

SNOWFLAKE BENTLEY

Snowflake Bentley

by Jacqueline Briggs Martin, ill. by Mary Azarian

Themes: Nature, Photography/Art, Science, Weather, Biography

Grade Level: 1-5

Running Time: 20 minutes

SUMMARY

This Caldecott Medal-winning book poetically reveals the life of the photographer and farmer, Wilson Bentley. From the time he was a small boy, Willie was fascinated by snowflakes. This was fortunate since he lived in an area of Vermont called the “Snowbelt,” which receives up to 120 inches of snowfall per year. Educated at home, Willie spent many hours through many winters studying individual snowflakes. He identified their universal hexagonal shape and drew hundreds of pictures. At age 17, Willie’s parents bought him a special camera that worked with a microscope, and Willie began to photograph the snowflakes that he was so passionate about. Throughout his life, Wilson Bentley refined his photography, capturing the images of thousands of snowflakes, no two alike. At age 66, a book of his work was published. This book brought the beauty and wonder of the Vermont snow to people all over the world.

OBJECTIVES

- Children will learn about the life and work of Wilson Bentley.
- Children will examine the qualities and properties of snowflakes.
- Children will learn about research and scientific investigation.

BEFORE-VIEWING ACTIVITIES

Talk with children about snow. Guiding questions:

Grades 1-3

- What is snow?
- What places on earth get snow? What places don’t?
- What season(s) does snow come in? Why?
- What shape are snowflakes?

Grades 4-5

- How do snowflakes form?
- Why are no two snowflakes alike?
- What are some unique properties of snow? (Define “property.”)

Talk with children about biographies. Guiding questions:

- What kind of information is found in a biography?
- Why are biographies written?

AFTER-VIEWING ACTIVITIES

Explore Wilson Bentley’s book, **Snow Crystals**. Children can:

- Learn why no two snowflakes are alike.
- Write haiku poetry about the photographs.
- Trace the photographs with a lead pencil and display the drawings in the window.

Discuss microscopic photography. Collect photographs that reveal nature at a microscopic level. Some ideas are: pictures of cells or molecules, close-up pictures of plants or flowers, and pictures of insects. Talk with children about what they can see in these types of pictures that aren’t visible to the naked eye. Children can write about one new thing they learned from seeing a familiar part of nature from a microscopic perspective. Children can create a collage of microscopic photographs and label the pictures.

Children can explore very small things under a microscope. Challenge them to draw an enlarged picture of what they see. Alternately, children can write “What Am I?” riddles, which describe the details of a chosen object. Other children can then examine the objects under a microscope and try to guess which one was described.

Discuss geometrical and symmetrical shapes found in nature. Start with a hexagon, the most universal shape of a snowflake. What other things in nature can come in this shape? What other shapes are found in nature? Take a “nature walk” with the children around the school yard or in a park or nature preserve. Ask them to write down or draw the different shapes that they see. Later, discuss what children found and display their drawings or make a “Nature’s Shapes” journal.

OTHER WESTON WOODS PRODUCTIONS ABOUT SEASONS AND NATURE:

In the Small, Small Pond, by Denise Fleming

Over in the Meadow, by John Langstaff, ill. by Feodor Rojankovsky

Time of Wonder, by Robert McCloskey

OTHER BIOGRAPHICAL WESTON WOODS PRODUCTIONS:

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Ella Fitzgerald: The Tale of a Vocal Virtuosa, by Andrea Davis Pinkney, ill. by Brian Pinkney

Johnny Appleseed, by Reeve Lindbergh, ill. by Kathy Jakobsen

John Henry, by Julius Lester, ill. by Jerry Pinkney

Martin’s Big Words, by Doreen Rappaport, ill. by Bryan Collier

The Pot That Juan Built, by Nancy Andrews-Goebel, ill. by David Diaz

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THE POT THAT JUAN BUILT

The Pot That Juan Built

by Nancy Andrews-Goebel, ill. by David Diaz
Grade Level: 2-5

Themes: Biography, Mexican culture, Pottery-making/art

Running Time: 22 minutes

SUMMARY

In the style of the children's rhyme "The House That Jack Built," *The Pot That Juan Built* poetically tells the story of Mexico's most famous potter, Juan Quezada. Quezada has spent his life experimenting with different local materials to re-create the pottery-making process used by the Casas Grandes people, who inhabited the area around Quezada's hometown of Mata Ortiz more than 600 years ago. Through patience, talent and luck, Quezada learned this process and he now produces some of the most beautiful and unique pottery in Mexico. Moreover, he has taught this method to many of the people of Mata Ortiz, transforming the small town of impoverished laborers into a thriving artists' community. The glowing animation and rich language of this video will draw students into the pottery-making culture of the people of Mata Ortiz and will illuminate the unique process and its results.

