

BY THE LIGHT OF THE HALLOWEEN MOON

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From the book by Caroline Stutson © 1993

Theme: Halloween

Grade Level: Pre-K - 2

Running Time: 6:00

SUMMARY

This is a cumulative story started by a black cat trying to catch a little girl's toe one spooky Halloween night.

OBJECTIVES

- Children will share their Halloween experiences.
- Children will become acquainted with the rhythm and rhyme of cumulative poetry.

BEFORE VIEWING ACTIVITIES

Talk with children about Halloween Ask:

- What kinds of costumes do you like to wear for Halloween?
- What is your favorite thing about Halloween? What is your least favorite thing about the holiday?
- What kinds of feelings do you have on Halloween night?

Share the book *By The Light Of The Halloween Moon* with children. Then ask:

- What did you think might pop up to tickle

the little girl's toe?

- How did the different things that appeared make you feel?
- Why do you think the girl continued to sit there while her toe was tickled by these

things?

AFTER VIEWING ACTIVITIES

Have children think about the music and rhythm of the story. Ask:

- How did the music make you feel?
- How would the story have felt if the words didn't rhyme?

Supply costumes and props children can use to dramatize the story of "By The Light Of The Halloween Moon." You can use several chairs turned backward or a long bench for the bridge, and have children work together to paint a moonlit night scene on a large piece of cardboard or a large white sheet for a backdrop. Encourage children to perform their dramatization of the story for other classes. (You might even serve up some special Halloween treats to the audience during show time!)

Remind children of the fiddle the girl played in the story. Then play a variety of fiddle music for children to enjoy in the classroom. As you play different selections ask:

- How does the music make you feel?
- How is the music different from the sounds you hear from a piano? a drum?

Later, offer children a variety of household objects that can be used to imitate the sounds of various instruments (an egg beater, a tin pie plate and wooden spoon, pot lids, etc.) Let children experiment

with making different kinds of music with these homemade instruments.

Read other cumulative poetry to children, such as: *This is the House that Jack Built*. Then give them the opportunity to create their own verses (you might want to suggest a Halloween theme). Children can dictate their poems to you as you print them on pieces of manila construction paper. Let children illustrate their poetry. Display the poems in an area where they can be enjoyed by children and parents alike.

OTHER VIDEOS AND FILMS ABOUT HALLOWEEN/ SCARY STORIES AVAILABLE FROM WESTON WOODS INCLUDE:

- *A DARK, DARK TALE* by Ruth Brown
- *JACKIE TORRENCE: TWO WHITE HORSES* by Jackie Torrence
- *TEENY-TINY AND THE WITCH-WOMAN* written by Barbara Walker and illus. by Michael Foreman
- *THE THREE ROBBERS* by Tomi Ungerer
- *WHAT'S UNDER MY BED?* by James Stevenson
- *WHERE THE WILD THINGS ARE* by Maurice Sendak

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WHAT'S UNDER MY BED?

WHAT'S UNDER MY BED?

Summary

What's Under My Bed? is the story of two children who are told a rather scary bedtime story by their grandfather before being tucked into bed.

The creepy feeling stays with the children as they lie in bed and begin worrying about the night sounds they hear. When one of the children decides to look under his bed, he accidentally steps on the pet dog lying beside the bed. With this final fright, the children scurry downstairs to their grandfather.

The grandfather tells the children a story about a very scary night he spent at his own grandparents' house when he was a boy. The story ends when the frightened boy is given a bowl of ice cream by his grandparents. When the grandfather's story is over, the children agree that ice cream is just the remedy they need, too.

Objectives

- Children will explore their own fears
- Children will enjoy a suspenseful story
- Children will investigate sound and its sources

Before Viewing Activities

Share the book, *What's Under My Bed?*, with children. Then ask:

- What kinds of sounds do you hear at night?
- What do you do when you hear sounds that frighten you?

Talk with children about their bedtime routines.

Ask:

- What special things do you do before going to sleep?
- If you enjoy reading or listening to stories, which books are your favorites?
- What kinds of things do you have in the room you sleep in to help you feel comfortable at night?

Encourage children to discuss scary stories they may be familiar with. Ask:

- How did reading/listening to/watching these stories make you feel?
- What made the story seem scary?

As children watch, have them make special note of the ways the music, sound effects, and shadows add to the scary effect of the story.

After Viewing Activities

Have children close their eyes and listen carefully to the sounds they hear in the classroom. See how many different sounds children can name. Then take a walk outdoors and have children listen carefully for the outdoor sounds they hear. Later, allow children to tape record a variety of sounds and see if their classmates can identify them.

Supply a variety of objects children can experiment with to make sounds. Include rubber bands which children can stretch and pluck, combs that children can run their fingers along, glass bottles filled with varying amounts of

water which children can tap, rulers which children can hang over the edge of a table and twang. Also encourage children to search for classroom objects to use in unusual ways in order to create interesting sounds.

Talk with children about the kinds of things that frighten them. Ask: What do you do to help yourself feel better when you are frightened? What would you tell a friend who was feeling scared? If you were one of the children in the story, what would you do to make yourself feel comfortable and fall asleep?

