

## Creative Adventures with Literature

### #12: *Deep in the Forest* by Brinton Turkle

<b>Introduction</b>	<p><i>Deep in the Forest</i> is a wordless picture book illustrated by Brinton Turkle. Wordless picture books tell a story through illustrations only. Through wordless picture books children have a unique opportunity to use oral language as they become storytellers. They use their imagination as they read the pictures and create their own narratives.</p> <p>Wordless picture books can be used with an individual child or with a group of two to four children. Because the illustrations tell the story, it is important that all children in the group can see the illustrations in the book at all times. When forming small groups of children to read wordless picture books together, include children who have strong verbal skills to serve as models for less verbal children. Have children take turns telling what happens on the page.</p> <p>As the children are telling the story, <i>Deep in the Forest</i>, using their own words, they may gradually realize that the story is <i>The Three Bears</i> in reverse.</p> <p><b>Teacher Note:</b> <i>From the Pre-K ELLA Trainer Manual, page 157, comes the information in this introduction.</i></p>
<b>Story Preparation</b>	<ul style="list-style-type: none"> <li>• Make sure children are familiar with the story of <i>The Three Bears</i> before introducing <i>Deep in the Forest</i> to them.</li> <li>• Form a small group of from two to four children as directed in the introduction. This will allow each child to see the illustrations and to be involved in telling the story.</li> <li>• Develop felt or magnetic storytelling figures as a vehicle for presenting the story to a larger group of children. For patterns for the figures in the story go to the Division website and look at characters in either <i>The Carrot Seed</i> (June 2002) or <i>Harry the Dirty Dog</i> (July 2003) for the mother and father and in <i>The Three Bears</i> (August 2003) for the remaining characters needed for the story. <a href="http://www.arkansas.gov/childcare/services/printedmats/storyamonth.html">http://www.arkansas.gov/childcare/services/printedmats/storyamonth.html</a></li> </ul>
<b>Story Presentation</b>	<p><b>Benchmarks:</b> 3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book 5.9 Uses language to problem solve</p> <p><b>Book:</b> <i>Deep in the Forest</i> by Brinton Turkle</p> <p><b>First Reading of <i>Deep in the Forest</i></b></p> <ul style="list-style-type: none"> <li>• Form a small group of children as directed in the introduction.</li> <li>• Show cover and invite children to describe what they see.</li> <li>• Call children’s attention to the leaves on the ground and ask them, “What do the leaves tell us about what time of year it is?”</li> <li>• Guide them to discuss that it is fall because of the color of the leaves and because the leaves from the trees have fallen to the ground.</li> <li>• Give the title and the illustrator and that the illustrator draws the pictures in the book.</li> <li>• Explain to children that this book has no words; that they will be able to tell the story from the pictures. They will be the authors of the book.</li> </ul>

- Show the title page and invite children to describe what they see. Call attention to the little bear standing by himself. Ask children what they think he is looking at. What does he see? (picture on the far right shows a house in the woods)
- Show acknowledgement page and invite children to discuss what they think the little bear is doing.
- Invite children to describe what they see on each page and predict what will happen next.
- Allow children sufficient time to look at the pictures and create the story line.
- Continue this process to the end of the book.
- Make sure that each child has an opportunity to contribute to the story.
- Follow up by asking children what they thought about telling the story in their own words.

**Teacher Note:** *Repeat this process with another small group until all children have an opportunity to participate.*

**Teacher Note:** *If children make the connection between this story and the story of The Three Bears, guide them to discuss how the stories are alike and how they are different.*

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**Second Reading of *Deep in the Forest***

- Present the book to the same small groups of children on day two.
- Show the cover, give the title and illustrator.
- Invite children by turns to tell you what is happening on a page.
- Write their comments on self-stick notes and stick them to each page.
- Follow up by returning to the beginning of the book and reading the story the children have created.
- Allow children to share the book with other children in the class.

**Additional Benchmark: 3.5 Understands that print conveys a message**

**Teacher Note:** *You do not have to write comments on self-stick notes each time you read a wordless book. Simply allowing children to make predictions and tell the story is an effective way for children to develop their oral language skills.*

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**Telling the Story, *Deep in the Forest***

- Prepare the storytelling figures as described in the Story Presentation section.
- Take the book, the storytelling figures and felt or magnetic board to the story reading area.
- Invite children to join you in the area. (This can be a larger group than for the reading of the story).
- Show children the book and ask them to recall the title. Explain to them that they are going to help you tell the story without the book.
- Present the story using the storytelling figures.
- Follow up by involving children in discussing which they liked the story the best; with the book or with the storytelling figures and to explain their choice.

