



SEE, THINK & DO ACTIVITY GUIDE

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Dear Educator, Parent and/or Caregiver,

WELCOME to the *George Shrinks* outreach kit designed for use at home and in the classroom. Led by the efforts of early childhood education expert, Andrea Tompkins, the kits are intended to expand upon the existing educational themes of the television series. Included in the kits are the See, Think & Do Activity Guides with reproducible and non-reproducible activities, video based lesson plans and an accompanying video clip reel, as well as a fun growth chart!

The outreach materials embrace the “whole child” philosophy of learning which is the belief that intellectual development thrives best within an environment actively supporting social and emotional and cognitive growth and stability.

Please take the time to read the following helpful pages:

- Notes on Using this Guide: this page describes how to use this notebook in terms of preparing for and conducting the activities, as well as explaining the content of different types of activities.
- Series Description: this page serves as a fact sheet for the series, including a breakdown of the television series, character information, and educational goals.
- Informational Section Dividers: these dividers provide research and background information on the key learning areas covered by the activities.
- Index Graph: this comprehensive graph is designed to help you locate activities based on learning areas, grade levels, type of activity, etc.

We encourage you to use the contact page located toward the end of the notebook, as we are interested to hear any questions, comments or feedback.

We hope you agree that these kits are not only fun and entertaining, but also offer a terrific opportunity for children to gain valuable skills.

Happy learning!

Your Friends at Nelvana

GEORGE SHRINKS

SEE, THINK & DO ACTIVITY GUIDE Notes on Using This Guide

How Outreach Activities Tie to Series Episodes

At the top of each activity page, a *series episode* is described that shares a common subject or theme with the lesson below it. When possible, these stories should be taped, shown and discussed as a part of activity content. Viewing an educational story, reading a similarly-themed book and then engaging in a hands-on activity supports understanding of the new idea or concept—and is the foundation of this guide’s “See, Think and Do” framework for media-based learning.

This framework involves presenting new subjects in a way that reinforces and extends children’s learning through watching them, discussing them, reading about them—and then actively exploring them. The following Nelvana series are particularly effective in modeling for children: *The Berenstain Bears*/family and community, *Seven Little Monsters*/play and imagination—and *George Shrinks*/overcoming obstacles through creative problem-solving.

How to Use These Activities

These activities were designed to be used with young children in several different ways. The first is according to the key **educational goal** (such as creative problem-solving, dramatic and creative play, or family and community). Another, is by **learning area** (such as teamwork or self-esteem). A third is by specific **activity content** (such as cooking, crafts, and role-play). An **index** at the back of each guide identifies this information for activities so that they may be used in ways that best fit your classroom teaching units—or home needs.

You will note that the activities, themselves, go beyond basic “step 1, 2, 3” directions—to include detailed discussion questions about ideas, themes and subjects. This research-based method of teaching is designed to assess children’s level of familiarity with the new subject – then guide them toward a deeper level of understanding.

Since research also supports the importance of informing and including parents on what’s happening in the classroom, many activities incorporate “home connections” which extend themes through family participation. A sample parent/guardian letter outlines how to request home and caregiver involvement.

Types of Activities

Activities in this workbook have been designed in three different ways to explore with your children: **1) page activities** enhance the themes of individual series episodes, **2) page activities** also incorporate the use of a reproducible handout—and **3) page video lesson plans** include short clips (from the Nelvana Outreach Video Clip Reel) to explore and discuss.

Key Activity Information

Each activity contains the following, key pieces of information for teachers:

McRel Standard Associations for grades K-2, K-3 or K-12.

Core Curriculum Associations such as language arts or social studies.

Suggested Reading titles that will enhance activity themes.

Home Connections for extending activity themes through parent or caregiver involvement.

Teacher Tips providing background about the activity or suggestions for strengthening understanding of its themes.

Special Notes on Video Lesson Plans

Be sure to prepare for video lesson plans needing a VCR and television set to show snippets of individual shows. These short segments visually model different activity themes and support children’s understanding of them through associated discussion and analysis.

However, *any* activity can easily be reinforced and turned into a video lesson plan simply by taping and discussing the associated TV episode as a first step.

A couple of suggestions for showing video clips include: to preview each segment or show before presenting it to the class (for your own familiarity with content for later discussion)—and playing the clip two or three times to support young children’s understanding (or if the class has trouble answering questions about what happened in it).

GEORGE SHRINKS

SERIES DESCRIPTION

George Shrinks is an educational show with a difference. Instead of focusing on one of the finite academic skills of reading, math and science, this series' foundation rests on the over-arching skill of thinking! And this thinking is done primarily the by the show's clever, creative star, George Shrinks who is only three inches tall!

Created by award-winning author/illustrator William Joyce, *George Shrinks* celebrates the power of being small. Storylines take viewers on whimsical adventures fueled by George's wild imagination. George models how to make the best out of a situation and take on new and continuous challenges. Educational goals include Critical Thinking, Creative Problem-Solving and Socio-Emotional Development.

Using his skills in these areas, no task is too big for *George Shrinks*, whether he's working on a science fair project or building a snowman. Whenever George faces a challenge, he just gets assistance from one of his trusty gadgets or his Zoopercar, and humorously overcomes the obstacle with a winning attitude that inspires ingenuity, resourcefulness and adventure.

In fact, the entire Shrinks family is a household of creative and resourceful thinkers! They consist of:

George Shrinks: A clever, inventive little boy who just happens to only be 3-inches tall!

Junior: George's 2-year-old "little" (but larger) brother

Mom (Perdita Shrinks): A mom "with flair" who's a sculptor, painter, gardener and nature enthusiast

Dad (Harold Shrinks): An "eccentric" dad who's a musician and inventor

Becky: George's very best friend who lives next door

Through adventures at home, with friends, and in school, George constantly encounters challenges. But throughout any conflict it's clear that he loves being a kid, helping his friends and family—and living life to "the absolute fullest." He demonstrates for viewers, the value of self-acceptance and perseverance in overcoming obstacles.

CRITICAL THINKING

What is “Critical Thinking” and how is it seen in *George Shrinks*?

As “complex” as this concept sounds, “critical thinking” really just means using thinking skills that are focused and disciplined. It is actually a process instead of an end result – like the “out-loud reasoning” we do while working on a problem (versus the answer, itself). Key processes involved in critical and logical thinking are often associated with “acting as a young scientist” and include: analyzing, comparing, hypothesizing, sorting, classifying, making predictions, experimentation, interpreting clues, and deductive reasoning.

George Shrinks provides fertile ground for growth and development in thinking. As a “natural” at thinking and problem-solving, George sees new uses for household objects and toys—and uses them to solve his “size” issues and to get different jobs done. He is a “doer,” demonstrating willingness to try new tasks and problems even when they seem “huge.”

Why is learning to think “critically,” important?

The earlier that children develop sensitivity to the standards of sound thought and reasoning, the more likely they will develop desirable intellectual habits and become open-minded persons responsive to reasonable persuasion.

—Dr. Richard Paul, National Council for Excellence in Critical Thinking

Thinking is one of the “magic words” in education today. Research shows that our children need more experience with “using” information in experiences that take them beyond the simple steps of memorizing facts and regurgitating them. Students should be asked to truly think about the concepts they are learning, to compare their own thoughts and ideas with those explained by the teacher – and to explore ideas in both large and small group conversations. Many schools from PreK through high school are instituting an active thinking skills component into their programs.

The following activities provide opportunities for children to practice making their own choices and decisions. Note that learning areas and themes can be strengthened by first taping and showing the associated *George Shrinks* episode (listed at the top of each page), reading and discussing any associated story or book – and then conducting the hands-on activity or lesson with children. Be sure to tie together the common themes of the show, book and activity with plenty of discussion and analysis!

JUST THE SIZE OF GEORGE

Using estimation and non-standard measurement.

Learning Area: Predicting, Comparing, Validating Estimations

Episode: "George UnShrinks" Synopsis: George is fed up with being 3-inches tall and wants to be "regular sized." After dreaming that his family has changed into different "extreme" heights, George comes to appreciate his own size and abilities.

Objectives:

Children will:

- * Estimate which things in the classroom might be three inches tall.
- * Validate their estimations using standard measurement tools.
- * Use standard and non-standard measuring tools to measure familiar items.
- * Record measurement data on clipboards.

Grades: K-2

McRel Standard(s): Math Standards - Standard 2.1, Understands symbolic, concrete and pictorial representations of numbers.

Core Curriculum Area(s): Math

Materials Needed: colored crayons or markers, handout, clipboards (one for every two children, paper

Think & Do Activity Preparation:

Photocopy the reproducible handout "Just the Size of George" — one per child.

Think & Do Activity Description:

1. Gather everyone together for a circle time. Show a picture of George Shrinks and explain that he is only three inches tall. Ask if children can find something in the classroom they think also might be three inches. Bring items to the circle to share. Explain that when they guess for size, they are "estimating."
2. Ask: "How can we check for accuracy of size?" (By using a ruler or tape measure – standard measuring tools, etc.)
3. Distribute the handout (a 3-inch illustration of George) to color and cut out. Tell students to check, with a standard measurement tool, to see if their George is really three inches tall. Tell them they will now use George to measure things (using his picture as a non-standard measurement tool).
4. Divide children into pairs. Tell them that first, they will estimate the size of things in the classroom that they believe to be exactly three inches tall. They should then check for accuracy using their George Shrinks measuring tool.
5. Children should record their findings on paper attached to clipboards either by drawing what they find to be the same size as George or by writing the name of the measured item.

#6-8 Continued on next page

Suggested Reading

"Inch by Inch" by Leo Lionni
"Doctor De Soto" by William Steig

Home Connections

Suggest that parents can extend this activity at home by finding a place to start recording their child's growth (i.e., a wall in the garage). This measurement could be recorded monthly.

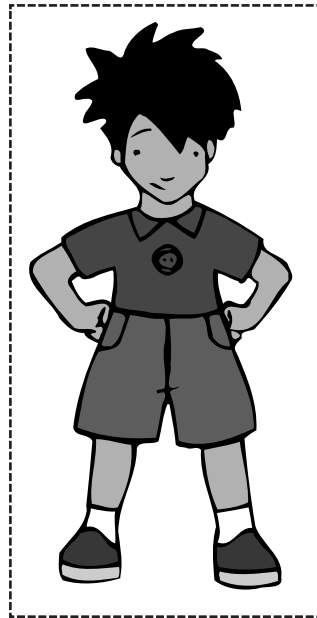
Teacher Tips

Follow-up by measuring things with other non-standard measuring objects (e.g. How many shoes tall are you? How many markers from the door to the sink?)

Think & Do Activity Description: Cont'd

6. Next they should guess: How many "Georges" are in a ruler? A book cover? Their hand?
7. Then they should measure items and body parts that are larger than George. They should first estimate how many "Georges" tall each item/body part is—then check for accuracy.
8. Estimates and "accuracy check" results should also be recorded.

REPRODUCIBLE PAGE
JUST THE SIZE OF GEORGE



VISITORS IN MY GARDEN

Learning to observe and document changes in a garden.

Learning Area: Critical Thinking, Observation, Deductive Thinking, Respect

Episode: "Journey to the Center of the Garden" Synopsis: Something or someone has been eating at the Shrinks' garden. George develops a newfound respect for the world that lies out of sight beneath his garden.

Objectives:

Children will:

- * Discuss how to respect living things.
- * Plant their own miniature garden.
- * Hypothesize as to what could be living in the garden.
- * Draw and record their observations in a class journal.

Grades: K-2

McRel Standard(s): Life Science - Standard 6.1, Knows that plants and animals need certain resources for energy and growth (e.g. food, water, light, air).

Core Curriculum Area(s): Life Science

Materials Needed: container for garden (large pot, planter box or dish washing basin), enriched potting soil, gravel or sand, seeds, magnifying glasses, journals, colored pencils, clip boards, observation recording handout

Think & Do Activity Preparation:

Define a small garden area. Options include utilizing a large clay pot, planter box or dish washing basin.

Think & Do Activity Description:

1. Talk with children about scientists and the importance of observations to their work. Explain that one thing scientists should do is be respectful of the environments and creatures they study (since all living things, great and small, are of value and deserve our consideration).
2. By observing, writing, and drawing about nature, scientists may explore living creatures without too greatly disturbing them. Explain that in this activity, children will be making their own scientific observations and recording them pictorially on observation sheets (handout).
3. Discuss with students what all living things need: water, food, shelter, love.
4. Prepare an area for planting. Line the bottom of closed containers with gravel or sand to promote drainage and fill the pot with enriched soil (super soil or potting soil).
5. Have children plant their seeds (radishes, carrots and beans sprout quickly). Note: soaking the beans overnight in water prior to planting them hastens the sprouting time.

#6-9 Continued on next page

Suggested Reading

"The Carrot Seed" by Ruth Krauss
"Inch by Inch" by Leo Lionni
"Inch by Inch: The Garden Song" by David Mallett
"One Bean" by Anne F. Rockwell, Megan Halsey

Home Connections

Each child may be given a handful of lima beans and instruction on how to start a garden at home. Have child(ren) record their observations weekly. Date each entry and sequence them in a book.

Teacher Tips

Think & Do Activity Description: Cont'd

6. Add water and place the garden out in a sunny area.
7. Select 2 children daily to document their observations. Have seeds begun to sprout? Are there any other living things that have come to live in the garden? Check leaves for signs (nibbles, holes, or threads from spider webs). Look for visitors like butterflies and birds.
8. Note which guests stay (worms, snails, smaller insects, sow bugs). To encourage greater visitation, put up the sign, "Invited-All Insects Needing a Vacation Home."
9. If there is no interest on the part of nature, then encourage it with bread-crumbs, birdseed, or grass seed—or place a snail or sow bug in to see whether or not it will stay.

REPRODUCIBLE PAGE

GARDEN VISITORS: WHAT I OBSERVED TODAY!

Help George find visitors from the garden...



INSECT SAFARI

Distinguishing insects from other creatures.

Learning Area: Analyzing Information, Classifying, Validating Judgment

Episode: "Round Up the Usual Insects" Synopsis: After George and Becky collect different insects for their science fair project, Jr. accidentally releases them at a party! The kids quickly work together to round up the bugs so that the festivities aren't ruined.

Objectives:

Children will:

- * Learn about the characteristics of insects.
- * Distinguish between insects and other "bug types."
- * Work together to construct insects out of clay or playdough.
- * Complete the reproducible "Insect Safari."

Grades: K-2

McRel Standard(s): Life Science - Standard 5.2, Knows that plants and animals have features that help them live in different environments.

Core Curriculum Area(s): Language Arts, Life Science

Materials Needed: books about insects, large drawing of an insect and its parts, handout, colored markers, playdough or clay, chart paper, marker

Think & Do Activity Preparation:

1. Photocopy the reproducible handout Insect Safari—one per child.
2. Set up an Insect Learning Center where children can construct insects using clay or playdough.
3. Make a large (simplistic) wall chart-drawing of an insect and its parts using a book on insects as reference.

Think & Do Activity Description:

1. Bring in books and pictures about insects. Ask the children if they know what an insect is. (Record their responses on a chart.)
2. Talk about scientists and ways that they work together to solve problems (i.e., read books by other researchers, make observations and compare findings, or talk with people or groups with greater knowledge, etc.). Tell them that today, as a class, they will act as scientists who study bugs: entomologists.
3. Make a list of all the things they would like to know about insects.
4. Referring to the wall chart, introduce the different body parts of an insect: the head, the thorax, the abdomen (the body), six legs (three on either side of the abdomen) and antenna. Also include the fact that some insects have wings. Stress the fact that all insects must have these body parts and must have six legs, no more and no less.
5. Share some picture books about insects with the children (see list below).

#6-7 Continued on next page

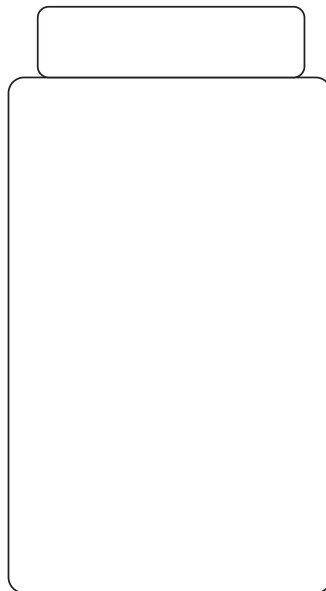
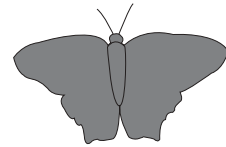
Suggested Reading

"The Big Bug Search" by Ian Jackson, "The Very Quiet Cricket" by Eric Carle, "The Grouchy Lady Bug" by Eric Carle, "Eye Wonder Bugs" by Penelope York, "Bugs. Bugs. Bugs." By Bob Barner, "Backyard Bugs" by Millicent E. Selsam, "Have You Seen Bugs?" by Joanne Oppenheim, "Bugs" by Nancy Winslow Parker and Joan Richards Wright

Think & Do Activity Description: Cont'd

6. Encourage children to work together at the Insect Learning Center. Suggest that they talk with one another and help each other complete different insects. When they have finished one, ask them to name the body parts to you and to count to see if they have the right amount of legs.
7. Introduce the handout Insect Safari (on which children will identify bugs that are insects – and ones that are not). Make it available to fill-out at another Learning Center.

