Summary

A cunning fox invites a sweet mother duck to his kitchen lair in the deep dark forest. The fox wants to make soup, but a sudden, dark cloud makes it seem like a thunderstorm is coming. The duck, however, is undeterred and agrees to help with the soup. But as they work, they notice that something is amiss. As the storm rages on, the fox becomes more and more frustrated, and the duck remains calm and collected. In the end, the duck shows the fox how to make a delicious soup, proving that sometimes, common sense is the key to a successful outcome.

Objectives

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 and at home?

Tell students that they are going to see a movie with some silly characters that don’t seem to 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:

<table>
<thead>
<tr>
<th>Story Title</th>
<th>Characters</th>
<th>Setting</th>
<th>Problem</th>
<th>Summary</th>
<th>Lesson</th>
</tr>
</thead>
</table>

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! • Knuffle Bunny: A Cautionary Tale
• Don’t Let the Pigeon Stay Up Late! • Knuffle Bunny Free: An Unexpected Diversion
• Duckling Gets a Cookie!! • Knuffle Bunny Too: A Case of Mistaken Identity
• Goldilocks and the Three Dinosaurs • Leonardo, The Terrible Monster
• Edwina: The Dinosaur who didn’t know she was Extinct • Naked Mole Rat Gets Dressed
• Chicken Little • Pigeon Finds a Hot Dog

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