



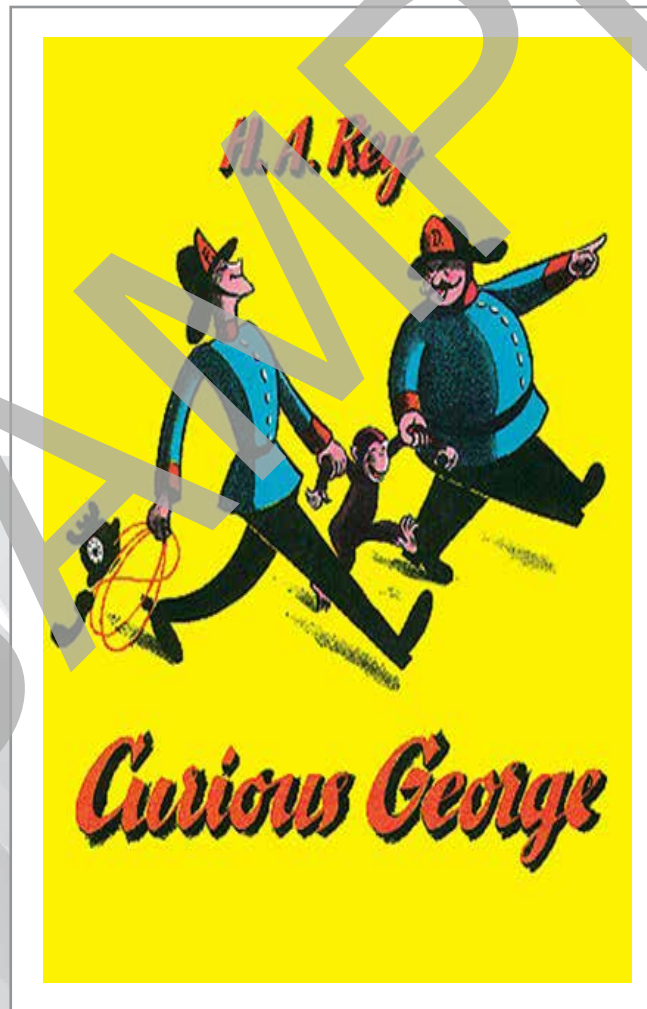
TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Curious George

H. A. Rey



READ, WRITE, THINK, DISCUSS AND CONNECT

Curious George

H. A. Rey

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Brainstorming

Comprehension

Prediction, comparison/
contrast, K-W-L

Writing

Pattern writing

Vocabulary

Synonyms

Listening/Speaking

Discussion, finger play

Literary Elements

Characterization, story
elements

Summary

George, a very curious monkey, is captured in Africa, and brought home by a man with a yellow hat. Before the man can get him to the zoo, George's curiosity results in his having many adventures.

About the Author

Hans Augusto Rey was born September 16, 1898 in Hamburg, Germany, and died in 1977 in Boston, Massachusetts. He attended the University of Munich, and the University of Hamburg.

Growing up in Germany, he found school to be easy, and sometimes boring. He was very bright and a good student. At the age of two he was already drawing, but did not academically follow that natural talent. Instead, he studied philology and natural sciences.

Escaping from Nazi Germany, he fled to Rio de Janeiro, Brazil, where he became an executive in the export and import business. He met, and married, author-illustrator Margaret Elizabeth Waldstein there in 1935.

They came to the United States in 1940, and settled in Cambridge, Massachusetts, where he taught astronomy at the Cambridge Center for Adult Education.

Rey knew what he liked as a child, so he would not do any book that he felt he would not have liked at that time. When he collaborated with his wife, she usually wrote, and he illustrated. He felt that Margaret was a superb editor and critic of his art work.

His books have been translated into many languages, and over twenty million copies have been sold.

Introductory Information and Activities

Initiating Activities

You may choose to do one of these activities before reading the story, and the other activities after reading the story. They are appropriate at any time.

1. Curious: Eager to learn or know.
 - Have several closed lunch bags in view, with one identifiable object in each bag.
 - Do not mention them. Carry on as if they were not there. Eventually, someone will ask about them.
 - Ask if the children are curious about the bags.
 - Have the children help to define the word "curious." Write out the definition.
 - Taking one bag, allow the children to ask questions about the contents of the bag, answering only "yes," or "no." Try to determine what is inside the bag from the information gathered from the questioning.

