportunity to tell a story to their classmates. As children tell their stories, encourage others in the group to ask questions of the storyteller. Later, ask those telling the stories: How did you hear of this story? What about the story makes it special to you? What do you think others enjoy most about the story?

After Viewing Activities

Talk with children about the repeated words and phrases in the story. Ask: Why do you think these words and phrases were repeated? What other words and phrases seemed unusual to you? Why do you think the fairy called the doll "gum baby"? Where do you think the doll's "crying place" was? If you could think of another name for the doll's foot, what might it be? (After hearing children's suggestions, you might offer "walking place" as a possible alternative.) Provide children with a list of words such as eyes, arms, fingers, teeth. See if children can think of other words or phrases that might have been substituted for these words if they were included in the story.

Have children imagine that the Sky God left one of the stories from his golden box on their desks. Help children write their stories. Encourage children to accompany their stories with illustrations and share them with their classmates. Display the stories on a classroom wall or bulletin board.

Have an "African Culture Day." Prepare traditional African foods. Teach children some simple African dances. Play some traditional African music on your tape recorder. Assign each child in the class an African name. Print children's new names on name tags. Encourage students to refer to their classmates by their African names throughout the day.

Other book based films and videos about African culture are available from Weston Woods: These include:

HOT HIPPO by Mwenye Hadithi and illustrated by Adrienne Kennaway

MUFARO'S BEAUTIFUL DAUGHTERS by John Steptoe

THE VILLAGE OF ROUND AND SQUARE

HOUSES by Ann Grifalconi

WHY MOSQUITOES BUZZ IN PEOPLE'S EARS written by Verna Aardema and illustrated by Leo & Diane Dillon

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STREGA NONNA

STREGA NONNA

By Tomie dePaola (Simon & Schuster)

Themes: Folktales, Magic, Respect

Grade Level : K - 2

Running Time: 9 minutes

SUMMARY

Big Anthony finds himself knee-deep in trouble—and pasta—when he uses Strega Nonna's magic pasta pot without her permission.

OBJECTIVES

- Children will learn about Italian culture.
- Children will appreciate the importance of listening and observing carefully.
- Children will understand the importance of respecting others.

BEFORE VIEWING ACTIVITIES

Share the book *STREGA NONNA* with children. Then ask:

- How are the homes in the book different from ours?
- How is the clothing different?
- How do you think the townspeople traveled from place to place?
- How well do you think you would have known your neighbors?
- What would you do if you were one of the townspeople with a problem?
- What special Italian words were used in the book for “grandmother” and “thank you”?

Locate Italy on a map, on the continent of Europe.

Show how far Italy is from where the children live. Talk about Italy's climate and neighbors in Europe who speak all different languages.

Explain to children that the story takes place in Italy where the word for grandmother is *nonna*. Encourage children to watch for other signs that indicate that the story takes place in another country.

AFTER VIEWING ACTIVITIES

Supply a large pot that can be used to represent the pasta pot in the film. Then have children talk about the kinds of things they would like to see appear from the pot and the special verses they might recite to make the magic. Have children draw pictures of what they wish to see in the pot. Work with children to print their own original verses that will help make the magic happen. Then place the drawings and the verses inside the pot. Have children take turns closing their eyes and drawing a picture or verse from the pot. Let children share them with the class. Later, display the pictures and verses with the “pasta pot” in the classroom.

Supply a large refrigerator box or large appliance box that children can use to make Strega Nonna's house. Work with children to cut windows and a door from the box. Then have children take turns pretending to be Strega Nonna and the townspeople who come to her with problems. Encourage children to use their imaginations as they think about what problems they might have as towns-

people. Also encourage creative thinking as children pretending to be Strega Nonna describe their magic potions.

Emphasize to children the importance of showing respect for adult family members and other authority figures. Then help children recall the way Strega Nonna helped the townspeople in the film. Ask:

- How did the townspeople show respect for Strega Nonna?
- How do you think that made Strega Nonna feel?
- How did Big Anthony behave disrespectfully toward Strega Nonna?
- How do you think Big Anthony felt when Strega Nonna discovered what he had done?
- How do you think Strega Nonna felt?

