



#10070 LEO THE LATE BLOOMER

WESTON WOODS STUDIOS, 1999
Grade Level: Ps-2
7 mins.

DESCRIPTION

Leo the tiger lags behind his friends in reading, writing, talking, and other skills. "What's the matter with Leo?" asks his father. His mother replies, "Nothing. He's just a late bloomer." And sure enough, one day Leo blooms, pleasing everyone, especially himself. Animated version of the book by Robert Kraus.

ACADEMIC STANDARDS

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 1.)
- Standard: Knows how to maintain mental and emotional health
 - ◆ Benchmark: Knows characteristics and conditions associated with positive self-esteem (See INSTRUCTIONAL GOALS 3.)
- Standard: Understands the fundamental concepts of growth and development
 - ◆ Benchmark: Understands individual differences (in terms of appearance, behavior) (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 4.)

INSTRUCTIONAL GOALS

1. To explore family relationships.
2. To learn about growing up and value that all people make at different rates.
3. To explore the importance of self-esteem.
4. To promote the reading of children's literature.

VOCABULARY

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|-------------------|--------------------|
| 1. bloom/bloomer | 8. signs (symbols) |
| 2. could/couldn't | 9. spoke |
| 3. draw | 10. still (yet) |
| 4. late | 11. wasn't |
| 5. nothing | 12. watched |
| 6. patience | 13. write |
| 7. read | |

BEFORE SHOWING

1. Read *Leo the Late Bloomer* by Robert Kraus. Discuss the meaning of the term "late bloomer." Share experiences when friends learned to do something faster than you.
2. Describe all the steps involved in learning a new skill. Share how it feels to accomplish goals.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause the video when Leo's father is trying not to watch Leo. Point out that even though the story says that Leo's father is not watching Leo, he really is still watching him.

AFTER SHOWING

Discussion Items and Questions

1. Name all the things that Leo couldn't do at the start of the video. How did he feel about not being able to do the things his friends could do?
2. Describe how Leo's friends wrote, drew, and spoke.
3. What did Leo's mother tell Leo's father when he asked what was the matter with Leo? What was Leo's father's reply? How did Leo's parents feel about Leo?
4. What did Leo do while his father was watching him? Did he show signs of blooming?
5. What did Leo's mother say when Leo's father complained that Leo still wasn't blooming? Why did she say that "a watched bloomer doesn't bloom"?
6. What did Leo's father do? Was he really not watching Leo? Did Leo bloom during the winter and spring?

7. What happened to Leo in the summer? What things could he do? What did he say? How did Leo and his parents feel?
8. What helped Leo learn to draw and write and speak?

Applications and Activities

1. Discuss the many skills and abilities the students have already mastered. Include the ability to communicate, their physical abilities, etc.
 - a. Make a list of which skills and abilities they are most proud of.
 - b. Draw pictures to accompany their list of accomplishments.
 - c. Display the lists and drawings in a prominent place in the classroom or school.
2. Write or dictate stories about the students' families, focusing on the special talents and abilities of each family member. Consider the following questions.
 - a. What things do your family members do that you are most proud of?
 - b. What kinds of things would you like your parents and siblings to say when you learn something new?
 - c. How would you like to celebrate a new skill or ability?
 - d. What can you do to show a younger sibling how proud you are of him or her?
3. Plant an indoor garden using fast-growing plants to show the value of patience. Have a class party to celebrate the patience demonstrated waiting for the plants to grow.
4. Review how the various animals wrote, drew, and ate. Research how various animals actually eat or use tools. Simulate some of their actions.
5. Make a class book.
 - a. On the top of the page print "When I was little I couldn't _____.
Now I can."
 - b. Students dictate or write their responses and draw a picture.
 - c. Bind the pages together to make a class book.
 - d. Share the book with the students' families.
6. Leo bloomed like a flower. Discuss the word "bloom." Name other ways that children are like flowers. Make flowers with tissue paper or paint or draw flowers.
7. Read the story *The Little Engine That Could*. Compare and contrast the main characters and their experiences.
8. Make flowers to show individual strengths.
 - a. Cut out 3-inch circles and five petals for each student, plus one for Leo as a demonstration. Put Leo's name and the students' names on the circles.
 - b. List what things Leo could do after he "bloomed." Write these things on the petals (one on each petal). Glue the petals to Leo's circle.
 - c. Write on the petals activities that each individual student can do. Besides things learned at school, they might write things like can ride a bike, swim, jump rope, play games, or skate.
 - d. After the petals are glued to the circles, display the flowers as a reminder that everyone has strengths and everyone learns at his or her own pace.

SUMMARY

Leo is behind his friends in reading, writing, drawing, eating neatly, and speaking. When Leo's father becomes concerned, Leo's mother explains that Leo is simply a late bloomer. Later, in his own good time, Leo "blooms" pleasing his patient parents and, of course, himself.



CMP RELATED RESOURCES

- [The Caterpillar and the Polliwog #2261](#)
- [The Most Wonderful Egg in the World #2090](#)
- [The Ugly Duckling #2538](#)

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.

- **ROBERT KRAUS** <http://www.acorn-online.com/obits/kraus.htm>

Through an obituary you can learn more about the author who wrote more than 200 books, including *Miranda's Beautiful Dream* and *Mouse in Love*.

- **MEET JOSE ARUEGO AND ARIANE DEWEY**
http://www.eduplace.com/kids/hmr/mtai/aruego_dewey.html

Read this simple biography about Jose Aruego, the illustrator of *Leo the Late Bloomer*. Also see a picture of him and a list of his books.

- **TEACHERVIEW LESSONS**
<http://www.eduplace.com/tview/tviews/l/leothelatebloomer.html>

Two lessons for the book, written by teachers are presented here. Suggested activities are included.

- **SELF-ESTEEM LESSON PLAN** <http://www.col-ed.org/cur/misc/misc52.txt>

A teacher-made lesson on self-esteem in youngsters. Students develop collages about themselves and share them with classmates.