



A TumbleBook Teacher's Guide

Caillou and Gilbert

Written by Joceline Sanschagrin ... Illustrated by Cinar Animation

Pronunciation: Caillou = kai-you

Synopsis: Caillou has nobody to play with, so he recruits Gilbert his cat. He tries to get Gilbert to play his favorite games, but Gilbert isn't interested. When Mom points out that Caillou's been trying to get the cat to play "people games," he realizes that Gilbert wants to play "kitty cat games." That works much better!

Background Information: Caillou is a top PBS-Kids TV show about a four-year-old boy and his discovery of the world around him. The story series helps children develop self-esteem, confidence, and independence. The series' target audience: children through age 6.

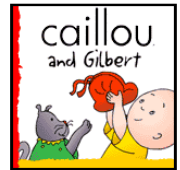
Vocabulary Preview: bonnet champion crouched pounced

BEFORE Students Tumble:

Accessing Prior Knowledge -
Question: Think of a time you had to play what someone else wanted to play. How did it make you feel?

Story prediction -

Question: From the title and cover illustration, what do you think this story is about?



AFTER Students Tumble: Curriculum Integration

Critical Thinking Questions:

- What clues do you get from the story that Gilbert did not want to play "people games?"
- If you were Caillou, what other cat games would you have played?
- What else could Caillou have done besides play with the cat?

Reading Comprehension Questions:

- **Interpreting character attitude:** What made you think that Gilbert was not happy?
- **Literal comprehension:** What were Mother and Father doing while Caillou played? (wallpapering the dining room)
- **Interpretive comprehension:** Why do you think Caillou tried to wake little Rosie?
- **Critical comprehension:** Was this story real? Could it have happened?
- **Creative comprehension:** What do you think happened next?

Language Arts:

- **Nouns:** Ask students to make a list of all the people, places, and/or things in the story.
- **Vocabulary-synonyms:** What is another word for "bonnet?" "champion?" "crouched?" "pounced?"
- **Mind Mapping:** Beginning with the word "Caillou" written inside a circle, ask the class to help you build a semantic map depicting all of the things he liked to do. Then build a map for Gilbert.
- **Expressive Language:** Ask students to re-read the story, listing all of the words that show feelings, or make sounds.
- **Creative Spelling:** Ask students to spell "Caillou" phonetically. Then ask students to spell your name the way it sounds. Finally, ask students to write their own names using auditory discrimination.

Caillou and Gilbert

Creative Writing Exercises:

- Write a description of what you would want the dining room wallpaper to look like. Be sure to include how it would feel to the touch, how it would smell, the colors, how it makes you feel on the inside (peaceful, jumpy...), what the designs look like ... (use of adjectives).
- Write a sentence/paragraph about the things you like to do.
- Write a letter to *The Kitty Toy Company*. Be sure to give your suggestions about a new cat toy that you just invented. Explain how the toy works and why cats of all ages will enjoy using it.

Character Education Development:

- How can you tell when a friend you are playing with is not happy?
- **Empathy:** feeling what someone else is feeling or experiencing.

Art:

- Draw a picture of a pet you wish you had.

Physical Education:

- Ask the children to “crouch,” as Gilbert did in the doll carriage, and then “bolt” to a designated place.

<i>Student Tumble Task Pages</i>			
<i>Level One: Reading Readiness/Emergent Reader-</i> Initial Consonants/ Word Recognition/Basic Sight Words: Students first draw a line from the picture to the correct word. Then students illustrate the sentence in each box.	<i>Level Two: Developing/ Successful Reader-</i> Sequence of Events: Students read two sentences and circle the statement that indicates what happened first. Statements occurring first in each set are then illustrated at the bottom of the page.		<i>Level Three: Accomplished/Advanced Reader-</i> Students will enjoy creating a name, birthday, and personality for a quirky pet cat of their own. Simple statements describing the cat's preferences will help the student think about pet ownership and responsibility.
<i>Answers:</i> (creative activity)	<i>Answers:</i> Set one: 1 Set two: 4 Set three: 5		<i>Answers:</i> (creative activity)

<i>I Took a Tumble – Student Illustration Page</i> <i>(reinforces literal/interpretive/creative comprehension and encourages reading awareness)</i>
Caillou tried to wake his napping 2-year-old sister, Rosie. He may want to make a sign to hang on her doorknob reminding him that she is sleeping. Ask students to make a doorknob sign for someone they live with. Discuss possible text: “I love Mom/Dad.” “Shhh, Grandma is napping.” “Quiet! Genius at work.” “World’s Greatest Person!”

Extended Reading

Caillou Tidies His Toys, by Joceline Sanschagrin.
Bad For Them, Good For Me, by Aaron Zevy



Student Tumble Task

Level One

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Name: _____

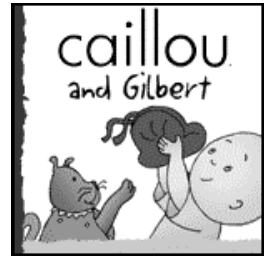
Date: _____

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Directions:

Draw a line from the picture to the correct word.
In the box, draw a picture of a cat with a hat.
Then draw mice with a book.



cat



hat



book



mice

Cat with a hat.

Mice with a book.



Student Tumble Task

Level Two

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for
e-kids™

Name: _____

Date: _____

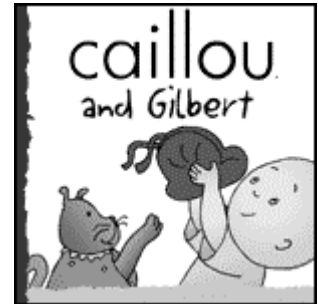
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Directions:

In each box, read the two sentences. Circle the sentence that tells what happened first.

