

BURT DOW: DEEP WATER MAN

Burt Dow: Deep Water Man

by Robert McCloskey

Themes: Adventure/Problem-Solving

Level: Grades 1 - 4

Length: 10 minutes, animated

Summary

BURT DOW DEEP-WATER MAN is the tale of a retired fisherman who has never quite gotten the sea out of his system. Burt Dow is particularly fond of his boat, the Tidely-Idley, which he constantly repairs. One day, Burt takes the Tidely-Idley out to sea, and while fishing, catches the tail of a whale! Burt manages to get the fish hook out of the whale's tail and puts a bandage on the site of the injury. Suddenly, a huge wind rocks the boat and Burt asks the whale to swallow them up, just temporarily, to protect them from the weather. Once inside the whale's stomach, Burt begins to wonder whether the whale will remember to open his mouth and let them out again. To make sure that this will happen, Burt lines the whale's stomach with oil and paint and other things he finds at the bottom of the Tidely-Idley.

Eventually, the whale shivers and shakes enough from his now upset stomach to let Burt and the boat out. The end of the story finds Burt surrounded by a school of whales, all waiting for a bandage just like the one Burt had given their whale friend. Burt happily leaves the whales, and the sea, to arrive home in time to eat.

Objectives

- o Children will explore problem-solving techniques
- o Children will discover the advantages of being resourceful
- o Children will learn about the skills of a fisherman

Before Viewing Activities

Share the book Burt Dow Deep-Water Man with children.

Talk with children about fishing as an occupation. Encourage children to describe the responsibilities that they think someone who fishes for a living might have. Ask: If you were to fish for a living, what do you think you would enjoy most about the job? Least? What kinds of things would be important to know? How would the weather affect your job?

Ask children to describe boat rides they may have taken. Ask: How did it feel to be out on the sea, river, lake, etc., on a boat? What kind of boat were you riding in? What kind of motion did you feel? What did the person controlling the boat do to make it go, stop, turn around, pick up speed, etc. What were the different parts of the boat that you recognized?

After Viewing Activities

Talk with the children about the interesting "painting" Burt Dow created on the whale's stomach walls. Then attach large sheets of kraft paper to a classroom wall, covering as much of the wall as possible. Provide paints that the children can use to creatively paint on this large "canvas". Also provide sponges, plastic spoons and forks, corks and other objects that children can use as substitutes for paint brushes. (You might want to try this activity outdoors.) Later, ask: How did it feel to paint on such a large space? What kinds of objects did you enjoy using to get the paint onto the canvas? How is the feeling you get from painting this way different from the way you feel when painting on a smaller space?

Have children put on their own performance of the story, Burt Dow, Deep Water-Man, for other classes. Several desks turned upside down, would make a wonderful boat prop. Children can also cut out and paint a seaside environment, including an ocean, boats, fisherman, and whales to use as a backdrop for the play. Create paper wings for the child who will play giggling gull and provide a large raincoat, rain hat and boots for your very own Burt Dow!

Talk about the dilemmas Burt Dow encountered and the ways he solved his problems. Ask children: What other things could Burt have done when the wind picked up, besides going into the whale's stomach? How could Burt have helped himself by using the things he had in the bottom of his boat? Encourage children to be as creative as possible as they consider alternative solutions to Burt's dilemmas.

Find a non-fiction book about whales. Show children the parts of a whale and explain their functions.

Other book based films and videos with themes of problem solving are available from Weston Woods. These include:

CAPS FOR SALE by Esphyr Slobodkina
CHANGES, CHANGES by Pat Hutchins
CHARLIE NEEDS A CLOAK by Tomi de Paola
DOCTOR DESOTO by William Steig

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HAROLD AND THE PURPLE CRAYON

HAROLD AND THE PURPLE CRAYON

by Crockett Johnson

Themes: Creative Thinking/Problem-Solving

Grade Level: PreK – 1

Running time: 8 minutes

SUMMARY

HAROLD AND THE PURPLE CRAYON concerns a little boy who literally "colors his world" by using a crayon to draw whatever he happens to need. The story begins with the little boy, Harold, wanting to take a walk in the moonlight. Because there isn't a moon, Harold decides to draw one, as well as a path to follow on his walk. When Harold realizes that the straight path is getting him nowhere, he decides to draw a short cut. As the story moves along, Harold and his crayon move along too. Harold draws what he desires, finds himself in difficulty, and draws his way out of his dilemmas.

