

CREEPY CARROTS

CREEPY CARROTS

by Aaron Reynolds; ill. by Peter Brown

Ages: 4-8; Grades: PreK-3

Themes: Feelings, Halloween, and Humor

Running time: 10 minutes

NEW! COMMON CORE CONNECTIONS:

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

SUMMARY

Jasper Rabbit really, really loves carrots – especially the carrots from Crackenhopper Field. He picks them on the way to school and on the way home. He munches them on the way to Little League and any other time he can. Jasper Rabbit can't get enough of the Crackenhopper Field carrots, until they start following him. Haunted by their sinister "Tunktunktunk," Jasper sees the creepy carrots everywhere he looks. Unable to take it any longer, he devises a plan to keep the carrots contained... but is the plan his, or another ploy of the creepy carrots?

OBJECTIVES

- Students will discuss greed.
- Students will draw conclusions based on details in the text.
- Students will research the author and illustrator of the book.

BEFORE VIEWING ACTIVITIES

Discuss greed with students. Guiding questions:

- What does it mean to be greedy?
- How do greedy people act?
- How does being greedy affect others?

Tell students that they're going to watch a movie about a rabbit who gets greedy about how many carrots he is eating. Encourage students to watch and listen for the result of his greediness.

Discuss problem solving with the students. Guiding questions:

- Have you ever been in a sticky situation in which you had to use your brain to get out of? Describe what happened. How did you solve the problem?
- Why is it important to find solutions to problems?

Give students different scenarios of problems to solve. Give them choices of reasonable and unreasonable solutions. Discuss why some solutions are more reasonable than others. Ask students to suggest other solutions that you did not provide. Tell students to watch for how Jasper and the carrots solved their problems in the movie.

AFTER VIEWING ACTIVITIES

Common Core Connection Activities:

Give a mini-lesson on drawing conclusions. Explain to students that when you draw a conclusion, you add up clues in the text better understand the characters or plot. Tell students that you're going to play parts of the movie again and that they should look and listen for clues about whether the creepy carrots are real, or just in Jasper's imagination. Replay the part of the movie where Jasper first hears the creepy carrots. Ask:

- Did you see anything that makes you think that the carrots are real? (*real carrots in the ground, but not moving or creeping*)

Then, guide students through analyzing other clues that indicate whether the carrots are real or not, pausing the movie at appropriate spots. Some ideas:

- What does Jasper see each time he turns around? What color?
- Based on what Jasper sees, do the carrots seem real or part of his imagination? Why?
- What happens at the end? Does the end change your opinion about whether the carrots were really following Jasper?

Discuss how Jasper solved his problem in the story. Guiding questions:

- What did Jasper do to solve his problem?
- Do you think that was a good solution? Why or why not?
- Who did Jasper's solution help, besides him?
- Did he intend for that to happen? What in the story makes you think that?
- Do you think that the carrots intended for Jasper to come up with that type of solution all along? What in the story makes you think that?

Culminate the discussion by having students brainstorm ways that they would stop the creepy carrots.

Guide students through researching about the author, Aaron Reynolds, and the illustrator, Peter Brown. Both Reynolds and Brown have websites that students can explore. Guiding questions for students' research:

- List basic facts that you learned about the author/illustrator.
- What did you learn about how the author/illustrator got his ideas?
- What other books have the author/illustrator worked on? How are these books different or similar to *Creepy Carrots*?
- Do you have any connections with the author/illustrator?

After students collect information about Reynolds and Brown, guide them through writing a letter to each. Encourage students to share information about themselves, as well as share any connections that they may have with the author or illustrator. Students should complete the steps of the writing process: brainstorming, planning, writing, revising/editing, and a final draft. Work with students individually to strengthen the content of their letters with the following craft moves: state an opinion and support it with facts or evidence, start or end the letter with a provocative question, organize the letter into paragraphs, replace ordinary words with interesting words using a thesaurus or word bank.

OTHER TITLES ABOUT HALLOWEEN:

- *By the Light of the Halloween Moon* by *Caroline Stutson*, ill. by *Kevin Hawkes*
- *The Day of the Dead* by *Bob Barner*
- *A Very Brave Witch* by *Alison McGhee*, ill. by *Harry Bliss*

To order other WestonWoods titles visit www.scholastic.com/westonwoods or call 800-243-5020

This guide may be photocopied for free distribution without restriction