

THIS IS NOT A GOOD IDEA!

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Written and Illustrated by Mo Willems

Ages: 4-8; Grades: PreK-3

Themes: Animals and Pets, humor

Runtime: 7 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.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SUMMARY

A cunning fox invites a sweet mother duck to his kitchen lair in the deep dark woods. Her little ducklings warn over and over, "That is NOT a good idea!" But no one listens. Soon, mother duck finds herself in the kitchen with a pot of boiling soup. What happens next will surprise even the most seasoned fairytale followers.

OBJECTIVES

- Students will make predictions.
- Students will engage in a text-dependent discussion.
- Students will compare and contrast *That Is NOT a Good Idea!* with *Chicken Little*.

BEFORE VIEWING ACTIVITIES

Give students a mini-lesson on making predictions. Tell them that strong readers make predictions about what will happen next in the story, based on clues. Make connections by giving students examples of real-life situations where they can make a prediction (e.g. *dark clouds are clues that it might rain*). Invite students to talk to partners about predictions that they can make about real-life situations. After students have practiced making predictions about real-life situations, do a picture walk of the beginning of the book **That Is NOT a Good Idea!**, or another text, and encourage students to make one or two predictions. Then, tell students that they will be watching the movie **That Is NOT a Good Idea!** Encourage students to watch and listen to see if their predictions are confirmed. Stop the movie periodically to give students time to make several more predictions.

Discuss common sense with students. Define the term and generate a list of examples of using common sense, with class input. Guiding questions:

- Why is using common sense important?
- How can using common sense help keep us safe?
- What are some times that we use common sense in the classroom? At home?

Tell students that they are going to see a movie with some silly characters that don't seem have a lot of common sense. Stop the movie periodically to ask students what they would do or think instead, if they were using common sense.

Read, or review, the story of **Chicken Little** with students. Plot the story elements with students on a graphic organizer:

Story Title	
Characters	
Setting	
Problem	
Summary	
Lesson	

Revisit the organizer after viewing the movie to compare and contrast this story with **That Is NOT a Good Idea!**

AFTER VIEWING ACTIVITIES

Common Core Connection Activities: CCRA.R.1, CCRA.R.2, CCRA.R.9, CCRA.SL.1, CCRA.SL.2

Complete the story elements graphic organizer for **That Is NOT a Good Idea!** After students have completed the organizer, compare and contrast the two stories using a Venn diagram. Guiding questions:

- Which characters are the same? Which are different?
- How do the birds act differently from each other in each story? How are they similar?

- Which plot elements are the same? Which are different?
- What is the main difference between the foxes in the stories?
- How is the lesson of the story different?

Encourage students to actively listen to each other and build on each other's answers. The following discussion frames may be helpful:

- *I agree/disagree with _____ because...*
- *I'd like to elaborate on _____'s comment...*
- *I understand what _____ is saying, however...*
- *_____ 's comment supports the idea that...*

Revisit the discussion about making predictions. Discuss the ending of the book with students. Guiding questions:

- Did it end the way they thought it would? Why or why not?
- How did Mo Willems make the ending a surprise? What clues did he plant along the way that made you think the story would end in a predictable way?
- Who were the ducklings really talking to throughout the story when they said, "That is NOT a good idea!"?

Common Core Connection Activities: CCRA.R.6, CCRA.R.7, CCRA.R.9, CCRA.W.3

Introduce students to the idea of perspective, or point-of-view. Consider using a classic text of *The Three Little Pigs* and the story from the wolf's perspective, *The True Story of the Three Little Pigs*. Discussion questions:

- How are the stories different?
- How do the pigs see the story differently from the wolf?
- What do we learn about the pigs when the story is told from the wolf's perspective?
- Why is perspective, or point-of-view, important?

Bring the discussion back to the movie **That Is NOT a Good Idea!** Engage students in a shared writing activity where you work together to rewrite the story from the fox's or ducklings' point-of-view. Scribe their ideas, adding ideas of your own and thinking aloud as you write. When the new story has been written, give students time to illustrate a scene. Post the story on the wall for rereading and fluency practice.

OTHER TITLES FROM MO WILLEMS:

- **Don't Let the Pigeon Drive the Bus!**
- **Don't Let the Pigeon Stay up Late!**
- **Duckling Gets a Cookie?!**
- **Goldilocks and the Three Dinosaurs**
- **Edwina: The Dinosaur who didn't know she was Extinct**
- **Hooray for Amanda and her Alligator**
- **Knuffle Bunny: A Cautionary Tale**
- **Knuffle Bunny Free: An Unexpected Diversion**
- **Knuffle Bunny Too: A Case of Mistaken Identity**
- **Leonardo, The Terrible Monster**
- **Naked Mole Rat Gets Dressed**
- **Pigeon Finds a Hot Dog!**

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