

Anne

the Animated Series

EDUCATOR'S  
GUIDE





## ANNE: THE ANIMATED SERIES EDUCATIONAL GUIDE

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## CARROTS – EPISODE #1

Tired of enduring Gilbert’s taunts about her red hair, Anne resolves to do something about it. While her results are initially disastrous, Anne manages to reverse her mistakes. She emerges with a more balanced attitude about herself.

### **Learning Objective**

Empathizing, comforting those we care about, and feeling good about who we are remain important aspects of social and emotional skill development. In addition, these activities will strengthen:

*Language and Literacy Skills Development.*

### **Talking About the Episode**

Encourage children to describe what this statement means, “What makes us different can make us beautiful?” Use their comments to talk about the episode and Anne’s insecurities.

- Why does Anne feel bad about her red hair? Should she?
- How were her friends making fun of her (Her friends were making fun of her by calling her Carrots)? How do you think that made her feel?
- Are there things you feel self-conscious about? Why?

### **Windows to the World**

Use the power of storybooks to help children understand that we all have to learn to believe in ourselves. After reading each of these stories, encourage children to retell the story and describe not only the characters, but also the meaning and importance of each story.

#### **Purple Hair? I Don’t Care! by Dianne Young**

A whole town is surprised to overhear that there’s a baby in Mrs. Della Ragon’s belly that has purple hair, and many other odd characteristics, but Mrs. Della Ragon will love her baby no matter what.



## CARROTS - EPISODE #1 (CONTINUED)

The repetition and rhythm of this book is wonderful for beginner readers and the surprise ending still is a surprise no matter how many times you read it.

### **All the Magic in the World by Wendy Hartman**

Teased by the other children when she stumbles on stairs and falls out of trees, Lena feels very small and clumsy. Joseph the odd-job man shows her how to make beautiful things from found materials and helps her to find the magic within herself.

### **Knots on a Counting Rope by Bill Martin, Jr. and John Archambault**

Named Boy-Strength-of-Blue-Horses, a blind Native American boy asks his grandfather who he is. The grandfather uses a counting rope to recount many amazing things the boy has accomplished during his life, and in the process builds his confidence.

### **Trading Cards**

Use the popularity of trading cards as an activity to encourage children to identify unique aspects of themselves!

*You'll need:* index cards or oak tag, rulers, scissors, paste, and a photograph of each child.

Have children measure and cut an index or oak tag card 2 1/2 inches by 3 1/2 inches. Then paste his or her photograph on one side of the card. Using a colour copy of a photograph will enable children to make more than one trading card-one to keep, others to share. Have them write information about themselves on the back. Provide a format for the information they should include such as: name, age, birthplace, favourite book, favourite food and have children decorate the cards. Then laminate the cards or cover them with clear contact paper. Have children share their cards with one another.



## BABYSITTER BLUES – EPISODE #2

Gilbert thinks babysitting his infant cousin will be a breeze. That is, until he finds himself alone with the tyke. Anne, who has a great deal of experience looking after children, comes to his assistance. Gilbert comes to realize how demanding and difficult babysitting can be, and how important it is to be vigilant, caring and prepared.

### **Learning Objective**

Children learn about their own needs when learning about the roles of care taking. These discussions and explorations will help build:

#### *Life Skills*

### **Talking About the Episode**

- Who has a little brother or sister? Do you help out at home? What kinds of things do you do? What kinds of care taking do babies need?
- Who has done some babysitting? Tell us about your duties?
- What would you do if you were babysitting and there was an emergency. For instance, if the child had a fever or fell down-while you were babysitting?

### **Who Takes Care of You?**

Talk with children about who cares for them. What does that care involve: listening, safe keeping, preparing meals? Have children make a thank you card or write a story to their caregivers. Help them draw or describe the hard work that goes into their care.

### **Baby, Oh Baby**

Baby dolls in the housekeeping centre can provide imaginative play as well as be source for learning about the roles and responsibilities of care taking. Each morning, introduce new items for a “baby” center: blankets and clothes, diapers, baby food jars, bath items, etc. Talk about babies’ needs and how to use the items appropriately. After introducing the items one by one, have children be responsible for a baby doll all day long!



## BABYSITTER BLUES - EPISODE #2 (CONTINUED)

### **Mentoring: A Classroom Activity**

Do any of the classes you're working with have a program set up to allow the students to work with/read to the younger classes within the school? It's probably not something you want to set up for a one day shoot, but if a teacher wanted to commit to a mentoring program for 3 or so weeks it could produce some nice footage: the older students reading, playing, helping with snack, etc.



## THE STRAY - EPISODE #3

A stray dog arrives on the doorstep of Green Gables. Anne immediately falls in love with the pooch, and is determined to keep it. Marilla is against the idea; they have enough animals, and a dog is a great deal of responsibility. When nobody comes to claim the pet, Anne schemes to keep him. However, after a series of mishaps, Anne comes to realize that looking after a dog full-time is a lot of work. She is happy when Peg Bowen comes to claim her lost dog. In the end, Anne decides to visit the dog in its forest home until she is ready to have her own dog.

### Learning Objective

The notion that something lost belongs to someone else is a big leap for young children, but they should be able to explore the topic.

These activities will build:

*Social and Emotional Skills*  
*Life Skills*

### Talking About the Episode

- Have you ever lost anything that was important to you? Tell us about it. How did you feel? What do think happened to it AFTER you lost it? Who could have found it? What do you think they did with it? Have you ever FOUND anything? What did you do?
- What should you do if you find something? What if you're at school and you find something? What if you're in a store or at the mall or in a ballpark?
- Who has a pet? Tell us about your pet-what kinds of things do you do with your pet? What does it mean to take care of an animal? What duties would/do you have to perform to take care of a pet? Who (some one with a pet) can describe the types of duties they have to do to keep their pet happy?



## THE STRAY - EPISODE #3 (CONTINUED)

### **Lost and Found**

Whether at school, a local church or community centre, set a time when children can volunteer to sponsor a lost and found drive. Help children sort through the existing lost and found to create piles with signs: gloves, hats, etc. Make signs such as, “Who do these things belong to?” and then set up a table (near the door for morning arrivals or in a community space). Items that aren’t claimed can be packaged for a shelter or donation centre?

### **Calling All Dogs**

Puppets not only capture the imagination of children, they also help build manual dexterity and small-muscle (finger) coordination. Make puppets with children out of old socks, fabric and yarn scraps, two buttons and glue. Place a sock around each child’s hand and mark a place for eyes, nose, and hair with a felt-tip pen. Let children make or choose glue on eyes, eyebrows, a mouth, a nose, teeth, even ears! Glue on scraps of yarn for hair.

### **Pet Show by Ezra Jack Keats**

After sharing this storybook about a pet show, host one of your own! Not with real pets, but drawings of pets, stories about animals, art projects, interviews and photos of pets, and, of course, storybooks about pets!





## THE BEST PARTNER – EPISODE #4

When Mr. Gresham's nephew Ben visits Avonlea, all the kids are excited about his arrival; especially, as it coincides with a sports day. To their surprise, Ben arrives in crutches; polio has left him paralyzed. With empathy and creativity shown on both sides, the children learn to fully welcome Ben into the group and the games as a valuable partner.

