

IS YOUR MAMA A LLAMA?

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by Deborah Guarino, illustrated by Steven Kellogg (Scholastic)

Themes: Animals, Growth and Change, Nature

Grade Level: PreK–1

Running Time: 6 minutes

SUMMARY

A baby llama is the star of this series of rhymed riddles about animal characteristics. As Lloyd the llama meets each animal friend, the friend describes its mama. The riddle has a moment of suspense just before the name of the animal is revealed. Children will enjoy chiming in at these key points and moving the story along. Through the riddles and pictures, children meet babies and mamas who are bats, swans, cows, seals, kangaroos, and, of course, llamas. In details from the pictures, children can also spot baby and mother owls, seagulls, turtles, rabbits, koala bears and opossums.

OBJECTIVES

- Children will watch and listen to a story about imaginary animals.
- Children will guess rhymed words and the solutions to riddles.
- Children will identify animals as both infants and adults.

BEFORE VIEWING ACTIVITIES

Show students the cover of the book or video, and ask them to discuss the title and art. Have them identify which animal on the cover is the llama, and find the mama and baby in the picture (the owl). Alert children to be on the lookout for mama animals and baby animals as they enjoy the story. Also alert them that the story will ask them to supply some of the rhymes. Add an extra play element to the viewing by asking children to wait for your signal before saying the rhymes out loud.

AFTER VIEWING ACTIVITIES

Go back over the story riddle by riddle and scene by scene. Have children make a chalkboard list of all the animals and babies they saw in the program.

Connect the story to science by introducing the word "characteristics" and reviewing the characteristics that were listed in the riddles. Encourage children to describe the characteristics of other animals that they saw in the program. Ask them to identify one characteristic all the baby animals have in common (they are smaller than their parents). Make chalkboard lists of the animal characteristics, and compare which animals have similar characteristics, such as fur, feathers, four feet and two feet.

Connect the story to science and writing by encouraging children to invent their own rhyming riddles about animal characteristics.

Connect the story to art by encouraging children to draw pictures of their favorite animal babies.

Connect the story to math by going back over the program and counting all the sets of animals. Encourage children to create story problems based on the pictures. For example, if there are 3 rabbits, 2 swans, 1 llama and one calf, how many animals are there in all?

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

ANTARCTIC ANTICS by Judy Sierra, ill. by Jose Aruego and Ariane Dewey

GOOSE by Molly Bang

IN THE SMALL, SMALL POND by Denise Fleming

I, CROCODILE by Fred Marcellino

POSSUM MAGIC by Mem Fox, ill. by Julie Vivas

ROSIE'S WALK, by Pat Hutchins

THE UGLY DUCKLING by Hans Christian Andersen, ill. by Jerry Pinkney

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HAPPY BIRTHDAY, MOON

HAPPY BIRTHDAY, MOON

by Frank Asch

Themes: Friendship/Sound

Grade Level: Pre-K-1

Running Time: 7 minutes, animated

SUMMARY

HAPPY BIRTHDAY, MOON is a charming story about a bear who wants to give the moon a birthday present. The bear decides to ask the moon what it would like for a present and goes up into the mountains to get close to it. When the bear says “Hello” to the moon, his voice echoes back “Hello.” Of course, the bear thinks the response is coming from the moon. Because of the echo, everything the bear says is repeated back to him, with the bear thinking, in each case, that the response is coming from the moon.

Since the bear wants a hat for his birthday, he hears the moon say that it too wants a hat. The bear leaves one in a tree top for the moon. As the moon appears to creep up through the branches of the tree, it actually appears to be wearing the hat left by the bear. The bear sees this and is very pleased.

The next morning, the hat falls out of the tree and onto the bear’s doorstep. The bear believes that the moon has left it there as a present for him. The wind blows the hat away, the bear chases it, and, when he can’t find it, decides to go to the mountains and talk with the moon. The end of the story finds the bear telling the moon “I still love you” and “Happy Birthday” and the moon, of course, responds in kind.

OBJECTIVES

- Children will examine friendships.
- Children will explore the act of giving.

- Children will investigate sound.

BEFORE VIEWING ACTIVITIES

Share the book, HAPPY BIRTHDAY, MOON, with children. Then ask:

- What do you like most about your birthday?
- What do you like about other people's birthdays?

Talk with children about times when they may have seen the moon in the night sky. Ask:

- What did the moon look like?
- What shape was it?
- How far away do you think it is?
- What do you think it would look like if you could stand right next to it?