This is a wonderful exploration of the powers of the imagination. It also serves as an example for children about how problems can be solved through perseverance and creative thinking.

OBJECTIVES

- Children will explore the world of imagination
- Children will investigate problem-solving techniques
- Children will appreciate the importance of patience and perseverance

BEFORE VIEWING ACTIVITIES

Share the book HAROLD AND THE PURPLE CRAYON with children. Then ask:

- If you had a magic purple crayon, what would you draw?
- What could you draw to make your neighborhood a better place? Your city? Your state? The world?

Draw a simple shape on individual pieces of construction paper and distribute them to children. Have children draw a picture on their paper, somehow incorporating the shape you have already drawn.

Take a walk outdoors with children. Encourage them to look carefully at the trees, plants, rocks, and other objects you come across as you enjoy the outdoors. Help children to notice the different shapes of these objects. For example, point out the straight lines that form the trunk of a tree, the circular shape of rocks, the triangular and zig-zag shapes of flower blossoms.

AFTER VIEWING ACTIVITIES

Encourage children to think about the different things Harold drew to get himself out of each dilemma he encountered. Then offer some situations to the class:

- Harold is flying a kite. The kite gets stuck in a tree. What can Harold draw?
 - Harold is taking a walk. It starts to rain. Harold is getting soaked. What can Harold draw?
 - Harold finds a cat on his lawn. He doesn't know whom the cat belongs to. What can Harold draw?
- As children discuss these different situations, help them recognize that there are many different ways people can solve problems.

Attach a long sheet of kraft paper from one end of a classroom wall to the opposite end. Be sure to hang the paper at children's eye level. Give a child a crayon and have the child press the point of the crayon against one end of the paper. As the child moves along, have him/her move the crayon along the paper in any fashion he/she pleases. Talk with children about what this crayon marking looks like (mountain range, river, highway, etc.) Give the next child a crayon, asking him/her to add appropriate details to the drawing. Continue by

giving each child in the group an opportunity to add something to the drawing. Later, have children dictate a story based on the drawing. Print children's stories exactly as dictated. Display the story, along with the drawing, on a classroom wall.

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

THE AMAZING BONE by William Steig

GRANPA by John Birmingham

HAROLD'S FAIRY TALE by Crockett Johnson

MORRIS'S DISAPPEARING BAG by Rosemary Wells

A PICTURE FOR HAROLD'S ROOM by Crockett Johnson

THE TRIP by Ezra Jack Keats

WHAT'S UNDER MY BED? by James Stevenson

WHERE THE WILD THINGS ARE by Maurice Sendak

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HAROLD'S FAIRY TALE

Harold's Fairy Tale

by Crockett Johnson (Harper)

Themes: Fantasy and Imagination

Grade Level: Pre-K - 1

Length: 8 minutes, animated

Summary

This is one of a series of stories in which a little boy named Harold creates worlds of magic with his purple crayon. In this story, Harold decides to take a walk in an enchanted garden. Harold wonders why nothing grows in the garden and decides to ask the king. Since kings live in castles, Harold draws a castle with his crayon. When he cannot get inside the castle, he draws a tiny mouse hole on one of the castle walls and scoots inside. Once inside, he draws stairs, a throne, a crown, and a king.

Without much help from the king, Harold surmises that nothing grows in the enchanted garden because of an invisible witch. Eventually, Harold draws a witch and decides that she must be the cause of the trouble. To be rid of her, Harold draws mosquitoes, then does away with the mosquitoes with drawings of smoke, fire, and rain.

