

# PETUNIA

Petunia

by Roger Duvoisin (Knopf)

Themes: Reading/Wisdom/Animals & Pets

Grade Level: K-2

Length: 10 minutes, animated

## Summary

Petunia is the tale of a duck who discovers a book in the meadow. Petunia recalls hearing someone say that "he who owns books and loves them is wise." Petunia assumes that because she carries the book under her wing she is suddenly wise, and offers advice to her friends who are eager for her help. Unfortunately, Petunia's advice is consistently inappropriate, and each of the animals who receives her help is either made sad or upset.

Eventually, Petunia's ineptitude is discovered along with a box of firecrackers. When Petunia's friends ask her to read the label on the box, she confidently replies that the box says "candy." The box explodes as Petunia's animal friends try to open it to get to the candy. The end of the story finds Petunia discovering that there are words inside the book, and that one can only be wise when one has knowledge of the book's contents.

## Objectives

- Children will explore the ways knowledge can

be gained through reading

- Children will investigate the dangers of making assumptions and being falsely confident
- Children will explore the meaning of foolish pride

## Before Viewing Activities

Share the book *Petunia* with children. Visit your school library with children. Before your visit, work with children to prepare a list of topics they are interested in knowing more about. Help children use the library to search for information about these topics.

Talk with children about their favorite books and the reasons for their choices. Invite children to bring their favorite books to school and share them with their classmates.

## After Viewing Activities

Remind children of the assumptions both Petunia and her friends made. Ask: Should Petunia have assumed that she would be wise just by holding the book? What should she have done instead? Should Petunia's friends have assumed that just because she looked wise and held a book that she was really was wise? What should they have thought instead? As children discuss these questions, emphasize the importance of seeking information and asking questions before making assumptions about things.

Talk with children about things they have done in the past that they are proud of. Ask: How did you learn to do these things? What do you do when you want to learn something new? As children talk, emphasize that a true sense of pride comes when people have worked hard or discovered things by searching for answers to questions.

Discuss Petunia's sense of foolish pride. Help children see that Petunia would have been of greater help to her friends if she had told them that although she did not have the answers, she would help them by asking others, by reading appropriate books, by sharing ideas, etc.

Have children make their own books by stapling pieces of construction paper together. Help children invent stories and print them on the construction paper pages. Encourage children to illustrate their stories. Later, display the stories on a classroom tabletop where they can be enjoyed by all.

Other book based films and videos about reading/wisdom are available from Weston Woods. These include:  
**ANDY AND THE LION** by James Daugherty  
**WINGS: A TALE OF TWO CHICKENS** by James Marshall

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# THE NAPPING HOUSE

The Napping House

by Audrey Wood (Harcourt)

Themes: Friendship/Love

Grade Level: Pre-K-3

Running Time: 7 minutes, animated

## Summary

THE NAPPING HOUSE is the simple, yet engaging story of a napping house, where a granny lies sound asleep and snoring on her cozy bed. Soon she is joined by a dreaming child, who lies right on top of the snoring granny.

As the story progresses, animals are added to the sleepy people on the cozy bed. A dozing dog sleeps on top of the dreaming child. A snoozing cat sleeps on top of the dozing dog. A slumbering mouse sleeps on top of the snoozing cat. And, finally, a wakeful flea perches on top of the snoozing cat.

In short order, the flea wakes the mouse, who wakes the cat, who wakes the dog, who wakes the child, who wakes the snoring granny, which all leads to the breaking of the cozy bed. The end of the story finds everyone wide awake and enjoying the beautiful morning in the front yard of the napping house.

## Objectives

- Children will learn to follow a sequence of events
- Children will explore bedtime routines
- Children will learn how color and weather conditions are used to create mood and feeling in a story

## Before Viewing Activities

Share the book *The Napping House* with children.

Then ask:

Why is the house in the story called the "napping house"?

What is the weather like in the beginning of the story?

How do you feel on rainy days?

What other sounds might you hear in a very quiet house where everyone is napping?

How do you think granny and the boy felt when they woke up?

How do you feel when you wake up from a nap?

How do you think Granny and the boy were going to spend the rest of the day?

What are your favorite things to do on sunny days?

Talk with children about their bedtime routines. Ask: What do you do just before going to bed? What kinds of things do you have in your bedroom? How does your bed feel when you climb into it at night?

Write a different ending to the story. Say: What would happen if the flea fell asleep, too? How long would everyone sleep? What would happen when they woke up?

## After Viewing Activities

Talk about the ending with children. Ask: What do you think happened to the people in the story when they went outdoors after their nap? Encourage children to create their own follow-up chapters to *The Napping House*. Children can also illustrate their stories and display them along with their stories in the classroom.

Give children help in recalling a sequence of events.

See if children can remember the order of the peo-

ple/animals napping on granny's bed. Then give children a sequence of activities to perform. Tell children to listen carefully. Then tell them to, "Walk to the classroom door, go back to your seats, take out a pencil from your desk." Continue the exercise by adding activities you are asking children to perform.

Play some rainy day music in the classroom.

Encourage children to think about how the music makes them feel as they listen. Then play some very lively, up-beat music. Once again, have children describe how the music makes them feel. Later, as you play different types of music, supply children with paper and poster paints. Have children create paintings as they listen to the music. Encourage them to try to respond to the music with their paints as they work.

Other early childhood book based films and videos 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

EACH PEACH PEAR PLUM by Janet and Allen

Ahlberg

HAPPY BIRTHDAY MOON by Frank Asch

HAROLD AND THE PURPLE CRAYON by  
Crockett Johnson

HUSH LITTLE BABY by Aliko

MAKE WAY FOR DUCKLINGS by Robert

McCloskey

PICNIC by Emily Arnold McCully

THE SNOWMAN by Raymond Briggs

WHISTLE FOR WILLIE by Ezra Jack Keats

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# CAPS FOR SALE

## CAPS FOR SALE

By Esphyr Slobodkina (Harper)  
Themes: Humor/Animal Behavior

Grade Level: Pre-K-1

Running Time: 5 minutes, iconographic

## SUMMARY

CAPS FOR SALE is about a peddler who walks along the countryside offering caps for sale. What is unusual about the peddler is that he chooses to carry his stock of caps on his head- one piled on top of the other.

One day, the peddler decides to rest by a large tree. While he naps, a group of monkeys snatch the caps from the peddler's head. When the peddler awakes, he orders the monkeys to give him back his caps. The monkeys refuse with a simple "tsz, tsz' tsz." At the end of the story, the peddler becomes so frustrated with the monkeys that he throws the one cap left on his head onto the ground in anger. The monkeys imitate the peddler's behavior, throwing all the caps down from the tree. The happy peddler returns the caps to his head and heads down the road calling, "Caps! Caps for sale! Fifty cents a cap!"

## OBJECTIVES

- Children will learn to appreciate humor in storytelling.
- Children will investigate animal behavior
- Children will explore the ways goods are sold.

## BEFORE VIEWING ACTIVITIES

Share the book CAPS FOR SALE with children. Then ask:

- How many of you have seen monkeys in the zoo?

Monkeys love to copy whatever you do, discuss monkey see, monkey do.

Explain that monkeys are very smart and have even gone up in space. They can ride bicycles; they are actors because they can copy people's behavior.

Play a simple game of "Simon Says" with children. Talk about how much fun it can be to imitate, to do exactly the same thing someone else is doing.

Discuss with the children the different ways their families can buy ice cream (large supermarket, small grocery store, ice cream truck, ice cream stands). Emphasize that in addition to ice cream, all kinds of foods and objects are sold in many different ways. Explain that long ago, and today in many countries, objects are sold by people, sometimes known as peddlers, who walk the city streets or country roads carrying things they want to sell. Ask children to describe situations where they may have seen people selling their wares in this fashion.

## AFTER VIEWING ACTIVITIES

Supply a variety of hats that children can try on in the classroom. Then give children the opportunity to pile several of the hats on top of their heads at once and walk around the classroom pretending to be peddlers. Ask:

- How does it feel to carry the hats on your head?
- How far do you think you could walk this way?
- How would you feel if you were the peddler in the story and had your caps stolen?

After Children have experienced being peddlers, help them with a dramatization of CAPS FOR SALE. Encourage children pretending to be monkeys to behave in a silly, humorous way as they

steal the peddler's caps and, later, throw down the caps in exactly the same fashion as the "peddler."

Provide play money and objects that can be "bought and sold" in the classroom. Have children take turns pretending to be peddlers and consumers. Help the "consumers" count their money, offering the peddlers the appropriate amounts in exchange for the goods. As children work, encourage the "consumers" to think about how they will use the objects they are purchasing, and the "peddlers" to think about how they will use the money they are collecting.

Give the children an opportunity to think up a different version of CAPS FOR SALE- perhaps SHOES FOR SALE. Ask:

- What could the monkeys do with the shoes that would be funny?

Other videos and films involving humor available from Weston Woods include:

**THE BEAR & THE FLY** by Paula Winter  
**THE COW WHO FELL IN THE CANAL** written by Phyllis Krasilovshy & ill. by Peter Spier  
**THE DAY JIMMY'S BOA ATE THE WASH** written by Trinka Hakes Noble & ill. by Steven Kellogg  
**THE DOUGHNUTS** by Robert McCloskey  
**THE GREAT WHITE MAN-EATING SHARK** words by Margeret Mahy & ill. by Jonathan Allen  
**JOEY RUNS AWAY** by Jack Kent  
**THE MOST WONDERFUL EGG IN THE WORLD** by Helme Heine  
**SMILE FOR AUNTIE** by Diane Paterson  
**WINGS: A TALE OF TWO CHICKENS** by James Marshall

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# THE CAMEL WHO TOOK A WALK

## THE CAMEL WHO TOOK A WALK

By Jack Tworkow

Themes: Humor/Forest Animals

Grade Level: K-2

Running time: 6 minutes, iconographic

### SUMMARY

THE CAMEL WHO TOOK A WALK takes place during a very quiet time, at that exact moment when nighttime ends and daytime begins. A sleepy tiger opens one eye ever so slightly, and can see just enough to notice that something was moving in the forest. Soon, the tiger realizes that this “something” is a beautiful camel and decides to pounce on it when it approaches. A monkey in a tree above the tiger knows what the tiger is thinking about and decides to drop a coconut on the tiger’s head when the camel appears. Meanwhile the camel keeps coming closer. A squirrel, knowing what the monkey is thinking about, decides to bite the monkey’s tail when it is about to drop the coconut. Meanwhile, the camel keeps coming closer. A bird, knowing what the squirrel is thinking about, decides to pounce on the squirrel’s head when it is ready to bite the monkey’s tail. Meanwhile, the camel keeps coming closer.

