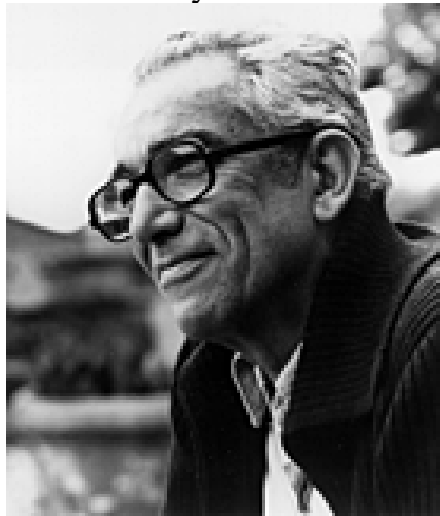


**CASTELLANI
ART MUSEUM**
NIAGARA UNIVERSITY

Proudly Presents...



Leo Lionni

1910-1999

This packet contains a variety of useful activities made by teachers, for teachers to accompany the Leo Lionni books, as well as original artwork on display at the Castellani Art Museum.

November 7, 2002 through February 15, 2003

Introduction

Leo Lionni a famous children's author and illustrator, was born in 1910. Lionni grew up teaching himself to draw. His first book, *Little Blue and Little Yellow* was created while on a train with his grandchildren. He was able to bring two characters to life from torn pieces of paper. He showed the beauty in everyday life throughout his works. Lionni went on to publish numerous children's books and win four Caldecott Honor Awards.



Who We Are...

This **Leo Lionni Teacher Resource Packet** was prepared by members of a graduate class at Niagara University in "Using Children's and Adolescent Literature." These activities are to accompany the Lionni exhibit at the Castellani Art Museum. The activities were written by teachers for teachers and involve minimal expense but maximal integration of the *New York State Learning Standards*.

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Alexander and the Wind-Up Mouse (1969)



A real mouse envies a mechanical mouse but soon realizes that he is happy just the way he is.

Wish Book Activity

Standards: ELA#1 Language for information and understanding.
ELA#2 Language for literary response and expression.

Materials: *Alexander and the Wind-Up Mouse*, crayons, pencil, journal
Paper (one page per student)

Procedure:

1. Read *Alexander and the Wind-Up Mouse* by Leo Lionni, to students.
2. Discuss what the moral was at the end of the book (unselfishness), and what it means to “wish” something.
3. Have students brainstorm a list of people whom they would like to grant a wish for if given the opportunity.
4. Have each student write and illustrate what or who their wish would be for (some may need teacher’s help).
5. Assemble student pages into a class “Wish Book”. Here the authors and illustrators are the students.
6. Laminate and have one student take home each night. It would be nice to provide a few blank pages in the back for parent/guardian comments.
7. Share family comments each morning when the book is returned.

Alexander and the Wind-Up Mouse (1969)



A real mouse envies a mechanical mouse but soon realizes that he is happy just the way he is.

What's living? What's non-living?

Standards: ELA#1 Language for information and understanding
ELA#2 Language for literary response and expression.
MST#4 The living environment.

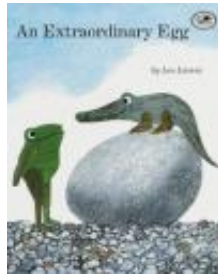
Materials: pencil, notebook, *Alexander and the Wind-Up Mouse* by Leo Lionni, and the outside environment

Procedure:

1. Read *Alexander and the Wind-Up Mouse*, by Leo Lionni to students.
2. Activate students prior knowledge and review what it means to be living (need food and water, grow, reproduce, and make own energy), and what it means to be non-living.
3. Ask student's to name a few examples and come to a conclusion whether the objects are living or non-living.
4. Explain to the students that they will be going on a nature walk. Here is where they will compile a list of all the objects (people, insects, trees) that they come across outside.
5. Once outside, groups will work cooperatively to list all of the objects in two columns: living or non-living.

Extension Activity: Once all of the above objects are sorted into the appropriate columns, this could be turned into a sorting activity. The students could sort all of the objects in their list by certain categories, such as size, color, or shape. The objects could even be graphed to turn into a math lesson.

An Extraordinary Egg (1994)



A frog and her friends are certain that an egg they found belongs to a chicken. When the egg hatches they are in for a big surprise.

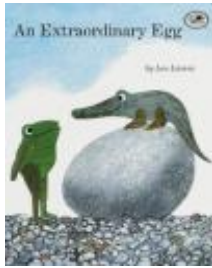
Paper Mâché Eggs

Standard: ELA# 1 Language for information and understanding.
ELA#2 Language for literary response and expression.
MST#4 The living environment.

Materials: *An Extraordinary Egg* by Leo Lionni, Elmer's Paper Mache Powder (or equivalent \$1.49), balloons (30), paper towels, tablecloths, paint brushes, marker, chart paper, and animal worksheet (see back pages).

- Procedures:**
1. Brainstorm a list of animals that come from eggs and chart them.
 2. Read *The Extraordinary Egg*.
 3. After the story, check to see if there are any other animals that the children would like to add to the chart. (They will have either named the alligator prior to the story or after.) Then add the alligator, if mentioned.
 4. **Center Activity-** Have balloons pre-blown (size of a grapefruit) and tied.
 5. Have children paper mache 3 layers of newspaper and one layer of paper towels to the balloon. (Day 1)
 6. Have children paint their extraordinary egg. (Day 2)
 7. Have children color and cut given animal. (Day 2)
 8. Pop balloons and secretly put animals into balloons, making sure children do not get their own animal. (Day 2)
 9. The next day, have children watch their eggs hatch and check to see which animals they received in their eggs. (Day 3)
 10. Have children draw a picture and write a story about what they found in their eggs. (Day 3)

An Extraordinary Egg (1994)



A frog and her friends are certain that an egg they found belongs to a chicken. When the egg hatches they are in for a big surprise.

Interactive Bulletin Board

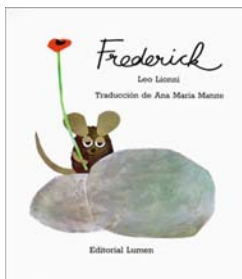
Standards: ELA#1 Language for information and understanding.
ELA#2 Language for literary response and expression.
MST#4 The living environment.

Materials: *An Extraordinary Egg*, construction paper, lined paper, scissors, glue, crayons, markers, pre-made egg tracers (see back pages for pattern), hole punch, and yarn.

Procedures:

1. Fill in K-W-L chart about eggs.
2. Read *An Extraordinary Egg*.
3. Complete K-W-L chart with what students learned about eggs from the story.
4. Pass out 2 sheets of construction paper, 1 sheet of lined paper and pre-made egg tracers.
5. Students will trace and cut egg on each piece of paper (3 egg shapes total).
6. Have children glue lined paper to one sheet of construction paper.
7. Hole punch and yarn eggs together to make a book.
8. Have each student illustrate an animal that will come out of his/her egg and write about it (just a few lines).
9. Construct a bulletin board, "Our Extraordinary Eggs"
10. Review children's work and have them place them on the board.

Frederick (1967)



Frederick is a creative story that inspires readers to use their imagination. It uses beautiful illustrations and the power of language to show the importance of each individual and the contributions someone can bring to a group.

