

WINGS: A TALE OF TWO CHICKENS

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By James Marshall (Viking-Penguin)

Themes: Friendship/Importance of Reading

Grade Level: K-4

Running Time: 9 minutes, animated

SUMMARY

WINGS: A TALE OF TWO CHICKENS is about two chickens who are very good friends but very different chickens! Harriet is a chicken with many interests, including reading. Winnie, on the other hand, is a chicken who is always looking to be entertained and complaining about boredom. One day, a sly fox asks Winnie to accompany him on a hot air balloon ride. Silly Winnie agrees and the adventure begins. While the fox tries several different ways to capture Winnie, Harriet pursues the fox in order to bring her friend back home, safe and sound.

The story ends with Harriet rescuing her friend from the fox and putting her to bed with a good book in which she sees a picture of a fox. It is only at this point in the story that silly Winnie realizes that she had come very close to being eaten by a fox!

OBJECTIVES

- Children will learn about the importance of reading.
- Children will explore the differences between people.
- Children will talk about friends.

BEFORE VIEWING ACTIVITIES

Share the book WINGS: A TALE OF TWO CHICKENS with children. Then ask:

- What makes this story funny? (answers: some of the words, the pictures, the ideas, the characters.)

Have children describe a special friend. Ask:

- How are you and your friend different from one another?
- How do you decide what you'll do when you are together?

Tell about one time you or your friend helped the other in a dangerous situation.

Visit your school library with children. Emphasize that you can learn almost anything you want to know by reading books. Have children share their favorite books with one another.

AFTER VIEWING ACTIVITIES

Discuss the kind of friendship that existed between Winnie and Harriet. Ask:

- How do you know that Winnie and Harriet cared for one another?
- What do you think Winnie would miss most if she didn't have Harriet for a friend?
- What would Harriet miss?
- What important things do real friends do to show they care for one another?

After discussing these questions, have children make a friendship ring to display in the classroom. Have children name different ingredients that contribute to friendship (sharing feelings, playing together, working together, etc.). Print these words on individual strips of paper. Then have children glue the strips of paper together to make a paper chain. Hang the chain along a classroom wall as a daily reminder of the joys of friendship.

Talk with children about the differences between Winnie and Harriet in the film. Then divide children into pairs. Have each pair of children describe how they are both different from, and similar to, one another.

Distribute crayons and paper that each pair of children can use to draw one another. Have each child describe his/her partner by describing the drawing to other members of the class. As children discuss their drawings, emphasize that we are all different from one another, special and unique in our own ways.

Talk about the music. Ask:

- How did it contribute to the suspense? To the silliness?

Celebrate National Library or Children's Book Week! Have the children talk about their favorite books, draw pictures about them, and write their own books.

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

Friendship

ANDY 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 HAPPY LION written by Louise Fatio & illustrated by Roger Duvoisin

A WEEKEND WITH WENDELL by Kevin Henkes

Reading

PETUNIA by Roger Duvoisin

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THE COW WHO FELL IN THE CANAL

THE COW WHO FELL IN THE CANAL

By Phyllis Krasilovsky & Peter Spier (Coubleday)

Themes: Dutch Culture/ Curiosity

Grade Level: Pre-K-2

Running Time: 9 minutes, iconographic

SUMMARY

Holland is the setting for this inviting story. A cow named Hendrika is tired of spending her days grazing and getting fat so that she can please her owner by giving him lots of white creamy milk. One day Hendrika falls into the canal near the pasture. Then discovers that she is too heavy and fat to pull herself out. When a raft floats by, she pulls herself onto it and floats down the river to the city

Hendrika loves the city! She is fascinated by what she sees and has one amazing adventure after another. While selling his cheese at the market, Hendrika's owner finally discovers her. She is returned home to graze again. However, Hendrika is no longer anxious to leave the country because she has many wonderful city memories to fill her head as she chews grass and wears her city hat!

OBJECTIVES

- Children will learn about Dutch culture.
- Children will explore the differences between country and city life.
- Children will understand the importance of following their own interests.

BEFORE VIEWING ACTIVITIES

Share the book THE COW WHO FELL IN THE CANAL with children. Locate Holland on a map. Compare to where the children live. Show children that Holland has many canals. Then ask:

- What do we know about the character of Hendrika? (Many possible answers: She is fat, curious, funny, nice, happy at the end, etc.)
- What does it mean to be curious?
- How are you curious?

Talk with children about the differences between city and country life. Ask

- Where would you prefer to live, the country or the city? Why?
- How would you feel if you never saw anything other than your own home and backyard?
- What kind of things would you feel curious about?
- What would you want to do first if you had the chance?

Emphasize to children that each country has its own customs, style of dress, languages, etc. Ask children to watch carefully in order to see the signs that tell them that this is a different culture. After viewing, ask children to identify the symbols to Dutch culture they saw.

AFTER VIEWING ACTIVITIES

Have children compare the kinds of work the people who live in the country did with those who live in the city, compare physical environments. Then give each child a sheet of construction paper, with a line drawn to divide the paper in half, and crayons. Have children use the supplies to draw a picture of the city on one side and the country on the other. As children share their drawings with one another, have them note the many different kinds of plants, animals, buildings, people, etc. they can find in one another's drawings.

Talk with children about the things they are curious about. Ask:

- Why do you want to know about this?
- How will you learn more about this?
- How would you feel if you were told that you could never know about this?
- How do you think Hendrika feels when she thinks she will never know about anything other than her own pasture?
- How do you think she feels when she finally sees the city?
- How does she feel to come home?

Help children recall the market scene. Remind them that large scales were used to weigh items sold at the market. Then supply a balance scale and objects that children can weigh. Have children participate in exercises where they are required to:

- Guess the weights of the objects.
- Determine how many light objects are necessary to equal the weights of heavier objects.
- Determine which objects are closest in weight.
- Identify the heaviest/lightest object.

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

ALEXANDER AND THE CAR WITH A MISSING HEADLIGHT by Peter Fleischmann & Morton Schindel
GRANPA by John Burningham
LITTLE TIM & THE BRAVE SEA CAPTAIN by Edward Ardizzone
PICNIC by Emily Arnold McCully
THE SNOWMAN by Raymond Briggs
WINGS: A TALE OF TWO CHICKENS by James Marshall

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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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