

THE BEAST OF MONSIEUR RACINE

THE BEAST OF MONSIEUR RACINE

By Tomi Ungerer

Themes: Friendship/French Culture

Grade Level: K-2

Running Time: 9 minutes, animated

SUMMARY

THE BEAST OF MONSIEUR RACINE takes place in France where a retired tax collector, Monsieur Racine, raises perfect pears. He is offered millions of dollars for his prize-winning pears, but refuses, deciding to enjoy his pears himself, the true "fruits" of his labors.

One night, all but one of the pears are stolen by a strange "something." Monsieur Racine booby traps the remaining pear as a way to catch the thief. The thief turns out to be a strange looking Beast, which Monsieur Racine eventually tames by offering it delicious treats. Monsieur Racine and the Beast develop a wonderful friendship, during which time Monsieur Racine studies the Beast and reports the existence of this unusual creature to the Academy of Sciences in Paris.

Monsieur Racine and the Beast are invited to the Academy where Monsieur Racine is offered a fortune for the Beast. Monsieur Racine refuses, preferring the on-going friendship of the Beast.

The story ends with the discovery that the Beast is actually two children in disguise. Monsieur Racine appreciates the cleverness and endurance of the children and befriends them both.

OBJECTIVES

- Children will appreciate the value of

friendship.

- Children will explore the things that make people happy.
- Children will investigate creative thinking.

BEFORE VIEWING ACTIVITIES

Share the book, THE BEAST OF MONSIEUR RACINE, with children.

Talk with the children about their special friends. Ask:

- What do you like most about your special friend?
- What kinds of things do you do together?
- What happens when you and your friends don't agree about things?
- What do you do to solve your problems?
- How do you and your special friend show that you care for one another?
- What kinds of things do you do together?
- What happens when you and your friends don't agree about things?
- What do you do to solve your problems?
- How do you and your special friend show that you care for one another?

AFTER VIEWING ACTIVITIES

Talk with children about the Beast in the story. Ask:

- If this were really a Beast, rather than two children in costume, where do you think it would have come from?
- What would its parents look like?
- What kinds of things would it eat?

Then have children use art supplies to create their own unique Beasts. Have them write stories about the Beasts' adventures to comple-

ment their works of art. Display the Beasts and the stories in the classroom to share with the other classes.

Talk about the choices Monsieur Racine made in the story. Ask:

- Do you think Monsieur Racine's choice to keep his pears, rather than take money for them, was a good one? Why?
- What would you have done if you were Monsieur Racine?

Discuss the way the children in the story decided to dress up as a Beast. Ask:

- Do you think the children had a good idea when they decided to do this? Why?
- How would Monsieur Racine's life been different if the children had not chosen to do this?
- What other things might the children have chosen to be in order to meet Monsieur Racine?
- How do you think Monsieur Racine would have felt if the children decided to come to his home as themselves?
- Do you think they would have become friends? Why? Why not?

Dramatize the friendship between Monsieur Racine and the Beast by making a pear tree, choosing a retired tax collector and two children to disguise themselves as the Beast by crawling underneath a blanket.

Other videos about friendship available from Weston Woods include:

Apt. 3 by Ezra Jack Keats

The Caterpillar and the Polliwog by Jack Kent

Danny and the Dinosaur by Syd Hoff

The Island of the Skog by Steven Kellogg

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CHRYSANTHEMUM

CHRYSANTHEMUM

Book by Kevin Henkes ©1991

Themes: Family Relationships, Kindness, Names, School

Grade Level: K - 2

Running Time: 13 minutes

SUMMARY

Chrysanthemum's only problem, once she reaches school age, seems to be her name which becomes the object of ridicule by jealous classmates. Chrysanthemum begins to feel that her name is "absolutely dreadful" instead of "absolutely perfect" as it once was. But with the help of supportive parents, and an especially wonderful music teacher, Chrysanthemum soon learns to appreciate the beauty and melodious sounds of her name again.

OBJECTIVES

- Children will explore the meaning of friendship.
- Children will investigate feelings of envy.
- Children will learn about the positive effects of kindness.

BEFORE VIEWING ACTIVITIES

Talk with children about their first names. Ask:

- What do you like about your name? dislike?
- Do you know why you were given this name? If so, what was the reason?
- If you could have another name, what would it be? Why?

Share the book **Chrysanthemum** with children. Then ask:

- How did Chrysanthemum feel about her

name in the beginning of the story?

- What changed Chrysanthemum's feelings about her name?

- What kinds of things did

Chrysanthemum's parents tell her to help her feel better about what was happening at school?

- What happened at school to help Chrysanthemum feel good about her name again?

AFTER VIEWING ACTIVITIES

Plan a "change your name day" at school. Bring a variety of artificial flowers into the classroom. Tell children the names of each. Then let each child close his/her eyes and pick a flower from the bunch. Tell children that the name of the flower will be their name for the day. Children can keep their flower at their table or on their desk and wear a name tag with the flower name printed on it to remind everyone of their new name.

