Many experts agree that high-quality television can be an excellent supplement to active learning in the classroom and at home. This guide contains activities for children ages 3 to 6, each activity incorporating a theme or topic related to an episode of "Arthur" presented during the program's third season on the Public Broadcasting System. The guide presents 30 activities that can be done with materials commonly found in the home or classroom and that are designed to build school readiness skills, especially early and emergent literacy skills. All activities either have components for older and younger children or are adaptable for different ages. Many activities also include child-centered learning areas, based on the themes of the activities and episodes, that allow children to explore on their own. Each activity describes the skills addressed, the needed materials, and easy-to-follow directions. Many activities also include ways for children to be active within their neighborhoods, ideas for involving parents and family members, suggestions for learning centers, ways to enrich and extend the activity beyond the one-day period, and ideas for group discussion. Also included in the guide are "Arthur" episode descriptions, recipes, a resource list, suggested "Arthur" book titles, and an "Arthur" coloring sheet. (KB)
Dear Educator:

Libby's Juicy Juice has been a proud sponsor of the award-winning PBS series ARTHUR™ since its debut in 1996. Promoting literacy has always been a priority for us through a long-standing relationship with Reading Is Fundamental. We believe that ARTHUR is another dynamic tool for encouraging children to improve their reading and writing skills.

Because we share the same commitment to enhancing the development of young children, we applaud the efforts of PBS in producing quality educational television.

Libby’s Juicy Juice hopes that these materials will be a valuable classroom resource to teach your students the lessons and activities that complement ARTHUR programming.

Happy reading! Libby’s Juicy Juice
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About this Guide

In the Fall of 1997 Play and Learn with Arthur, Volume 1, was published. Since then, we have heard from child-care providers, teachers, and parents about how much children enjoy the hands-on activities in the guide. To accompany the new episodes for the third season of the Emmy award-winning PBS series, we have created Play and Learn with Arthur, Volume 2. Developed with a team of preschool educators, Volume 2 has 30 activities that can be done with materials commonly found in the home or classroom. The activities are designed to build school readiness skills, especially early and emergent literacy skills, for children ages 3–6. All activities either have components for older and younger children or are adaptable for different ages. Many activities also include child-centered learning areas, based on the themes of the activities and episodes, that allow children to explore on their own.

Although each activity—one for every program—incorporates a theme or topic related to the ARTHUR episodes, the activities can easily be used independently of the series. However, many experts agree that high-quality television can be an excellent supplement to active learning. Classrooms and families can use educational television to discuss issues and enjoy new experiences. For children, watching and talking about the ARTHUR series often lead to reading and enjoying the Arthur books.

Children feel a connection to ARTHUR because they can identify with the characters’ everyday experiences and dilemmas. For this young age group, we have created primarily hands-on activities, but we encourage you to explore the issues raised in the episodes. We often suggest ways to engage children in discussion. By watching and talking about ARTHUR, children can improve their social skills, solve problems, and think creatively. It is our hope that this activity guide conveys Arthur’s enthusiasm for learning and inspires children to investigate the world around them.

This guide is a companion volume to Play and Learn with Arthur, Volume 1. To order a free copy (be sure to specify “Volume 1”), contact:

Play and Learn with Arthur, Volume 1
Educational Print and Outreach
WGBH
125 Western Avenue
Boston, MA 02134
phone: (617) 492-2777, ext. 3848
fax: (617) 787-4733
e-mail: WGBH_Materials_Request@wgbh.org

Check out the Arthur Web site at www.pbs.org/arthur
### About the Activities

Each 12-minute *Arthur* program has a corresponding activity, indicated below. To help you access activities that support your learning objectives, the title of the activity is listed along with the content area and skills the activity covers. The indexes on pages 26-27 also list the content areas and skills of the activities, as well as the content areas of the Learning Centers.

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**Activity Skills**

Each activity in this guide has been designed to address the specific needs of preschool- and kindergartened-aged children and to support the development of the skills outlined in this chart.

**Skills**

- **Social and emotional development**: Through discussion, role-playing, and cooperative games, children explore issues such as sibling rivalry, friendship, jealousy, sharing, and fears. Strengthens self-awareness and self-esteem; provides information and support.

- **Language and literacy skills**: Letter, word, and shape recognition; vocabulary development; storytelling; oral presentation; and writing are infused throughout the activities. Provides opportunities to practice and enhance language and literacy; fosters an appreciation of books and reading.

- **Creative thinking and problem-solving skills**: Role-playing, brainstorming, cooperative games, art, and music activities encourage children’s imaginative play and help build problem-solving skills. Encourages children to formulate solutions, stretch their imaginations.

- **Gross motor skills/creative movement skills**: Active play, dance, and gymnastics promote exercise and creative movement. Encourages body awareness and control, enjoyment of dance as expression.

- **Life skills**: Role-playing, cooking, field trips, and games make topics such as fire safety and nutrition fun and easy to understand. Offers essential, practical information and experience.

- **Math skills**: Activities about counting, estimating, graphing, sorting, and recognizing patterns introduce mathematical concepts. Builds familiarity with numbers and simple math concepts.

- **Science skills**: Observing, experimenting, and making predictions help children learn about the natural world, scientific phenomena, and scientific method. Emphasizes simple science concepts and provides opportunities for hands-on exploration.

- **Art skills/music skills**: A variety of media, including drawing, painting, singing, and making musical instruments introduce art and music. Builds appreciation for the arts and artistic expression.

- **Cultural/social diversity appreciation and understanding**: Discussion, books, role-playing, and games encourage children to understand and appreciate multicultural perspectives. Develops self-respect and a respect for others; encourages children to value new experiences.
Discussing their accomplishments and creating illustrations of things they have learned to do help children develop and improve
- art skills
- language and literacy skills (vocabulary)
- social and emotional development (self-esteem, self-expression)

**Materials**
- art supplies
- paper

Learning something new often helps you change and grow inside. Tell children about a skill you learned that made you feel different. Invite children to share how they felt when they learned to do something new, like tying their shoes, pouring juice, writing their name. You may want to define some new words for them, such as “proud.”

