TEACHER'S GUIDE

**Includes 10 activity sheets
for the elementary classroom**

Has Anybody Seen My Umbrella? TEACHER'S GUIDE

Table of Contents

INTRODUCTION

Welcome to the Magical World of the
Has Anybody Seen My Umbrella? CD-ROM!

This fun-filled interactive CD-ROM opens the door to an enchanting kingdom with special places to explore and lots of things to do, offering a wealth of valuable educational material. A great resource on its own, it can also be used to begin a unit of study on fairy tales.

Designed to motivate young readers, *Umbrella* will inspire your students to imagine, to create and to learn along the way! The CD-ROM includes:

- a storybook, complete with oral and written word definitions, phrased and colour-coded text, colourful illustrations, animation, sound effects and hidden treasures
- writing activities
- 5 word games, each with three levels of difficulty
- 2 musical activities
- a movie of *Has Anybody Seen My Umbrella?*

USING *UMBRELLA* WITH YOUR STUDENTS

Each component of the CD-ROM can be used as the starting point for numerous learning activities. We've compiled some suggested activities and lesson ideas that can be modified to suit your students' age group and level of reading ability... but feel free to make up your own!

Teachers with primary students may wish to enlarge the activity sheets to 11x17 format. A sample Activity Card and blank template is provided on page 22. It can be copied for use in activity centres.

For more information on *Umbrella*'s special features, refer to the User's Guide.
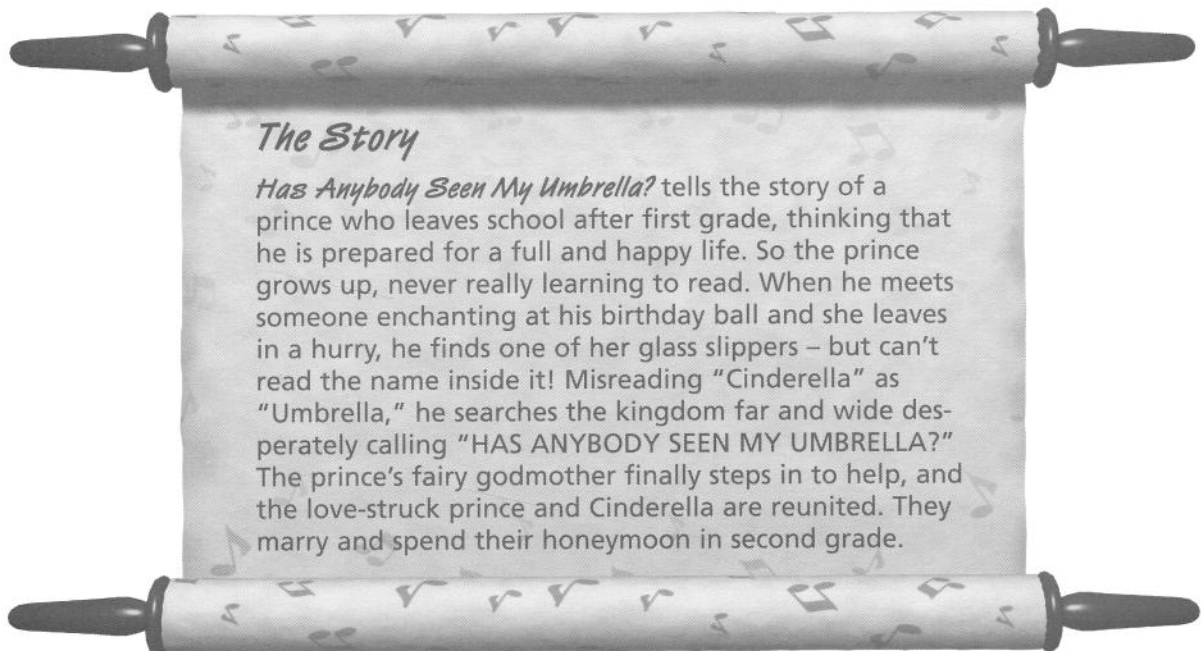
The Story

Has Anybody Seen My Umbrella? tells the story of a prince who leaves school after first grade, thinking that he is prepared for a full and happy life. So the prince grows up, never really learning to read. When he meets someone enchanting at his birthday ball and she leaves in a hurry, he finds one of her glass slippers – but can't read the name inside it! Misreading "Cinderella" as "Umbrella," he searches the kingdom far and wide desperately calling "HAS ANYBODY SEEN MY UMBRELLA?" The prince's fairy godmother finally steps in to help, and the love-struck prince and Cinderella are reunited. They marry and spend their honeymoon in second grade.

1 *Umbrella* is fun and easy to use, for both you and your students. As an educator, you know that children learn more quickly if they enjoy what they're doing. The lively, playful world created inside the CD-ROM engages the player, promoting active learning participation.

2 This CD-ROM was created by the experts at the National Film Board's Animation, Children and Interactive (ACI) studio, with input from classroom teachers. It's full of sound educational material that offers great scope for the creative teacher, and field tests have shown that kids love it!