With the rain comes flowers, which grow beautifully in the dampness. Harold turns one of the flowers into a fairy with his crayon and the fairy gives Harold a wish. Harold's wish lands him back home, at the foot of his mother's arm chair. The story ends with Harold asking his mother for a bedtime story.

Objectives

- Children will explore creative thinking
- Children will learn to follow a sequence of events
- Children will investigate problem-solving techniques

After Viewing Activities

Share the book *Harold's Fairy Tale* with children. Talk with children about the different things they dream about or imagine. Ask: How does it feel to be able to dream about or imagine things? When do you dream and imagine? What might happen if your dreams and imaginings could come true?

Supply children with purple crayons and white pieces of construction paper. Have children draw whatever they wish on the paper and then share the pictures with their classmates.

After Viewing Activities

Once again, supply children with purple crayons and pieces of white construction paper. This time, see if children can recall and draw the sequence of things Harold drew with his purple crayon. When children have finished, have them share their drawings with their classmates, thereby retelling the sequence of events that took place.

Have children try this activity in pairs. Supply each pair of children with two paintbrushes, several cups of poster paint, and a large sheet of newsprint. Have one child in each pair make a mark on the newsprint with his/her paintbrush. Have the next child in each pair make something with his/her paintbrush from this mark. Then it is the first child's turn in the pair

to add something else to the painting, starting from what his/her partner has drawn. Allow children to continue painting until they are satisfied that their painting is complete. Later, give each pair of children in the class a chance to describe their painting to their classmates.

Remind children of the ways Harold solved many of the problems he confronted in the film. Then ask: What else might Harold have drawn to get into the castle? To find the king? To get out of the castle? To do away with the witch? To get back to his own living room? Encourage children to be as creative as possible as they search for alternative solutions to each of these problems.

Other book based films and videos about fantasy/make believe are available from Weston Woods. These include:

THE AMAZING BONE by William Steig
THE DAY JIMMY'S BOA ATE THE WASH written by Trinka Hakes Noble and illustrated by Steven Kellog
HAROLD AND THE PURPLE CRAYON by Crockett Johnson
A PICTURE FOR HAROLD'S ROOM by Crockett Johnson

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THE HAT

The Hat

by Tomi Ungerer

Themes: Italian Culture/Magic

Level: Grades K - 3

Length: 6 minutes, animated

Summary

THE HAT is set in Italy, where a hat blows off a rich man's head and lands on the head of Benito Badoglio, a penniless veteran. When it does a little dance for Benito, he realizes that the hat is magical. As the story progresses, Benito uses the hat to do good deeds, including saving a man who is about to be hit on the head by a falling flower pot, recovering a special bird for a reward, capturing a band of thieves, saving a baby in a runaway carriage, rescuing a lady in a horse drawn carriage when the horse runs amuck.

The end of the story finds Benito rewarded for his efforts and marrying the lady whom he rescued from the runaway horse. As Benito drives off with his new bride, his hat blows off his head and where it lands--heaven only knows!

Objectives

- Children will learn about Italian culture
- Children will explore problem-solving techniques
- Children will investigate the world of magic

Before Viewing Activities

Share the book *The Hat* with children. Bring a top hat or other fancy hat to the classroom. Have chil-

dren imagine that the hat was magical. Ask: What would have to be done to the hat to make it work magic? What would you like the magic hat to do? When would you use the magic hat? How could you use the hat to help others?

Share records and tapes of Italian music and photos/illustrations of Italy with children. Locate Italy on a map. Have children who may be familiar with the language and customs of Italy to share their knowledge with their classmates. Invite an adult familiar with Italy's customs and traditions to visit your classroom. Have children pay close attention to the background music, accents of the characters, and scenery in the film as they watch.