The suspense builds until, finally, the camel stops and decides to go back to where it came from. The creatures of the forest chatter away, wondering what happened. Much to the amazement of the surprised viewer, and the forest animals, nothing happened! The camel simply decided to walk back the same way it had come!

### OBJECTIVES

- Children will be introduced to animals.
- Children will learn to appreciate humor and suspense in a story.
- Children will learn to follow a sequence of events.

### BEFORE VIEWING ACTIVITIES

Share the book, THE CAMEL WHO TOOK A WALK, with children.

Talk with children about animals. See how many of these animals children can name.

Discuss the various physical characteristics, camouflage abilities, and habitats of these animals. Then explain to children that, The Camel Who Took W Walk, takes place in a forest where many forest animals are introduced.

Talk with children about suspenseful or surprising situations they may have been involved in. Children may have been part of a surprise birthday party, looked forward to the arrival of a visiting relative or friend, received a package in the mail, etc. Ask:

- How did it feel to be waiting and wondering about what would happen?
- How did you feel when the event was over?
- How would you have felt if things did not turn out as you expected?

### AFTER VIEWING ACTIVITIES

Have children recall the sequence of events. Encourage children to try and remember the plans of the tiger, monkey, squirrel and bird. Then give children an opportunity to dramatize the sequence. Have children take turns being the tiger, monkey, squirrel bird and camel. You

may want to have children paint a forest scene as a backdrop for their dramatizations.

Play a simple game of “guess what animal I am” with children. Describe the physical characteristics of different animals, including the camel, monkey, squirrel, and bird, without naming them. See if children can identify the animals from your descriptions. Later, have children take turns describing animals while their classmates try to name them.

Have children recall the suspense each of the animals experienced while waiting for the camel. Then plan a special party for your class. Have children work together to plan and create special treats for the party, make party decorations, make invitations for another class to join them, etc. As the day of the party draws closer, remind children that the suspense of the coming party must be similar to the suspenseful feelings the animals in the film had while waiting for the camel. After the party, ask:

- How did it feel to have to wait several days for the party?
- What did you enjoy most about the party planning?
- How did you feel just before the party?
- How would you have felt if the party had been cancelled?

Other videos from Weston Woods about animals include:

CAPS FOR SALE by Esphyr Slobodkina

THE CATERPILLAR AND THE POLLIWOG by Jack Kent

CURIOUS GEORGE RIDES A BIKE by H. A. Rey  
ROSIE’S WALK by Pat Hutchins

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# JOHN BROWN, ROSE AND THE MIDNIGHT CAT

## JOHN BROWN, ROSE AND THE MIDNIGHT CAT

by Jenny Wagner, ill. by Ron Brooks  
Themes: Friendship, Pets, Sibling Rivalry  
Grade Level: Pre-K-2  
Running Time: 7 minutes, iconographic

### SUMMARY

JOHN BROWN, ROSE AND THE MIDNIGHT CAT is the tale of an elderly widow named Rose whose friend and companion is a dog named John Brown. John Brown is a loyal friend and caretaker for Rose, looking out for her as best he can. One night, Rose thinks she hears a cat out in the garden. John Brown assures her that it is not a cat. When Rose goes to bed, he goes outside and confronts the noisemaker, who really is a cat. John Brown, jealous at the thought of someone else receiving Rose's attention, tells the cat to stay away.

When Rose realizes that there is a cat outdoors, she cares for it by leaving a bowl of milk outside the front door. Each night jealous John Brown tips the milk bowl over. One morning, Rose does not get out of bed. She feels ill and tells John Brown that she will not be getting up. John Brown worries about Rose all day. Finally he enters her room and asks if the cat would make her feel better. When Rose replies, "Oh, yes!" John Brown brings the cat in. The end of the story finds a contented Rose, John Brown and the newcomer cat relaxing and enjoying the quiet—and one another!

### OBJECTIVES

- Children will explore the meaning of friendship.
- Children will learn about ways of caring for pets.

- Children will investigate the importance pets have to their owners.

### BEFORE VIEWING ACTIVITIES

Share the book, JOHN BROWN, ROSE AND THE MIDNIGHT CAT, with children.

Then ask children in the class to describe their feelings about their siblings.

- Do they get jealous when Mom or Dad pays attention to another sibling?
- Don't they still love their brothers/sisters after all?
- What do we know about John Brown?

Do a simple character study using specific references from the book.

Talk with children about their pets. (If children do not have pets, encourage them to describe the kind of pet they would enjoy having.) Ask:

- How do you (would you) care for your pet?
- How do you (would you) feel about your pet?

Discuss children's relationships with their friends. Ask:

- Do you have a special friend?
- What kinds of things do you like to do together?
- What do you like most about your friend?
- How would you feel if your special friend became friends with someone else?
- Would it be difficult to share your friend?
- If so, what could you do to feel better about this?

Visit a pet shop with children. Before the trip, work with children to draw up a list of questions about pets they would like answers to. After investigating the many different kinds of pets available, encourage children to ask the shop staff questions from their list and any additional questions they might have about the animals.

### AFTER VIEWING ACTIVITIES

Have children investigate the feeling between pet owners and their pets by being cub reporters. Help children tape record interviews with various school staff members who have pets. Have children ask questions of the pet owners such as:

- What kind of pet do you have?
- What is its name?
- How long have you had your pet?
- Why is your pet special to you?
- How do you care for your pet?

Later, play the interviews back for children. As children listen, discuss the conclusions they draw about the relationship between the pet owners and their pets. You might want to help older children print their findings and display them on a bulletin board under the heading "Friends Forever!"

Have children draw pictures of their own pets or pets they would like to have. Attach writing paper to the bottom of each drawing. Have younger children dictate their feelings about their pets and print the dictations. Older children can work independently to print information about their pets. Later, display the drawings and stories on a classroom wall to share with visitors.

### 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

**Happy Birthday, Moon** by Frank Asch

**The Island of the Skog** by Steven Kellogg

**Mike Mulligan & his Steam Shovel** by Virginia Lee Burton

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Later, give children an opportunity to think about the ways animals take care of their survival needs. Ask:

- What would the fox family have done if Mr. Fox had not returned with food?
- What might have happened to the baby foxes?
- What other ways do you think the fox cares for his young?

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Other videos and films about stories told in song available from Weston Woods include:

**ALLIGATORS ALL AROUND** by Maurice Sendak

**AMERICAN SONGFEST** Robert McCloskey, narrator

**CHICKEN SOUP WITH RICE** by Maurice Sendak

**THE ERIE CANAL** by Peter Spier

**THE FOOLISH FROG** written by Pete & Charles Seeger & illus. by Miloslav Jager

**FROG WENT A-COURTIN'** retold by John Langstaff & illus. by Feodor Rojankovsky

**HUSH LITTLE BABY** by Alikei

**THE LITTLE DRUMMER BOY** written by Katherine Davis, Henry Onorati, Harry Simeone & illus. by Ezra Jack Keats

**ONE WAS JOHNNY** by Maurice Sendak

**PIERRE** by Maurice Sendak

**THE STAR-SPANGLED BANNER** written by Francis Scott Key & illus. by Peter Spier

**THE TWELVE DAYS OF CHRISTMAS** by Robert Broomfield

**YANKEE DOODLE** written by Edward Bangs & illus. by Steven Kellogg

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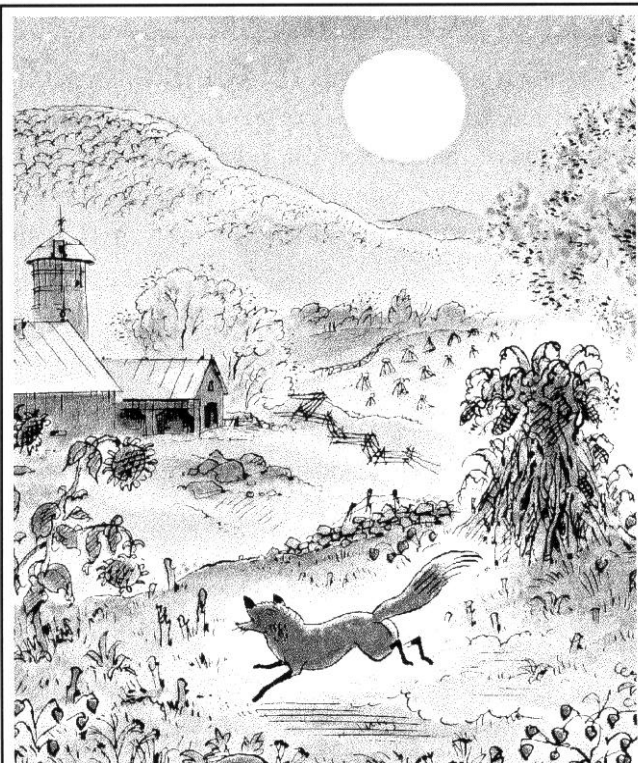
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**From the book** *The Fox Went Out On A Chilly Night* © 1961 renewed 1989 by Peter Spier, (Doubleday)

Video/Film Curriculum Guide 058

for

# THE FOX WENT OUT ON A CHILLY NIGHT

**Themes:** Songs/Fall Season

**Grade Level:** K-2

**Running Time:** 8 minutes, iconographic

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## SUMMARY

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This story is about the trip Mr. Fox takes through fields filled with autumn leaves, pumpkins, and other signs of the fall season to reach Mr. Giggle-Gaggle's farm and snatch geese and ducks for dinner. The story is told in song, with a rhythm sure to capture the attention of its young audience. The end of this story finds the fox returning to his den, having escaped Mr. Giggle-Gaggle, and feasting on the goose with his family. Finally, children are invited to join in and sing the words once again with a lovely guitar accompaniment.