3 Children love computers, so you'll have no trouble motivating your students to explore this CD-ROM. It's a perfect way for them to learn the basic computer skills they'll need for school and the workplace. They'll also develop fundamental reading, writing, and thinking skills.

4 Each component of the CD-ROM offers goals and triumphs to students of all reading levels. New or slower readers will be encouraged, through success, to keep learning. More advanced readers will find fresh challenges as they become ready for them. When using *Umbrella,* students work at their own pace, and gain an exciting sense of new possibilities.

5 To reinforce the positive aspects of learning, all of the Word Games and *Rhyme Time* provide rewards for correct answers, and offer incentives to try again when there's an incorrect response.

6 *Umbrella* gives players immediate, positive feedback, and the computer is infinitely patient — tremendous assets for emergent readers. Players can try again and again, and even errors are dealt with in a lighthearted way. By encouraging players to keep trying until they succeed, children learn the value of perseverance and experimentation while building self-confidence.

7 *Umbrella* is well-suited to individual use. Teachers can provide tailor-made instructions for each student by assigning different sections of the CD-ROM, according to their specific needs and interests. Students can also work unsupervised, simply by exploring and experimenting.

8 Any aspect of *Umbrella* can be adapted for use by pairs or groups of students, and the activities can be modified for use with the entire class when a computer is not available.

**9** *Umbrella* is an excellent resource for students whose first language is not English. In addition to all the language-building features, the oral component of the CD-ROM provides pronunciation for every word in the Storybook, and for many of the words in the games — a real benefit for ESL students.

10 This CD-ROM is highly interactive, with great visual and aural appeal. It encourages creative, non-linear ways of thinking.

Readers can interact with the story, one page at a time, with or without narration. As the narrator reads phrases aloud, the text is highlighted on the screen, allowing the reader to link listening, speaking, reading and text comprehension. Students can learn new words and the context in which they are used while developing narrative skills.
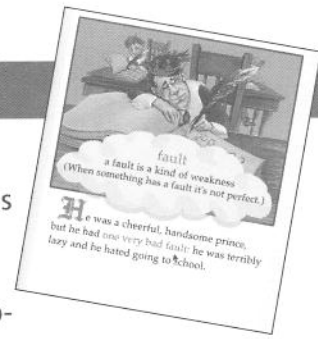
Using the Storybook in the Classroom

With a computer:
Play the Storybook using the **Voice On** feature. Demonstrate how the Storybook's special features work, so that students can explore it on their own.

Without a computer:
Introduce the story to the whole class. You can play a video copy of *Has Anybody Seen My Umbrella*, available through the NFB. (See page 23 for details on how to order.)

Suggested Activities

Have students listen to the story again, and compile a mini-dictionary with pictures or written definitions. (See Activity Sheet 1, page 5.) Afterwards, students can:
• challenge each other to provide definitions
• conduct a spelling bee

Create a word web on the blackboard or chart. Categories could include:
• the main characters, with one or two points about each one
• magical or fairy tale words
• new words
• categories offered by the class
Students can also work in groups to create their own word webs on paper. They can then illustrate them, or develop sentences using their words.

example:

King — kind — generous
Prince — can't read — lazy
Umbrella
Cinderella
Fairy Godmother
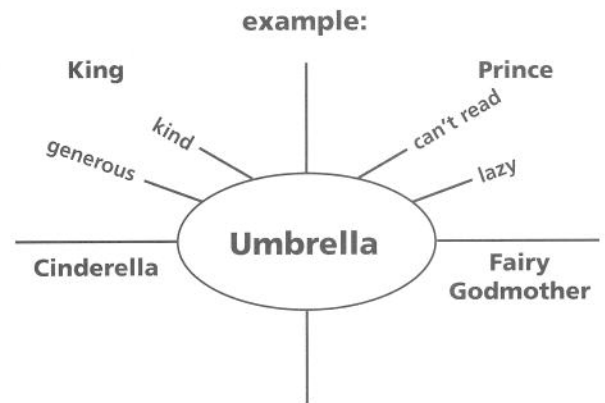
Have students analyse *Umbrella* using the storybook castle (Activity Sheet 2, page 6). Discuss:
• how the setting creates mood and contributes to the story
• favourite characters and why; good and bad points
• what problems or events change the story direction; other possible solutions to the problems

There are hundreds of different retellings of the Cinderella story from different cultures.
• have the class choose an original setting, then brainstorm ideas for their own version.
• research some other versions (either in print or on video), then use Venn diagrams to compare one of them to *Umbrella.*

Umbrella   **Cinderella**

• prince can't read
• quit school

• magic
• prince
• Cinderella
• slipper
• midnight

• wicked stepsisters
• has no party dress

example:

Dictionary

example:

Wand
A stick used to make magic.

Setting

Who are the main characters?

What is the problem?

How is the problem solved?

WRITING FUN

By asking the question "What if?", Writing Fun encourages students to develop storytelling and composition skills, use new vocabulary, and exercise their creativity in playful and imaginative ways.