Interactive Bulletin Board

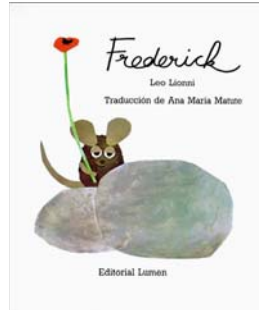
Standards: ELA#1 Language for information and understanding.
ELA#2 Language for literary response and expression.
SST#5 Civics, Citizenship, and Government

Materials: *Frederick* by Leo Lionni, crayons, markers, scissors, chalkboard, chalk, bulletin board, and mouse cutout for each student (see back pages for pattern).

Procedures:

1. Have students explain how people are different and/or unique. Why is it good for people to be different?
2. Read the book, *Frederick*, aloud to students.
3. Discuss how Frederick, the mouse, was different from the rest of the group. How did Frederick help his group?
4. Explain that everyone has responsibilities and important contributions to bring to a group.
5. List responsibilities and/or jobs that are important in the classroom such as: line leaders, clean up, paper passer, and so on.
6. Pass out mouse cutouts to class. Have each student color his/her mouse, write his/her name on it, and cut it out.
7. After decorating bulletin board as desired with labels of classroom jobs, have students attach individual mouse cutouts to their appropriate job label. (Class may want to decorate the background of the bulletin board from a page from the book).
8. Students may switch jobs throughout the year.

Frederick (1967)



Frederick is a creative story that inspires readers to use their imagination. It uses beautiful illustrations and the power of language to show the importance of each individual and the contributions someone can bring to a group.

Frederick's Five Senses

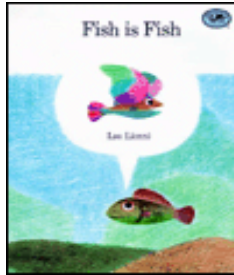
Standards: ELA#1 Language for information and understanding
ELA#2 Language for literary response and expression
MST#4 The living environment

Materials: *Frederick* by Leo Lionni, crayons, scissors, yarn (3 inches), pencil/pen, and mouse cutout (see back pages for pattern).

Procedures:

1. Activate prior knowledge to discuss the five senses.
2. Read the book, *Frederick*, aloud to students. Have students pay attention for things Frederick and his friends see, hear, smell, taste, or feel in the book.
3. Discuss the book and talk about the things they found.
4. Have students brainstorm for things they would see, hear, smell, taste, and feel if they were mice hibernating.
5. Give each student a mouse cutout for each sense to write a sentence about. For example, Frederick sees gray mice sleeping. (Teacher should instruct to desired grade level).
6. Illustrate within the mouse to match the sentence. Cut out mouse.
7. Make a cover with mouse cutout. Use yarn for tail. Attach all papers together to make an individual book for each student.

Fish is Fish (1970)



A fish dreams of life outside of the pond. He soon finds out that the pond is the best place for a fish, thanks to his friend the frog.

“Taste and Sea” Activity

Standards: The Arts #1 Creating, Performing and Participating in the Arts.
ELA#1 Language for Information and Understanding.
MST# 4 The Living Environment.

Materials: *Fish is Fish* by Leo Lionni, Blue Jell-O gelatin-one (1) 4oz. package per 4-5 students, gummy fish (approximately 5 per student), plastic zip closure bags, plastic spoons.

Procedure:

1. Prepare gelatin the night before, as per package directions. (One 4oz. package will make enough for about 4-5 students). Keep refrigerated until ready to use.
2. Give each student one zip closure bag to create their “sea”.
3. Provide the following recipe for the students:
 - Place four (4) spoonfuls of blue gelatin in bag.
 - Ad two (2) spoonfuls of gummy fish to the bag.
 - Zip the bag closed.
4. Encourage the students to gently squeeze the bag and observe the fish moving around. (Be sure to check for any food allergies prior to using this activity).
5. Students may eat their “aquariums” using their spoons.

Additional Small Group Activities or Stations:

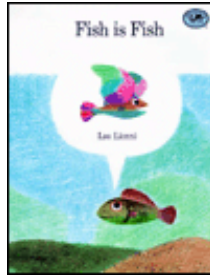
1. **Puzzle Station:** Have puzzles with fish or pond theme for students to assemble
2. **Matching Station:** Have a matching game of tiles for students to play as a group. Create “tiles” on index cards with illustrations of pond life such as frogs, fish, and plants.
3. **Technology Station:** Students can visit an interactive website where they can populate an online aquarium with

various fish and plant life. You can also integrate math by asking the students for specific amounts of fish or plants. (Ex: Place three (3) fish and two (2) seahorses in your aquarium)

Suggested website: <http://www.prongo.com/fish/index.html>

4. **Compare/Contrast Station:** Provide a Venn diagram for each student to list the similarities of frogs and fish.
5. **Book Browsing Station:** Provide an assortment of books and magazines relating to the pond or ocean theme.
6. **Video Station:** Have a TV/VCR and provide a video on pond life, fish, amphibians, or oceans.

Fish is Fish (1970)



A fish dreams of life outside of the pond. He soon finds out that the pond is the best place for a fish, thanks to his friend the frog.

Create a 3-D Aquarium Model

Standards: ELA#1 Language for Information and Understanding
MST# 4 The Living Environment.

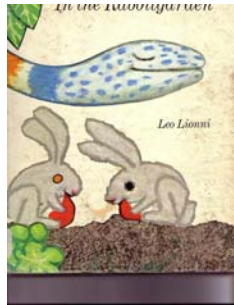
Materials: *Fish is Fish* by Leo Lionni, empty shoe boxes, roll of blue cellophane, Exacto knife, construction paper, tempera paints, brushes, newspaper, paperclips, scissors, glue, crayons, small stones, shells and/or sand.

- Procedure:**
1. Prior to the activity, make copies of the illustrations for each student(See website for free clip art of fish and ponds: <http://www.coloring.ws/t/animals/fish/2.html>)
 2. Prior to the activity, remove tops from the shoe boxes and cut a window in the top, leaving a 1” margin on all sides.
 3. Cut a piece of cellophane to fit each box top.
 4. Have students paint the shoe boxes to cover the exterior. Set on newspaper-covered tables to dry overnight.
 5. Pass out illustrations for students to color.
 6. Cut out each illustration and attach paperclip to group of illustrations.
 7. Glue the illustrations to the inside of the shoebox to create underwater scene.
 8. Glue small stones and shells to the bottom of the box.
 9. Glue blue cellophane to inside of the box top.
 10. Assemble box top and base.
 11. Create a display of aquariums in the classroom or corridor to share with other students.



Sample of Clip Art from website

In the Rabbitgarden (1975)



Despite the old rabbit's warning, two rabbits find a way to get apples without being caught by a fox.

Snake Sock

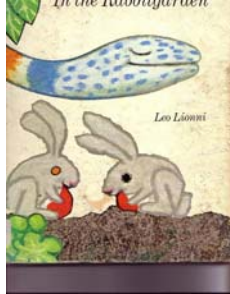
Standards: ELA# 1 Language for information and understanding.
The Arts# 2 Knowing and using arts materials and resources.