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## OBJECTIVES

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- Children will appreciate a story set to music.
- Children will explore the autumn season.
- Children will learn about foxes and their behaviors.

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## BEFORE VIEWING ACTIVITIES

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Share the book *The Fox Went Out On A Chilly Night* with children. Then ask:

- How can you tell that the story takes place during the fall season?
- Talk with children about the fall season. Ask:
- What happens outdoors during fall?
  - What kinds of things do you see growing on trees and on vines along the ground?
  - What kinds of smells do you enjoy during the fall?
  - What colors do you see?

Help children recognize the *many* different signs of fall.

Have children describe a fox. Explain that foxes are hunters and search for small animals, including rabbits, birds and mice for their food. Tell children that foxes live in dens, which are large holes in the ground. Also explain that foxes are very good at hearing, seeing and smelling which helps them hunt and keeps them safe from other animals.

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## AFTER VIEWING ACTIVITIES

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Invite a guitar player to your classroom. Encourage children to sing along with familiar tunes you might ask your guest to play. Then have your guest play the song, "The Fox Went Out On A Chilly Night." See how much of the song children can remember.

Create a "Signs Of Fall" display in your classroom. Have children bring into the classroom colorful leaves, cider, pumpkins, gourds, corn husks and other signs of the fall season. As children travel back and forth to school each day during this season, encourage them to look, listen, touch and smell carefully in order to appreciate the ways the season appeals to each of their senses.

Have children dramatize the last scene where Mr. Fox returns to his den with his prey. Supply a goose made of cardboard, large twigs to represent bones, and bushy fox tails made from scrap pieces of fur or cloth that children can use as props.

# FOURTEEN RATS & A RAT CATCHER

## Fourteen Rats & A Rat Catcher

by James Cressey, illustrated by Tamasin Cole (Simon & Schuster)

Themes: Critical Thinking/Animals & Pets

Grade Level: K-2

Running Time: 10 minutes, animated

## SUMMARY

Fourteen Rats & A Rat Catcher begins with an elderly woman who lives in a home with rats in the basement. The woman wants to be rid of the rats, and the rats, who have a wonderful life in the basement of the woman's cottage, want to be rid of the woman.

The woman buys a cat to catch the rats. However, when this plan fails, she decides to hire a rat catcher. The rats send the largest rat to confront the rat catcher. Between the two of them, they devise a plan that will allow all to live happily ever after. The end of the story finds the rat catcher happily married to the woman and the rats keeping their promise to live as quietly as mice so as not to disturb the new couple upstairs.

This story is an intriguing way to introduce students to critical thinking and point of view. The woman finds the rats annoying. The rats find the woman annoying. Which position can be justified?

## Objectives

- Children will learn how to think critically
- Children will investigate ways to solve problems
- Children will learn to respect other points of views

## Before Viewing Activities

Share the book Fourteen Rats & A Rat Catcher with children. Talk with children about arguments they may have

had with friends or family members. Ask: What were the arguments about? Did you understand why the other person felt the way they did? How did you feel when you couldn't make the other person understand how you felt? How did your argument end?

Show children an abstract painting or collage. Ask children to discuss what they see in the painting/collage, or how the artwork makes them feel. As children talk, help them recognize the differences among their responses, stressing the unique way each person sees things.

## After Viewing Activities

Offer children the following story starter: One day as I was walking to school, I passed by the largest rat anyone had ever seen... Have children create their own stories by continuing the idea introduced by the story starter. Later allow children to add illustrations to their stories and display them on a classroom wall or bulletin board.

Give children some experience with some simple opinion polls. For example, have children think about their favorite classroom activities. Have one child be responsible for carrying a list of classroom activities from person to person and checking off the activities they identify as their favorites. (For younger children, you might want to devise a simple picture chart, rather than a list, to illustrate the activities in your classroom.) After the poll is taken, help children analyze the data, determining which activities are preferred most and which are among the least desirable. As you discuss the poll, help children see how each person has an opinion, and that each person's preferences and opinions are important and deserve consideration.

Remind children of the problem that was the focus of Fourteen Rats & A Rat Catcher. Ask children: How did the rat catcher and the large rat solve their problem so that the rats and the woman could live in the same cottage peace-

fully? Present the following hypothetical situations to children. Encourage them to talk together in order to decide how each of these problems might be solved.

A boy, his younger brother, and his dad moved into a new house. The older boy wanted the biggest bedroom. The little boy wanted it, too. What could the brothers do to solve the problem?

Two sisters went to a pet shop with their parents. Their mom and dad said they could choose one pet. One sister wanted a puppy. The other wanted a kitten. How could they solve their problem?

Two friends were watching a video at home. One friend thought the movie was funny and wanted to keep watching it. The other friend thought the movie was scary and wanted it turned off. What could the two friends do to solve their problem?

Other book based films and videos about critical thinking are available from Weston Woods: These include:

BURT DOW: DEEP WATER MAN by Robert McCloskey  
CHANGES, CHANGES by Pat Hutchins  
DOCTOR DE SOTO by William Steig  
ROSIE'S WALK by Pat Hutchins  
THE STONECUTTER by Gerald McDermott  
STREGA NONNA by Tomie de Paola  
THE WIZARD by Jack Kent

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# KING OF THE CATS

## **KING OF THE CATS**

By Paul Galdone

Themes: Mystery/Halloween

Grade Level:K-2

Running Time: 5 minutes, iconographic

### **SUMMARY**

KING OF THE CATS is the story of a gravedigger who returns home to his wife and cat with a story that is beyond belief. The gravedigger informs his wife that a group of cats was marching along and carrying a coffin toward him as he worked beside one of the graves. Finally, when the cats approached him, the message given to him by the leader of the cats was, "Tell Tom Tildrum that Tim Toldrum's dead." Well, this threw the gravedigger into a tizzy. How, he asked his wife, was he to tell this to Tom Tildrum when he didn't even know who Tom Tildrum was!

At the very moment that the gravedigger says these words, his own black cat shrieked out, "What—old Tim dead! Then I, Tom Tildrum, am King of the Cats!" This provided the answer to the gravedigger's question regarding who Tom Tildrum might be! This mysterious breath-holder ends with the cat rushing up the chimney, never to be seen again by the gravedigger and his wife.

### **OBJECTIVES**

- Children will enjoy a suspense-filled mystery story.
- Children will learn about the way sounds

and body language contribute to the eerie, suspenseful feeling of a mystery story.

### **BEFORE VIEWING ACTIVITIES**

Share the book, KING OF THE CATS, with children. Talk with children about scary stories they may have read, heard or seen.

Ask:

- What made the story scary?
- When did the story take place?
- How did you feel while you were listening to the story?
- How did you feel at the end of the story?
- What did the people in the story do or say that made you feel frightened?
- How did the people look when they said these things?

Provide a piece of black construction paper and white chalk for each child. Have children use the materials to create night scenes. Later, as children share their drawings, ask:

- How does it feel to be outdoors at night?
- What do you like most/least about it?

### **AFTER VIEWING ACTIVITIES**

Have children tell their own mystery stories into a tape recorder. Before beginning, review with children the elements of King of the Cats that contributed to making the story mysterious and exciting. When all the stories have been recorded, turn off the classroom light, pull the blinds and let children enjoy the suspenseful stories created by their own classmates!

Give children an opportunity to write or dictate their own follow-up story to KING OF THE CATS. Ask:

- Where do you think the gravedigger's cat went when he discovered that he was now king of the cats?
- What kinds of things would he do as king of the cats?

Later, allow children to add drawings to their stories and display them on a classroom wall or bulletin board.

Talk with children about the ways the sounds and voices in the video contributed to its eerie effect. Encourage children to try to recall the sounds that made them sit up in their seats or feel a bit frightened as they watched. Then play a variety of recordings for children, some eerie, others light and happy. As children listen, encourage them to discuss how the music makes them feel.

Other videos about scary stories available from Weston Woods include:

**A Dark, Dark Tale** by Ruth Brown

**Georgie** by Robert Bright

**Teeny-Tiny and the Witch-Woman** by Barbara Walker, ill. by Michael Foreman

**The Three Robbers** by Tomi Ungerer

**The Trip** by Ezra JackKeats

**What's Under My Bed?** by James Stevenson

**Where The Wild Things Are** by Maurice Sendak

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# ANGUS AND THE DUCKS

## ANGUS AND THE DUCKS

Based on the book by Marjorie Flack ©1930

(Doubleday, Doran & Company, Inc.)

Themes: Animals/Curiosity

Grade Level: PreK - 2

Running Time: 12 minutes

### SUMMARY

One day, Angus, a curious little terrier, finds out about the strange noises coming from the other side of the hedge.

### OBJECTIVES

- Children will learn about animal sounds and behaviors.
- Children will come to appreciate the clever, repetitive use of language.
- Children will understand that the use of physical power is not the best way to solve a problem.

### BEFORE VIEWING ACTIVITIES

Talk with children about pets they may have. Encourage them to discuss their pets' behaviors and the foods they eat. In particular, encourage children to talk about the personalities of their pets and the way these pets exhibit these personalities.

Encourage children to discuss the kinds of things they are curious about. Ask: What did you do to satisfy your curiosity? When you found out what you were curious about, was it what you expected? How was it different? What is the hardest thing about being curious about something?

Share the book **Angus and the Ducks** with children. Then ask:

- What was Angus curious about?
- How did Angus satisfy his curiosity?
- What did Angus do to solve his problem with the ducks? Did this work? Why not?
- What do you think Angus will do about his curiosities from now on?

