

CHICKA CHICKA BOOM BOOM

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By Bill Martin Jr and John Archambault, ill. by Lois Ehlert (Simon & Schuster)

Themes: Alphabet, Letters, Poetry

Grade Level : PreK - K

Running Time: 6 minutes

SUMMARY

In this lively alphabet rhyme, all the letters of the alphabet race each other up a coconut tree. Will there be enough room? Oh no — Chicka Chicka Boom! Boom!

OBJECTIVES

- Children will reinforce their familiarity with the alphabet
- Children will reinforce their understanding of the ordering of letters
- Children will enjoy the rhythm and rhyme of this creative tale

BEFORE VIEWING ACTIVITIES

Share the book *CHICKA CHICKA BOOM BOOM* with children. Then ask:

- Which letters were the first to make their way up the coconut tree?
- Which letters were last up the tree?
- What happened when the letters finally reached the top?
- Which letter had a loose tooth from falling from the tree?
- Which letter challenged the others to follow it to the top of the tree at the end of the story?

Review the letters of the alphabet with children.

Then see if they can recite the alphabet without looking at a set of printed letters. Later, hold up letter cards out of order and see if children can identify them..

Play a "What letter do I start with?" game. Hold up picture cards of family things, such as dogs, cats, birds, toys, etc. As children look at each picture card, see if they can identify the letter the object on the card begins with.

Share familiar nursery rhymes with children. Then allow them to get up and move to the rhythm of each rhyme. Later, provide rhythm band instruments that children can use to play along as they sing or say the rhymes.

AFTER VIEWING ACTIVITIES

Talk with children about the different letters they met throughout the story. See if children can recall which letters had similar shapes. Then make a set of sand letters by drawing the outline of each letter of the alphabet on an individual oak tag card. Fill in the outline with glue and before the glue dries, sprinkle sand over the glue. When dry, have children close their eyes and try to identify the letters on the letter cards by running their fingers over them..

Have children consider which letter of the alphabet they would like to be. Ask:

- Why would you want to be this letter?
- What letters of the alphabet would be your nearest neighbors?
- What words would you be the first letter of?

• What name could you give yourself that would start with your letter?

Make an alphabet collage. Have children look through newspapers and magazines for bold upper and lower case letters. Allow them to cut out the letters and paste them in whatever arrangement they choose onto a large piece of poster board. When finished, have children challenge one another to find specific upper and lower case letters in the collage.

Go outdoors and allow children to use sticks with blunt ends to draw letters in the dirt or sand. As children work, have their classmates try to identify the different letters being drawn.

Other videos and films with a rhyming or musical quality available from Weston Woods include:

• ALLIGATORS ALL AROUND

by Maurice Sendak

• CHICKEN SOUP WITH RICE

by Maurice Sendak

• THE FOOLISH FROG

by Peter and Charles Seeger and illustrated by Miloslav Jagr

• THE LITTLE DRUMMER BOY

by Katherine Davis, Henry Onorati & Harry Simeone and illustrated by Ezra Jack Keats

• ONE WAS JOHNNY

by Maurice Sendak

• PIERRE

by Maurice Sendak

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OVER IN THE MEADOW

Over in the Meadow

by John Lagstaff, illustrated by Feodor Rojankovsky (Harcourt)

Themes: Counting/Animals/Music

Grade Level: PreK-2

Length: 9 minutes, iconographic

Summary

Over in the Meadow is a lively counting story set to music about mother animals who instruct their babies to perform various activities. As the story progresses, the number of baby animals increases. The story ends with a mother rabbit instructing her ten bunnies to hop about. The end offers children the opportunity to sing "Over in the Meadow" once again with the story's narrator. Children will enjoy, and easily relate to this up-beat and comforting tale of animals caring for their young.

Objectives

- Children will learn about mother and baby animals
- Children will gain skill in counting
- Children will enjoy a story set to music

Before Viewing Activities

Share the book Over in the Meadow with children. Talk with children about animals that live in grasslands. Discuss the physical characteristics of these animals, their survival behaviors, and the ways they care for their young. Provide posters, illustrations, and photos of grassland animals that children can examine.

Sing the song "Over in the Meadow" with children. Then divide the class into ten groups. The first group will be a group of two, representing the mother and baby turtle, the second group will be a group of three, representing the mother and two baby foxes, etc. Have the groups of children stand in a horizontal line across the classroom. As you sing the verses of the song, have children representing the animals which are the subjects of those verses jump forward.

After Viewing Activities

Provide band instruments that children can use to accompany themselves to the tune of "Over in the Meadow". Then print the numerals one through ten on the chalkboard. As children play their instruments and sing "Over in the Meadow" have them stand beside each numeral on the chalkboard as it is mentioned in the song.

Have children work together to create a large meadowland poster. Encourage them to include as many animals as they can recall from the story Over in the Meadow. As children work, talk about the ways different weather conditions might affect the animals and what they might do for protection.