Discuss with children their favorite birthday presents. Ask: Why were these gifts your favorites? Who gave these special gifts to you? Do you think the people who gave you these gifts knew important things about you? What kinds of things can you give people without spending money? How do you think people might feel about these gifts?

AFTER VIEWING ACTIVITIES

Talk with children about the way Bear’s voice echoed through the mountains and how Bear believed that his own echo was the voice of the moon. Ask: Why do you think Bear heard an echo in the mountains, but not when he called to the moon from the tree top? Then try some simple echo experiments with children. Take them to a school corridor where all of the doors along the hallway have been closed, or the gymnasium with entry and exit doors closed. Have children call out to a friend at one end of the hallway or gymnasium and listen to their voices echo back. Encourage children to be as quiet as possible, and to listen very carefully in order to

enjoy the sound of the echoes. Later, take children outdoors and have them try and listen for an echo. Discuss the reasons why children can hear their voices echoed in contained environments, but not in others.

Distribute a round white circle cut from construction paper, a piece of colored construction paper, paste, and crayons to each child in the group. Have children paste the circle onto the construction paper to represent the moon. Then have children draw pictures on the paper of birthday presents they would like to give the moon. Later, ask children to talk about the reasons for their choices of gifts as they share their moon pictures with the class.

Have children think about why Bear considered the moon to be a good friend. Explain to children that one reason Bear might have become fond of the moon is that he thought they had so many things in common. Encourage children to talk about the things they have in common with their friends. Emphasize that shared interests, enjoying the same things, laughing about the same things, feeling sad about the same things, are important parts of friendship.

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

The Island of the Skog by Steven Kellogg

Mike Mulligan & His Steam Shovel by Virginia Lee Burton

The Pigs' Wedding by Helme Heine

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CHANGES, CHANGES

Changes, Changes

by Pat Hutchins (Macmillan)

Themes: Creative Thinking, Problem Solving

Running Time: 6 minutes, animated

Summary

Changes, Changes begins with two wooden people building themselves a home with blocks. When one of the blocks catches on fire, the people use the blocks from the house to make a fire truck. Water sprays from the wooden hose of the truck to put out the fire. Unfortunately, the water does not stop the flowing from the hose, creating an ocean. In order to solve the problem, the wooden people take the fire truck apart and use the blocks to build a boat.

The people sail the ocean on the boat until they reach land. Once there, they reconstruct the blocks that formed the boat to build a car that will take them traveling. Next, they lay tracks and build a train from the blocks. Finally, the people end up where they started-- they construct a home again from the blocks used to make the train.

This is a wonderful story which holds the promise that any problem can be solved with a little creative thinking!

Objectives

- Children will investigate problem-solving techniques
- Children will explore creative thinking
- Children will learn to read pictures

Before Viewing Activities

Share the book, Changes, Changes with children.

Give children an opportunity to build blocks of all shapes and sizes. Encourage children to be as imaginative as possible while building with the blocks. Have children describe their block structures to their classmates. Then imagine what would happen if each child's block structure could move!

Give children several hypothetical situations that require problem-solving. For example, you might say: "Sarah was drawing at the chalkboard. Her last piece of chalk broke. Sarah wanted to finish her picture. What could she do?"

After Viewing Activities

Have a small group of children work together to build something with blocks. Then have a second group of children take the structure apart and build something else using the same blocks. Continue this activity by forming small groups and having each group create something with the original blocks. Later, discuss all of the different things children were able to make using the same set of blocks.

Have a group of children build something with a small group of blocks. Cover the block structure with a large sheet or blanket. Then ask one child to describe the structure, without naming it, to the remaining children. Have children identify what the

block structure is from the child's description. When children guess correctly, remove the covering from the structure so that everyone can enjoy it. Continue the activity by allowing different groups of children to build with the blocks and having children take turns describing the creations.

Discuss how children felt about looking at a story without words. Ask: How was it different from others? Should words have been added? Why? Why not? Later, show children an interesting photograph or illustration. Encourage children to create stories from these visuals. Display the visuals and stories on a classroom wall. As you share each of the stories, emphasize how each child created a different story by "reading" something different into the picture.

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

BURT DOW: DEEP WATER MAN by Robert McCloskey
DOCTOR DE SOTO by William Steig
FOURTEEN RATS AND A RAT CATCHER written by James Cressy and illustrated by Tamasin Cole
ROSIE'S WALK by Pat Hutchins
THE STONECUTTER by Gerald McDermott
STREGA NONNA by Tomie DePaola
THE WIZARD by Jack Kent

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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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