### Learning Objective

Empathy requires practice, exploration and modelling. Learning to put one in someone else's shoes will help strengthen:

*Social/Emotional Skills*

*Critical Thinking/Problem Solving Skills*

### Talking About the Episode

- What does it mean to be differently labelled? Does anyone here know someone who is in a wheelchair? Or blind? Or deaf? What can you tell us about it?
- How are people with disabilities like you? How are they different than you?
- In this story, Ben was in a wheelchair, but he still got to participate in the Avonlea games, how?

### Access for Everyone

An important part of understanding differences is demystification: acquiring information and getting questions answered. Invite a discussion about why schools and buildings have wheelchair ramps and parking spots reserved near entrances. Show the wheelchair symbol for *Disabled* and talk about where they might see this sign: entrances, parking spaces, bathroom stalls, grocery store check-out aisles, etc.

Use the American with Disabilities Act to launch a worthwhile discussion about differently labelled individuals. Why is this important legislation? Who does it help? Why do some people need a helping hand?

Encourage children to access their own school or neighbourhood. How easy would it be for someone in a wheelchair to get to school? To a park? To class? To the cafeteria? To the playground?



## THE BEST PARTNER - EPISODE #4 (CONTINUED)

### **A Turn for Everyone**

Children develop skills and success at different rates and different times. In a classroom full of children or at home with a busy pace, it can be difficult to allow children the time they need to complete a task-especially if it's a new skill-when time is short.

### **Take Time!**

In a classroom, create two lines of children-with children facing one another-and kick a ball (or toss a bean bag, snap a lid on a jar, zip a zipper, etc) back and forth and down the line. At home, make fun out of practicing the skills that take your children the most time: tying shoes, putting storybooks on a shelf, etc.

[www.childrenwithdisabilities.ncjrs.org/](http://www.childrenwithdisabilities.ncjrs.org/)

What do Albert Einstein, Winston Churchill, Walt Disney and Tom Cruise have in common? Each learned to cope with a learning disability! Check out the Children with Disabilities website (above) for ideas and activities to help children understand what it means to live with a disability. The section entitled *Youth to Youth* includes downloadable activities including an insightful celebrity quiz.



## A QUESTION OF RULES - EPISODE #5

The Avonlea kids prepare for their annual Hunt for the Golden Crown, which has very complex rules and rituals. The only problem is, the adults have given other rules which mean they won't be able to play this year. A dilemma ensues for Anne and the children: which rules should they follow? After thinking that rules are silly and unnecessary, Anne learns that certain rules are important to obey.

### Learning Objective

This episode explores why rules are important and how breaking them has consequences. Reinforcing that rules are made to serve a purpose and often benefit the majority will help build:

*Social/Emotional Skills*

### Talking About the Episode

Use this episode to discuss your own classroom or home rules.

- Why are they important? What are the consequences for not following them? Why do we have rules?
- What are consequences? Tell about a rule you have to follow. Why do you think it is an important rule? Describe what your classroom would be like if you didn't have any rules.

### Rules All Year Long

Often, once we share the rules, whether at school or at home-we only review them when they've been broken. Use your rules and/or expectations as language and writing activities every so often as a way to reinforce them.

- Write each rule or expectation on a long strip of paper-a sentence strip. Provide colourful markers for children to copy each strip onto their own strips of paper.
- Create a second strip of paper with the rules, but cut each word apart. Encourage children to put it together to make a complete sentence.
- Write each of the rules onto a large sheet of paper. Have children illustrate each rule to create a colourful poster.
- Write a nonsense story about a boy or girl that breaks every rule. What happens to him or her as s/he breaks the rules?



## A QUESTION OF RULES - EPISODE #5 (CONTINUED)

### **King and Queen for a Day**

Provide children with art materials to make a Golden Crown of their own. Collect fancy materials such as fake jewels or coins, mylar, coloured tissue paper and pom-poms.

In the classroom, let each child have a day at being King or Queen. Wearing the crown, the King or Queen can lead the line, be the first through the lunch line and serve as your special helper.

At home, wearing the crown can signify a special time when your child gets to be the center of your day for 30 minutes or so. No interruptions just playtime, storybooks or whatever the King or Queen would like to do (within reason, of course!).



## TAFFY - EPISODE #6

When the taffy Anne brings to Avonlea's annual Taffy Day turns out to be horridly salty, she is certain that it's all due to scheming Felicity. Only when both girls see the error of their ways can they begin to work together to solve their misunderstanding.

### **Learning Objective**

Drawing a conclusion about somebody can lead to hurtful words and accusations. Whether in an academic or social situation, knowing all of the facts before making a conclusion is important. This episode will help build:

*Life Skills/Social Literacy Skills*  
*Social/Emotional Skills*

### **Talking About the Episode**

- Anne and Felicity are entering their taffy candy in a competition. Why do Anne and Felicity want the blue ribbon?
- Why did Anne's taffy taste so bad? How did the salt get in her recipe? Why did she blame Felicity?
- How did Anne feel when the Willows blamed her for taking the bee's honey? What does it mean to "jump to conclusions?"

### **Blame, Blame, Go Away**

Ask children if they can think of time when they were too scared to admit that they had made a mistake. Did they try to blame someone else? Have a discussion about how it felt. Then talk about how they think Anne felt when she learned the truth. Real friendship means being able to tell the truth and still be friends!



## TAFFY - EPISODE #6 (CONTINUED)

### **Taste Test**

Sugar and salt certainly look alike, but the flavour is quite different. Salt in place of sugar ruined Anne's taffy. Taste the difference yourselves! Bring in packages of both salt and sugar. Pass both around and let children explore the packaging. Pour out a sizable pile (1/2 cup) of each onto a sheet of unmarked coloured paper. Ask them, do they look alike? Do they look different? Can they tell the two piles from one another if you switch them around? Let children taste each pile.

Introduce a simple fruit drink recipe such as lemonade, which depends on sugar as a sweetener. Use two containers to make tasting samples. In container #1, mix the juice per the recipe. In container #2, mix the juice with SALT in place of the sugar.

Use small paper cups to taste each drink. Before you pour the taste samples, have children mark their cups: #1 and #2. After tasting each, have children write on two index cards their opinion about drink #1 and drink #2. Is juice #1 made with salt? Sugar? What about juice #2?

### **Candy Coloured Matching**

On heavy white paper, have children draw colourful pieces of candy. Now here's the hard part: have them draw two identical (as much as they can) pieces of each! Once the candy is completed, cut them out. Here's where you can help make matched sets of each candy by cutting the pairs to favour one another in shape. Once the pieces are cut out, mix them all up and see how long it takes to find all of the pairs.



## ONE TRUE FRIEND - EPISODE #7

Disaster has struck! Diana has come down with a case of head-lice. Anne feels only sympathy, takes the necessary precautions and thinks nothing more of it. That is, until the other schoolmates start to make fun of Diana and shun Anne for remaining her friend. Anne considers abandoning Diana in order to salvage her coveted popularity. After thinking and imagining things through, she comes to value the importance of loyalty.