After Viewing Activities

Have children create their own magic hat stories. Help children along by asking such questions as "Where did the hat come from?" "What did it look like?" "Who did it belong to?" What kind of magic did it do? Provide children with art supplies, including pieces of tagboard, yarn, string, pipe cleaners, artificial flowers, ribbon, pieces of felt, glue, etc. that they can use to create the magical hats in their stories. Display the stories, along with children's hat creations, on a classroom wall or bulletin board.

Discuss with children where they think the hat landed at the end of the story. Ask: What happened to the hat once it landed in the town? Who might have found the hat? What kind of magic did the hat do? Give children an opportunity to dramatize their interpretations of the story endings. Supply a top hat or other fancy hat children can use as a prop for their

dramatizations.

Remind children of the different problems Benito solved with the hat. In each instance, encourage children to think of other ways Benito might have had the hat come to the rescue. For example, being by saying: "Benito had the hat catch the flower pot before it fell on the man's head. What else could Benito have had the hat do to save the man?" Continue this kind of questioning for each problem Benito solved in the story. Ask children to be as creative as possible in their thinking as they formulate their own solutions.

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

Italian Culture:

THE CLOWN OF GOD by Tomie de Paola
STREGA NONNA by Tomie de Paola

Magic:

THE AMAZING BONE by William Steig
THE SELKIE GIRL written by Susan Cooper and illustrated by Warwick Hutton
THE SILVER COW written by Susan Cooper and illustrated by Warwick Hutton
SYLVESTER AND THE MAGIC PEBBLE by William Steig
THE WIZARD by Jack Kent

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A PICTURE FOR HAROLD'S ROOM

A Picture for Harold's Room
by Crockett Johnson (Harper)
Themes: Fantasy and Imagination
Level: Grades K-1
Length: 6 minutes, animated

Summary

A PICTURE FOR HAROLD'S ROOM, the film, is true to the book, A Picture For Harold's Room, by Crockett Johnson. The story begins with a little boy named Harold drawing a picture on his wall. He draws a town in the moonlight, with a road to get to the town. Harold's imagination takes him into the picture he has drawn, and Harold soon discovers that he is larger than the entire town!
As he walks along, Harold draws the sea, mountains, airplanes and railroad tracks.
Eventually, when he discovers that he is smaller than the flowers and birds he has drawn, Harold recalls the tall mountains and enormous sea. He wonders how he will ever get home again!
Harold solves his problem by crossing out his drawings, realizing that they are only pictures. To reassure himself that he is neither big nor small, but just the right size, he looks at himself in his full-length bedroom mirror. The story ends with Harold still longing for a picture for his room, and once again, he begins to draw....

Objectives

- Children will consider how it feels to be a child in the big, adult world
- Children will explore the world of the imagination.
- Children will investigate problem-solving techniques

Before Viewing Activities

Share the book A Picture for Harold's Room with children. Then ask:
Why did Harold begin to draw a picture with his purple crayon?
What did he draw first?

What did he draw in the sky to make the town look pretty?
How did Harold feel when he stepped into the town?
What did Harold draw in the sea?
How did Harold get out of the sea?
What did Harold draw once he was on land again?
What did Harold draw in the low place in the mountains?
Why did Harold add flowers and birds in the tracks?
What happened when Harold drew the daisy?
What was Harold worried about?
How did Harold solve his problem about getting home?
What did Harold do before he went to bed at night?

Supply children with purple crayons and long sheets of craft paper. Have children draw on the paper, thinking about what they might add to the drawings as they go along. Later, have children imagine that they could actually walk into, and be part of a scene they created. Ask: How would you feel if you could really be a part of your picture? What would you like most about this? What might you worry about? Explain to children that the film they are about to see, A PICTURE FOR HAROLD'S ROOM, involves a boy named Harold who draws pictures with a purple crayon. Have children pay close attention to the film to see just what kinds of adventures Harold has when he becomes part of his own pictures!