OBJECTIVES

- Students will learn about the life and work of Juan Quezada.
- Students will learn how Quezada and other artists from Mata Ortiz make pottery.
- Students will compare and contrast the pottery and pottery-making process of the people from Mata Ortiz with the pottery of other people.

BEFORE-VIEWING ACTIVITIES

Show students pictures, slides or actual pottery from different parts of the world. Talk with students about the similarities and differences between the pottery. Guiding questions:

- How is the pottery painted? Do any of the designs look similar? What are the differences between them? What colors are used?
- What are the shapes of the pottery?
- What do you think the pottery is used for? Carrying water? Cooking? Serving food? Decoration?
- Show students a piece of pottery without identifying its origin. Challenge students to examine its features and guess its location of origin.

Talk with students about Juan Quezada and where he is from in Mexico. Locate Mata Ortiz on the map. Discuss the landscape and natural resources found there. Have students hypothesize about what types of materials he uses to make and paint his pottery. Students can write down these hypotheses to check after viewing the video.

AFTER-VIEWING ACTIVITIES

Talk to students about archaeology. Guiding questions:

- What inspired Juan Quezada to begin making pottery? (He found potsherds in the hills around his home.)
- What did the potsherds tell Juan about making pottery?
- How do archaeologists, or people who study ancient cultures through their material remains, find out about a culture from their pottery? What clues do they look for? (For example: evidence of the pot being put in a fire, paints made from natural resources, evidence of food being carried in the pots, pots found in graves.)
- How does archeology help us learn about cultures that no longer exist, like the Casas Grandes people? Why is this important?

Provide students with potsherds from different cultures (sometimes a university museum or a museum of natural history has these to lend to classrooms). Challenge students to hypothesize about where the

potsherds came from and what they were used for. Alternatively, you can create your own potsherds by purchasing cheap pottery from a second-hand store and breaking it into pieces. Try to choose pottery that had different purposes, such as cooking and decoration. Warn children that the pieces may be sharp.

Create pottery with the students using the general process described in the video. If you have access to a kiln, use clay that can be fired and painted. Otherwise, use self-hardening clay. Discuss the difficulties and successes that the students experienced making this kind of pottery.

View the documentary, *Mata Ortiz Pottery: An Inside Look*, created and produced by the author of *The Pot That Juan Built*, Nancy Andrews-Goebel, and her husband, Ron Goebel.

Discuss how Juan Quezada helped his community to become more prosperous. Have students brainstorm changes in their own community(ies) that have brought more business or recognition. If there have been none in recent history, explore the community's past through pictures, books, and town hall records to see how the community has changed. Students can create a time line showing major developments in the community in terms of art, business and industry.

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Ella Fitzgerald: A Tale of a Vocal Virtuosa, by Andrea Davis Pinkney, ill. by Brian Pinkney
Johnny Appleseed, by Reeve Lindbergh, ill. by Kathy Jakobsen
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DUCK FOR PRESIDENT

Duck for President

by Doreen Cronin, illustrated by Betsy Lewin

Ages: 5-9

Themes: Humor, Animals, Politics,

People-at-work

Running Time: 13 minutes

SUMMARY

Farmer Brown and his unique animals are back, just in time for the elections! In this hilarious story by the author of **Click, Clack, Moo: Cows That Type** and **Giggle, Giggle, Quack**, students will follow Duck on his road to the presidency of the United States. Unhappy with the working conditions on the farm, Duck campaigns to put himself in charge, and wins! Destined for bigger, if not better, he proceeds to become governor and sets his sights on the highest office in the nation. Children and adults alike will get a giggle out of this witty story of a humble duck working his way up in the world.

OBJECTIVES

- Students will learn about the democratic process.
- Students will compare the elections in the video to real elections.
- Students will compare and contrast stories within the series

BEFORE-VIEWING ACTIVITIES

Discuss democracy and the election process with students.

Guiding questions: (K-grade 2):

- What is voting?
- Why do people in this country vote?
- Do people in all countries vote? Which people in this country are allowed to vote?