### **Learning Objective**

Encouraging children to take responsibility for classroom and personal cleanliness helps them learn about being part of a community; keeping healthy and can help strengthen:

*Life skills*

### **Talking About the Episode**

This story has a plot line many children can relate to: Diana is being shunned; Anne forsakes her and then regrets her disloyalty, while Felicity learns what it is like to feel like Diana. It is a circular plot, which children should be able to retell easily.

Facilitate as children tell what happened in the beginning, the middle and ending of the episode. Follow the retelling with a discussion about friendship.

- Was Anne a good friend to Diana? How? What does it mean to be loyal?

### **From My Hand to Yours**

While lice are a delicate subject, it introduces an important topic: communicable diseases. The common cold, the flu, chicken pox, ringworm and lice are all communicable-they can be passed from one friend to another through everything we touch. Help children name the many things we touch that may pass bacteria and viruses: one another, door knobs, toys, playground equipment, telephones, etc.

Make a fun activity out of hand washing to model for children how to thoroughly use soap and water to reduce their risk of germs.



## ONE TRUE FRIEND - EPISODE #7 (CONTINUED)

### Classroom/Playroom Clean

Set aside a day and time for a toy clean up. Add washcloths and small bars of soap to a large plastic tub to clean the many plastic toys children play with.

Use plastic yogurt or margarine containers to make shaker containers by punching hole in the top. Fill each with baking soda for a cleansing powder to scour tables and other surfaces.

Mix two teaspoons of vinegar in one cup of water to make a safe liquid cleaning solution. Fill spray bottles so children can clean windows, doors and other surfaces.

### Scrub-a-Dub

#### Sing to the tune of *This Old Man*

Scrub-a-dub, scrub-a-dub, washing in my big bath tub  
Scrub my fingers, arms and hands  
Scrubbing, fastest in the land.

Scrub-a-dub, scrub-a-dub, washing in my big bath tub  
Scrub my toes and legs and feet  
Scrubbing bubbles, what a treat.

Scrub-a-dub, scrub-a-dub washing in my big bath tub  
Scrub my ears and face and hair  
Soap and water, what a pair.

Scrub-a-dub, scrub-a-dub washing in my big bath tub  
Scrub my back and belly, too  
So much fun... how about YOU!





## LOST AND FOUND - EPISODE #8

When Anne and Diana head off into the woods in search of buried treasure, they get hopelessly lost-and find much more than they bargained for.

### **Learning Objective**

Mapping is one of many skills involved with being prepared. This episode will help children explore:

*Critical Thinking/Problem Solving Skill Development*  
*Cognitive Skill Development*

### **Talking About the Episode**

Anne and Diana head off on a great adventure without telling anyone where they were going, without provisions and without a reliable map. Use the episode as a springboard to discuss being lost as well as a means to introduce mapping.

- What should you do if you're ever got lost?
- What is a map?
- How can a map help you?

### **City Maps**

Simple city maps are a great tool for map-play and are often offered free of charge through a city's Chamber of Commerce. Create a simple list of destinations to have children locate on a map. Give them a bright-coloured marker and have them mark the locations. For instance, circle the corner of Broadway and Spring streets, circle the City Park, put a x on Warren lake, etc.

### **Map Making**

Making a map is a great lesson in perspective. Have the children pick a favourite place in their neighbourhood. For example: the park, post office, grocery store or library. Talk about how they KNOW how to get from one



## LOST AND FOUND - EPISODE #8 (CONTINUED)

place in their neighbourhood (their home) to another. Ask them how they would explain to someone else how to get to that destination.

Then share all kinds of maps; perhaps, a state highway map or the map from inside a telephone book. Talk about what the maps use to represent things- lines for roads blue for water, the legend, and universal directions: north, south, east, and west. Help children draw a bird's-eye-view of their neighbourhood. Help them label the buildings and streets-depending on their abilities. Send their maps home with a note to parents to help fill in street names, buildings and neighbour's houses.

### **Treasure Chest**

Anne and Diana were searching for a buried treasure, and what child doesn't dream of finding a treasure chest? Make a treasure chest of your very own from an old shoebox. Collect glitter, fancy bric-brac, buttons, etc. to decorate the outside of the chest. Sparkly paint-silver or gold-is a wonderful addition. What to fill it with? Provide plenty of construction paper and pieces of tin foil for children to draw and cut coins and jewels.



## IDLE CHATTER - EPISODE #9

Anne thinks she may have seen Gilbert cheating on a test, and her decision to discuss her unfounded suspicions with other schoolmates harms Gilbert's grades and reputation. When Anne sees the error of her ways, she scrambles to fix things -- but is it too late?

### **Learning Objective**

The harm done by gossip may never be repaired. Learning about the damage rumours and gossip can cause will build:

*Social/Emotional Skills*

### **Talking About the Episode**

Unfortunately, gossip and rumours play an unhealthy role in the lives of young children. Cliques, loyalty, and belonging spur both positive and negative benefits. Children are never too young to start discuss what it means to be a good friend, respect others and believe the best in one another.

- What is gossip?
- Do you know what a rumour is? Who can tell us what it is? In Idle Chatter how was Gilbert hurt by gossip?
- How can you be hurt by gossip? Once the whole town is talking about Gilbert being a cheat, Anne knows that she must admit to her mistake-to starting the rumour. Why must she tell the truth?

### **Broken Telephone**

This treasured circle game is an ideal tool for modelling how words can get mixed up. Have the children sit in a circle. Have one child step aside with you and tell them a short phrase such as "The yellow elephant likes peanuts." Have them repeat it back to you as they have to get all the way back to the circle before they can share it with their neighbour.

Each child then whispers the phrase into the ear of the child sitting next to them with the last child in the circle telling everyone what they heard!



## IDLE CHATTER - EPISODE #9 (CONTINUED)

### **Fact versus Fiction**

To help children expand their understanding of factual information, use your storybook centre to introduce children to the notion of fiction and non-fiction. Begin with two signs: Fiction and Non-Fiction. Then, start simply by sharing two books: *Where the Wild Things Are* by Maurice Sendak and *Chickens Aren't the Only Ones* by Ruth Heller. Before sharing the books, tell children that one of the books is based on facts and one is a made-up story. Encourage them to guess which is which before and after reading the books. Be sure to help children understand that fiction may be based on real life people or events.

Create two baskets or tubs with the signs and the books. Make an activity out of sorting all of the books in your class or home library: fiction or non-fiction? What about Anne of Green Gables?

For older children expand the concept to television. Use a TV guide to talk about shows that are based on real-life and those that are fictional.



## BULLY BY THE HORNS - EPISODE #10

Ralph, the new kid in town, is bullying Felix. Anne tries to stick up for her younger schoolmate, only to find that she herself has become a bit of a bully to Ralph. With her help, Felix applies some creative tactics, which help diffuse Ralph's aggression and even to offer the beginnings of friendship.

### **Learning Objective**

Talking about bullies and ways in which to welcome children to a classroom or playgroup will help children expand their social and emotional skills. Building on Felix's interest in aviation, can encourage:

*Science and Discovery Skills*

### **Talking About the Episode**

Matthew suggested that maybe no one had ever been nice to the dog next door and that's what made him a mean bully.

