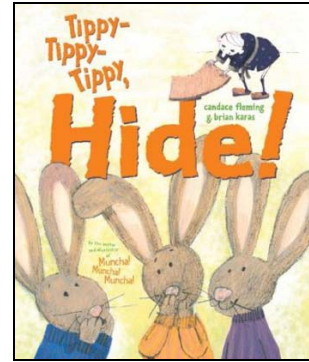


## Classroom Guide

### *Tippy - Tippy - Tippy, Hide!*

written by Candace Fleming and illustrated by G. Brian Karas  
published by Ginee Seo Books/Atheneum Books for Young Readers, 2007

*A note to the teacher:* This book can be used in a variety of ways for both older and younger students. Therefore, we have included questions and activities across a broad spectrum, knowing you will choose those that are appropriate for your students. We hope our ideas inspire your own!



#### Themes:

- ◆ Word play – playing with parts of speech
- ◆ Wonderful world of winter (geography)
- ◆ Using logical thinking to solve a problem

#### About the book

Having worked all summer at keeping bunnies out of his garden, Mr. McGreely looks forward to a peaceful winter if only he can keep those naughty bunnies from invading his home.

#### About the author

Candace Fleming is the author of numerous books for children, including *Ben Franklin's Almanac*, an ALA Notable Book and an ALA Best Book for Young Adults, as well as *Muncha! Muncha! Muncha!*, *Gabriella's Song*, and *When Agnes Caws*, all ALA Notable Books.

#### About the illustrator

G. Brian Karas has illustrated over 70 books that have won many honors, including the Boston Globe/Horn Book Honor in 1997 for his first venture as an author/illustrator, *Home on the Bayou*. He has illustrated the *High Rise Private Eyes* series by Cynthia Rylant, as well as *Saving Sweetness*, *Princess Fishtail*, and Candace Fleming's *Muncha! Muncha! Muncha!*.

#### Things to think about before you read the book

- ◆ Have you ever wanted something so badly that you will do anything to get it or had a problem you had to figure out how to solve?
- ◆ Has anybody ever wanted something from you, such as a toy or a book, that you didn't want to share?
- ◆ What is winter like where you live? Do you know anyone who lives somewhere else that has different winter weather than you do?

## Word Play - playing with parts of speech

### The Alliteration Game

#### Curriculum Connections

Language arts, alliteration, parts of speech, vocabulary

Alliteration occurs when two or more words near each other in a sentence repeat the same first letter. For example: Peter Piper picked a peck of pickled peppers.

See if you can find bits of alliteration in *Tippy-Tippy-Tippy, Hide!* You might give the class three of the examples listed below and see which others they can find.

- ◆ Pesky puffedails
- ◆ Flipped up his footrest
- ◆ Three little bunnies, begging
- ◆ Tired but triumphant
- ◆ Spring has sprung
- ◆ Snow shovel

#### CLASSROOM ACTIVITY

1. Have the class get into a large circle; this can also be done in smaller groups.
2. The first person in the circle says their name, an adjective or word that describes them, and performs any action like an animal movement, a gesture, or something silly. For example: My name is Alice, I like apples" (the person might choose to wave).
3. Everyone repeats what she has done. "Apple Alice" (wave).
4. The second person introduces himself. "I'm Marvelous Marco" (the action is to jump).
5. Everyone says "Marvelous Marco" (jumps) and "Apple Alice" (wave).
6. This continues around the circle, each time adding a name, describing word, and action.

#### TAKING IT FURTHER

Use tongue twisters to demonstrate alliteration. The following websites have examples of tongue twisters that work well in a classroom.

<http://volweb.utk.edu/Schools/bedford/harrisms/1allitera.htm>

tongue twisters for every letter of the alphabet using alliteration

[www.geocities.com/Athens/8136/tonguetwisters.html](http://www.geocities.com/Athens/8136/tonguetwisters.html)

The tongue twister data base

[www.estcomp.ro/~cfg/twistersindex.html](http://www.estcomp.ro/~cfg/twistersindex.html)

Tongue twisters from around the world

#### FOR OLDER OR MORE ADVANCED STUDENTS

Have them write their own tongue twisters to share with the class.

## *Building a story with nouns and adjectives*

### **Curriculum Connections**

Putting a story together, creating character, adding depth to a story, group dynamics

### **Supply List**

Colored cardstock or index cards, containers to hold them, pencils, paper

An adjective is a word that describes or changes another person or thing in the sentence.

See if you can find examples of describing words in *Tippy-Tippy-Tippy, Hide!* Another option is to give the class three of the examples listed below and see which others they can find.