Using **Writing Fun** *in the Classroom*

With a computer:
Demonstrate how the Writing Fun module works, including how to print out stories.

Without a computer:
At the blackboard, draw columns for each of the five plot turning points. Choose one "what if" scenario for each, and brainstorm ideas for new endings, including descriptive words or phrases and new characters. Students can choose their favourite "What if" ideas and write their own endings. (Use Activity Sheet 3, page 9, for stationery.)

Suggested Activities

The CD-ROM offers 15 different "what if" scenarios (see page 8) that students can use as starting points to create their own story endings.

Discuss different genres of stories (mystery, detective, romance, science fiction, etc.) and the characteristics of each. Have students draw pictures of how the characters might look if the genre was changed (to science fiction, for example).

Let younger students use emergent writing skills to write out their stories, then "read" them to the rest of the class. (Use Activity Sheet 3, page 9.)

Divide students into small groups and have each group choose what kind of ending they want to write (eg, sad, happy, mystery). Students take turns writing one sentence each until the story is done.

Have students create their own "what if?" scenarios and work as a class, in groups, or individually to write and/or draw more stories.

Individual students can read out their stories to the class. Groups can act out their fanciful story endings.

Compile the stories into a binder and add illustrations to create a book for the classroom or school library.

Explore the history of writing and storytelling by:
- inviting a writer or storyteller to visit the class
- collecting pictures of different writing tools
- taking a field trip to a print shop (or watch the NFB video *Mr. Bear's Song: The Art and Craft of Making a Book* — to order see page 23) or to a museum that has old writing instruments.

What if...the story changed?
Here are 15 different ideas you can use to write your own story endings.

When Cinderella broke the magic wand...

...what if it changed the fairy godmother into a pumpkin?
...what if it changed Cinderella into a mouse?
...what if it wouldn't work anymore?

When the prince went looking for his beautiful "Umbrella"...

...what if he got lost?
...what if he was captured by a wicked wizard?
...what if he decided to travel the world instead of getting married?

When the prince asked Cinderella to marry him...

...what if she wanted to wait until after they finished school?
...what if her stepmother and stepsisters also wanted to move to the castle?
...what if she said 'no'?

When Cinderella dropped her glass slipper...

...what if the dog picked it up?
...what if she picked it back up?
...what if one of her stepsisters had the same shoe size?
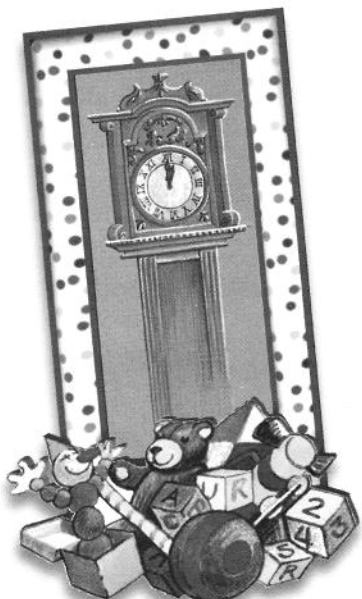
When the palace clock began to strike the hour of midnight...

...what if the prince turned into a frog?
...what if Cinderella couldn't leave in time and her gown turned back into her old dress?
...what if she decided not to leave the ball?

...and the story goes...