- What do you think makes someone a bully?
- How do you feel when someone is bullying you? What kind of things do/did they do to you? What should you do when someone is bullying you?

### **Getting to Know You Pudding**

Take a large coffee can, clean and decorate it. Chill the can. Add the ingredients for instant pudding and seal lid with tape. Have children sit in a circle and take turns saying their names as they roll the can across the circle to another student. After a few rounds, have the children call the name they are rolling to. In no time you have a yummy snack to share with a new friend.

### **New Kid in Town**

Give children a shoe box, art supplies and plenty of time so they can make the very town they live in. Help them choose what to include in their 3-dimensional art project. With younger children, use blocks, toys and imagination to build their town-naming the stores, homes and parks.



## BULLY BY THE HORNS - EPISODE #10 (CONTINUED)

### **Friendly Skies**

Felix has an active interest in air travel and you can use his excitement about gliders to spark your children's curiosity. Step by step instructions for making paper gliders and airplanes can be downloaded at:  
[http://www.people.cornell.edu/pages/rwa2/airplanes/glider\\_instructions.html](http://www.people.cornell.edu/pages/rwa2/airplanes/glider_instructions.html)

Also, check out <http://www.worldbook.com>, a great place for kids where you can find profiles of Charles Lindbergh and Amelia Earhart as two aviation legends.



## THE ICE CREAM PROMISE - EPISODE #11

When Anne agrees to help Marilla make ice cream, she has no idea what she's gotten herself into. A small promise becomes a sizeable commitment. She soon realizes that she is missing out on other activities she would rather do. Even Marilla feels she has bitten off more than she can chew. Still, neither knows how to broach the topic with the other. Good thing Matthew's around...

### Learning Objective

Talking about responsibilities and the consequences of not upholding responsibilities will promote:

*Critical Thinking/Problem Solving Skill Development*

### Talking About the Episode

Ask children to define responsibility. Allow them time to think aloud versus giving a set answer. Ask them, "What commitments do you have? Cleaning your room? Coming straight home after school? Feeding a pet?" Talk with children about their commitments and why it is important to keep it.

### We All Scream for Ice Cream

Ingredients per Child

- \* 1 cup whole milk
- \* 1/4 teaspoon vanilla
- \* 4 tablespoons sugar
- \* 3-4 cups crushed ice
- \* about 1/4 cup rock salt
- \* small coffee can
- \* large coffee can

Place the first three ingredients in the small can and seal. Place the small can inside large can. Pour in the ice so it surrounds the smaller can. Pour rock salt on the very top of the ice and seal the large can. Have children sit in pairs or in a large circle and roll the can to one another until the ice cream is set, which can range from 20 minutes to 45 and will depend on the temperature of the room, how cold the milk is to start etc. Check the ice cream after 10-15 minutes of rolling.



## THE ICE CREAM PROMISE - EPISODE #11 (CONTINUED)

### Ice Cream Poetry

Read Shel Silversteins's *Eighteen Flavours* from *Where the Sidewalk Ends*. Have students act out the poem and use props.

### Ice Cream Matches

Use a simple pattern of an ice cream cone and scoops for a variety of games:

Start with a game to reinforce the theme of the episode *Ice Cream Promise*. Have the children write their name and illustrate an ice cream cone. Have them draw and cut out an ice cream scoop for each of their classroom/home chores.

Other table games could include:

Write a number on each cone and have children find scoops with numbers to total the number on the cone.

OR

Word Play: Put the root words on the scoops and the suffix or prefix on the cone or, use the cones and scoops to match rhyming words. Match upper and lower case letters by making 26 cones and 26 scoops.





## SLEEVES - EPISODE #12

All of Avonlea is in a tizzy when the world-famous Amelia Evans returns to her hometown. Preoccupied with her appearance, Anne nearly forgets what is most important about her contribution to the talent show held in Miss Evans' honour.

### Learning Objective

Children feel the pressures of fashion, which can be relieved by being proud of whom you are. Help children explore build self-esteem through activities that build:

*Social/Emotional Skill Development*  
*Language/Literacy Skill Development*

### Talking About the Episode:

Miss Amelia Evans arrives in Avonlea. Sophisticated and cosmopolitan, the residents of Avonlea want to impress the former resident. Along the way, they learn a valuable lesson in being proud of whom and what you are.

- In this story, a sophisticated lady comes to town and everybody wants to dress like her. Why?
- Today, the current fashion isn't big sleeves. What's in style? Do you wear clothes that are in style? Why? How do you feel when you don't or can't?
- Which would you rather choose: being yourself or being in style? Why?
- In the story, the folks of Avonlea try to impress the sophisticated lady. Why did they feel like they needed to be modern or not so country? Should they have felt that way?

### What's on the Inside

Arrange children, at school or in a playgroup, in a circle on the floor. Talk about the difference between external features (clothes, fashion, backpacks, etc) and internal features (kindness, respectfulness, a sense of humour, a positive outlook, helpfulness, acceptance, etc.).



## SLEEVES - EPISODE #12 (CONTINUED)

Give everyone construction paper strips and crayons/markers. Have children find the person seated on their right. Encourage them to think about that person and then write one nice thing, a compliment, on a strip of paper. After everyone has finished writing, go around the circle and have them read the compliments aloud.

Then, provide children with glue or a stapler depending on the age level. Have them work together to make a chain out of their paper strips. Once the chain is finished, hang it in a place where it can be read!

At home: encourage children to name things about themselves that are “on the inside” on strips of construction paper. Write each positive attribute on a strip. Make a chain with the strips that can be hung and read again and again. Make a chain for each member in your family!

### **Magic Lantern/Slideshow**

In this episode, Gilbert was preparing a slide show with his “magic lantern.” Arrange to check out a slide projector from a library-school or public-or borrow one from a friend to plan a slide or light show.

Use a sheet or a blank wall as a backdrop. Have children work in small groups to plan a puppet or shadow presentation. Give them a theme or concept to work with, such as *A Day on the Farm*, and *Animal Zoo*, or, have them choose a favourite storybook to bring to life!

### **Suggested Storybooks**

- *Amazing Grace* by Mary Hoffman
- *Knots on a Counting Rope* by Bill Martin, Jr. and John Archambault



## THE AVONLEA HERALD - EPISODE #13

Under the guidance of Rachel Lynde, who has always had a ‘nose-for-news’, the children start up The Avonlea Herald, a weekly newspaper. Anne works hard to be made editor and then in her enthusiasm, takes over all departments. Initially frustrated with “her staff,” she comes to realize that it is her own attitude that is the problem.

### **Learning Objective**

This episode models for children the differences between someone who is bossy and someone who is an effective leader. It emphasizes the importance of mutual respect, collaboration and common purpose.

Using newspapers in a variety of activities throughout the curriculum can promote many skills and especially:

#### *Language and Literacy Skills*

### **Talking About the Episode**

- Why do Anne and her friends want to start a newspaper on their own? What kinds of things would be in a newspaper if you were to write one?
- What happens when she starts to boss?
- Describe someone who is bossy? Are they good listeners? Do they share well? Who can describe the difference between bossing and working together?