- ◆ Chill wind
- ◆ Naughty wigglenoses
- ◆ Fluffy pillow
- ◆ Sooty paw print
- ◆ Thick snow
- ◆ Infuriating flopears
- ◆ Wily twitchwhiskers
- ◆ Tiny, new leaves
- ◆ Tender, young shoots
- ◆ Fresh, green sprouts

### **CLASSROOM ACTIVITY**

1. Brainstorm a list of adjectives or describing words as a class. Give a few examples to get them started, perhaps some from *Tippy-Tippy-Tippy, Hide!* listed above. Write each word on a notecard and put them all into a basket.
2. Next, brainstorm a list of nouns (person, place, thing or idea) as a class. Write them on a different color of notecard and put them into a second basket.
3. Have the class break into small groups. Each group selects one noun and two adjectives/describing words from the baskets.
4. Using the selected words, have each small group create a character and a story. They can act it out or make simple puppets.
5. Younger students could draw a picture of that character instead. For example, if the words selected were “rabbit,” “purple,” and “mad,” the student could draw a picture of a mad purple rabbit.
6. During the creative process, have the students ask each other questions. “Why is the rabbit mad?” “Why is the rabbit purple?” etc ... This will help them better imagine the details of their story or picture.

### **TAKING IT FURTHER**

For older or more advanced students, you can add verbs and setting to the brainstormed lists. Their assignment is to select one card from each basket (one noun, one setting, one verb, and one adjective) and write a story.

## *Geography: the wonderful world of winter*

### **Curriculum connections**

Geography, simile/metaphor, adjective use, science

*Winter was coming, and Mr. McGreely was getting ready.*

*Down went his hammock.*

*Up went his storm windows.*

*Out went his snow shovel.*

*In went his garden hose.*

### **PREPARING FOR WINTER IN THE NORTH**

For younger students:

- ◆ Divide the class into teams and give them each a pile of winter clothing (long underwear, hat, scarf, wool socks, winter boots, mittens). One person on each team is the “model,” the rest are the dressers. Send the model to one side of the room, the rest of the team with the clothing pile to the other. Each team has to carry an article of clothing to the model, one piece at a time, and put it on them. The first team to get their model dressed wins.

Options for all ages:

- ◆ Ask your students “what do you do to get ready for winter?” Have them draw a picture of some of the things they need for winter. For older or more advanced students, have them describe the things in detail. For example, “my warm wooly socks that scratch my skin like pine needles” or “the blue striped hat my grandma made out of leftover wool.”
- ◆ What are adjectives that describe winter? Concentrate on using all the senses. For older or more advanced students, this is a good way to introduce them to simile and metaphor. For example, have the students close their eyes and listen to sounds (i.e., clapping hands or scrunching paper). What does that sound remind them of? Pass around bottles with liquids or powders (vanilla, vinegar, cinnamon). Have the students smell each one and write down not what they think the scent IS, but how it makes them FEEL.

### **WINTER IS DIFFERENT ALL OVER THE WORLD**

#### **Supply list**

Globe or maps, winter clothing, tactile objects

- ◆ Look at a globe and find your location. Talk about the equator and the North and South Poles. The closer you are to the equator, the warmer winter will be. The closer you are to one of the poles, the colder winter will be. Talk about the Northern and Southern hemispheres. December is winter in the northern hemisphere but summer weather in the southern hemisphere. Why? Where in the world do you think *Tippy-Tippy-Tippy, Hide!* might be taking place?
- ◆ For older or more advanced students, you can discuss latitude and longitude as well. Give them a number of locations around the world and have them find those locations on a map. You can also give the students a list of countries or cities and show them how to find the approximate latitude and longitude for each.

## Using logical thinking to solve a problem

*Tippy-tippy-tippy wiggle.  
Through the mail slot.  
Tippy-jiggle.  
Three little bunnies, cozy inside.  
Now, tippy-tippy-tippy, hide!*

### A LITTLE ABOUT MAZES AND HOW THEY TIE IN WITH THE BOOK

Mazes have been around for more than 4,000 years but early mazes were called labyrinths. In a labyrinth, there is only one continuous pathway to reach the center. In the 17th century, English kings and queens began to use mazes as amusement parks. Tall hedges prevented participants from seeing the exit. In a maze not all paths were continuous. Some led to dead ends, requiring the participant to turn around and try another route.

In *Tippy-Tippy-Tippy, Hide!* the bunnies' efforts to get into the house are continuously foiled by Mr. McGreely and they are forced to find another way in.

