

# “CHARLIE NEEDS A CLOAK”

“Charlie Needs a Cloak”

by Tomie dePaola (Simon & Schuster)

Themes:Animals/Clothes/Folktales

Level: Grades K - 2

Length: 8 minutes, animated

## Summary

CHARLIE NEEDS A CLOAK, is the story of a shepherd, named Charlie, whom everyone says needs a new cloak. The story begins with a brief description of the way cloth is made, from shearing sheep to carding wool to spinning yarn to weaving the cloth, and, finally, to sewing the cloth together.

We then follow Charlie as he works to make a cloak for himself. Each of the steps described above is included in this humorous and interesting story of Charlie's efforts to make a cloak. Children should have clear understanding of the process by which woolen clothing is made at the end.

## Objectives

- Children will understand that woolen clothing comes from the wool of sheep
- Children will learn about the process of making woolen clothing
- Children will appreciate the fact that we get many of our foods and material goods from animals

## Before Viewing Activities

Share the book *Charlie Needs A Cloak* with children. Bring in variety of articles of clothing made from wool. Give children an opportunity to explore the ways the clothing looks, smells, feels. Then ask: Where do you think the wool that was used to make these things came from? Help children understand that the wool came from the wool of sheep.

Visit a farm where children can see sheep before they are sheared. Encourage children to touch the sheeps' wool and describe the way it feels. As children observe the other farm animals, have them compare the animal's body coverings to the wooly coat of the sheep. Later, explain to children that the story they are about to see concerns shearing sheep for their wool in order to make clothing.

## After Viewing Activities

Have children work together to dramatize the process of making clothing from sheep's wool. Supply a large piece of cardboard cut out in the shape of a sheep. Let children glue cotton balls to the cardboard sheep to represent the sheep's woolly coat. Then provide children with a pair of scissors that they can use to dramatize shearing, two large pots for washing and dyeing the wool, a brush to represent carding, a bench or group of chairs pushed together to represent a spinning wheel,

small potholder looms that can be used to represent larger looms, needles, thread, thimbles and scraps of cloth children can use to represent sewing. When children have completed their dramatizations, ask: What part of the process of making wool was the most fun? Why? What was the hardest part? Emphasize to children that modern equipment now makes the process of making clothing from the wool of sheep much easier and more efficient.

Let children experiment with making their own natural dyes. Boil some onion skins, blueberries, blackberries, and raspberries in the classroom. Supply lengths of white yarn and white cotton fabric scraps that children can try to dye.

Other book based films and videos about clothing are available from Weston Woods. These include:  
BRAVE IRENE by William Steig  
CAPS FOR SALE by Esphyr Slobodkina  
THE EMEROR'S NEW CLOTHES by Nadine Bernard Westcott  
THE HAT by Tomi Ungerer  
NOT SO FAST, SONGOLOLO by Niki Daly

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# PRINCESS FURBALL

## PRINCESS FURBALL

By Charlotte Huck & illustrated by Anita Lobel (Greenwillow)

Themes: Fairy Tales/Heroines/Ingenuity

Grade Level: K-4

Running Time: 17 min. (approx.) iconographic

## SUMMARY

PRINCESS FURBALL is the story of a young princess who's father tells her that she must marry an ogre. In exchange for her hand, the ogre promises the king fifty wagons of silver. The princess tells her father that she will not marry unless he gives her three special dresses and a coat of a thousand different kinds of fur, one from each animal in the kingdom. When the king complies, the princess still cannot force herself to marry the ogre. She runs away with her new possessions, which she folds into a nut-shell, along with other possessions, which are special to her.

Eventually, the princess is discovered in the forest by a young king and brought to the palace to work as a servant. She is called "furball" because she is discovered in her coat made of fur. After a series of events, the young king discovers that the princess is the one he wants to marry. Of course, they live happily ever after.

## OBJECTIVES

- Children will enjoy an enchanting fairy tale.
- Children will explore problem-solving techniques.
- Children will investigate the results of creative thinking.

## BEFORE VIEWING ACTIVITIES

Share the book PRINCESS FURBALL with children. Then ask:

- Why do you think the princess leaves her ring, thimble

and gold spinning wheel in the King's soup?

Encourage children to describe their favorite fairy tales. After children have had some time to share their favorites, help children see the similarities that exist among fairy tales.

Ask:

- What do these fairy tales seem to have in common?
- Who are the "good" characters in the fairy tales?
- What, if anything, do they do that makes them good?
- Who are the "bad" characters in the fairy tales?
- What happens to the "good characters" in the fairy tales?
- What happens to the "bad characters"?

Have children create their own fairy tales. Begin by offering a story starter that children can choose to use such as: "Once upon a time, there was a lovely and lonely princess who always wore pointy shoes..." When children have finished, allow them to illustrate their fairy tales. Display them on a classroom wall or bulletin board.

## AFTER VIEWING ACTIVITIES

Remind children of the things the princess requested of her father, the king, in order to get out of marrying the ogre. Ask:

- If you were the princess, what would you have done about this problem?
- What things could you ask for that the king might not be able to find in his kingdom?

Remind children of the long time the princess spent working as a servant in the young king's palace. Ask:

- If you were the princess, what would you do to change your situation in the palace?
- How could you help the young king figure out who you

are?

Help children understand that the princess used her creative thinking skills in order to free herself from an undesirable fate. Give children a variety of hypothetical situations to consider. Encourage children to think creatively in order to resolve each problematic situation:

- You're hungry for vegetable soup, but your soup's too hot to eat. You're starving for soup and nothing else will do! What can you do?
- You have one dollar, and want to buy three things. You want a pen, a bug bag of popcorn and a book. Each costs a dollar! What can you do?
- You have plans to attend a birthday party on Saturday, but your favorite cousin is coming to visit that same day. You want to stay home and you want to go party! What can you do?

Draw a picture of the important objects in the fairy tale, including the three dresses, the coat, the ring, the thimble and the spinning wheel. Then have the children tell a tale that incorporates each of these objects. Have one child begin the story by incorporating the first object in the tale. Have another child continue by incorporating the second object. When all the objects have been included, have children continue inventing and telling their tale until it is finished- a true cooperative effort!

## Other videos and films about fairy tales available from Weston Woods include:

THE FISHERMAN AND HIS WIFE by Wanda Gág  
GOLDBLOCKS AND THE THREE BEARS by James Marshall

RED RIDING HOOD by James Marshall

THE THREE LITTLE PIGS by James Marshall

THE THREE BILLY GOATS GRUFF written by P.C.

Asbjornsen & J.E. Moe & illustrated by Marcia Brown

THE UGLY DUCKLING by Hans Christian Anderson & illustrated by Svend Otto S.

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# THE RAINBABIES

## THE RAINBABIES

Book by Laura Krauss Melmed, illustrated by Jim LaMarche

Themes: Families/ Fairy Tales/ Magic

Grade Level: K - 2

Running Time: 20:00

## SUMMARY

An elderly man and woman who had for a long time yearned for children of their own, receive the gift of a dozen tiny babies in a dozen drops of water. Over time, the new parents love the babies and care for them at great lengths. Later, the babies are claimed by Mother Moonshower, who rewards the parents with a real baby to love and cherish.

## OBJECTIVES

- Children will learn about families.
- Children will investigate fairy tales.
- Children will explore magic.

## BEFORE VIEWING ACTIVITIES

Share the book *The Rainbabies* with children. Then ask:

- Why were the man and woman sad at the beginning of the story?
- What happened to make them feel happy?
- What did they do to care for the babies?
- How do you think they felt about giving up the babies?
- What do you think the couple's life was like after their new daughter arrived at the end of the story?

Have children identify their own family members. Ask:

- What do the people in your family do to show they

care for one another?

- If you've ever had to help care for a baby brother or sister, what responsibilities did you have? How did you feel about helping to care for the baby?
- What are your favorite things to do with your family?

Give children an opportunity to draw one of the rainbabies. Remind them that each baby was only as big as a big toe. Encourage them to include as much detail as possible as a way of helping them investigate what one of the babies might actually look like.