Throughout the day, have children refer to one another by their flower names. By the end of the day, children will be surprised at how often their name is used.

Remind children of the way

Chrysanthemum's parents supported her throughout the story. Ask children to think about problems they may have had and the ways their parents or other family members were supportive or helped them resolve their problems. Encourage children to describe what it feels like to have the support and understanding of others. Later, have children try to think of ways they might be more helpful to or supportive of their family members or classmates.

Talk with children about the ways

Chrysanthemum's classmates treated her before Miss Twinkle entered the story. Ask:

- Why do you think Chrysanthemum's classmates teased her about her name?
- How do you think Chrysanthemum felt?
- What would you have done if you were Chrysanthemum?
- How do you think Chrysanthemum felt when Miss Twinkle told the class how much she loved the name "Chrysanthemum?"

Ask children to bring a snapshot of themselves from home. Then help each child find out what his or her name means. Attach each child's picture to a bulletin board, along with a picture or a few words about the meanings of their names.

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

- **AMAZING GRACE** by Mary Hoffman, illus. by Caroline Binch
- **THE DAY JIMMY'S BOA ATE THE WASH** by Trinka Hakes Noble, illus. by Steven Kellogg
- **MONTY** by James Stevenson

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ELIZABETI'S DOLL

ELIZABETI'S DOLL

by Stephanie Stuve-Bodeen, ill. by Christy Hale
(Lee & Low)

Themes: African Culture/Families/Feelings/New Babies

Grade Level: Pre-K – 2

Running Time: 8 minutes

SUMMARY

When her new baby brother arrives, Elizabeti, a young Tanzanian girl, longs for a baby of her own to hold and bathe and kiss and burp. One day she finds the perfect baby—a rock she names Eva—just the right size for holding and bathing and kissing and burping.

OBJECTIVES

- Children will explore family relationships
- Children will investigate feelings of love and caring
- Children will learn about life in Tanzania

BEFORE VIEWING ACTIVITIES

Share the book *Elizabeti's Doll* with children. Then ask:

- Why did Elizabeti want a baby of her own?
- What did she choose as a substitute for a doll? Why was her choice a good one?
- What did she do to care for her doll?
- How did Elizabeti feel when she thought her doll was gone forever?
- How did the little girl feel at the end of the story?

Talk with children about siblings they may have. Ask: How do your parents care for your brother or sister? What do you do to help? How can you show your brother/sister that you care for him/her? How does your brother/sister show how much he/she cares for you? What do you like most about being part of a family? What is the hardest part about being a member of a family?

Encourage children to describe the toys, home-made or store bought, that they are most fond of. Discuss why children like these toys and the kinds of things they do with their toys, places they play with them, how they share them, how they take care of them. In the case of homemade toys, have children share with the class how the toys were made and how the fact that they are homemade might add to their significance.

Point out Tanzania to children on a world map. Then share other picture books and resource materials that will help children get a sense of the country and its people. Ask: How do you think life in Tanzania is similar to the way we live in the United States? How do you think it might be different? What things would you enjoy doing if you were a child in Tanzania? What things would you like to show children from Tanzania if they were to visit you here?

AFTER VIEWING ACTIVITIES

Supply a collection of rocks, poster paints, and fabric scraps that children can use to create their own dolls. Have children use the paint to paint

faces on the rocks, and the fabric scraps to dress their dolls or wrap them in blankets. Have children take turns introducing their dolls to the class and describing how they would care for the dolls once they took them home.

Remind children of the simple ways Elizabeti's family lived, including the ways they cooked their meals, transported their water, and dried their clothes. Have children discuss how we go about doing these chores in the United States. Ask: What would you enjoy about doing chores as Elizabeti's family did them? What would be difficult about doing chores this way? How do machines help us do chores? Do machines make chores more or less enjoyable? Why?

Have them divide a large piece of construction paper in half, drawing a picture of life in Tanzania on one side of the paper, and life at home on the other. As children share their drawings with one another, encourage them to discuss what is similar, and what is different about life in both countries.

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

NOISY NORA by Rosemary Wells

OWEN by Kevin Henkes

THE PAPERBOY by Dav Pilkey

PETE'S A PIZZA by William Steig

THE RAINBABIES by Laura Krauss Melmed, ill. by Jim LaMarche

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HAPPY BIRTHDAY, MOON

HAPPY BIRTHDAY, MOON

by Frank Asch

Themes: Friendship/Sound

Grade Level: Pre-K-1

Running Time: 7 minutes, animated

SUMMARY

HAPPY BIRTHDAY, MOON is a charming story about a bear who wants to give the moon a birthday present. The bear decides to ask the moon what it would like for a present and goes up into the mountains to get close to it. When the bear says “Hello” to the moon, his voice echoes back “Hello.” Of course, the bear thinks the response is coming from the moon. Because of the echo, everything the bear says is repeated back to him, with the bear thinking, in each case, that the response is coming from the moon.