### A CLASSROOM ACTIVITY

#### Curriculum connections

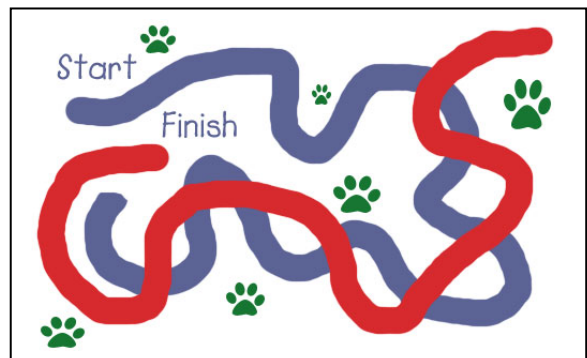
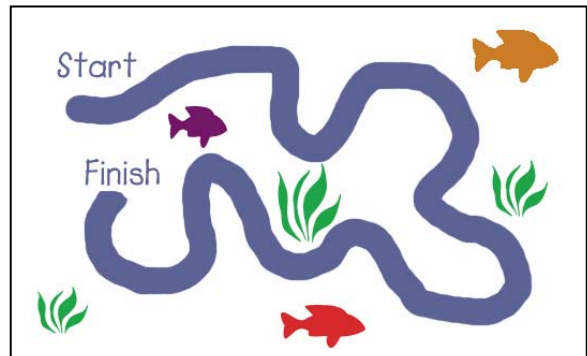
Problem solving, mathematics

#### Supply list

Paper, crayons or markers, ruler

Print a copy of a maze and have the students try to find their way out. For older or more advanced students, have them create their own maze.

1. Draw a shape on a piece of paper. Draw the shape again so the lines parallel each other. (We're using a solid line to make this easier to see.)
2. For younger children have them create a single path. Think of a theme and decorate the paper accordingly (i.e., If the theme is the ocean, draw pictures of fish and have a start and end that are appropriate).
3. For older or more advanced students, draw two shapes on top of each other. Draw shapes in the same color to make more challenging (the shapes are different colors here to demonstrate the process).



4. Erase the lines from the first shape (blue shape) that interfere with the second (red shape) so there is a continuous path (the second red shape) and a path that stops and starts (the blue first shape).



**PRINTABLE MAZES**

[www.printactivities.com/Mazes.html](http://www.printactivities.com/Mazes.html)

[www.coloring-page.net/activity/maze.html](http://www.coloring-page.net/activity/maze.html)

[www.nationalgeographic.com/ngkids/0108/maze](http://www.nationalgeographic.com/ngkids/0108/maze)

**INSTRUCTIONS ON DRAWING MAZES**

[www.amazingart.com/maze-faqs/draw-mazes.html](http://www.amazingart.com/maze-faqs/draw-mazes.html)

## ***Companion Books for the Classroom***

### **BOOKS THAT GO ON A JOURNEY TO SOLVE A PROBLEM**

*Boots and His Brothers: A Norwegian Tale* by Eric A. Kimmel, illustrated by Kimberly Bulcken Root, Holiday House, 1992

*Possum Magic* by Mem Fox illustrated by Julie Vivas, Voyager Books; 1991

*Snippy and Snappy* by Wanda Gag, University of Minnesota Press, 2003

### **BOOKS ABOUT WINTER**

*Long Winter* by Laura Ingalls Wilder, HarperTrophy, 2007

*Snow, Snow: winter poems for children* by Jane Yolen, illustrated by Jason Stemple, Boyds Mills Press, 2005

*There Was A Cold Lady Who Swallowed Some Snow* by Lucille Colandro, illustrated by Jared Lee, Scholastic, 2003

*When Winter Comes* by Nancy Van Laan, illustrated by Susan Gaber, Atheneum/Anne Schwartz Books; 1st ed edition, 2000

*Winter is the Warmest Season* by Lauren Stringer, Harcourt Children's Books, 2006

*Winter Lullaby* by Barbara Seuling, Harcourt Children's Books, 1998

### **BOOKS ABOUT ALLITERATION**

*Walter Was Worried*, by Laura Vaccaro Seeger, Roaring Brook Press, 2006

*Willie's Word World (Rookie Readers)* by Don L. Curry and Rick Stromoski, Children's Press, 2005

*Penny & Drew's Penciltips: Animal Alliterations*, by Laura Sebastiani and Colin Adams, ThoughtRockets, Inc., 2006

### **BOOKS ABOUT MAPPING**

*Maps and Mapping* by Deborah Chancellor, Kingfisher, 2004

*Me on the Map*, by Joan Sweeney, Dragonfly/Crown, 1996

### **RESOURCES FOR THE TEACHER**

*Discovering Maps*, Hammond World Atlas Corp., 2007

*Everything Kids' Mazes Book: Twist, Squirm, and Wind Your Way Through Subways, Museums, Monster Lairs, and Tombs* (Everything Kids Series) by Beth L Blair, Adams Media Corp.

*Meteorology Today With Infotrac: An Introduction to Weather, Climate, and the Environment* by C. Donald Ahrens, Thomson Brooks/Cole; 6th edition, 1999