Children can create illustrations representing themselves doing something they have learned. Hang the pictures in a gallery of accomplishments called “I Can...” Older children might want to draw a picture of what they want to do when they grow up.

**In the Learning Center**

**Science Center**

To show children that change is sometimes visible, make a cut on the bottom of a leafy stalk of celery and place it in a glass of colored water (use lots of food coloring). Have children observe how the celery changes color and draw the stages of change in an “observation journal.”

**Songs in the Key of Buster**

Making up new words to a familiar song helps children develop and improve
- creative thinking skills
- language and literacy skills
- music skills

**Materials**
- chart paper
- marker

The minstrel moose in “The Ballad of Buster Baxter” makes up songs to tell Buster’s story. Children can make up their own songs about the Arthur characters too. Use the tune of a familiar song, such as “If You’re Happy and You Know It.” Then have the group think of words and movements about the Arthur characters to use instead. *If Buster is happy and he knows it, he wiggles his ears. If D.W. is angry and she knows it, she stamps her feet.* Write the new song on chart paper, pointing to the words as you sing. Teach the song to another class.

**Family Connection**

Give family members some tips on how to help their children appreciate different types of music. They can borrow tapes and CDs from their local library or from friends, listen to different radio stations in the car, and check their community newspaper for free musical events like concerts and parades.

**The Ballad of Buster Baxter**

_A minstrel moose sings the story of Buster Baxter, who worries that his friends have changed while he was away._
Becoming familiar with fire safety helps children develop and improve
- life skills
- problem-solving skills

**Materials**
- audiocassette tape
- tape recorder

It's important for children to learn fire safety, although the idea of a fire drill may make them nervous. Tape record sounds of a fire alarm, smoke detector, and a fire truck. Let children listen and control the volume to become accustomed to the noises.

Have a firefighter from your local fire department visit the class. He or she can talk about being a firefighter, show the uniform and mask, and talk about what to do in a fire drill (for example, lining up quickly and quietly; exiting in an orderly manner; meeting at a predesignated area). Fire departments often have stickers for kids and handouts about fire safety you can send home.

**In the Learning Center**

**Drama Center**
Set up a pretend fire station by providing fire hats, flashlights, short lengths of hose, a step stool, etc.

**Library Center**

**Community Connection**
Take a walk and have children look for signs that start with different letters—s for stop, w for walk, etc. Younger children might also name shapes they see.

**I'd Rather Read It Myself**
*program number 302*
The Tibble Twins seem able to do everything better than D.W., but they're really impressed when she tells them she can read. Can she?
Creating toy boats helps children develop and improve
- art skills
- creative thinking skills
- language and literacy skills

**Materials**
- art supplies
- clay
- colored paper
- scissors
- toothpicks
- wooden clip clothespins (with the metal springs removed)

Arthur's friend Muffy uses her yacht to go whale watching. Invite children to make toy yachts of their own. Have each child glue the two halves of a clothespin together to make a boat; a hole will remain near the center. While the glue is drying, have children cut a 2-inch-square sail out of paper. Insert a toothpick mast through each sail. Place clay into the hole in the boat and insert the mast.

Children can decorate their boats and masts. Launch the boats in the water table, add some toy whales, and you're off for some whale watching fun!

**Take It Further**
Read aloud books about whales to learn where they live, what they eat, how they breathe, how big they are, and how they are different from fish. Have children write and illustrate the findings on an “All About Whales” bulletin board.

---

**Do It Together**

Participating in cooperative games helps children develop and improve
- gross motor skills
- social and emotional development (cooperation)

**Materials**
- blankets
- lots of balls
- masking tape

As the Brain discovers, working together can be fun and productive! Have children try these cooperative games.

**Ants in a Line**: The ants (children) have to move the pebbles (balls) blocking their anthill from one area of the room to another. First, have each child try to move all the balls in one trip. Then have children work together by lining up and forming a pebble brigade to pass the pebbles from ant to ant.

**Scratch My Back**: All of the bears (children) in Honey Hollow have an itch (piece of masking tape) right in the center of their backs. Have kids try to remove the masking tape by themselves. Then, have them work with a partner to “scratch” the itch.

**Picnic Blanket**: The rabbits (children) have had a lovely picnic at the seaside, but now it’s time to go home. Have rabbits work alone and then in pairs to fold the picnic blankets.

---

**Arthur Goes Crosswise**

Program number 303

Arthur's been acting just like Muffy ever since he went out on her yacht. Vomitrocious! Can he be “de-Muffified”?

---

**Sue Ellen and the Brainosaurus**

Program number 908

Sue Ellen and the Brain are paired up for a class project, and Sue Ellen expects them to work as a team. Will the Brain tolerate anyone messing with his perfect A?
May I Take Your Order?

Planning and creating a play restaurant and role-playing different jobs help children develop and improve

- creative thinking skills
- cultural/social diversity appreciation and understanding
- language and literacy skills
- life skills
- math skills

Materials

- cardboard
- clay
- food magazines, supermarket flyers
- glue
- restaurant supplies such as aprons, plastic spoons, forks, cups, plates, trays, play money, cash register, pots and pans, small pads of paper, pencils, tables, chairs, and placemats

Young children love to engage in pretend play of real-life occupations. Help children create their own restaurant. Brainstorm with the group a list of all the supplies they'll need.

Provide restaurant supplies. Children can make menus by cutting food pictures out of magazines or supermarket flyers and gluing them on cardboard. They can also make food out of clay. Discuss what you might hear in a restaurant: *May I take your order? This is delicious! Thank you; come again.* Let children take turns role-playing customers, waiters and waitresses (taking orders by writing or drawing), cooks, and cashiers.

In the Learning Center

Cooking Center

Provide children with ingredients for a “burger” snack—rice cakes and apple butter; round pieces of bread (use a cookie cutter) and jam. (Be aware of food allergies.)