REPRODUCIBLE PAGE
INSECT SAFARI
Circle the true insects



Cut out the jar, then identify, cut and paste true insects into jar.

SPIDER HUNT

Working together to learn about spider characteristics.

Learning Area: Analyzing Information, Comparing, Sorting and Classifying

Episode: *“Round Up the Usual Insects,”* **Synopsis:** After George and Becky collect different insects and spiders for a science fair project, Jr. accidentally releases them at a party! The kids quickly work together to round up the bugs so that the festivities aren’t ruined.

Objectives:

Children will:

- * Learn the characteristics of spiders.
- * Name the body parts of a spider.
- * Work together to construct cookie spiders.

Grades: K-2

McRel Standard(s): Life Science - Standard 5.2, Understands that plants and animals have features that help them live in different environments.

Core Curriculum Area(s): Life Science, Math, Language Arts

Materials Needed: books about spiders, large drawing of a spider and its parts, colored markers, playdough or clay, chart paper, marker

Think & Do Activity Preparation:

1. Make a large (simplistic) wall chart-drawing of a spider and its parts using a book on spiders as reference.
2. Set up a Cooking Center where children can construct spiders from cookie dough.

Think & Do Activity Description:

1. In the *George Shrinks* episode, “Round Up the Usual Subjects” as George and Becky collect bugs for a science project, they accidentally refer to “spiders” as “insects.” In this activity, children will learn how spiders are actually different from insects. Begin by reviewing what children have learned about insects in “Insect Safari”.
2. Ask the children what they know about spiders. (Record their responses on a chart.)
3. Ask the children what they would like to learn about spiders. (Record on another chart.)
4. Talk about scientists and how they often work together to solve problems, i.e.: make observations and compare findings, collaborate on different parts of their research, etc. Tell them that today the class will act as scientists who study spiders: entomologists!
5. Referring to the wall chart, introduce the spider body parts: the cephalo-thorax (the head and thorax), the abdomen (the body), and eight legs (four on either side of the abdomen). Include the fact that most spiders have 8 eyes—and some have 12.

#6-7 Continued on next page

Suggested Reading

“Anansi the Spider” by Gerald McDermott, “I Love Spiders” by John Parker, “The Itsy Bitsy Spider” by Iza Trapani
“The Very Busy Spider” by Eric Carle, “The Magic School Bus Spins a Web” by Joanna Cole and Bruce Degen

Think & Do Activity Description: Cont'd

6. Share picture books about spiders and make them available for children in the classroom.
7. Encourage children to work together at the Cooking Center. As they collaborate on completing spiders, ask them to name the body parts to you and count to see if there are the correct number of legs.



WHAT MADE IT HAPPEN?

Working together to learn about volcanoes and chemical reactions.

Learning Area: Critical Thinking, Hypothesizing, Experimentation, Analysis

Episode: "Round Up All The Usual Insects" Synopsis: While looking for a science project idea, George comes across a treasured volcano he once made. He winds up going on an insect safari with Becky. But after Jr. accidentally lets their bug collection loose, George and Becky must use teamwork to quickly round them up again.

Objectives:

Children will:

- * Learn about volcanoes and chemical reactions.
- * Work together to build a volcano with water and sand.
- * Observe as a chemical reaction (between vinegar and baking soda) causes the volcano to "erupt."
- * Collectively Hypothesize about what caused the eruption.

Grades: K-2

McRel Standard(s): Nature of Science - Standard 12.1, Knows that learning can come from careful observations and simple experiments.

Core Curriculum Area(s): Science

Materials Needed: book about volcanoes, wall map of the world, an assortment of liquids and powders: [water, soda water, white vinegar, water colored with red food coloring, apple juice, sugar, flour, salt, baking soda, cornstarch], a sand area, chart paper, marker

Think & Do Activity Description:

1. Ask students what they know about volcanoes. On chart paper, make a list of all the information they offer. (Do not edit for incorrect information at this time.) Then ask what they would like to learn about volcanoes. On a separate sheet of chart paper, list these things. Next, ask them how a group can find out about something they are interested in. Make a list of responses. (Possible answers: ask an expert, look in books, make observations and compare findings, etc.) Make a trip to the school or local library to collect books on volcanoes.
2. Share information from the books gathered at the library and/or from the Internet. Locate some volcanoes on the world map. Mark them with a colored dot or a map pin.
3. Wet down the sand area in the play yard and divide the children into groups of 2 to 4. Each group will work together to build a volcano in the sand area.
4. In two different containers, bring vinegar and baking soda to the sand area. First pour vinegar into the top of the volcano. Next drop in some baking soda. Observe the reaction. (The volcano will fizz and overflow.) Repeat at each volcano.
5. Ask the groups to "hypothesize" about what caused the eruptions. Explain that 2 chemicals, combined, made the reaction happen.
6. On a table near the sand area, provide the household liquids and powders listed above. Invite groups to work together to try to recreate the reaction by experimenting with ingredients
7. Clarify that what happened to volcanoes in the sandbox today and what happens in real volcanoes is not the same!

Suggested Reading

Home Connections

Teacher Tips

<p>"Volcanoes" by Marc Simon, "Volcanoes" by Seymour Simon</p>		
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WATER POWER

Determining what will float and sink in water.

Learning Area: Critical Thinking, Hypothesizing, Predicting, Classifying

Episode: "Down the Drain," Synopsis: George accidentally drops a diamond ring down the sink and enters the drain in order to retrieve it. In the process, he experiences a water-filled adventure and discovers treasure.

Objectives:

Children will:

- * Learn about the properties of water and its importance to life on earth.
- * Experiment with water to determine which things float and which things sink.
- * Record the results of their experiments.

Grades: K-2

McRel Standard(s): Nature of Science - Standard 12.1, Knows that learning can come from careful observations and simple experiments.

Core Curriculum Area(s): Physical Science

Materials Needed: chart paper and crayons or colored markers, 2-3 plastic tubs, items to be used in "sink or float" water experiments such as: [cork, wood, metal, sea shells, stones and plastic items]

Think & Do Activity Preparation:

1. Photocopy the handout, George Shrinks Record Keeping Sheet - one per child.
2. Set up a Water Station with water in plastic tubs and various "sink or float" items displayed.
3. Write the word WATER in large letters on a piece of chart paper.

Think & Do Activity Description:

1. Brainstorm with children about water and its uses. (Record their ideas on the chart paper.) Questions: Why is water important? What living things need water? Are there any living things that do not need water? Is the water in the ocean the same as water in a lake or a swimming pool? Why is it important to conserve water?
2. Explore the concepts of "floating" and "sinking." What happens when things are placed in water? Do all things act the same way in water?
3. Introduce the Water Station and set rules and expectations. At the water station, children will test several different items for floating or sinking. Be sure that there are a variety of materials to experiment with.
4. Children should work independently. Instruct them to first sort items into two groups: "I think these will float." and "I think these will sink." Next, they'll test their hypotheses by placing one item at a time into the water. As students test an item, they should record how it responds on the George Shrinks Record Keeping Sheet.

Suggested Reading

Make this Center available for several days so that children will have the opportunity to work independently and unhurried. Findings can be recorded either pictorially or in words on the handout. Completed worksheets will indicate who has participated.

Home Connections

Send a note home asking parents and children to inspect their homes together looking for leaks or drippy faucets where water may be wasted. Encourage them to fix the problems!

Teacher Tips

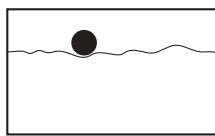
"The Magic School Bus at the Waterworks"
by Joanna Cole

REPRODUCIBLE PAGE
WATER POWER

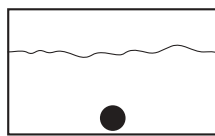


George Shrinks Water Station • Will it float? Will it sink?

HYPOTHESIZE • EXPERIMENT • RECORD







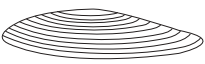

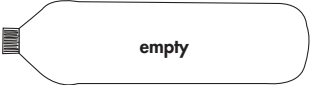


FLOAT



SINK

For each object below, please draw an X in the float or sink column indicating which category you think the object belongs to.

			Pencil
			Button
			Plastic Spoon
			Cork
			Wooden Block
			Coin
			Shell
			Water Bottle (Full)
			Water Bottle (Empty)

WATCHING WATER WORK

Exploring how some things dissolve in water and some things do not.

Learning Area: Critical Thinking, Forming Hypotheses, Experimentation

Episode: "Down the Drain" Synopsis: When George accidentally drops a diamond ring down the sink. To retrieve it, George goes down the drain and has to conquer many water-filled obstacles before he can recover the ring.

Objectives:

Children will:

- * Explore how some substances respond differently when placed in water.
- * Experiment with water to determine which substances dissolve, which do not.
- * Record the results of their experiments.

Grades: K-2

McRel Standard(s): Physical Sciences – Standard 8.1, Knows that things can be done to materials to change some of their properties, but not all materials respond the same way to what is done to them. Nature of Science - Standard 12.1, Knows that learning can come from careful observations and simple experiments.

Core Curriculum Area(s): Physical Science

Materials Needed: chart paper and crayons or colored markers, clear disposable plastic cups, plastic water pitcher, labeled containers with the following items: [salt, sugar, flour, beans, rice, sand, baking soda], small spoons for measuring, plastic pail or tub for clean-up, handout

Think & Do Activity Preparation:

1. Photocopy the handout, Watching Water Work - one per child.
2. Set up a Watching Water Work Station. Separate different experiment substances (salt, beans, etc.) into individual containers that are clearly labeled.

Think & Do Activity Description:

1. Talk about water as a precious resource that can change forms. When frozen it becomes ice. When heated it becomes steam. When ice melts it becomes water again. Just as water can change forms, it can also change substances that are added to it.
2. Introduce the Watching Water Work Station. Demonstrate how to conduct water experiments. (Use items or substances different than the ones you want children to use in their own experiments.) Set rules and expectations including the number of students who can work at the Center at once and clean-up procedures.
3. Pose the following questions: "What happens when things are placed in water? Do all things act the same way in water?"

#4-5 Continued on next page

Suggested Reading

"A Drop of Water" by Walter Wick

Home Connections

Have children observe as parents cook or prepare meals. How does water change things and how do certain things change the water?

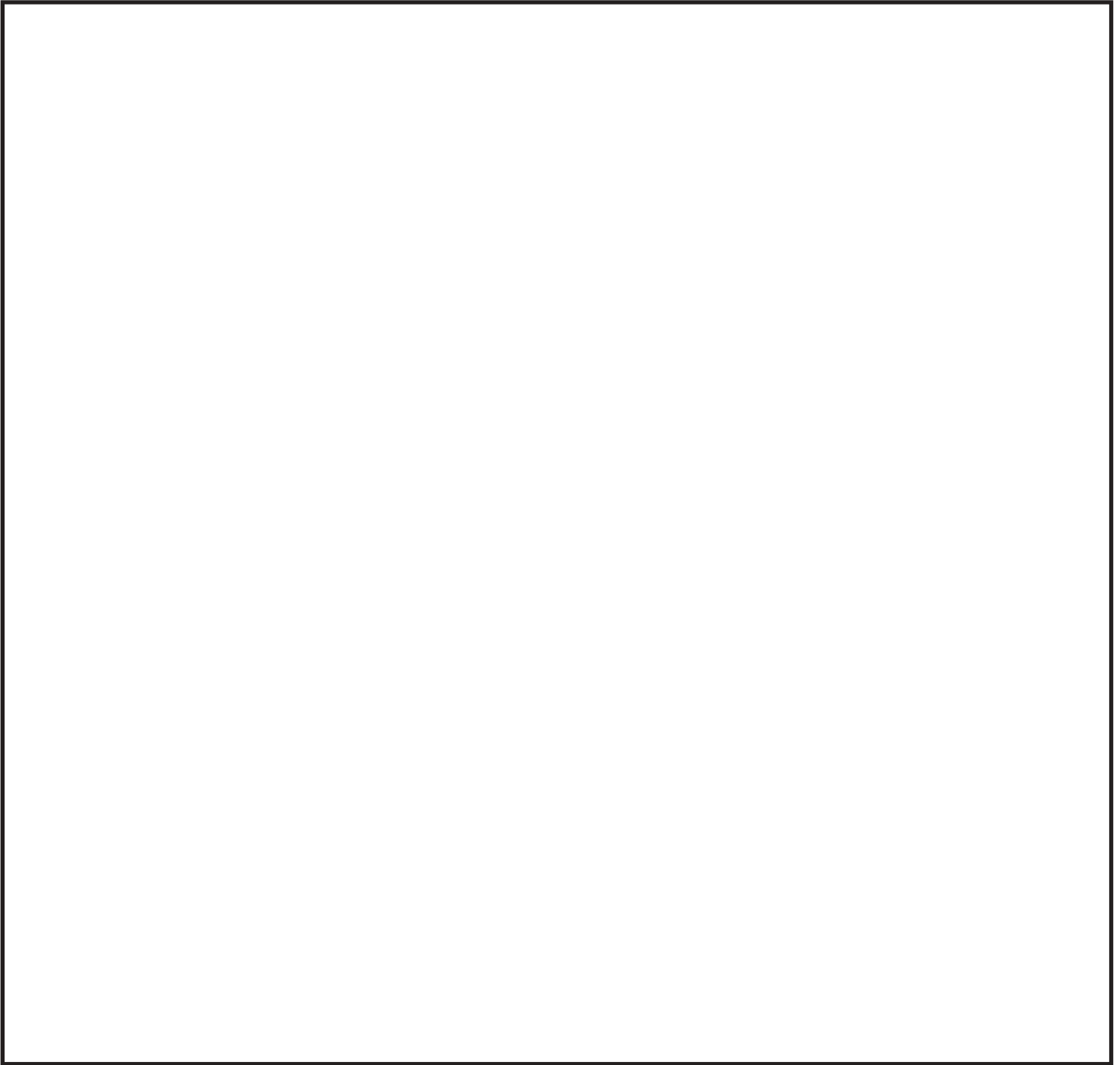
Teacher Tips

Have this center up for several days so that children will be able to work independently and unhurried. The completed worksheets will indicate who has participated.

Think & Do Activity Description: Cont'd

4. Encourage children to work at the Watching Water Work station and provide them with 3-4 cups.
5. Children may work independently or in pairs. Have them pour water into the clear plastic cups. They should then test their hypotheses by placing one substance at a time into the water and recording what happens. Did it dissolve? Did it not? Use the hand-out to record experiment findings either pictorially or in words.

WATCHING WATERWORK
OBSERVATION PAGE

A large, empty rectangular box with a black border, intended for students to write their observations during the activity.

ME AND MY FAMILY

Learning about those who love us.

Learning Area: Analyzing information, Comparing, Valuing Differences

Episode: A central theme in all George Shrinks episodes is the warm relationship George shares with his family. This activity may be used in conjunction with any George Shrinks show!

Objectives:

Children will:

- * Listen to the story, "Families Are Different."
- * Explore the idea of different family types and configurations.
- * Draw pictures of their family.
- * Help fill in a horizontal wall graph showing sizes of each child's family.
- * Read the wall graph making contrasts and comparisons of family sizes.

Grades: K-2

McRel Standard(s): Behavioral Studies - Standard 2.1, Knows that people belong to some groups because they are born into them and to some groups because they join them.

Math – Standard 6.1, Understands that observations about objects or events can be organized and displayed in simple graphs.

Core Curriculum Area(s): Social Studies, Math

Materials Needed: large wall graph, drawing paper, crayons, or colored markers

Think & Do Activity Preparation:

Prepare a large, horizontal wall graph with children's names (vertically); and "Number of People In My Family" (horizontally).

Think & Do Activity Description:

1. Read the book "Families are Different" (or a similar story about family diversity) to the children.
2. Ask the class what they think "family" means. Help them to understand that a family is a group of people who may or may not live together – but always care about each other. Discuss the fact that there are many kinds of family units and that sometimes, if parents or guardians do not live together, a child might even have two families!
3. Ask students to talk about their families (which can be composed of parents, guardians, care providers, siblings, close friends – and even pets)!
4. Have children draw a picture of themselves with their family members.
5. Refer to the wall graph, explaining that a graph is a way to count. Tell the children that each of them will find their own name, and after it, color in a square for each family member. (Help younger children with this, as necessary.)
6. When the graph is complete, refer to it to make contrasts and comparisons such as: "How many families are there with 4 people? Who can find a family that is smaller than Paul's?" etc.