## AFTER VIEWING ACTIVITIES

Talk with children about the different disasters and hazardous situations the elderly couple experienced that put the babies lives in jeopardy. Give them an opportunity to investigate some problem-solving strategies by asking:

- What was the first dangerous situation the couple found themselves in with the babies? How did they rescue the babies from the water? What else could they have done to save the babies?
- How were the babies saved from the ring of fire? What might have happened to the man when he leapt over the ring to save the babies? What else could the couple have done to save the babies from the fire?
- How did the woman stop the weasel from running away with the baby? What else could she have done to get her baby back?

Encourage the children to think up an original fairy tale like *The Rainbabies*. Have the children dictate their stories. Allow them to accompany their stories with original illustrations. Display the stories and drawings on a classroom wall or bulletin board.

Remind children that each evening the old couple sang the babies to sleep while placing them in wooden shoes. Ask:

- What other small places might the babies have fit into? Provide small boxes, pieces of cotton, fabric scraps, and other art materials that children can use to create their own miniature beds for the tiny babies.
- Talk about magic with the children. Explain that Mother Moonshower magically made the tiny babies appear in drops of water. Borrow some books about magic and have some fun performing simple magic tricks.

## OTHER VIDEOS AND FILMS THAT ARE ABOUT FAMILIES AVAILABLE FROM WESTON WOODS INCLUDE:

**BLUEBERRIES FOR SAL**, by Robert McCloskey  
**BRAVE IRENE**, by William Steig  
**MAKE WAY FOR DUCKLINGS**, by Robert McCloskey  
**OWEN**, by Kevin Henkes  
**PETER'S CHAIR**, by Ezra Jack Keats  
**PICNIC**, by Emily Arnold McCully  
**SYLVESTER AND THE MAGIC PEBBLE**, by William Steig

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# RED RIDING HOOD

## RED RIDING HOOD

By James Marshall (Dial)

Themes: Kindness/Fairy Tales

Grade Level: K-2

Running Time: 8 minutes, animated

## SUMMARY

RED RIDING HOOD is about a little girl, who sets out through the woods to deliver a basket of freshly made custard to her grandmother. Along the way Red Riding Hood meets up with a wicked wolf, who tricks her into believing he wants to escort her through the dangerous woods. The wolf suggests that Red Riding Hood pick some sunflowers for her granny, and runs ahead to Granny's house.

The wolf gobbles up Granny and waits for Red Riding Hood. When Red Riding Hood arrives at Granny's house, the wolf gobbles her up too. The end of the story finds Granny and Red Riding Hood rescued from the stomach of the wicked wolf by a hunter. Red Riding Hood vows never to speak with strangers again-and she never does.

## OBJECTIVES

- Children will explore ways to show caring for one another.
- Children will appreciate the importance of observing and thinking carefully before acting.

## BEFORE VIEWING ACTIVITIES

Share the book RED RIDING HOOD with children.

Tell children: Red Riding Hood was afraid of the dark. It's okay to be afraid of something. Talk with children about different fears they have or may have had in the past (fear of the dark, of animals/insects, family visitors they do not know, etc.)

Ask:

- What did you do when you felt afraid?
- What made you feel better?
- What would you tell someone who has these same fears?
- How do you help to care for people in your family when they aren't feeling well?
- What do your family members do for you when you're sick?
- How do the things they do make you feel?

Make custard in the classroom like Red Riding Hood's mother. Enjoy your tasty snack!

## AFTER VIEWING ACTIVITIES

Have children dramatize the story of Red Riding Hood. Provide props, including canning jars for Red Riding Hood's mother, a hooded jacket and basket for Red Riding Hood, a straw hat for the wolf, eye glasses for Granny, and a hat and cane for the alligator. You may want to have children perform their dramatizations for parents or for other classes. Try to tape children's performance so that they can enjoy it again later in the year.

Help children use construction paper, crayons, and yarn to make simple masks of their favorite charac-

ters. Then have children take turns wearing the masks and conversing with one another as the characters.

Explain the meaning of "fairy tale" to children: a made-up story about an adventure that could involve animals who talk, and people with extraordinary powers. Perhaps you and the class could make up an original fairy tale. Have the children draw pictures to accompany your original fairy tale. Then share another fairy tale that everyone knows well like Sleeping Beauty or The Three Bears.

Talk about the music.

- How did it enhance the story?

Try playing the video without the music to compare.

**Other videos and films based on fairy tales available from Weston Woods include:**

THE EMPEROR'S NEW CLOTHES by Nadine Bernard Westcott

THE FISHERMAN & HIS WIFE by Wanda Gág  
GOLDILOCKS & THE THREE BEARS BY James Marshall

THE THREE BILLY GOATS GRUFF written by P.C. Asbjornsen & J.E. Moe & illustrated by Marcia Brown

THE THREE LITTLE PIGS by James Marshall

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# THE SELFISH GIANT

## THE SELFISH GIANT

by Oscar Wilde, ill. by Gertraud & Walter Reiner

Themes: Fairy Tales, Seasons

Grade Level: K-2

Running Time: 14 minutes, animated, B&W

### SUMMARY

This is the story of a giant who returns to his home after many years to discover that children have been using his garden to play in. This upsets the giant, who erects a wall to keep the children out. The cold winter refuses to give in to the brilliance of spring without the children. One day, the giant notices sunshine coming in through his window. He discovers that children have crawled through a hole in the wall, entered the garden and climbed into the trees, making them blossom. In the farthest corner of the garden, the giant notices one little boy who is crying because he cannot climb up into a tree. The giant helps the boy up and discovers that his life is much more pleasant this way. The children once again enjoy the garden and springtime fills the giant's yard. The story ends with the passing of the elderly giant, who lies under a tree in his garden covered with blossoms.

### OBJECTIVES

- Children will learn about the joys of sharing.
- Children will explore the seasons.
- Children will investigate the meaning of

friendship.

### BEFORE VIEWING ACTIVITIES

Share the book, *THE SELFISH GIANT*, with children. Then ask:

- Why do you think springtime always came to the giant's garden when the children played there?

Talk with children about the seasons. Ask:

- Which season is your favorite? Why?
- What kinds of weather do you enjoy most?
- What kinds of things do you do outdoors in the summer? winter? spring? fall?
- What colors do you see during each season?
- What are some of the signs you see that tell you that spring is on the way? That winter is coming? That summer is almost here? That fall is arriving? (Ask children who live in areas where seasonal changes are not dramatic to describe the subtle changes that occur.)

Have children describe the kinds of things they like to share with their friends and family. Ask:

- How do you feel when you share these things?
- How do you feel when others share with you?
- What can you do if a friend wants to use something of yours that is very special and important to you?
- What are some good ways to deal with sharing problems?

### AFTER VIEWING ACTIVITIES

Supply twigs or tongue depressors, sheets of posterboard, crayons and paste that children can use to create the giant's garden. Have children paste the twigs/tongue depressors onto the posterboard to create four separate squares, each representing the giant's garden during a different season. Help children label each section of the garden summer, winter, spring and fall. Have children use their crayons to draw within each square what the garden might look like during each season.

Have children perform a dramatization of the story, *THE SELFISH GIANT*. Children can paint a large garden scene on kraft paper to use as a backdrop. Attach cotton balls to a triangular piece of construction paper, attach string to the paper and let the "giant" wear it as a beard. Encourage children representing the children in the story to describe the many different signs of spring they see as they romp and play in the giant's garden.

Discuss the ways the children in the story felt about the giant in the beginning and at the end of the story. Ask children what kinds of things they think the giant and the children in the story enjoyed doing together once they got to know one another.