Materials: *In the Rabbitgarden*, by Leo Lionni, long sock, craft eyes, Elmer's glue or glue gun, fabric markers, sequins, beads, other craft materials, construction paper, scissors, crayons, markers

Procedure:

1. Read *In the Rabbitgarden*, by Leo Lionni
2. Students bring to school a long sock.
3. Students will decorate their snake using the materials listed above (teacher will use glue gun).
4. Students will create other characters from the story using construction paper, scissors, markers, and crayons.
5. Students will act out the story using their props.

In the Rabbitgarden (1975)



Despite the old rabbit's warning, two rabbits find a way to get apples without being caught by a fox.

Compare Fruits and Vegetables

Standards: ELA# 1 Language for information and understanding
MST# 4 The Living Environment

Materials: *In the Rabbitgarden*, by Leo Lionni, magazines, scissors, glue, large poster board, markers.

Procedure:

1. Read *In the Rabbitgarden*, by Leo Lionni
2. Students separate their poster board in half by drawing a line down the center.
3. Students use the magazines to search for fruits and vegetables.
4. Students cut and paste the fruits and vegetables on the correct side of the poster board.
5. Students share their work with the class.
6. Students add to their posters as they learn more about fruits and vegetables.

Inch by Inch (1960)



This creative book is about a fast thinking inchworm that uses his size and name to his advantage.

How Many Inches?

Standards: ELA # 1 Use language for information and understanding
ELA # 4 Use language for social interaction
MST # 3 Measurement

Materials: *Inch by Inch* by Leo Lionni, “How Many Inches?” worksheet (included in packet), photocopies of animals within the book, worm rulers (refer to next activity for instructions) or standard measurement rulers.

Procedure:

1. Ask students to show how big an inch is by using their fingers.
2. Look around the room and find objects that might be an inch long.
3. Read *Inch by Inch* by Leo Lionni
4. Pass out “How Many Inches?” worksheet to students. Read instructions with students and check for understanding.
5. Pass out photocopies of animals within the book so students can measure them (copies only needed if multiple copies of the book are not accessible).
6. Give students the opportunity to explore the room and the book to fill in the handout.
7. Allow students to compare their results with their predictions and share with classmates.

Inch by Inch (1960)



This creative book is about a fast thinking inchworm that uses his size and name to his advantage.

Worm Rulers

Standards: ELA # 1 Use language for information and understanding
MST # 3 Measurement

Materials: *Inch by Inch* by Leo Lionni, wide popsicle sticks, pencils or markers, paperclips.

Procedure:

1. After reading *Inch by Inch* by Leo Lionni, pass out Popsicle sticks.
2. Allow students the time to use the rulers or paper clips (which are roughly 1 inch) to mark their sticks (*Use your judgment, younger students may need assistance in making the inch marks accurate. Pre-made worm rulers are also a possibility*).
3. Allow students to color their rulers to make them look like the main character in the book. (These rulers can be used in any activity that requires small measurement as well as the “How Many Inches” activity).

It's Mine (1960)



Three selfish frogs spend their days quarreling until a heavy storm brings them together. This book shows the importance of sharing, as well as, working together.

Making an Origami Frog

Standards:

ELA Standard 1 – Students will read, write, listen and speak for information and understanding.

ELA Standard 4 – Students will read, write, listen and speak for social interaction.

Materials: paper (green), scissors, markers or crayons

Procedures:

1. Read *It's Mine* by Leo Lionni to students.
2. Hand out instructions for making an origami frog, paper, scissors and markers to students.
3. Students will be able to make an origami frog (directions located in the packet).
4. Students can decorate their frogs to make them look real.
5. The origami frogs are also important to Japanese culture and are carried for good luck. The word for frog in Japanese is “kaeru.”
6. Students may bring their frogs to the Lionni exhibit to view the illustration of the frogs from pages 30-31 (for good luck of course!).
7. Students can display their frogs in a special place within the class or take them home.

It's Mine (1960)



Three selfish frogs spend their days quarreling until a heavy storm brings them together. This book shows the importance of sharing, as well as, working together.

A Frog Poem

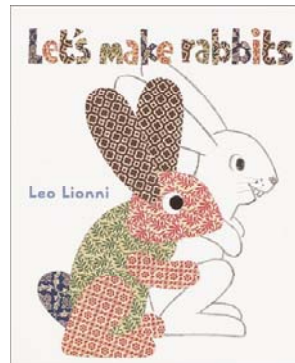
Standards: ELA # 1 – (See Above)
ELA # 2 - Language for literary response and expression.
ELA # 3 - Language for critical analysis and evaluation.

Materials: *It's Mine* by Leo Lionni, pencil, lined paper, crayons and green construction paper

Procedures:

1. Read *It's Mine* by Leo Lionni to students.
2. Make a list of words describing frogs (and possibly the characters) on the board.
3. Students will create a simple poem about frogs or their experiences with frogs (I think frogs are really cool / I once saw one in a pool)
4. Students must have a peer and the teacher, evaluate the poem (correct spelling...)
5. The poems can be written on lined paper and decorated with frogs.
6. The frog poems can be bound together with green construction paper to make a class book.

Let's Make Rabbits (1982)



This fable shares the moral; everybody is different and that makes each person special.

Everybunny is Special

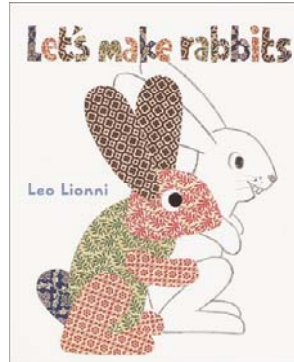
Standards: ELA#1 Language for information and understanding.
ELA#2 Language for literary response and expression.
ELA#3 Language for critical analysis and evaluation.

Materials: *Let's Make Rabbits* by Leo Lionni, wallpaper scraps, tissue paper, and /or other creative scraps you want to use, cotton balls, markers, bunny pattern (see worksheet in back)

Procedures:

1. Before reading, talk about fables and the idea that fables contain a lesson or moral. Ask the students to listen for the moral in the story.
2. Read the story and ask questions regarding the differences in the two bunnies.
3. After reading, discuss the moral; being different makes you special and you can still be friends.
4. Then have the students use the bunny pattern to create their own bunnies using the scraps and materials provided. Encourage each student to make his/her bunny different and unique.
5. Then hang the bunnies up on a bulletin board or wall space with the title "Everybunny is Special!"
6. To extend the activity, have the students write a fable using their bunnies as the main characters.

Let's Make Rabbits (1982)



This fable shares the moral; everybody is different and that makes each person special.

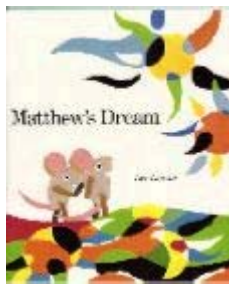
Making Shadows

Standards: ELA #1 Language for information and understanding.
MST #1 Analysis, Inquiry, and Design.