### AFTER VIEWING ACTIVITIES

Talk with children about the different sounds Angus and the ducks make in the story. Visit your school or local library and select cassettes and or CDs that include animal sounds. Play the tapes and CDs for children and see if they can identify the animal sounds they hear. Later, discuss the ways animals use sound to signal happiness, distress, or sadness. See if children can imitate some of these animal sounds.

Talk with children about the way Angus satisfied his curiosity in the story. Then ask:

- What else could Angus have done to investigate the world beyond the hedge?
- What was wrong with the way Angus behaved with the ducks?
- What could Angus have done to make friends with the ducks?
- How would the end of the story be different if Angus had made friends with the ducks?

If possible, visit a pet shop or petting zoo with children. Encourage children to note the different sounds and behaviors of the animals. Have children watch for the ways the animals try to communicate with one another, indicate hunger or distress, make sounds and exhibit behaviors when they want to be playful.

Have children dramatize the story of **Angus and the Ducks**, alternating the parts of the dog, the ducks and the dog owners while you narrate.

### OTHER VIDEOS AND FILMS ABOUT ANIMALS AND CURIOSITY AVAILABLE FROM WESTON WOODS INCLUDE:

- **THE CAMEL WHO TOOK A WALK** by Jack Tworikov, illus. by Roger Duvoisin
- **CAPS FOR SALE** by Esphyr Slobodkina
- **CORDUROY** by Don Freeman
- **THE COW WHO FELL IN THE CANAL** by Phyllis Krasilovsky and illus. by Peter Spier
- **CURIOUS GEORGE RIDES A BIKE** by H. A. Rey
- **THE DAY JIMMY'S BOA ATE THE WASH** by Trinkia Hakes Noble
- **THE FOOLISH FROG** by Pete and Charles Seeger
- **THE HAPPY LION** by Louise Fatio, illus. by Roger Duvoisin

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# CURIOUS GEORGE RIDES A BIKE

## CURIOUS GEORGE RIDES A BIKE

By H.A. Reyby (Houghton Mifflin)

Themes: Curiosity/Responsibility

Grade Level: K-2

Running Time: 10 minutes, iconographic

### SUMMARY

CURIOUS GEORGE RIDES A BIKE, the film, is true to the book, CURIOUS GEORGE RIDES A BIKE, by H.A. Rey. The film concerns the adventures of a curious little monkey named George. George is given a bicycle as a gift from his owner, who is referred to as the man with the yellow hat. George rides the bicycle, and, as he is a curious little monkey, is easily distracted by all that he sees around him. When he passes by a newspaper delivery boy, he agrees to help deliver the papers. However, he spots a river in the distance and, in the wink of an eye, is making boats with the newspapers to float down the river.

At one point in the film, George is so distracted that he does not watch where he is going, falls and bends the wheel of the bicycle. When he rides on the remaining wheel, two men who own an animal show, discover him. The men think this is a wonderful trick indeed and decide to include George in the show. After a series of adventures on the animal show grounds, George becomes the show's star performer.

The end of the film finds George riding happily and safely home in the car with his owner, the man with the yellow hat.

### OBJECTIVES

- Children will learn about responsibility.
- Children will explore the ways curiosity can lead to discovery
- Children will investigate the world of imagination.

### BEFORE VIEWING ACTIVITIES

Talk with children about special gifts they may have received. Ask:

- What was this special gift?
- Why was it so special to you?
- What kinds of things did you do with your special gift?
- How did you feel when you were given this gift?

Explain that in the story the children are about to hear, a curious little monkey named George receives a special gift from his owner. Encourage children to think about the different ways George enjoys his gift as they watch the film.

Share the book CURIOUS GEORGE RIDES A BIKE with children. Ask:

- How do you think George feels when he receives the bicycle from the man with the yellow hat?
- Is George acting responsibly when he helps the boy deliver newspapers? Why? Why not?
- Why does George hit the rock with his bicycle?
- What does George do what he shouldn't on the animal show grounds?
- How do you think George feels at the end of the story as he goes home with the man with the yellow hat?

### AFTER VIEWING ACTIVITIES

Have children recall the portion of the video where George is making paper boats to sail down the river. Then supply newspaper that children can use to make their own paper boats. (on page 18 of the book, CURIOUS GEORGE RIDES A BIKE, there are directions.) When children have finished, have them write or dictate to you, simple stories about where their boat is traveling to and the things that people in the boats see along the way.

Discuss the imaginative way George uses his bag in the video in order to rescue the bear. Ask:

- How does George help the bear?
- How do you think George feels after rescuing the bear?
- How do the bear and the animal show workers feel?

Emphasize that George was very clever in thinking about a way to rescue the bear.

Provide a paper bag and sheet of craft paper for each child in the group. Staple the bag to the upper left-hand corner of the craft paper. Remind children that George used his bag in a very imaginative and clever way. Then have children think about the different ways they might use their bags.

Have children write their suggestions for using the bag on the craft paper, or print children's suggestions as they dictate them to you. (Children may want to decorate their bags or add illustrations to the craft paper when finished.) Later, display these on a classroom bulletin board.

Talk with children about the ways George's curiosity led him to discover many new things. Then take a walk outdoors with children. Collect objects such as pine cones, acorns, flowers, leaves, etc. When you return to the classroom, encourage children to think about things that they might want to know about these objects. Then ask:

- Where do they come from?
- How are they formed?
- Why are they a certain color, shape, size?
- Where else are they found?

Visit your school library or provide reference books, magnifying glasses and other items children might need to investigate the objects and answer the questions. As children work, help them recognize that as they are asking questions and searching for answers, they are learning.

**Other videos and films about curiosity & discovery available from Weston Woods include:**

CAPS FOR SALE by Esphyr Slobodkina  
THE CATERPILLAR & THE PILLIWOOG by Jack Kent  
DANNY AND THE DINOSAUR by Syd Hoff  
GOLDBLOCKS & THE THREE BEARS by James Marshall  
SYLVESTER & THE MAGIC PEBBLE by William Steig

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# THE GREAT WHITE MAN-EATING SHARK

## THE GREAT WHITE MAN-EATING SHARK

A Cautionary Tale

by Margaret Mahy, ill. by Jonathan Allen (Dial)

Themes: Greed, Problem-Solving Techniques, Sharks

Grade Level: K – 5

Running time: 10 minutes

### SUMMARY

THE GREAT WHITE MAN-EATING SHARK – A CAUTIONARY TALE is about a boy named Norvin, who would make a fine actor, but, in fact, has a very plain face that looks much like a shark. Norvin spends his days swimming in the crowded cove, moving through the water like a silver arrow, and bumping into other swimmers. One day Norvin decides that he would like to have the cove to himself. He ties a fin onto his back and moves through the water wearing his best shark look to frighten the other swimmers. Eventually, Norvin frightens everyone out of the water and swims to his heart's content. As the story unfolds, Norvin swims out of sight and eventually the swimmers return to the water. Again, Norvin, who does not like sharing the water, returns with the fin, and scares everyone away. This plan works quite well for Norvin until one day, a female shark appears and threatens to devour Norvin if he refuses to marry her. A frightened Norvin shoots through the water like a silver arrow and onto the beach. At last, Norvin's prank is revealed to the other swimmers.

The end of the story finds the swimmers returning to the water, with a shark net protecting them from the real shark beyond. Norvin decides to stay on the beach, having come a bit too close to being devoured by a shark in love.

### OBJECTIVES

- Children will learn about greed
- Children will investigate problem-solving techniques
- Children will study sharks

### BEFORE VIEWING ACTIVITIES

Share the book THE GREAT WHITE MAN-EATING

SHARK – A CAUTIONARY TALE with children. Then ask:

- How did you feel about Norvin in the story?

- How many liked him? Didn't like him? Felt sorry for him? Thought he was smart, silly, wimpy, brave, etc.?

Talk with children about their own swimming experiences.

Ask:

- How did you learn to swim?
- Where do you go swimming?

Ask children to think about something they may have wanted so badly that they would do almost anything to get it. Then ask:

- What was this "something?"
- When you finally had it, was it as wonderful as you imagined?
- After having this "something" for a while, did you want it as much as you did before?
- Did it seem as important?

Provide children with illustrations and photographs of sharks to examine. Ask:

- What are the special body parts of the shark?
- What kinds of things can sharks do that other animals cannot?
- Where do you think you might find sharks?
- Why are they dangerous?

### AFTER VIEWING ACTIVITIES

Have children identify Norvin's problem and the way he chose to solve his problem in the story. Then ask:

- What other things might Norvin have done in order to have some time alone in the water?
- Was the way Norvin chose to solve his problem a good way? Why? Why not?

Give children several of the following hypothetical situations involving problems. See how many different solutions to the problems children can come up with.

- You're about to leave for a camping trip and you can't find your backpack. What can you do?
- One of your friends wants you to go to the movies with her. Another friend is having a birthday on the same day. You want to be with both friends. What can you do?

Borrow some non-fiction books from the library or get a chart about sharks. Show the children the different sharks, what they eat, talk about their teeth, etc.

Tell the children the story of "The Boy Who Cried Wolf" how the first few times he claimed he saw a wolf eating the children, how he alarmed the adults, how the adults were irritated, and how they did not listen the last time when a real wolf came. Have the children make up their own girl or boy who cried wolf stories.

Provide props that children can use to perform simple dramas. Challenge children to use the props to represent different animals and people. See how effective children can be in their dramatizations without using language, similar to the way Norvin used movement and facial expressions in the film to represent a shark.

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

DOCTOR DE SOTO by William Steig

THE FISHERMAN AND HIS WIFE by Wanda Gág

GOLDBLOCKS AND THE THREE BEARS by James Marshall

MILLIONS OF CATS by Wanda Gág

THE SELFISH GIANT by Oscar Wilde, ill. by Gertraud & Walter Reiner

THE SILVER COW by Susan Cooper, ill. by Warwick Hutton

THE STONECUTTER by Gerald McDermott

STREGA NONA by Tomie dePaola

THE THREE LITTLE PIGS by James Marshall

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# THE MYSTERIOUS TADPOLE

The Mysterious Tadpole

by Steven Kellogg (Dial)

Themes: Animals As Pets/Humor

Grade Level: K-4

Running Time: 9 minutes, animated

## Summary

THE MYSTERIOUS TADPOLE concerns a boy who receives a birthday gift from his uncle in Scotland each year. This particular year he receives a tadpole. As the tadpole grows larger and larger, the boy enjoys teaching it to retrieve objects.