Since the bear wants a hat for his birthday, he hears the moon say that it too wants a hat. The bear leaves one in a tree top for the moon. As the moon appears to creep up through the branches of the tree, it actually appears to be wearing the hat left by the bear. The bear sees this and is very pleased.

The next morning, the hat falls out of the tree and onto the bear’s doorstep. The bear believes that the moon has left it there as a present for him. The wind blows the hat away, the bear chases it, and, when he can’t find it, decides to go to the mountains and talk with the moon. The end of the story finds the bear telling the moon “I still love you” and “Happy Birthday” and the moon, of course, responds in kind.

OBJECTIVES

- Children will examine friendships.
- Children will explore the act of giving.

- Children will investigate sound.

BEFORE VIEWING ACTIVITIES

Share the book, HAPPY BIRTHDAY, MOON, with children. Then ask:

- What do you like most about your birthday?
- What do you like about other people's birthdays?

Talk with children about times when they may have seen the moon in the night sky. Ask:

- What did the moon look like?
- What shape was it?
- How far away do you think it is?
- What do you think it would look like if you could stand right next to it?

Discuss with children their favorite birthday presents. Ask: Why were these gifts your favorites? Who gave these special gifts to you? Do you think the people who gave you these gifts knew important things about you? What kinds of things can you give people without spending money? How do you think people might feel about these gifts?

AFTER VIEWING ACTIVITIES

Talk with children about the way Bear’s voice echoed through the mountains and how Bear believed that his own echo was the voice of the moon. Ask: Why do you think Bear heard an echo in the mountains, but not when he called to the moon from the tree top? Then try some simple echo experiments with children. Take them to a school corridor where all of the doors along the hallway have been closed, or the gymnasium with entry and exit doors closed. Have children call out to a friend at one end of the hallway or gymnasium and listen to their voices echo back. Encourage children to be as quiet as possible, and to listen very carefully in order to

enjoy the sound of the echoes. Later, take children outdoors and have them try and listen for an echo. Discuss the reasons why children can hear their voices echoed in contained environments, but not in others.

Distribute a round white circle cut from construction paper, a piece of colored construction paper, paste, and crayons to each child in the group. Have children paste the circle onto the construction paper to represent the moon. Then have children draw pictures on the paper of birthday presents they would like to give the moon. Later, ask children to talk about the reasons for their choices of gifts as they share their moon pictures with the class.

Have children think about why Bear considered the moon to be a good friend. Explain to children that one reason Bear might have become fond of the moon is that he thought they had so many things in common. Encourage children to talk about the things they have in common with their friends. Emphasize that shared interests, enjoying the same things, laughing about the same things, feeling sad about the same things, are important parts of friendship.

Other videos about friendship available from Weston Woods include:

Andy and the Lion by James Daugherty

Apt. 3 by Ezra Jack Keats

The Beast of Monsieur Racine by Tomi Ungerer

The Caterpillar & the Polliwog by Jack Kent

Danny and the Dinosaur by Syd Hoff

The Island of the Skog by Steven Kellogg

Mike Mulligan & His Steam Shovel by Virginia Lee Burton

The Pigs' Wedding by Helme Heine

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LEO THE LATE BLOOMER

LEO THE LATE BLOOMER

Book by Robert Kraus, illustrated by Jose Aruego
Themes: Family Relationships/ Growing Up/ Self-Esteem

Grade Level: Pre-K - 2

Running Time: 6:00

SUMMARY

Leo is behind his friends in reading, writing, drawing, eating neatly and speaking. When Leo's father becomes concerned, Leo's mother explains that Leo is simply a late bloomer. Later, in his own good time, Leo "blooms" pleasing his patient parents and of course, himself.

OBJECTIVES

- Children will investigate family relationships.
- Children will learn about growing up.
- Children will explore the importance of self-esteem.

BEFORE VIEWING ACTIVITIES

Share the book *Leo the Late Bloomer* with children. Then ask:

- How do you think Leo felt about not being able to do the things his friends could do?
- How do you think Leo's parents felt at the beginning of the story?
- What helped Leo learn to draw and write and speak?
- How do you think Leo and his family felt at the end of the story?

Encourage children to talk about some new skills they are working to master. Ask them to describe

how they will go about learning these skills to help them appreciate the complexities involved. Have children describe how they feel when they accomplish their goals.

AFTER VIEWING ACTIVITIES

Help children recognize the many skills and abilities they have already mastered. Include their ability to communicate, their physical abilities, their ability to demonstrate a wide range of emotions, etc. Then make a list of the skills and abilities the children are most proud of. Have children draw pictures to accompany their list of accomplishments. Display the lists and drawings in a prominent place in the classroom under the heading, "We're Proud Of Ourselves!"