### **A Weeks Worth of News (Papers)**

Make book covers. Select a newsworthy item in your neighbourhood, school or community. Write your own story! Use the TV guide to select what’s worth watching on TV. Make photocopies of one day’s broadcast so everyone can have the same schedule to discuss. Encourage children to talk about their likes and dislikes. Visit a local news organization.

Write poetry or a word collage using words cut out from the newspaper. Cut out pictures from a newspaper and glue the corresponding caption to an index card. How quickly can children or teams pair the sets?



## THE AVONLEA HERALD - EPISODE #13 (CONTINUED)

### Suggested Storybook

- *Little Red Hen (Makes a Pizza)* by Philemon Sturges and illustrated by Amy Walrod. This is a creatively modern twist on a classic tale of cooperation and contribution. Both the characters and the collage illustrations are very kid-friendly.



## CHORES ECLIPSED – EPISODE #14

Anne eagerly plans a party to coincide with the coming lunar eclipse, until her obsession causes her to neglect her household chores and throw Green Gables into chaos.

### Learning Objective

Every child hears again and again that chores are a necessary part of life, but understanding why chores are important will build:

*Life Skills Development*

### Talking About the Episode

Anne becomes involved in planning a party for the lunar eclipse and overlooks her daily chores until she realizes that chores are a necessary part of family life.

Anne dreams of how spectacular her lunar eclipse party will be, but in reality she's having a hard time managing the party and her chores. When she falls behind on her chores, she feels like she's the one who has to do everything, but when she fantasies that Marilla and Matthew quite doing their chores, she releases the importance of everyone pitching in.

- Why does everyone have to do chores? What kind of chores do you do? Does everyone in your family do chores?
- What would happen if your Mom and Dad didn't do their chores?

### What If?

Create a pile of story starters that children can, individually or in pairs, create a story around using pictures or words. All of the starters can focus on the importance of being a contributing part of a family or classroom:

“At home/at school each week, my chores include...”

“It was my turn to clean, but there was no electricity so I had to...”

“If we never put the things we use away...”

“Tired of the daily chores, I invented a robot that could...”



## CHORES ECLIPSED – EPISODE #14 (CONTINUED)

### No Chores Today

April 7th is No Housework Day. Enjoy it while you can! Use the extra time to make a chore chart-a poster of who is responsible for what chores (at home or in the classroom).

### Suggested Storybooks

- *The Berenstain Bears and the Messy Room* by Stan and Jan Berenstain
- *Mr. Messy* by Roger Hargreaves
- *Franklin Is Messy* by Paulette Bourgeois
- *Amelia Bedelia (helps out)* by Peggy Parish

### The Moon Book by Gail Gibbons

This non-fiction picture book is full of interesting facts including the phases of the moon and lunar eclipse. It's a non-fiction, easy-to-follow and fun for young children.

After reading a storybook about the moon, make your own full moon. Use cardboard circle patterns made (ahead of time) about 7 inches in diameter to have children trace an outline of a moon. Draw five or seven crater (circles) inside the moon. Trace the outline of the craters with a heavy bead of white glue.

Once the glue has dried, watercolour the inside of the craters with a dark shade of green, blue or purple. Use watered-down paint of the other two colours to wash across the face of the moon so it has a hazy appearance. When the paint is completely dry, cut out your full moon.



## THE SWIM OF THINGS - EPISODE #15

It's swimming time at the pond, and everybody is having fun -- everybody, that is, except Felix. Felix is a poor swimmer, and because of this he is discouraged and disheartened. Like everybody else, Anne is impatient with her friend's limitations. However, when an injury sidelines her Felix helps her with her exercises. Soon the two unlikely friends are hard at work, helping one another train.

### **Learning Objectives**

Physical development often refers to a child's whole body as well as the overall health and fitness of a growing body. Like any other developing skill, physical and motor skills require exploration and practice. These activities will strengthen:

#### *Physical/Motor Skills*

### **Talking About the Episode**

- Who can describe what it means when people say: Practice makes perfect.
- In this episode, we see Anne practice to heal her shoulder and Gilbert practice his dives, why do you think this helped them do a good job?
- Is there anything you practice? Tell us about it?
- Tell us why the kids had a hard time swimming after they drank the sodas? What about a good's night rest?

### **Fitness Fun**

Nutrition and exercise is an on-going learning process. Encourage children to learn more about the role of a balanced diet and exercise by:

- Making a picture dictionary by cutting out or drawing pictures of body words. Help them write definitions and make a book.



## THE SWIM OF THINGS - EPISODE #15 (CONTINUED)

- Researching how athletes exercise and train to make their muscles stronger.
- Inviting an aerobics instructor or square dance instructor to teach the fun and importance of exercise, or use a workout video.

### **Digital Diet**

These websites have great ideas for learning more about the benefits of a healthy diet:

The Nutrition Expert at: <http://www.alaska.net:80/~tne/>

American Heart Association at: <http://www.amhrt.org>

### **Suggested Storybooks**

- *The Magic School Bus: Inside the Human Body* by Joanna Cole
- *What's Inside My Body?* by Angela Royston
- *The Edible Pyramid: Good Eating Every Day* by Loreen Leedy





## BUTTERFLIES - EPISODE #16

A hockey match between Avonlea and Carmody is coming up. Gilbert, an excellent player and a fairly good leader, is the team captain. However, he advocates winning at any cost. The adults also get caught up in their obsession for the team to win. By the time the big game begins, the team is fragmented, discouraged and in disarray. Anne helps Gilbert see the importance of good sportsmanship. She reminds him of the real reason they play hockey. The team resolves their differences and goes into the tournament determined to have a good time.

### Learning Objective

While exploring and talking about situations that make us feel nervous will strengthen social and emotional skills, these activities will help build:

*Science and Discovery Skills*

### Talking About the Episode

- Describe the things that make you nervous.
- Have you ever had butterflies in your stomach? When? What was happening? Tell us about it.
- In this story, Anne learns that her butterflies are a good and helpful thing. Who can describe how butterflies can be a good thing?

### Stained Glass Butterfly

Materials: crayons shavings, pencil sharpeners, wax paper, an electric iron, a small kitchen or bath towel, construction paper and a pipe cleaner.

Begin the activity by placing old and/or broken crayons in a pencil sharpener to make crayons shavings. Each piece of stained glass will require approximately one tablespoon of shavings. If using a pencil sharpener is too advanced for your children, prepare the shavings ahead of time or ask for older children to be available for assistance.



## BUTTERFLIES - EPISODE #16 (CONTINUED)

Provide children with a large sheet of wax paper (12 inches by 12 inches). Sprinkle the crayon shavings onto each piece of wax paper. Fold the wax paper in half and cover it with a towel. With children looking on, but not too near, iron each towel to melt the crayon. Then have children use their piece of stained glass to cut out butterfly wings. Provide black or brown construction paper for the body and pipe cleaner for antenna.

### **Pasta Art**

Use pasta to make a model of the lifecycle of the butterfly. Use a grain of rice as the egg, egg noodle as the caterpillar, shell pasta as the chrysalis and bow tie pasta as the butterfly. Draw a circle on a sheet of paper and glue the pasta around it with arrows to show the sequence of the lifecycle.