Eventually, the tadpole grows so large that the boy decides to keep it in the swimming pool of the local junior high school for the summer. When school resumes, the boy must find a new home for his enormous pet.

The boy pleads with the librarian to help him raise money to buy the parking lot near his home where a pool can be constructed for the creature. The librarian recalls that a pirate treasure ship was sunk long ago in the local harbor. Since the boy's pet had become so good at retrieving things, it just might be able to uncover the treasure.

Sure enough, the creature retrieves the treasure and a pool is constructed for him in the parking lot. The story ends with the boy's uncle arriving at his home with a new birthday present---a stone that actually proves to be an egg. Can you guess what's in that egg?!

## Objectives

- Children will learn about the stages of development of frogs
- Children will explore ways of caring for pets
- Children will investigate the world of fantasy and reality

## Before Viewing Activities

Share the book *The Mysterious Tadpole* with children.

Talk with the children about their favorite birthday gifts?

Ask: Who gave you this gift? Why were you so happy with it? What did you do with it? Where is it now?

What kinds of things would you like for your next birthday? What kinds of things would make good birthday gifts for your special friends?

Discuss the ways children care for their pets. Ask: What do you feed your pet? How do you care for your pet when it is ill? Where do you keep your pet? What kinds of things do you like to do with your pet?

## After Viewing Activities

Talk with children about the stages of development of frogs. Explain that they lay their eggs in the water. When the eggs are hatched, tadpoles, baby frogs with gills and a tail, leave the eggs and feed on plants found underwater. As the tadpoles grow, the gills disappear and are substituted with lungs, limbs grow, and the adult appears as a frog which can survive on land. Provide photographs of tadpoles and frogs so that children can see the differences between them.

Discuss the Loch Ness monster. Ask children: Do you think monsters are real or make-believe? Why? Why do you think people long ago might have believed in something like a Loch Ness monster? What other kinds of things do people believe in that may not be real? If you could write a new ending to the story, one in which the tadpole was not found to be a monster, how would you explain the tadpole's growth?

Supply children with art supplies which they can use to create their own imaginary pet creatures. Have children share as much information as they can about their pet creatures with their classmates.

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

THE DAY JIMMY'S BOA ATE THE WASH written by Trinka Hakes Noble and illustrated by Steven Kellogg

MADLINE'S RESCUE by Ludwig Bemelmans  
JOHN BROWN, ROSE AND THE MIDNIGHT CAT by Jenny Wagner, illustrated by Ron Brooks  
MILLIONS OF CATS by Wanda Gag  
WHISTLE FOR WILLIE by Ezra Jack Keats

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# HARRY AND THE DIRTY DOG

## HARRY THE DIRTY DOG

by Gene Zion, ill. by Margaret Bloy Graham

Themes: Bath Time, Pets, Problem-Solving

Grade Level: PreK – 2

Running time: 9 minutes

## SUMMARY

A dog named Harry hates bath time so much that he hides his scrubbing brush in the backyard and runs away from home. As Harry roams the city, he discovers lots of ways to get dirty. In fact, Harry gets so dirty that when he finally does return home, his family does not recognize him. In a final attempt to tell them that he is really Harry, he digs up his brush in the backyard and jumps into the bath.

## OBJECTIVES

- Children will learn about pet care
- Children will explore problem-solving strategies
- Children will investigate ways that we make judgements based on physical appearance

## BEFORE VIEWING ACTIVITIES

Talk with children about pets they have, or wish to have at home. Then ask:

- How do you decide who cares for your pet?
- What is the hardest part about caring for your pet?
- What do you enjoy most about your pet?

Share the book HARRY THE DIRTY DOG with children. Then ask:

- How do you think Harry's family felt when

Harry ran away?

- Was Harry playing safely when he left home? In what ways was Harry unsafe?
- What are some of the things your parents make you do that you don't want to?

## AFTER VIEWING ACTIVITIES

Supply sheets of manila paper and crayons. Have children draw pictures of their favorite pets. Below the pictures, or on separate pieces of paper, have children write about the ways they would care for these pets. (Have younger children dictate their ideas about caring for pets and print them, exactly as dictated, on separate pieces of paper.) Display the pictures, along with children's writings or dictations, on a classroom wall.

Discuss the way Harry tried to solve his bath time problem at the beginning of the story. Ask:

- Was running away a good idea? Why? Why not?
- What else could Harry have done besides run away to help solve his problem?

Then present the children with a number of hypothetical problems. You might ask:

- Imagine that your mom or dad served something you didn't like for dinner. What would you do? Encourage children to consider as many solutions as they can for each problem they come up with.

Remind children about how the family in the story did not recognize Harry because of his physical appearance. Then talk with them about the physi-

cal differences between them. Mention differences in hair color, eye color, clothing, etc. Show children pictures of a variety of people who are physically different in many obvious ways. Include pictures of elderly people, young people, people dressed differently, people of various races. As you show children pictures, ask them if there is anything they can tell about the people, just by looking at the pictures. As you discuss the pictures, help children understand how we make judgements simply by physical appearance. Then consider the fairness of those judgements.

Have children create their own "clean machines." Have them work individually or in small groups, with classroom blocks, big snap-together blocks, or other building/construction materials to create a machine that cleans people, animals or objects. When finished, give each child or group of children a chance to describe the way their machines work to the others in the group.

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

THE DAY JIMMY'S BOA ATE THE WASH by Trinka Hakes Noble, ill. by Steven Kellogg  
MILLIONS OF CATS by Wanda Gág  
THE MYSTERIOUS TADPOLE by Steven Kellogg  
PET SHOW! by Ezra Jack Keats  
WHISTLE FOR WILLIE by Ezra Jack Keats

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# GOOD NIGHT, GORILLA

## GOOD NIGHT, GORILLA

Book by Peggy Rathmann ©1994

Themes: Animals, Humor, Zoo

Grade Level: Pre-K - 2

Running Time: 8 minutes

### SUMMARY

One by one, the zookeeper says good night to all the animals in their cages. But tiptoeing right behind him, is a precocious little gorilla who manages to unlock each cage. The animals end up following the zookeeper home and discovering that his bedroom makes a fine sleeping place. But what will the zookeeper's wife say when she wakes up?

### OBJECTIVES

- Children will learn about different kinds of animals.
- Children will be introduced to humor in a story.
- Children will learn that pictures, as well as words, tell a story.

### BEFORE VIEWING ACTIVITIES

Talk with children about experiences they may have had visiting a zoo. Ask:

- What kinds of animals did you see there? Describe their sounds.
- How were the animals cared for?
- What kinds of foods were the different animals eating?

Explain to the children what a prank is. Have children talk about how it feels to fool someone or to be fooled. If children have not experienced harmless tricks or

pranks, have them describe the funniest thing they ever saw or heard.

Share the book **Good Night, Gorilla** with children. Then ask:

- Why didn't the zookeeper know what was going on?
- Where did the animals go when they followed the zookeeper?
- Who awakened when the animals all said "good night"?
- Where did the zookeeper's wife take the animals?

### AFTER VIEWING ACTIVITIES

Visit the library with children and gather up some books about the animals described in the story (gorilla, mouse, elephant, lion, hyena, giraffe, armadillo.) Have children choose one animal to learn about and share their information with others in the group. You might encourage children to demonstrate the ways the animals move, describe the different kinds of foods they eat, discuss the kinds of habitats they live in, or describe the ways they care for their young. Let children accompany the stories with their own illustrations.

Provide large sheets of poster-sized paper, poster paints, and brushes children can use to paint a large zoo mural for the classroom. Encourage cooperation as children share supplies, work side by side, and discuss the different animals they will include in the mural.

Have children think about what might happen next in the story if it were to continue on. Then discuss the following questions:

- What do you think happened when the zookeeper's wife awoke the next morning?
- What do you think happened to the gorilla? the mouse?
- How might the zookeeper keep the animals in their cages in the future?

### OTHER VIDEOS AND FILMS ABOUT ANIMALS FROM WESTON WOODS INCLUDE:

- **THE CAMEL WHO TOOK A WALK** by Jack Tworikov & illus. by Roger Duvoisin
- **CAPS FOR SALE** by Esphyr Slobodkina
- **CHARLIE NEEDS A CLOAK** by Tomie dePaola
- **CIRCUS BABY** by Maud & Miska Petersham
- **THE COW WHO FELL IN THE CANAL** by Phyllis Krasilovsky, illus. by Peter Spier
- **THE DAY JIMMY'S BOA ATE THE WASH** by Trinka Hakes Noble, illus. by Steven Kellogg
- **HOT HIPPO** by Mwenye Hadithi, illus. by Adrienne Kennaway
- **THE LITTLE RED HEN** by Paul Galdone
- **ROSIE'S WALK** by Pat Hutchins

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# HERE COMES THE CAT!

## Here Comes the Cat!

by Frank Asch and Vladimir Vagin (Scholastic)  
Themes: Friendship/Prejudice/Conflict Resolution  
Grade Level: PreK-4  
Length: 10 minutes, animated

### Summary

HERE COMES THE CAT!, the video is mostly true to the book, Here Comes The Cat! by Valdimir Vagin and Frank Asch. This story is unusual for many reasons, among them is the fact that this was the first collaborative picture book effort between a Russian and an American artist.

In this film, a mouse observes the large, overbearing shadow of a cat approaching the mouse community. The mouse travels the countryside, warning the mice "Here comes the cat!". With each warning, mice scurry away, fleeing from what they fear will be a monstrous cat.