Materials: *Let's Make Rabbits* by Leo Lionni, objects to find shadows with: carrot, ruler, book, other vegetables, your bodies, chart paper, markers, and sidewalk chalk

- Procedures:**
1. After reading the story, talk about shadows (how they are formed, what is needed to create shadows, etc.) and create KWL chart.
 2. Next predict what some shadows might look like from the objects you have selected. Ask what would happen to the shadow if you rotated or turned the object around.
 3. Go outside and find the shadows of the objects: carrot, book, ruler, etc. Turn the objects around and rotate them to form different shadows. Ask why the shadow looks different.
 4. Then have the students make shadows with their bodies. A partner can trace the shadow with sidewalk chalk and label it _____'s Shadow (reinforcing possession with "s")
 5. To extend the activity, continue with a unit on shadows, or fill in the L on the KWL with this individual activity.

Matthew's Dream (1991)



Matthew dreams of becoming a painter. He lives in a dusty attic with his parents. Through his vivid dreams, he becomes more confident of his decision to create beautiful paintings.

Color and Shape Dream Collage

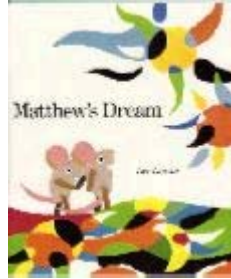
Standards: ELA#1 Language for information and understanding.
ELA#2 Language for literary response and expression.
MST#3 Mathematics.

Materials: *Matthew's Dream* by Leo Lionni, white construction paper, various colored pieces of construction paper for sun and mouse cutouts, watercolor paints, masking tape and black wiggly eyes. Pattern sheet is included in packet. Cutouts may be prepared in advance.

Procedure:

1. Read *Matthew's Dream* by Leo Lionni to students and discuss the different colors and shapes from the story.
2. Students place a few pieces of assorted size masking tape randomly on the white construction paper.
3. Paint a design on the construction paper using various colors and shapes, including over the top of the masking tape.
4. Remove the tape after the paint dries.
5. Glue the mouse and sun-shaped cutouts onto the painting to represent Matthew and his dream.

Matthew's Dream (1991)



Matthew dreams of becoming a painter. He lives in a dusty attic with his parents. Through his vivid dreams, he becomes more confident of his decision to create beautiful paintings

Treasured Object Mobile

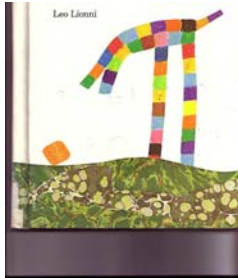
Standards: ELA# 1 Language for Information and Understanding.
ELA# 2 Language for Literary Response and Expression.
The Arts #3 Responding to and Analyzing Works of Art.

Materials: *Matthew's Dream* by Leo Lionni, clothes hangers, yarn, miscellaneous treasured objects from home, Multi-colored 3x5 cards, black markers, single hole punch.

Procedure:

1. Read *Matthew's Dream* by Leo Lionni to the students and discuss the objects that Matthew encounters in his attic.
2. Brainstorm items with students that might be found in an attic, or an item that is special to that child. Teacher models appropriate simple objects that are special to him/her.
3. Ask students to bring in four or five treasured objects (a special picture or toy, etc.) from home. It should be approximately the size of an adult's hand. Make sure they have permission from parents to bring these items into school.
4. String items to a hanger with the yarn.
5. Write the child's name on the 3x5 card with black marker. Example – John's Treasured Objects.
6. Punch a hole in the top middle section of a 3x5 card. Use a piece of yarn to attach the card to the neck of a hanger.
7. Display the mobiles from the classroom ceiling.
8. Language Arts Extension Activity – Students can write a story about their treasured objects.

Pezzettino (1975)



Little Pezzettino is so small that he is convinced he must be a part of somebody else until a wise man helps him find the truth.

Quilt

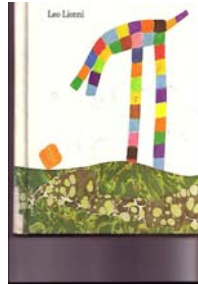
Standards: ELA # 1 Language for information and understanding.
The Arts # 2 Knowing and using arts materials and resources.

Materials: *Pezzettino* by Leo Lionni, square pieces of light colored fabric (size of choice), cardboard, masking tape, fabric markers, Elmer's glue or glue gun, sequence, beads, scissors, ruler, needle, any color thread

Procedure:

1. Read *Pezzettino*, by Leo Lionni.
2. Teacher or students use ruler to measure a square of fabric (size optional).
3. Students will cut cardboard pieces slightly smaller than the fabric.
4. Students will tape the fabric edges to the cardboard and make a flat surface.
5. Students will decorate their square using fabric markers, beads, and sequence.
6. Teacher will use needle and thread to sew the squares together to make a quilt.

Pezzettino (1975)



Little Pezzettino is so small that he is convinced he must be a part of somebody else until a wise man helps him find the truth.

Snap Cube Structures

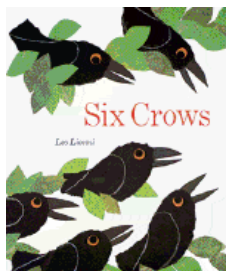
Standards: ELA# 1 Language for information and understanding.
ELA# 2 Language for literary response and expression.
MST# 3 Mathematics.

Materials: *Pezzettino*, by Leo Lionni, snap cubes, sentence strips, markers, large work area

Procedure:

1. Read *Pezzettino*, by Leo Lionni.
2. Teacher will use sentence strips to write different structures from the book and other ideas for the students to make using snap cubes (small, big, something with legs, strong, flying, weak, wide, skinny, flat etc.)
3. Students will pick a structure card and create it using the snap cubes.
4. Students will share and compare their structures.
5. Students will pick a new structure card and make another one.

Six Crows (1988)



Six noisy crows are busy trying to peck away at a farmer's wheat crop. In desperation, the farmer builds a scarecrow, which only entices the crows to make a scary kite that frightens him. The two quarreling sides continue to go back and forth to win the crop. An Owl steps in and gets them to talk out their problems and they become friends.

Six Crows Shoebox Theatre

Standards: ELA#1 Language for information and understanding.
ELA#2 Language for literary response and expression
ELA#4 Language for social interaction.

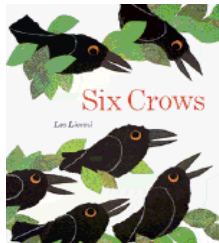
Materials: *Six Crows* book, by Leo Lionni, shoebox with slits (see diagram in back), two empty toilet paper rolls, cut butcher paper, crayons and pencils

Procedure:

1. Read *Six Crows* by Leo Lionni to students.
2. Cooperatively, children recall events as they have happened in the book, while the teacher guides and records information on chart paper.
3. Children return to their seats and are each given a strip of butcher paper. This paper is divided into spaces for however many pictures are needed or expected to depict their interpretation of the story. Students, if able, may write sentences below their pictures. (This is the screen in the movie theatre).
4. Students are now ready to thread the screen through the slits, and secure each end to an empty cardboard tube. Students may decorate their theatre as they see fit.
5. Children may share their shows and enjoy others!

Six Crows (1988)

Six noisy crows are busy trying to peck away at a farmer's wheat crop. In desperation, the farmer builds a scarecrow, which only entices the crows to make a scary kite that frightens him. The two quarreling sides continue to go back and forth to win the crop. An Owl steps in and gets them to talk out their problems and they become friends.