Background Blues

*program number 304*

While exploring her family background, Francine imagines all kinds of exciting ancestors. But she learns to be proud that her grandfather used to own a restaurant.

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Twinkle, Twinkle, Little Star

Describing and performing things they're good at help children develop and improve

- cultural/social diversity appreciation and understanding
- language and literacy skills
- social and emotional development (self-esteem)

Materials

- art supplies
- large-appliance cardboard box
- video camera (optional)

Most children will never appear on television, but they're all stars in their own right. Help children think of things they’re good at—dancing, counting, singing, reciting a rhyme. They can make a television by cutting the center out of the opposite sides of a box, then drawing dials, buttons, and knobs. Have children step into the box one at a time so they look like they are on TV to those who are watching. Children can describe what they are good at and, if possible, perform their special skills. Videotape the show, if you have a camera, so everyone can see themselves on TV.

In the Learning Center

Art/Writing Center

Children cut out a star shape from silver paper or aluminum foil. Help them write their names on the stars. Hang the stars for a year-round constellation of class stars.

And Now Let’s Talk to Some Kids

*program number 304*

The Magic Toolbox show is coming to Mr. Ratburn’s class to put the kids on TV! The children prepare to showcase their talents for stardom.
Counting and creating a bar graph help children develop and improve
- math skills

**Materials**
- chart paper
- circle stickers
- counters (beads, bottle caps, etc.)
- cups
- marker
- stickers

Talk with children about vegetables and what can be made from them (like potato chips!). Have children practice counting by voting for their favorite vegetables. First make a list on chart paper of all the vegetables kids can think of, adding pictures for nonreaders.

Give each child a cup and enough counters to represent the whole class. While the tallying is going on, have children place one counter in their cup for every “vote,” and then empty their cup for the next tally. Write the number of votes next to each vegetable on the list. You can also show the results with a bar graph on chart paper.

Children place a sticker in their preferred vegetable row.

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Creating “smile umbrellas” and going on a newspaper hunt help children develop and improve
- art skills
- creative thinking and problem-solving skills
- language and literacy skills (letter/word/shape recognition)
- life skills

**Materials**
- chart paper
- marker
- newspapers
- oaktag stencil of an umbrella
- scissors
- tape

In “Revenge of the Chip,” the newspaper article “Let a Smile Be Your Umbrella” embarrassed D.W. Here are two fun newspaper activities for kids.

**Newspaper Umbrellas:** Help children trace the umbrella stencil and cut umbrellas out of newspaper. Have each child dictate to you what makes him or her smile, and write it in bold letters on the umbrella. Hang the Smile Umbrellas around the room.

**Newspaper Hunt:** Have children look through newspapers to find various pictures of items you choose, such as a picture of a baby, the number 5, the letter K, etc. Write the items, with sketches for nonreaders, on chart paper for all to see. When children find an item, they cut it out and tape it to the chart paper.

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**In the Learning Center**

**Writing Center**

Some potato chips are green because the potatoes were immature when harvested or the soil did not cover the potato. Have children draw pictures of their own theories of why green potato chips exist, then label or dictate their explanations.

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**Revenge of the Chip**

_**program number 305**_

D.W. just can’t live down that green potato chip story. When it hits the local paper, she figures she'll have to wear a football helmet for the rest of her life.
**Learning letters and drawing with chalk helps children develop and improve**
- art skills
- fine motor skills
- language and literacy skills (letter/word recognition, vocabulary development)

**Materials**
- black paper
- chalk
- glue
- rough-grit sandpaper
- scissors
- stiff paper or board

Binky’s name mysteriously appears in chalk all over the school in “Binky Rules.” Try this Mystery Name Rub. First, cut the letters of the alphabet from the sandpaper and glue them to a large, stiff piece of paper or board. (You can keep this sandpaper alphabet in the classroom for future alphabet activities.)

Have children take turns selecting the letters of their names from the sandpaper alphabet. Younger children can select just their initial. Children place black paper over the sandpaper letters and rub with sidewalk chalk. As children rub, their names mysteriously appear on the black paper!

**In the Learning Center**

**Library Center**
Provide books about drawing such as *Harold and the Purple Crayon* by Crockett Johnson and *The Paper Princess* by Elisa Kleven.

**Meet Binky**

*program number 306*
Arthur and the gang have tickets to see the band called Binky—the newest, hottest craze in Elwood City.
Experimenting with musical sounds helps children develop and improve
- creative thinking and problem-solving skills
- music skills
- science skills (observing, predicting)

**Materials**
- 8 glasses
- food coloring (optional)
- spoon
- water

In “Arthur Rides the Bandwagon,” Arthur starts a fad by playing music with a juice cap. Help children make their own unusual instrument with water, glasses, and a spoon!

Pour varying amounts of water into each glass, increasing the water level so that the last glass contains the most water. Use food coloring to create a rainbow effect. Place the glasses in a tub to avoid spills. Show children how to tap the glasses gently with a spoon to hear higher and lower notes. (This activity should be supervised by an adult at all times.) Ask them to predict how the sound will be affected by the different amounts of water. Children can then make wonderful water music.

**Family Connection**

Have family members come in and teach the group a song that was popular when they were children.

Arthur Rides the Bandwagon
program number 307

Arthur tries to avoid the new fad toy called Woogles. But when all his friends have one, he feels left out.

Dictating their own versions of recipes helps children develop and improve
- creative thinking and problem-solving skills
- language and literacy skills
- life skills

**Materials**
- art supplies
- illustrated cookbooks, food magazines
- paper

Arthur’s dad cooks some pretty strange things, like cinnamon toast soufflé. Invite children to find pictures of yummy food in cookbooks and food magazines. Ask them to tell you how to make the food and write down their instructions. You may need to ask questions like, What ingredients do you need? How long do you cook it? Encourage children to use specific words to describe color, size, shape, texture, and taste. The recipes can be hilarious, so try to keep a straight face!

Have children illustrate their recipes.