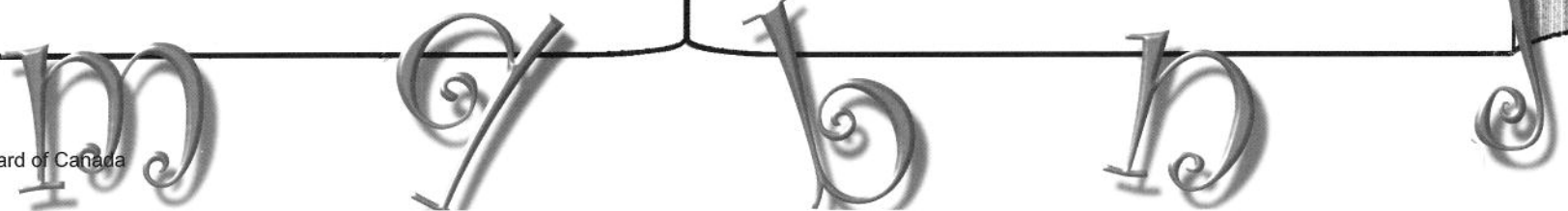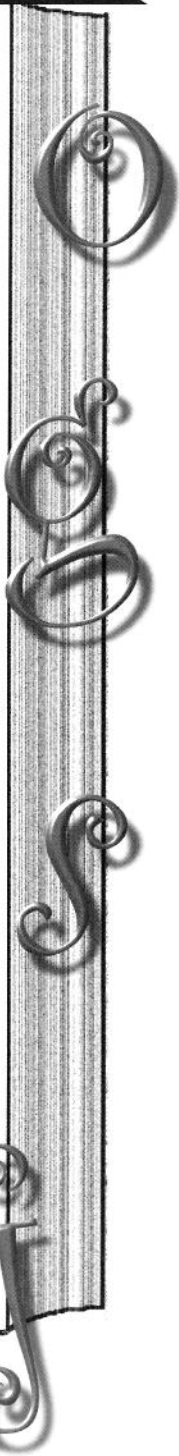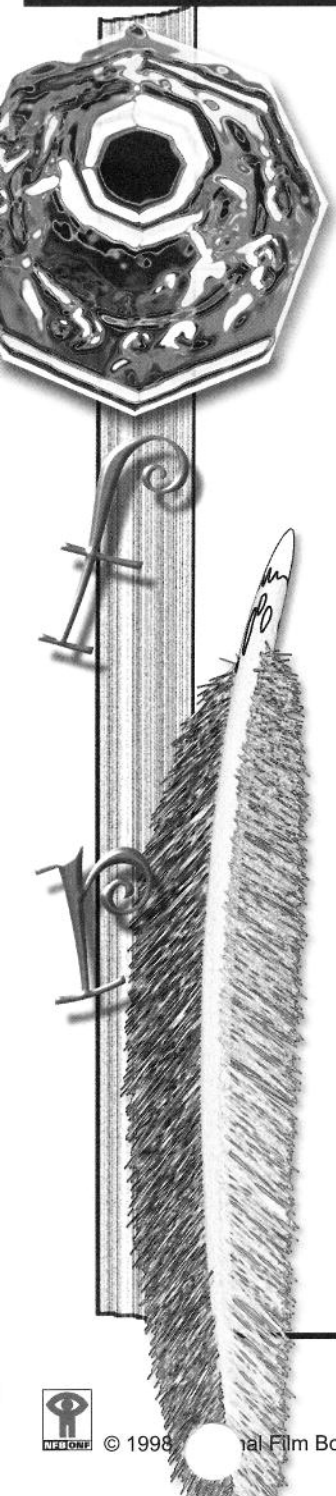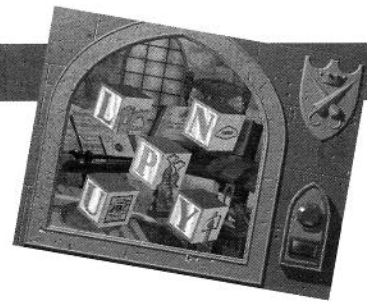# WORD GAMES

The five Word Games — *Undercover, You Choose, Lamify, Nose Knows* and *Pigs in Spring* — make learning fun, and offer three levels of play to accommodate students with a variety of reading skills.

## Using **Word Games** in the Classroom

With a computer:
Introduce students to all five games by playing a few rounds of each together. Schedule time for individuals or groups to play the games on their own, supervised by computer buddies from higher grades or by trained computer helpers from your own class.

Without a computer:
Students can work alone or in groups to create paper versions of the games, using words they choose and pictures from magazines. These can then be collected into Word Game stations for the whole class to use, or to be exchanged with another class.


Game Descriptions & Suggested Activities
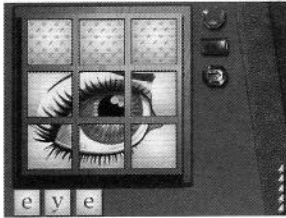
Undercover

By deciphering a scrambled picture puzzle and then typing what it is, players exercise basic problem-solving skills.

Each level offers a new challenge. The higher the level, the more complicated the ordering and sequencing. The puzzles' images also correspond to different levels of word knowledge. *For a word list, see page 12.*

Suggested Activity

Have the class draw and colour their favourite **Umbrella** picture on a grid (see Activity Sheet 4, page 13). Cut along the grid lines, mix the pieces and place them face down on a table. Have the students solve each other's picture puzzles, write the words on a piece of paper and check the spelling.
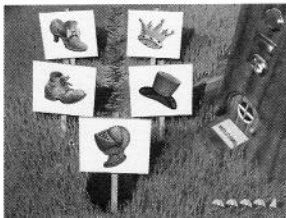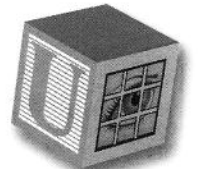
You Choose

As they decide to which group an item belongs, players learn the basics of categorization and classification, while developing observational skills. The grouping criteria become more tricky as the levels progress.

Suggested Activities

Kids can do sorting activities with a variety of things — blocks, playing cards, cutlery, or anything else that can be sorted in different ways. Have students sort the objects and discuss or write their sorting strategy. Written strategies can be displayed on a math bulletin board. Younger children might enjoy recording their sorting strategies on a tape for the listening centre.
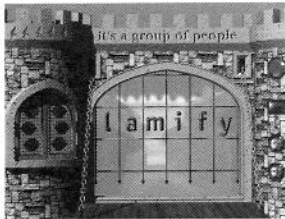
Lamify

When this game is played on the computer, users learn to use several thinking processes simultaneously as they work with the jumbled letters and an oral clue to unscramble each word puzzle. With each new level, words become more difficult and make use of more complex phonetic constructions.
For a word list, see page 12.

