

EXTRA YARN

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Ages: 4-8

Themes: generosity, humor, humility

Runtime: 9 minutes

COMMON CORE CONNECTIONS:

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.Math.Content.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

SUMMARY

Annabelle lives in a town that is white with snow or black with soot. She finds a box filled with yarn of every color. When Annabelle knits herself and her dog sweaters, she is laughed at... until she starts knitting sweaters for everyone. Slowly, the town becomes knitted in color, and things begin to change. When a foreign archduke offers Annabelle two million dollars for her box of magic yarn, the choice is easy.

OBJECTIVES

- Students will use clues in the movie to make inferences about the setting and characters.
- Students will use yarn to measure and graph.
- Students will discuss how Annabelle's choices changed the community she lived in and connect her story to the stories of real-life people who changed their communities.

BEFORE VIEWING ACTIVITIES

Discuss setting with students. Ask:

- What is the setting?
- Why is setting important to a story?
- How would a story change if it took place in a different setting?
- How can setting affect the characters?

After students have shared their ideas orally, tell them that they are going to see a movie about a girl who wants to change the setting where she lives. Encourage students to watch and listen for details about the setting and how it changes from the beginning to the end of the story.

Tell students that we learn about characters by what they do and what they say. Introduce the movie and tell students to pay special attention to the things that Annabelle does and says. Consider giving the students a graphic organizer to record their ideas on:

	Does	Says
Annabelle		

Return to the organizer after viewing the movie to guide a discussion about the Annabelle's traits.

AFTER VIEWING ACTIVITIES

Common Core Connection Activities:

Return to the character traits chart that students worked on during the movie. Have students compare their list with a partner's. After students have had some time to compare lists, ask various students to share something that both partners had written down. Record the students' responses on a group organizer. Then ask students to share something that their partner had written, but they had not. Foster discussion with the following questions:

- Do you agree with _____'s response? Why or why not?
- What does _____'s response tell you about Annabelle?

Connect the discussion about Annabelle's character traits with a discussion about the setting. Ask:

- How did Annabelle's actions change the setting from the beginning to the end of the movie?
- How did the setting change reflect the other characters? (*At first, they were jealous and distracted by Annabelle, but in the end, the town was warmer and more colorful, which implies that the people were also happier.*)

Culminate the discussion with having students summarize their thoughts in writing. Suggested writing prompts include:

- What is one word you would use to describe Annabelle? Provide an example from the movie that supports your choice.
- How did the setting change in the movie? Why was that setting change important?
- How did Annabelle handle the other people in her town who laughed at her? What do her actions tell you about the kind of person she is?

Connect with math. Have students work in partners to measure each other's body parts with yarn. One child measures the other's arms, legs, fingers, etc. As each part gets measured, the students cut the yarn to the correct length. Then they lay out each piece on butcher paper in the shape of the student's body. Once one student is fully measured, they trade jobs and measure the other student. Have students compare and contrast their measurements orally. Finally, give each student a bar graph. On the x-axis, label each body part that was measured. Have the students each glue one of the pieces of yarn from each of their bodies onto the graph at the appropriate label to compare the lengths of their body parts.

Guide students through an investigation of individuals and groups of citizens whose work and creativity changed the communities that they lived in. Some examples and resources include:

- The Danish island of Samsø which innovated to make itself energy independent.
 - o New York Times article: <http://www.nytimes.com/2009/09/30/world/europe/30samsø.html>
 - o Scientific American article: <http://www.scientificamerican.com/article.cfm?id=samsø-attempts-100-percent-renewable-power>
 - o Town of Samsø's homepage: <http://www.visitsamsøe.dk/en>
 - o Drummond, A. (2011). *Energy Island: How one community harnessed the wind and changed their world*. New York: Frances Foster Books.
- The Michigan town of Kalamazoo, which started a tuition fund to send all of its children to an in-state college or university.
 - o The Kalamazoo Promise homepage: <https://www.kalamazoopromise.com/index.php>
 - o New York Times article: http://www.nytimes.com/2012/09/16/magazine/kalamazoo-mich-the-city-that-pays-for-college.html?pagewanted=all&_r=1&

OTHER THEME-RELATED TITLES FROM WESTON WOODS

- **“Charlie Needs a Cloak”** by Tomie dePaola
- **Joseph had a Little Overcoat** by Simms Taback
- **This is the House that Jack Built** by Simms Taback

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