Six Crows Song

Standards: ELA#1 Language for information and understanding.
ELA#2 Language for literary response and expression.
ELA#4 Language for social interaction.

Materials: Song enlarged on chart paper (see back for words and music), piano or tape with recorded song and tape player.

Procedure:

1. Teacher reads the song from chart paper while children listen.
2. Teacher and children sing the song together.
3. Teacher and children sing the song together.

The Biggest House in the World (1968)



A snail learns the importance of living simply after his father tells him a story about a snail who tried to have the biggest house in the world.

Beautiful Snails

Standards: The Arts #2 Knowledge and Using Arts Materials and Resources.

Materials: *The Biggest House in the World* by Leo Lionni, snail pattern (located in packet), construction paper, pencils, glue, glitter glue, crayons, markers, yarn, buttons, stickers, stamps, ribbons, construction paper scraps, foam pieces, macaroni or other materials.

Procedure:

1. Read *The Biggest House in the World* by Leo Lionni to students.
2. Have each student trace with a pencil the snail pattern on construction paper.
3. Cut out snail pattern.
4. Students can decorate or color their snail with the materials given.
5. Students can share their finished product with each other and explain why their snail is beautiful.

The Biggest House in the World (1968)



A snail learns the importance of living simply after his father tells him a story about a snail who tried to have the biggest house in the world.

Delicious Houses

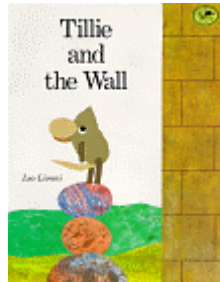
Standards: Home Economics#1 Personal Health and Fitness.

Materials: *The Biggest House in the World* by Leo Lionni, small (empty) milk cartons, butter knife, wax paper, graham crackers, white frosting/icing, and a variety of bulk candy (M&M's, Gummi Bears, Skittles, Sprinkles and other edible toppings).

Procedure:

1. Read *The Biggest House in the World* by Leo Lionni to students.
2. To save on time, teachers could prepare the houses by frosting graham crackers and placing one on each side and top of the small milk carton.
3. Distribute one milk carton to each student on a sheet of wax paper.
4. Each student can decorate his or his Gingerbread House from the different toppings.
5. Students can then gobble up their Gingerbread Houses or allow them to dry and use them as decorations year after year.

Tillie and the Wall (1989)



Come dream with Tillie, the mouse as she tries to imagine what may be on the other side of the wall.

Make a New Ending

Standards: ELA#1 Language for information and understanding.
ELA#2 Language for literary response and expression.
The Arts#2 Knowledge and Using Arts Materials and Resources.

Materials: *Tillie and the Wall* by Leo Lionni, markers, crayons, construction paper

Procedures:

1. Read *Tillie and the Wall* by Leo Lionni up to the black pages in the middle of the book
2. Have students each draw a picture on construction paper of what he/she thinks will be on the other side of the wall.
3. Students will write a new ending to the story based on their pictures.
4. Students share pictures with the class.
5. Teacher reads the ending to the story.

Tillie and the Wall (1989)



Come dream with Tillie, the mouse as she tries to imagine what may be on the other side of the wall.

Interactive Bulletin Board

Standards: ELA#1 Language for information and understanding.
ELA#2 Language for literary response and understanding.

Materials: *Tillie and the Wall* by Leo Lionni, yarn, pre-created bulletin board.

Procedure:

1. To save on time, teacher will create brick wall as illustrated in *Tillie and the Wall*, for students drawings from activity #1.
2. Pictures will then be displayed on one side of the bulletin board.
3. Students sentences will be placed on the opposite side.
4. As a class, they will discuss which sentence belongs with which picture.
5. Once the class has agreed on the matches, each student will receive a piece of yarn to connect the sentence strip with the corresponding picture.

Author's Works

Books in bold are included in the packet

- A** **Alexander and the Wind-Up Mouse (June, 1969)**
The Alphabet Tree (October, 1968)
- B** A Busy Year (January, 1992)
- C** A Color of His Own (November, 1976)
Colors to Talk About (March, 1985)
Cornelius: A Fable (March, 1983)
- E** **An Extraordinary Egg** (November, 1994)
- F** **Fish is Fish** (May, 1970)
A Flea Story (April, 1977)
Fredrick (July, 1967)
Fredrick's Fables: A Treasury of 16 Favorite Leo Lionni Stories
(September, 1985)
- G** Geraldine the Music Mouse (August, 1979)
- I** **Inch by Inch** (September, 1995)
It's Time (October, 1989)
In the Rabbitgarden (April, 1975)
It's Mine! (April, 1986)
- L** Leo Lionni's Favorites: Six Classic Stories (March, 1994)
Leo Lionni's Little Mice Tales (October, 2003)
Letters to Talk About (March, 1985)
Let's Make Rabbits (1982)
Let's Play (1993)
Little Blue and Little Yellow (October, 1999)
- M** **Matthew's Dream** (1991)

Mouse Days: A Book of Seasons (September, 1981) Hannah Solomon
Mr. McMouse (September, 1992)

N Nadarin (October, 2002)
Nicolas, Where Have You Been? (April, 1987)
Numbers to Talk About (March, 1985)

O On My Beach There are Many Pebbles (1961)

P **Pezzettino** (September, 1975)

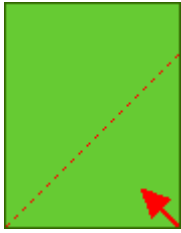
S **Six Crows (April, 1988)**
Skinny Bones (July, 1997) Barbara Park
Swimmy (December, 1987)

T **The Biggest House in the World** (October, 1968)
Tico and the Golden Wings (1964)
Tillie and the Wall (April, 1989)
The Green Tail Mouse (Feb, 1973)
Theodore and the Talking Mushroom (November, 1971)

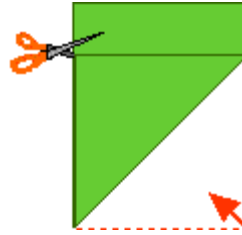
W What? Pictures to Talk About (October, 1983)
Where? Pictures to Talk About (October, 1983)
Who? Pictures to Talk About (October, 1983)
Words to Talk About (March, 1985)

Books Available in Spanish or French

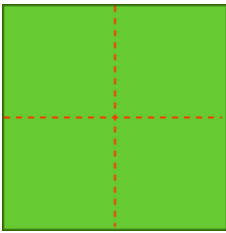
El Sueno De Matias (March, 1998)
Petit-Bleu Et Petit-Jaune (December, 1999)
Piccolo Blu E Piccolo Giallo
Pouce Par Pouce (December, 1961)
Prohibido a Los Gatos!: El Ano Del Raton (September, 1998)
Pulgada a Pulgada (December, 1961)



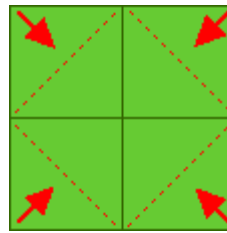
Step 1: Fold one corner of a square piece of paper over to the adjacent side.