### **Suggested Storybooks**

- *Amazing Butterflies and Moths* by John Still
- *Butterfly* by Kim Taylor
- *The Very Hungry Caterpillar* by Eric Carle
- *The Caterpillar* by Peter Curry
- *Where Does the Butterfly Go When It Rains?* by May Garelick
- *Let's Find Out about Butterflies* by Roy Abish



## A WALK IN HIS SHOES - EPISODE #17

Anne and Marilla can't see eye-to-eye on farming tasks. Anne grows impatient with Marilla's style of doing work and insists that she be allowed to do things 'her way'. Anne's imagination helps her to see how Marilla's experience has shaped her opinions. While Anne doesn't change her own mind, she comes to respect the right for others to have differing points of view.

### Learning Objective

Recognizing the value of different points of view is a building block to problem solving and will help children strengthen:

*Critical Thinking Skills*

*Cultural/Social Diversity Appreciation and Understanding*

### Talking About the Episode

In this story, the first party Anne and Diane plan for Gilbert is about princes and princesses. Do you think this is something that Gilbert would have wanted or something they would like? Then why did they plan it, if it wasn't something Gilbert would like?

- What does it mean, "To walk in another person's shoes?"
- Let's try to put ourselves in other people's shoes. How about a teacher – do you think they have a hard job or an easy job? Why? What do you think it's like to be a teacher?
- Do you think it would be hard to be your Mom or Dad? What do you think it is like to be a parent?

### You Say Tomato

Make english muffin pizzas as a fun activity to celebrate individuality. Let children choose from tomato sauce, cheese, mushrooms, pepperoni, black olives, etc. As children are making their pizzas, talk about how each of us has a unique set of likes and preferences.



## A WALK IN HIS SHOES - EPISODE #17 (CONTINUED)

### **The True Story of the Three Little Pigs by Jon Scieszka**

Have children retell the commonly known version of *The Three Little Pigs*. Then tell them, “Today we will hear the other side of the story told in the point of view of the wolf, the same story but a different version.” After you share the storybook with children, ask them to describe the difference between the two stories.

Draw a picture of each of the three pigs and the wolf, too. Cut the drawings out and glue each of the figures to craft sticks to make a set of puppets. Have children retell the story with their puppets: the original version, Mr. Scieszka’s version or even their own!

### **Magnify**

Understanding that everyone and everything has unique features is an important part of feeling good about our own individuality. Create a collection of household materials or objects you know children are interested in: pine cones, rocks, scraps of paper, pieces of fruit, etc. Supply an assortment of magnifying glasses as well as paper, pencils and crayons. Encourage children to use the magnifying glass to determine the special features of each object and then record them with words or drawings.



## THE WITCH OF AVONLEA - EPISODE #18

When Miss King emphasizes the importance of Anne's contribution to the region's spelling bee, Anne begins to doubt her abilities and is afraid of letting her team down.

### **Learning Objective**

Believing in one's own ability is the best way to overcome fear of failure and will strengthen:

*Social and Emotional Skill Development*

### **Talking About the Episode**

Anne believes she has lost her ability to spell and Marilla her ability to keep house because of a curse. She has a dream that confirms her fears that she'll let everyone down at the spelling bee. Is the secret to her spelling success a talking toad or believing in herself?

Story retelling is an important language and literacy skill. After watching this episode together, be sure to begin your discussion with a retelling of the episode. Help your children describe what happened in the beginning middle and end of the story.

- Anne's teacher tells her "A team is only as strong as its weakest link." What do you think that means?
- How would it feel if your entire team was counting on you to win?
- Who can tell us about self-confidence?

### **Dos and Don'ts**

Everybody has something they're good at, and at the same time, everybody has something in which they could use more practice. Write these four categories on a large sheet of paper and have children fill in each category:



## THE WITCH OF AVONLEA - EPISODE #18 (CONTINUED)

'Do well and enjoy'  
'Do well, but dislike'  
'Don't do well, but enjoy'  
'Don't do well and also dislike'

Keep the list visible-on a door or the refrigerator so it can be added to from time to time. Adults should feel free to share, as well!

### **A Spelling Bee: A Classroom Activity**

Create two teams and host a spelling bee of your own! Be sure to encourage each team to work together to help one another study and prepare. Use the week's spelling words or create a list of new and challenging words. At the end of a week, host the spelling bee. Turn it into a fun classroom event by rearranging the room to accommodate a stage and providing snacks. Students from another class or your own can be the panel judges, time-keeper, scorekeeper, and emcee (calling out the words).

Arrange the spelling bee on a point system: each correct spelling receives five points for his/her team. A misspelled word receives no points. The first team to score 20 points above the other's score wins! Offer a prize for the winning team and of course, a second-place prize for the other team.

### **Fridays Spelling Test**

Add words from *The Witch of Avonlea* to your weekly spelling list. For bonus points, children can spell: bell, toad, curse, team and proud.

Anne has quite a vocabulary for her age! If your children are up for the challenge, here are words Anne uses in this episode: exceptional, excruciating, appalling, despair and confidence.



## A SQUARE PEG - EPISODE #19

Peg Bowen makes a rare trip into town for winter supplies. The children decide to spy on the strange old woman when she returns to her home in the woods. They embark on a spy mission when Anne becomes lost in a snow-storm. Anne is rescued by Peg and returns to Avonlea with a new found respect for this mysterious woman of the woods.

### Learning Objective

Discussion about the differences in a person's appearance, behaviour, tastes in food and clothing, choice of games, and holiday observances and enrich:

*Cultural/Social Diversity Appreciation and Understanding*

### Talking About the Episode

- Who can tell us what it means to “march to a different drum?” Who knows what *eccentric* means? Can you tell us?
- Often, the very things that make us different make us special. For instance, if you play a musical instrument it may make you different from some of your friends but it also a special talent. Tell us about something that makes you special?

### Appreciating Diversity

Helping children recognize that people can be different in many ways is a lesson that can never start too early. Be sure your classroom or home has plenty of multicultural books, toys, art, and educational materials that show a variety of races, ages and physical appearances. It's also important for children to experience diversity throughout the day in natural situations. The richness of cultures can be shared through folktales, songs, poems, festivals, visits to museums and different foods.

### Family Quilt

You will need: felt 9 x 9 inch for each student, a large sheet or blanket and fabric glue. Each of the students will create a quilt square to illustrate something they identify as important/unique about their family. Prior to making



## A SQUARE PEG - EPISODE #19 (CONTINUED)

the individual squares, plan group time where children can name a tradition, belief, routine or aspect of their family that is important to them. Let them plan for their quilt piece by first drawing their design. Then, provide each student with a 9 x 9 inch piece of felt, markers and a variety of felt and fabric remnants.

When all quilt squares are returned, use fabric glue to adhere the felt pieces to a large sheet or blanket. It will make a beautiful quilt that students will admire all year long.

### **Jambo Means Hello**

Teach children simple words in different languages. Choose objects and games they use every day. If you don't speak a second language, ask parents and neighbours to help out!