See if children can remember some of the things that frightened the grandfather when he was a boy (grandfather clock, cats jumping on garbage can lids, moths fluttering about, etc.) Then have children create their own scary stories. Have them include in their stories some animals/objects whose sounds contribute to the frightening, suspenseful feeling of the stories.

Other productions that are slightly scary are available from Weston Woods include:

A DARK, DARK TALE by Ruth Brown
GEORGIE by Robert Bright
KING OF THE CATS by Paul Galdone
TEENY-TINY AND THE WITCH-WOMAN by Barbara Walker, ill. by Michael Foreman
THE THREE ROBBERS by Tomi Ungerer
THE TRIP by Ezra Jack Keats
WHERE THE WILD THINGS ARE by Maurice Sendak

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TEENY-TINY AND THE WITCH-WOMAN

Teeny-Tiny and the Witch-Woman

by Barbara Walker (Pantheon)

Themes: Halloween

Grade Level: K-9

Running Time: 14 minutes, animated

Summary

TEENY-TINY AND THE WITCH-WOMAN is a Turkish folktale based on a theme very similar to that of Hansel and Gretel. The story concerns three brothers who are told not to venture into the woods in order to avoid the wrath of the wicked witch who lives there.

One day, the boys take a chance, against the wishes of the youngest brother, Teeny-Tiny, and find the home of the witch. The older brothers, Big-One and In-the-Middle, willingly go inside. Teeny-Tiny follows reluctantly behind.

Once inside, the witch offers them a meal and a bed for the night. Teeny-Tiny suspects that this witch is indeed the witch they were warned about. That night, Teeny-Tiny resists sleep. When the witch calls to the boys to see if they are asleep, Teeny-Tiny tells the witch that he needs one thing after another before he will be able to sleep.

Eventually, Teeny-Tiny asks for water from the well. He sees the witch leave her magic soap, needle, and knife behind before she goes out to collect the water. Teeny-Tiny wakes his brothers, warns them about the evil witch, and the three escape with Teeny-Tiny snatching the witch's three magical objects on the way.

The end of the story finds Teeny-Tiny using the magical objects to keep the pursuing witch away from himself and his brothers. Teeny-Tiny and his brothers return safely home, never again to venture into the forest which is the home of the evil witch.

Objectives

- Children will learn that being young does not mean being

less intelligent or creative than those who are older

- Children will investigate the importance of listening to one's own thoughts and feelings
- Children will explore problem-solving techniques

Before Viewing Activities

Share the book Teeny-Tiny and the Witch Woman with children.

Then ask:

What kind of boy was Teeny-Tiny (possible answers - he was scared, brave, smart, small.) Have the children write a simple character study, and draw a picture.

Talk with children about their favorite fairy tales. Ask: Why are these stories your favorites? If you could be one of the characters in the story, which would you be? Why? What is the scariest fairy tale you ever heard? Which fairy tale had the happiest ending?

Find a version of Hansel and Gretel and share it with the children. Explain that different countries have different versions of fairy and folk tales. (For example, Cinderella is retold in China, France, Africa and Germany.

After Viewing Activities

Talk with children about the fence made of bones, the trees that looked like people, and the witch's house whose windows and doors appeared to make a sad or frightening face. Then supply art materials that children can use to create their own witch's house in the deep, dark woods. You might include popsicle sticks, pipe cleaners, dried leaves, corrugated cardboard, toothpicks, and pieces of styrofoam among the supplies offered to children. Later, display children's creations on a classroom table.

Encourage children to think about the ways Teeny-Tiny

used his head to solve various problems he was confronted with. Ask: Why did Teeny-Tiny climb the tree when he and his brothers were in the forest? Why did Teeny-Tiny keep asking the witch for food and drink after he went to bed? Why did Teeny-Tiny ask the witch to bring him water from the well? Why did he take the magical objects?

Help children understand that Teeny-Tiny listened to his own thoughts and fears concerning the witch, and that this is what, in the end, saved him and his brothers. Encourage children to try and recall fears or other strong feelings they may have had about something or ideas they had that were important to them. As children talk, stress the importance of listening to, and developing a respect for one's own feelings and thoughts.

Other book based films and videos that are folktales are available from Weston Woods. These include:
THE EMPEROR'S NEW CLOTHES by Nadine Bernard Westcott
KING OF THE CATS by Paul Galdone
MUFARO'S BEAUTIFUL DAUGHTERS by John Steptoe
STONE SOUP by Marcia Brown
THE STONECUTTER by Gerald McDermott
A STORY, A STORY by Gail E. Haley
TIKKI TIKKI TEMBO written by Arlene Mosel and illustrated by Blair Lent
WHY MOSQUITOES BUZZ IN PEOPLE'S EARS written by Verna Aardema and illustrated by Leo and Diane Dillon
Scary Stories on video are:
GEORGIE by Robert Bright
KING OF THE CATS by Paul Galdone
THE THREE ROBBERS by Tomi Ungerer
WHAT'S UNDER MY BED? by James Stevenson
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