Suggested Activities

At the blackboard, make a web to create words to scramble. Students then pick one word, and use Activity Sheet 5 (page 14) to scramble the words and create clues inside the think bubbles.

Divide students into groups and give each group a list of words from the story (make a web or brainstorm) and a copy of Activity Sheet 6 (page 15). Ask them to scramble each word and write it into one of the balloons with a clue. Exchange sheets between groups and have them solve the puzzles.
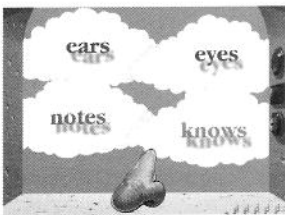
Nose Knows

When players identify the words that sound alike, they learn that the same sounds can have very different spellings, and that spelling is important in determining a word's meaning. Each level introduces new complexities.
For a word list, see page 12.

Suggested Activities

Create a "Pear/Pair Tree" on a large piece of paper or bristol board. Brainstorm with the class for homonym pairs (words and/or pictures) to put on the tree. Mount it on the wall, so new pairs can be added as you discover them.
• see if any pairs have a third sound-alike word (pear, pair, pare)
• encourage students to create one sentence using both words in the pair (eg, "The nose knows what smells the best.")

Give students 5"x5" cards with a word on one side and its homonym on the other. Have them draw a picture or write a definition to describe the words on each side, or use the words in a sentence. String all the cards together to create a word mobile.

Pigs in Spring

The challenge is to use the letters in one word to create new words. Players learn the basics of word formation and word derivatives, and begin to discover the richness of language. As the levels escalate, the base words become more difficult, with greater potential for making new words.
For a word list, see page 12.

Suggested Activities

Print out the word lists that students have compiled while playing *Pigs in Spring* on the computer, and divide them among pairs or groups. Have students:
• use a dictionary to look up meanings of words they don't know, then draw pictures to describe the words. (Activity Sheet 7, page 16)
• write sentences or stories using the words on the list.
• select words from the lists that can be scrambled into *Lamify* word puzzles and write clues for them. The groups then exchange scrambled words and clues and try to solve them.
• find words on the lists that sound alike but are spelled differently (eg, "red" and "read" from "reading").
• with younger students, teachers can make a visual dictionary on the blackboard or chart paper by writing the word, then using suggestions from the class to draw a picture that defines it.
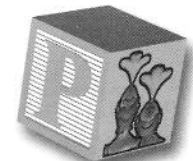
These are the word lists for *Undercover, Lamify, Nose Knows,* and *Pigs in Spring*. There is no list for *You Choose*, because that game uses mostly images and concepts.
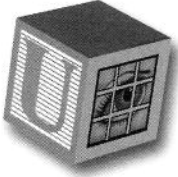
Undercover

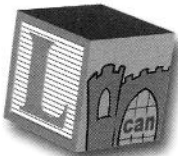| First Level	Second Level	Third Level
bed	flower	armchair
bone	throne	helmet
tree	sack	stairs
chair	mirror	gown
hat	anchor	snail
lock	stapler	pumpkin
pie	teapot	ship
star	wand	brick
drum	dishes	plane
well	bucket	eleven
frog	pickle	slipper
leaf	crown	banner
kite	cannon	sword
pear	harp	knight
table	candies	magic
carrot	cheese	pitcher
windmill	five	planet
scissors	ram	seashell
mushroom	fence	jewelry
umbrella	seven	door

Nose Knows

First Level	Second Level	Third Level
flour flower	R are	pain pane
bat bat	blue blew	due dew
pair pear	board bored	grate great
knight night	deer dear	scent sent
ring ring	ring wring	seize seas
letters letters	Q cue	weak week
diamond dia-mond	rose rows	fair fare
C sea	four for	herd heard
club club	oar or	threw through
ruler ruler	hole whole	teas tease
sale sail	toad towed	steak stake
ear ear	wood would	ate eight
son sun	stairs stares	bow bough
hair hare	heel heal	daze days
tails tales	berries buries	whirled world
eye I	pail pale	grown groan
1 won	bread bred	tents tense
bee be	prince prints	paws pause
two too	red read	weight wait
plane plain	throne thrown	seen scene

Lamify

First Level	Second Level	Third Level
two	trunk	candies
bat	seven	feather
map	table	stories
can	crown	trumpet
cow	troll	pencils
frog	magic	ladybug
goat	snake	pumpkin
star	melon	berries
peas	tomato	cymbals
fish	teapot	sixteen
tree	spider	cherries
lamb	carrot	birthday
bone	radish	shoelace
wand	pickle	midnight
rock	prince	baseball
book	flower	thirteen
king	cheese	diamonds
kite	dragon	slippers
shoe	knight	daughter
fire	twelve	umbrella