Photocopy all the recipes and compile them in a class cookbook (see page 21 for instructions). Insert each child’s original recipe and drawing in their book. Don’t forget to add a dedication!

**Take It Further**

Help kids cook something from a children’s cookbook such as Pretend Soup by Mollie Katzen and Ann Henderson.

Dad’s Dessert Dilemma
program number 307

Arthur is embarrassed by Dad’s dessert experiments, until his friends try one and love it. Soon Arthur is volunteering Dad to provide desserts for them.
Thumbs Up!

Observing their own thumbprints and creating thumbprint animals help children develop and improve
• art skills
• cultural/social diversity appreciation and understanding

Materials

- art supplies
- magnifying glasses
- washable rubber stamp inkpad
- white paper

What do thumbprints and snowflakes have in common? They’re unique—no two thumbprints or snowflakes are the same. Help children press their thumbs on an inkpad, and then on paper. Let children observe their thumbprints with a magnifying glass. What do they notice?

After the thumbprints are dry, invite children to use markers and crayons to turn the thumbprints into animals—two thumbprints side by side become a butterfly with the addition of a body, head, antennae, and spots. Other easily made thumbprint animals are fish, ladybugs, bumblebees, frogs, mice, and spiders. (See Ed Emberley’s Great Thumbprint Drawing Book for more examples of thumbprint art.)

In the Learning Center

Library Center
Enjoy books such as The Mixed-up Chameleon by Eric Carle and Amazing Grace by Mary Hoffman, which stress the power of a positive self-image.

Emotion Locomotion

Naming feelings and marching in a parade to express them help children develop and improve
• gross motor skills/creative movement skills
• music skills
• social and emotional development

Young children experience a wide range of emotions that they might not be able to name yet. Discuss different emotions. Then model some facial expressions and body movements and have kids name the emotion you are portraying. Invite children to march in a “Parade of Feelings.” Encourage them to be dramatic with their bodies and facial expressions. Try angry feelings—how would they march if they were angry? Scared, sad, or happy? How about a proud parade? Or bored? Finally, let children have a silly parade. Encourage everyone to make funny faces and get their friends to laugh!

You might want to end your parade by playing a silly song you can easily add verses to, such as Down by the Bay and Iko, Iko. Encourage kids to suggest other songs they like and to say how those songs make them feel.

Popular Girls

program number 308
Sue Ellen and Fern take a popularity quiz. The results tell them they’ll have to change their personalities to make everyone like them.

Program Discussion: Talk with children about the importance of being yourself. Emphasize how good it is that people, like snowflakes and thumbprints, are unique.

Buster’s Growing Grudge

program number 308
Buster makes up a joke, which he thinks is guaranteed to get him an A on a school report. But when Binky tells the class his joke, Buster is furious.
The Big Dig

Participating in an archaeological “dig” and creating a museum help children develop and improve:
- art skills
- language and literacy skills (vocabulary)
- science skills
- social and emotional development (cooperation)

Materials
- paint brushes
- sand
- sifter or kitchen strainer
- shovels and spoons
- variety of small items (for example, toy dinosaurs, beads, feathers, shells), enough for each child to have one

Invite children to join you on an archaeological dig. Fill an empty water table or tray with sand and bury small items in it. Children can use archaeologists’ tools—spoons, brushes, sifters—to find the hidden objects. Divide the class into two groups to facilitate the dig. Bury half of the items and send the first group to the site. When they have unearthed those objects, bury the rest of the objects and send the second group over.

Help children set up a “museum” to display their discoveries. Older children may enjoy writing labels for the artifacts. Discuss what kinds of objects are found in museums, using and defining words such as museum, fossil, ancient, etc.

Take It Further
Make Fossil Clay (see page 21) and let each child create a fossil.

Arthur’s Treasure Hunt
program number 309
How can Arthur become a famous discoverer of lost civilizations when his mom won’t let him dig up the backyard?
Program Discussion: Stop the program after D.W. warns Arthur not to dig in the yard. Ask, What do you think Arthur should do?

On Your Mark

Participating in a Class Olympics helps children develop and improve:
- creative thinking and problem-solving skills
- gross motor skills/creative movement skills
- social and emotional development (self-esteem)

Create your own Class Olympics! Try to hold your Olympics outside, or put mats on the floor indoors. Remind children that the object is not to win but to have FUN!

Obstacle Course: Children plan and create a course they can go over, under, around, and through.

Balloon Volleyball: Children on either side of a taut string bat a balloon over the string.

Tumbling Tornadoes: Let kids tumble as they wish. Be sure to supervise!

Cross the Brook: Using tape or chalk, make two lines that are a foot apart. Children hop or run across the “brook.” They can work together to build a “bridge” with classroom materials.

Cooperative Race: Partners link a part of their bodies together (such as elbows or hands) and run to a finish line.

In the Learning Center

Art/Writing Center
Have children create their own Olympic medals and hold a medal ceremony.

Return of the King
program number 309
At a field trip to the Renaissance fair, Mr. Ratburn’s class can’t seem to win any events against the class led by his former teacher and archrival, Mr. Pryce-Jones.
Differentiating between safe play and aggressive, unsafe play helps children improve social and emotional development.

**Materials**
- art supplies
- paper
- puppets

As the Tibble Twins learned, it’s important to be respectful to others when playing. Discuss safe play with children and suggest some rules. Encourage them to add rules too. Create a list of the guidelines and post it on chart paper. For example:

**Safe Play Rules**
- DO ask if someone else wants to play.
- DO take turns.
- DON’T hit, push, kick, or bite.
- DON’T wreck another child’s work.

Help younger children explore the issue by role-playing safe play behavior in various situations. Older children can use stuffed animals or puppets to act out play scenarios with each other. Suggest positive ways to correct unsafe play (for example, helping another child rebuild a structure that was knocked down, and apologizing). As situations arise, remind children of the Safe Play Rules they helped establish.