Take a walk outdoors with children. Have children identify the things they are smaller than and larger than. Ask: How would you feel if you were as tall as the trees? If your head touched the clouds? If you were smaller than the blades of grass? If you were shorter than the flowers? What things could you do if you were this large (small)? Explain to children that the film they are about to see concerns a boy, who, at one point in the story, feels larger than the buildings and mountains around him, and later in the story, feels smaller than the birds and flowers.

After Viewing Activities

Provide pieces of colored construction paper cut to a variety of shapes and sizes, glue, and pieces of manila construction paper. Have children use the art materials to create some of the environments Harold created, including mountain ranges, the ocean, railroad tracks running across flat lands, etc. Later, have children describe their creations to their classmates. As children

talk, ask them to consider how they would feel, and what they would do, if they were larger than some of the objects in their environments.

Have children pick wildflowers or draw and cut them out from construction paper. Then ask children to discuss what it might be like to be smaller than the flowers. Help children create "If I Were Smaller Than a Flower" stories by printing their ideas as they dictate them. Display children's stories, along with the flowers, on a classroom wall.

Talk with children about what they like, and do not like, about being smaller than the adults around them. Then ask: What would you like to tell adults about being small? What do you want to do when you grow up? How will being big help you do this? Later, take a walk around your school's neighborhood. As you pass shops, homes, fields, etc. ask children to describe what they would do in these different places if they were adults. Emphasize to children that there are many things they can enjoy now (such as hiding behind rocks during hide-and-seek games), that adults cannot enjoy simply because of their size!

Other book based films and videos concerning early childhood issues are available from Weston Woods. These include:

CAPS FOR SALE by Esphyr Slobodkina
THE CATERPILLAR AND THE POLLIWOG by Jack Kent
CHANGES, CHANGES by Pat Hutchins
CORDUROY by Don Freeman
CURIOUS GEORGE RIDES A BIKE by H.A. Rey
DANNY AND THE DINOSAUR by Syd Hoff
DRUMMER HOFF written by Barbara Emberley and illustrated by Ed Emberley
EACH PEACH PEAR PLUM by Janet and Allen Ahlberg
HAROLD AND THE PURPLE CRAYON by Crockett Johnson
HAROLD'S FAIRY TALE by Crockett Johnson
MAKE WAY FOR DUCKLINGS by Robert McCloskey
THE NAPPING HOUSE written by Audrey Wood and illustrated by Don Wood
PICNIC by Emily Arnold McCully

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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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THE ISLAND OF THE SKOG

THE ISLAND OF THE SKOG

By Steven Kellogg (Dial)

Themes: Friendship/Prejudice

Grade Level : 1 - 3

Running Time: 16 minutes

SUMMARY

Fed up with the dangers imposed on them by city cats and dogs, a band of mice sails away in search of a new home where they will be free from persecution.

OBJECTIVES

- Children will appreciate the value of friendship.
- Children will understand the implications of making assumptions.
- Children will learn the importance of planning.

BEFORE VIEWING ACTIVITIES

Talk with children about friends and family members they may not have been comfortable with initially. Ask:

- What was it about the person that made you feel uncomfortable?
- What was the person like once you got to know him/her?
- What would you have missed if you never had the chance to get to know this person?

Explain to children that in *THE ISLAND OF THE SKOG*, some mice meet up with someone they are afraid of at first. As time goes on, the fear disappears once the mice get to know the stranger better., Explain what the word prejudice means

and how it is made up of two parts, “pre” and “judge.”

Share the book, *THE ISLAND OF THE SKOG*, with children. Then ask:

- Why did the mice decide to leave their home?
- What should they have done before sailing off on the boat?
- Do you think they should have prepared to attack the stranger on the island before they knew who it was?
- How do you think the mice will spend their days on the island?
- Do you think they will be happier here than at their other home? Why? Why not?