Other videos about seasons available from Weston Woods include:

**Miss Rumphius** by Brabra Cooney

**The Snowy Day** by Ezra Jack Keats

**Time of Wonder** by Robert McCloskey

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# THE STONECUTTER

## THE STONECUTTER

Book by Gerald McDermott

Themes: Japanese Culture/Greed

Grade Level: K-3

Running Time: 6:00

## SUMMARY

*THE STONECUTTER* is the story of a man who works diligently each day, cutting stone from a mountain. The stone is used to build the great temples and palaces of Japan. One day, the stonecutter witnesses a prince passing by, preceded by a soldier and followed by musicians and dancers. The stonecutter stops working and wishes to be a prince, so that he too might enjoy wealth and power. The spirit hears the stonecutter's wish and obliges him. Soon, the stonecutter wishes to be the sun, which he decides is much more powerful than a prince. The stonecutter shows his power as the sun in ways harmful to the people of the land. He then wishes to be the clouds, and then a mountain. Each time the stonecutter wishes for more power. The end of the story finds the stonecutter as a mountain, with the sound of a lowly stonecutter chipping away at the foot of the mountain.

## OBJECTIVES

- Children will learn about Japanese culture.
- Children will explore the concept of greed.
- Children will investigate the power of greed.

## BEFORE VIEWING ACTIVITIES

Locate Japan on a map on the continent of Asia.

Point out the different terrains, the climate, the proximity to water. Compare these to where children live.

Share the book, *THE STONECUTTER*, with children. Talk about the ways Japanese culture is similar to, and different from our own. If possible, bring objects representative of Japanese culture into the classroom to share with children.

Talk with children about the things they wish for that they do not have. Ask:

- What would you do if you had this?
- How would your life be different?
- How would this make you happier?
- Would other people be changed if you had this? How?

## AFTER VIEWING ACTIVITIES

Talk with children about the way greed affected the stonecutter's wishes throughout the story.

Ask:

- Why wasn't the stonecutter satisfied with his work in the beginning of the story?
- What did he do with his power when he became the sun? When he became a cloud?
- If the stonecutter had not seen the prince pass by, do you think he would be happy to be a stonecutter for a long time? Why?
- How do you think the stonecutter felt about being a mountain at the end of the story?
- What do you think is going to happen to him?
- If the stonecutter could make one more wish,

what do you think it would be? Why?

Discuss the "cut paper look" of the illustrations in the film with children. Help children recall the way simple shapes were used to form the robe of the woodcutter, the sun, the clouds, the mountain, etc. Then supply a variety of shapes cut from construction paper, glue, and sheets of cardboard for each child. Have children use the materials to create their own cut paper designs. Later, have children share the designs and display them in the classroom.

Talk with children about uncontrollable forces of nature. Ask:

- Have you ever been outdoors on a very hot summer day? How does the sunshine make you feel? What would you say to the sun if it could talk back?
- Have you ever seen a severe thunder or rainstorm? Can people stop the storm? As children talk, help them to see that forces of nature can be very powerful and are out of our control.

## OTHER FILMS AND VIDEOS ABOUT JAPANESE CULTURE FROM WESTON WOODS:

**CROW BOY** by Taro Yashima

**THE TALE OF THE MANDARIN DUCKS** by Katherine Paterson, ill. by Leo & Diane Dillon.

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# THE SWINEHERD

## The Swineherd

by Hans Christian Andersen, illustrated by Bjorn Winblad

Themes: Fairy Tales

Grade Level: K-3

Running Time: 13 minutes, iconographic

## Summary

This is the story of a prince who wishes to marry the Emperor's daughter despite the fact that she refuses his gifts.

The determined prince decides to disguise himself as a swineherd, watching over the Emperor's pigs. He spends his days making more gifts for the Emperor's daughter, magical. The prince offers these things in exchange for kisses. The Emperor's daughter obliges the prince until they are caught by the Emperor. They are tossed out of the palace at once. When the prince reveals himself to the Emperor's daughter, he tells her that he no longer wants her because of her greed. She would not take gifts from an honest prince, but she would take the gifts of a swineherd out of greed.

## Objectives

- Children will explore the concept of greed
- Children will enjoy a delightful version of a classic fairy tale
- Children will investigate the ways that they learn by using their senses

## Before Viewing Activities

Share the book *The Swineherd* with children. Then ask:

If you were the prince, what would you have done to get the attention of the Emperor's daughter? Why?

Have children talk about their favorite fairy tales. Ask: How do the people (animals) feel at the end of the fairy tale? Could the things that happened in the fairy tale happen in real life? Why? Why not? If your favorite fairy tale characters could come to life, what would you want to ask them? What things could you show them that they might find interesting?

Tell children that they will hear many different sounds as they view the story, including birds singing, wooden shoes moving across stone walkways, rain falling, bells ringing, and many different kinds of music playing. Encourage children to listen carefully for each of these sounds.

## After Viewing Activities

Have children dramatize the story of *The Swineherd*. Before beginning, children can create a backdrop for their play by painting a palace and a pig pen filled with pigs on a large sheet of kraft paper. You might want to provide props such as clogs to be worn by the "maiden", pointed hats to be worn by the "Emperor's daughter" and the "maidens" a crown to be worn by the prince, old, tattered clothing to be worn by the "swineherd", a

bird cut from construction paper and a silk flower to represent the prince's gifts and a cooking pot, and an old toy to represent gifts prepared by the swineherd.

Talk with children about the many things we can learn by using our senses. Ask: What special things did the Emperor's daughter smell? What did she hear? What smells do you enjoy? What kinds of things do you like to listen to? What kinds of things can your sense of smell tell you? What can you learn by listening carefully?

Discuss the Emperor's daughter's greedy nature. Ask: Do you know a greedy person? How is this person greedy?

Other book based films and videos about fairy tales are available from Weston Woods. These include: *THE FISHERMAN AND HIS WIFE* by Wanda Gag  
*GOLDBLOCKS AND THE THREE BEARS* by James Marshall  
*RED RIDING HOOD* by James Marshall  
*STREGA NONNA* by Tomie de Paola  
*THE THREE LITTLE PIGS* by Erik Blegvad  
*THE THREE LITTLE PIGS* by James Marshall  
*THE THREE BILLY GOATS GRUFF* written by P.C. Asbjornsen and J.E. Moe and illustrated by Marcia Brown

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# THE TALE OF THE MANDARIN DUCKS

## THE TALE OF THE MANDARIN DUCKS

From the book by Katherine Paterson ©1990 illus. by Leo & Diane Dillon (Lodestar, New York)  
Themes: Japanese Culture/Folktales, Greed, Kindness  
Grade Level K - 3  
Running Time: 12 minutes

### SUMMARY

A greedy lord captures the drake to enjoy its beautiful plumage, separating a pair of inseparable mandarin ducks. A kind kitchen maid, no longer able to bear the duck in captivity, frees it from its cage. When the lord discovers the missing drake, he banishes the servant and her husband, deciding they must be executed.

In a surprising turn of events, the servants are freed by two messengers, beautifully dressed in garments that mock the colors of the ducks.

### OBJECTIVES

- To help children learn about Japanese culture.
- To help children understand the value of being honest and caring.
- To help children understand the importance of valuing the natural environment.

### BEFORE VIEWING ACTIVITIES

Locate Japan on a map. Show children how far Japan is from where we live. Using library books as reference, discuss with children the life styles, clothing, foods, and occupations of the Japanese people. If children have first-hand experience with aspects of Japanese culture, encourage them to share information or objects that represent this culture.

Talk with children about wildlife that

enhance their homes in ponds, lakes, woods, the sky, etc. Ask children to describe ducks they may have seen and the sounds these birds make. Encourage children to think about the different ways people can work to protect these animals' habitats.

Explain that **The Tale of the Mandarin Ducks** is a folktale. See if children can recall other folktales they may be familiar with. Ask: Are these tales true? What makes the tales similar to one another? What is your favorite folktale? Why?

Share the book **The Tale of the Mandarin Ducks** with children. Then ask:

- What tells you the story takes place in Japan?
- How do you feel about the lord's behavior?
- How do you feel about what Yasuko did?
- Who rescued Yasuko and Shozo from the woods?
- What or who did the rescuers seem to be like?
- What do you think life was like for Yasuko and Shozo after they were rescued?