- How does voting help people change laws or rules that they don't like?

Guiding questions: (grades 3-4)

- Who are the leaders of our country?
- How are the leaders of our country chosen?
- How is this different from how leaders are chosen in other countries?
- Can anyone become the president? What are the criteria?
- Define democracy. How is democracy related to the idea of freedom?

Discuss campaigning. Provide pictures, newspaper articles, media clips, and campaign ads for students to view and discuss. Guiding questions:

- What kinds of things do politicians say/do to make people want to vote for them?
- What kinds of qualities do you look for in a politician or leader?

Read and/or watch **Click, Clack, Moo: Cows That Type** and **Giggle, Giggle, Quack** with your students.

AFTER-VIEWING ACTIVITIES

Compare and contrast real elections to the elections in the video using a Venn diagram.

Guiding questions:

- How were Duck's campaign strategies different from a real politician's campaign strategies? How were they similar?
- Discuss the idea of "majority rules."
- Discuss how many politicians, like Duck, start off on a local level, move to a state level, and then possibly move to a federal level.

Hold class elections for offices such as president, vice president, secretary, and treasurer. Have students nominate each other and give speeches. Assign students who are not nominated to be the campaign staff for the nominees. Allow students

to make posters and campaign for several weeks before holding a vote. Establish a day and time for the class officers to meet, and encourage other students to bring problems and suggestions to these officers.

Write to local, state, and federal officials. Students can craft letters with suggestions for improvement or simply to ask about the details of their jobs. Guide students through the process of writing a business letter and encourage them to do several revisions of the letter. If possible, students can invite local officials to come in to talk to their class or school about what it is like to be a leader for the community. If this occurs, students should prepare focused questions to ask the guest.

Ask students to compare this story with the other stories in the series.

Guiding questions:

- How has Farmer Brown changed since the first book?
- How have the animals changed?
- What are the characteristics that make Duck successful?

Other videos from Weston Woods by Doreen Cronin and illustrated by Betsy Lewin: **Click, Clack, Moo: Cows That Type** **Giggle, Giggle, Quack**

Other videos from Weston Woods about the election process

SHH! We're Writing the Constitution, by Jean Fritz, illustrated by Tomie dePaola
So You Want to be President? by Judith St. George, illustrated by David Small

PLAYERS IN PIGTAILS

Players in Pigtails

by Shana Corey, ill. by Rebecca Gibbon

Ages: 6-9

Themes: Baseball, Stereotypes, America in the 1940s, Feelings, People-at-Work

Running time: 12 minutes

SUMMARY

People thought Katie Casey was an unusual girl. She didn't keep her clothes pressed or her room clean. She was a disaster on the dance floor and in the kitchen, but strangest of all, she loved baseball. This video playfully portrays WWII-era America and its relationship to the new faces in baseball – girls! Through song and colorful artwork, students will gain a beginning understanding of the social forces that changed America's national pastime during WWII, and they will meet Katie Casey, one of the dynamic players who was a part of this movement.

OBJECTIVES

- Students will learn about the Girls Professional Baseball League.
- Students will learn about stereotypes.

BEFORE-VIEWING ACTIVITIES

Make a Venn diagram that compares sports that boys play, sports that girls play, and sports that are played by both boys and girls. Discuss the results of the diagram with the class. Guiding questions:

- Who decides if girls or boys play a sport?
- Why are some sports for boys or girls only?

- Were these sports always only for boys or girls, or do you think that there was a time when both boys and girls played them?

Discuss stereotypes. Make a list of activities that students think are “boy things” and that they think are “girl things.” Ask students to explain why they have these views. Ask students if boys can ever do or own any of the “girl things” or vice versa. Explain that stereotypes are categories that people or things are placed in, that are based on one characteristic or idea, but that do not necessarily reflect all of the characteristics of those people or things.

Give students examples, such as: Native Americans' being stereotyped as always wearing feather headdresses, when in fact only some tribes of Native Americans wear feather headdresses; or, pitbull dogs' being stereotyped as mean, when in reality, not all pitbulls are mean. Help students understand why stereotypes may make people feel bad and create false impressions. Generate a list of stereotypes that students have heard or experienced. Work with students to give examples of how the stereotypes are untrue.

Lead into the video by saying, “We will watch a video about a girl who played a part in American history by showing people that stereotypes they believed about girls and sports were untrue.”