**In the Learning Center**

**Science Center**
Prepare four bowls, each containing one of the following: 2 tbsp. vinegar; 1 tsp. salt; 1 tsp. salt and 2 tbsp. water; 1 tsp. salt and 2 tbsp. vinegar. Add a tarnished penny to each bowl. Children predict which penny will become shiny. Observe at five-minute intervals.

**Spare Change**
Participating in math activities involving money helps children develop and improve:
- creative thinking and problem-solving skills
- language and literacy skills (vocabulary)
- life skills
- math skills

**Materials**
- empty container with lid
- pennies, nickels, dimes, and quarters

Money and math go hand in hand, so invite children to try these money math activities.

**Sorting:** Children sort a pile of change into pennies, nickels, dimes, and quarters (by color or size) and then count the coins in each category.

**Patterns:** Begin a pattern with different coins, then ask children to continue.

**Heads or Tails:** Shake some coins in an empty container with a lid and then scatter them on the table. Explain the terms “heads” and “tails.” Children can count the number of “heads” and “tails.”

**D.W. Tricks the Tooth Fairy**
program number 310
D.W. wants money to buy a new toy. She hasn’t lost any teeth, but can she pull a fast one on the Tooth Fairy to get some much needed change?
Watch Arthur and his friends on PBS.
Flea, Fly, Flamingo

Naming things or animals that fly, discussing how they move, and categorizing them help children develop and improve
- creative movement skills
- creative thinking and problem-solving skills
- language and literacy skills (vocabulary)
- math skills (comparing and contrasting, sorting)

Materials
- chart paper
- pictures of things or animals that fly from magazines, mounted on cardboard
- small "flying" toys

A plane is only one of many things that fly. Ask children to name as many flying objects or animals as they can: plane, bubble, kite, balloon, bird, etc. Write their suggestions on chart paper.

Talk about the quality of the flying: What zooms or floats? Flutters or soars? Invite children to show you how to zoom, soar, and flutter.

Have children work in small groups or as a class to categorize the things that fly. Suggest some categories to get them started, such as size, speed, living being or machine. Let children classify the items as they wish, explaining the reasons for their groupings. Try to anticipate the items children might suggest, and have on hand small representative toys or pictures mounted on cardboard. How many different ways are there to group the items?

In the Learning Center

Math Center
Children can fly premade paper airplanes (see Paper Airplanes by Nick Robinson for ideas) and measure how far they flew.

Double Tibble Trouble
program number 311
When Timmy Tibble gets sick, D.W. and Emily try to keep Tommy cheered. But Tibble games, like pretending to be an airplane, can be exhausting.

In the Box

Imagining what to make from a cardboard box and creating it help children develop and improve
- art skills
- creative thinking and problem-solving skills

Materials
- art supplies
- large-appliance cardboard box
- props

Children's imaginations can take them anywhere they want to go. And what better vehicle to travel in than a big cardboard box! Invite children to explore the box and suggest other things it could be—a car, fire truck, sailboat, etc. Let the class vote on what the box will be.

Have children decorate the box. Add a few simple props and let children's imaginations take off. They can sail for the open sea or lift off for a lunar exploration! (Be sure to cut an adult viewing-hole in the top.)

In the Learning Center

Library Center
Read about the wonder of books and the imagination in Edward and the Pirates by David McPhail, Regards to the Man in the Moon by Ezra Jack Keats, and Tomás and the Library Lady by Pat Mora.

Arthur's Almost Live Not Real Music Festival
program number 311
Arthur and the gang use a cardboard box to create their own videos, ending up with a musical extravaganza celebrating books and the library.
Never Fear

Discussing what makes them feel brave and making courage cards help children develop and improve
- language and literacy skills
- social and emotional development

Materials
- art supplies
- blank index cards
- chart paper
- clear contact paper
- scissors

Discuss with children what helps them feel brave when they are scared. Write their ideas on chart paper, along with quick sketches for nonreaders. Suggestions might include a flashlight, a favorite stuffed animal, and having a family member nearby.

Ask kids to draw a picture on an index card of whatever it is that helps them to feel brave. They can label their pictures by dictating. Then help children carefully place their card between two pieces of contact paper, press, and rub the bubbles out. Trim the edges and children have a pocket-sized courage card!

In the Learning Center

Library Center
Provide stories about bravery such as "Dragons and Giants" from Frog and Toad Together by Arnold Lobel, There's a Nightmare in My Closet by Mercer Mayer, and Sheila Rae the Brave by Kevin Henkes.

What Scared Sue Ellen?

program number 312

Sue Ellen’s not afraid of much, but when she hears a howling noise in the woods, she’s scared.

Program Preview: The creepy sounds and dark woods might scare some children. This program may be most appropriate for older children.

Green Beans

Growing and caring for plants help children develop and improve
- language and literacy skills
- life skills
- science skills (observing, predicting)
- social and emotional development (caring for others)

Materials
- beans (pole, lima, or snap beans are easy to grow)
- fork
- marker
- masking tape
- One Bean by Anne Rockwell
- paper cups (one for each child)
- potting soil
- shallow tray

Like most living beings, plants are fragile, but taking care of them can be a rewarding experience. Read One Bean, about growing a plant and invite children to grow their own bean plants. To prepare, soak the beans overnight so they will grow faster, and poke holes in the bottom of the cups with a fork. Talk with children about plants, explaining that they need water and light to live.

Help each child fill his or her cup 3/4 full of dirt and then plant the bean under a shallow layer of dirt. Children can write their names on masking tape to identify their cup. Place the cups in a shallow tray in a sunny area. Show children how to water them and note the bean plants’ changes as they grow. Children may enjoy taking their plants home after they’ve sprouted.

Clarissa Is Cracked

program number 312

Grandma Thora entrusts D.W. with her beloved doll Clarissa. But can D.W. take good care of this treasure?

