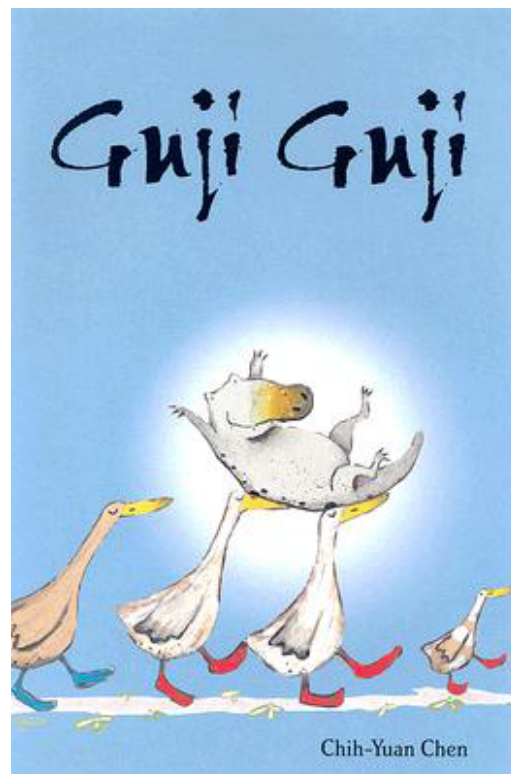




A TEACHER'S GUIDE

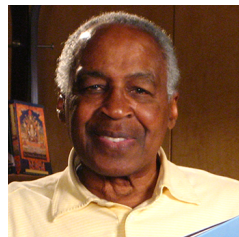
SUGGESTED GRADE LEVEL: K - 1ST



GUJI GUJI

WRITTEN BY CHIH-YUAN CHEN
ILLUSTRATED BY CHIH-YUAN CHEN

Watch the video of actor
Robert Guillaume
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Guji Guji is quite content with his life as a duckling, despite the fact that he doesn't look anything like his brothers. Then one fateful day, he meets up with three nasty, grinning creatures.

THEMES IN THE STORY

Animals, Character and Values, Individuality, Identity

READING AND WRITING

SUGGESTED GRADE LEVEL: K - 1ST

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for kindergarten and first grades, but can be adapted to second grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.K.1, CCSS.SL.1.1

Objective: Tap knowledge and build background to prepare for viewing the video.

Procedure: Build background for students by discussing the following:

1. What do you know about ducks?
2. What do you know about crocodiles?
3. Do you think a crocodile could live with a duck family? Why or why not?
4. Is it ever ok to trick somebody?

DURING VIEWING

Focus: Making Connections

Standards: CCSS.SL.K.2, CCSS.SL.1.2, CCSS.RL.K.1, CCSS.RL.1.1

Objective: Students will listen to story and answer teacher posed questions appropriately.

Procedure: Stop story at appropriate parts to ask questions or pose prompts:

1. Does Guji Guji think he's a duck? How do you know?
2. Why do the crocodiles laugh at Guji Guji?
3. The crocodiles explain to Guji Guji why crocodiles have long bodies, sharp claws, and pointed teeth. Ask students to predict why this is so.
4. Why is Guji Guji upset?
5. Do you think he will do what the crocodiles ask?
6. How are the crocodiles sharpening their teeth? Why are they doing this?
7. Predict what Guji Guji might do.
8. How did Guji Guji trick the crocodiles?
9. What happened at the end of the story?

AFTER VIEWING - CAUSE AND EFFECT

Standards: CCSS.RL.K.1, CCSS.RL.K.3, CCSS.RL.1.1, CCSS.RL.1.3

Objective: Students will use the word **because** as a signal word to identify the cause of an event.

Materials: Chart paper/whiteboard
Copy paper

Teacher Prep: Cause-Effect Graphic Organizer:

Name of Ducks (Effect)	Why? (Cause)
Crayon	Blue spots
Zebra	Brown stripes
Moonlight	Yellow
Guji Guji	First words

Age appropriate writing paper.