### AFTER VIEWING ACTIVITIES

Offer children styrofoam balls and colorful feathers they can use to create their own mandarin ducks. Have children pay close attention to the ways they combine the colorful feathers. Have children decide whether they will create a duck or a drake and encourage them to discuss how this affects their color choices.

Take children to a local museum or library that may have an exhibit focusing on Japanese culture. Have children look for items of clothing, foods, homes, and other

objects they are familiar with from viewing **The Tale of the Mandarin Ducks**. As children enjoy the exhibit, encourage them to think about the similarities and differences between the Japanese culture and their own.

Have children create their own folktales. Children may want to write their stories or dictate them to you as they tell them. Supply sheets of white paper children can use to draw pictures to accompany their tales. Display the folktales on a wall or bulletin board where they can be shared with visitors.

Talk about the contrasting values of greed and caring that were central to **The Tale of the Mandarin Ducks**. Have children think about how the lord's greed failed, in the end, to get him what he wanted, and how Yasuko and Shozo's caring and selflessness resulted in a happy ending for the two of them. Encourage children to think about times in their lives when greed or kindness ruled their decision-making. Ask: How did it feel to be greedy? To be kind?

### OTHER VIDEOS AND FILMS ABOUT JAPANESE CULTURE AND FOLKTALES AVAILABLE FROM WESTON WOODS INCLUDE:

- **CROW BOY** by Taro Yashima
- **THE STONECUTTER** by Gerald McDermott

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# THREE BILLY GOATS GRUFF

Three Billy Goats Gruff

by P.C. Asbjornson & J.E. Moe (Harcort)

Themes: Folktales

Grade Level: Pre- K-1

Running Time: 6 minutes, iconographic

## Summary

Three billy goats, ranging in size from smallest to largest must cross a bridge in order to get to the meadow where they graze. Under the bridge lives a mean troll, who threatens to gobble up each of the billy goats.

The first two goats implore the troll to pass them by for the next billy goat who is bigger than they are. The troll agrees and meets his match in the third billy goat, who in a showdown, challenges the troll to come up onto the bridge. The billy goat butts the troll with his horns and tosses him into the river. The story ends with the billy goats contentedly grazing in the meadow, forever free of the nasty troll.

## Objectives

- Children will enjoy a familiar folktale
- Children will explore the concept of courage
- Children will investigate bullies

## Before Viewing Activities

Share the book *The Three Billy Goats Gruff* with children.

Then ask:

Why do you think the first two billy goats told the troll to wait for the next billy goat? How do you think the three billy goats felt about one another?

Talk with children about goats. Explain that female goats are called nanny goats, male goats are called bucks or billy goats and baby goats are called kids. The female goats' horns are not as large as the males. Tell children that goats usually live in mountainous areas. Goats are very surefooted and can take flying leaps from rock to rock.

Take a walk outdoors with children. Find a grassy spot where children can sit down, close their eyes, and imagine the three billy goats grazing on the grass nearby. Ask: What sounds do you think you might hear as the billy goats enjoy their lunch? Can you make the sound of the billy goats hooves as they climb rocks? Can you make the sound of the billy goats trip-trapping over a bridge? Can you make the sound of the mean, ugly troll?!

## After Viewing Activities

Give children an opportunity to dramatize the story of *The Three Billy Goats Gruff*. Try face paint to help the child representing the troll to get into character. Attach bells to lengths of yarn and let the "billy goats" wear them around their necks. A long strip of kraft paper attached to the floor will make a wonderful bridge. (After the performance, have children use the "bridge" as a balance beam. See if children can hop on one foot, walk backward, and tiptoe across the bridge!)

Talk with children about a bully they've known. Ask

children to describe the bully and to draw an imaginative picture of him/her. See if children can explain why bullies need to bully others.

Plan a field trip to a museum or nature center where children can observe animals in their assimilated, or natural habitats. Encourage children to ask questions of the museum or nature center guides. As children observe the animals, point out the physical characteristics that help the animals defend themselves, in the same way that billy goats use their horns, or camouflage their bodies.

Other book based films and videos about folktales are available from Weston Woods. They include:

THE EMPORER'S NEW CLOTHES by Nadine Bernard Westcott

KING OF THE CATS by Paul Galdone

STONE SOUP by Marcia Brown

THE STONECUTTER by Gerald McDermott

A STORY, A STORY by Gail E. Haley

TEENY-TINY AND THE WITCH WOMAN written by Barbara Walker and illustrated by Michael Foreman

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

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# THE THREE LITTLE PIGS

The Three Little Pigs

by James Marshall (Dial)

Themes: Fairy Tales

Grade Level: Pre K-1

Running Time: 8 minutes, animated

## Summary

The Three Little Pigs is a version of the familiar story we have enjoyed through the years. This particular version, however, has a kind of contemporary twist. For example, when the second little pig offers to buy sticks to build a house from the man selling them, the man replies, "I'd think twice about that." The pig responds back with "Oh, pooh."

The story is introduced as a play starring three brilliant pig actors. When the curtain is drawn at the end of the stories, the three pigs appear on stage once again, to accept their applause and make their bows, along with the wolf.

## Objectives

- Children will enjoy a modern day version of The Three Little Pigs
- Children will explore problem-solving techniques as they watch the third little pig deal with an array of dilemmas.
- Children will exercise critical thinking skills as they consider the decisions of each pig regarding the building of their homes

## Before Viewing Activities

Share the book *The Three Little Pigs* with children.

Then ask:

If you were one of the three little pigs, what would you have done to get rid of the wolf?

Talk with children about their favorite fairy tales.

Ask: What do you enjoy most about these stories?

If you could be a fairy tale character, whom would you be? Why? Make a list of fairy tales children in the group are familiar with. Then ask: Which of these fairy tales makes you feel frightened? Why? Which makes you feel sad? worried? happy?

Take a walk around your school's neighborhood with children. Encourage children to look carefully at the different types of homes they see along the walk. (If homes are not within walking distance of your school, arrange a field trip to a neighborhood where children can observe a variety of homes.) Ask children to describe the colors of the homes, the materials used to build them, the arrangement of windows and doors, the numbers of floors, etc.

Choose different children in the class to dramatize the characters in the story.

## After Viewing Activities

Talk with children about the ways the third little pig out-smarted the wolf. Encourage children to try and think of other things the pig might have done to fend off the wolf. Have children consider what the three pigs might have done together to keep the wolf at bay.

Give children an opportunity to think about what the wolf's home might look like. Ask: What do you think the wolf might use to build his home? What kinds of things would be inside the wolf's house? What kind of neighborhood would the wolf live in? Have children create drawings of the wolf's house and share them with the class.

Talk with children about how the voice and the music affected the animated production.

Have children dramatize characters from different fairy tales performing appropriate actions. For example, a child might pretend to be Jack climbing a beanstalk. Another might pretend to be a bear looking at an empty bowl of porridge. As children take turns dramatizing these characters, see if others in the class can identify the characters being represented. (If the class cannot guess from the actions alone, allow children to talk as the character to help the class along.)

Other book based films and videos based on fairy tales are available from Weston Woods. These include:

THE FISHERMAN AND HIS WIFE by Wanda Gag

GOLDBLOCKS AND THE THREE BEARS by James Marshall

RED RIDING HOOD by James Marshall

THE THREE LITTLE PIGS by Erik Bldgvad

THE THREE BILLY GOATS GRUFF written by P.C. Asbjornsen and J.E. Moe and illustrated by Marcia Brown

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# THE UGLY DUCKLING

## THE UGLY DUCKLING

by Hans Christian Andersen, adapted and illustrated by Jerry Pinkney (HarperCollins)

Themes: Folktales, Growth and Change, Nature

Grade Level: K--5

Running Time: 20 minutes

## SUMMARY

This adaptation revives the classic European folktale in a rural American pioneer landscape, with ponds, woods, fields and farms rendered in lovely watercolor paintings that are both realistically detailed and full of emotion. The art draws children into the world of an odd egg that hatches into a duckling so ugly it is taunted by all the others. The outcast runs away and faces hunger, danger, cold, and worst of all, loneliness. But when warmth and spring return, the duckling turns into a beautiful swan and finds the other swans with which it belongs.