Other folktales available from Weston Woods:

• JOHN HENRY

by Julius Lester, ill. by Jerry Pinkney

• STONE SOUP

by Marcia Brown

• THE STONECUTTER

by Gerald McDermott

• THE TALE OF THE MANDARIN DUCKS

by Katherine Paterson, ill. by Leo & Diane Dillon

• TIKKI TIKKI TEMBO

by Alene Mosel, ill. by Blair Lent

• ARROW TO THE SUN

by Gerald McDermott

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SYLVESTER AND THE MAGIC PEBBLE

Sylvester and the Magic Pebble
by William Steig (Simon & Shuster)

Themes: Family/Magic

Grade Level: K-2

Running Time: 11 minutes (approx.), animated

Summary

Sylvester Duncan is a young donkey whose hobby is collecting pebbles. One day he discovers that one of the pebbles is magic. Each time he holds the pebble and makes a wish, the wish comes true.

Frightened by an approaching lion, Sylvester wishes on the magic pebble that he be turned into a rock. And that is precisely what happens! Since Sylvester could no longer hold the pebble in his hand and wish to be a donkey again, his wishing days are over. Sylvester's parents worry about their son throughout the year. They decide to make the best of their unhappy existence without their son, and, the following spring, plan to have a picnic. As fate would have it, their picnic takes place on a rock that just happens to be the rock that is Sylvester.

The story ends with Sylvester's father picking up the pebble and placing it on the rock. When Sylvester wishes to be himself again, he magically turns into his old self! Sylvester and his parents have nothing left to wish for-- they have all they ever wanted--each other!

Objectives

- Children will learn about family relationships
- Children will understand the importance of appreciating their relationships with family and friends
- Children will enjoy a magical adventure

Before Viewing Activities

Share the book *Sylvester and the Magic Pebble* with children.

Then ask:

If the story of *Sylvester and the Magic Pebble* continued after the end of the story, in what ways do you think the Duncan's life would be different from the way it was at the beginning of the story? Why do you think these changes would happen?

Talk with children about what they might wish for if they found a magic pebble. Ask: Why would you wish for these things? How would these things make your life better? Later, print children's wishes on small slips of paper. Put the wishes in a hat or box. Have children take turns pulling a wish out of the hat and seeing if they can identify the child in the group who made the wish.

Discuss with children the kinds of things they enjoy doing with their family members. Encourage children to describe those things they particularly like about their parents, guardians, siblings, relatives, and special events they may have shared with them.

Talk about special collections the children may have had similar to the pebble collection that Sylvester had.

After Viewing Activities

Cut out at least twenty circles, to represent pebbles, from light-weight cardboard. Make different markings on the circles. Be sure that each circle has markings that are identical to one of the other circles. Place all of the circles face up on the tabletop. Have children pretend that the circles are magic pebbles. Then have children take turns looking for the matching pairs of "magic pebbles." (Make your own variations on this visual discrimination game by increasing or decreasing the amount of detail in the markings on the circles, depending on the ability levels of children in your class. For example, for younger children, you might want

children to look for circles with matching colors. For older children, you might want to have them hunt for circles with matching detailed patterns.) When each child has had an opportunity to find "matching magic pebbles" celebrate with a classroom picnic similar to the one the Duncan family enjoyed.

Take a walk outdoors with children. Have children stop by a large rock, tree, or tree stump. Ask children: If this rock (tree, tree stump) could talk, what do you think it might say? How do you think it would feel about where it lives and how it spends each day? How do you think it would feel about having visitors? When you return to the classroom, have children write or dictate stories about the magic rock (tree, tree stump) that came to life. Later, have children illustrate their stories and share them with their classmates.

Remind children of the problems Sylvester faced in the story. Encourage children to think critically by asking, if you were Sylvester and you saw a lion approaching, how would you have used the magic pebble to help you?