Suggested Reading

"Families are Different" by Nina Pellegrini
 "Fathers, Mothers, Sisters, Brothers" By Mary Ann Hoberman

Home Connections

Prior to doing this activity, encourage child(ren) to talk with parents/guardians about family members that do not live in their home (i.e., aunts, uncles, close friends, etc.).

Teacher Tips

Add items to the dramatic play area that will encourage children to take on family roles.

CREATIVE PROBLEM-SOLVING

How are “Creative Thinking and Problem-Solving” seen in *George Shrinks*?

George Shrinks (the series and character) provide wonderfully illustrative models for creative thinking and problem-solving. Because of his small size, George meets obstacles in every show. To face them, he may: figure out how to make gadgets and tools out of found objects, problem solve (on issues like figuring out how to keep ants away from a picnic), or he may use a simple item (like a paper clip or Q-tip) to creatively come up with a unique solution. George is actually the epitome of creativity as he forms original ideas through diverse exploration and discovery.

Why are “Creative Thinking and Problem Solving” Important?

Imagination is more important than knowledge.

– Albert Einstein

Creative Thinking and Problem-Solving are at the root of scientific discovery and finding unique, untried solutions to difficult problems. In this age of “the all important test score” we should consider the benefits of keeping a balanced curriculum -- including the teaching of facts and formulas and incorporating opportunities for open-ended questioning, creativity, experimentation and exploration.

Research describes the act of only using drill and rote learning (where there is only one absolute answer to be memorized) as a major block to creative thinking. And even children as young as four and five can start to enjoy the experience of learning while acting as young investigators and discoverers!

A note about the activities in this section:

To Invent, you need a good imagination and a pile of junk.

– Thomas Edison

Several activities in the next section necessitate recycled or donated items, so be sure to plan ahead and start gathering materials far enough in advance! (Use the letter toward back of guide to ask parents to contribute inexpensive objects from home.)

The following activities provide opportunities for children to practice making their own choices and decisions. Note that learning areas and themes can be strengthened by first taping and showing the associated *George Shrinks* episode (listed at the top of each page), reading and discussing any associated story or book – and then conducting the hands-on activity or lesson with children. Be sure to tie together the common themes of the show, book and activity with plenty of discussion and analysis!

BEING A PARTNER WITH NATURE

Acting as a caregiver for animals by making a Bird Feeder.

Learning Area: Classifying, Analyzing, Responsibility, Empathy

Episode: "Small of the Wild" Synopsis: A winter storm has left George's house without power. It has also knocked down a tree that provides food and shelter for some tree dwelling animals. George and Becky set out to help their animal neighbors.

Objectives:

Children will:

- * Identify the needs of living creatures (food, water, shelter).
- * Discuss the ways in which people can help animals survive.
- * List ways in which children can become responsible caretakers.
- * Create a bird feeder

Grades: K-2

McRel Standard(s): Life Sciences - Standard 6.1, Knows that plants and animals need certain resources for energy and growth (e.g. food, water, light, air). Life Skills - Thinking and Reasoning Standard 1.1, Classifies objects by size, color, or other significant characteristics.

Core Curriculum Area(s): Language Arts, Life Science

Materials Needed: chart paper and markers, pictures of animals, pine cones (or child's milk cartons), peanut butter, birdseed or rye grass, tongue depressors or plastic knives, measuring cup, small paper cups, colored string, sealable plastic bags, tray or large paper plates (if being done outside)

Think & Do Activity Description:

1. Present animal pictures to children and ask them to identify the species by name.
2. Ask children to classify the animals into groups—mammals, reptiles, birds, fish, etc. (Explain any unknown concepts, as needed.)
3. Encourage them to classify the same pictures again into groupings of their own choosing. Examples: night hunters (nocturnal), day hunters, wild or domestic, carnivorous or vegetarian. See if other children can guess the criteria being used. (Model this activity by grouping some photos and seeing if children can guess your classification.)
4. Ask students: "What do all these animals have in common? What do they all need? What can we do to help the animals get their needs met?" (Chart children's responses.)
5. Explain that as responsible caregivers, we can provide food for wild birds during the winter.
6. Provide each child with: a pine cone, 1/4 cup peanut butter, tongue depressor or plastic knife, 1/4 cup birdseed or grass seed. (Do as an outdoor activity or provide each child with a tray or paper plate to contain birdseed.) *If pinecones are unavailable, a child's milk or juice carton can be used in the same way.
7. Have children spread peanut butter all over the pinecone or juice carton. Peanut butter provides a delectable, edible glue! The birdseed or rye grass is sprinkled on the sticky pinecone. Tie a string to the top so that it can easily be hung outside. Place in a sealed plastic bag if the bird feeder is being sent home.

Suggested Readings

Home Connections

Teacher Tips

<p>"The Cactus Hotel" by Brenda Z. Guiberson "The Great Kapok Tree" by Lynne Cherry "The Mountain That Loved the Bird" by Alice McLerran</p>		
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GOOD FOR ME

Distinguishing between healthy foods and junk foods.

Learning Area: Analyzing Information, Validating Judgment

Episode: "Space Invaders" Synopsis: When George and Becky have a science fiction movie-thon sleepover, too much junk food (pizza and candy) lead to weird dreams for George.

Objectives:

Children will:

- * Distinguish between healthy foods and "junk foods."
- * Construct a floor graph of healthy foods and junk foods.
- * Take a "Healthy Foods" poll using a graph.

Grades: K-2

McRel Standard(s): Health - Standard 6, Understands essential concepts about nutrition and diet. Math – Standard 2.3, Understands symbolic, concrete, or pictorial representations of numerals, objects in sets, number lines.

Core Curriculum Area(s): Health, Language Arts

Materials Needed: magazines, scissors, materials to make floor graph: [butcher paper, marker], handout on next page, paper bag

Think & Do Activity Preparation:

1. Gather magazines with plenty of "healthy" and "junk" food photos.
2. Create a floor graph titled, "Healthy Foods, Junk Foods." (See example on next page.)

Think & Do Activity Description:

1. Gather children in a circle on the rug with the magazines and scissors. Let them know that today they are going on a special food hunt! Their job is to find photos of different foods, cut them out, then put them in the big paper bag in the middle of the circle.
2. Talk about food and why it is so important. After some discussion, ask if all foods are good for us. Talk about the fact that some foods are healthier than others. But both kinds can taste good. Sometimes we call foods with less nutritional value "junk foods." Ask children to give examples of both food types.
3. Introduce the floor graph. Tell students that one row will be for healthy foods and the other row will be for junk foods.
4. Have one child at a time go to the bag and pull out a photo. Have them hold up the picture and tell what it is. Then have him/her decide which graph row to put it on: Healthy Foods column or Junk Foods column. Check with classmates to see if they agree or disagree (and expect that there will be some differing opinions).
5. Ask children to examine the floor graph and to name some of their favorite healthy foods. Put the names of these foods in the spaces provided on the handout "Healthy Foods" graph. Run off several copies and attach to clip boards. Instruct the children on how to take a personal poll, i.e.: Go up to a classmate and say, "Which of these healthy foods do you like best?" Then put an "X" in that square. Model this with the help of another student. (Taking the poll will be an independent work activity.)

Suggested Reading

Home Connections

Teacher Tips

<p>"Growing Vegetable Soup" by Lois Ehlert "Oliver's Vegetables" by Vivian French "The Race Against Junk Food" by Anthony Buono</p>	<p>Children may also conduct the healthy foods poll with friends and family members at home.</p>	
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HEALTHY FOODS GRAPH

HEALTHY FOODS										
JUNK FOODS										

BIGGER THAN I AM!

Using creativity and teamwork to build a large group sculpture.

Learning Area: Creative Thinking, Imagination, Teamwork, Collaboration

Episode: "If It Ain't Broke" Synopsis: It's dad's birthday and the family wants to do something nice for him. Mom makes him a special sculpture—and George and Jr. set out to create the "perfect" birthday card.

Objectives:

Children will:

- * Discuss different art projects that they like making for people who are special to them.
- * Listen to a story about sculptures and sculptors – then discuss how they can work together as artists.
- * Learn how recyclable material can be used in artistic creations – then construct a large group sculpture.

Grades: K-2

McRel Standard(s): Arts - Visual Arts-Standard 1.1, Knows the difference between art materials, techniques, and processes.

Core Curriculum Area(s): Art, Language Arts

Materials Needed: books about sculptors and sculpture, masking tape, glue, tempura, yarn, string, ribbons, tissue paper, different colored recycled papers, cardboard pieces, a large cardboard box or carpet roll, paper tubes, cloth scraps, buttons, any other reusable or scrap material, note to parents/guardians, paper strip (for title), marker

Think & Do Activity Preparation:

Write a note to parents/guardians about this activity – including the need for specific recyclable materials to be brought in from home (if possible).

Think & Do Activity Description:

1. Talk with the children about different art projects they like to make for family and friends (i.e., cards, paintings, drawings, clay figures, etc.).
2. Ask them if they'd like to learn about a project they can work on together, as artists.
3. Ask if anyone knows what a sculpture is. Who has seen one?
4. Share a book about sculptors and sculptures – then follow with a discussion. Explain to the children that there are many artists who make art with "recyclables" or things that we call "junk." Tell them they will be creating a sculpture together that will be larger than they are!
5. The first job will be to bring in recyclables. Brainstorm a list of possibilities. (See the list above.) Bring in something that is large and sturdy for the base and armament of the sculpture—a carpet roll, large cardboard box (or combination of the two).

#6-10 Continued on next page

Suggested Reading

Home Connections

Teacher Tips

"Leonardo's House" by Jean Fritz, "The Story of the Statue of Liberty" by Giulio Maestro

Think & Do Activity Description: Cont'd

6. Pass out the parent/guardian note and allow time for materials to be brought in from home.
7. After items have been collected, gather the children together to discuss the process:
 - a) Five children may work together at one time.
 - b) Everyone will have a turn.
 - c) Everything must attach firmly to the sculpture.
 - d) The sculpture needs to balance and stand on its own. (What will be needed to do this?)
8. Divide children into working groups. (Adult supervision is necessary to help problem-solve throughout the process).
9. When every group has had an opportunity to work on the sculpture and the children consider their work complete, allow them to walk around their artistic creation and talk about it. What words would they use to describe it? Does it remind them of anything? How does it make them feel? How did it feel to work on it together? What would they name it?
10. Take suggestions for titles and then have the class vote on one. Write out the title and place it near the sculpture.



HELP GEORGE TRAVEL

Creating a new travel vehicle for George Shrinks!

Learning Area: Creative Problem-Solving

Episode: This activity is associated with any *George Shrinks* episode since a key element of the show is George’s use of a unique Zoopercar for travel.

Objectives:

Children will:

- * Discuss different types of vehicles and modes of transportation.
- * Discuss what it is to be an inventor.
- * Collect an array of recyclable materials.
- * Invent a new vehicle for George, name it and describe how it works.

Grades: K-2

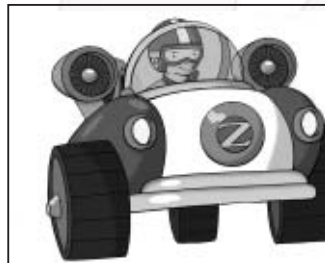
McRel Standard(s): Technology Standard 5.2, Knows that when parts are put together, they can do things that they couldn’t do by themselves.

Core Curriculum Area(s): Language Arts, Science

Materials Needed: Recyclables: paper towel rolls, buttons, bottle caps, paper clips, keys cartons, string, wire, styrofoam, springs—all kinds of odds and ends! Work Area: Invention Table (supplied with scotch tape, masking tape, stapler, scissors and glue) note to parents/guardians

Think & Do Activity Description:

1. Explain to the children that George Shrinks is a smaller than average person—only 3 inches tall! Due to his size, George often uses a unique Zoopercar to travel and get himself and others out of tight situations. While his Zoopercar is in the shop for repairs, George needs help getting around. What vehicle can you make for George? (See picture of George’s vehicle.)
2. Discuss different ways of travel. Ask students if they can invent a unique way for George to get around. Will it be something like the Zoopercar (which can travel on land, sea and in the air)?
3. Tell children they will each have a turn at the Invention Table—and will be able to work until their creation is complete.
4. Provide time each day for children to show and describe their completed inventions to the class.



Suggested Reading

“Odds N Ends Alvy” by John Frank (out of print)
 “Gizmos & Gadgets: Creating Science” by Jill Frankel Hauser

Home Connections

Send a note home to parents/guardians asking them to help their child collect reusable odds and ends that will be used for art, science and math projects. Include the list above for suggestions.

Teacher Tips

Encourage children to bring in recyclable items throughout the year. Have them sort, label and categorize them. These items can be used for various school projects. Provide storage space for incomplete work.

WHAT CAN YOU MAKE?

The young discoverer in action...working with an Invention Table.

Learning Area: Creative Problem Solving

Episode: This activity is associated with any *George Shrinks* episode since a key element of the show lies in George’s ability to make new, creative objects out of everyday materials!

Objectives:

Children will:

- * Talk about being an inventor.
- * Collect an array of recyclables.
- * Create an invention, name it, then describe how it works.

Grades: K-2

McRel Standard(s): Technology standard 5.2, Knows that when parts are put together, they can do things that they couldn’t do by themselves.

Core Curriculum Area(s): Language Arts, Science

Materials Needed: junk store-area for all the junk parts, all kinds of fun junk! [cartons, string, wire, styrofoam, springs, keys, broken machines to be disassembled and used for parts—all kinds of odds and ends!], work area with: [scotch tape, masking tape, stapler, scissors, and glue]

Think & Do Activity Preparation:

Establish an area of the classroom in which to store junk and create an Invention Table. Possibly create (or have children make) a sign designating this as an invention space.

Think & Do Activity Description:

1. Ask your students: “If you were an inventor, what would you invent to make things easier?” The inventions can be real or imaginary (i.e., a bed-making machine, a shoe-tying machine, etc.) Encourage children to use their imaginations when coming up with ideas!
2. Tell the class that for the next week they will be collecting “good junk” to be used to make things. “Good junk” is any recyclable item that can be used to create or build something else. (Give examples from the list above.)
3. After the items are gathered, allow a few days for the children to disassemble things.
4. Tell the children that they will all have a turn working at the Invention Table and will be able to work until their creation is complete.
5. Provide time each day for children to describe their completed inventions to the class.
6. As an extension, set up an Invention Museum to which children can invite other classrooms.

Suggested Reading

“So You Want to be an Inventor?” by Judith St. George & David Small
 “If” by Sarah Perry
 “Mud is Cake” by Pam Munoz Ryan

Home Connections

Notify parents of this project. Encourage them to contribute “good junk” and if possible to participate as volunteers sharing their knowledge and expertise.

Teacher Tips

Assign children specific dates and time to work at the invention center. Post a Closed sign when center is not available. This activity will generate enthusiasm and some noise.

THE FIXIT SHOP

Setting up and working with a Repair Shop in the dramatic play area.

Learning Area: Fluent and Flexible Thinking, Creative Problem-Solving, Reflection

Episode: "In The Duck Soup," Synopsis: When Jr.'s favorite security object, his toy duck, no longer works properly—George helps find someone who can repair it.

Objectives:

Children will:

- * Think about a favorite toy they had when they were very young.
- * Draw a picture of their favorite current toy.
- * Discuss how they would feel if (or when) it broke or no longer worked.
- * Identify different ways things can be repaired.
- * Set up and utilize a fix-it shop in the dramatic play area.

Grades: K-2

McRel Standard(s): Life Skills – Working With Others-Standard 2.3, Works well with diverse groups in diverse situations.

Core Curriculum Area(s): Language Arts, Social Studies

Materials Needed: dramatic play area where children can set up a "Fix It Shop," items for Fixit Shop: [a sign, (made by children), cash register (can be a simple box to hold play money), play money (children can make this), receipt tablets, various tools (screwdrivers, pliers, glue, string, etc.), a few less than perfect toys and games]

Think & Do Activity Description:

1. Ask the children if they can remember a very special toy they had when they were little. What was it? Do they still have it? Did it break or stop working properly? Did someone fix it for them?
2. Ask children to draw their current favorite toy. Then talk with them about how they might feel if it broke or no longer worked properly. Who would they go to to fix it – or how might they try to fix it themselves?
3. Generate a list of different types of repair shops (car, shoe, watch, etc.)—and discuss why they are important. Ask: "What do these shops look like? Who works there? What do the different employees do? What kinds of tools do they need? How do they stay safe when they are working?"
4. Tell the children that they will be setting up a toy repair shop. Brainstorm with them about what will be needed.
5. Help them set up the dramatic play area, assigning different tasks.
6. Allow the area to remain in the classroom until everyone has had ample opportunity to work there (or until interest has waned).