Pigs in Spring

First Level	Second Level	Third Level
spring	umbrella	birthday
water	arithmetic	computer
afternoon	breakfast	important
beautiful	decorate	orchestra
palace	handsome	stepsister
pearls	instrument	wretched
please	princess	fairytales
reading	shoelace	diamonds
romance	winter	Cinderella
treasure	special	relation

Activity Sheet 4

Draw and colour your favourite *Umbrella* picture. Cut along the lines to make a puzzle. *Use this sheet with* Undercover Word Game *activity on page 10.*
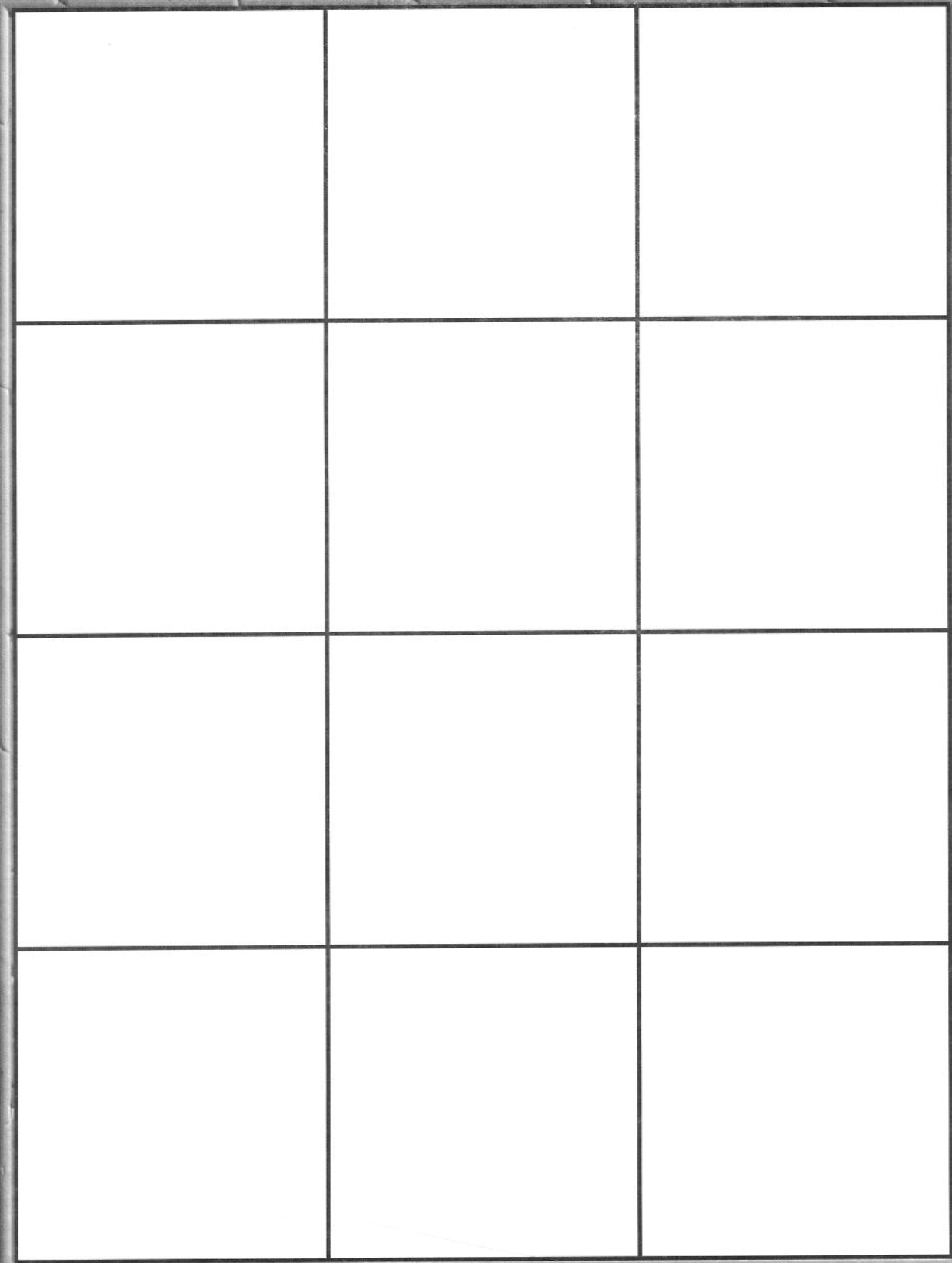
Activity Sheet 5

Pick words from a web and scramble them in the flags. Write clues in the thought bubbles, then trade your sheets with other students. The trick is to unscramble the words and write the answers in the talk bubbles. Then decorate the page! *Use this sheet with* Lamify Word Game *activity on page 11.*

14

Scrambled Word

Clue

Unscrambled Word

Scrambled Word

Clue

Unscrambled Word

Activity Sheet 6

Scramble words from the story and put one in each balloon with a clue. Then trade sheets with other students and try to solve the puzzles. *Use this sheet with* Lamify Word Game *activity on page 11.*