## OBJECTIVES

- Children will watch and listen to a classic folktale.
- Children will describe how animals change as they are born and grow up.
- Children will notice visual and verbal details about nature at various seasons of the year.
- Children will identify and express their feelings about growth and change in their own lives.

## BEFORE VIEWING ACTIVITIES

Start by asking the many students who already know the story not to give away the ending to those who don't know it. If the story is unfamiliar to most of the class, start by discussing the title. Ask how the

word "ugly" makes them feel. Ask students to name other bad feelings, such as being lonely or cold. Promise them that in this story bad feelings turn good.

If the story is familiar to all or most of the class, explain that there are many different ways to tell the same story, and that this program has art that makes it especially worth watching. Encourage students to notice details as they watch and listen. What words and pictures are clues about people? Who are the people in the story? What do their houses look like? What plants and animals are in the story?

## AFTER VIEWING ACTIVITIES

To encourage children to express the feelings evoked by the program, ask them to look back at the story from different points of view. For example, have them imagine they're the other ducklings in the brood or the children who want to play. Remind them that none of these characters really understood the duckling—in fact, the duckling did not understand itself. Discuss how the duckling's feelings changed after it realized it was a swan.

Connect the story to a nature or science lesson by reviewing the pictures in detail. Recall the details that showed the changes of the seasons. Challenge younger students to list all the animals they see. Challenge older students to identify both plants and animals by species, with the help of nature guides.

Connect the story to both science and art by asking students to draw pictures of baby animals and their parents. Display the pictures on bulletin boards or assemble them in large scrapbooks that can be

shared with other classrooms.

Connect the story to American history by recalling visual details that were clues to the place and date of the story. For example, remind them that there were no electrical wires in the pictures, and that the people wore old-fashioned clothes. Other details to notice include the wooden fences, carts and farm tools.

Encourage students to collect other versions of the same story and compare them. Use the comparisons to reinforce the idea that the same story can be told in many different ways. Encourage children to retell this and other familiar stories, using pictures, sounds and music as well as words.

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

**OWL MOON** by Jane Yolen, ill. by John Schoenherr

**TIME OF WONDER** by Robert McCloskey  
**THE CATERPILLAR AND THE POLLIWOG** by Jack Kent

Other videos and films based on classic European folktales available from Weston Woods include:

**RAPUNZEL** by Paul O. Zelinsky

**THE EMPEROR'S NEW CLOTHES** by Hans Christian Andersen, retold and illustrated by Nadine Wescott.

**THE THREE BILLY GOATS GRUFF** by P.C. Asbjornsen & J.E. Moe, ill. by Marcia Brown

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# CHICKEN LITTLE

## CHICKEN LITTLE

Book by Steven Kellogg ©1985

Themes: Adventure, Critical Thinking, Humor

Grade Level: K - 2

Running Time: 8 minutes

## SUMMARY

When an acorn falls on Chicken Little's head, she convinces herself and her friends that the sky is falling.

Unbeknownst to her, Foxy Loxy is getting ready to capture them for a tasty meal. He disguises himself as a police officer, outwits the birds, gathers them into his truck, and prepares to take them home for a poultry dinner. In the end however, Foxy Loxy is the captured one, and Chicken Little lives to tell the tale of the day the sky fell to her grandchicks.

## OBJECTIVES

- Children will learn the importance of critical thinking.
- Children will appreciate a story of humor and adventure.
- Children will learn to follow a sequence of events as they enjoy the story.

## BEFORE VIEWING ACTIVITIES

Explain to children that the story of Chicken Little involves a bird who chooses to act before thinking things through. Encourage children to describe situations they may have been involved in where they felt sad or upset about something before understanding all they could about

the situation. Ask:

- How did you feel later?
- What would you do the next time?

Share the book **Chicken Little** with children. Then ask:

- Why do you think Henny Penny and the others believed Chicken Little when she said the sky was falling?
- How did Foxy Loxy fool them and get them into the truck?
- What mistake did Foxy Loxy make?
- How do you think Foxy Loxy felt at the end of the story?

## AFTER VIEWING ACTIVITIES

Let children have some fun dramatizing the story of Chicken Little. Help children use yellow construction paper to make beaks and wings for those children who will be the birds in the story. Cut out a strip of white teeth from white construction paper for the child who will be Foxy Loxy. Paint a large appliance box to represent the police van in the story. Use a doll carriage, cookbook, set of toy golf clubs, baton (for the bar bell) as props for the story. As children act out the story, encourage them to use facial expressions to demonstrate the surprise, worry, panic, etc. the characters are feeling.

Let children make up their own silly stories and tell them into a tape recorder. Once you have the stories on tape, supply paper and crayons children can use to draw the sequence of events as they

occurred in their stories. Staple the pages together to make wordless picture books. Later, play the recordings back for the whole class, allowing children to show the illustrations in their books as their classmates listen to their stories.

## OTHER HUMOROUS VIDEOS AND FILMS AVAILABLE FROM WESTON WOODS INCLUDE:

- **THE COW WHO FELL IN THE CANAL** by Phyllis Krasilovsky, illus. by Peter Spier
- **THE MOST WONDERFUL EGG IN THE WORLD** by Helme Heine
- **WINGS: A TALE OF TWO CHICKENS** by James Marshall

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# WINGS: A TALE OF TWO CHICKENS

## WINGS: A TALE OF TWO CHICKENS

By James Marshall (Viking-Penguin)

Themes: Friendship/Importance of Reading

Grade Level: K-4

Running Time: 9 minutes, animated

### SUMMARY

WINGS: A TALE OF TWO CHICKENS is about two chickens who are very good friends but very different chickens! Harriet is a chicken with many interests, including reading. Winnie, on the other hand, is a chicken who is always looking to be entertained and complaining about boredom. One day, a sly fox asks Winnie to accompany him on a hot air balloon ride. Silly Winnie agrees and the adventure begins. While the fox tries several different ways to capture Winnie, Harriet pursues the fox in order to bring her friend back home, safe and sound.

The story ends with Harriet rescuing her friend from the fox and putting her to bed with a good book in which she sees a picture of a fox. It is only at this point in the story that silly Winnie realizes that she had come very close to being eaten by a fox!

### OBJECTIVES

- Children will learn about the importance of reading.
- Children will explore the differences between people.
- Children will talk about friends.

### BEFORE VIEWING ACTIVITIES

Share the book WINGS: A TALE OF TWO CHICKENS with children. Then ask:

- What makes this story funny? (answers: some of the words, the pictures, the ideas, the characters.)

Have children describe a special friend. Ask:

- How are you and your friend different from one another?
- How do you decide what you'll do when you are together?

Tell about one time you or your friend helped the other in a dangerous situation.

Visit your school library with children. Emphasize that you can learn almost anything you want to know by reading books. Have children share their favorite books with one another.

### AFTER VIEWING ACTIVITIES

Discuss the kind of friendship that existed between Winnie and Harriet. Ask:

- How do you know that Winnie and Harriet cared for one another?
- What do you think Winnie would miss most if she didn't have Harriet for a friend?
- What would Harriet miss?
- What important things do real friends do to show they care for one another?

After discussing these questions, have children make a friendship ring to display in the classroom. Have children name different ingredients that contribute to friendship (sharing feelings, playing together, working together, etc.). Print these words on individual strips of paper. Then have children glue the strips of paper together to make a paper chain. Hang the chain along a classroom wall as a daily reminder of the joys of friendship.

Talk with children about the differences between Winnie and Harriet in the film. Then divide children into pairs. Have each pair of children describe how they are both different from, and similar to, one another.

Distribute crayons and paper that each pair of children can use to draw one another. Have each child describe his/her partner by describing the drawing to other members of the class. As children discuss their drawings, emphasize that we are all different from one another, special and unique in our own ways.

Talk about the music. Ask:

- How did it contribute to the suspense? To the silliness?