AFTER VIEWING ACTIVITIES

Talk with children about the mice’s lack of planning before they sail off to the island. Then have children plan for an idyllic island all their own. Talk about the kinds of things children think they might need to make island living pleasant. Make a list of these things. Then supply a large sheet of paper that children can use to draw an island. Let children draw pictures of things they listed that they would need on their island. When children have finished, have them describe their drawings. Then present hypothetical situations such as:

- Imagine your island is hit by a hurricane. How are you prepared to take care of yourselves and your friends?
- What if you run out of food on your island?
- What will you do if you, or others on your

island, get sick?

After discussing these things, stress to children the importance of planning and preparing in order to ensure a happy, pleasant experience.

Talk with children about the Skog. Ask:

- What kinds of things do you think a Skog likes to eat?
- Where do Skogs sleep?
- What do baby Skogs look like?
- Can Skogs swim?
- What kinds of things can Skogs do well?

After children have had time to discuss these questions, have them write their own stories about imaginary animals. Later, have children draw pictures to accompany their stories. After sharing the stories and illustrations, display them in the classroom.

Other videos about friendship and prejudice available from Weston Woods include:

• CHATO’S KITCHEN

by Gary Soto, ill. by Susan Guevara

• CROW BOY

by Taro Yashima

• FOURTEEN RATS & A RAT-CATCHER

by James Cressey, ill. by Tamasin Cole

• HERE COMES THE CAT!

by Frank Asch & Vladimir Vagin

• MOON MAN

by Tomi Ungerer

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MOON MAN

Moon Man

by Tomi Ungerer (Harper)

Themes: Fantasy/Imagination

Grade Level: K-3

Running Time: 8 minutes, animated

Summary

Moon Man is the story of the man in the moon, who becomes bored with his lonely existence in space. He longs to join the activity of the people he sees on earth from his place high in the sky.

When this opportunity presents itself, the man in the moon's fiery arrival brings multitudes of government officials and curiosity seekers hurrying to the sight of the landing. He is considered to be an invader and is sent to jail.

The man in the moon escapes and finds himself in a castle where a scientist is building a rocket that will fly to the moon. As the scientist cannot fit inside the capsule, they agree that the man in the moon will make the trip. The story ends with the scientist fulfilling his dreams and receiving accolades for his work, and the man in the moon returning safely home.

Objectives

- Children will learn about the phases of the moon
- Children will explore loneliness
- Children will talk about being different

Before Viewing Activities

Share the book Moon Man with children.

Then ask: What would you have wanted to ask the man in the moon if you saw him fly to earth?

What do you think it might be like to live on the moon? What would you do for fun? If you lived on the moon, what would you miss most about living on earth? Explain to children that the film they are about to see, MOON MAN, is the story of the "man in the moon." Encourage children to pay close attention to the reasons the man in the moon wants to leave his home. Later, ask: Do you think the man in the moon's reasons for wanting to come to earth were good ones? Why? Why not?

Talk with children about the different phases of the moon. Provide photographs that children can examine to observe the differences between each phase. Ask: Have you ever seen the moon? What did it look like? If you could catch the moon and bring it back to earth, what would you do with it?

After Viewing Activities

Provide each child with a piece of black construction paper to represent the night sky, white construction paper cut into a circular shape to represent the moon, crayons, and paste. Have children paste the circle onto the black construction paper to represent the moon in the night sky. Then have children use the crayons to create their own versions of the man/woman in the moon. When children have completed their artwork, have them construct short

stories about the adventures of their "man/woman in the moon."

Talk with children about the different ways the man in the moon solved each problem he was confronted with. Ask: What did the man in the moon do when he wanted to take a trip to earth? How did he get out of jail? How did he help the scientist solve his problem of getting the rocket to the moon? Then ask: What would you do if you were alone, far from home, and needed to find your way home? What would you do if you were playing hide and seek outdoors and couldn't find a place to hide? What would you do if a friend was having trouble finishing a project? As children discuss these questions, help them understand that most problems have more than one solution.