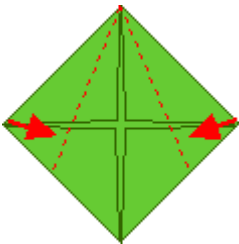
Step 2: Cut off the small rectangle, forming a square (which is already in triangle form).



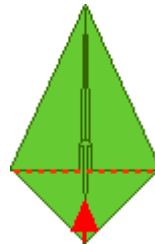
Step 3: Open the triangle into a square. Fold into four sections like shown.



Step 4: Fold each of the four corners to the center point



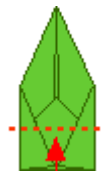
Step 5: From that shape, fold each of the two top edges to the center line.



Step 6: From that shape, fold the triangle at the bottom upwards.



Step 7: Fold the bottom two corners to the middle of the bottom edge (so the points touch).



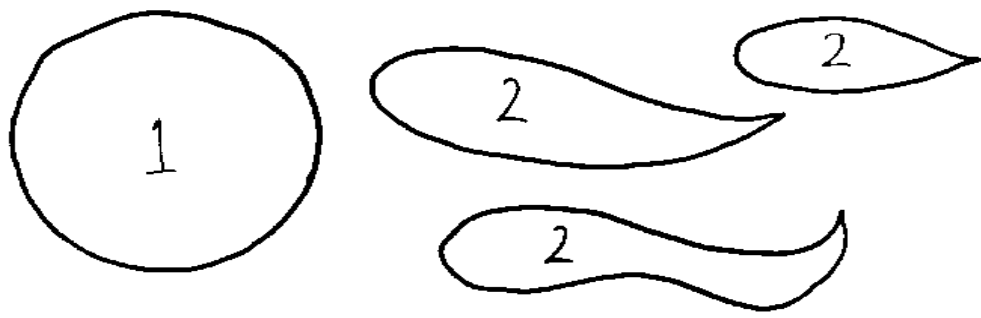
Step 8: Fold the bottom portion upwards along the dotted line.



Step 9: Fold the top half of the lower rectangle down toward yourself. This forms the frog's legs.



Step 10: Give your frog a head by folding a small part of the upper point downwards (press the "x" to make the frog jump!)



Sun and Rays Patterns

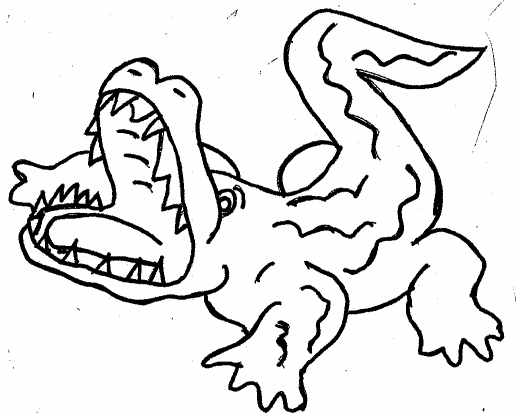
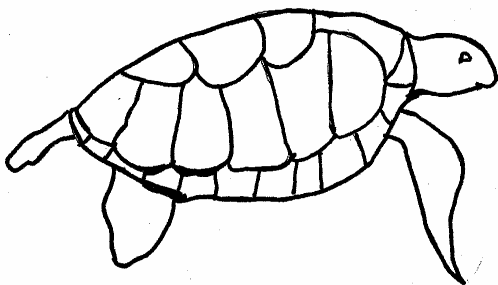
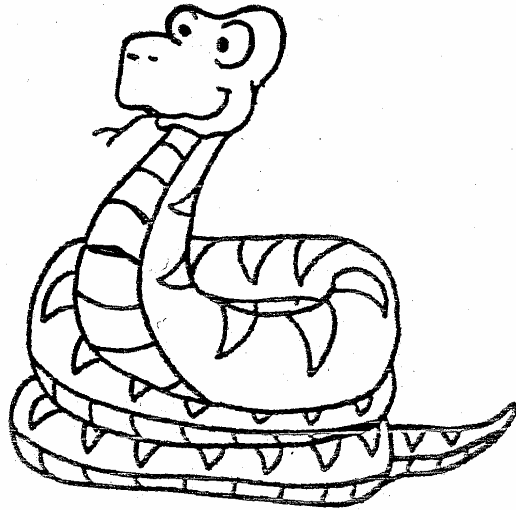
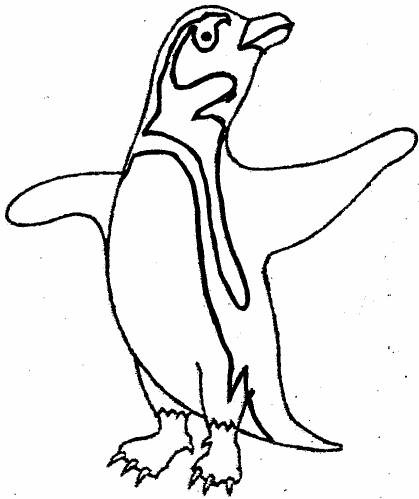
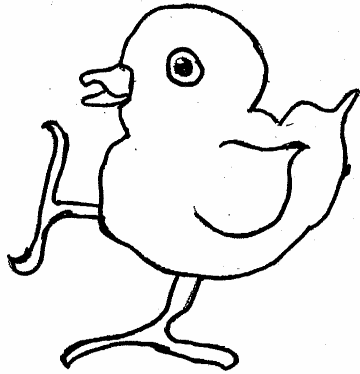
- 1. Sun pattern: cut 1
- 2. Rays pattern: cut 2 each