Celebrate National Library or Children's Book Week! Have the children talk about their favorite books, draw pictures about them, and write their own books.

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

### Friendship

**ANDY 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

**HAPPY BIRTHDAY, MOON** by Frank Asch

**THE HAPPY LION** written by Louise Fatio & illustrated by Roger Duvoisin

**A WEEKEND WITH WENDELL** by Kevin Henkes

### Reading

**PETUNIA** by Roger Duvoisin

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# THE EMPEROR'S NEW CLOTHES

The Emperor's New Clothes

By Hans Christian Andersen, ill. by Nadine Westcott (Little, Brown)

Themes: Clothes, parades, Pride, Vanity

Grades K – 3

Running time: 8 minutes, Animated

## Summary

In this story, the Emperor would rather spend his time trying on new clothes than doing anything else. The Emperor is so consumed, in fact, with clothing that the clothing shows up in very odd places, including on top of, underneath, and all around dining tables.

One day, two swindlers come to the castle, pretending to be tailors. They explain to the emperor that they can make him the finest clothing in the land. All but the foolish will be able to appreciate the clothing, they say. The clothing will be invisible to all who are foolish or unfit for their office.

The Emperor hires the swindlers, who, of course, create nothing, but tell the Emperor that his invisible clothing is simply perfect. The Emperor, not wanting to appear foolish, wears what is actually nothing in the royal procession. It is only when a child calls out, "But he has no clothes on!" that the people feel free to acknowledge what they see. The Emperor, certain now that he is wearing nothing, feels he has no alternative but to march on with his head held high. The people of the kingdom admire the Emperor's style and applaud him.

## OBJECTIVES

- Children will learn about the importance of self-esteem.
- Children will understand the value of honesty.
- Children will investigate ways to judge character.

## BEFORE VIEWING ACTIVITIES

Talk with children about the different things they own that they consider special. Ask:

- What are some of your favorite things that you have here in school or at home?
- Why are they special?
- How do you feel when you have them?

- How do you feel without them?
- Do you have special clothing that you like to wear?
- How do you feel when you wear these things?

Explain to children that they are about to hear a story about an Emperor. In this story, the Emperor likes nothing more than clothing.

Share the story The Emperor's New Clothes, with children.

Ask:

- What was special about the way the artist made the letters of the story title on the book cover?
- Would this book have been much fun if the pictures were in black and white? Why? Why not?
- What kinds of outfits did the Emperor wear?
- Why do you think they were not always right?
- What kind of person do you think the Emperor was?
- How do you think the people in the castle felt about working for the Emperor?
- What would you like most about working here?
- What would you like least?

Encourage children to pay attention to the background music as they watch.

## AFTER VIEWING ACTIVITIES

Ask:

- What kind of music did you hear?
- Did the music seem silly or serious?
- Did the music seem to match the story? Why? Why not?
- What happened to the music after the child told the Emperor that he was not wearing any clothing (music stops)?
- Why do you think the people who made the film decided to stop the music here?
- How did the music make you feel when it started again at the very end of the story?
- How else is the video different from the book?...(answer: there is a computer.)

Discuss with children the kind of person the Emperor was.

Ask:

- How did you feel about the Emperor in the beginning of the story? At the end of the story?
- Why do you think the Emperor felt his clothing was so important?
- Do you decide whether you like someone or not based on what he wears? Why? Why not?
- What kinds of things do you think are important about people?
- How do you think the Emperor felt about himself at the beginning of the story? At the end of the story?

As you discuss these questions with children, be sure to emphasize that qualities like kindness, fairness, considerate behaviors, etc., help us decide how we feel about people rather than clothing and other possessions they may own.

Have children think about the little boy who shouted that the Emperor had no clothes on. Ask:

- How did the little boy's honesty help the others?
- How did his honesty help the Emperor?
- How do you think the people and the Emperor felt before the little boy said anything?
- How do you think they felt afterward?
- Do you think clothing mattered as much to the Emperor at the end of the story? Why? Why not?

Talk with children about the different kinds of clothing the Emperor had. Then let children have some fun pretending to be tailors and designing their own clothing for the Emperor. Supply sheets of cardboard, pencils, markers, glue, scissors, and fabric scraps that children can use. Have children draw the outlines of clothing on the cardboard. Then have them glue the fabric scraps of their choice onto the cardboard, filling the outlines. Later, display the work of your "classroom tailors" on a wall or bulletin board. You might also want to have the children write or dictate simple stories about why their designs are the Emperor's preference!

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# THE FISHERMAN AND HIS WIFE

The Fisherman and His Wife

by Wanda Gag

Themes: Fairy Tales

Grade Level: K-4

Running Time: 20 minutes, animated

## Summary

The Fisherman and His Wife is the story of a poor fisherman and his wife who live in a little hut near the sea. When the fisherman leaves home to fish one day, he catches something most surprising from the sea. The fisherman catches a fish--but not an ordinary fish. This fish can talk, and it explains to the fisherman that it is really a prince who has had a spell cast upon him. The fish begs to be released back to the sea and the fisherman obliges, having no use for a talking fish. The fisherman returns home and tells his wife the story of the talking fish. His wife asks the fisherman if he asked the fish to grant him a wish. When the fisherman answers no, his wife insists that he return to the sea and ask the fish to give them a decent cottage to live in. When the fish grants this wish, the wife insists that the fisherman go back again and ask for a mansion. Reluctantly, the fisherman agrees, and, again, the wife's wish is granted. This pattern continues, with the greedy wife continuing to ask for more and the fish granting each wish. Eventually, the wife asks for too much. After being made emperor and pope, she asks to be just like God. This time, when the fisherman asks the fish for this on behalf of his wife, the air is filled with thunder and the fisherman and his wife are returned to their little hut, all of their wealth and power gone forever.

Children will enjoy this powerful tale about the consequences of greed.

## Objectives

- Children will learn about greed
- Children will learn to appreciate what they have
- Children will learn to think critically

## Before Viewing Activities

Share the book *The Fisherman and His Wife* with children. Ask children to think about things they have wished for in the past. Ask: What did you wish for? Why did you want this so badly? How would your life be different if you had this? What would your life be like if your wish never came true?

Talk with children about fishing trips they may have taken. Ask: What kind of equipment did you use on your fishing trip? Who did you go with? What did you catch? How did you feel about catching (or not catching) fish? What do you like most/least about fishing?

## After Viewing Activities

Discuss the ending of the story with children. Ask: How do you think the fisherman felt at the end of the story? How do you think his wife felt? What do you think is the lesson of this story? Encourage children to think about times when they may have behaved in a way that might be considered greedy.

Talk with children about the many things they already have and stress the importance of thinking carefully before asking for things that may not be appropriate.

Encourage children to think about what the kind of life the fisherman and his wife had together after returning to live in the tiny hut. Have children create the next chapter to the story of *The Fisherman And His Wife*, accompanying their stories with illustrations. Later, have children share their stories and illustrations with their classmates and display them on a classroom wall or bulletin board.

Other book based films and videos about greed are available from Weston Woods. These include: *DOCTOR DE SOTO* by William Steig  
*GOLDILOCKS AND THE THREE BEARS* by James Marshall  
*THE GREAT WHITE MAN-EATING SHARK* written by Margaret Mahy and illustrated by Jonathan Allen  
*MILLIONS OF CATS* by Wanda Gag  
*THE SELFISH GIANT* written by Oscar Wilde and illustrated by Gertraud and Walter Reiner  
*THE SILVER COW* written by Susan Cooper and illustrated by Warwick Hutton  
*THE STONECUTTER* by Gerald McDermott  
*STREGA NONNA* by Tomie de Paola  
*THE THREE LITTLE PIGS* by James Marshall

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# THE FIVE CHINESE BROTHERS

The Five Chinese Brothers

by Claire Bishop (Coward McCann)

Themes: Chinese Culture/Working Together

Level: K - 2

Length: 10 minutes, iconographic

## Summary

Each of the five brothers in the story has a special ability or characteristic. The first brother is capable of swallowing the sea. One day, a little boy asks to go fishing with the first brother. The brother agrees, and, as they fish, the first Chinese brother swallows the sea. The little boy runs into the dry ocean and gathers up beautiful things from the ocean floor. Although the little boy had agreed to return from the ocean when called back, he failed to listen to the first Chinese brother. When the entire sea leaves the Chinese brother's throat and once again covers the ocean floor, the boy disappears.

