



#10060 FIVE CREATURES

WESTON WOODS STUDIOS, 2002
Grade/Interest Level: Ps-3
6 mins.

DESCRIPTION

A small girl describes the three people (herself included) and two animals (cats) that live in her house. Details some of the traits they share, such as hair color, food preferences, and size. Invites the viewer to guess which traits belong to which creatures. From the award-winning book by Emily Jenkins.

ACADEMIC STANDARDS

Subject Area: Life Skills—Thinking and Reasoning

- Standard: Effectively uses mental processes that are based on identifying similarities and differences
 - ◆ Benchmark: Classifies objects by size, color, or other significant characteristics (See INSTRUCTIONAL GOALS 1.)
 - ◆ Benchmark: Describes and compares things in terms of number, shape, texture, size, weight, color, motion, sound, and behavior (See INSTRUCTIONAL GOALS 1.)

Subject Area: Health

- Standard: Understands the relationship of family health to individual health
 - ◆ Benchmark: Knows the roles of parents and the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents set for children, the values or religious beliefs taught, behaviors and values modeled) (See INSTRUCTIONAL GOALS 2.)

Subject Area: Language Arts—Reading

- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
 - ◆ Benchmark: Uses reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture books, predictable books) (See INSTRUCTIONAL GOALS 3.)

INSTRUCTIONAL GOALS

1. To illustrate a variety of ways to count and group creatures according to their traits and characteristics.
2. To show a positive family relationship.
3. To promote the reading of children's literature.

VOCABULARY

- | | |
|---------------|--------------------|
| 1. cats | 8. like/don't like |
| 2. creatures | 9. love |
| 3. each other | 10. one |
| 4. five | 11. three |
| 5. four | 12. two |
| 6. hair | 13. who |
| 7. humans | 14. with |

BEFORE SHOWING

1. Introduce the title of the program. Define the word *creature*. List examples of creatures including humans.
2. Explain that students should watch the video carefully to see what the five creatures have in common and how they are different from each other.

AFTER SHOWING

Discussion Items and Questions

1. What kinds of creatures live in the house?
2. Who is short and who is tall?
3. How many are grown-ups? Why are the cats counted as grown-ups?
4. Describe the hair on all five creatures.
5. What do each of the creatures like to eat and drink?
6. Who sleeps with the girl? How does the girl feel about this?
7. Who doesn't like baths? Why?
8. Who can open cupboards and get up on the high stools? Why can't the girl do those things?
9. Describe how the family helps the cats get down from the tree.
10. Why do cats like birds in a different way than people like birds?
11. How many creatures kiss each other and sit by the fire in the evening?
12. Discuss the mood of the story.

Applications and Activities

1. Read the book *Five Creatures* by Emily Jenkins or watch the video again. Look carefully at each scene or page to identify how each category was counted.
 - a. Identify who is being counted.
 - b. Point to the visual evidence on which the count was based.

C a p t i o n e d M e d i a P r o g r a m

2. Discuss the feelings of the people and cats as they cook, read, and play together. Share feelings about pets. Describe how pets and people help each other and live together.
3. Write a story on the creatures at home, including people and pets. Make comparisons similar to those in the video. Illustrate the story with pictures or photographs.
4. Compare the characteristics of people to cats, dogs, and other pets.
5. Make a master list of all the people and pets from all of the households represented by the class. Represent the data with graphs.
 - a. Make bar graphs showing the total and average numbers of men, women, boys, girls, cats, dogs, etc.
 - b. Older students can make pie charts showing what percentage of the total population each type of creature represents.

SUMMARY

This program introduces five members of a single family and groups the family members by the traits they share. The groups include type of creature (three human, two cats), size, hair color, eating habits and bathing preferences. The brightly colored, childlike illustrations show warm, colorful, and often funny scenes from family life. Children will enjoy not only getting to know this family but also learning to look at families in unusual new ways.

CMP RELATED RESOURCES

- [So You Want to be President? #10084](#)
- [Waiting for Wings #10102](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

• EMILY JENKINS

<http://www.emilyjenkins.com/kids.html>

Emily Jenkins talks about her two latest books, *My Favorite Thing (According to Alberta)* and *Daffodil*. The site also lists her previous children's books including *Five Creatures* and a brief question and answer section about her works. She invites people to e-mail her with questions and comments.



- **A TO Z KIDS STUFF FAMILIES**

<http://www.atozkidsstuff.com/families.html>

Take pride and take count of your family. Then choose from one of the several activities on this Web site and make a family banner, family mobile, family collage, or member chart and many more.

- **AMAZING ATTRIBUTES**



<http://illuminations.nctm.org/lessonplans/prek-2/button/>

This unit plan uses a variety of materials including electronic examples from NCTM Principles and Standards for School Mathematics and other Internet resources. Students collect data using objects, pictures, and symbols. They organize data by sorting and classifying in different ways.

- **TOMEK BOGACKI**

<http://topics.practical.org/browse/Tomek-Bogacki>

Check out this Web site featuring Tomek Bogacki, illustrator to several of Emily Jenkin's books and many others. A click on the book cover will send you to a bookstore to purchase or obtain information about each of his illustrated children works.