Encourage children to describe their family members. Ask:

- What kinds of things would you like your parents and siblings to say when you learn something new?
- How would you like to celebrate a new skill or ability?
- What can you do to show a younger sibling how proud you are of him or her?
- What things do your family members do that you are most proud of?

Later, have children dictate stories about their families, focusing on the special talents and abilities of each family member.

Plant an indoor garden to help children understand the value of patience. You can use bean seeds or

other fast growing plants so that children can see results soon. From time to time discuss the importance, and necessity of being patient. Each day, as children work on paintings, write stories and learn to sing songs, point out that patience is an important part of each of these activities. When the plants finally bloom, reward the children with a classroom party to celebrate the patience they demonstrated waiting for their plants to grow.

OTHER VIDEOS AND FILMS ABOUT SELF-ESTEEM AVAILABLE FROM WESTON WOODS INCLUDE:

THE CATERPILLAR AND THE POLLIWOG, by Jack Kent
THE MOST WONDERFUL EGG IN THE WORLD, by Helme Heine
PETER'S CHAIR, by Ezra Jack Keats
THE UGLY DUCKLING, 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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MIKE MULLIGAN AND HIS STEAM SHOVEL

Mike Mulligan and His Steam Shovel

by Virginia Lee Burton

Themes: Friendship

Grade Level: PreK-3

Running Time: 11 minutes, iconographic

Summary

MIKE MULLIGAN AND HIS STEAM SHOVEL is about Mike Mulligan and his steam shovel, Mary Anne, that he has cared for and worked with for many years. Mike is proud of Mary Anne and suspects that she could "dig as much in a day as a hundred men could dig in a week." Mike and Mary Anne have dug holes for highways, canals, and train passages and have always performed better when people would watch.

As time goes by Mary Anne is passed over for jobs by new, powerful gasoline, electric, and diesel motor shovels. Mike Mulligan learns of a new town hall to be dug in a small country town. He decides that he and Mary Anne might have more success in a small town than in the city. Mike is able to get the town hall job for Mary Anne by promising that they can dig the cellar in one day.

Although the work is hard and slow, Mike and Mary Anne work harder and faster as more and more people come to watch their progress. When the hole is ready at the end of the day, even the once skeptical town selectman, Henry B. Swap, is impressed. However, one problem remains--how will Mary Anne get out of the hole she dug. Mike and Mary Anne dug so fast they forgot to leave a way out for themselves!

At the end, a little boy suggests an ingenious way for Mike and Mary Anne to manage their problem.

Objectives

- Children will explore friendships
- Children will investigate the results of diligence and hard work
- Children will examine problem-solving techniques

Before Viewing Activities

Talk with children about the roads and highways they travel

along with their families. Explain that in many cases passages had to be dug through rock or mountains of earth in order to create these roads and highways. Discuss the different kinds of equipment used to create these roads and highways, including bulldozers, excavators, paving trucks, etc.

Explain that the steam shovel is a machine that used to do the same kind of work that excavators and diesel shovels do now. As time went on, the steam shovel was replaced by more modern equipment. Encourage children to pay close attention to the work machinery does that allows us to enjoy traveling, whether by land, air, or water.

Have children think about people they have known, or possessions they have had, for a long time. Ask: How do you feel about these people (possessions)? What kinds of things do you do to show you care for them? How would you feel if you didn't know (have) them? What is the most important thing to you about these people (objects)? Why does knowing people or having something for a long time make them particularly special to you?

Share the book Mike Mulligan And His Steam Shovel with children. Ask: What kind of work did Mike Mulligan and Mary Anne do? Why were they having trouble getting work in the city? How did the little boy help Mike Mulligan and Mary Anne solve their problem? How do you think Mike Mulligan and Mary Anne felt at the end of the story?

After Viewing Activities

Explain to children that the story, Mike Mulligan And His Steam Shovel, was written long ago. After viewing, ask children: How can you tell that this story was written many years ago? How were the vehicles in Popperville different from the kinds of cars, fire engines, milk trucks, etc. that we use today? How did the people in the film dress? What would you like most about living in Popperville? What would you like least? Later, have children dramatize life in Popperville. You might want to have children work together to paint background scenery, including a general store, church, schoolhouse, and town hall to use in their dramatizations. If possible, provide clothing that is representative of the thirties and forties for children to dress up in.

Discuss the little boy's suggestion at the end of the film that is the answer to Mike and Mary Anne's problem of getting out of the hole they dug. Ask: What other solutions to Mike and Mary Anne's problem can you think of? After talking about possible solutions, have children take turns stepping inside a ring of classroom chairs. Tell the first child that he/she cannot break the ring, but must think of a way out. (Children might consider stepping over a chair, having a group of people carry them out of the ring, imagine that a magical balloon flies overhead and carries them out, etc.) Encourage children to use their imaginations as they consider solutions to the problem. As children take turns standing inside the ring of chairs, hand them a variety of objects. For example, you might give one child a ball of string and ask: How could you use this string to help you out of the ring? As children work, help them to see that there are many different ways to solve problems.