Suggested Reading

"Mike Mulligan and His Steam Shovel" by Virginia Lee Burton, "The Shoemaker and the Elves" by Jakob Grimm and Wilhelm Grimm
"Joseph Had a Little Overcoat" by Simms Taback

Home Connections

Teacher Tips

Inviting children to take an active role in setting up the dramatic play area will foster ownership of the activity. Always examine broken toys carefully to ensure safety (sharp edges, dangerous products, i.e. mercury, etc.)

MAKING MUSIC CAN BE FUN!

Creating percussion instruments from household items and discards.

Learning Area: Creative Problem-Solving, Creative Expression

Episode: "George-Lo-Phone" Synopsis: George wants to join a talent show band, but is not allowed to because of his size. He overcomes this problem by working with his dad to create an unusual instrument – and winds up having fun playing music with the whole family!

Objectives:

Children will:

- * Talk about the experience of learning how to play an instrument.
- * Learn about percussion instruments and how bands and orchestras make unusual instruments from very ordinary things.
- * Create their own instrument that can be used in a class percussion band.

Grades: K-2

McRel Standard(s): Music Standard 2, Performs on instruments alone and with others, a varied repertoire of music.

Core Curriculum Area(s): Performing Arts

Materials Needed: cassette or CD player and a variety of music (jazz, classical, rock & roll, children's), a display of a variety of percussion instruments, odds and ends to make instruments (beans, containers, paper mache' materials, doweling of various widths and lengths, glue, tape, paint)

Think & Do Activity Preparation:

Set out a display of percussion instruments as examples (if available).

Think & Do Activity Description:

1. Talk with children about the experience of learning how to play an instrument. Ask: "What is fun about it? What is hard? Does it get easier as you practice? If you aren't learning how to play an instrument, which one would you like to learn? How do you think you could learn to play it? What might be hard about learning it? What might be fun?"
2. Make a list of instruments that the children, their siblings or their parents can play. Find out if any of them would be called percussion instruments. (Explain "percussion" as needed.)
3. Let children know that percussionists often have to be creative. They may need to use regular household things in unusual ways.
4. Have children bring in items for a Music-Making Center (i.e., metal and wooden spoons, pots and pans, tin cans, and keys on a string).
5. Provide children with the opportunity to go to the Center and create their own instruments.

#6-8 Continued on next page

Suggested Reading

"The Bremen-Town Musicians" by Jack Kent
"Zin! Zin! Zin! A Violin" by Margorie Priceman
"Lilly's Purple Plastic Purse" by Kevin Henkes

Home Connections

Invite parents who play an instrument to share their knowledge and music. Ask that they discuss how they learned to play the instrument and what was both hard and fun about the process!

Teacher Tips

Provide time and opportunity for all children to make and decorate at least one instrument!

Think & Do Activity Description: Cont'd

6. Select one child to be a conductor and have children divide themselves into three groups based on how their instrument makes sound (i.e., Shakers, Hitters, Blowers).
7. Distinguish between making music and making noise. Have them accompany different types of music using their instruments. Invite another class to share in the experience.
8. Follow-up by talking with the children about what was fun about making and playing their instruments – and what was hard?

IMAGINARY ANIMALS

Conceiving and creating imaginary animal masks.

Learning Area: Brainstorming, Creativity, Imagination

Episode: "If I Ran The Circus" Synopsis: When the circus comes to town, Jr. is stuck at home with the chicken pox.

Objectives:

Children will:

- * Talk about real animals that they have seen.
- * Discuss the word "imagination" and talk about imaginary animals.
- * Brainstorm about different types of animals they might create.
- * Create masks of imaginary animals.

Grades: K-2

McRel Standard(s): Visual Arts - Standard 1.4, Uses art materials in a safe and responsible manner. Language Arts – Listening and Speaking-Standard 2.1, Uses descriptive words to convey basic ideas.

Core Curriculum Area(s): Art, Language Arts

Materials Needed: books about different kinds of real and imaginary animals (circus animals, wild animals, pets, dragons, unicorns, dinosaurs, etc.), paper plates, scissors, popsicle sticks, tempera paints, paint brushes, white glue, pipe cleaners, feathers, cotton balls, and other odds and ends

Think & Do Activity Preparation:

Cut eye holes out of standard-sized paper plates.

Think & Do Activity Description:

1. Ask the children to generate a list of real animals that they have seen in the circus, at the zoo, as pets, etc.
2. Ask: "What does it mean to use your imagination?" Ask them to close their eyes and imagine a pretend animal. What might it look like? Show pictures from storybooks of imaginary animals (dragons, unicorns, Dr. Seuss characters).
3. Refer to the list of real animals and ask the children to play a word game combining parts of animal names: Cowrse (cow and horse), Zabbit (rabbit and zebra), Bizzard (bird and a lizard). With each new name, ask: "What might that animal look like? Can you show us how it might move?"
4. Gather the children around the Mask-Making Center. Tell them that they each will have an opportunity to create an imaginary animal mask. Demonstrate use of glue and other materials as needed. When masks are complete, help children to attach their popsicle sticks as mask holders.
5. Invite children to join in an "imaginary animal" circus parade around the room.

Suggested Reading

Home Connections

Teacher Tips

"Horton Hatches an Egg" by Dr. Seuss
 "And to Think I Saw it on Mulberry Street" by Dr. Seuss

Follow-up with a puzzle-collage activity. Children cut up pictures of animals into three parts (head – body – legs-tail). Then invite children to create new imaginary animals, mixing up the different body parts.

I HAVE A DREAM

Working to make the world a better place.

Learning Area: Fluent & Flexible Thinking, Defining and Solving a Problem

Episode: "Close Encounters of the Bird Kind" Synopsis: George sets out in search of good deeds in order to become a hero.

Objectives:

Children will:

- * Learn about modern day heroes: Martin Luther King Jr., Rosa Parks, Caesar Chavez and/or others.
- * Discuss their wishes for a better world.
- * With drawings and words, illustrate one thing they will do to help make the world a better place.

Grades: K-2

McRel Standard(s): History – Standard 4.2, Understands how individuals have worked to achieve liberty and equality...and to improve the lives of people from many groups.

Core Curriculum Area(s): History, Language Arts

Materials Needed: books about heroes, drawing paper and colored markers

Think & Do Activity Description:

1. Introduce the word "hero." Ask children: "What does it mean to be a hero? Can anyone be a hero? Can kids be heroes?"
2. Read a story to them about a modern day hero. (See suggested books, below.)
3. Questions: What was the thing that this hero wanted to fix? How did the hero work to do it? Is it easy to be hero? Why/Why not?
4. Have children brainstorm about things in the world that we need to fix (homelessness, poverty, pollution, etc.). Then discuss what we could make better if we all tried. What are some of the ways we could make these changes happen?
5. Ask each child to think of one wish that would make the world a better place. Then ask them to each think of one thing that they will do to help make the wish come true.
6. Children will complete the phrase: My wish for a better world is..... What I will do is..... They will then illustrate their wish and what they will do to work toward it.

Suggested Reading

Home Connections

Teacher Tips

"Rosa Parks: My Story" by Rosa Parks and Jim Haskins", "Martin's Big Words" by Doreen Rappoport, "Sadako and the Thousand Paper Cranes" by Eleanor Coerr, "Happy Birthday Martin Luther King" by Jean Marzollo

Parents can talk with their child(ren) about someone they consider to be a hero. This might be someone famous or it might be a family member who did something difficult in order to make things better.

Help children understand there are little heroes and big heroes. Help them see that there are some heroes that are famous and there are every-day heroes that we may never hear about.

SOCIO-EMOTIONAL DEVELOPMENT

How is “Socio-Emotional Development” seen in *George Shrinks*?

Nearly every *George Shrinks* episode touches on characters’ social and emotional development (either directly or subtly). George, himself, is portrayed as a humanist. He loves being a kid, helping his friends and family—and living life to “the absolute fullest.” He is a strong model for emotional intelligence and demonstrates for young audiences, self-acceptance, determination and perseverance in overcoming obstacles and challenges.

Why is “Socio-Emotional Development” important?

Educators agree that getting children to learn specific academic content (i.e., math and science) is of paramount importance to their development, but so too is learning to deal flexibly with personal and interpersonal challenges that getting older brings. Research also shows that motivation and regulation of emotions early on can be associated with greater academic success in later years (since the focus can be placed on learning and exploring instead of dealing with emotional extremes and outbursts).

Social and emotional competence go hand-in-hand for young children as they learn and grow from their expanding web of relationships and interactions. To support their socio-emotional development, kids need access to people and situations that model: effective behavior, healthy expressing of emotions, and positive social interactions. To experience these concepts first-hand, children need scenarios in which they can think about and experiment with their own ways of dealing with everyday life challenges.

The following activities provide opportunities for children to practice making their own choices and decisions. Note that learning areas and themes can be strengthened by first taping and showing the associated *George Shrinks* episode (listed at the top of each page), reading and discussing any associated story or book – and then conducting the hands-on activity or lesson with children. Be sure to tie together the common themes of the show, book and activity with plenty of discussion and analysis!

THREE-INCHES TALL

Looking at the world from a different perspective.

Learning Area: Fluent & Flexible Thinking, Defining and Solving a Problem

Episode: "George Unshrinks" Synopsis: George is fed up with being 3 inches tall and wants to be "regular sized." After dreaming that his family has changed into different "extreme" heights, George comes to appreciate his own size and abilities.

Objectives:

Children will:

- * Discuss the role size plays in being able to do certain things.
- * Talk about the challenges they might face if they were only three inches tall.
- * Draw and dictate how they would accommodate their new size and solve at least three problems which teacher presents.

Grades: K-2

McRel Standard(s): Life Skills - Thinking and Reasoning Standards:

- 3.1 - Describes and compares things in terms of number, shape, texture, size, weight, color, motion, sound and behavior.
- 5.1 - Identifies simple problems and possible solutions.

Core Curriculum Area(s): Language Arts, Math

Materials Needed: a three-inch book mark for measuring, colored crayons or markers, Shrinks to scale handout (illustration of George Shrinks to scale on pg. ?)

Think & Do Activity Description:

1. Explain to the class that a smart little boy on TV, George Shrinks, is only three inches tall! Using the bookmark, ask children to imagine how different the world might look and be if each of them were only three inches. Ask them to find something in the classroom they think is three inches tall. (Or refer to the lesson "Just the Size of George" on pg (?).
2. Ask children if they have ever been told that they are too small to do something. What are some things they can't do now because they are too small? Ask them to imagine what it might be like to be just three inches tall. What fun things could they do at that height that they can't do at the size they are now? What challenges may they have to face?
3. Give children a book composed of 3 or 4 copies of the handout sheet . Ask them to come up with creative ideas for three of the following questions: 1. What would be the hardest thing about being three inches tall? 2.) What would you eat? 3.) Where would you sleep? 4.) How would you travel? 5.) What games would you want to play?
4. In their books, children should draw pictures and dictate some of the different things they would do if they were the size of George Shrinks.

Suggested Reading

"Doctor De Soto" by William Steig
 "George Shrinks" by William Joyce

Home Connections

At home, children may use old shoe boxes to create bedrooms where George Shrinks could sleep!

Teacher Tips

Be sure to provide children with opportunities to imagine and to measure what it would be like to be three inches tall.

REPRODUCIBLE PAGE
THREE INCHES TALL

Hey, look at me. Can't you see? Today, three inches tall is all I can be!



_____ 3"

_____ 2"

_____ 1"

FEELING SAFE

Planning and knowing what to do when separated from a caregiver.

Learning Area: Brainstorming, Fluent and Flexible Thinking, Life Skills, Feelings

Episode: "Return To Sender" Synopsis: While George is putting together a package for his pen pal in Africa, Aunt Eunice accidentally closes the box and tapes it up while George is inside. She unknowingly sends George to Africa!

Objectives:

Children will:

- * Discuss what to do if they are ever separated from a caregiver.
- * Learn their addresses and phone numbers.
- * Draw pictures of how to take care of themselves if separated from a caregiver.

Grades: K-2

McRel Standard(s): Geography standard 2.1, Knows the location of school, home, neighborhood, community, state and country.

Core Curriculum Area(s): Language Arts

Materials Needed: list of children's addresses and phone numbers (for the teacher's eyes only), chart paper, marker, a "Feeling Safe" handout, crayons

Think & Do Activity Preparation:

1. Create a classroom chart titled, "I Know My Phone Number and Address"—with each child's name and a space next to it (for a completion check-mark).
2. Make sure that your list of children's addresses and phone numbers is up-to-date.

Think & Do Activity Description:

1. Talk with children about an episode of *George Shrinks* in which he accidentally gets separated from his family. And even though George's situation is make believe, there might be a time when getting separated from a caregiver could happen to them. Ask what students might do to feel safe if this happened.
2. Discuss the importance of knowing their first and last names, their phone numbers and addresses.
3. Introduce the I Know My Phone Number and Address chart. Explain that as each of them is able to tell you their phone number and address, they will have a check-mark placed next to their name. (Support and encourage the last children without "checks" until they are successful.)

#4-5 Continued on next page

Suggested Reading

"Officer Buckle and Gloria" by Peggy Rathman,
"There's an Alligator Under My Bed" by Mercer Mayer,
"Doctor De Soto" by William Stelig,
"Swimmy" by Leo Lionni, "Stellaluna" by Janell Cannon

Home Connections

Explain to parents that their child is currently doing an activity on safety. Encourage them to help their daughter or son learn their address and phone number.

Teacher Tips

Think & Do Activity Description: Cont'd

4. On the handouts, have children draw a picture of a way to take care of themselves if they were to get separated from an adult. Hang these drawings near the chart.
5. Call attention to the chart daily until it is complete. When all chart check-boxes are filled-in, have a simple, "feeling safe" classroom celebration!

REPRODUCIBLE PAGE
FEELING SAFE

I Know My Phone Number

check here

I Know My Address

check here

How I can take care of myself if I get lost.

Things to make me safe if I get lost.

RETURN TO SENDER

Learning about post offices and creating one in the classroom.

Learning Area: Creative Expression, Communication

Episode: "Return To Sender" Synopsis: While George is putting together a package for his pen pal in Africa, Aunt Eunice accidentally closes the box with George still inside! She unknowingly sends George on a trip to Africa.

Objectives:

Children will:

- * Learn about the post office and how it operates.
- * Set up a post office in the dramatic play area.
- * Write letters to each other at the Writing Center.

Grades: K-2

McRel Standard(s): Language Arts Standards:

- 1.1, Prewriting: Uses pre-writing strategies to plan written work.
- 1.4, Evaluates own and others' writing.

Core Curriculum Area(s): Language Arts, Social Studies

Materials Needed: books about the post office, shoe boxes or cardboard cartons, 4"x6" plain index cards, colored markers, stamps, items for the Letter Writing Center: [paper, envelopes, pencils, crayons, markers, and "play stamps"], misc. dramatic play "post office" props

Think & Do Activity Preparation:

1. Bring in letters, cards and packages that are addressed correctly.
2. Set up a Letter Writing Center in the classroom that is supplied with the items listed above. Write each child's name on a 5x8 index card and have these cards available for children to use.

Think & Do Activity Description:

1. Present the cards, letters, and packages you have brought to school. Begin a discussion about mail by explaining that when properly addressed and stamped, mail can be delivered almost anywhere in the world!
2. Ask the class: "Have you ever received mail? What was it? Who was it from? Have you ever sent something in the mail? Who did you send it to? How did the mail get to the person?"
3. Read "The Post Office Book, Mail and How it Works" (or a similar book on post offices).
4. Follow with discussion about setting up a post office in the classroom. Generate a list of things that will be needed to create the post office (envelopes, cards, paper, stamps, money, money box, mail bags, stamp pad and stamp marked "paid", mail carrier bag and hat, individual mail box compartments, etc.).

#5-7 Continued on next page

Suggested Reading

Home Connections

Teacher Tips

"The Post Office Book, Mail and How it Works" by Gail Gibbons
 "The Gardener" by Sarah Stewart
 "How it Happens at the Post Office" by Dawn Frederick and Robert L. Wolfe

Encourage children to write letters to their parents – and parents to write and address a short note to their child at least once a week while the post office is set up in the class.

Encourage children to participate in all aspects of the post office -- including setting up the dramatic play area, preparing stamps, writing letters and delivering mail.