### **Suggested Storybook**

- *Everyone Eats Rice* by Jillian Powell





## MARBLES - EPISODE #20

When marbles become the latest fad at school Anne is swept along in marble madness. So much so that she risks a marble Matthew has owned since he was a boy and loses it. She realizes that becoming obsessed with winning has only created bad feelings. She persuades the other children to stop playing marbles for keeps and to put the fun back in the game.

### Learning Objective

These activities will build:

*Cultural/Social Diversity Appreciation and Understanding*  
*Music and Art Appreciation and Performance*

### Talking About the Episode

This episode highlights, in a very child-friendly method, the attractions and pitfalls of fads. Build on the episode by talking about how fads can be attractive and yet can lead to very negative behaviours.

- Who can tell us what a fad is? Who can describe a fad that you and/or some of your friends are into?
- Who can tell us what competition is?
- In this story, the marble craze began to hurt some people, how?

### In Style

Creative play can allow children to imitate, discuss and explore the world around them. Have children create two posters or charts: *In Style* and *Never Goes Out of Style*. Use magazines, newspaper inserts and drawings to fill the two posters.

### Fading Fads

Give children a lesson in the temporary nature of fads by introducing them to past trends through music or old magazines found in the library or at garage sales. Did we really listen to that?



## MARBLES - EPISODE #20 (CONTINUED)

### **Times Change**

Let your children know more about you and your life experiences by sharing old yearbooks, music records and photo albums. Talk with them about the trends that were important to you as you were growing up. Are they still important?



## OH BROTHER - EPISODE #21

Felix and Felicity are driving one another crazy. A King family reunion is coming up, but the brother and sister just can't seem to get along. Anne enters the fray with the idealism of an only child and creates even more problems. In the end, however, both Felicity and Felix discover aspects and skills in the other that they never before realized or appreciated.

### **Learning Objective**

Family, brothers, sisters and sibling rivalry is such a big topic; a topic with no right or wrong answers. Talk about the many types of families as a way to encourage:

*Critical Thinking/Problem Solving Skill Development*

### **Talking About the Episode**

Encourage your children to use the show as a springboard to discuss their own family.

- Who can describe the hard part of being a brother or sister? Can you tell us what bugs you about your siblings?
- What about the very good things about a brother or sister. Who can tell us what their brothers and sisters do that make you happy?
- Talk about how each and every family is different. How families come in many different shapes and sizes. What makes Anne's family unique? (She's adopted).

### **A Family Graph**

This activity highlights the many different types of families using math! Provide children with patterns or paper that is cut to an appropriate size (to insure the graph represents some sense of uniformity). Have children create a figure for each member of their family. Encourage them to label each one: Mom, Grandma, my uncle, etc. Use large, butcher paper to create a wall sized graph with children's name along the bottom and the number of people in a family along the side.



## OH BROTHER - EPISODE #21 (CONTINUED)

### **I'm the Big One Now**

How many children have experienced a new baby at home? Begin the activity with a story to spark their thinking. Have your children write a group story or draw a picture about what babies need: diapers, loving words, bottles, formula, baby clothes, cribs and toys.

### **Suggested Storybooks**

The following books deal with the topic of sibling rivalry.

- *The New Baby* by Fred Rogers, which can be order through Mister Rogers' Neighbourhood at (412) 687-1226.
- *Another Mouse to Feed* by Jose Aruego.

Your librarian should also be able to provide help in finding other stories about sharing and/or sibling rivalry



## A CONDITION OF SUPERSTITION - EPISODE #22

Anne and Diana's superstitious beliefs wreak havoc with Marilla's plan to persuade the Avonlea town council to build a new library. Chastened, Anne comes to realize that all superstition does is stop people from solving problems themselves.

### Learning Objective

To learn that families have a wide, diverse range of beliefs will help build:

*Social and Emotional Skills*

*Cultural/Social Diversity Appreciation and Understanding*

### Talking About the Episode

Superstitions can be a challenging classroom subject because families have such a wide range of beliefs. Start a discussion about the episode with the plot, and story retelling:

- Who can tell us about this story? Why did Anne and Diana believe the swings had a special power?
- Anne and Diana put a lot of belief in lucky charms to protect Marilla, but did it make a difference? Why not? Then, mature the discussion to the topic of superstition: What does it mean to be superstitious?
- What is "good luck?" Some people believe in good luck charms; what is a good luck charm? What superstitions have you heard of? Even if it's from the show, can you describe the superstition?
- After each child describes a superstition ask, "Why do you think people believe that would bring them good luck/keep evil spirits away?"



## A CONDITION OF SUPERSTITION - EPISODE #22 (CONTINUED)

### **Something Old to Something New**

Have children create their own good luck through recycling! Create a basket or box of recycled materials and encourage children to create a machine, invention, or work of art. Suggestions: toilet paper rolls, popsicle sticks, pieces of used wrapping paper, old greeting cards and old magazines. Also include plenty of construction paper, glue, scissors, a hole punch, tape, crayons and a stapler.

### **Charm Bracelets**

Make charm bracelets from elastic string and handmade lucky charms. Ask children to make their own charms from collage materials (buttons, bottle caps, felt, glitter and buttons). What kind of good luck will they bring?



## A WELCOME HERO - EPISODE #23

Anne is thrilled to hear that famous adventure novelist E.J. Lark is coming to town. Upon meeting the novelist she is dismayed to realize that the writer isn't the handsome, debonair celebrity she envisioned, but a bespectacled female who looks like a librarian! However, a few hours in her company soon makes Anne aware of her sterling qualities and she ultimately realizes that you can't judge a book by its cover.

### **Learning Objective**

Community helpers, heroes, and the topic of authors can all lead to great activities that build:

*Language/Literacy Skills Development*

### **Talking About the Episode**

- What is a hero? Why do you think it is important to have a hero? Who is your hero? Why?
- Why was Anne disappointed when she saw EJ Lark get off the train? (EJ Lark didn't look like her expectations).

### **A Book by Its Cover**

Buy sheets of butcher/plain large paper from a shipping and packaging store or a local butcher. Provide children with a large sheet and plenty of tape so they can make a book cover. Have children choose ahead of time the book they would like to cover- a school book, a book from church or a book they own. For younger children, have them cut out pictures from magazines to capture what the book is all about. For older children, use magazines and newspapers to cut out words to capture what the book is all about.

### **Everyday Heroes**

We all know famous heroes, but there are many unrecognized everyday heroes. Discuss with your children what a hero is: someone who is helpful, kind and brave. Help children understand that the world is filled with heroes. Tell children about some of the everyday heroes in your life and ask them to tell you something heroic that they, or someone they know, have done.



## A WELCOME HERO - EPISODE #23 (CONTINUED)

### **Just Doing Their Job!**

Have children think of community heroes that they'd like to know more about. Suggestions: a police officer, pediatrician, veterinarian, fire fighter, mayor or librarian. Invite these individuals to your class for a question and answer session or take neighbourhood outings to visit local heroes at their place of work. Plan together the types of questions you would like to pose. Afterward, write stories, draw pictures, write thank you cards, paint murals or create collages about the visit; extend the experience through as many activities as possible!