Give children an opportunity to invent a machine. Supply an assortment of art materials that children can use to create their own unique machines. (You may want to provide boxes, aluminum foil, construction paper, pipe cleaners, felt scraps, buttons, round cardboard, discs, etc.) After creating their machines, have children describe them and the work they do, to their classmates.

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

Friendship

ANDY AND THE LION by James Daugherty

APT. 3 by Ezra Jack Keats

THE BEAST OF MONSIEUR RACINE by Tomi Ungerer

THE CATERPILLAR AND THE POLLIWOG by Jack Kent

DANNY AND THE DINOSAUR by Syd Hoff

THE HAPPY LION written by Louise Fatio and illustrated by Roger Duvoisin

Machines

HERCULES by Hardie Gramatky

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NOISY NORA

NOISY NORA

By Rosemary Wells (Dial)

Themes: Relationships/ Sibling Rivalry/ Growing Up

Grade Level: Pre-K-1

Running Time: 6 Min., animated

SUMMARY

This is the story of a middle child who tries to get her parents' attention as they attend to her younger and older siblings. Nora bangs windows, slams doors and fells chairs but nothing seems to work. Finally, Nora decides to hide. After a while, she hears that her parents are worried. Then Nora reappears with a monumental crash!

OBJECTIVES

- Children will explore family relationships.
- Children will investigate problem-solving techniques.
- Children will discuss and describe a variety of feelings.

BEFORE VIEWING ACTIVITIES

Share the book NOISY NORA with children. Ask:

- How do you think Nora feels in the beginning of the story?
- Why do you think she has these feelings?
- What could Nora's parents do to make her feel better?
- What would you have done if you were Nora and you were feeling ignored (left out)?

Talk with children about their family members and the routines they follow at home. Encourage children to describe the things they enjoy most about being with their families. Then have children discuss family routines, chores they might have or situations with siblings

that might have been trying or difficult.

Supply puppets or dolls that children can use to represent family members. Encourage children to use the puppets or dolls to dramatize family situations. After children have had an opportunity to work with the puppets/dolls, offer some hypothetical problem situations for children to resolve by manipulating the playthings.

AFTER VIEWING ACTIVITIES

Talk with children about the different ways Nora tried to get attention from her parents. Ask:

- How do you feel about the way Nora tries to get her parents' attention?
- What other things could Nora do to make her parents notice her?
- What could Nora's older sister do to help Nora feel better?

Try this activity to help children investigate and describe a range of feelings. Draw a large circle on the chalkboard or on a large sheet of white paper to represent Nora's face. Talk with children about the different kinds of feelings Nora had throughout the story. Have a child draw Nora's facial features inside the circle as a way of describing how Nora felt at some point in the story. Ask the child to describe to his/her classmates what caused Nora to feel this way. Continue the activity by drawing circles and allowing different children to complete Nora's face and describe the emotion.

Encourage children to think about alternative endings to the story of NOISY NORA. Provide manila construction paper and crayons that children can use to illustrate their endings. Have children share and

describe their drawings.

Help children explore sound. Remind them of the many different sounds that Nora made throughout the story. Include the door slamming, the lamp crashing. The chairs falling to the floor, etc. Then have children investigate other sounds Nora might have made if she had dropped different objects. For example, Ask:

- What kind of sound would Nora hear if she had dropped a carton of eggs?
- If she had popped a bunch of balloons?
- If she had spilled a box of wooden blocks?

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

BLUEBERRIES FOR SAL by Robert McCloskey

BRAVE IRENE by William Steig

GRANPA by John Burningham

MAKE WAY FOR DUCKLINGS by Robert McCloskey

THE NAPPING HOUSE written by Audrey Wood & illustrated by Don Wood

NOT SO FAST, SONGOLOLO by Niki Daly

PETER'S CHAIR by Ezra Jack Keats

PICNIC by Emily Arnold McCully

SYLVESTER & THE MAGIC PEBBLE by William Steig

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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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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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PETE'S A PIZZA

PETE'S A PIZZA

By William Steig (HarperCollins)

Themes: Humor/Family Relationships

Grade Level: Pre-K – 1

Running Time: 6 minutes

SUMMARY

When a rainy day forces Pete to stay inside, Pete's parents come up with a brilliant idea! They knead the dough, apply the oil, sprinkle on flour, add tomatoes and pepperoni — and turn Pete into the funniest pizza ever! This is a loving tribute to inventive parents.