Invitation

Invitation

Invitation

Invitation

Invitation

15
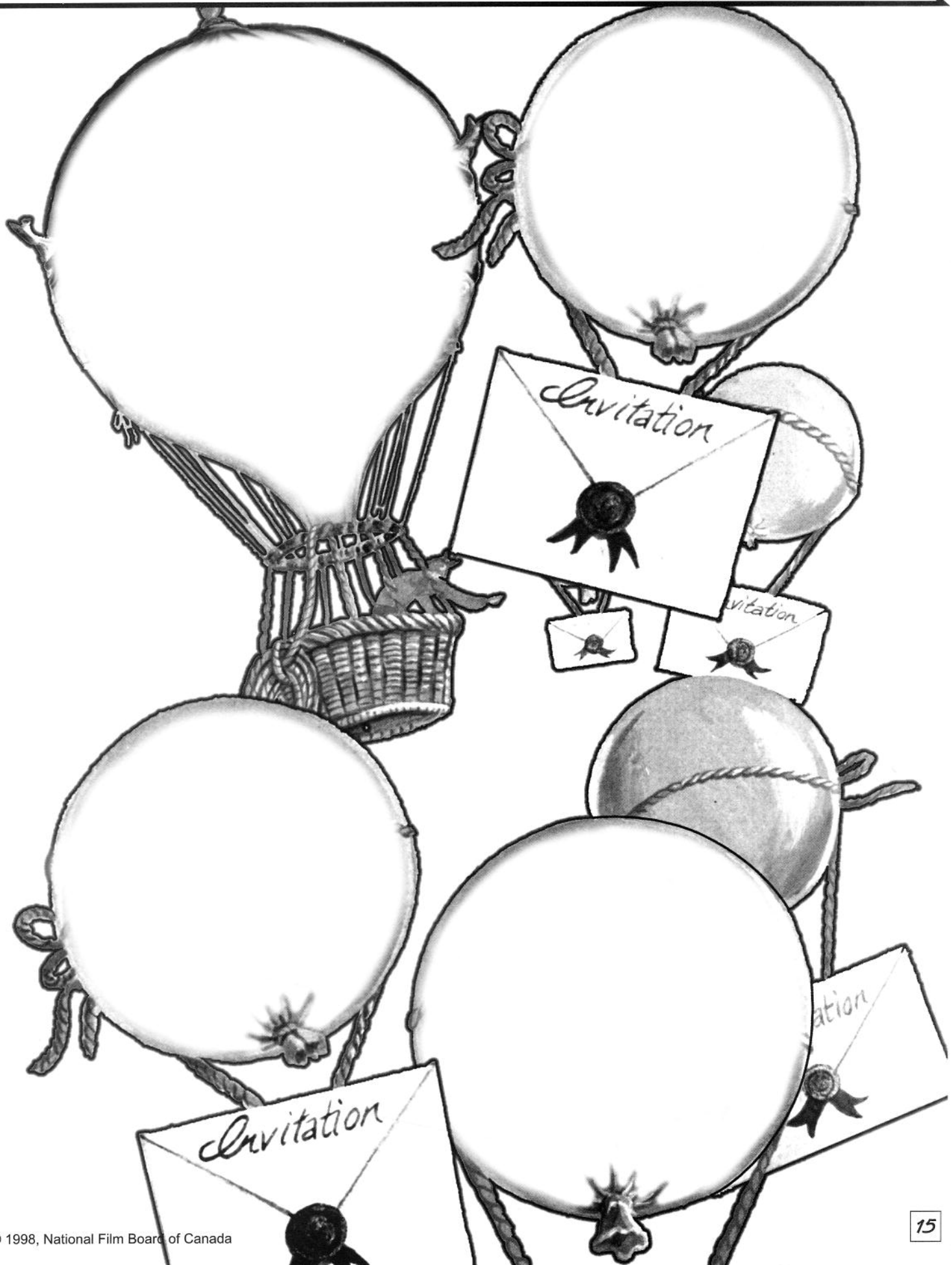
Activity Sheet 7

Pick 5 or 6 of your favourite words from the story and write them in the top box. Use them in sentences, or as part of your own story. *Use this sheet with* Pigs in Spring *activity on page 11.*
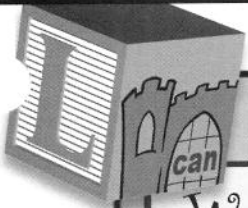
Words
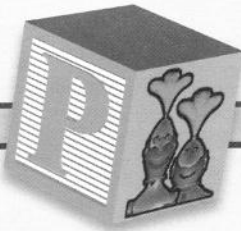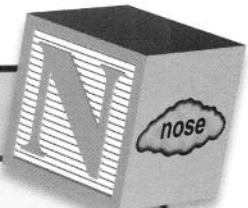
Sentences or **S**tories

16
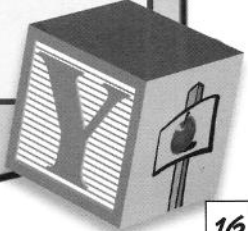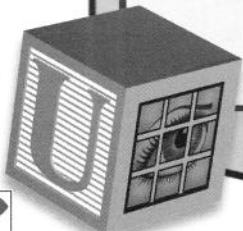
Meet the Musicians and *Rhyme Time* feature lively sing-along tunes for the whole class to enjoy. Along the way, students will be introduced to the sounds of seven different instruments.