Program Discussion: Stop the program when D.W. returns Clarissa to Grandma Thora. Ask, Should D.W. tell her Grandma what happened to Clarissa?
Pantomiming different activities and emotions helps children develop and improve:
- creative thinking and problem-solving skills
- language and literacy skills (nonverbal communication)
- social and emotional development

**Materials**
- hat, bucket, or other container
- paper
- pencil

In “Arthur’s Dummy Disaster,” George uses a puppet to express himself. Children can also “talk” without speaking by pantomiming. Jot down different activities (for example, blowing up a balloon, just waking up, swimming) or emotions (for example, angry, surprised, happy) on slips of paper, making quick sketches for nonreaders. Place them in a container.

Have each child pick a slip of paper (assist kids in deciphering if necessary). Each child pantomimes the activity or emotion while the rest of the group tries to guess what it is. Make sure everyone has a chance to guess and pantomime.

**In the Learning Center**

**Drama Center**
Provide picture cards for pantomiming.

**Library Center**
Share stories about being shy, such as *Shy Charles* by Rosemary Wells, *Shy Vi* by Wendy Lewison, and *Speak Up, Blanche!* by Emily Arnold McCully.

**Like Cats and Dogs**

Acting like cats and dogs and making animal bookmarks help children develop and improve:
- art skills
- creative movement skills
- language and literacy skills

**Materials**
- art supplies
- colored construction paper in circles, squares, and triangles
- felt or construction paper
- glue
- oaktag
- scissors

Many children in your class have cats and/or dogs at home or know people who do. Ask them to do their best impersonations of cats and dogs.

Have children make cat and dog bookmarks. First, make oaktag cat and dog heads. Help children trace and cut out the shapes from felt or construction paper. They can decorate their animal head. Supply circle, square, and triangle shapes for the animals’ bodies. Have children add a shape whenever they read a new book. Start them off by reading cat and dog books like *Millions of Cats* by Wanda Gág and *Go, Dog, Go!* by P. D. Eastman.

**Family Connection**

Encourage reading at home by providing a list of books about cats and dogs, such as *The Adventures of Taxi Dog* by Debra and Sal Barracca, *Cross-Country Cat* by Mary Calhoun, *Ginger* by Charlotte Voake, and *Whistle for Willie* by Ezra Jack Keats.

**Arthur’s Dummy Disaster**

Shy George becomes popular when he brings a wooden dummy to school. But can George still be cool when everyone tires of the dummy?

**Francine and the Feline**

Arthur thinks the best pet to have is a dog—he can’t believe Francine’s fallen for a cute little kitten!
Bowl Me Over

Learning how to respond when they spill something and playing a numbers bowling game help children develop and improve
- gross motor skills
- math skills
- social and emotional development

**Materials**
- ball
- marker
- paper
- tape
- 10 one-quart or half-gallon milk cartons

We all accidentally spill things sometimes. Remind children that when they spill something, they don’t have to feel bad. They can simply apologize and help clean up.

Have children pair up to play a bowling game called Spill the Milk. Label milk cartons with a number and corresponding dots from 1 to 10. Have children set up the cartons (in sequence!) in a tower, triangle, line, etc. The children take turns “spilling the milk” by knocking down the cartons with one roll of the ball. Encourage kids to role-play what to do when the milk spills: “I spilled the milk! I’m sorry.” “That’s OK. Let’s clean it up together.” Older children can add up the numbers on the cartons they knocked over; if they spilled a 7 and an 8, they can count the dots to 15.

Mom and Dad Have a Great Big Fight

*program number 314*

Some spilled milk and a forgotten dinner party cause Mom and Dad to argue. But Arthur and D.W. wonder if it’s their fault.

**Program Discussion:** If you would like to address the issue of family conflicts, some good resources are *Becoming the Parent You Want to Be* by Laura Davis and Janis Jeyser (for adults), *Marguerite Kelly’s Family Almanac* by Marguerite Kelly (for adults), and *The Quarreling Book* by Charlotte Zolotow (for children).

Today’s the Day

Learning how to use calendars and making them help children develop and improve
- language and literacy skills (functional reading)
- life skills
- math skills

**Materials**
- art supplies
- chart paper
- glue
- unlined paper
- premade calendar grid
- scissors

It’s easy to keep track of days when you know how to use a calendar. After you’ve shown one to the class and explained how to use it, try the following activities.

**Month by Month:** For older children, make a one-month calendar. Give children a large chart-paper grid of 35 blank squares, with the days of the week at the top, and a sheet of paper with squares numbered 1–31. Children cut apart the numbered squares and glue them in sequence on the calendar grid. To increase their familiarity with numbers, you may want to put the odd numbers on squares and the even numbers in circles.

**Day by Day:** Discuss the days of the week with younger children and invite them to decorate special days on a calendar grid. They can also draw a large picture to represent the month. Encourage families to involve children in marking events on their calendars at home.

D.W.’s Perfect Wish

*program number 314*

Turning five is a major event, and D.W. is determined to make this birthday wish really count.
Observing a science experiment and relating it to their own activities help children develop and improve
- creative thinking and problem-solving skills
- science skills (observing, experimenting)

**Materials**
- baking soda
- heavy objects (books, blocks, etc.)
- laundry basket
- raisins
- spoon
- tall, clear container
- vinegar
- water

Arthur’s father says, “Many hands make light work.” Invite children to test his theory. Fill a clothes basket with heavy objects such as blocks or books. Ask one child to try to lift the basket alone. Then have children lift the basket together. They’ll see that many hands do make light work!

Next, fill a tall container with water and add 2-3 spoonfuls of vinegar. Stir, then add two or three raisins. Add a spoonful of baking soda. Don’t stir. Watch the raisins rise as bubbles cling to their sides. Once a raisin rises to the surface, the bubbles will pop, the raisin will sink, only to float to the top again when enough bubbles have collected on its surface. Ask children, Does the raisin float when only one bubble is stuck to it? What happens when many bubbles try to “lift” the raisin? How is it similar to when you lifted and carried the basket together?