OBJECTIVES

- . Children will learn about family relationships
- . Children will enjoy using their imaginations
- . Children will explore feelings

BEFORE VIEWING ACTIVITIES

Share the book *Pete's a Pizza* with children. Then ask:

- How was Pete feeling in the beginning of the story?
- Why do you think Pete's father decided to make a pizza out of Pete?
- What did Pete's father use for tomato sauce? Oil? Flour? Cheese? Pepperoni?
- How did Pete feel about being made into a pizza?
- How do you think Pete felt at the end of the story?

Encourage children to describe different kinds of pizzas. As children talk, have them describe the tastes, look, smells, and textures of the different ingredients they have enjoyed on pizzas. Then play

a game of "What's On My Pizza?" Start the game by saying: "I'm having a pizza that has something round, red, and spicy-tasting on it. What kind of pizza am I having?" After children identify the pizza (pepperoni), have children in the group take turns describing, without identifying, different pizzas to the group and see if they can name the pizzas.

Have children pretend to make a child in the class into a doughnut. Have children "stretch and mold the child" into a circle shape, sprinkle sugar (use powder) on the "doughnut", and pop the doughnut into the pretend frying pan. Later, have children take turns making hamburgers, hot dogs, and pretzels out of one another.

Talk with children about the ways in which Pete's parents worked to help make Pete feel better. Then ask:

- How do your family members help you when you feel sad?
- What things do you do to help your family members feel happy?
- What do you most enjoy doing with your family?
- How would you describe your family to a friend?

AFTER VIEWING ACTIVITIES

Talk about what makes this story funny. Have children share the funniest joke, story, riddle they ever heard with the group. Recommend picture books that offer humorous tales to children. Discuss the ways humor can be used to help us feel better when we are sad, ill, or angry.

Plan a classroom pizza party. Help children create hats to wear to the party by making cone shapes from construction paper. Have children attach red construction paper circles to the hats to represent pepperoni hats; long, thin strips of white paper to represent cheese hats; white construction paper cut into spiral shapes to represent onion hats. As children enjoy their pizza, have them consider what ingredient they would like to be if they had to choose between cheese, pepperoni, mushroom, onion, or any other pizza topping. Encourage them to describe why they chose this particular topping.

Talk with children about the different things Pete's parents might have done to change Pete's mood. Then have several children in the group pretend to be the mother, father, and child in a family. Have the "child" pretend to be sad. Encourage children portraying the mother and father to demonstrate how, as parents, they might make the child feel better. As children perform, emphasize to the group that it is not necessary to offer material things to help people feel better, but that showing kindness and caring can go a long way toward brightening someone's day.

Other videos about families available from Weston Woods include:

ELIZABETH'S DOLL by Stephanie Stuve-Bodeen, ill. by Christy Hale

NOISY NORA by Rosemary Wells

OWEN by Kevin Henkes

THE PAPERBOY by Dav Pilkey

THE RAINBABIES by Laura Kraus Melmed, ill. by Jim LaMarche

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PICNIC

Picnic

by Emily Arnold McCully (HarperCollins)

Themes: Feelings/Families

Grade Level: PreK-3

Running Time: 13 minutes, animated

Summary

Picnic is a wordless story about a family of mice out for a picnicking day in the country. During the ride to the picnic area, the smallest mouse falls off the back of the truck, unbeknownst to the rest of the family. The sad little mouse finds flower blossoms to eat and fills himself up with them in an unfamiliar surrounding. Meanwhile, the mouse family is having a wonderful time at the picnic. When it is discovered that the small mouse is missing, the family rushes back to the truck and searches for her. The end of the story finds the little mouse happily reunited with her family, but hardly ready to enjoy a picnic lunch!

Objectives

- Children will explore family outings
- Children will investigate the ways family members care for and feel about one another
- Children will enjoy an emotion-filled story told without words

Before Viewing Activities

Share the book Picnic with children.

Then ask:

If you went along with the mouse family on their outing, what would you enjoy most about the day?

Talk with the children about outings they may have enjoyed with their families. Emphasize to children that if they have not visited other places with their families, a day or evening at home can be a wonderful "outing" as well. Ask: What did you and your family members do on this special day? What other kinds of things made the day seem special to you? How did you feel about your family members during your "outing?" How did you feel at the end of the day?

Have a picnic on your classroom floor, or outside on a nice day. Spread out a large blanket and supply a basket filled with napkins, paper plates, plastic utensils, etc. Children can work together in the classroom to prepare special lunch or snack treats for their classroom picnic. Here are some recipes you might want to try:

Peanut Butter Roll-Ups

Spread peanut butter, honey, and raisins on slices of bread and enjoy.

Grapenut Salad

Combine grapenut cereal, cottage cheese, raisins, cinnamon, and honey. Mix and eat.

Muffin Pizzas

Spread English muffins with tomato sauce. Top with slices of mozzarella cheese and bake at 425 degrees for 10 minutes.

