

No Roses for HARRY!



by Gene Zion,
pictures by Margaret Bloy Graham

Ages 3-8

Harry (*Harry the Dirty Dog*) is back and more fashion-conscious than ever. After receiving a comfy, but rose-covered, sweater from Grandma, Harry determines to lose it. He tries leaving it all over town, but it is always returned – until a bird catches sight of a loose thread and Harry's luck finally changes.

Animated by Virginia Wilkos. Music by Ernest V. Troost.
Gifts, Pets, Gratitude



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(*HarperCollins*)

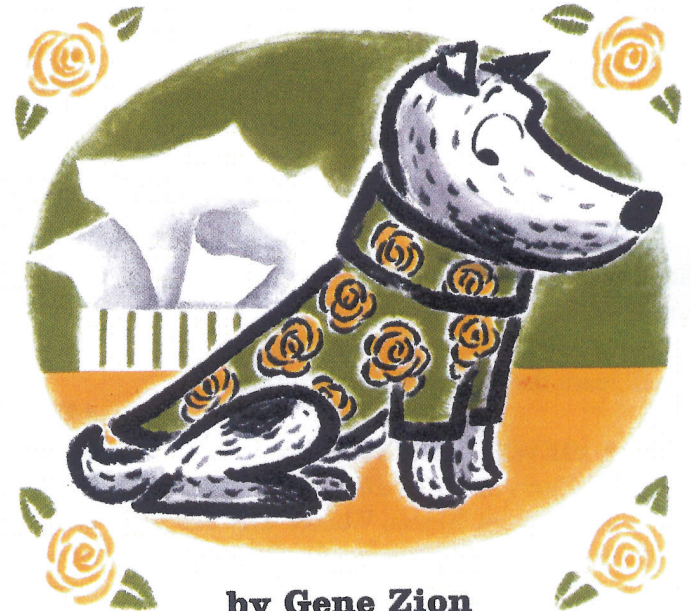
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NO ROSES FOR HARRY!

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Themes: Gifts, Pets, Gratitude

Grade Level: 1-3

Running Time: 10 minutes

SUMMARY

Harry (*Harry the Dirty Dog*) is back and more fashion-conscious than ever. After receiving a comfy, but rose-covered, sweater from Grandma, Harry determines to lose it. He tries leaving it all over town, but much to his chagrin, it is always returned. It isn't until a bird catches sight of a loose thread that Harry's luck changes. But what will he do when Grandma comes to visit and his sweater is nowhere to be found? Harry will continue to delight children with his funny and innocent personality in this latest video of his escapades.

OBJECTIVES

- Students will learn about character development.
- Students will discuss gift-giving and receiving and will learn the etiquette of these practices.

BEFORE VIEWING ACTIVITIES

Read aloud *Harry the Dirty Dog* and/or view the video available from Weston Woods. Discuss Harry's character with the students. Guiding questions:

- How would you describe Harry's personality? This is a good opportunity to discuss adjectives and build vocabulary.

- Based on Harry's behavior in *Harry the Dirty Dog*, how do you predict he will act in *No Roses for Harry!*

- Introduce character traits. Have students describe the character traits of someone they know well, for example, a parent or sibling.

Discuss gift-giving and receiving with students. Brainstorm with them about when they've received gifts. Generate a list of etiquette for receiving gifts. Based on this list, ask students to watch the video and decide whether or not Harry showed good etiquette when he received the gift from Grandma. Guiding questions:

- When are some times that you have received gifts in your life?
- Why are gifts given?
- What do you do if you don't like a gift?
- How do you feel when you give a gift?
- How would you feel if you gave a gift and the person you gave it to lost it, gave it away, or told you that she/he didn't like it?
- How can we show that we are grateful to a person for giving us a gift?

AFTER VIEWING ACTIVITIES

Discuss with children what they learned about Harry's character from this video. Add to the list generated before viewing the video. Students can also determine if their predictions about Harry were correct.

Have students create a character using what they have learned about character traits. Students can

draw pictures of their characters and list some of the traits. Using the individual characters that students create, write a group story.

Practice gift-giving and receiving with the students. Ask students to work on making gifts for each other. Arrange for students to pick each others' names out of a hat to ensure that everyone receives a gift. After making and giving the gifts, teach a lesson on how to write a thank-you note. Students should write thank-you notes for their gifts.

Other videos for teaching character development available from Weston Woods are:
The "**Frog**" Series based on the books by Mercer Mayer:

Frog Goes to Dinner

Frog on His Own

Frog, Where Are You?

A Boy, A Dog, and A Frog

The "**Ralph S. Mouse**" Series by Beverly Cleary:

Ralph S. Mouse

Runaway Ralph

The Mouse and the Motorcycle

The "**Harold**" Series by Crockett Johnson

Harold and the Purple Crayon

A Picture for Harold's Room

Harold's Fairy Tale

The "**Corduroy**" Series by Don Freeman

Corduroy

A Pocket for Corduroy

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