Other book based films and videos about magic are available from Weston Woods. These include:

THE AMAZING BONE by William Steig
THE HAT by Tomi Ungerer
THE SELKIE GIRL written by Susan Cooper and illustrated by Warwick Hutton
THE SILVER COW written by Susan Cooper and illustrated by Warwick Hutton
THE WIZARD by Jack Kent

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WHERE THE WILD THINGS ARE

WHERE THE WILD THINGS ARE

By Maurice Sendak (HarperCollins)

Themes: Imagination/Feelings

Grade Level: PreK – 2

Running Time: 8 minutes, animated

SUMMARY

WHERE THE WILD THINGS ARE is about a little boy named Max who misbehaves and is sent to his room by his mother, without his supper. While Max is alone in his room, his imagination takes him far, far away to a land where wild things live. These large, strange-looking creatures are tamed by Max, who stares directly into their yellow eyes and becomes king of the wild things. Soon Max grows tired of being in the land of the wild things and longs to return home "where someone loved him best of all." The end of the story finds Max back in his own bedroom, where his supper is waiting for him, and "it is still hot."

OBJECTIVES

- Children will explore the world of the imagination.
- Children will investigate parent/child role reversals.
- Children will explore feelings including fear, anger, happiness, and contentment.

BEFORE VIEWING ACTIVITIES

Share the book *WHERE THE WILD THINGS ARE* with children. Then ask:

- How do you think Max felt about being sent to his room?
- Why do you think Max wasn't afraid of the wild things?
- Why do you think Max decided not to stay with the wild things?
- How do you think Max felt after he returned home?
- How do you think the wild things felt without Max?
- What do you think the wild things did once Max was

gone?

Talk with children about things they may have done that they shouldn't have and the ways their parents may have punished them. Ask: How did you feel after doing something you shouldn't have? How did you feel about being punished? How do you think your mom/dad/caregiver felt about punishing you?

Discuss feelings with children. Give them an opportunity to talk about when they might have felt frightened, angry, happy, safe, and content. Ask: What might have helped you feel better when you were frightened/angry? What could you do the next time you feel this way? How would you help your little brother or sister if he/she felt frightened?

AFTER VIEWING ACTIVITIES

Supply clothing and props children can use to dress up as adults. After children have had some fun with the clothing, have them dramatize some simple situations involving parents and children. For example, have the children pretending to be parents set down some rules for the children about bedtime or play time. Have children representing young children respond to those rules. Ask: How did it feel to be the parent telling your children what to do? What other things would you like to say to your "children?" How did it feel to be the child? What other things would you like to say to your "parents?"

Talk with children about what it would be like to visit the land of the wild things. Then have children close their eyes as you play some lively music. Encourage children to imagine that they are traveling to a very special place. After giving children a minute or two to imagine, ask: Where did your imagination take you? What was it like there? What did you like most about this imaginary place?

Supply paper plates and other art materials, including pipe cleaners, crayons, yarn, glue, tongue depressors, and scraps of fabric that children can use to create their own Wild Thing masks. Have children design "Wild Things" faces on the paper plates and attach tongue depressors to them to complete the masks. Later, play some lively music, have children hold the paper plates in front of their faces, and have a "Wild Things parade" around the classroom.

Have a "Wild Things Day." Help children create life-size Wild Things from large sheets of cardboard and prop them up around the classroom. Then string long lengths of colorful yarn from the classroom ceiling, and from wall to wall, to represent the vines and trees of the wild things' forest. At lunch or snack time, have children sit on the floor, enjoy some light, happy music, and have a picnic in the land of the Wild Things!

Other Videos and Films about Imagination available from Weston Woods include:

- The Amazing Bone** by William Steig
- Harold and the Purple Crayon** by Crockett Johnson
- A Picture for Harold's Room** by Crockett Johnson
- Harold's Fairy Tale** by Crockett Johnson
- The Hat** by Tomi Ungerer
- In the Night Kitchen** by Maurice Sendak
- The Island of the Skog** by Steven Kellogg
- Moon Man** by Tomi Ungerer
- The Pigs' Wedding** by Helme Heine
- The Rainbabies** by Laura Krauss Melmed, ill. by Jim LaMarche
- Space Case** by Edward Marshall, ill. by James Marshall
- The Wizard** by Jack Kemp

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THE VILLAGE OF ROUND AND SQUARE HOUSES

The Village of Round and Square Houses

by Ann Grifalconi (Little, Brown)

Themes: African Culture/Relationships

Grade Level: 3-5

Length: 12 minutes, iconographic

Summary

THE VILLAGE OF ROUND AND SQUARE HOUSES is set in a village in Africa.