**Teacher Note:** *Place the book and the storytelling figures and storyboard in the library area. Observe to see if children tell the story with the book and/or with the figures.*

<p style="text-align: center;"><b>Creative Art Extensions</b></p>	<p><b>Benchmarks:</b> 2.10 Explores and manipulates art media 2.11 Creates drawings and paintings that gradually become more detailed and realistic</p> <p><b>Activity:</b> <b>Creating Pictures Using Fall Colors</b></p> <p><b>Materials:</b> tempera paint, markers and pieces of construction paper in fall colors of yellow, brown and orange</p> <p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>• Have tempera paint in fall colors available at the easel.</li> <li>• Add markers in fall colors to the art center.</li> <li>• Have construction paper available in fall colors in the art center.</li> <li>• Allow children to use the materials as they choose.</li> </ul> <p><b>Teacher Note:</b> <i>Locate a picture that depicts fall; especially one that shows the leaves in fall colors. Display the picture in the art center.</i></p> <hr/> <p><b>Activity:</b> <b>Bear Shape Rubbings</b></p> <p><b>Benchmarks:</b> 2.10 Explores and manipulates art media 3.23 Shows awareness of cause-effect relationships</p> <p><b>Materials:</b> bear shapes cut from textured paper doilies, textured wallpaper or sandpaper, thin white paper and old crayons with paper peeled off sides</p> <p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>• Tape the bears to the table.</li> <li>• Invite children to place a piece of thin white paper over the bears and to rub the side of a crayon over the bears.</li> <li>• Observe and listen to their comments as the bear shapes appear on their paper.</li> </ul>
<p style="text-align: center;"><b>Creative Drama and Dramatic Play Extensions</b></p>	<p><b>Benchmarks:</b> 2.1 Shows creativity and imagination in play with materials and props 2.2 Participates in dramatic play themes that become more involved and complex 2.3 Assumes various roles in dramatic play situations</p> <p><b>Activity:</b> <i>Deep in the Forest Prop Box</i></p> <p><b>Contents:</b> stuffed bear, 3 sizes of unbreakable bowls and 3 sizes of towels for beds</p> <p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>• Label the bowls as follows: Mama, Papa, Baby (if possible).</li> <li>• Place the prop box and its contents in the dramatic play center.</li> <li>• Allow the children to discover the box and its contents and to use the props in their own way.</li> <li>• Observe children as they play with the props. Do they act out some of the scenes from <i>Deep in the Forest</i> or <i>The Three Bears</i>?</li> <li>• Keep the prop box in the center as long as children remain interested in playing with the props.</li> </ul>

**Creative  
Music  
Experiences**

**Benchmarks: 2.4 Participates freely in music activities  
2.5 Enjoys singing games, dramatizing songs and moving to music**

**Activity: Songs about Bears**

**Materials:** none

**Directions:**

- Involve children in singing the following songs about bears:

**The Bear Went Over the Mountain**

The bear went over the mountain,  
(walk in place, then fingertips together)  
The bear went over the mountain,  
The bear went over the mountain,  
To see what he could see. (hands over eyes)

To see what he could see,  
To see what he could see.

The other side of the mountain,  
(walk in place, then fingertips together)  
The other side of the mountain,  
The other side of the mountain,  
Was all that he could see! (hands out, palms up)

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**Hug, Hug, Hug Your Bear**

(Sing to tune of Row, Row, Row Your Boat)

Hug, hug, hug your bear  
Squeeze him very tight.  
Hold him high  
Help him fly.  
Then hug with all your might.

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**I Like Bears**

(Sing to tune of Are You Sleeping?)

I like brown bears, I like brown bears,  
Yes, I do. Yes I do.  
I really do like brown bears,  
I really do like brown bears.  
How about you? How about you?

I like black bears, I like black bears,  
Yes, I do. Yes, I do.  
I really do like black bears,  
I really do like black bears.  
How about you? How about you?

I like white bears, I like white bears,  
Yes, I do. Yes, I do.

	<p style="text-align: center;">I really do like white bears, I really do like white bears. How about you? How about you?</p> <p style="text-align: center;">We like white bears, we like brown bears, And we like black bears, too. We really like all kinds of bears, We really like all kinds of bears. Yes, we do! Yes, we do!</p> <p><b>Teacher Note:</b> <i>Cut out enough bears for each child in the group. Have brown, black and white bears. Laminate or cover the bears with clear self-adhesive for durability. Give each child a bear and as you are singing the song, have the children hold up the appropriate bear.</i></p>
<p style="text-align: center;"><b>Additional Books</b></p>	<p><b>Wordless Books:</b>  <i>A Boy, a Dog, and a Friend</i> by Mercer Mayer  <i>Changes, Changes</i> by Pat Hutchins  <i>Frog on His Own</i> by Mercer Meyer  <i>Frog, Where Are You?</i> by Mercer Mayer  <i>Noah's Ark</i> by Peter Spier  <i>Pancakes for Breakfast</i> by Tomie dePaola  <i>The Snowman</i> by Raymond Briggs (best used with an individual child)</p>
<p style="text-align: center;"><b>Additional “Deep in the Forest” Ideas</b></p>	<ul style="list-style-type: none"> <li>• Locate some of the wordless books listed above. Call children’s attention to the books and explain that they will be in the library. Observe to see if children select the books and make up stories to go with them. Do they share the book and story with others?</li> <li>• Follow the procedures listed in the Story Presentation section with other wordless books that children indicate an interest in. This can be a single child or small group activity.</li> </ul>