Using the **Musical Activities** in the Classroom

Teach the class the characters' theme songs and one or two verses of *Rhyme Time*. Play the CD-ROM or write the lyrics on the blackboard and teach your class the melody.

Suggested Activities

Introduce the class to the musical instruments by demonstrating *Meet the Musicians*. Have the class describe each instrument. This can be done orally or by having them complete Activity Sheet 8 (page 18).

Ask students to bring things from home that can be made into simple instruments, like empty tin cans, pie plates, sticks, rubber bands, or plastic pop bottles. Then clear the room, and let the students move while singing the songs, using the homemade instruments to keep time!

Play *Rhyme Time* for the class. At the end of each verse, set a timer for one minute and challenge the class to come up with as many rhyming words as possible.

Use *Rhyme Time* to teach various rhyming schemes (aaaa/abab/abcb/aabb). This will encourage students to observe patterns that they can use for their own rhymes.

Examples of rhyming schemes:

aaaa	I had a cat it ate a rat and my new hat imagine that!	abab	I had a cat with four white feet it caught a rat — what a tasty treat!
abcb	I had a cat who wouldn't meow instead, when she cried she said "oh WOW!"	aabb	I had a cat so cute and fat he loved to eat and lie on my feet

Brainstorm for words that rhyme. Then have students make up new verses for *Rhyme Time*, or come up with their own **Umbrella** rap.

Organize a field trip to hear a local orchestra perform. Beforehand, familiarize your students with some of the other instruments they will see and hear. After the concert, each student can paint a picture of something they saw at the performance and make up a short caption (a few words or a sentence) to describe it. Alternatively, plan a strategy for a mural with the class, then divide students into pairs or small groups. Each group then paints a scene or image on butcher paper to create a mural.

Activity Sheet 8

Describe the instruments. Use a word or phrase, or draw a sketch. *Use this sheet with* Meet the Musicians *activity on page 17.*

Trumpet

Lute

Harp

Bass

Voice

Flute

Percussion

MOVIE

The charming, animated movie version of *Has Anybody Seen My Umbrella?* brings the story alive, with colourful narration by author Max Ferguson.

Using the **Movie** in the Classroom

With a computer:
Play the movie from beginning to end, then go back and demonstrate the *slider*, *stop* and *play* features.

Without a computer:
Has Anybody Seen My Umbrella? is also available on video from the NFB.
See page 23 for details.

Suggested Activities

Have students complete the Movie Response Ideas sheet (Activity Sheet 9, page 20).
- Before watching the movie/video, brainstorm what some responses or reactions to the story could be and make a list on a chart or the blackboard. Some responses might be: make a note; make a riddle; write a sentence; ask a question.
- Play the first part of the movie/video.
- Stop the movie/video. Have students pick a response from the brainstormed list and enter it in square #1.
- Repeat until students have responses in all four squares and the movie/video is finished.
- Students complete their forms and share their responses with the class.

Divide the class into groups and assign each a segment of the movie to act out, using their own words and actions to paraphrase the story. (Or they can mime the actions to the movie soundtrack.)

Students can choose a favourite character, and use Activity Sheet 10 (page 21) to devise a sub-plot based on that character. They can then describe or perform their sub-plots for the class. Some ideas:
- Cinderella brings her pet snake to the ball and it frightens the musicians, who faint on the spot. Create a solution.
- The king arranges for fireworks at midnight — inside the castle! Create a solution.

Movie Response Ideas

Name: Date:

1	2
3	4

Share your thinking!

Which responses do you like best?   Why?

(Use the other side of this sheet if you need more space)

_____

_____

_____

_____

_____

Writing a Sub-plot

Character Description

Favourite Part (use words or pictures)

Sub-plot Problem

Sub-plot Solution

Activity Card

Use a web sheet to make your own *Has Anybody Seen My Umbrella?* web. Use the web on the board for ideas and try to include some of your own ideas.

- Work with a partner.
- Have the editor check it when you are finished.

Use the blank form below to make your own Activity Cards.

Activity Card

Technical Support

For technical help, Canadian residents can call **1-800-267-7710** Monday-Friday from 8 am to 8 pm (ET), Saturday and Sunday from 10 am to 8 pm. Callers from the Montreal area can reach us at 514-283-9000 during the same hours. In Canada, the U.S. and internationally, help is also available on-line at www.nfb.ca/umbrella

Related Videos from the NFB

The NFB is world-famous for its remarkable documentaries and animated films and for outstanding technical innovation.

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