AFTER-VIEWING ACTIVITIES

Follow up on the discussion of stereotypes.

Guiding questions:

- What was a stereotype in baseball before the formation of the GPBL?
- How did Katie Casey and the other girls in the GPBL help to undo that stereotype?
- What other stereotypes did you notice in the video about how girls should behave or look?

Students can make baseball cards for the GPBL. Students can make up the information using real baseball cards as a model, or the teacher can guide students in doing research to find real statistics and photos of the players in this league.

Students can make posters advertising the GPBL. The posters should include reasons why people would want to go to the games and information on where and when the games would be held.

Other videos from Weston Woods about stereotypes:

Amazing Grace, by Mary Hoffman, ill. by Caroline Binch

Martin's Big Words, by Doreen Rappaport, ill. by Bryan Collier

Whitewash, by Ntozake Shange, retold by Michael Sporn

THE ELVES AND THE SHOEMAKER

The Elves and the Shoemaker

Retold from the Brothers Grimm,

ill. by Jim LaMarche

Ages: 4-8

Themes: Fairy Tales, Generosity

Running time: 10 minutes

SUMMARY

Retold from the Brothers Grimm, this classic fairy tale is brought to life with detailed and colorful artwork. Children will be entranced by the mystery of the elves and the good fortune of the shoemaker and his wife. Through this video, children will appreciate the merits of generosity and the timeless magic of fairy tales.

OBJECTIVES

- Students will learn about the fairy tale genre.
- Students will compare and contrast fairy tales to fiction.
- Students will learn about generosity and helping others.

BEFORE-VIEWING ACTIVITIES

Discuss magic in fairy tales (pre-K to grade 1). Guiding questions:

- How do you know when something is magic? (Spells, fantastic creatures, phenomenal events)
- Can magic occur in real life? How do you know? (If students do believe in magic, do not try to debunk these beliefs. Rather, help students compare their experiences with “magic” to events from fairy tales that they know.)

- How does magic usually work in fairy tales?

Make a list or chart that identifies the magical components of well-known fairy tales.

Discuss the components of a fairy tale (grades 2-3):

- Magic
- Problem and Resolution
- Lesson

List fairy tales that the students are familiar with and identify these components in each one. Read several fiction stories to the students. Help students to compare and contrast how fiction is similar to and different from fairy tales. Use a Venn diagram to compare and contrast these two genres.

AFTER-VIEWING ACTIVITIES

Read other fairy tales aloud to the students. Revisit the Before-Viewing Activities by identifying the common components between those fairy tales and *The Elves and the Shoemaker*. Guide students through a discussion of the lesson of the fairy tale: the importance of generosity. Guiding questions:

- Define generosity.
- Which characters in the video display generosity? How?
- How did the characters benefit from being generous?
- How is the lesson in this fairy tale different from the lessons in other fairy tales? How is it similar?

Create a dramatic production of this, or another, fairy tale. Assist students with creating a script, props, and costumes. Practice and perform for parents or other classes.

Using the components of a fairy tale, have children write and illustrate their own fairy tales. Help them by reading them both modern and classic fairy tales to give them ideas. Younger children may need to tell their story aloud, if they are not yet writing. Students can choose between creating a completely new fairy tale or changing some of the aspects of a fairy tale that they know.

Other videos of fairy tales from Weston Woods are:

- Chicken Little**, retold by Steven Kellogg
- The Emperor’s New Clothes**, by Hans Christian Andersen, retold by Nadine Westcott
- The Fisherman and His Wife**, translated by Wanda Gág
- Goldilocks and the Three Bears**, by James Marshall
- Princess Furball**, retold by Charlotte Huck, ill. by Anita Lobel
- Rapunzel**, by Paul O. Zelinsky
- Red Riding Hood**, by James Marshall
- The Three Billy Goats Gruff**, by P.C. Asbjornsen and J.E. Moe, ill. by Marcia Brown
- The Three Little Pigs**, by James Marshall
- The Ugly Duckling**, by Hans Christian Andersen, adapted and ill. by Jerry Pinkney

NO ROSES FOR HARRY!

No Roses for Harry!

by Gene Zion, ill. by Margaret Bloy Graham

Themes: Gifts, Pets, Gratitude

Grade Level: 1-3

Running Time: 10 minutes

SUMMARY

Harry (*Harry the Dirty Dog*) is back and more fashion-conscious than ever. After receiving a comfy, but rose-covered, sweater from Grandma, Harry determines to lose it. He tries leaving it all over town, but much to his chagrin, it is always returned. It isn't until a bird catches sight of a loose thread that Harry's luck changes. But what will he do when Grandma comes to visit and his sweater is nowhere to be found? Harry will continue to delight children with his funny and innocent personality in this latest video of his escapades.