After Viewing Activities

Have children imagine what a picnic among a family

of elephants might be like. Encourage children to think about the kinds of games the elephants might play, the kinds of picnic food they would enjoy, the kinds of water play they might engage in. Then have children create stories about "The Elephants' Picnic." Give children the opportunity to accompany their stories with illustrations. Display children's creations on a classroom wall or bulletin board.

Talk with children about the background music. Replay a portion and turn off the sound. Ask: Does the story seem different without the music? If you think that it does seem different, in what way? What kinds of music did you hear that told you that the little mouse was sad? What kind of music did you hear when the mouse family was excited? happy? Later, play a variety of musical pieces for children. As children listen, encourage them to describe the ways each selection makes them feel.

Give children practice in following a sequence of events and telling a story in pictures. Supply children with crayons and five sheets of manila construction paper taped together horizontally to form one long sheet. Ask children to draw a series of pictures that will tell a story. Later, have children share their wordless stories with one another.

Other book based films and videos about family outings are available from Weston Woods. They include:

BLUEBERRIES FOR SAL by Robert McCloskey
NOT SO FAST, SONGOLOLO by Niki Daly
OWL MOON by Jane Yolen and illustrated by John Schoenherr

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SMILE FOR AUNTIE

Smile for Auntie

by Diane Peterson (Dial)

Themes: Families/Humor

Grade Level: PreK-1

Running Time: 5 minutes, animated

Summary

Smile for Auntie is the story of a woman who will do just about anything to get a little baby to smile. She is willing to do a dance, make funny faces, bribe the baby with toys and ice cream, and even stand on her head! Auntie becomes frustrated when the baby simply will not smile. Finally, the little one does smile--when Auntie turns her back and walks away!

Objectives

- Children will explore relationships between family members
- Children will enjoy the humor found in the telling of a very frustrating tale
- Children will explore babyhood

Before Viewing Activities

Share the book Smile for Auntie with children.

Then ask: Why didn't the baby smile for Auntie? If you were Auntie, what would you have done to make the baby smile?

Talk with children about babies they may be familiar with. If children have not had an opportunity to interact with a baby recently, have them try to recall their own early years. Ask: What kinds of things do babies like to do? What kinds of care do babies need? What do you think is the best thing about babies?

Encourage children to describe things that make them laugh. Then have children take turns doing simple skits, telling jokes, or making funny faces in order to try and make their classmates laugh. Do you think the things that make you laugh now would have been the same things that made you laugh when you were a baby? Why? Why not?

After Viewing Activities

Have children dramatize the story of "Auntie." Supply props children can use, including a scarf, boots, and glasses for "Auntie" and a toy rattle for "baby." Have children take turns representing the two main characters in the story. Encourage children who take on the role of Auntie to improvise, and do what they think might make the baby laugh.

Ask children to describe relatives or friends that they particularly enjoy. Ask: What do you like most about this person? What kinds of things do you enjoy doing together? If you could tell this person how you feel about them, what

would you say? Supply sheets of white construction paper folded in half and crayons that children can use to create a note card for their "special someone." Print children's messages on the cards as they dictate them to you.

Discuss with the children how silly adults can sometimes be. Have children share their experiences with a silly adult with the class.

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

BLUEBERRIES FOR SAL by Robert McCloskey

BRAVE IRENE by William Steig

GRANPA by John Burningham

MAKE WAY FOR DUCKLINGS by Robert McCloskey

THE NAPPING HOUSE written by Audrey Wood and illustrated by Don Wood

NOT SO FAST, SONGOLOLO by Niki Daly

PETER'S CHAIR by Ezra Jack Keats

PICNIC by Emily Arnold McCully

SYLVESTER AND THE MAGIC PEBBLE by William Steig

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A WEEKEND WITH WENDELL

A WEEKEND WITH WENDELL

By Kevin Henkes

Themes: Friendship/Overnights

Grade Level: Pre-K-2

Running Time: 9 minutes

SUMMARY

Spending a weekend with Wendell is anything but fun and games until Sophie asserts herself and shows Wendell that sometimes she has to be boss too.

OBJECTIVES

- Children will learn about cooperation.
- Children will explore problem-solving techniques.
- Children will explore an over-night experience.

BEFORE VIEWING ACTIVITIES

Talk with children about their own overnight experiences. Ask: What kinds of things were you worried about? What was the most fun? How did you feel when you got home? What would you do to make yourself comfortable the next time you sleep away from home?

Provide a box or suitcase. Have children pretend that this is the suitcase to bring on an overnight trip. Ask: What would you pack in your suitcase? As children describe the items they would pack, encourage them to talk about why these items are necessary.

Have children describe special friends or relatives

that they would enjoy spending an overnight with. Encourage them to talk about experiences they have had spending time with these special people in their lives. Help children consider the things about these people that make them feel good/comfortable.

Share the book A WEEKEND WITH WENDELL with children. Then ask:

- Did you ever play with someone like Wendell? How did you handle the problems that arose?
- How does Sophie change Wendell's behavior? What other things could she do to make things more fair between herself and Wendell?
- What should Sophie do to prepare for Wendell's next visit?
- What kinds of things do you think Wendell can learn from Sophie?