Take a walk outdoors with children and have them look up at the sky. Talk about the different things children see. Ask: What do the clouds look like to you? Do you see any movement? What appears to be moving? What colors do you see? How does the sky look different from the way it appears at night? What do you see when you look up at the sky in the evening? Encourage children to take the time to notice what is above their heads and down at their feet as well as things they see at eye-level.

Other book based films and videos about the moon are available from Weston Woods. These include: HAPPY BIRTHDAY, MOON by Frank Asch
OWL MOON written by Jane Yolen and illustrated by John Schoenherr

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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 WIZARD

THE WIZARD

By Jack Kent (Weston Woods Press)

Themes: Self-Esteem/Magic

Grade Level: Pre-K-2

Running Time: 8 minutes, animated

SUMMARY

This is the seemingly simple, yet powerful tale of a mouse who approaches a wizard for a magic spell. The mouse hopes the spell will change him into something other than a mouse. He feels that being a mouse is not a particularly wonderful thing to be and longs to be something different.

The wizard gives the mouse an unlabeled magic spell. He is uncertain as to what the mouse will become, only that he will be changed. The mouse brings the magic spell home and takes some time to consider some of the things he might be turned into. As the mouse thinks about these possibilities, it becomes clearer and clearer to him that being a mouse may not have every advantage, but it is better than many other things that he could be.

The end of the story finds the mouse returning the unused magic spell to the wizard. They both agree that the potion has worked its magic on both of them. The mouse is changed from an unhappy to a happy mouse and the wizard is no longer a grouch, but happy because one of his spells finally worked!

OBJECTIVES

- Children will learn about the importance of self-esteem.
- Children will explore the world of magic.
- Children will investigate the advantages of thinking before acting.

BEFORE VIEWING ACTIVITIES

Share the book THE WIZARD with children.

Have children think about who they would like to be if they could be some one else. Ask:

- Why would you want to be this person?
- What can this person do that you can't?
- What would you miss most about being yourself?

Have children perform for the group some simple magic tricks they may be familiar with. (You might also want to introduce children to a few magic tricks or supply a magic trick kit for children to experiment with.) Ask:

- How does it feel to do magic for your friends?
- How would you feel about being a wizard who is able to cast magic spells on people?
- If you were a wizard, what would you turn your classmates into? Why?

AFTER VIEWING ACTIVITIES

Talk with children about the advantages and disadvantages of being changed into those things the mouse in the story considered (butterfly, turtle, bee, etc.) Then have children create short stories based on the story starter, "If I were an elephant..." Encourage children to consider all the things they would be able to do if they were large, lumbering, elephants. Children may want to accompany their stories with drawings. Display the stories and drawings on a classroom wall. Later, ask children:

- What can people do that elephants cannot?
- What would you miss about being a person?

Provide children with paper plates and art supplies that they can use to create artistic versions of their own faces. When finished, have children talk about those things that they like about themselves.

Attach a large heart shape cut from construction paper to each child's paper plate face to represent the body of the figure. Have children list the things they like about themselves on the heart shapes. Display these "I Like Me!" people in the classroom for all to see and enjoy.

Talk with children about the way the mouse in the story thinks about the possible effects of the magic spell before taking it. Ask:

- How is it helpful to the mouse to think about what might happen to him before drinking the magic potion?

Emphasize to children how important it is for the mouse, and how important it is for them to think before acting in order to make good decision. Then give children a series of several tasks and encourage them, to think and discuss among themselves how to perform the tasks before starting. Here are several to try:

- Have children move a box containing books and other relatively heavy objects across the room.
 - Give children two responsibilities that must be completed before the day's end.
 - Have children play a simple game of "Simon Says," deciding among themselves: who will be Simon, where the game will be played, and how many rounds they will play.
- Later, ask:
- How was it helpful to think about each of these things?

Other videos and films about magic available from Weston Woods include:
THE AMAZING BONE by William Steig
THE HAT by Tomi Ungerer
SYLVESTER & THE MAGIC PEBBLE by William Steig

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