Think & Do Activity Description: Cont'd

5. Encourage children to be active participants in the construction of the post office.
6. Encourage children to write and/or draw letters at the Letter Writing Center.
7. Select a mail carrier each day to make deliveries during dramatic playtime.

A POSTCARD TO MY FRIEND

Learning about letters, the post office and sending a postcard to a friend.

Learning Area: Communication, Creative Expression

Episode: "Return To Sender" Synopsis: While George is putting together a package for his pen pal in Africa, Aunt Eunice accidentally closes the box and tapes it up with George still inside. She unknowingly mails George to Africa!

Objectives:

Children will:

- * Build upon their knowledge of the post office and how it functions.
- * Design and send a postcard to a fellow classmate.

Grades: K-2

McRel Standard(s): Language Arts - Writing-Standard 1, Uses the general strategies and skills of the writing process.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: book about the post office, classroom address list, 4X6 or 5X8 index cards, pencils, colored markers, stamps, parent/guardian note

Think & Do Activity Preparation:

1. Write a note to parents/guardians asking permission to include their home address in a classroom address list (for internal class use, only – not to be displayed).
2. Gather and bring in a few pieces of mail (invitation, postcard, letter, greeting card, package, etc.).

Think & Do Activity Description:

1. Show children the different types of mail. Ask them how they think a letter coming from far away gets to their house. List key things that are needed on an envelope.
2. Follow with discussion about the post office. Ask: "Has anyone ever received something in the mail? What was it and who was it from? Who has sent something in the mail? Has anyone ever been to the post office?"
3. Review and discuss the book, "The Gardener" (or another book on writing letters or the post office).
4. Tell children that they will be making a (real or pretend) trip to a mailbox. In preparation for this, they each will be designing a postcard and sending it to a friend in the classroom. Explain that they must keep the name of their friend a secret so it will be a surprise.
5. Showing some real postcards, describe them for children as having a photo or picture on one side—and a message and the address on the other.

#6-7 Continued on next page

Suggested Reading

"The Gardener" by Sarah Stewart
"The Jolly Postman" by Janet & Allan Ahlberg

Home Connections

Teacher Tips

If possible, arrange for children to visit a nearby post office to get a "behind the scenes" look at postal activity!

Think & Do Activity Description: Cont'd

6. Set up a Postcard Writing Center. Instruct children to write, draw or decorate their card on one side only (just as they saw in the examples that you shared). As each child completes his or her card, an adult will help with the name and address.
7. When all cards are complete, encourage children to purchase (or pretend to purchase) stamps from the teacher. If real stamps are used, take a walking trip with the class to the nearest mailbox and post the letters. If children pretend to purchase stamps, then allow them to “deliver” their own mail to the appropriate classmate’s cubby.



A FRIEND IS A PRESENT YOU GIVE YOURSELF*

Exploring ways to make new friends.

Learning Area: Friendship, Empathy

Episode: "Close Encounters of the Bird Kind" Synopsis: Becky is new to the neighborhood. George helps her save a family of baby birds—and in so doing, George and Becky become good friends.

Objectives:

Children will:

- * Discuss what it means to be a friend.
- * Brainstorm and list different ways of making new friends.
- * Role-play ways of making new friends.

Grades: K-2

McRel Standard(s): Life Skills - Working With Others-Standard
 4.1, Displays friendliness with others.

Core Curriculum Area(s): Language Arts, Social Studies

Materials Needed: dramatic play area

Think & Do Activity Description:

1. Discuss "friendship." Ask the children: "What does it mean to be a friend? Can you be friends with more than one person? Do friends always have to be together?"
2. Ask if children remember a time when they wanted a friend. Was it when they moved to a new neighborhood or went to a new school? Another time?
3. Other questions to ask include: How did it feel not knowing if you would have a friend? Can you remember how you made your first friend? Do we need friends? Why/Why not?
4. Have the children talk about:
 - a) If you want someone to be your friend, what could you say or do?
 - b) What are some friendly questions you might ask?
 - c) What are some ways to let someone know you would like to be his or her friend?
5. Take turns role-playing: Model a role-playing situation where you take one of the parts in making a new friend. Set up different situations wherein children can take turns acting out ways of making a new friend.

Suggested Reading

"Will I Have A New Friend?" by Miriam Cohen
 "George And Martha" by James Marshall
 "Frog and Toad are Friends" by Arnold Lobel

Home Connections

Parents can help children in this area by sharing a time when they felt shy or ill at ease about making a new friend. They may describe a special childhood friend -- and how they got to know each other.

Teacher Tips

Your willingness to share a time when you felt ill at ease about making a new friend makes it safer and easier for children to participate.

* Robert Louis Stevenson

FRIENDSHIP SALAD

Making and eating fruit salad together.

Learning Area: Friendship, Teamwork, Analysis

Episode: "Speed Shrinks" Synopsis: In a car race, George and Becky realize that friendship, kindness, teamwork and fair play are more important than winning.

Objectives:

Children will:

- * Listen and discuss the story, "The Very Hungry Caterpillar."
- * Talk about the importance of friendship and teamwork.
- * Contribute one piece of fruit each to make a fruit salad.
- * Graph the different fruits – then make and share a fruit salad.

Grades: K-2

McRel Standard(s): Life Skills – Working With Others- Standard 1, Contributes to the overall effort of a group.
 Math – Standard 6.1, Understands that observations about objects or events can be organized and displayed in simple graphs.

Core Curriculum Area(s): Social Studies, Math

Materials Needed: floor graphing materials, Salad Center with: [fruit, cutting boards, paper, or plastic plates, cutting knives, large bowl, paper cups or paper bowls, plastic spoons], note to parents/guardians

Think & Do Activity Preparation:

1. Write a note to parents/guardians requesting that children bring in a piece of fruit from home (if possible) for this activity.
2. Prepare the outline for a floor graph.
3. Set up a Salad Center on the second day of this activity with the items listed above.

Think & Do Activity Description:

1. Read "The Very Hungry Caterpillar" and have children recall the names of all the different fruits mentioned
2. Refer to the activity, "A Friend Is a Present You Give Yourself" Review what it means to be a friend, then ask: "What are some of the things friends enjoy doing together?" (playing, talking, sports, eating, etc.)
3. Next, discuss "teamwork." What things are easier and more fun when everyone joins in?
4. Explain that today students will work as a team and celebrate friendship by making and enjoying a Friendship Salad together. Ask each child to contribute to the salad by bringing in one piece of fruit of any kind. Allow two days for the fruit to be brought in. (Be sure to have extra fruit available in the classroom for anyone unable to bring a piece from home.)

#5-7 Continued on next page

Suggested Reading

Home Connections

Teacher Tips

"Frederick" by Leo Lionni, "George and Martha" by James Marshall, "Frog and Toad are Friends" by Arnold Lobel

Be sure to ask parents to select, purchase and wash the fruit items before children bring them to class.

Think & Do Activity Description: Cont'd

5. On the first day that fruit is brought in, graph it on a large floor graph. Compare and contrast the number of different fruits. (Which are there more of - green apples or red apples? How many more bananas do we have than oranges?...) Work on the graph again on day two.
6. Wash the fruit and bring it to the Salad Center. Have children wash their hands. Demonstrate how to safely cut the fruit. Allow each child to have a turn cutting a piece. As a child finishes, he or she should find someone else to take his or her place. (Have children watch you cut it if they are too young to handle a cutting instrument.)
7. When the salad is complete, serve it with spoons in paper cups or small bowls—and enjoy!

HELPING A FRIEND FEEL BETTER

Thinking of ways to cheer a friend or neighbor who is ill.

Learning Area: Empathy, Caring

Episode: “Snowman’s Land” Synopsis: When Becky is sick in bed, George decides to build a snowman outside her window to cheer her up.

Objectives:

Children will:

- * Brainstorm ways to cheer up friends, classmates, or others who are sick.
- * Perform a caring act for a classmate who is ill.
- * Perform a caring act for a local children’s hospital.

Grades: K-2

McRel Standard(s): Life Skills – Working With Others-Standard 4.5, Displays empathy with others..

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: chart paper and markers, misc. materials to do something nice for a classmate—and to make a hospital donation

Think & Do Activity Description:

1. Ask the children to think of things they could do for a sick friend or classmate that would not cost any money. Challenge them to come up with a list of 10 things!
2. Follow-up by doing something for a classmate who is out for a long illness (if applicable).
3. On a broader scale: Is there a Children’s Hospital in your community? Or does the hospital in your community have a special section for children? If so, as a class think of some things that might bring happiness to the children who are ill. Suggestions include:
 - * To check with the hospital to see if donations are accepted—and if they have specific suggestions of things the children might enjoy.
 - * Having children make cards, letters, drawings, and/or storybooks.
 - * Collecting used books or children’s videos that the students would like to share at the end of the school year.
 - * Packaging used crayons in sealed, plastic bags and decorating them with stickers.

Suggested Reading

“Frog and Toad are Friends”
by Arnold Lobel

Home Connections

Parents may encourage their children to draw pictures or write cards to friends or family members who are ill.

Teacher Tips

1. Help children realize that the body is a wonderful machine which, if given time, rest, care, and medicine—often may fix itself!
2. Support the idea that as thoughtful classmates and neighbors, we might help other people feel better by doing nice things for them and showing them that we care.

EVERYBODY MAKES A MISTAKE

Learning to take responsibility for our mistakes.

Learning Area: Responsibility, Honesty, Dealing with Challenges and Adversity

Episode: "If it Ain't Broke" Synopsis: On Dad's birthday, Mom makes a special birthday sculpture. George and Jr. accidentally break it. But working together, they fix it and admit what happened.

Objectives:

Children will:

- * Discuss how it feels to make a mistake or hurt someone's feelings.
- * Generate ideas about how to let someone know when you are sorry.
- * Create and use "yes"- "no" talking signs.

Grades: K-2

McRel Standard(s): Language Arts - Listening and Speaking Standard. 8.1, Makes contributions in class discussions. 8.2, Asks and responds to questions. Health - Standard 4.1, Identifies and shares feelings in appropriate ways.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: index cards, precut 6 inch x 6 inch squares of red and green construction paper, tongue depressors, glue, markers, scissors, pencils, card-writing materials

Think & Do Activity Preparation:

1. Cut red and green construction paper into 6 inch x 6 inch pieces.
2. Create index cards with "YES" on one side and "NO" on the other for children to copy.

Think & Do Activity Description:

1. Discuss how accidents can happen and that everyone makes mistakes sometimes. Making mistakes and having accidents can make us feel "bad." But by taking responsibility and trying to make things better, we not only fix the problem; we also fix the bad feelings!
2. Help children make "Talking Signs" which can be used during discussions. Talking Signs help even shy children to enter discussions and share their thoughts and feelings.
3. Provide each child with two 6 inch x 6inch sheets of construction paper, one red and one green. Each sheet will have a 5inch circle marked on it. (Children may use stencils to make circles.) Have students cut out the circles and write "yes" on the green one, and "no" on the red one. Next, they should glue the circles onto tongue depressors, with "yes" on one side, and "no" on the other. The "Talking Sign" should look like a fan that can be flipped. Using Talking Signs during discussion allows children to share ideas and see that sometimes there is more than one way to answer a question (and both answers may be correct).

#4-6 Continued on next page

Suggested Reading

Home Connections

Teacher Tips

"Just Because I Am, A Child's Book of Affirmation"
 by Lauren Murphy Payne
 "Stories Julian Tells" by Ann Cameron (chapter 1)
 "Curious George" by H. A. Rey

Let parents know that it is helpful to have children help fix things that they may have broken. Some children benefit from talking, dictating or writing down their apologies.

Think & Do Activity Description: Cont'd

4. Questions to consider using with the Talking Stick: "Have you ever done something you didn't mean to do? Were you afraid you would get in trouble? Did you hide the accident?"
5. Sometimes saying "I'm sorry" is not very easy. Sometimes we can break things or hurt people's feelings. Fixing mistakes makes us feel better. Ask: "Can you tell us about a time when you made a mistake and told someone you were sorry? Can you tell us about a time you made a mistake and helped make it better?"
6. Make a Card Writing Center available for "I'm Sorry" notes.



CARING FOR PETS

Learning about responsible pet care.

Learning Area: Responsibility, Empathy

Episode: “Dog Sitting Miss Daisy” Synopsis: Becky’s Mom asks George if he will take care of Becky’s surprise birthday present—a puppy named Daisy.

Objectives:

Children will:

- * Discuss what kinds of pets they have or would like to have.
- * Discuss and learn about the needs of pets.
- * Paint large paintings of their pets (or desired pets).
- * Set up a veterinary hospital in the dramatic play area.

Grades: K-2

McRel Standard(s): Life Science - Standard 5.1, Knows the basic needs of plants and animals.

Core Curriculum Area(s): Social Studies, Life Science

Materials Needed: books about different kinds of pets, props for the dramatic play area: [medical equipment, clip boards, pens, stuffed animals from home], 18 x 24 painting paper, tempera paints and paint brushes.

Think & Do Activity Description:

1. Ask the children to raise their hands if they have a pet. Count and record the number. Ask children to raise their hands if they do not have pets. Record that number. Compare the numbers. Which is more; which is less? How many more or less?
2. Ask who would like to come up and act out the pet they have—or the pet they wish they could have. Tell them that they may only make movements with their bodies. They may not make sounds. Take turns and allow classmates to guess about animal identities.
3. Ask the children: “What does it mean to ‘be responsible’ when taking care of pets? What kinds of things do all pets need?” (Record children’s responses.)
4. Provide opportunities for children to act-out examples of “being responsible for pets,” or “not being responsible for pets.” Allow children to guess what is being acted out and tell why it is an example of a responsible behavior or a non-responsible behavior.
5. Ask if anyone’s pet has ever gotten ill or had to go to the veterinarian’s office—“How did the veterinarian care for the pet? What jobs did the people in the office do so that the animal would be well taken care of? What did the office look like? ”
6. Explain that the children will set up a veterinary office in the dramatic play area. Ask children what it will need to include. Then generate a list of required materials. Discuss what students can bring from home. Ask: “Who can bring in a stuffed animal for the veterinary office?” (Allow the children to take an active role in setting up the dramatic area.)
7. Invite children to paint their pet or the pet they wish they had at a Painting Center. Their paintings can be displayed in the dramatic play veterinary office.

Suggested Reading

Home Connections

Teacher Tips

“Harry, The Dirty Dog”, by Gene Zion
 “Clifford, The Big Red Dog”, By Norman Bridwell

Allow the veterinary office to remain set-up in the dramatic play area until interest in it has diminished.

THE KINDNESS QUILT

Looking out for and drawing various acts of kindness.

Learning Area: Friendship, Kindness, Empathy

Episode: "Speed Shrinks" Synopsis: In a car race, George and Becky learn that friendship, kindness, and fair play are more important than winning.

Objectives:

Children will:

- * Discuss what being a friend means and what being kind means.
- * Brainstorm and list different ways of being kind to each other.
- * Listen to the story, "The Many Colored Quilt."
- * Create a Kindness Quilt.

Grades: K-2

McRel Standard(s): Visual Arts standard 4.1, Knows that Visual Arts have both a history and a specific relationship to various cultures

Core Curriculum Area(s): Language Arts, History, Art

Materials Needed: "A Many Colored Quilt," chart paper, crayons or colored markers, 4" squares of drawing paper or colored construction paper

Think & Do Activity Preparation:

Set up a Quilt-Making Center in the classroom with colored markers and colored construction paper (cut into 4" squares).

Think & Do Activity Description:

1. Revisit the Activity: A Friend Is a Present You Give Yourself . Review what it means to be a friend. Then ask: "What does it mean to be kind? What are some examples of ways that you have been kind to a classmate? Can you think of some ways a classmate has been kind to you?"
2. Tell the children that for the next few days they will be on a "kindness hunt." They will be detectives on the lookout for kind acts. At work time they can visit the Center and draw a kind act that they saw a classmate do or one that they did themselves. Put the completed squares in a "kindness box." Encourage students to share a few of the squares daily during a class discussion.
3. For the next three days have a special meeting for children to share and talk about some of their "Kindness Squares."
4. In the meantime, read the book, "The Many Colored Quilt." Discuss quilt-making, its history and how quilts sometimes tell stories.
5. Ask the children if they would like to make a "Kindness Quilt" from all of their squares. Assemble the squares, allowing the quilt to continue to grow.

Suggested Reading

"Tar Beach" by Faith Ringgold
"The Keeping Quilt" by Patricia Polacco
"The Quilt Story" by Tony Johnston

Home Connections

Send a note home telling parents that you will be learning about quilts. Ask if anyone is a quilt maker or has a quilt that they would like to share.

Teacher Tips

If you have a quilt, bring it to the classroom to share with the children.