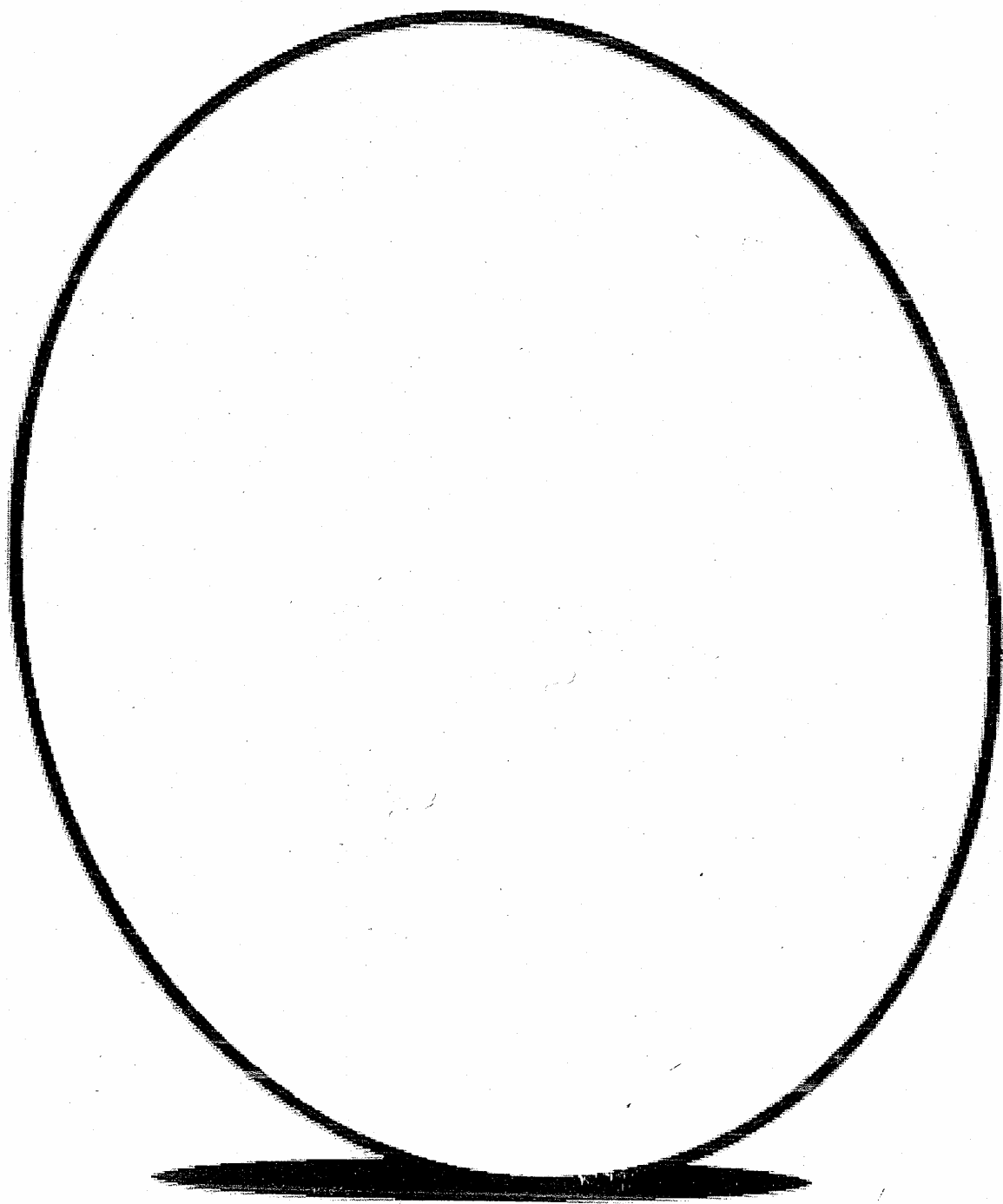


Mouse Pattern

- 3. Body: cut 1
- 4. Tail: cut 1
- 5. Arms/legs: cut 4
- 6. Ear: cut 1

Matthew's Dream Pattern Sheet







Name _____

How Many Inches?

Inch by Inch By Leo Lionni

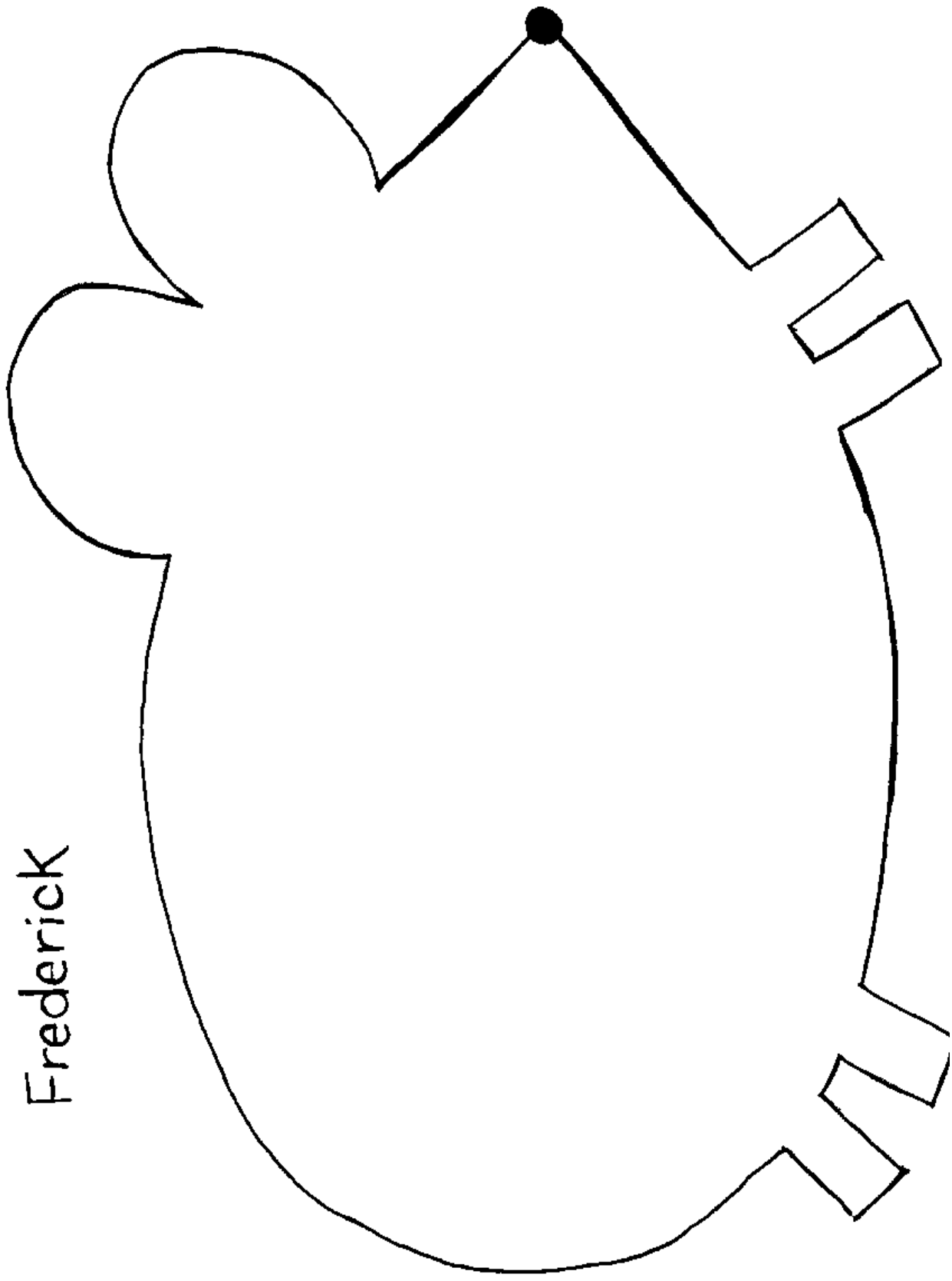
Now It's Your Turn!

Go back to the book and guess how many inches the inchworm measured. The chart below tells you which three animals to start with. The last three are left blank so you can measure anything you want. Remember, **guess** how many inches first. Next, use your worm rulers to find out how many inches it really is!