**Let It Snow!**

Talking about winter activities and making a “snowstorm in a jar” help children develop and improve
- art skills
- creative thinking and problem-solving skills

**Materials**
- baby food jars (empty and clean)
- felt
- metallic glitter or confetti
- plastic “snow” (available at craft stores)
- small items (shell, rock, pine cone, small toy)
- water
- waterproof glue (hot glue or florist’s clay)

Ask children what they like to do in the snow. Build snow figures? Make snow angels? If it doesn’t snow where you live, ask children to imagine what they would do. Making a “snowstorm in a jar” is a fun activity no matter where you live. (As always, be sure to supervise the use of glass.)

Children glue a small item on the inside lid of the baby food jar. Next, they add some plastic snow and glitter to the jar, then fill it with water. Put glue around the dry inside edge of the lid and screw it on tight. Finally, children glue a felt circle on the lid and turn the jar upside down. When children shake the jars, their snowstorms will come to life and they can remember the fun they had (or imagined!) in the snow.
There are many different ways to assemble a class book. Try using one of the following methods:

- Fold the pages accordion-style. Hang from a bulletin board or use as a wall chart.
- Fold several pieces of paper in half. Nest the pages one inside the other, and then staple down the center.
- Punch two or three holes along the side or top of a page. Use ring binders, ribbon, pipe cleaners, string, shoelaces, or yarn to connect the pages.
- Roll up a long sheet to make a scroll book. Store in a decorated paper towel roll.
- Staple along the edges of the pages and cover with colorful tape.

Use sturdy paper for the cover and decorate with wrapping paper, fabric, cut-outs from magazines, or tinfoil. If you are going to make copies, don't use dark-colored paper inside.

**Fossil Clay**

2 cups flour  
1 cup salt  
1 cup cold water  

Mix all the ingredients together in a bowl. Knead for 5-10 minutes (children like to help with this!). Roll out dough to 1/4-inch thickness. Cut into 2-inch squares. Have children press a small object into the clay and then remove the object. Bake at 325 degrees Fahrenheit for 1-2 hours, turning fossils over halfway through cooking time. (Or air-dry for 1-2 days.)
**Arthur Episode Descriptions**

Each half-hour of Arthur includes two 12-minute programs and one 2-minute break featuring children participating in an Arthur activity. Try using some of the activities with your kids. Programs paired together are listed below. Contact your local public television station (see the directory on pages 24-25) for the dates and times in which the episodes are shown. You’ll need to refer to the episode by program number (301, 302, etc.)

**These brand-new Arthur episodes premiere November 1998!**

301 
**Buster’s Back**  
Buster’s coming home! But Arthur’s worried that Buster will be different. Will he still want to hang out with plain old Arthur? The Ballad of Buster Baxter  
A minstrel moose sings the story of Buster Baxter, who worries that his friends have changed while he was away.

302 
**D.W. All Fired Up**  
D.W. is afraid of an upcoming fire drill, so she decides to stay home. From school until the drill is over.

I’d Rather Read It Myself  
The Tibble Twins seem able to do everything better than D.W., but they’re really impressed when she tells them she can read. Can she?

303 
**Arthur Goes Crosswire**  
Arthur’s been acting just like Muffy ever since he went out on her yacht. Vomitrocious! Can he be “de-Muffified”?

Sue Ellen and the Brainosaurus  
Sue Ellen and the Brain are paired up for a class project, and Sue Ellen expects them to work as a team. Will the Brain tolerate anyone messing with his perfect A?

304 
**Background Blues**  
While exploring her family background, Francine imagines all kinds of exciting ancestors. But she learns to be proud that her grandfather used to own a restaurant.

And Now Let’s Talk to Some Kids  
The Magic Toolbox show is coming to Mr. Ratburn’s class to put the kids on TV! The children prepare to showcase their talents for the most important part.

305 
**The Chips Are Down**  
D.W. ate a beautiful green potato chip. But now she thinks it was poisonous. She resolves to live what’s left of her life to the fullest.

**Revenge of the Chip**  
D.W. just can’t live down that green potato chip story. When it hits the local paper, she figures she’ll have to wear a football helmet for the rest of her life.

306 
**Binky Rules**  
When the words “Binky Rules” start appearing in graffiti all over the school, Mr. Morris thinks Binky must be to blame.

Meet Binky  
The gang has tickets to see the band called Binky—the newest, hottest craze in Elwood City.

307 
**Arthur Rides the Bandwagon**  
Arthur tries to avoid the new fad toy called Woogles. But when all his friends have one, he feels left out.

**Dad’s Dessert Dilemma**  
Arthur is embarrassed by Dad’s dessert experiments, until his friends try one and love it. Soon Arthur is volunteering Dad to provide desserts for them.

308 
**Popular Girls**  
Sue Ellen and Fern take a popularity quiz. The results tell them they’ll have to change their personalities to make everyone like them.

**Buster’s Growing Grudge**  
Buster makes up a joke, which he thinks is guaranteed to get him an A on a school report. But when Binky tells the class his joke, Buster is furious.

309 
**Arthur’s Treasure Hunt**  
How can Arthur become a famous discoverer of lost civilizations when his mom won’t let him dig up the backyard?

**Return of the King**  
At a field trip to the Renaissance fair, Mr. Ratburn’s class can’t seem to win any events against the class led by his former teacher and archrival, Mr. Pryce-Jones.

310 
**Attack of the Turbo Tibbles**  
After watching a forbidden (and violent) kids’ show, the Tibble Twins start playing roughly.

**D.W. Tricks the Tooth Fairy**  
D.W. wants money to buy a new toy. She hasn’t lost any teeth, but can she pull a fast one on the Tooth Fairy to get some much-needed change?

311 
**Double Tibble Trouble**  
When Timmy Tibble falls sick, D.W. and Emily try to keep Tommy cheered. But Tibble games, like pretending to be an airplane, can be exhausting.

**Arthur’s Almost Live Not Real Music Festival**  
Arthur and the gang use a cardboard box to create their own videos, ending up with a musical extravaganza celebrating books and the library.

312 
**What Scared Sue Ellen?**  
Sue Ellen’s not afraid of much, but when she hears a howling noise in the woods, she’s scared.