OBJECTIVES

- Students will learn about character development.
- Students will discuss gift-giving and receiving and will learn the etiquette of these practices.

BEFORE-VIEWING ACTIVITIES

Read aloud *Harry the Dirty Dog* and/or view the video available from Weston Woods. Discuss Harry's character with the students. Guiding questions:

- How would you describe Harry's personality? This is a good opportunity to discuss adjectives and build vocabulary.

- Based on Harry's behavior in *Harry the Dirty Dog*, how do you predict he will act in *No Roses for Harry*!

- Introduce character traits. Have students describe the character traits of someone they know well, for example, a parent or sibling.

Discuss gift-giving and receiving with students. Brainstorm with them about when they've received gifts. Generate a list of etiquette for receiving gifts. Based on this list, ask students to watch the video and decide whether or not Harry showed good etiquette when he received the gift from Grandma. Guiding questions:

- When are some times you have received gifts in your life?
- Why are gifts given?
- What do you do if you don't like a gift?
- How do you feel when you give a gift?
- How would you feel if you gave a gift and the person you gave it to lost it, gave it away, or told you that she/he didn't like it?
- How can we show that we are grateful to a person for giving us a gift?

AFTER-VIEWING ACTIVITIES

Discuss with children what they learned about Harry's character from this video. Add to the list generated before viewing the video. Students can also determine if their predictions about Harry were correct.

Have students create a character using what they have learned about character traits. Students can

draw pictures of their characters and list some of the traits. Using the individual characters that students create, write a group story.

Practice gift-giving and receiving with the students. Ask students to work on making gifts for each other. Arrange for students to pick one another's names out of a hat to ensure everyone receives a gift. After making and giving the gifts, teach a lesson on how to write a thank-you note. Students should write thank-you notes for their gifts.

Other videos for teaching character development available from Weston Woods are:

The "**Frog**" series, based on the books by Mercer Mayer:

Frog Goes to Dinner

Frog on His Own

Frog, Where Are You?

A Boy, a Dog, and a Frog

The "**Ralph S. Mouse**" series, by Beverly Cleary:

Ralph S. Mouse

Runaway Ralph

The Mouse and the Motorcycle

The "**Harold**" series, by Crockett Johnson

Harold and the Purple Crayon

A Picture for Harold's Room

Harold's Fairy Tale

The "**Corduroy**" series, by Don Freeman

Corduroy

A Pocket for Corduroy

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CHATO AND THE PARTY ANIMALS

Chato and the Party Animals

by Gary Soto, ill. by Susan Guevara

Themes: Birthdays, Friends, Communities, Latino Culture

Grade Level: K-4

Running Time: 10 minutes

SUMMARY

Chato, a cool cat first introduced in *Chato's Kitchen*, throws a birthday party for his friend, Novio Boy. After discovering that Novio Boy is from the pound and had never celebrated a birthday, Chato rounds up party favors like flea combs and collars with bells, makes a piñata out of newspaper and an empty cat food box, and cooks up some beans, guacamole and his signature tortillas. He invites all the animals from *el barrio* to attend the surprise *pachanga*. Unfortunately, in his excitement, Chato forgets to invite Novio Boy himself. This minor oversight launches a neighborhood-wide search for the guest of honor. Finally, the animals give Novio Boy up for lost, kidnapped or “run over, flat as a tortilla. As they sadly reminisce amidst untouched water balloons and a mouse-colored cake, Novio Boy pops up, with two new friends. The animals rejoice and the party begins. They dance, throw water balloons, open presents and celebrate *la familia del barrio*.

OBJECTIVES

- Students will discuss friendship and compassion.
- Students will learn about community.
- Students will make connections to Latino culture and language.

BEFORE-VIEWING ACTIVITIES

Talk with students about the types of communities that they live in. Guiding questions:

- Do you live in a city community or a country community?
- What language do most of the people in your community speak? Does anyone in your community speak a different language than you do?
- How do people in your community celebrate events such as birthdays?
- What makes your community unique?
- How is your community similar to others?