Talk with children about the ways animals use camouflage to protect themselves from their enemies. Then try this activity to help children comprehend the concept of camouflage. Paint colorful stripes on a large sheet of kraft paper. Tape the kraft paper to a classroom wall. Then use the same colors of paint to paint stripes on a large white sheet. Cut a hole in

the sheet so that children can take turns wearing it and standing in front of the kraft paper. As children stand in front of the kraft paper, their classmates will see just how camouflage works!

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

ONE WAS JOHNNY by Maurice Sendak
ANDY AND THE LION by James Daugherty
THE CAMEL WHO TOOK A WALK written by Jack Tworok and illustrated by Roger Duvoisin
CAPS FOR SALE by Esphyr Slobodkina
CIRCUS BABY by Maud and Miska Petersham
THE COW WHO FELL IN THE CANAL written by Phyllis Krasilovsky and illustrated by Peter Spier
CURIOUS GEORGE RIDES A BIKE by H.A. Rey
THE FOOLISH FROG by Pete and Charles Seeger
THE HAPPY LION written by Louise Fatio and illustrated by Roger Duvoisin
THE HAPPY OWLS by Celestino Piatti
HOT HIPPO written by Mwenye Hadithi and illustrated by Adrienne Kennaway
THE LITTLE RED HEN by Paul Galdone
MILLIONS OF CATS by Wanda Gag
OWL MOON written by Jane Yolen and illustrated by John Schoenherr
ROSIE'S WALK by Pat Hutchins
THE THREE BILLY GOATS GRUFF written by P.C. Asbjornsen and J.E. Moe and illustrated by Marcia Brown

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ALL THE COLORS OF THE EARTH

All the Colors of the Earth

by Sheila Hamanaka (Morrow)

Themes: Diversity, Friendship, Peace

Grade Level: PreK – 2

Running time: 7 minutes

SUMMARY

ALL THE COLORS OF THE EARTH celebrates the diversity of children everywhere. Through the use of playful, exuberant images of children and families, and rich, simple text, the story helps children of every race, color, and creed.

BEFORE VIEWING ACTIVITIES

Talk with children about how they feel they are alike, and how they are different from their classmates. Ask:

- What would it be like if everyone were exactly the same?
- What is the best thing about differences?
- What is the most special thing about you? About one of your classmates?

Share the book, ALL THE COLORS OF THE EARTH with children. Then ask:

- How are the children in the book the same? How are they different?
- Do you think children are as different on the inside as they are on the outside? Why? Why not?
- In what ways other than skin and hair type are children different? In what ways are they the same?

AFTER VIEWING ACTIVITIES

Emphasize to children the beauty of our physical

and personality differences. Then supply children with paper plates, paste, and magic markers and yarn of assorted colors. Children will use these materials to create portraits of their classmates. Let each child in the group spend some time studying the eye, hair and skin color of a classmate. Then have children shade their paper plates with their classmates' skin color, draw their eyes with the appropriate eye colors, add the appropriate yarn colors to the plates for hair, etc. Later display the diverse paper plate portraits on a classroom wall or bulleting board under the title "Our Beautiful Class!"

Invite children's parents/grandparents/relatives to share their cultural background with the class. Parents might share a song passed down through the generations with children, or share a favorite recipe that is representative of their culture. They might also want to share a specific holiday tradition, a traditional dance, or a story that reveals some of their cultural heritage with children.

Provide colorful strips of paper, colored yarn, ribbons of assorted colors, and other art materials that children can paste onto large sheets of paper to create a collage. Display the colorful collage on a classroom wall. Then talk with children about their artwork. Ask:

- How does it make you feel to look at a collage with so many colors?
- What colors make you feel the happiest?
- How would you feel if the collage were all one color?
- What do you like about mixing colors?

Emphasize to children that, just as mixing colors to make a collage can give us a happy, joyful feeling, we can experience a similar joy when we interact with people of many different colors and cultures.

Take children on an outdoor walk to investigate some of the colors of nature. Encourage children to look up and down and describe the colors of the sky, grass, hills, earth, rocks, leaves, etc. See if children can name other objects that are the same colors as these objects from nature. Later, when you return to the classroom, give children an opportunity to draw some of these objects of nature and describe the colors in poetry form.

Have children participate in a game where the goal is to identify their classmates without looking at them. Begin by having one child hide in the classroom while others in the group have their eyes closed. Children as the child to name his/her favorite foods, friends, activities, etc. in order to help identify him/her. (Children will not be allowed to ask questions about physical characteristics.) When the game is over, help children understand that the important things about one another have little to do with physical characteristics.

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

CROW BOY by Taro Yashima

DANNY AND THE DINOSAUR by Syd Hoff

HERE COMES THE CAT! by Vladimir Vagin and Frank Asch

THE ISLAND OF THE SKOG by Steven Kellogg

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