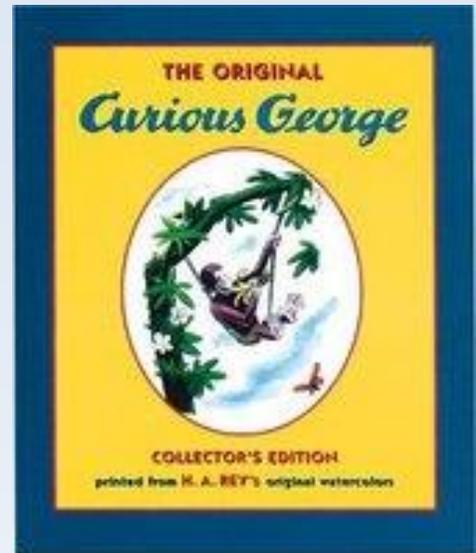


Curious George

By: H. A. Rey

Curious George is a little monkey with an insatiable curiosity. Like George, children are intrigued by new things. They are natural explorers and scientists, and are anxious to know how things work. This book tells the story of an orphaned monkey and his adventures with the man in the yellow hat. Use this book as a catalyst to boost students' natural curiosity to learn through safe exploration.



Curious George By H.A. Rey

Video:

<https://www.youtube.com/watch?v=NAjemGOrgA4>

{TEACHER CURRICULUM}

Reading the Story

Important talking points to cover before reading the book:

- ✚ As you introduce the book and title, ask the children if they have ever felt curious about anything.
- ✚ Ask the children to give you examples of things they have been really curious about.
- ✚ Explain to the children that everyone has curiosities and exploring those curiosities safely can help you learn important lessons.
- ✚ Tell the children that being curious is normal and sometimes various emotions are stirred as we explore our curiosities.
- ✚ Explain that the story describes curiosity through George's many adventures.

Circle Time:

During circle time/morning meeting is a great opportunity to start the curriculum and introduce the book. Use circle time to use the talking points provided above and to read the book to the children. Have a feelings chart available for children to see (provided below). Read and define all of the feelings before having the children identify their own. After completing the talking points and reading the book, have the students write the emotion that best describes how the story made them feel. Keep a tally of how many emotions were selected as well as the number of times they were selected. In the process of identifying their feelings, the students are also practicing other valuable skills such as counting, comparing, and recognizing how others might feel.

Music/Movement:

During music time have each child sit around in a circle and provide them each some type of musical instrument. Explain to the children that they are going to use their musical instruments to play feelings. Call out an emotion (sad, mad, afraid, etc.) and have the students play the sound that they think matches the emotion. Each child will model each emotion one at a time and then they will all play out the emotions with their instruments as a group. Children love music therapy activities and will be engaged in this learning activity.

Writing/Language Centers:

Use the writing center to practice feelings identification and writing skills. Laminate the activity sheets provided. Using the “Something from Something” activity sheet, have each student write at least one word that can be made from the letters in *GEORGE IS A VERY CURIOUS MONKEY*. Have each child come up to write a word until all of the words have been discovered. This activity is also good for improving critical thinking, teamwork, spelling, and vocabulary.

Empathy Activity:

1. Have each student complete the matching activity. Once completed, ask the child to do their best impression of each of the emotions. Next, have the students identify a part from the story that represents each of the emotions. This activity is good for helping children understand word association and reading comprehension.
2. Cut along the perforated lines of the “Dance Fever” activating sheet and put each individual piece in a bag/bucket. You should have 16 pieces of paper with dance moves on them. Have each child pick one dance move from the bag/bucket and perform the dance move. After each dance move is completed, ask the students to how they felt while doing the dance move (embarrassed, happy, mad, scared, etc.). This activity will assist children with being more in tune with their own bodies as well as empathetic to others and the emotions they may be experiencing. It also teaches children how to respond to potentially embarrassing situations appropriately.

Match the feelings



Scared

Happy

Sad

Angry



DANCE FEVER

Dance like a robot.



Dance like someone just told you a funny joke.



Do a silly dance.



Dance like you're tired.



Dance like you're scared.



Do a bouncy dance.



Do a dance low to the ground.



Pretend you're dancing on a tightrope.



Dance like you're a rock star.



Dance just with your arms, hands, and face.



Dance on your back.



Do a dance using karate chops and kicks.



Dance while you clap your hands and stomp your feet.



Do a dance flapping your elbows.



Dance like you're being blown by the wind.



Do a dance in slow motion.



This Book Curriculum was developed by Kelli Holloway, AE-C. Mrs. Holloway is master's level social work student in her final semester at the University of Memphis. She received her bachelor's degree in Human Services with a concentration in Child and Family Welfare from Kaplan University in 2011. She currently works as a certified asthma educator at Le Bonheur Children's Hospital. A product of Memphis City Schools, Mrs. Holloway seeks to improve the services available to children and families at school in an effort to reduce maladaptive behaviors that negatively impact the learning environment.