Talk with students about friendship. Guiding questions:

- What qualities are important to you in a friend? Why?
- How do you show a friend that you care about him/her?
- Have you ever helped a friend solve a problem or feel better? How?

AFTER-VIEWING ACTIVITIES

Use a Venn diagram to help students make text-to-self connections. Each student will compare his/her own community with Chato's. Encourage students to think about:

- language
- celebrations
- stores/houses (neighborhood layout)

Second-language learners can draw differences and similarities on their diagrams.

Students can create “My Neighborhood Dictionary.” Draw the students’ attention to the Spanish words and phrases in *Chato and the Party Animals*. If there

are native Spanish speakers in your class, ask them to pronounce the words, if comfortable. Practice pronouncing the words with the whole class. Discuss how different communities use different languages, expressions and dialects. Follow up with having students create a dictionary with certain words or phrases that are unique to their community, family or group of friends.

Students can plan a party for a favorite friend or relative. Encourage students to write or draw a list of what they will need. Who will they invite? Where will it be held? Why will the guest of honor appreciate this type of party? To conclude, have students illustrate a hypothetical scene from the party and write a brief description or caption about what is happening.

Other multicultural videos about celebrations available from Weston Woods are:

Chato's Kitchen, by Gary Soto, ill. by Susan Guevara

Sam and the Lucky Money, by Karen Chinn, ill. by Cornelius Van Wright and Ying-Hwa Hu

Seven Candles for Kwanzaa, by Andrea Davis Pinkney, ill. by Brian Pinkney

Too Many Tamales, by Gary Soto, ill. by Ed Martinez

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DEM BONES

Dem Bones

by Bob Barner

Themes: The Human Body, Music

Grade Level: K-3

Running Time: 8 minutes

SUMMARY

This colorful and musical video combines the catchy tune of a traditional African American spiritual with interesting facts about the bones in the human body. The dancing, instrument-playing skeletons will make kids want to sing along and shake their own bones!

OBJECTIVES

- Students will learn the names and locations of major bones in the human body.
- Students will be able to identify specific bones in their own bodies, as well as on a 3-D or 2-D model of a skeleton or on a picture of a skeleton.
- Students will learn the song *Dem Bones* to help them remember how the bones in the skeleton are connected.

BEFORE-VIEWING ACTIVITIES

Teach the song *Dem Bones* to the students.

Sing it along with the film several times, touching the different parts of the body that the song refers to.

Brainstorm the function of different bones with students. Guiding questions:

- What is a skeleton? Why do we need one?
- What is the job of the head bone, foot bone,

bone, back bone, and so on?

- Are there any animals without bones? What are they like?
- Have you ever broken a bone? What happened?

AFTER-VIEWING ACTIVITIES

Photocopy a picture of a skeleton and give one to each student. Have students cut out the skeletons and reassemble them in a funny or interesting posture. Remind students how the skeletons in the video were in different positions with instruments. Have students cut out “props” for their skeletons from construction paper. Then, students can illustrate a setting around their skeleton figures. As an extension, students can label the different bones on their skeletons. Display their work in the hall or classroom.

Bring in different kinds of percussion instruments for students to play along with the *Dem Bones* song. Create a skeleton that can be put together on a felt board. As the class sings, have one or two students find and put the bones onto the board as they are named. This activity will be especially helpful for English-language learners to provide an audio, visual and physical connection to the names and locations of the different bones.

Examine real bones. Contact your local nature conservation organization or high school for bone collections from local wildlife that can be brought into the classroom for demonstration and discussion. Children themselves may have found and

saved bones from a leftover roast or turkey that they could bring in to share. In more urban settings, take a trip to the natural history museum to see dinosaur bones. Some of these museums also have sections on the human body. In university towns, sometimes the university museum has a bone collection. Talk with students about how animal bones can serve the same functions as human bones. Discuss how different animals may have different bones that others don't have, to help them adapt to their lifestyle or environment.

Other musical videos available from Weston Woods are:

- Chicka, Chicka, Boom, Boom*, by Bill Martin, Jr. and John Archambault, ill. by Lois Ehlert
- The Foolish Frog*, by Pete and Charles Seeger, ill. by Miloslav Jagr
- One Was Johnny*, by Maurice Sendak
- There Was an Old Lady Who Swallowed a Fly*, by Simms Taback
- This Land Is Your Land*, by Woody Guthrie, ill. by Kathy Jakobsen
- Waiting for Wings*, by Lois Ehlert

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