In the boxes at the bottom of the page, draw a picture about each sentence that you circled.



1. Caillou tries to wake Rosie.
2. Caillou reads a book about mice.

3. The cat wears a nightgown.
4. The cat sleeps on the sofa.

5. Caillou puts the cat in the truck.
6. Caillou makes a paper ball.

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Student Tumble Task

Level Three

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e-kids™

Name: _____

Date: _____

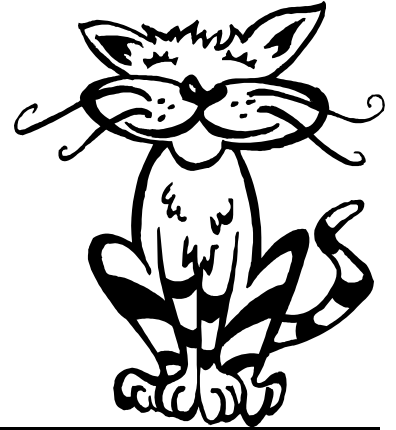
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Gilbert lives with Caillou and his family. They take good care of him.

This cat wants to live with YOU!

Directions: First, give this cat a name. Then give him a birth date. On the lines below, write about how you will take care of him.



My cat's name is _____

My cat's birthday is on _____

At breakfast my cat likes to _____

His favorite place to sleep is _____

His favorite toy is _____

He likes it when I _____

It scares him when I _____

He likes it when we play _____

His best day was when we _____

I love my cat!

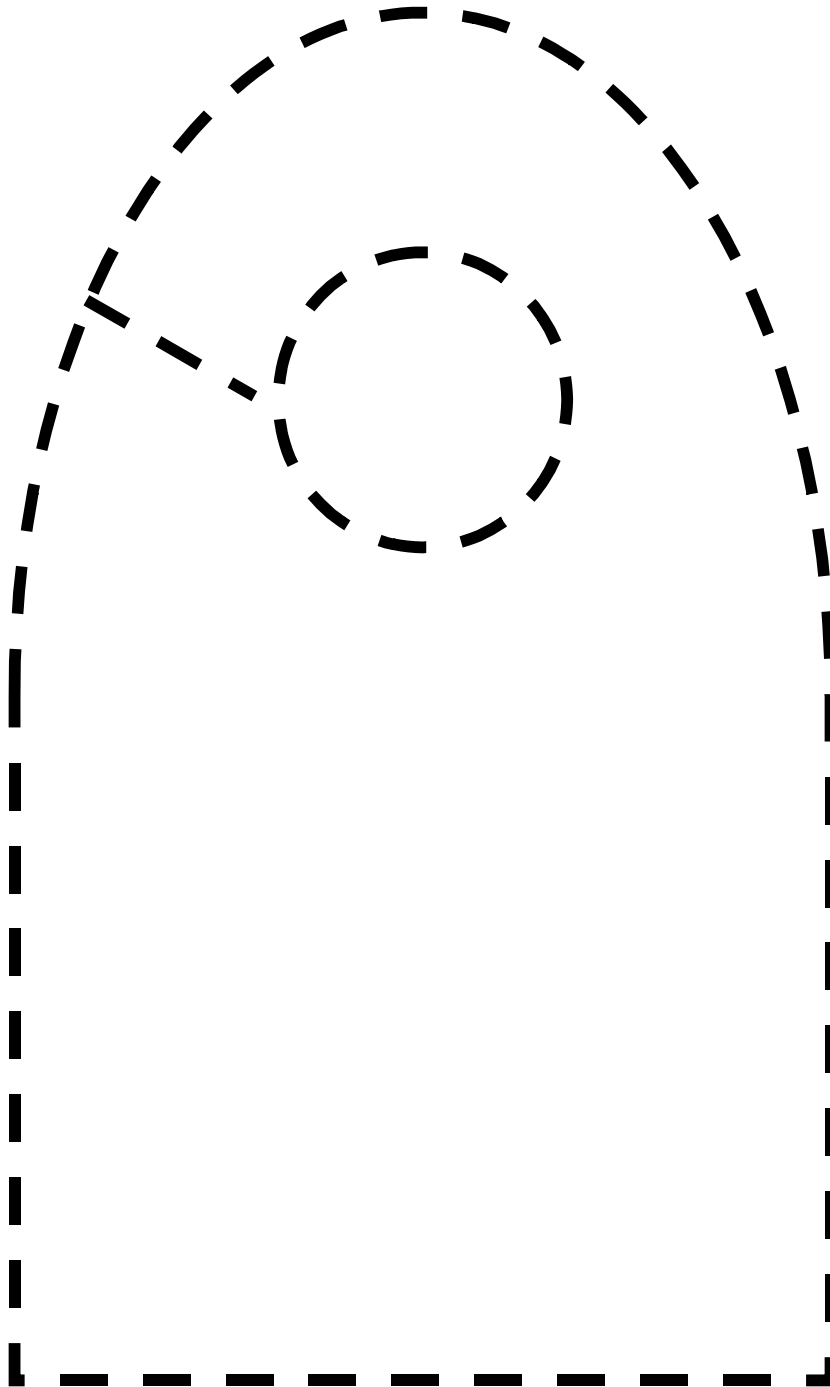


I Took A Tumble !
Student Illustration Page

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for
e-kids™

Name: _____

Date: _____



**Caillou and
Gilbert's
Door Knob Hanger**

Directions:

Cut out the door knob sign. Then decorate it for the special person who lives with you.

Here are some suggestions:

Shhhhh!
Gramma is napping!

World's Greatest
Mom or Dad

Someone
Wonderful
Lives
Here

Great Minds
At Work!