## A BETTER MOUSETRAP – EPISODE #24

Avonlea is being overrun by mice. Anne and Diana regret that Felix must join them in their school assignment that addresses Avonlea's growing mouse problem. In time, however, Anne comes to see Felix's value, and allow him to contribute, thus saving the day.

### Learning Objective

When cooperating, everyone's input matters, but nobody's wishes are more important than another's. The following activities are fundamental to:

*Social and Emotional Skill Development*

*Critical Thinking/Problem Solving Skill Development*

### Talking About the Episode

Working together isn't as easy as it sounds when Anne and Diana dismiss a team member's contributions. Through this episode, audiences will learn to consider the ramifications of rejecting someone out of hand. By listening to the "smaller voices" among them, but when Felix's idea is an impressive one, and their own is failing, they come to recognize he has much to offer.

Before watching the episode *A Better Mousetrap*, talk with the children about cooperation and teamwork. Set the stage for the episode by asking questions, such as:

- Let's talk about choosing teams. When are you are part of choosing teams? Answers may include playing soccer, video games, basketball, school study teams, etc. How do you feel when the teams are being chosen?
- How do you think it feels to not be chosen or wanted for a team?
- Can teamwork help you solve a problem? How? What is the benefit of working together?

### Building a Better Mousetrap

Just like the episode, have the children work together in small groups to create an invention! Develop a concept



## A BETTER MOUSETRAP – EPISODE #24 (CONTINUED)

that is relative to your classroom or their community: i.e. an hydro electric machine if you're near water, a machine that cleans the cafeteria and saves the school money, a robot to help with classroom chores, etc.

Work with the children to manage the aspects of project development: the brainstorming, the research, the planning, the sketching and the building of a model. Set aside one day to talk or write about the social aspects of working together.

### **To Catch a Mouse**

Have children create their own mousetraps! Simple rules could include:

1. Traps should be children's' ideas, even if they need help with cutting materials and assembly.
2. No real mousetraps or parts of mousetraps.
3. No real food in the traps.
4. NO REAL MICE!!!

### **Play the board game: Mouse Trap!**

#### **Suggested Storybooks**

- *Whose Mouse are You?* by Robert Kraus
- *Noisy Nora* by Rosemary Wells
- *Mouse Paint* by Ellen Stoll Walsh
- *Eeny Meeny Miney Mouse* by G. Pascoe and S. Williams

After reading one of the storybooks, make mice. Give children walnut shells that have been halved. Paint them with silver or gray paint (paint markers work well, too). Use gray felt circles for eyes and pipe cleaner for a tail. Place a marble under each walnut shell and watch the mice scampered across a hard surface (with a bit of push, of course). Encourage children to use an inclined plane to race two or three mice against each!



## NO ANNE IS AN ISLAND - EPISODE #25

Snubbed by their classmates, Anne and Diana set up the Order of the Kindred Spirit, an exclusive club of two. Midway through building their complex clubhouse, they find that everyone else at school has responded by excluding them in return by making their own club!

### Learning Objective

Helping children learn that to exclude others can backfire and hurt others as well as yourself can strengthen:

*Social/Emotional Skill Development*  
*Life Skills Development*

### Talking About the Episode

Inspired by medieval architecture, Anne and Diane build a clubhouse and start an exclusive club. How do they feel when the table is turned and they're excluded from Felicity's club? When a crisis forces everyone to work together, Anne and Diane learn that cliques and being overly exclusive has its disadvantages.

- What does it mean to "include" someone? What does "exclude" mean? What is a club? What clubs do you belong to?
- Have you ever been left out of a club? How did it make you feel?
- There's a saying, "No man is an island." What do you think it means?

### One Child, One Vote

Even young children can learn cooperation through democracy. Talk with children about how cooperation can be, at times, defined by a vote. Each day, choose a small activity or decision to be made that can be voted on. Provide a limited number of choices-maybe only two to start with: apples or oranges for snack time? Which story do we choose? Outdoor or indoor free play?



## NO ANNE IS AN ISLAND - EPISODE #25 (CONTINUED)

### Work It Out

Divide children in a classroom or a play group into groups of four. Give each child drawing paper and give each group crayons, glue, string and collage materials, but not enough for everyone to have their own. Explain that each group must figure out a fair way to share the crayons. After the children have drawn their pictures, each group will show and tell how they decided to share the art materials.

### Suggested Storybook

- *The Sneetches and Other Stories* by Dr. Seuss; Random House, September 1988

### Crafty Clubhouse

Give children a large mix of materials to build a model clubhouse of their own. Craft sticks, pipe cleaners, string, juice concentrate containers, paper towel rolls, pieces of heavy cardboard (old business cards make wonderful collage material), etc. Provide one large piece of cardboard on which to build their model on top of. Once they've finished, encourage them to write (or talk about) what rules they would have for their very own clubhouse.



## ANNE'S DISAPPEARING ALLOWANCE - EPISODE #26

Anne gets her first allowance. Enthralled by the luxuries of Lawson's General Store, she spends nearly all of it unwisely. Her spendthrift ways nearly cause her to lose allowance privileges until she comes to appreciate the importance of managing her own money.

### Learning Objective

Planning ahead is always a challenge-especially when it involves money! Managing money and delaying gratification is a big step toward independence and self-sufficiency.

*Life Skills Development*

*Cognitive Skill Development*

### Talking About the Episode

When Marilla and Matthew decide to give Anne an allowance, it gets the best of her. Not only does the money burn a hole in her pocket, but she neglects to save for the very thing she was hoping for.

This episode is ideal to introduce the concept of delayed gratification, a challenging concept for children as well as many adults. Lead the conversation about the episode toward the notion that while Anne was initially happy with her purchases, none of them leads to anything lasting.

- Anne received five weeks of her allowance at once, which was a lot on money. What did she do with it?
- How did her purchases make her happy (in the short term)? How did they make her unhappy?
- Anne and Diana want put on a magic show kit to earn money. How does Anne's allowance get in the way of their plans?
- What does it mean, "To buy friends"?
- At the end of the story, Marilla and Matthew took Anne to the bank to put her money in savings, why do you think they did that?



## ANNE'S DISAPPEARING ALLOWANCE - EPISODE #26 (CONTINUED)

### **Needs and Wants**

Use a large sheet of craft or butcher paper to create a classroom mural of *Needs* and *Wants*. Talk with children about the difference between something we need (food, shelter, water, loved ones) and those things we want (CD players, fashion, games). Give children magazines and have them cut pictures to represent each category. Have each child glue its pictures in the appropriate column.

### **Money Math**

Playing with money can teach early lessons about math through sorting and patterns. Have children sort a pile of change into pennies, nickels, dimes and quarters and then count the coins in each category. Begin a pattern with different coins and then ask children to continue the pattern.

### **ZILLIONS**

Consumer Reports is not just for grown-ups. ZILLIONS is a magazine and web site filled with reviews, activities and plenty of ideas for introducing children to responsible consumption. Child centered, the inside scoop on everything from toys and games to sneakers and cell phones, ZILLIONS will help children decode ads and understand the lures of advertising. Best of all, the web site and magazine are all free! Check it out at [www.consumerreports.org](http://www.consumerreports.org)!