The houses of this African village are of two shapes, square and round. The square houses shelter the men of the village. The round houses shelter the women and children. As the story unfolds, the routines of the villagers, including work, play, mealtime, and bedtime routines are explored.

One night, a grandmother tells her grandchild the story of how the village came to be divided into round and square houses. As she tells it, a volcano in the distance erupted and left only two houses standing, one square and one round. The villagers took this as a sign of special significance. The village chief assigned the men to the square house and the women to the round house. The people of the village have been living this way, in peace and harmony, ever since.

Objectives

- Children will learn about African culture
- Children will explore relationships among family members
- Children will investigate the importance of assuming responsibility and working together

Before Viewing Activities

Locate Tos in West Africa on the map. Discuss the climate and vegetation. Compare it to where the children live. Share the book *The Village of Round and Square Houses* with children. Then ask: How were the men, women, and children's responsibilities different from one another? What kinds of crops were grown in the village? What did the people of the village do after the night's dinner? How were the tools that the villagers used for both work and play similar to/different from ours? What would you like most/least about living in a village like this? Would you rather be a man, woman, or child in this village? Why?

Talk with children about their daily lives with family members. Encourage children to describe the different responsibilities family members share at home, and the ways responsibilities are divided. Later, explain that the kinds of responsibilities family members have, and the ways they are divided, vary from culture to culture.

Ask children to listen as well as observe carefully. Tell children that they will hear many different kinds of background sounds. After viewing, see how many different sounds children can recall. (These sounds include background music of different kinds, crickets, wind, and a volcano erupting.)

After Viewing Activities

Talk with children about the different kinds of materials that might have been used to construct the round and square houses in the film. Then supply children with an assortment of art materials which might include construction paper, pipe cleaners, cardboard, tissue paper, etc. Let children use the materials in any way they see fit in order to construct their own round and square houses. Later, arrange the houses to form a vil-

lage and display them in the classroom. Children can write stories about events that occur in their homemade village and share them with others in the group.

Choose a day where children will prepare their own lunch in the classroom. Have children divide into groups and take on the roles of the men, women, and children of the village. As children prepare, serve, and eat their lunch, have them act according to the ways their roles are defined. (Remind children of the order of things as they exist. For example, the men of the village are served meals first. The children help prepare and carry the meal. The women eat after the men, the children last.) After children have had some fun enjoying their lunch this way, ask: How did you feel about what you had to do during lunch? Do you think the men, women, or children had the most fun? Why? Who do you think had the hardest job? What might have happened if some people did not do their job? How would you have felt if you had to do everything alone?

Other book based films and videos about African culture are available from Weston Woods. These include:

WHY MOSQUITOES BUZZ IN PEOPLE'S EARS
written by Verna Aardema and illustrated by Leo and Diane Dillon

MUFARO'S BEAUTIFUL DAUGHTERS by John Steptoe

A STORY-A STORY written by Gail E. Haley

HOT HIPPO written by Mwenye Haithi and illustrated by Adrienne Kennaway

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TIME OF WONDER

Time of Wonder

by Robert McCloskey (Viking)

Themes: Seasons/Nature

Levels: Grades 1-5

Length: 13 minutes, iconographic

Summary

TIME OF WONDER, the film, is true to the book, Time of Wonder, by Robert McCloskey. Less like a story than a series of poetic expressions, Mr. McCloskey captures the change of seasons as viewed from an island in Maine. The film begins in the spring time, with the slow and gentle sprinkling of rains that tickle the island. Summer approaches with its afternoons of swimming fun and evenings of crab hunts under starry skies. As fall approaches, activity quickens, with islanders preparing for a strong, aggressive winter. With winter upon them, the islanders huddle close together, using stories and song to distract them from the hurricane brewing beyond their doors. The ends of the film confronts the end of another summer, when visitors to the island return home for the start of school -- "A little bit sad about the place you are leaving, a little bit glad about the place you are going."