The end of the film finds the cat all the mice feared, approaching the community and pulling a wagon behind him. But on the wagon is loaded a large piece of cheese. The delighted mice enjoy the cheese, and care for the cat who delivered it to them. The cat leaves pulling the wagon behind him, and the happy, full-tummied mice wave goodbye. On the wagon is a big can of milk, a gift to the cat from the grateful mice.

### Objectives

- Children will learn about prejudice and how it affects behavior.
- Children will have a greater understanding of the meaning of friendship
- Children will learn about the different ways friends care for one another

### Before Viewing Activities

Have children talk about the things that frighten them. Ask:

What do you do when you feel frightened? What helps you to feel less scared? How do other people help you when you feel frightened?

Explain to children that in the video they are about to see, HERE COMES THE CAT!, a mouse is very frightened, in fact, that he travels around the countryside warning the other mice about approaching danger. As children view the video, have them pay close attention to the different things the mice in the community do when they think they are in danger.

Share the book, Here Comes The Cat! with children. Ask: How did the mouse know that the cat was coming in the beginning of the story? What was the first mouse warned about the cat doing? What happened to the hot air balloon when the mouse warned the other mice at the amusement park? Who did the mouse meet under the sea? What did the mouse do with the fish? What happened when the mouse arrived in the city? How did the mouse feel when they first saw the shadow of the cat approaching? How did they feel when they discovered that the cat was bringing cheese for them? What did the mice do to care for the cat? What did you notice about the words in the book?

### After Viewing Activities

Talk with children about the fear the mouse felt when it first saw the shadow of the cat. Ask: Why do you think the mouse was afraid? What do you think might have happened if the mouse hadn't warned the other mice about the cat? What do you think the mouse will do the next time it sees the cat's shadow?

Encourage children to try and recall things they may have once feared but are no longer afraid of. Ask: Why are you no longer afraid of these things? What would you tell your friends to do if they feel afraid of something? Do you think the mouse in the film should have warned his friends right away when he saw the shadow, or should the mouse have waited? Why?

Discuss the different ways the cat and mice took care of one another at the end of the story. Ask children: If you were the cat, what other things could you do for your mouse friends? If you were the mice, what other things could you do to take care for your cat friend?

Have children write, or dictate stories to you, about the ways they care for their friends. Give children the opportunity to share their stories with others in the group. Later, have a "caring day" at school. Encourage children to think throughout the day about ways they can show their caring for their classmates.

Divide children into small groups and have each group participate in a brief dramatization. Give each group a situation to dramatize, such as the following: "You are friends sleeping outdoors in a tent. You see a scary shadow on the tent wall. You discover that the shadow is only that of a little puppy." As children in the remaining groups watch the dramatizations, have them compare the ways the children behave when they are frightened and when they are comfortable. As children perform the dramatizations, help them discover the importance of thinking before acting, of basing their behaviors on what is at hand rather than on preconceived notions of what something must be.

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

CROW BOY by Taro Yashima  
FOURTEEN RATS AND A RAT-CATCHER by James Cressy and illustrated by Tamasin Cole  
ISLAND OF THE SKOG by Steven Kellogg  
MOON MAN by Tomi Ungerer

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# CORDUROY

## CORDUROY

By Don Freeman (Viking)

Themes: Friendship/ Caring/ Self-Esteem

Grade Level: Pre-K-3

Running Time: 16 minutes, live action

## SUMMARY

The setting for CORDUROY is a department store. One day, a young girl discovers a stuffed bear on the shelf of the toy department while on a shopping trip with her mother. Although the girl wants the bear, her mother suggests that this bear is not worth buying because he has a button missing and does not look new.

Hearing this, Corduroy, the bear, searches the department store for a new button after the girl and her mother leave. Corduroy has several exciting adventures after leaving the shelf, including a train ride, a fall into a barrel of balls, and an interesting experience with a boat. Finally, he reaches the furniture department of the store and finds a mattress with buttons just perfect for him. When he tries to pull up the button, a floor lamp falls and the crash brings a security guard to the scene. The security guard discovers Corduroy and returns him to the toy department. The next day, the girl returns to the store to buy the bear.

The story ends with the girl and Corduroy at home. She sews a button on his trousers and gives him his name.

## OBJECTIVES

- Children will investigate the meaning of friendship.
- Children will explore ways to show caring.
- Children will talk about self-esteem.

Share the book CORDUROY with children. Ask:

- What kind of movie would you make out of this book?
- Would you use the drawings in the book, or do it some other way?

Have the children explain their reasons. Talk with children about their favorite toys, including stuffed animals. Ask:

- Who gave you this toy?
- How long have you had it?
- Where do you keep it?
- Why is this toy special to you?
- How would you feel if, for one reason or another, you could not have this toy any longer?

## AFTER VIEWING ACTIVITIES

Provide children with bear shapes cut from pieces of tagboard. Provide fabric scraps, buttons, markers, glue, and scissors. Have children use the supplies to create bears of their very own. Later, have children use the bears as props for storytelling. As children invent stories that include their bear friends, and share them with the class, have them move the bear to emphasize the drama of the story.

Emphasize to children that we are each unique and special in our own ways. Have them draw their faces on a paper plate. Hang art all over the classroom. Have each child tell what is special about his/her neighbor in the class.

Talk with children about the feelings that exist between Corduroy and his new owner. Ask:

- How can you tell that Lisa cares for Corduroy?
- Does it matter to Lisa when Corduroy has a button missing?
- Do you decide whom your friends will be by

how they look?

- What are the things about your friends that make them special to you?

Later, help children make simple friendship cards by folding pieces of manila paper in half. Have children decorate the cards and create simple caring messages inside. Encourage children to deliver their cards to their special friends the next time they see them. Emphasize to children that it is important to let people we care about know how we feel.

Help children build skill in classifying with the following field trip experience. Draw up a list of items that can be found in a department store. Give a copy of the list to each child in the group. Then visit a department store with children. Have them search for the items on the list. As children hunt, talk about the ways the objects are categorized in the store. When you return to the classroom, allow time for children to talk about their favorite parts of the store and, in particular, the place where they would be most likely to find Corduroy!

Other videos and films about love & friendship available from Weston Woods include:

**GRANPA** by John Burningham

**A LETTER TO AMY** by Ezra Jack Keats

**THE OWL & THE PUSSY CAT** written by

Edward Lear & illustrated by Barbara Cooney

**THE PIGS' WEDDING** by Helme Heine

**THE SWINEHERD** by Hans Christian Anderson

& illustrated by Bjorn Wiinblad

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# ROSIE'S WALK

## Rosie's Walk

by Pat Hutchins

Themes: Farm Animals/Humor

Grade Level: PreK-2

Running Time: 4 minutes, animated

## Summary

Rosie's Walk is the story of a hen named Rosie who decides to go for a walk across the farm yard. Without her knowledge a fox slowly and carefully follows Rosie, as if preparing to pounce on her.

Rosie begins her walk by stepping on a rock, which pops up and hits the fox. Rosie continues to walk around the pond, unaware that the fox has fallen into the pond behind her. Each time it seems as though the fox is about to have Rosie for dinner, but Rosie unknowingly causes something to happen that hinders him.

The story ends with Rosie arriving home in time for dinner, never knowing that she was accompanied by a fox most of the way!

## Objectives

- Children will learn about farms and farm animals
- Children will enjoy humor in a story

## Before Viewing Activities

Share the book Rosie's Walk with children.

Then ask: What do you think would have happened in the story if Rosie knew that the fox was behind her?

Talk with children about the things they might know about farms and farm animals. Encourage children to describe the physical characteristics and behavior of farm animals. Also discuss with children the different kinds of chores people do on farms, including the ways that children on farms might help to care for the farm animals.

Sing several verses of the song "Old MacDonald" with children. Pause before naming farm animals in the song. Give each child in the class a chance to name the animal and make the appropriate animal sound to complete a verse. Continue the song until each child in the class has had an opportunity to name an animal.

## After Viewing Activities

Show children photographs or illustrations of farms and cities. Encourage children to describe the differences between farm and city life. Ask: If you could live on a farm or in the city, which would you choose? Why? What would you enjoy most about living there? What kinds of chores might you have? What would you do for fun?

Have children take turns pretending to be farm animals. Allow children to make the sound of the animal, move like the animal, and pretend to eat as if they were that animal. See if other children in the class can identify each animal being represented. Later, interview children as they pretend to be different farm animals. Record children's responses as they describe things they like to eat, how they care for their young, how they spend their days, etc.

Ask children to imagine that a bear was following a little kitten, similar to the way the fox was following Rosie. Then have children create their own story about the adventures of these two animals. You might help by offering a story starter such as "Little Casey kitten was so busy playing with a ball of string in the yard that she didn't see the big bear coming out of the woods toward her..." Write the children's story as they dictate it, printing the name of each child beside his/her contribution. When finished, display the story, along with children's story illustrations, on a classroom wall or bulletin board.

Other book based films and videos about farms are available from Weston Woods. These include:  
THE COW WHO FELL IN THE CANAL by Phyllis Krasilovsky  
THE DAY JIMMY'S BOA ATE THE WASH written by Trinkha Hakes Noble and illustrated by

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# THE PIG'S WEDDING

The Pig's Wedding  
by Helme Heine (McElderry)

Themes: Friendship/Love

Grade Level: Pre-K-3

Running Time: 7 minutes, animated

## Summary

The Pig's Wedding is a charming story describing the preparation and celebration of the marriage of two pigs, Porker and Curlytail. As the bride and groom, and the guests, are without proper attire, Porker comes up with the brilliant idea of painting clothing on each and every one of them.

Everyone has a wonderful time at the wedding celebration, until it begins to rain. The rain washes the painted clothing off of all them! Again, Porker has a brainstorm. He tells his guests to follow him as he runs toward a huge mud puddle. They all toss their pink pig bodies into the mud and have a glorious time!

Finally, with the wedding celebration over, Porker carries his bride into their new home--and paints the furnishings all over the stable walls! The ingenious pig and his wife live happily ever after.