Procedure:

- Step 1:** Review or briefly explain cause-effect with students.
- Step 2:** Display the Cause-Effect graphic organizer. Explain that mother duck named her ducks: Zebra, Crayon, Moonlight and Guji Guji. This is what happened in the story. What happens is the effect. She had a reason for naming them. Ask students WHY she chose those names?
- Step 3:** Ask students to give the *why*, or the cause, of mother duck's name choices, record on the organizer.
- Step 4:** Write the word because at the top of the chart.
- Step 5:** Orally read the cause-effect statement for each name, emphasizing the word **because**:
- Mother duck named Crayon **because** he had blue spots.
- Mother duck named Zebra **because** he had brown spots.
- Mother duck named Moonlight **because** he was yellow.
- Mother duck named Guji Guji **because** that is what he said.
- Step 6:** Have students write a cause-effect statement using the information on the chart and the word **because**.
- Step 7:** Have students illustrate each sentence, if desired.

READING RESPONSE

Standards: CCSS.RL.K.1, CCSS.W.K.5, CCSS.RL.1.1, CCSS.W.1.5

Objective: Students will answer the prompt using details from text to support the response.

Reading Prompt: How did Guji Guji trick the big bad crocodiles?

Materials: Age appropriate writing paper
Writing tools

Procedure:

- Step 1: Read the prompt to students.
- Step 2: Allow time for students to discuss.
- Step 3: Have students illustrate and/or write an answer statement according to the ability of your class.

WRITING - OPINION

Standards: CCSS.W.K.1, CCSS.W.K.5, CCSS.W.1.1, CCSS.W.1.5

Objective: Students will write an opinion piece using grade appropriate sentence structure and spelling.

Writing Prompt: Do you think Guji Guji did the right thing by tricking the crocodiles?

Materials: Grade appropriate writing paper

Procedure:

- Step 1: Ask students to discuss what Guji Guji did to trick the crocodiles and why he did this. (partners or groups)
- Step 2: Display the prompt and read aloud to students. Ask them to think about their answer.
- Step 3: Make 2 opinion groups: **Agree with Guji Guji** and **Disagree with Guji Guji**
- Step 4: Allow groups to debate the issue.
- Step 5: Write the response according to the ability of your class.

SCIENCE - COMPARE/CONTRAST

Students compare and contrast crocodiles and ducks using a graphic organizer.

MATERIALS —

Non-fiction book(s) about crocodiles and ducks (optional)
Venn Diagram (chart paper)

PROCEDURE —

- Step 1:** Students listen to a read aloud or read the books independently.
- Step 2:** Display the Venn Diagram and explain its purpose.
- Step 3:** Students complete the Venn Diagram.
- Step 4:** Students write 2 - 3 sentences telling how the animals are alike and different. Students should include one way they are alike.

Note: This activity can be done as a whole class, independently, or in groups, depending on the needs of your class.

MATH - COUNTING AND PATTERNS

Students use duck and crocodile cutouts to form a pattern. Students count the number of ducks and crocodiles used in the pattern.

MATERIALS —

Teacher prep: Provide students with a duck and crocodile cut out
Paper
Crayons

PROCEDURE —

- Step 1:** Have students trace the animal cut outs to make a pattern of ducks and crocodiles on white paper. Color each shape.
- Step 2:** Ask students to exchange patterns with a partner. Partners count the ducks and crocodiles used in the pattern.
- Step 3:** Counting student traces each shape and writes the total number of each animal inside.

ART - POPSICLE STICK CROCODILE

MATERIALS —

Popsicle sticks
Green paint and paint brushes
Green pipe cleaners (2 per student)
Black marker
Glue
Wiggly eyes (small)
Teacher-Prep: Teeth - Precut rectangular shapes out of white paper with zigzag scissors (width of popsicle stick X 1 in. length)



PROCEDURE —

- Step 1:** Paint sticks green and allow to dry.
- Step 2:** Wrap a green pipe cleaner around the stick: place the stick in the middle of the pipe cleaner. twist and wrap toward one end of stick, stopping when there is about one quarter of the stick showing. Make legs with rest of pipe cleaner. Repeat with the other pipe cleaner wrapping toward the opposite end.
- Step 3:** Glue “teeth” to the underside of stick.
- Step 4:** Glue eyes on top of stick. Use marker to draw nostrils.

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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