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the facts and ideas the author gives.

Use your own prior knowledge.

Apply any new information (i.e., from class discussion) that may cause you to change your mind.

Predictions:

Using Character Webs in the Novel Unit Approach

Attribute webs are simply a visual representation of a character from the novel. They provide a systematic way for students to organize and recap the information they have about a particular character. Attribute webs may be used after reading the novel to recapitulate information about a particular character, or completed gradually as information unfolds. They may be completed individually or as a group project.

One type of character attribute web uses these divisions:

- How a character acts and feels. (How does the character act? How do you think the character feels? How would you feel if this happened to you?)
- How a character looks. (Close your eyes and picture the character. Describe him/her to me.)
- Where a character lives. (Where and when does the character live?)
- How others feel about the character. (How does another specific character feel about our character?)

In group discussion about the characters described in student attribute webs, the teacher can ask for backup proof from the novel. Inferential thinking can be included in the discussion.

Attribute webs need not be confined to characters. They may also be used to organize information about a concept, object, or place.

If the children liked these riddles, have them:

- Make up their own monkey riddles.
- Make up some riddles about Curious George.
- Illustrate the riddles.
- Make a riddle book and share it with others. They could even sign out the riddle book and take it home to share.

2. George's Rhymes: This is an old "fun" rhyme.

Said the monkey to the donkey,
"What'll you have to drink?"
Said the donkey to the monkey,
"I'd like a swig of ink."

Add to the rhyme, using different animals and activities. For Example:

Said the monkey to the _____,
"What'll you have to eat?"
Said the _____ to the monkey,
"I'd like a bite of meat."

Said the monkey to the _____,
"What'll you have to wear?"
Said the _____ to the monkey,
"I'd like bows for my hair."

Said the monkey to the _____,
"What'll you have to _____?"
Said the _____ to the monkey,
"I'd like _____."

3. Investigate the man who wears the yellow hat.

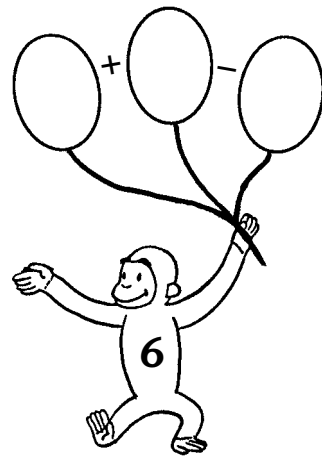
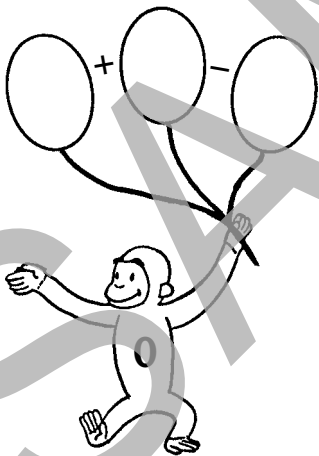
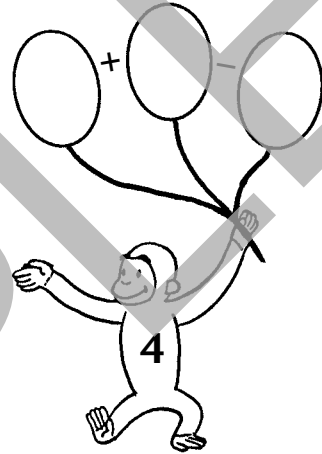
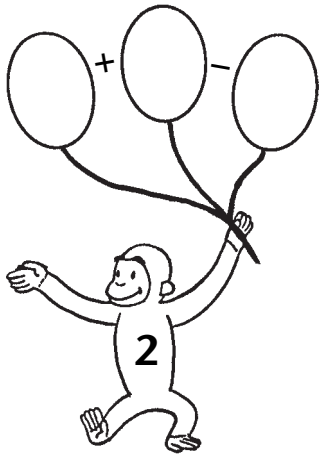


Curious George And His Balloons

Make the number sentences correct.

Put 1, 2, or 3 in each balloon, for each picture of George.

The answer that you are to get is on George's tummy.



Put your name here: _____

(Answers: $3 + 1 - 2 = 2$; $3 + 2 - 1 = 4$; $2 + 1 - 3 = 0$; $1 + 2 + 3 = 6$)