Mr. McCloskey has captured the feeling of each season with his rich and moving story.

Objectives:

- Children's awareness of the changes that accompany the changing seasons will be enhanced
- Children will learn about the conditions and habits of various plants and animals
- Children will learn about the different ways weather affects their lives and their vacations

Before Viewing Activities

Talk with the children about their favorite seasons. Ask: Why do you like this particular season? What sounds do you hear

during this season? What are the special colors of this season? What are the smells of this season? What do you like to do with your friends during this season? How are the days during this season different from the nights? Explain to children that they are about to see a film about seasons. As the children view the film, encourage them to pay close attention to the changing colors and sounds of the seasons (Children will hear birds chirping, changing sounds of wave patterns, trees snapping, gulls calling, etc.).

Share the book Time of Wonder, with children. Ask: How does this book seem different from other stories you have read? How do you feel about the way the author describes things? Did the words and pictures help you to feel what living on the island might be like? How? What was your favorite part of the book? Why? What particular words or pictures that Mr. McCloskey wrote or drew helped you to know how the changing seasons feel? When you think about the different seasons, what are the first things that come to mind when you think about summer, winter, spring, fall?

After Viewing Activities

Give children an opportunity to try their hand at poetry writing. Collect pictures of each season that children can use for inspiration. Have each child choose a season and write a poem about that season. Help children along by having them think about the following: What do you remember most about this time of year? What happens at this time of year that makes the season special? What kind of weather do we have at this time of year? What kinds of things are growing? What kinds of animals do you see? What kinds of things do you do outdoors/indoors during this season?

Give children the option of illustrating their poems and display them on a classroom wall or bulletin board. Talk about different kinds of plant and animal life children saw while viewing the film. Then take a walk outdoors and have children carefully observe the plant and animal life around them during this season. Compare the way the environment looks now, and the kinds of animals that roam about, to the plants

and animals children see at the other times of the year. Discuss what happens to those animals and plants that are with us in the spring and summer months, and that we do not see in the late fall and winter months. (Have reference books handy so that children can do some of this research when you return to the classroom).

Talk with children about the different kinds of weather they saw in the film. Ask: How does a rainy day make you feel? a sunny day? a windy day? a stormy day? What are your favorite things to do on these different kinds of days? Help children understand that they are affected by weather conditions as well as by people they meet, places they visit, school experiences, etc.

Ask the children where they like to go on vacation. How does the weather affect where they go? For example, they might like to go to the seashore in the summer. What happens when it rains? What does their family do together then? Write a story: Once, when my family and I were on vacation, it..... so we.....

Other book based films, videos and filmstrips about seasons are available from Weston Woods. These include:

THE CATERPILLAR AND THE POLLIWOG by Jack Kent
THE HAPPY OWLS by Celestino Piatti
HOT HIPPO written by Mwenye Hadithi and illustrated by Adrienne Kennaway
OWL MOON by Jane Yolen and illustrated by John Schoenherr
SEASONS by Heide Goennel
THE SELFISH GIANT written by Oscar Wilde and illustrated by Gertraud & Walter Reiner
THE SNOWY DAY by Ezra Jack Keats

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WHY MOSQUITOES BUZZ IN PEOPLE'S EARS

Why Mosquitoes Buzz In People's Ears

By Verna Aardema, ill. by Leo & Diane Dillon

(Dial)

Themes: Africa, Folktales

Grades K – 3

Running time: 10 minutes, Iconographic

Summary

Why Mosquitoes Buzz in People's Ears is the story of a mosquito who whispers a tall tale into the ear of an iguana. The iguana, not wanting to hear such nonsense, plugs his ears with sticks. The iguana fails to hear the python call to him. The python assumes that the iguana is angry with him and plotting some mischief. This causes the python to hide in a rabbit hole which disturbs the rabbit. This chain of events goes until a baby owl is killed as a result of the confusion.