## Objectives

- Children will explore the meaning of friendship
- Children will investigate wedding celebrations
- Children will learn about creative thinking/problem solving

## Before Viewing Activities

Share the book The Pig's Wedding, with children.

## Then ask:

How did Porker solve the different problems that occurred in the story?

Talk with children about wedding celebrations they may have attended. Ask: Where did the wedding take place? How were the bride and groom dressed? How were the guests dressed? What happened after the bride and groom were married? What did you enjoy most about the wedding.

Discuss the different things children do with their friends. Ask: When do you enjoy your friends most? On what special occasions do you invite your friends to be with you? How would you feel if you did not have friends to share things with? Encourage children to watch closely to see just how the pigs in the story show their feelings for their friends.

## After Viewing Activities

Give children the opportunity to dramatize the wedding between Porker and Curlytail. Have children plan the wedding and decorate the classroom for the wedding celebration. As children work, encourage them to think about what the pigs and their guests would like in terms of decorations and celebration activities. You might want to have children make curly pig tails that guests can wear to the celebration. Be sure to have children make choices regarding the appropriate music, food, invitations, etc. (Work with children to create these invitations which can be distributed to other classrooms.)!

Attach a long sheet of kraft paper to your classroom wall. (If possible, have the paper cover the entire length of the wall.) Talk with children about the kinds of things they like to see in a room that make them feel comfortable. Then supply paints and brushes that children can use to paint their ideal environment on the kraft paper. Later, label children's paintings by printing their names below their contributions along with brief explanations of why

they enjoy these things.

Remind children of the ways Porker solved the different problems that arose before and during the wedding. Ask: What would you have done if your friends came dressed to your birthday party in pajamas? What would you have done if your party was outdoors and it began to rain? What would you do if you invited your friends to a party and they did not seem to be enjoying themselves? As children discuss resolutions to each of these situations, stress the importance of keeping the feelings of others in mind.

Other book based films and videos about friendship and love are available from Weston Woods. These include: 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 HAPPY BIRTHDAY, MOON by Frank Asch THE HAPPY LION written by Louise Fatio and illustrated by Roger Duvoisin THE ISLAND OF THE SKOG by Steven Kellog MIKE MULLIGAN AND HIS STEAM SHOVEL by Virginia Lee Burton CORDUROY by Don Freeman GRANPA by John Burningham A LETTER TO AMY by Ezra Jack Keats THE OWL AND THE PUSSYCAT written by Edward Lear and illustrated by Barbara Cooney OWL MOON written by Jane Yolen and illustrated by John Schoenherr THE SELKIE GIRL written by Susan Cooper and illustrated by Warwick Hutton THE SWINEHERD written by Hans Christian Andersen and illustrated by Bjorn Wiinblad

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# CAT & CANARY

## Cat & Canary

by Michael Foreman (Dial)

Themes: Friendship, Adventure

Grade Level: PreK-2

Running Time: 5 minutes, iconographic

### Summary

What would it be like to fly like a bird? Cat discovers just that when he becomes tangled in the strings of a kite and is blown high above the rooftops of New York City. At first Cat loves that flying feeling as he swirls over the tallest of the tall buildings, swoops over bridges, and soars over highways. But things becomes less enchanting for Cat when storm clouds approach.

The end of the story finds Cat rescued by none other than the tiny little canary. Just in time, too for Cat's master is about to come home from work.

### Objectives

- Children will explore the concept of friendship.
- Children will learn about perspective - how things appear either from above or from below, and how the master sees the cat from his point of view.
- Children will learn to exercise their creative thinking skills as they imagine what it would be like to fly.

### Before Viewing Activities

Share the book Cat & Canary with children. Then ask:

- Why didn't Cat chase birds? How do you think Cat and Canary felt about one another? How did the man feel about his cat?
- What kinds of things did Cat see as he flew across the sky?
- Why did Cat become afraid at the end of the story?

Talk with children about their special friends. Encourage them to describe their feelings about their friends and the kinds of things they like to do together. Emphasize the ways Cat and Canary showed their feelings for one another in the book.

Talk about the different kinds of buildings, parks, museums, shops etc. people might find in a big city. Talk with children about their favorite things to do in a city. Encourage children who live in small or medium-sized towns to think about the things they might enjoy about a large city.

### After Viewing Activities

If possible, visit the top level of a parking garage or go to the top floor of a tall building with children. As children look down, talk about how different things near the ground look from this new perspective.

Have children draw pictures of themselves holding onto a kite and flying across the sky. Ask children to think about and draw the different kinds of things they might see as they look down towards the ground from their place high in the sky.

Provide yellow sheets of construction paper, lengths of

string, and short lengths of crepe paper (for kite ties) that children can use to create kites of their own. When finished, help children create simple poems about flying. Print the poems on kites. Display the kites on a classroom wall or bulletin board.

Talk about the special effects in the movie. How did they make the book come alive?

Other videos and films about friendship/adventure from Weston Woods include:

### Friendship

ANDY AND THE LION by James Daugherty  
THE CATERPILLAR AND THE POLLIWOG by Jack Kent  
DANNY AND THE DINOSAUR by Syd Hoff  
HAPPY BIRTHDAY, MOON by Frank Asch  
THE HAPPY LION by Louise Fatio and illustrated by Roger Duvoisin  
MIKE MULLIGAN AND HIS STEAM SHOVEL by Virginia Lee Burton

### Adventure

THE COW WHO FELL IN THE CANAL by Phyllis Krasilovsky, illustrated by Peter Spier  
LITTLE TIM AND THE BRAVE SEA CAPTAIN by Edward Ardizzone  
THE SNOWMAN by Raymond Briggs  
WINGS: A TALE OF TWO CHICKENS by James Marshall

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# DANNY AND THE DINOSAUR

Danny and the Dinosaur

by Syd Hoff (Harper)

Themes: Dinosaurs/Friendship

Level: Grades K-2

Length: 9 minutes, animated

## Summary

DANNY AND THE DINOSAUR, the film, is true to the book, *Danny and the Dinosaur* by Syd Hoff. This story is about a little boy named Danny who discovers a dinosaur while visiting a museum. Much to Danny's surprise the dinosaur is real and journeys out of the museum with Danny and into the city.

As *Danny and the Dinosaur* travel throughout the city they have all kinds of adventures together. They help people cross streets, take a river ride, visit a zoo, and play games of hide and seek.

When the day ends, the dinosaur returns to the museum and Danny returns home -- but Danny and the dinosaur leave one another with memories of an exciting day spent with a new friend.

## Objectives

- Children will learn about dinosaurs
- Children will explore friendships
- Children will investigate ways friends enjoy one another

## Before Viewing Activities

Show children pictures of dinosaurs. Explain that dinosaurs existed about 65 million years ago and are now extinct. Ask children: If dinosaurs were alive today and you and the dinosaurs could do something fun, what would you do? Since dinosaurs were very very large what kinds of things could they help you do that you can't do by yourself? If you could take a ride on a dinosaur's back, where would you want the dinosaur to take you? Explain to children that in the film they are about to see, a boy named Danny meets a dinosaur and

has some exciting adventures.

Share the book *Danny and the Dinosaur* with children. Then ask: How do you think Danny felt the first time the dinosaur spoke to him? How do you think Danny felt when he and the dinosaur left the museum? What other kinds of problems, besides the ones the dinosaur had in the film, do you think the dinosaur might have in the city? Which of Danny and the dinosaur's adventures was the most fun? Why? How do you think Danny and the dinosaur felt when they had to say good-bye? What could Danny and the dinosaur think about to make themselves happy after they reach their separate homes?

## After Viewing Activities

Have children compare the ways Danny and the dinosaur felt about one another at the beginning of the film and at the end. Ask: Do you think Danny and the dinosaur felt like better friends at the end of the day? Why? Why not? Have children discuss their own friendships and the kinds of things they like to do with their friends. Help children understand that friendships, whether between people, or people with pets, is something very special and important. Ask: How do you show your friends you care for them? What helps you to know that your friends care for you? What is the best thing about having a special friend (friends)?

Plan a field trip to a museum. Help prepare children for the trip by making simple check lists of items they should search for in the museum. (use simple pictures instead of words for younger children). Challenge children by seeing how many items they can find once you arrive at the museum.

Have children pay particular attention to dinosaur skeletons which may be on display at the museum. Discuss how the size and shape of the dinosaurs is different from animals children see today.

Supply a large sheet of craft paper, paint and scissors that children can use to paint and cut out their own dinosaur. When the dinosaur has dried, have children write their stories, or print them as they dictate them to you, and display

them by stapling them to the dinosaur.

Help children build skill in estimating by playing a game of "How big is a dinosaur?" List the measurement of a Tyrannosaurus Rex on the chalkboard (approx. 50 feet long). Then ask: How many rulers would you have to line up to be as long as this dinosaur? How many of your friends would have to lie down, fingers to toes, to be as long as a dinosaur? Record children's responses. Then have children watch as you calculate the different measurements to see which estimates are closest to the actual length of a Tyrannosaurus Rex.

Encourage children to think about other kinds of animals they might want for a friend. Ask: What kinds of things would you and your animal friend do together? What kinds of things would you do with this animal that you couldn't do with other kinds of animals? What special abilities does your animal friend have? How would you introduce your animal friend to your other friends? What kinds of games would you like to play with your animal friend and other friends? Remind children of the hide and seek game *Danny and the Dinosaur* played with Danny's friends. Ask: Why do you think Danny told his friends to pretend they couldn't see the dinosaur?

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

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  
HAPPY BIRTHDAY, MOON by Frank Asch  
THE HAPPY LION written by Louise Fatio and illustrated by Roger Duvoisin  
HERE COMES THE CAT! by Frank Asch and Vladimir Vagin  
THE ISLAND OF THE SKOG by Steven Kellogg  
MIKE MULLIGAN AND HIS STEAM SHOVEL by Virginia Lee Burton

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# THE HAPPY LION

## THE HAPPY LION

by Louise Fatio & Roger Duvoisin (McGraw-Hill)

Themes: Friendship/French Culture/Zoos

Grade Level: PreK – 2

Running time: 8 minutes

## SUMMARY

The setting for THE HAPPY LION is a small town in France where a lion lives happily in the town zoo. Each day passersby say "bonjour," "good day" to the lion, and each evening, "au revoir," "goodbye." The town band plays in the zoo every Sunday and the lion is very happy and content in his familiar surroundings. One morning, the zoo keeper forgets to close the door to the lion's house. The lion leaves the zoo and walks toward the center of town.