As a result of what happened to the boy, the first Chinese brother is condemned to be executed. He asks permission for one last visit with his mother. Permission is granted and the second Chinese brother, who has a neck made of iron, returns in his place. Of course this brother's head cannot be chopped off, so he is ordered to be thrown overboard and drowned. Again, the second brother returns home to say good-bye to his mother and the third brother, who can stretch his legs, is sent in his place. This brother cannot be drowned. This pattern of new punishments and the brothers overcoming them with their special qualities, continues. The end of the story finds the people agreeing that the first Chinese brother must be innocent because he has overcome every obstacle.

## Objectives

- Children will learn about Chinese culture
- Children will learn about the benefits of working together
- Children will explore problem-solving strategies

## Before Viewing Activities

Locate China on a map. Point out its distance from where the children live, mountains, proximity to water, different climates.

Emphasize to children that people of other cultures may dress differently, live in different kinds of homes, and use languages or manners of speech that are different from ours. Encourage children to look for things, including style of dress, homes, and manner of speech that are different from what they are used to.

Fill a large cardboard box with books. Have children think about ways they might move the heavy box from one end of the classroom to the other. Encourage children to think of ways to work together in order to move the box. Then have children try it. Ask children to pay careful attention to the ways the brothers work together and problem-solve.

Spend some time talking with children about the things that are special about them individually, and as a group. Help children understand that each person is unique and special. Give children an opportunity to talk about things they particularly like about their classmates and about being a member of the class. Later, have children describe the unique characteristics of each of the brothers.

Share the book *The Five Chinese Brothers* with children. Then ask: Which of the five brother's special abilities would you like to have? Why? How do you think the first brother felt when he had to go to prison? How do you think the brothers felt when they realized that they could help one another? Do you think the people were right to let the first brother go free at the end of the story? Why?

## After Viewing Activities

Talk about the different signs of Chinese culture (dress, homes, hair styles, etc.) Then supply children with men's long-sleeves shirts, ladies skirts, slippers, and caps that they can dress up in. (If you can supply only one of each of these

items, children can take turns wearing them.) As children wear the clothing, have them pretend to be the five Chinese brothers. Ask: How does it feel to walk around in this kind of clothing? Do the clothes make you move differently? How would you feel about wearing this clothing in warm weather?

Have children describe each of the brothers' special characteristics in the story. Then present several problematic situations to children. For example, say to children: The five Chinese brothers need to get a treasure chest from a mountain top. Which brother should get the treasure chest? (brother with legs that stretch) Why?

After presenting a variety of these situations, have children talk about the many different things they could do if they had the qualities of the five brothers.

Try this simple activity to help children explore the benefits of working together: Remove books from a book shelf, art supplies from a cabinet, or children's coats from the coat hooks or cubbies. Then tell children that they will have five minutes to return these things to their proper places. When the time has passed, ask children to think about whether or not they could get the job done if they worked alone. Would it have taken more time or less? How could the children have worked together even more efficiently to get the job done faster? Encourage children to think of other tasks that are done more easily when people work together.

Other book based films and videos about Chinese culture are available from Weston Woods. These include: *THE STORY ABOUT PING* by Marjorie Flack *TIKKI TIKKI TEMBO* written by Arlene Mosel and illustrated by Blair Lent

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# JONAH AND THE GREAT FISH

## JONAH AND THE GREAT FISH

by Warwick Hutton

Themes: Religion, Responsibility, Bible Stories

Grade Level: 2-5

Running Time: 6 minutes, iconographic

### SUMMARY

JONAH AND THE GREAT FISH is a Bible story about a man named Jonah who is called by the voice of God. God tells Jonah to go to the city of Nineveh, where the people are wicked, and to teach them to give up their evil ways.

Fearing this responsibility, Jonah tries to flee from God by boarding a ship that is going to a far-off land. Soon a storm arises and the ship is in danger of sinking. The sailors believe this is the result of someone on board who has brought bad luck with him. When they draw lots to see who has brought this bad luck, it is Jonah who holds the black stick.

Jonah admits to the sailors that he has done wrong. He tells them that he has run away from the Lord's command and His presence. He then tells the sailors to throw him into the sea. When they do, the Lord sends a great fish to swallow up Jonah. After three days and nights in the belly of the fish, Jonah pleads with the Lord to save him and promises that he will never disobey Him again.

The Lord commands the great fish to open its mouth and let Jonah out. The story closes with Jonah going to Nineveh and helping the people give up their evil ways, just as the Lord commanded.

### OBJECTIVES

- Children will be exposed to a Biblical tale.
- Children will learn about the value of taking

responsibility.

- Children will learn about the value of honesty.

### BEFORE VIEWING ACTIVITIES

Share the book, JONAH AND THE GREAT FISH, with children. Then ask:

- How do you think Jonah felt when God asked him to save the people in the city of Nineveh.
- How would you feel?

Ask children who may be familiar with a Bible story to share it with the class. Have the entire group discuss the meaning of the stories. Explain to children who have never heard a Biblical tale that one way Christians learn about their religion is through the study of Bible stories.

Share a fairy tale with the children. (The story of Little Red Riding Hood, The Princess and the Pea, Jack and the Bean Stalk, and The Three Little Pigs are among titles you might want to consider.) Then discuss the message of the story. Help children explore how the message of the story can be applied to their own lives.

### AFTER VIEWING ACTIVITIES

Provide booklets made from pieces of manila construction paper which have been stapled together. Have children use the booklets to create their own "tales with a message." As they share them with the class, see if class members can identify the messages of their classmates' stories. Later, have children illustrate their stories and display them in the classroom.

Help children recall the responsibilities that Jonah failed to take on. Ask:

- Why do you think Jonah did not want to do what God asked of him?
- How do you think Jonah felt about running

away from God?

- How do you think Jonah felt at the end of the story when he took on the responsibility God had assigned him?

Talk with children about the kinds of responsibilities they have at school and at home. Ask:

- What might happen if you ran away from your responsibilities?
- How would you feel?

Talk about whales. Show the children pictures. Discuss the fact that whales are mammals, how they bear their young, breathe, what they eat, their weight, etc.

Remind children of the way Jonah admitted to the sailors on the ship what he had done. Ask:

- How do you think Jonah felt when he admitted to the sailors that he ran away from God?

Encourage children to think about situations they may have been involved in where they did, or did not, tell the truth. Discuss how withholding the truth, and being honest, makes children feel. As children talk, stress the value of being honest and forthright.

### Other videos that have religion as their theme available from Weston Woods include:

**The Clown of God** by Tomie dePaola

**The Little Drummer Boy** by Katherine Davis, Henry Onorati & Harry Simeone, ill. by Ezra Jack Keats

**Noah's Ark** adapted and Ill. by Jerry Pinkney

**The Selfish Giant** by Oscar Wilde, ill. by Gertraud & Walter Reiner

**Zlateh the Goat** by Isaac Bashevis Singer, ill. by Maurice Sendak

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# THE LITTLE RED HEN

## The Little Red Hen

by Paul Galdone (Clarion)

Themes: Animals/Work/preserverance

Grade Level: Pre K-1

Running Time: 8 minutes, iconographic

## Summary

The Little Red Hen is the story of a hen who makes her home with a very lazy cat, dog, and mouse. When the hard-working hen discovers grains of wheat in the garden, she asks her housemates to help her plant and tend the wheat. When they refuse, she does the chores herself.

The hen asks the others to help her bring the wheat to the mill to be ground into flour and to bake a cake from the flour. When her lazy friends refuse once again, the hen not only does all the work herself, but enjoys the cake by herself, too.