FINDING SAFE PLACES FOR NIGHTMARES

Learning self-soothing behavior and making a Dream Catcher craft.

Learning Area: Feelings/Fears, Creative Expression, Brainstorming

Episode: “Space Invaders” **Synopsis:** Scary movies and junk food cause George to have frightening dreams.

Objectives:

Children will:

- * Discuss bad dreams and ways to take care of themselves when they’re frightened.
- * List routines that help them feel relaxed before they go to sleep at night.
- * Create a Dream Catcher for their bedroom.

Grades: K-2

McRel Standard(s): Health – Standard 4.1, Identifies and shares feelings in appropriate ways. Language Arts - Listening and Speaking-Standard 8.1, Makes contributions.

Core Curriculum Area(s): Language Arts

Materials Needed: chart paper and markers, pencils, crayons, yarn or string, feathers, colored beads, embroidery hoops (or disposable, plastic plates with the center removed), puppet, teddy bear or doll

Think & Do Activity Description:

1. Discuss and brainstorm about things that might be a bit scary. Using a puppet, teddy bear or doll, begin to share about some of these things (going to a new school, nightmares, loud sounds, illness, etc.). Ask children to share about what makes them feel frightened. Acknowledge that everyone gets scared sometimes, and that’s OK. We just need to figure out what we can do when we feel this way.
2. Generate a list of ways students already deal with fears: talking to a caring adult, putting on the light, thinking about something else, snuggling with a teddy bear.
3. Introduce the concept of a Native American Dream Catcher (see picture on following page).
4. Explain that Dream Catchers are hung over the beds of young children as they sleep. They are delicate and lacy like a spider web; open enough for good dreams to be caught and bad dreams to fall (and be kept) away.
5. Materials needed for Dream Catcher: a circular shaped frame (such as an embroidery hoop). Another option is to cut away the center of thin plastic plates, leaving the outside edge to form a circular frame. (Traditionally willow branches soaked in water are used to form a circular frame. Soaking the branches makes them soft and pliable.)
6. Provide children with yarn that is tied at one point on the outside edge of the embroidery hoop or plate. Have children weave the yarn from one side of the frame to the other, turning the frame and looping the edge each time. For a final touch, add feathers and beads.
7. Encourage children to hang the Dream Catchers to help give them good dreams while they sleep!

Suggested Reading

Home Connections

Teacher Tips

“Where the Wild Things Are” by Maurice Sendak, “There’s a Monster Under My Bed” by James Howe and David Rose, “There’s an Alligator Under My Bed” by Mercer Mayer, “There’s Something in My Attic” by Mercer Mayer, “There’s a Nightmare in My Closet” by Mercer Mayer

Have each child interview his/her parent or guardian. Children should ask: “Is there anything that frightens you? How do you take care of yourself when you are scared or have a nightmare?” Have children illustrate their parent’s responses.

DREAMCATCHER



ONCE, I WAS AFRAID

Moving from being afraid to being excited.

Learning Area: Feelings/Fears, Dealing with Challenges and Adversity, Reflection

Episode: This activity is associated with any *George Shrinks* episode since a key element of the series lies in George’s ability to face and overcome challenges and adversity.

Objectives:

Children will:

- * Discuss reasons why we may feel afraid.
- * Remember and talk about some things they were afraid to do, but now enjoy.
- * Brainstorm about things that helped them when they were afraid.
- * Complete the handout “Once I was afraid to ..., but now I ...!”

Grades: K-2

McRel Standard(s): Language Arts – Listening and Speaking Standards: 8.1, Makes contributions in class and group discussions 8.2, Asks and responds to questions. Health – Standard 4.1, Identifies and shares feelings in appropriate ways.

Core Curriculum Area(s): Language Arts, Social Studies

Materials Needed: chart paper, marker, handout on following page, colored markers, crayons, paper

Think & Do Activity Preparation:

1. Set up a Writing & Drawing Center in the classroom.
2. Photocopy the “Once, I Was Afraid...” handout—one for each child.

Think & Do Activity Description:

1. Discuss what it feels like to be afraid to do something for the first time. Explain that being afraid is normal and happens to all of us at some point. Sometimes feeling afraid or nervous even helps us tell when something is wrong—like if we get lost from our class on a field trip or separated from our family at the grocery store!
2. Share a time that you as an adult were afraid to try something new. Ask children if they can think of things that they were afraid to do the first time—but now like to do (ride a bike, play a sport, meet a new friend, etc.). Record responses on a chart.
3. Then ask about the things that made them feel better. Did an adult help? How? Did they tell someone how they were feeling? Did a friend help out?
4. At the Writing/Drawing Center, provide colored markers, crayons and the handout, “Once I was Afraid... The children’s directions are to think of something they were once afraid to do, but now enjoy. Then they are to complete the phrase, “Once I was afraid to ... but now I ... !” Finally, they will illustrate their phrase. Invite the children, if they are interested, to visit the Center more than one time.
5. Give children the opportunity to share their completed work with the class.
6. If space is available, the individual pages may be hung in the room. Children who complete more than one page may have their pages made into small books. Use construction paper for covers and staple all sheets together.

Suggested Reading

Home Connections

Teacher Tips

“The Moon in My Room” by Ila Wallen, “Wimberly Worried” by Kevin Henkes, “Who’s Afraid of the Big Bad Book” by Lauren Child, “Sylvester and the Magic Pebble” by William Steig

Inviting children to share their work with the class often stimulates further interest in the Center.

REPRODUCIBLE PAGE
ONCE, I WAS AFRAID

Once I was afraid to _____

But now I _____

_____ **!**

I CAN TEACH!

Sharing our knowledge and talents with each other.

Learning Area: Individuality, Self Esteem, Expression

Episode: This activity is tied to any *George Shrinks* episode since a key element of the series is portraying characters as having special gifts and talents. Mother’s talent is creating visual art, Father plays musical instruments, and George often invents things to solve problems.

Objectives:

Children will:

- * Discuss the idea that we are all special in some way—and have gifts and talents to be shared.
- * Discuss talents and interests.
- * Take turns planning and teaching something at the “I Can Teach” Center.

Grades: K-2

McRel Standard(s): Life Skills Standards: Working With Others - 5.1, Occasionally serves as a leader in a group.

Self Regulation 5, Maintains a healthy self-concept.

Core Curriculum Area(s): Language Arts

Materials Needed: chart paper and crayons or colored markers, items needed to “teach”

Think & Do Activity Description:

1. Discuss the idea that we all have special talents and interests. Since we know how to do different things—we can actually be teachers to one another! Ask if anyone has ever taught a younger sibling or friend how to do something? What was it?
2. What is something someone knows and would like to teach? Some ideas: Sharing knowledge on dinosaurs, fossils, rocks or seashells. Teaching how to do magic tricks, play checkers or chess, make snowflakes, play tic-tac-toe, etc.
3. Ask for volunteers to teach at the I Can Teach Center and schedule a new “instructor” each day.
4. Tell the children that they will be responsible for setting up their own Teaching Center. Help them to think of what classroom supplies will be needed.
5. At the beginning of each “teach time,” invite the child who is the instructor to announce what (s)he will be teaching and how many people may come to the Center at one time to learn.
6. At the end of the “lesson,” invite children to share what they’ve learned how to do!

Suggested Reading

“George And Martha” by James Marshall
 “Frog and Toad are Friends” by Arnold Lobel

Home Connections

Ask parents to help their child identify one thing that he or she might like to teach.

Teacher Tips

Children enjoy sharing knowledge and are natural teachers to one another!

I AM SPECIAL

Exploring how each of us is unique with special gifts.

Learning Area: Diversity, Self Awareness, Self Esteem

Episode: "A Star Is Shrunk" Synopsis: George saves the day using resourcefulness, good problem-solving skills and the advantage of his unique size!

Objectives:

Children will:

- * Discuss the fact that we all are special in different ways.
- * Talk about people in their lives who are special to them and what makes them so special.
- * Draw a self-portrait and underneath, complete the sentence: I am special because...

Grades: K-2

McRel Standard(s): Life Skills – Working With Others Standard 3, Works well with diverse individuals and in diverse situations.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: book about diversity, chart paper and crayons or colored markers

Think & Do Activity Description:

1. Read the book "We Are All Alike, We Are All Different" (or another book about diversity or differences) to children.
2. Ask them to think of some ways that they are alike—and some ways they are different.
3. Ask students to think of someone they love or of someone who is special to them. What makes that person special? (Chart different responses on paper.)
4. Ask children to think of one thing that makes them special. Help them to identify attributes of ability or character rather than material possessions.
5. Hand out paper to each child. Instruct children to draw a picture of themselves—and underneath it to write one thing that makes them special. (Younger children may have their words dictated onto the picture.)
6. Give children the opportunity to share their completed work with classmates.
7. Now, decorate a wall with children's finished work or compile it into a classroom book!

Suggested Reading

Home Connections

Teacher Tips

"We Are All Alike, We Are All Different" by the Cheltenham Elementary School Kindergarten
 "Will I Have A New Friend?" by Miriam Cohen
 "George And Martha" by James Marshall
 "Frog and Toad are Friends" by Arnold Lobel

Ask parents to help with this activity by identifying different things that they think make their child special and admirable!

For children who have difficulty seeing themselves positively, it is sometimes helpful to ask their classmates. For these children, hearing what others think can make a difference.

WHAT IF?

Learning that being a responsible decision-maker can be a challenge.

Learning Area: Responsibility, Conflict Resolution

Episode: "On the Road" Synopsis: During a trip with dad, George and Jr. get to stay in a snazzy hotel! They employ self-control and decision-making skills after the bellhop tells them to enjoy "anything" from the bountiful, in-room snack bar.

Objectives:

Children will:

- * Explore the concept of "a dilemma."
- * Learn about responsible decision-making.

Grades: K-2

McRel Standard(s): Life Skills - Thinking and Reasoning-Standard 5.1, Identifies simple problems and possible solutions.

Core Curriculum Area(s): Social Studies

Materials Needed: sentence strips and markers

Think & Do Activity Preparation:

Write out the "What if" questions (see below) – with one question on each sentence strip.

Think & Do Activity Description:

1. Brainstorm the concept of "a dilemma" with the children. If they are unfamiliar with the term, introduce it as "a situation that requires making a difficult choice."
2. Have a discussion about "who sets the rules" at home, at school, and in the community.
3. Talk about times when children get to make the decisions about rules
4. Inform the class that together, they are going to practice making decisions that have to do with dilemmas.
5. There are 4 dilemmas. Find out how they would respond in the following "What If" situations.

Present the sentence strips and ask the questions:

- a) What would you do if you found a pair of really special sunglasses while playing in the park? You would like to keep them...but they are not yours. What would you do?
 - b) What would you do if your best friend tells you not to play with Jeff because Jeff is "not cool?" You like your best friend and you like Jeff, too. What would you do?
 - c) You and your brother are playing in your mom's room. Mom has a collection of pretty little vases. By accident, you break one of them. You know that if your mom finds out, you are going to get in big trouble. What would you do?
 - d) You are supposed to come right home after school. All of your friends want to go to the park. You know your mom will be at work then. What would you do?
6. Allow for open conversation and debate about the different dilemma scenarios.

Suggested Reading

Home Connections

Teacher Tips

"Strega Nona" by Tomie de Paola
 "Dr. DeSoto" by William Steig

Video Lesson Plan #1

Hooray for Teamwork

Exploring the idea that big jobs can be done when we work together, using our different skills and abilities.

Learning Area: Teamwork, Brainstorming, Analyzing, Sequencing, Organizing

Episode: "All Around the Clock Tower" Synopsis: The entire community is excited about its 100th year anniversary. Everyone works together to clean up town square. Regardless of size and age, each citizen must contribute to get the job done.

Objectives:

Children will:

- * Watch and discuss a collaborative job-themed video clip from the George Shrinks episode, "All Around the Clock Tower."
- * Listen to the story, "Little Red Hen" and discuss the difference between working together and alone.
- * Compare how work-related problems were solved in the clip and story book.
- * Identify a job that will make their school and/or community better.
- * Work together to complete the task(s).

Grades: K-2

McRel Standard(s): Life Skills Standards

Thinking and Reasoning - 5.1, Identifies simple problems and possible solutions. Working With Others - 1.6, Helps the group establish goals.

Core Curriculum Area(s): Social Studies, Language Arts

Vocabulary Words: Cooperation, Volunteers, Citizen

Time Needed: 30 minutes a day for a minimum of 5 days.

Materials Needed: Outreach Videotape, VCR, TV set, "The Little Red Hen," note to parents/guardians, chart paper and markers, misc. tools, paper, pens, markers, crayons, camera, film

Lesson Plan Overview:

Children will watch a clip from "All Around the Clock Tower" and discuss how working together often makes difficult jobs seem a lot easier. They will listen to the story of "The Little Red Hen" and make comparisons between the book and video's "work" themes. Together, the class will select tasks to enhance and beautify their school – and to help out a local community agency. Finally, they will work together to complete the jobs.

See, Think & Do Activity Preparation:

1. Cue up the Outreach Videotape to Clip #1.
2. Draft a short note to parents/guardians explaining that children are working on a lesson about "cooperation and teamwork." Inform them of the task selected by the class (and the materials and tools that may be needed to complete it).

See, Think & Do Activity Description:

"See" – a Video Clip

1. Tell the class that they are about to see a video clip about a town that had a big job to do—and then listen to a story about a hen that also had an important job. While watching and listening, they should think about the different ways that the jobs get done.
2. Show the :28 video clip from "All Around the Clock Tower" where citizens gather together to help prepare town square for a special celebration. Show the clip twice for younger children – or if the class needs to see it again to identify the different tasks being done. Then talk with students about what they saw the townspeople working on.
3. Read "The Little Red Hen" and talk with children about how the task of baking bread got done.

“Think” – about the clip and book themes

1. After watching the clip and hearing the story, talk with children about the different ways solutions were found for problems. How did the townspeople work on town square? How did the Little Red Hen get her job done?
2. Questions that can be posed to children include:
 - * What were some of the jobs needing to get done?
 - * Were there volunteers? Was there a leader? Was there a boss?
 - * Did people cooperate? How?
3. Have children generate a list of the tools used and the tasks that needed to be completed.

“Do” – a hands-on Activity

*Note: one or both of the following activities may be used in this lesson plan depending on time available and children’s interest.

Activity One – School Based Activity

1. Explore the idea that the school (or Center) is our community. Tell children, “Let’s take a walk and see what things we can do to make our school better!”
2. Have children generate ideas and then discuss the feasibility of each one. (Some possibilities: clean up the yard, plant a garden or flower pots, paint a mural, organize the classroom.)
3. As a group, choose a job to do together.
4. Brainstorm the materials and tools needed to complete the job.
5. Break down the job into separate tasks and have children sequence them.
6. Allow students to volunteer for different aspects of the job.
7. Collect tools and equipment. Organize work crews. Recruit parents, if necessary.
8. Take time each day to complete the project. Photograph the process and participation.
9. Organize a class scrapbook. (Alternative activity: have children illustrate their specific job in the class project. Organize and bind their illustrations into a class scrapbook.)

Activity Two – Community Based Activity

1. Guide children to consider ways they can contribute to their community.
2. Generate a list of possibilities. (Some possibilities: packaging old, but still usable art materials for a children’s hospital; make sandwiches for a shelter; collect non-perishable food for a food bank; draw pictures and make cards for the elderly; collect used books and or clothing for the needy.)
3. Help children select one project.
4. Contact the community agency to see if the project is welcomed. Be sure to learn about guidelines and restrictions.
5. Collect needed materials and organize children to work together on the project. Enlist parent participation, as needed.
6. Photograph and document the project for a bulletin board display or classroom scrapbook.

Additional Activities

1. Tape the full episode of “All Around the Clock Tower” (see How To Locate Episodes). Ask children what they think happened after the citizens worked together on “fixing up” town square—then show and discuss the actual outcome.
2. Other books that can be read to or explored by children to extend the theme of teamwork, include: “Miss Rumphius” by Barbara Cooney and “Feast for 10” by Cathryn Falwell.

Home Connections

Suggest that families extend this activity by deciding on a job that they can work on together to complete. Ideas: wash the car, plant a garden, prepare a family celebration, send notes and pictures to a family member who lives far away, prepare sandwiches for a homeless shelter.

Teacher Tips

Activities like this take time. Processing is an important part of the lesson. Jobs need to be chosen that are in keeping with the children's ages and abilities and that are within the range of your classroom's budget and resources. This lesson will take a minimum of 3-5 days.



Video Lesson Plan #2

Going On a Treasure Hunt

Exploring the ideas that maps are useful tools for finding things—and “treasures” can be anything that we value.