The King Lion tries to resolve the problem of who killed the baby owl, and the antics of the animals are then unraveled. The end of the story finds the animals angry with the mosquito, who was responsible for causing all of the chaos in the first place. To this day, the mosquito buzzes in people's ears as if to say "Zeee! Is everyone still angry with me?"

Objectives

- o Children will explore African culture
- o Children will learn about jungle animals
- o Children will investigate the concept of cause and effect

Before Viewing Activities

Share the book Why Mosquitoes Buzz in People's Ears with children.

Locate West Africa on a map. Talk with children about climate, rainfall, vegetation and inhabitants.

Talk with children about the idea of telling tall tales or exaggerating. Ask: What is the difference between exaggerating and telling a lie? Why do you think people sometimes tell tall tales or exaggerate? How would you feel if you found out that something a friend told you was not the truth? What could the iguana in the story have done when the mosquito told him a tall tale? How might this have changed the story?

Discuss jungle animals with children. Encourage children to use the library and other resource books to see how much they can find out about the animals they met in the story. Later, have children share the information they uncovered with one another.

After Viewing Activities

Cover an entire classroom wall with large sheets of kraft paper or newsprint. Then supply paints that children can use to create a jungle wall mural. As children work, discuss the physical characteristics of the different animals and the ways their colors help to camouflage their bodies and keep them safe from their enemies.

Have children create short stories based on a tall tale. Offer children a story starter such as, "One day a boy whispered into his brother's ear.... Allow older children to write their stories and younger children to dictate their stories to you. Later, display children's stories on a classroom wall or bulletin board. You might want to draw and cut out a long monkey's tail and attach it vertically to the bulletin board or wall to head your "Tall Tale" story display.

Play the "tell me a secret" game. Have children sit in a circle and whisper a secret to the person sitting next to him or her. This person whispers the same secret to the next person, who whispers it to the next person, and so on. The last person to hear the secret says it out loud to the group. Children will say whether or not this was the secret that was whispered to them. As the game continues, help children understand how messages can be misrepresented or inaccurately relayed.

Other book based films and videos about African culture are available from Weston Woods. These include:

MUFARO'S BEAUTIFUL DAUGHTERS by John Steptoe

THE VILLAGE OF ROUND AND SQUARE HOUSES by Ann Grifalconi

A STORY-A STORY by Gail E. Haley

HOT HIPPO written by Mwenye Hadithi and illustrated by Adrienne Kennaway

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ZLATEH THE GOAT

Zlateh the Goat

by Isaac B. Singer

Themes: Holidays/Hanukkah

Grade Level: 2-7

Running Time: 20 minutes, live action

Summary

Zlateh the Goat is the story of a family who decides they must sell their goat in order to have the money they need for Hanukkah and other necessities.

The boy of the family is sent to take the goat to the butcher. As the boy and the goat make their journey, a storm arises, and the wind and snow prove difficult for the pair. Finally, the boy and the goat find shelter in a hay stack. Back at home, the rest of the family is terribly worried.

While the boy and the goat endure the bad weather inside the makeshift hut, it becomes evident how much they care and benefit from one another.

When the weather clears, the pair walk back home. The family embraces both the boy and the goat. It is decided that Zlateh the goat is indeed an important member of the family and will not be slaughtered.

Objectives

- Children will learn about Jewish culture
- Children will learn about the caring that exists between people and their pets
- Children will explore the way time affects relationships

relationships

Before Viewing Activities

Share the book Zlateh the Goat with children.

Then ask:

Why do you think the family decided to keep Zlateh?

Talk with children about their own pets. Ask: What do you do to show that you care for your pet? How do you know that your pet cares for you? How does your pet let you know that it misses you when you are gone? What special things does your pet do to amuse you or be playful with you? If your pet could talk, what do you think it would say to you?

Have children who participate in Hanukkah celebrations describe them to their classmates. Encourage children to bring Hanukkah symbols from home to share. Prepare some traditional Hanukkah foods in the classroom and invite other classes to share the festive treats.