## Objectives

- Children will explore the value of hard work and perseverance
- Children will investigate the process involved in making breads/cakes from grains of wheat
- Children will explore the many different kinds of chores involved in caring for a home

## Before Viewing Activities

Share the book *The Little Red Hen* with children

Then ask:

Why were the hen's friends willing to help her at the end of the story?

Talk with children about the kinds of chores they perform at home. Ask: What chores do your other family members do? What other kinds of things need to be done around the house? How would it feel to do all the chores by yourself? What kinds of things can you think of to make chores more fun?

Talk with children about the different steps in making a cake. Begin with the process of growing wheat, harvesting it, grinding the wheat into flour, etc. If possible, share photographs of this process with children. Later, see if children can arrange the photos in the appropriate order.

## After Viewing Activities

Have children dramatize the story of *The Little Red Hen*. Supply props such as a broom, rake, watering can, straws, sticks to represent stalks of wheat, baking pan, etc. that children can use in their dramatizations. Encourage children to think about what a house that belonged to a hen, dog, cat, and mouse might look like. Have children paint the interior of the house on a large sheet of kraft paper. Use the painting as a backdrop for children's dramatizations.

Involve each child in the class in the baking of this delicious, nutritious whole wheat bread.

You will need:

- 1 pkg. dry yeast
- 2 cups warm water
- 1 1/2 tsp. salt
- 1/3 cup honey
- 6 cups whole wheat flour
- shortening
- 1/4 cup plus 1 tbs. vegetable oil

Dissolve yeast in 1 cup water. Mix remaining water, honey, salt, and oil. Add to yeast. Add flour gradually, beating after each addition. Knead on floured surface about ten minutes. Place dough in greased bowl, cover with damp towel and let rise approximately one hour until double in size. Punch down and divide into two portions. Cover and let rise another hour. Bake at 350 degrees for 25 minutes.

Explore the qualities of the hen in the story. Then ask: What do we know about the hen? How do you think the hen felt about the work she was doing? How was the hen awarded for her efforts at the end of the story? What other things do you think the hen might be good at? What might the hen not be very good at? If you were living with the hen, what kinds of things would you want to say to her?

Other book based films and videos about animals are available from Weston Woods. These include: *CAPS FOR SALE* by Esphyr Slobodkina  
*"CHARLIE NEEDS A CLOAK"* by Tomie De Paola  
*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  
*FLOSSIE AND THE FOX* written by Patricia McKissack and illustrated by Rachel Isadora  
*THE FOOLISH FROG* by Pete and Charles Seeger  
*THE HAPPY LION* written by Louise Fatio and illustrated by Roger Duvoisin  
*HOT HIPPO* written by Mwenye Hadithi and illustrated by Adrienne Kennaway  
*OVER IN THE MEADOW* written by John Langstaff and illustrated by Fedor Rojankovsky  
*PICNIC* by Emily Arnold McCully

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# THE MOST WONDERFUL EGG IN THE WORLD

The Most Wonderful Egg in the World

by Helme Heine (Antheneum)

Theme: Self-Esteem

Level: Grades K-1

Length 6 minutes, animated

## Summary

THE MOST WONDERFUL EGG IN THE WORLD, the film, is true to the book, The Most Wonderful Egg in the World, by Helme Heine. The story concerns three hens who are quarreling because each feels that she is more beautiful than the other two. When they cannot solve their problem, they approach the king and ask him to determine which of them is the most beautiful.

The king responds by saying that it is what they do, not how they look. He says that he will make the hen who lays the most perfect egg, the princess.

The three hens each lay unique eggs, which are perfect in their own ways. The story ends with the king deciding to make each a princess, and all live happily ever after as friends.

## Objectives

- Children will learn about values
- Children will explore problem-solving techniques
- Children will learn about the importance of self-esteem

## Before Viewing Activities

Share the book The Most Wonderful Egg in the World with children.

Then ask:

Why are the hens quarreling in the beginning of the story?

What was so special about Dotty's appearance? Stalky's?

Plumy's?

Who do they go to for advice?

What does the king tell them?

What kind of egg does Dotty lay? Stalky? Plumy?

Who becomes the princess at the end of the story?

How do the three hens feel about this?

Discuss with the children the people they know that are very special to them. Ask: Why are these people special? Does it have anything to do with the way they look?

Stress to the children that physical beauty has nothing to do with what makes people kind, or good, or special. Tell children that the film they are about to see concerns three hens, each of whom feels she is the most beautiful. As children watch, have them think about whether or not physical beauty is really important.

Ask children to draw a simple picture of a person. Then arrange the pictures on a table top where each one can clearly be seen. Have children study the group of pictures carefully, looking for the differences and similarities between them. Explain to children that this is one example of how each of them is special and unique. Emphasize that although they were all asked to draw the same thing, each one of them drew a picture in a way that was meaningful to them. To prepare children for the film, explain that the story involves three hens, each of whom is special in her own way. Encourage children to look for the ways in which the hens are different as they view the film.

## After Viewing Activities

Supply art materials that children can use to create their own "perfect eggs". (You might want to provide plastic eggs used to house panty hose for this project.) When children finish, have them share their creations with others in the group. As children discuss their eggs, emphasize the individual ways each child chose to create an egg representing his or her idea of perfection. Stress that this is another example of how we are all interesting and unique individuals.

Talk with children about the process of getting eggs from the farm to the supermarket. Include in your explanation the following stages: eggs laid by hens, eggs collected by machine, eggs packaged, eggs delivered to supermarkets and grocery stores, eggs purchased. If possible, plan a visit to a farm where children can actually see the source of the eggs they enjoy at home!

Discuss other animals and plants that are the sources of the foods we enjoy. Provide pictures of these animals and plants and line them up along the chalkboard. Then provide pictures of foods that we get from these animals and plants. Have children take turns matching the foods to their sources by placing the food pictures in front of the appropriate animals and plants.

Remind children the way the hens' problem was solved in the film. Then ask: What other ways could the hens have solved their problems? What if the king was away and they could not ask him for advice? How do you feel about the way the king solved the problem? What other suggestions might the king have given the hens?

Other book based films and videos about self-esteem are available from Weston Woods. These include:

THE CATERPILLAR AND THE POLLIWOG by Jack Kent

CORDUROY by Don Freeman

HERCULES by Hardie Gramatky

THE UGLY DUCKLING written by Hans Christian Andersen and illustrated by Svend Otto S.

WHISTLE FOR WILLIE by Ezra Jack Keats

THE WIZARD by Jack Kent

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Charlie Needs a New Cloak by Tomie dePaola is a charming book that tells about how Charlie the shepherd makes himself a new cloak. Through the book, young readers are introduced to cloth making and learn words specific to that process like "shear," "card," "spin," "weave," and "sew." The colorful illustrations of Charlie and his helpful sheep add humor and whimsy to the simple story of a shepherd making a cloak. Description. Additional Information. Reviews (0). Product Description. Charlie Needs a Cloak by Tomie dePaola includes full-color illustrations by the author. This book is included in Charlie Needs a Cloak is a simple walkthrough of the process by which sheep's wool is made into clothing, the minor miracle of turning an animal's natural winter coat into a cloak to keep the shepherd warm against the snowy season. During the st In the 1970s, '80s, and '90s, no one could do informational picture books like Tomie dePaola. Cultural studies, folktales, historical pieces, religious tradition, even basic science were all in his repertoire, and several classics arose among his many works. Charlie Needs a Cloak is a simple walkthrough of the process by which sheep A shepherd named Charlie need a new cloak, so he shears a sheep and makes one from it's wool. Director: Gene Deitch. Want to share IMDb's rating on your own site? Use the HTML below. You must be a registered user to use the IMDb rating plugin. Login. Show HTML View more styles. Photos. Add Image Add an image. Do you have any images for this title? Edit. Storyline. A shepherd named Charlie need a new cloak, so he shears a sheep and makes one from it's wool. Plot Summary | Add Synopsis. Plot Keywords