

## TEACHERS ACTIVITIES



### Theme:

Sometimes “things” are not always as they seem.

### Topics For Discussion:

Discuss the variety of feelings that Little Sala experienced in the story; e.g., sadness at losing his dog, loneliness without his dog to play with, excitement at finding the brush, fear when the brush first came to life, etc.



Inanimate objects sometimes become very important in the lives of people. Items such as a “lucky” shirt, a stuffed bear, an old blanket make people feel good. Discuss why people attach such importance to some objects. Ask students if they have any such items in their lives and why these objects are important to them.



Invite students to share experiences in which they have had an imaginary friend, human or animal. Why did they invent that friend? What did they enjoy doing with that friend?



Ask students if they can think of any other stories in which an inanimate object came to life. What was the object? Why did it come to life? (Sometimes magic is the reason; often love from an individual causes the object to come to life.)



Invite students to tell about experiences they have had attending a parade. What kinds of performances and objects appear in a parade? What parades have they seen on television? Have they ever been in a parade?

### Curriculum Extension Activities:

Invite a puppeteer to the classroom to show some of her/his puppets and demonstrate how to move them and give them personality. Designate a small area in the classroom for hand puppets that students may use for conversations, storytelling, and puppet shows.

Have students make 3-D pictures. Discuss ways in which they can make their pictures three dimensional. For example, doors might open out; paper that is rolled, crumpled, or folded in different ways creates a 3-D effect; smaller pictures can be glued to accordion-folded paper and attached to the background so that they “pop up;” and other ideas the students may have. Display their creations.



Divide the class into small cooperative groups and provide each group with some clay. Have each group develop a set of characters from the clay and make up a simple story to go along with the characters. Allow time for each group to present its story to the class, using the clay characters.



Display a set of five or six objects that would be familiar to the students, but different from each other in shape. Objects might include such things as a toothbrush, a mug, a cook’s whisk, a dustpan, a dog’s dish, a plastic soda bottle, etc. Have students choose one of the objects to bring to life and write about it’s adventures. Some students may choose to turn the object into a pet as Little Sala did in *Brush*.



Take students to an area where there is room for creative movement. Involve students in common, everyday actions, such as walking, running, skipping, etc., but have them move in slow motion. Have half the class act as observers while the other half does the movements. The observers focus their attention on the placement of arms, legs, feet during the action. Discuss their observations in relation to how an animator must make small changes in an action in order to show movement from still pictures. After students have had a chance to both move and observe, put them into small groups and challenge the group to come up with the “steps” in an action, such as pedaling a bicycle.



Organize a parade celebrating books and reading. Invite students to dress as favorite book characters. (Features such as ears, tails, noses, etc., can be made in the classroom for students who choose not to dress up.) Students can make “floats” from boxes pulled in wagons or placed on AV carts. Encourage them to decorate the floats like book jackets or characters. Have them make posters about reading to carry in the parade. Arrange to march around the school building.

Recycle some old toothbrushes from the students and make toothbrush animals. (Soak the toothbrushes in an alcohol and water solution and allow to dry before the students use them. Remind students these are art materials and should be kept out of their mouths.) Supply materials such as yarn, pipecleaners, toothpicks, buttons, cloth and paper scraps, cotton balls, and the like, for students to use for making features for their animal. Have students give their animal creation a name. Display the animals with a heading, "Brush II."

### **SUPPLEMENTARY BOOKLIST:**

PARADE

by Donald Crews (Greenwillow)

ALEXANDER AND THE WIND-UP MOUSE

by Leo Lionni (Alfred A. Knopf)

THE MAGICAL DRAWINGS OF MOONY B. FINCH

by David McPhail (Doubleday)

LITTLE OH

by Laura Krauss Melmed, illus. by Jim LaMarche (Lothrop, Lee & Shepard)

HARVEY POTTER'S BALLOON FARM

by Jerdine Nolen, illus. by Mark Buehner (Lothrop, Lee & Shepard)

IRMA THE FLYING BOWLING BALL

by Tom Ross, illus. by Rex Barron (Putnam)

FENWICK'S SUIT

by David Small (Farrar, Straus & Giroux)

THE AMAZING BONE

by William Steig (Farrar, Straus & Giroux)

THE WIDOW'S BROOM  
by Chris Van Allsburg (Houghton Mifflin)

PEABODY  
by Rosemary Wells (Dial)

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