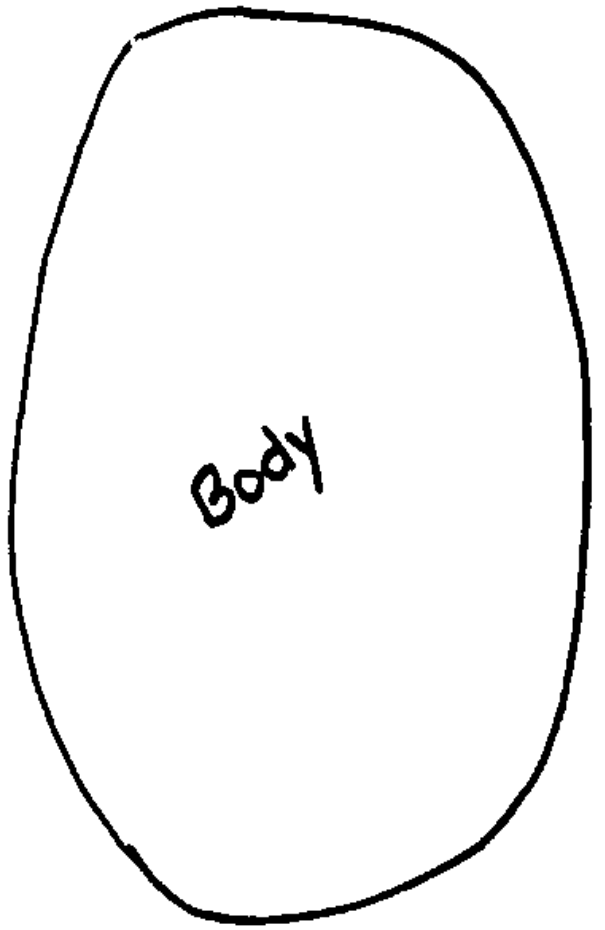
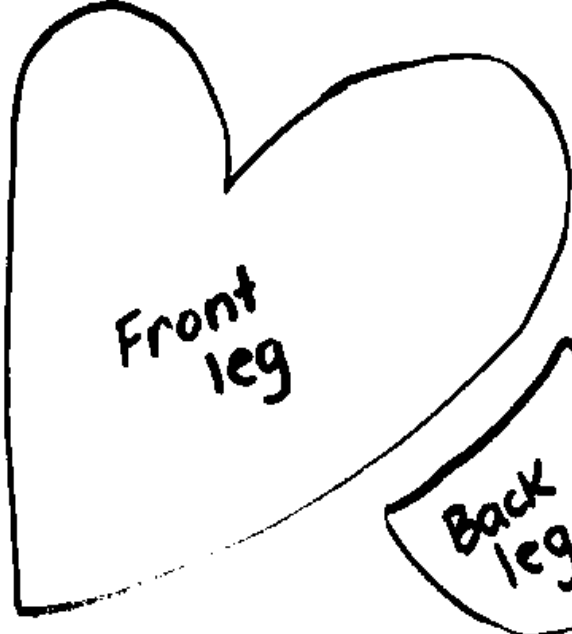
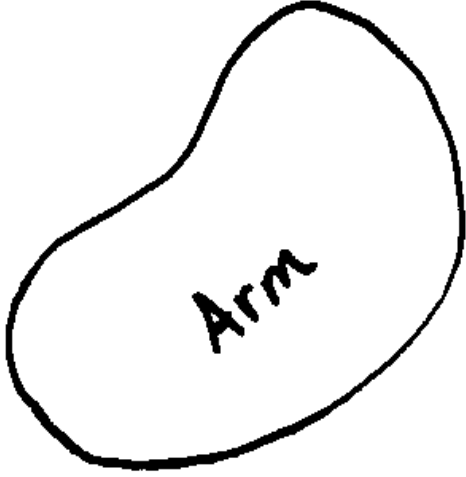
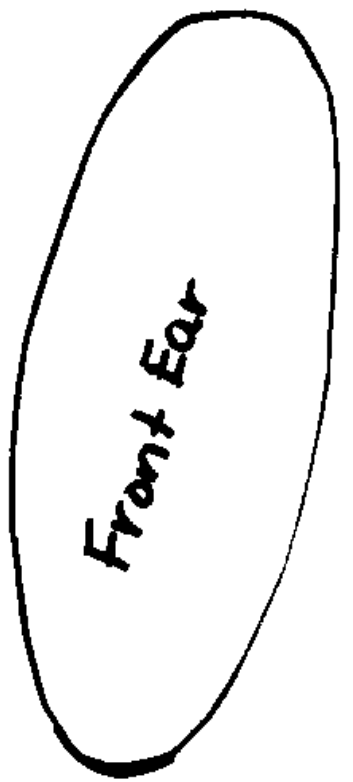
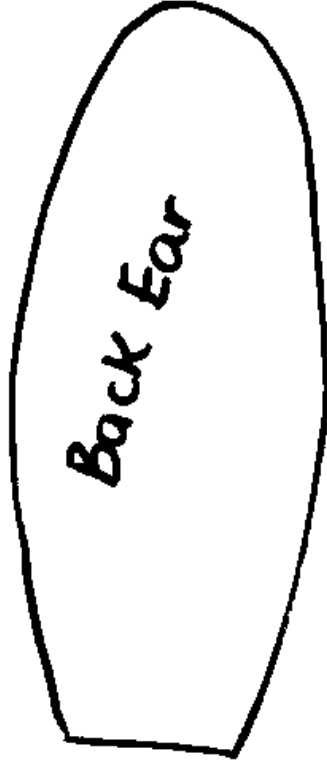
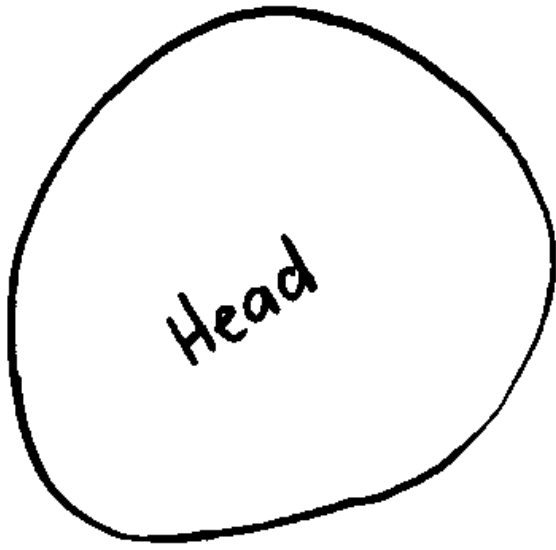


<u>Things You Measure</u>	<u>How long do you think it is?</u>	<u>Actual</u>
<u>Length</u>		
Toucan's beak	_____ In.	_____ In
Pheasant's Tail	_____ In.	_____ In.
Humming Bird	_____	_____ In.
_____	_____	_____
_____	_____	_____
_____	_____	_____

QuickTime™ and a TIFF (Uncompressed) decompressor are needed to see this picture.



Frederick



Leo Lionni Packet Response Sheet

District _____

Grade _____

Please check the activity if you used it with your students.

Book	Activity #1	Activity #2
An Extraordinary Egg		
Alexander and the Wind-up Mouse		
Fish Is Fish		
Frederick		
In the Rabbitgarden		
Inch By Inch		
It's Mine		
Let's Make Rabbits		
Matthew's Dream		
Pezzettino		
Six Crows		
The Biggest House in the World		
Tillie and the Wall		

Will you or did you attend the Castellani Art Museum exhibit? _____

How did you hear about the exhibit? _____

Have you seen the Leo Lionni Brochure? _____

How did you learn about the Leo Lionni Teacher Resource Packet?

Additional comments: _____

Thank you for taking the time for filling out this questionnaire. Please return to:

Ms. Sandra Gorney, Coordinator of Education
Castellani Art Museum
Niagara University, NY 14109