AFTER VIEWING ACTIVITIES

Remind children of the games Wendell and Sophie enjoy during the video, including playing house, hospital, and bakery shop.

Then have children dramatize a day at the bakery show in the classroom. Work with children to paint a bakery backdrop on a large white sheet. Have children in the class take on the roles of the baker, customer, and pastries in the bakery show case, including sweet rolls, doughnuts, cookies and cakes. You might suggest that children representing pastries curl up on the floor if they are sweet buns, or stretch their bodies into long cruller shapes. Provide baskets that can be used as shopping baskets, play money, a toy cash register, and other props that might be need-

ed in the dramatizations.

Ask children to think about someone they would like to invite home for a sleep over. Encourage children to think about ways they might make the person feel at home once he/she is at your house, considering the things they might do together, where they might sleep, the meals they might enjoy, etc.

Then provide paper and pencils children can use to write invitations for the make-believe, over-night adventure. Encourage children to make their invitations as exciting and fun-filled as they can. Later, have children read their invitations to the group.

Discuss children's favorite blankets, toys, pillows, etc. that they use to help themselves feel comfortable at night. Encourage children to describe these possessions in as much detail as possible. Have children bring the items into the classroom and share them with the group.

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

CAPS FOR SALE by Esphyr Slobodinkina
THE CATERPILLAR AND THE POLLIWOG by Jack Kent
CHANGES, CHANGES by Pat Hutchins
CURIOUS GEORGE RIDES A BIKE by H.A. Rey
MAKE WAY FOR DUCKLINGS by Robert McCloskey
THE NAPPING HOUSE by Audrey Wood, illustrated by Don Wood
PICNIC by Emily Arnold McCully

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WILFRID GORDON McDONALD PARTRIDGE

WILFRID GORDON McDONALD PARTRIDGE

Book by Mem Fox ©1985

Illustrated by Julie Vivas

Themes: Friendship, Grandparents

Grade Level K - 2

Running Time: 7 minutes

SUMMARY

Wilfrid Gordon McDonald Partridge lives next door to a nursing home. He has a special friend, Miss Nancy, whom he visits regularly. One day, Wilfrid overhears his parents talking about Miss Nancy's "problem." It seems Miss Nancy has lost her memory. Wilfrid asks the folks he knows at the nursing home what they know about memory to provide Miss Nancy with just what she needs to bring hers back.

OBJECTIVES

- Children will learn about the way friends help one another.
- Children will appreciate the unique contributions of the young and old.
- Children will understand the importance of caring for others.

BEFORE VIEWING ACTIVITIES

Tell children that the two main characters in the book are a boy named Wilfrid and an elderly woman named Miss Nancy. Talk with children about the elderly people they know: grandparents, family friends, neighbors. Encourage them to describe the kinds of conversations they

may have had with older people and the things they may have learned from them.

Explain to the children that memories are an important part of the story. Encourage children to describe some of their fondest memories. Ask:

- What made that experience so happy/sad/surprising for you?
- How would you feel if you couldn't remember this experience?

Share the book **Wilfrid Gordon McDonald Partridge** with children. Then ask:

- What special things did Wilfrid do for the people at the nursing home?
 - What person did Wilfrid like best?
- Why?
- What problem did Miss Nancy have?
 - What did Wilfrid do to help Miss Nancy?

AFTER VIEWING ACTIVITIES

Ask children to bring an object from home that reminds them of a favorite person, place, or experience they have had. Have others in the class ask questions such as:

- Where did the object come from?
- If someone special gave it to you, who is this person?
- Where do you keep it at home?

As children share these objects, encourage them to describe how they feel when they see the objects and the reasons the objects remind them of the people, places or

experiences they represent.

Plan a visit to a nearby rest home or nursing home. Bring along some cookies children have made or the ingredients for an arts and crafts project children can share with the residents. Encourage children to ask questions of the elderly people they encounter, emphasizing that there is so much young and old can learn from one another.

Give children the opportunity to dramatize the story. Assign the roles of Miss Nancy, Mrs. Jordan, Mr. Hosking, Mr. Tippet, Miss Mitchell, Mr. Drysdale, and Wilfrid's parents. Provide props children can use, such as Miss Mitchell's walking stick, a broom for Mr. Tippet, a toy piano or organ for Mrs. Jordan, etc. Later, invite other classes or plan a special event where parents can enjoy the delightful production.

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

- **DANNY AND THE DINOSAUR** by Syd Hoff
- **HAPPY BIRTHDAY, MOON** by Frank Asch
- **THE HAPPY LION** by Louise Fatio, illus. by Roger Duvoisin
- **MIKE MULLIGAN AND HIS STEAM SHOVEL** by Virginia Lee Burton

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