**Clarissa Is Cracked**  
Grandma Thora entrusts D.W. with her beloved doll Clarissa. But can D.W. take good care of this treasure?

313 
**Arthur’s Dummy Disaster**  
Shy George becomes popular when he brings a wooden dummy to school. But can George still be cool when everyone tires of the dummy?

**Francine and the Feline**  
Arthur thinks the best pet to have is a dog—he can’t believe Francine’s fallen for a cute little kitten!

314 
**Mom and Dad Have a Great Big Fight**  
Some spilled milk and a forgotten dinner party cause Mom and Dad to argue. But Arthur and D.W. wonder if it’s their fault.

**D.W.’s Perfect Wish**  
Turning five is a major event, and D.W. is determined to make this birthday wish really count.

315 
**Arthur and D.W. Clean Up!**  
Arthur will make it to the Happy Crazy Wow Day at the park only if he and D.W. can work together to clean their rooms.

**The Long, Dull Winter**  
Though the gang is suffering from an acute lack of holidays, so they decide to invent one of their own.

Looking for episode descriptions for Seasons One and Two? Check out the Arthur Web site at [www.pbs.org/arthur](http://www.pbs.org/arthur) or e-mail [WGBH_Materials_Request@wgbh.org](mailto:WGBH_Materials_Request@wgbh.org)
Arthur Resources

Chapter Books
Arthur Accused!
Arthur and the Lost Diary
Arthur and the Popularity Test
(available December 1998)
Arthur Makes the Team
Arthur Rocks with Binksy
Arthur's Mystery Envelope
Buster's Dino Dilemma
The Crunch Cereal Contest
Locked in the Library!
The Mystery of the Stolen Bike
The Scare-Your-Pants-Off Club
Who's in Love with Arthur?

Paperback Book and Cassette Packages
(stories read by Marc Brown)
Arthur Babies
Arthur Goes to Camp
Arthur Meets the President
Arthur's April Fool
Arthur's Baby
Arthur's Eyes
Arthur's Family Vacation
Arthur's Halloween
Arthur's Pet Business
Arthur's Teacher Trouble
Arthur's Thoth

Available from Random House
A, B, C Reach for the Stars
Arthur Counts
Arthur's Eyebrows
Arthur Goes to School
Arthur on the Farm
Arthur Tricks the Tooth Fairy
Arthur's Boo-Boo Book
Arthur's Neighborhood
Arthur's Reading Race
Arthur's Really Helpful Bedtime

 Stories
Arthur's Really Helpful Word Book
D.W.'s Color Book
Kiss Hello, Kiss Goodbye
Say the Magic Word
Where's Arthur's Gerbil
1, 2, 3 Monsters on Parade!

Arthur CD-ROMs
(Brøderbund)
Arthur's Birthday
Arthur's Computer Adventure
Arthur's Reading Race
Arthur's Teacher Trouble
D.W. The Picky Eater

Arthur Audiocassettes
(Listening Library)
Arthur Accused!
Arthur Makes the Team
Arthur's Mystery Envelope
The Crunch Cereal Contest
Locked in the Library!
The Scare-Your-Pants-Off Club

Arthur Videos
Call (800) 733-3000 to order the following Arthur videos from Random House, or check with your local bookstore or library.

Arthur Makes the Team
Arthur's Tooth
Arthur Writes a Story
Arthur's First Sleepover
Arthur's Nose
Arthur's Pet Business
Arthur's Teacher Trouble
(available in Spanish)
Arthur's Thanksgiving
Arthur's Thoth
Arthur's TV Trouble
Arthur's Valentine
D.W. All Wet
D.W. Flips!
D.W. Rides Again!
D.W. the Picky Eater
D.W. Thinks Big
D.W.'s Lost Blankie
Arthur's Really Helpful Word Book
D.W.'s Color Book
Kiss Hello, Kiss Goodbye
Say the Magic Word
Where's Arthur's Gerbil
1, 2, 3 Monsters on Parade!

* book-based stories
○ originally titled "Arthur and the Real Mr. Ratburn"

Sing along with Arthur and His Friends, a new CD featuring the best-loved music from the series. Available from Rounder Records in record and toy stores.
How to Find Out When Arthur™ is Broadcast

Call your local public television station to find out broadcast dates and times for ARTHUR. If you want to know when a specific episode will be broadcast, please refer to the program numbers that accompany the episode list on page 22. Some educators have experienced difficulty in finding the episodes they want due to changes in broadcast schedules. You may want to ask colleagues or volunteers to tape the programs during the day so you can build up a video library of ARTHUR episodes.

**Alabama**

ALPTV  
(205) 328-8766

**Alaska**

KAKM  
(907) 568-7070

KTOO  
(907) 586-1670

**American Samoa**

KUAM  
(316) 838-3090

**Arkansas**

KJAV  
(501) 229-2228

KJAF  
(501) 457-6477

**Arizona**

KFAI  
(602) 443-2949

**Arkansas**

KTEK  
(501) 229-2228

KJAF  
(501) 457-6477

**Colorado**

KBDI  
(303) 882-2970

**Connecticut**

CTVP  
(860) 774-1751

**Delaware**

WTDR  
(302) 857-3232

**District of Columbia**

WETA  
(202) 966-5800

**Florida**

WDBR  
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WYMT
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Resources

Here's a list of some excellent resources available to help you select poems, songs, and picture books. Check with your local bookstore or library to find more titles.

Picture Books

Poetry Collections

Song Books and Audio Recordings
Look for books and tapes by Woody Guthrie, Ella Jenkins, Hap Palmer, Raffi, Pete Seeger, and Sharon, Lois & Bram. Recorded compilations such as *Fiesta Musical*, *A Child's Celebration of Rock 'N' Roll*, *Choo Choo Boogaloo*, and *Reggae for Kids* can really get children moving. You may also enjoy the following songbook compilations:

Fox, Dan, ed. *In and Out the Window: An Illustrated Songbook for Young People*. Holt, 1987.

Cooperative Games for Young Children

Credits

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