Learning Area: Problem-Solving, Analyzing Information

Episode: “The More Things Change” Synopsis: After George and Becky find a map, they are eager to find out what it means. Their neighbor explains that he created it when he was their age. It leads to treasure he buried as a child.

Objectives:

Children will:

- * View and discuss a map-related clip from the George Shrinks episode, “The More Things Change”
- * Listen to the story, “Out of the Ocean” and discuss different things that could be regarded as “nature’s treasures.”
- * Take a walk to gather nature’s treasures and share about what was collected.
- * Decorate, pack and bury a “treasure box.”
- * Partner up to make treasure box maps.

Grades: K-2

McRel Standard(s): Life Skills - Thinking and Reasoning-Standard 5.1, Identifies simple problems and possible solutions.

Learning & Curriculum Area(s): Geography, Social Studies, Art

Vocabulary Words: Cooperation, Treasures, Map, and “Bird’s Eye View”

Time Needed: 30 minutes a day for approximately 3-4 days.

Materials Needed: Outreach Videotape, VCR, TV set, chart paper, markers, film, camera shoe box or coffee tin, parent/guardian note, paper, pens, markers, glue, crayons, buttons and other small collag  materials, shovel(s), plastic wrap

Lesson Plan Overview:

Children will watch a clip from “The More Things Change” and discuss its theme of buried treasure and map use. They will listen to the story, “Out of the Ocean,” then discuss the similarities and differences between “nature’s treasure” (described in the book) and treasures buried in a time capsule (in the video clip). Next, they will take a walk to collect some of nature’s treasures—and decorate a treasure box filled with these items. Finally, children will bury the boxes and create maps recording their location.

See, Think & Do Activity Preparation:

1. Cue up the Outreach Videotape to Clip #2.
2. Draft a note to parents/guardians explaining that students will be taking a short walk in the school neighborhood.

See, Think & Do Activity Description:

“See” – a Video Clip

1. Tell the children that they are about to watch a video clip about a map that leads to buried treasure. Ask them to begin thinking about why maps are useful and important.
2. After viewing the :34 clip, talk with children about the map:
 - * Why do you think that the map was important to Mr. Copeland?
 - * Why do you think it was exciting to George and Becky?
 - * Who uses maps? Why are maps important? Are all maps the same?

3. Show the clip twice for younger children – or if the class needs to see it again to answer the above questions.
2. Talk with the class about different “treasures” that maps can lead to.

“Think” – about the clip in relation to a similarly-themed book

1. Introduce and read the book “Out of the Ocean” by Debra Frasier.
2. Talk with children about “treasures:”
 - * What are “treasures?”
 - * What kinds of special treasures were in the ocean?
 - * What kinds of treasures did Mr. Copeland talk about burying (in the clip)?
 - * Do you have things that you think of as treasures?
3. Explain that in the George Shrinks clip, a map lead to childhood treasures buried long ago by Mr. Copeland and his friends. The book described different kinds of treasures: those that can be found in nature. Ask: “Are there other places besides the ocean that we can find nature’s treasures? Can maps be used to find these treasures, as well?”

“Do” – a hands-on Activity

Activity – Finding, Burying and Mapping Treasures

1. Discuss treasures that can be found in nature (seed pods, leaves, interesting pebbles, feathers, small twigs, etc.).
2. Pass out the parent/guardian note so that care providers will be aware that their child(ren) will be going on a “nature’s treasures” walk around the neighborhood.
3. Plan and take this walk in search of nature’s treasures. Be sure to watch what children pick up as “treasures” to make sure that they are safe.
4. Bring along a camera to collect images of things in nature that you do not want to disturb (such as flowers, trees, bird nests, small animals, etc.).
5. Back in the classroom, allow children to share their collections. Then place them on display.
6. Decorate a treasure box using collag  materials. (A shoebox or coffee tin will work as a treasure box.)
7. Have children decide which treasures should be placed in the box. Seal the container and wrap it in plastic.
8. Choose an appropriate location to bury the container on school grounds.
9. Introduce a few simple maps (classroom map, school map, treasure map picture, neighborhood map, etc.) An easy way for children to understand the perspective of a map is to explain that it represents a “bird’s eye” view of an area. What is represented on the map is how the area would look from above.
10. Talk about how important a map might be to find their buried treasure one day.
11. Have children work as partners to create maps depicting the location of the classroom treasure box.

Additional Activities

1. Set up a Center for children to create individual treasure boxes. They may use markers, crayons, and an assortment of collag  materials to do this. Invite children to use this box at home to keep their special treasures in.
2. Tape the full episode of “The More Things Change” (see pg. -- of guide for how to find show date and time). Ask children what they think happened after George and Becky talk with Mr. Copeland about his childhood map -- then show and discuss the actual outcome.
3. Other books that can be read to or explored by children to extend the theme of maps are: “Mapping Penny’s World” by Loreen Leedy, “Me On the Map” by Annette Cable, and “There’s A Map In My Lap!: All About Maps (Cat In the Hat’s Learning Library)” by Tish Rabe.

Home Connections

Parents may extend this activity by: 1) On a city map, showing their child the location of their home. 2) Sharing with their children, treasures that they may still have from childhood (pictures, toys, books, awards, etc.). 3) Encouraging children to create maps of their bedrooms.



Video Lesson Plan #3

Let's Go Camping

Exploring how to plan, prepare for and feel good about going on a trip or sleepover.

Learning Area: Planning, Preparation, New Experiences: Sleeping Away From Home

Episode: "On the Bayou," Synopsis: The Shrinks family is preparing for a camping trip. Each family member is an active participant, responsible for different aspects of the planning and packing.

Objectives:

Children will:

- * View a clip from the George Shrinks episode, "On the Bayou" and identify things that the family members pack for a camping trip.
- * Listen to the story, "Ira Sleeps Over" and discuss sleepovers.
- * Discuss the similarities and differences between camping and overnights.
- * Plan and prepare a campground in the dramatic play area.
- * Generate a list of items that children might pack for an overnight.

Grades: K-2

McRel Standard(s): Life Skills - Thinking and Reasoning-Standard 5.1, Identifies simple problems and possible solutions.

Learning & Curriculum Area(s): Language Arts, Social Studies, Art

Vocabulary Words: Camping Trip, Essential Items, Non-essential Items, Necessities, Nervous

Time Needed: 30 minutes a day for a minimum of 5 days.

Materials Needed: Outreach Videotape, VCR, TV set, note to parents/guardians, chart paper, markers, camera, film, crayons or colored pencils, paste or glue, scissors, art materials to create a make-believe campground, camping props (if possible, i.e., sleeping bags)

Lesson Plan Overview:

Children will watch a clip from "On the Bayou." They will discuss how the Shrinks family works together to prepare for a camping trip and what things, in general, are needed for a camp outing. After listening to a story about a sleepover, students will talk about feelings associated with sleeping away from home. Then a comparison will be made between campouts and sleepovers. Next, the class will plan and prepare an overnight campground in their dramatic play area.

See, Think & Do Activity Preparation:

1. Cue up the Outreach Videotape to Clip #3.
2. Draft a short note telling parents and guardians that the children will be constructing a campground in the dramatic play area. List the things that parents might loan to enhance the campground: i.e., a small tent, ice chest, sleeping bags, etc.

See, Think & Do Activities:

Activity One

"See" — A Video Clip

1. Tell the class that they are about to view a video clip which shows a family preparing for a camping trip. Ask that they pay attention to the things each family member packs.
2. Show the :47 clip of the Shrinks family packing and preparing to go camping. Show the clip twice for younger children – or if the class needs to see it again to identify packed items.

See, Think & Do Activities: Cont'd

3. Have children discuss what they saw and heard about the things needed for the campout.
4. Discuss special preparations needed for a camping trip (versus other kinds of outings). How do you prepare food? Where do you get water? Where do you sleep? What are essentials for a camping trip? What types of things do you do on a camping trip?

“Think” – about the clip in relation to a similarly-themed book

1. Introduce the book, “Ira Sleeps Over” to the children.
2. Prepare them to listen for words that are helpful and hurtful to Ira and his new sleepover experience.
3. Read the story -- then discuss why Ira was nervous about the sleepover:
 - * Who was helpful to Ira? Who was hurtful to Ira?
 - * What was Ira afraid of? How did he take care of his worries?
 - * Have you ever been afraid or nervous about something new? What are some ways you take care of yourself?
4. Now compare the clip and book by discussing the differences between a camping trip and sleepover. How are they the same? How are they different?

“Do” – a hands-on Activity

Activity One – Building a Camp Site

1. Plan a make believe camping ground with the children. What items will be needed? How can we get the essentials? Can we make them? How? Can we borrow them?
2. Establish perimeters and limits for the activity based on the materials that can be collected and the space that is available.
3. Allow the children to work in small groups over the course of a few days to create the campground environment (painting a pond, constructing logs for the campfire, painting a grassy area, etc.).
4. Once complete, allow them to keep the camp site up until play interest has waned.

Additional Activities

1. Ask children to draw and write a story about “Camping In Our Campground” or “My Overnight.” These stories can be bound into a class book.
2. Tape the full episode of “On the Bayou” (see pg. — of guide for how to find show date and time). Ask children what they think happened after the Shrinks family packed for their camping trip -- then show and discuss the actual outcome.
3. Other books that can be read to or explored by children to extend the theme of camping, are: “Bailey Goes Camping” by Kevin Henkes and “Monk Camps out” by Emily Arnold McCully.

Home Connections

Parents may extend this activity by: 1) Encouraging children to display greater independence and responsibility for their own belongings. 2) Setting out a designated place at home for important notes from school. 3) Having children clean out their backpacks daily and plan what they will need to put into them for school.

Teacher Tips

Activities like this address both the physical and emotional needs of children. They support children to become more aware and analytical by being active problem solvers. This lesson will take a minimum of 5 days. Remember to allow the campground to remain in the dramatic play area as long as interest remains.

How to Locate Episodes on PBS

Please contact local PBS stations for show times and air dates.

LOCATION	STATION	ADDRESS
Anchorage, AK	KAKM-TV	3877 University Drive
Fairbanks, AK	KUAC-TV	312 Tanana Drive, P.O. Box 755620
Juneau, AK	KTOO-TV	360 Egan Drive
Birmingham, AL	Alabama Public Television	2112 11th Avenue S., Suite 400
Pago Pago, AS	KVZK-TV	Office of Public Information, PO Box 2567
Conway, AR	Arkansas ETV Network	350 South Donaghey, P.O. Box 1250
Tempe, AZ	KAET-TV	10th and Myrtle Streets
Tucson, AZ	KUAT-TV	University of Arizona
Eureka, CA	KEET-TV	7246 Humboldt Hill Rd
Fresno, CA	KVPT-TV	1544 Van Ness Avenue
Huntington Beach, CA	KOCE-TV	15751 Gothard Street, P.O. Box 2476
Los Angeles, CA	KCET-TV	4401 Sunset Boulevard
Los Angeles, CA	KLCS-TV	1061 West Temple Street
Redding, CA	KIXE-TV	603 N Market St.
Rohnert, CA	KRCB-TV	5850 LaBath Avenue
Sacramento, CA	KVIE-TV	2595 Capitol Oaks Drive
San Bernardino, CA	KVCR-TV	701 South Mt. Vernon Avenue
San Diego, CA	KPBS-TV	5400 Campanile Drive
San Francisco, CA	KQED-TV	2601 Mariposa Street
San Jose, CA	KTEH-TV	1585 Schallenberger Road
San Mateo, CA	KCSM-TV	1700 West Hillsdale Boulevard
Denver, CO	KBDI-TV	2900 Welton, Suite # 100
Denver, CO	Rocky Mountain PBS	1089 Bannock Street
Pueblo, CO	KTSC-TV	2200 Bonforte Boulevard
Hartford, CT	Connecticut Public Television	240 New Britian Ave
Washington, DC	WHUT-TV	2222 Fourth Street, NW, Box 1182
Fort Myers, FL	WGCU-TV	Florida Gulf Coast University, 19501 Ben Hill Griffin Parkway
Daytona Beach, FL	WCEU-TV	1200 W. International Speedway Boulevard
Gainesville, FL	WUFT-TV	University of Florida Journalism and Communications Building
Jacksonville, FL	WJCT-TV	100 Festival Park Avenue
Miami, FL	WPBT-TV	14901 N.E. Sesame St.
Miami, FL	WLRN-TV	172 N.E. 15th Street
Orlando, FL	WMFE-TV	11510 East Colonial Drive
Orlando, FL	WMFE-TV	11510 East Colonial Drive
Pensacola, FL	WSRE-TV	1000 College Boulevard, 321
Tallahassee, FL	WFSU-TV	1600 Red Barber Plaza
Tampa, FL	WEDU-TV	1300 N. Boulevard
Tampa, FL	WUSF-TV	4202 Fowler Avenue, TVB 100
West Palm Beach, FL	WXEL-TV	Barry Telecommunications Inc., 3401 S. Congress Ave.
Cocoa, FL	WBCC-TV	Brevard Community College, 1519 Clearlake Road
Atlanta, GA	WPBA-TV	740 Bismark Rd., NE
Atlanta, GA	Georgia Public Television	260 14th Street, NW
Barrigada, Guam	KGTF-TV	P.O. 21449, GMF
Honolulu, HI	Hawaii Public Television	2350 Dole Street
Johnston, IA	Iowa Public Television	P.O. Box 6450
Boise, ID	Idaho Public Television	1455 North Orchard
Carbondale, IL	WSIU-TV	SIU - 1048 Communications Building
Charleston, IL	WEIU-TV	Eastern Illinois University, Radio and Television Center
Chicago, IL	WTTW-TV	5400 North St. Louis Avenue
Chicago, IL	WYCC-TV	7500 S. Pulaski Road
Moline, IL	WQPT-TV	6600 34th Avenue

LOCATION	STATION	ADDRESS
Peoria, IL	WTVP-TV	1501 West Bradley Avenue
Springfield, IL	WMEC-TV	PO Box 6248
Urbana, IL	WILL-TV	Campbell Hall, 300 N. Goodwin Ave.
Fort Wayne, IN	WFWA-TV	501 E. Coliseum Blvd.
Indianapolis, IN	WFYI-TV	1401 N. Meridian Street
Merrillville, IN	WYIN-TV	8625 Indiana Place
Muncie, IN	WIPB-TV	Ball State University E.F. Ball Communication Building
Elkhart, IN	WNIT-TV	2300 Charger Blvd.
Vincennes, IN	WVUT-TV	1200 North Second Street
Bloomington, IN	WTIU-TV	Indiana University, 1229 E. 7th Street
Evansville, IN	WNIN-TV	405 Carpenter Street
Bunker Hill, KS	SHPTV	6th & Elm St.
Topeka, KS	KTWU-TV	1700 College Avenue
Wichita, KS	KPTS-TV	320 W. 21st Street
Bowling Green, KY	WKYU-TV	Western Kentucky University, 1 Big Red Way
Lexington, KY	Kentucky Educational Television	600 Cooper Drive
Baton Rouge, LA	Louisiana Public Broadcasting	7733 Perkins Road
New Orleans, LA	WYES-TV	916 Navarre Ave., PO Box 24026
Metairie, LA	WLAE-TV	3330 No. Causeway Blvd.
Boston, MA	WGBH-TV	125 Western Avenue
Springfield, MA	WGBY-TV	44 Hampden Street
Owings Mill, MD	Maryland Public Television	11767 Owings Mills Boulevard
Bangor, ME	Maine Public Broadcasting	65 Texas Ave
Detroit, MI	WTVS-TV	7441 Second Boulevard
East Lansing, MI	WKAR-TV	Michigan State University, 212 Communication Arts Bldg.
Grand Rapids, MI	WGVU-TV	301 W. Fulton Street
Marquette, MI	WNMU-TV	Northern Michigan University Learning Resources Center
Mt. Pleasant, MI	WCMU-TV	Public Broadcasting Center, 3965 East Broomfield Road
Flint, MI	WFUM-TV	University of Michigan PBS, 303 E. Kearsley St.
University Center, MI	WDCQ	Delta College Quality Public Broadcasting
Austin, MN	KSMQ-TV	2000 8th Avenue, N.W.
Appleton, MN	Pioneer Public Television	120 W. Schlieman
Bemidji, MN	Lakeland PBS	1500 Birchmont Drive, NE, BSU, Box 9
Duluth, MN	WDSE-TV	1202 E. University Circle
St. Paul, MN	KTCA-TV	172 East Fourth Street
Kansas City, MO	KCPT-TV	125 E. 31st Street
St. Louis, MO	KETC-TV	3655 Olive St.
Springfield, MO	Ozarks Public Television	901 S. National, Southwest Missouri State University
Warrensburg, MO	KMOS-TV	Central Missouri State Univ., Box 21
Jackson, MS	Mississippi ETV	3825 Ridgewood Road
Bozeman, MT	KUSM-TV	Montana State University, Visual Communications Building
Research Triangle Park, NC	UNC Cntr. for Public TV	10 Alexander Drive, P.O. Box 14900
Charlotte, NC	WTVI-TV	3242 Commonwealth Avenue
Fargo, ND	Prairie Public Broadcasting	207 North 5th Street
Lincoln, NE	Nebraska ETV Network	1800 N. 33rd St.
Durham, NH	New Hampshire Public Television	268 Mast Road
Trenton, NJ	New Jersey Network	25 South Stockton Street, P.O. Box 777
Albuquerque, NM	KNME-TV	1130 University Boulevard
Las Cruces, NM	KRWG-TV	New Mexico State Univ., MSC TV-22 Box 30001
Portales, NM	KENW-TV	Eastern New Mexico Univ., 52 Broadcast Center
Las Vegas, NV	KLVX-TV	4210 Channel 10 Drive
Reno, NV	KNPB-TV	1670 North Virginia Street
Brooklyn, NY	WNYE-TV	112 Tillary Street