After Viewing Activities

Discuss the ways the boy and Zlateh helped each other survive the cold winter days. Explain that people use animals in different ways, including for food, clothing, warm bedding, to do work, etc. Have children name as many foods/objects as they can that come from animals. Then encourage chil-

dren to think of substitute sources for these things (plants, synthetic materials for fabrics, machinery to replace animal power, etc.)

Have children recall the length of time Zlateh and the boy stayed together in the hay stack. Ask children to consider how the length of time people know one another, or keep their pets, affects the relationships. Have children think about family members or friends that they have known for a long time. Ask children to talk about how their feelings for these family members and friends differs from their feelings for family members they may not see as often or their feelings for new friends.

Allow children to invent an animal that they would like as a pet. Encourage children to think of animals that have never been seen before. Have children draw pictures of these imaginary animals and describe them to their classmates. Ask children to include a description of places the animals like to sleep, things they like to do during the day, how they show their fondness for their owners, etc.

Other book based films and videos about pets are available from Weston Woods. These include: THE DAY JIMMY'S BOA ATE THE WASH written by Trinka Hakes Noble and illustrated by Steven Kellogg
MADELINE'S RESCUE by Ludwig Bemelmans
MILLIONS OF CATS by Wanda Gag
WHISTLE FOR WILLIE by Ezra Jack Keats
THE MYSTERIOUS TADPOLE by Steven Kellogg

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ZIN! ZIN! ZIN! A VIOLIN

ZIN! ZIN! ZIN! A VIOLIN

Book by Lloyd Moss, illustrated by Marjorie

Priceman c 1995

Themes: Music/ Counting

Grade Level: Pre-K - 2

Running Time: 10:00

SUMMARY

Children are imaginatively introduced to musical groups as ten instruments take their places, one by one, in preparation for a grand orchestral performance.

OBJECTIVES

- Children will learn about musical instruments.
- Children will develop counting skills.
- Children will explore musical groups.

BEFORE VIEWING ACTIVITIES

Share the book *Zin! Zin! Zin! A Violin* with children. Then ask:

- What kind of sound does a trombone make? A trumpet? A violin? etc.
 - Which instrument plays gentle music? Loud, brassy music? Soft music? High-pitched music?
 - How many instruments play a solo? A duet? A trio? A full orchestra?
 - What is your favorite musical instrument? Why?
 - What kinds of musical groups have you seen?
- What did you enjoy about the performance?

See if children can recall the ten musical instruments to which they were introduced in the story. Encourage children to discuss the differences and similarities in sound and appearance among the different instruments. Explain how an instrument's size and shape affects the sound it makes.

AFTER VIEWING ACTIVITIES

Search your school or local library for some popular musical recordings. Play them in the classroom and see if children can identify the instruments playing the sounds they hear. Later, play a variety of instrumentals that include instruments playing solos, duets, trios and orchestrations. Again, encourage children to identify the instruments that are playing the sounds they hear.

Give children an opportunity to explore rhythm band instruments. As children shake a tambourine, bang a drum, hit rhythm sticks together, encourage them to describe the sounds they hear. Have children explore ways of softening or strengthening the sounds. Ask:

- If you could be one of the rhythm band instruments, which would you be? Why?

Discuss the numbers of instruments involved in a solo, duet, quartet, sextet, etc. Then play a musical grouping game. Distribute rhythm band instruments. Ask one child to volunteer to play a solo. Then ask:

- How many more children would I need to create a duet?

Have two children play together. Again, ask:

- How many children would I need for a trio?

Have three children play together. Continue until you have ten children playing the instruments together.

Have children cut pictures of musical instruments from magazines and arrange the pictures in their own creative ways on large sheets of construction paper. Paste them down to make musical collages. Have children take turns describing the instruments in their collages to others in the group. Write down expressive ways the instruments "talk".

OTHER VIDEOS AND FILMS ABOUT MUSIC AVAILABLE FROM WESTON WOODS INCLUDE:

KEEPING HOUSE, by Margaret Mahy, illustrated by Wendy Smith

LENTIL, by Robert McCloskey

MUSICAL MAX, by Robert Kraus and illustrated by Jose Aruego & Ariane Dewey

PATRICK, by Quentin Blake

REALLY ROSIE, by Maurice Sendak

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