The people who cheerfully waved to the lion when he was safely behind the zoo walls are now terrified to see him loose and roaming the streets. When the lion comes upon a marching band playing through the town's main streets, the band disperses in chaos, people running here, there, and everywhere. This is all very puzzling to the lion! Finally, Francois, the Zoo Keeper's son, approaches the lion and offers to walk him back to the zoo. The lion and his new best friend, Francois, happily walk through the streets of the town until they reach the zoo, safe and sound.

## OBJECTIVES

- Children will learn about French culture
- Children will explore how information can reduce fears
- Children will investigate the idea that "the grass is always greener."

## BEFORE VIEWING ACTIVITIES

Share the book THE HAPPY LION with children. Locate France on a map. Then locate where the children live.

Talk with children about visits they may have taken to zoos. Ask:

- What kinds of animals did you see there?
- Which were your favorites? Why?
- How were the animals cared for in the zoo?

Provide children with long lengths of string, construction paper, crayons and scissors. Have children draw and cut out zoo animals. Label the drawings. Then attach lengths of string to each animal cut-out, and tie them to coat hangers to make zoo mobiles. Hang the mobiles from the classroom ceiling.

Show children photographs and/or illustrations of France. As children study the pictures, discuss the similarities and differences between the homes, shops, streets, and landscapes of the country as compared to our own. Introduce some French words to children, including "bonjour" and "au revoir."

## AFTER VIEWING ACTIVITIES

Talk with children about the way the lion felt when the people reacted to him fearfully. Ask:

- Why do you think the townspeople were so afraid when they saw the lion walking the streets?
- How would you feel if you saw a lion walking toward you in your neighborhood?
- Why wasn't Francois afraid of the lion?
- If Francois didn't know that this was the lion from the zoo, do you think he would have been afraid too?
- How does having information about something help you not to feel afraid?
- What things are you afraid of?
- What might help you feel better about these things?

As you talk, emphasize to children that asking questions, looking for information in books and talking to adults are all important ways of finding things out.

Have children recall how the lion felt at the beginning of the story, when he was walking through the town, and when he was back home again. Help children grapple with the idea that "the grass is always greener: by participating in a performance involving a king, his subjects, and the townspeople. Encourage the "townspeople" to make demands of the "king" and the "king" in turn, to make demands of his "staff." When the play is over, ask children:

- How would you feel about being a king after being involved in this play?
  - What would be the most fun about being the king?
  - What would be difficult?
  - What would you miss about being an ordinary person?
- As children discuss these questions, help them to see that what appears to be better than what is right at hand may, in reality, not be the case.

Talk with children about the things they enjoy about their own homes, school, friends, family, etc. As children describe these things, help them to take note of all those aspects of their lives that make them feel happy. Explain that sometimes we are so busy thinking about things we don't like, or about what is not going as we think it should, that we forget to think about the wonderful things in our lives. Later, have children write about those things in their lives that make them happy.

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

THE BEAST OF MONSIEUR RACINE by Tomi Ungerer  
GOOD NIGHT, GORILLA by Peggy Rathmann  
I, CROCODILE by Fred Marcellino  
MIRETTE ON THE HIGH WIRE by Emily Arnold McCully  
STONE SOUP by Marcia Brown

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# THE THREE-LEGGED CAT

## THE THREE-LEGGED CAT

By Margaret Mahy, illustrated by Jonathan Allen (Viking)

Themes: Pet Relationships/ Cats

Grade Level: K-3

Running Time: 7 minutes, animated

### SUMMARY

THE THREE-LEGGED CAT is the story of a cat named Tom who has only three legs, but dreams of roaming the wide world. Tom's owner, Mrs. Gimble, does not want Tom to be a prowler. She prefers him to be a more sedate cat who gives her no trouble.

Mrs. Gimble's brother Cyril, a "rascally, roving swagman" comes to visit wearing a "revolting, moulting Russian Hat" to keep his head warm

Tom gets his lifelong dream when Cyril mistakes his hat for the cat!

### OBJECTIVES

- Children will explore family relationships.
- Children will investigate different kinds of pets and the roles they play in families.
- Children will become familiar with unfamiliar words and phrases.

### BEFORE VIEWING ACTIVITIES

Share the book THE THREE-LEGGED CAT with children. Then ask:

- Why do you think Mrs. Gimble wants Tom to be a quiet, sleepy kind of cat?
- How do you think Tom feels about Mrs.

Gimble?

- How do you think Mrs. Gimble feels about her brother Cyril?

Talk with children about their pets and relatives.

Ask:

- How do you care for your pets?
- What do you like to do with your pets?
- Who is your favorite relative? Why?
- What kinds of things do you do together?

Emphasize to children that different places in the world have different climates, vegetation, people with different lifestyles who speak different languages, etc. Then have children describe real places or fantasy places that they would like to visit or live in. Later, have children draw pictures of these places.

### AFTER VIEWING ACTIVITIES

Provide a variety of hats for children to try on. As children experiment with the hats, encourage them to talk about the ways the hats make them feel.

Children might feel more grown-up, wealthy, tall, elderly, etc. wearing the different hats. Have children walk around the room with the hats.

Encourage children to pay attention to the ways the hats make them walk differently, hold their heads differently, and assume different attitudes.

Help children understand that although Tom was a three-legged cat. He still managed to move about, and see the world. Have children discuss people they might know who have physical disabilities but still manage to do many different kinds of

things. Later, have children imagine that they cannot see. As children close their eyes, encourage them to describe the things they can hear, smell, touch. As you involve children in this activity, emphasize that although people may have disabilities, they are still capable of doing many, many things and experiencing life fully.

Print some of the new words and phrases in THE THREE-LEGGED CAT on the chalkboard. Read paragraphs from the book in which these words and phrases are found. See if children can identify the meanings of these words and phrases. Also, talk about other signs of a different culture introduced in the book, including houses clustered together, a cup of tea and a chitchat or "chin-wag," etc.

Other videos and films about pet relationships available from Weston Woods include:

**DANNY AND THE DINOSAUR** by Syd Hoff  
**JOHN BROWN, ROSE AND THE MID-NIGHT CAT** written by Jenny Wagner & illustrated by Ron Brooks

**THE MYSTERIOUS TADPOLE** by Seven Kellogg

**PET SHOW!** by Ezra Jack Keats

**WHISTLE FOR WILLIE** by Ezra Jack Keats  
**CAT AND CANARY** by Michael Foreman

**HERE COMES THE CAT!** by Vladimir Vagin & Frank Asch

**MILLIONS OF CATS** by Wanda Gag

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# NORMAN THE DOORMAN

Norman the Doorman  
by Don Freeman (Viking)  
Themes: Humor/Ingenuity

Grade Level: K-2

Running Time: 15 minutes, iconographic

## Summary

Norman The Doorman is the tale of a mouse who works as a doorman in the basement of an art museum. Norman provides tours of the artwork stored in the museum's basement for visiting mice.

In addition to being a doorman and tour guide, Norman also has a hobby. He loves to create artwork and spends his evenings working on paintings and sculptures. Norman also collects mouse traps and uses them for various art projects.

One day, Norman hears about a sculpture contest to be held in the museum. Norman has a wonderful idea! He decides to enter a sculpture he has created out of a mouse trap and wire--- a mouse on a flying trapeze!

Much to his amazement, Norman wins the contest and is brought to meet the judges on the main floor of the museum by a museum guard. When the judges ask Norman what he would like as a prize, Norman asks for a tour of the museum, without fear of being caught, something he has always dreamed of. The story ends with Norman, a very satisfied mouse, returning to his job and his museum basement home.

## Objectives

- Children will learn about art museums
- Children will explore creativity and ingenuity
- Children will investigate problem-solving techniques

## Before Viewing Activities

Share the book Norman The Doorman with children.

Talk with children about visits they have made to art museums. Ask: What kinds of things did you see there? What did you like most? Why? How did you feel inside the museum? What did you think about the people who created the artwork?

Tour the school's basement with children. As children look at the materials used to make the basement and objects stored there, and listen to the sounds they hear, talk about the differences between this space and the upper floors of the school. Also, have children describe the basements of their own homes, and the things their families store there.

## After Viewing Activities

Tour an art museum with children. Encourage children to look closely at the art objects displayed and to pay particular attention to: the details of paintings and sculptures, the various mediums used to create the artwork, the ways the pieces of artwork are displayed, the ways the art pieces make them feel. When you return to the classroom, have children discuss their favorite pieces of artwork.

Supply art materials such as pieces of styrofoam, plastic coated wire, cardboard, fabric scraps, piep cleaners, plastic tubing, cardboard boxes, glue, etc. that children can use to create their own sculptures in the classroom. When children have completed their artwork, label the pieces with children's names and display them in the classroom.

Give children an opportunity to develop skill in problem-solving techniques. Ask: How did Norman decide to make use of the mousetraps he found? What did he choose to use as a place to sleep and work?

Then present children with the following hypothetical situations. Encourage children to think creatively as they tackle each problem:

Imagine that you are a turtle who has found its way into the art museum. Where would you make your home? Why?

Imagine that you must enter an art contest but you have no art supplies. What could you do?

Imagine that you are creating a painting and you have run out of red paint. The stores are all out of red paint and you need this color to finish your painting. What could you do?

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

HAROLD AND THE PURPLE CRAYON by  
Crockett Johnson

HAROLD'S FAIRY TALE by Crockett Johnson

A PICTURE FOR HAROLD'S ROOM by Crockett  
Johnson

THE PIGS' WEDDING by Helme Heine

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