LOCATION	STATION	ADDRESS
Binghamton, NY	WSKG-TV	P.O. Box 3000
Buffalo, NY	WNED-TV	Horizons Plaza, P.O. Box 1263
New York, NY	WNET-TV	450 W. 33rd St.
Plainview, NY	WLIW-TV	303 Sunnyside Boulevard, P.O. Box 21
Plattsburgh, NY	Mountain Lake PBS	One Sesame Street
Rochester, NY	WXXI-TV	280 State St.
Schenectady, NY	WMHT-TV	17 Fern Ave.
Syracuse, NY	WCNY-TV	506 Old Liverpool Rd.
Watertown, NY	WPBS	1056 Arsenal Street
Athens, OH	WOUB-TV	Ohio University, 9 S. College St.
Bowling Green, OH	WBGU-TV	Bowling Green State Univ., 245 Troup Street
Cincinnati, OH	WCET-TV	1223 Central Parkway
Cleveland, OH	WVIZ-TV	4300 Brookpark Road
Columbus, OH	WOSU-TV	2400 Olentangy River Road
Dayton, OH	WPTD/WPTO	110 South Jefferson Street
Kent, OH	WNEO/WEAO	1750 Campus Center Drive, P.O. Box 5191
Toledo, OH	WGTE-TV	1270 S. Detroit Ave.Box 30
Oklahoma City, OK	Oklahoma Network	7403 N. Kelly Avenue, P.O. Box 14190
Medford, OR	Southern Oregon Public TV	34 South Fir, P.O. Box 4688
Portland, OR	Oregon Public Broadcasting	7140 SW Macadam Avenue
Bethlehem, PA	WLVT-TV	123 Sesame Street
Erie, PA	WQLN-TV	8425 Peach Street
Harrisburg, PA	WITF	1982 Locust Lane, P.O. Box 2954
Philadelphia, PA	WHYY	150 North 6th Street
Pittsburgh, PA	WQED-TV	4802 Fifth Avenue
Pittston, PA	WVIA-TV	Public Broadcasting Center, Old Boston Road
University Park, PA	WPSX-TV	102 Wagner Building
San Juan, PR	WIPM/WIPR	De Hostos Ave. 570, Baldrich
Rio Piedras, PR	WMTJ/WQTO	Isidoro Colon Corner Rd #176 Km. 3
Providence, RI	WSBE-TV	50 Park Lane
Columbia, SC	SCETV Commission	1101 George Rogers Boulevard
Vermillion, SD	S. Dakota Public Broadcasting	Cherry and Dakota Streets, P.O. Box 5000
Chattanooga, TN	WTCI-TV	4411 Amnicola Highway
Cookeville, TN	WCTE-TV	Tucker Stadium West, P.O. Box 2040
Knoxville, TN	WSJK-TV	1611 East Magnolia Avenue
Martin, TN	WLJT-TV	University of TN, at Martin, Clement Hall
Memphis, TN	WKNO-TV	900 Getwell Rd.
Nashville, TN	Nashville Public Television	161 Rains Ave.
Amarillo, TX	KACV-TV	2408 S. Jackson
Austin, TX	KLRU-TV	2504-B Whitis, P.O. Box 7158
College Station, TX	KAMU-TV	Joe Hiram Moore Communications Center, Texas A& M University
Corpus Christi, TX	KEDT-TV	4455 South Padre Island Drive, Suite # 38
Dallas, TX	KERA-TV	3000 Harry Hines Boulevard
El Paso, TX	KCOS-TV	Box 68650
Harlingen, TX	KMBH-TV	1701 Tennessee
Houston, TX	Houston PBS	4343 Elgin
Killeen, TX	KNCT-TV	6200 W. Central Texas Expwy., P.O. Box 1800
Lubbock, TX	KTXT-TV	17th & Indiana, Box 42161
Odessa, TX	KOCV-TV	201 West University
San Antonio, TX	KLRN-TV	501 Broadway
Waco, TX	KWBU-TV	500 Speight, PS 7296
Provo, UT	KBYU-TV	2000 Ironton Boulevard
Salt Lake City, UT	KUED-TV	101 S. Wasatch Drive, EBC-Room 215
Arlington, VA	WETA-TV	2775 South Quincy St

LOCATION	STATION	ADDRESS
Harrisonburg, VA	WVPT-TV	Port Republic Road
Norfolk, VA	WHRO-TV	5200 Hampton Boulevard
Richmond, VA	WCVB-TV	23 Sesame Street
Roanoke, VA	Blue Ridge Public Television	1215 McNeil Dr. S.W.
St. Thomas, VI	WTJX-TV	158-158A Haypiece Hill
Colchester, VT	Vermont Public Television	88 Ethan Allen Avenue
Pullman, WA	KWSU-TV	Murrow Center, Washington State University
Seattle, WA	KCTS -TV	401 Mercer Street
Spokane, WA	KSPS-TV	South 3911 Regal Street
Tacoma, WA	KBTC-TV	1101 S. Yakima Avenue
Madison, WI	Wisconsin ETV Network	3319 West Beltline Highway
Madison, WI	Wisconsin Public Television	821 University Avenue
Milwaukee, WI	Milwaukee Public Television	1036 North 8th Street, 4th Floor
Charleston, WV	W. Virginia Public Broadcasting	600 Capitol Street
Riverton, WY	KCWC-TV	2660 Peck Ave., Central Wyoming College

George Shrinks: Activity Indexing and Graphing Info

ACTIVITY TITLE	IIC	VLP	REP	GR	Socio	Crit	Creat	Learning Areas	Core Curr	Type
A Friend is a Present You Give Yourself	X			K-2	X			Friendship, Empathy	LA, SS	Role-Play (on making friends)
A Postcard to My Friend				K-2	X			Communication, Creative Expression	LA, SS	Writing/Postcards/Post Offices
Being a Partner With Nature				K-2		X	X	Classification, Analysis, Responsibility, Empathy	LA, Life SCI	Art/Bird Feeder, Animals
Bigger Than I Am!				K-2			X	Creative Thinking, Imagination, Teamwork, Collaboration	Art, LA	Art/Sculptures
Caring For Pets				K-2	X		X	Responsibility, Empathy	SS, Life SCI	Role-Play, Dramatic Play and Painting (about pet care)
Everybody Makes a Mistake	X			K-2	X		X	Responsibility, Honesty, Challenges, Adversity	SS, LA	Art-Talking Sticks and Discussion (on mistakes)
Feeling Safe	X		X	K-2	X		X	Brainstorming, Fluent & Flexible Thinking, Life Skills, Feelings	LA	Name & Phone Number Activity, Art-Drawing (on feeling safe)
Finding Safe Places for Nightmares	X			K-2	X		X	Feelings/Fears, Creative Expression, Brainstorming	LA	Art/Dreamcatchers
The Fixit Shop				K-2			X	Fluent & Flexible Thinking, Creative Problem-Solving, Reflection	LA, SS	Creative Play/Fixing Toys
Friendship Salad	X			K-2	X			Friendship, Teamwork, Analysis	SS, Math	Making Fruit Salad/Identifying Fruit
Going on a Treasure Hunt	X	X		K-2			X	Problem-Solving, Analyzing Information	GEO, SS, Art	Finding Treasures, Art/Making Treasure Boxes, Making Maps
Good For Me	X		X	K-2			X	Analyzing Information, Validating Judgement	Health, LA	Healthy vs. Junk Food graphing activity.
Help George Travel	X			K-2			X	Creative Problem-Solving	LA, SCI	Creating New Travel Vehicles
Helping a Friend Feel Better	X			K-2	X			Empathy, Caring	LA, SS	Caring for Sick Friends Activity/Contributing to Charity

Continued on next page

Hooray for Teamwork	X	X		K-2	X	X	X	Teamwork, Brainstorming, Analyzing, Sequencing, Organizing	SS, LA	Performing helpful school and community acts.
I Am Special	X		X	K-2	X			Diversity, Self Awareness, Self Esteem	SS, LA	Art/Drawing of something special about themselves.
I Can Teach!	X			K-2	X			Individuality, Self Esteem, Expression	LA	Students acting as teachers to others.
I Have a Dream	X			K-2			X	Fluent & Flexible Thinking, Defining and Solving Problems	History, LA	Discussion about ways to make the world a better place.
Imaginary Animals				K-2			X	Brainstorming, Creativity, Imagination	Art, I.A	Art/Imaginary Animal Masks
Insect Safari			X	K-2		X		Analyzing Information, Classifying, Validating Judgment	I.A, Life SCI	Art/Making Insects, Analyzing Insects
Just the Size of George	X		X	K-2		X		Predicting, Comparing, Validating Estimations	Math	Estimating and Measurement Activity
The Kindness Quilt	X			K-2	X			Friendship, Kindness, Empathy	LA, HI, Art	Craft/Kindness Quilt
Let's Go Camping	X	X	X	K-2	X		X	Planning, Preparation, New Experiences	LA, SS, Art	Play/Campsite and Packing a Backpack Activities
Making Music Can Be Fun	X			K-2			X	Creative Problem-Solving, Creative Expression	Art	Performing Arts/Making Music
Me and My Family	X			K-2		X		Analyzing Information, Comparing, Valuing Differences	SS, Math	Family Graphing Activity
Once, I Was Afraid			X	K-2	X			Feelings, Fears, Challenges, Adversity, Reflection	I.A, SS	Writing/Drawing/Discussion Activity exploring how to move from being afraid to excited.
Return to Sender	X			K-2	X			Creative Expression, Communication	I.A, SS	Dramatic Play/Post Office
Spider Hunt				K-2		X		Analyzing Information, Comparing, Sorting, Classifying	Life SCI, Math, LA	Art/Making Spiders, Analyzing Spiders
Three-Inches Tall	X		X	K-2	X		X	Fluent & Flexible Thinking, Defining and Solving a Problem	I.A, Math	Writing/Drawing Activity on being only 3-inches tall.

Continued on next page

Visitors In My Garden	X		X	K-2		X		Critical Thinking, Observation, Deductive Thinking, Respect	Life SCI	Writing/Drawing Activity on observing garden creatures.
Watching Water Work	X		X	K-2		X		Critical Thinking, Forming Hypotheses, Experimentation	Physical SCI	Experiment on things that will dissolve in water.
Water Power	X		X	K-2		X		Critical Thinking, Forming Hypotheses, Predicting, Classifying	Physical, SCI	Experiment on things that will float in water.
What Can You Make?	X			K-2			X	Creative Problem-Solving	LA, SCI	Inventing something out of recyclable "junk."
What If?				K-2	X			Responsibility, Conflict Resolution	SS	Discussion on common life dilemmas.
What Made It Happen?				K-2		X		Critical Thinking, Forming Hypotheses, Experimentation, Analysis	SCI	Making volcanoes. Experimenting with different chemical reactions.

Table for Abbreviations

HC = Home Connection

VLP = Video Lesson Plan

REP = Reproducible Handout

GR = Grade Levels

Socio = Socio-Emotional Development

Crit = Critical Thinking

Creat = Creative Problem Solving

Core Curr = Core Curriculum Area (SS = social studies, LA = Language Arts, SCI = Science,

GEO = Geography, HI = History)

Type = Type of Activity (i.e., art or role playing, etc.)

SEE, THINK & DO ACTIVITY GUIDE

Sample Parent/Guardian Letter

Date:

Dear Parents and Guardians:

The children will be studying about famous inventors and their inventions. They will identify a common problem and then, using easily accessible materials, create an invention to help solve it. Please look to see if you have any household materials that the children might use during this project. Helpful items include: fabric, various sized boxes, containers, bolts, washers, string, rubber bands, wire, cans, buttons, and old toy parts.

We appreciate your ideas and materials.

Thank you,

*Note that this sample letter requests simple donations from home. Several of this guide's activities do involve using recyclable materials and other inexpensive household "odds and ends."

However, the outline of this note can be used as a model for other letters asking for different types of parent/guardian involvement in areas such as—discussion with children, coming to class to make a presentation, and/or suggestions for how to extend an activity theme at home.

Credits and Acknowledgements

Andrea Tompkins – Lead Creator

Andrea Tompkins' multifaceted career in educational television involves developing, producing and consulting on some of the most well respected programs for young children. Past work includes producing season one of the hit public television show "Jay Jay the Jet Plane;" associate producing the animated adaptation of William Bennett's best-selling, "Adventures from The Book of Virtues;" and serving as advisory board leader and associate producer for "The Puzzle Place," the first preschool series to directly address multiculturalism, anti-bias and diversity.

Ms. Tompkins received a B.A. in English Literature from the University of California, Los Angeles, Certification in Early Childhood Education from UCLA—and a Master's degree in Educational Psychology and Technology from the University of Southern California. She has taught at the preschool level, developed educational television proposals for production companies such as Naray Digital and written articles for Kidscreen and California Magazine.

Current projects include collaborating with the Center for Media Literacy on developing media literacy-related projects, writing case studies & acquiring preschool–college resources; work on early education public policy with the Southern California Association for the Education of Young Children.

Laurine DiRocco – Co-creator

Laurine DiRocco is a Child Development Specialist and media consultant. She brings to her work 30 years experience as an educator in the areas of both Early Childhood and visual arts. Formerly with UCLA, she served as a Demonstration Teacher and Coordinator of the Early Childhood Program at Seeds University Elementary School. She was also a co-developer and co-author of its Early Childhood Curriculum. In addition to her consulting business, Laurine currently trains Head Start teachers and provides visual arts workshops for educators.

Linda Rosenblatt – Co-creator

Linda Rosenblatt's career in early childhood education spans over twenty years. She has consulted for the popular children's series "Jay Jay the Jetplane", as well as for numerous schools including Abraham Joshua Heschel Day School, Seeds University Elementary School, UCLA, Stephen S. Wise Jewish Day School and LA Valley College. Honors include the Excellence in Education Award presented by Joshua Heschel West Day School.

With additional collaboration from the following UCLA's Corrine A. Seeds Elementary educators:

Joan Parrish-Major
Doris Levy
Lisa Rosenthal

For Nelvana Limited

Irene Weibel, Vice President of Educational Development
Megan Zakarian, Director of Educational Development

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About Nelvana Limited

Nelvana Limited is a global leader in the development, production and distribution of children's animation and related products. With some of the world's best-loved character brands, including Babar, Franklin and Little Bear, Nelvana productions are seen in over 200 countries around the world. Nelvana is owned by Corus Entertainment.

About Corus Entertainment

Corus Entertainment is a Canadian-based media and entertainment company. Corus is a market leader in both specialty TV and Radio. Corus' assets include 52 radio stations, four of Canada's leading specialty television networks, western Canada's pay-TV business and five digital channels. Corus also owns Nelvana Limited, one of the world's largest international producers and distributors of children's programming and products. The company's other interests include music, television broadcasting and advertising services. A publicly traded company, Corus is listed on the Toronto (CJR.B) and New York (CJR) Exchanges. Corus' Web site can be found at corusentertainment.com.

About PBS KIDS and PBS

PBS KIDS provides a nonviolent, noncommercial daily television schedule that empowers children as members of their communities, nation and world. PBS KIDS welcomes parents, teachers, and caregivers as learning partners through broadcast as well as online through pbskids.org. PBS, headquartered in Alexandria, Virginia, is a private, nonprofit media enterprise, owned and operated by the nation's 349 public television stations. Serving over 100 million people each week, PBS enriches the lives of all Americans through quality programs and education services on noncommercial television, the Internet and other media. More information about PBS is available at www.pbs.org, the leading dot-org Web site on the Internet.

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www.pbskids.org/berenstainbears
www.pbskids.org/sevenlittlemonsters
www.pbskids.org/georgeshrinks