




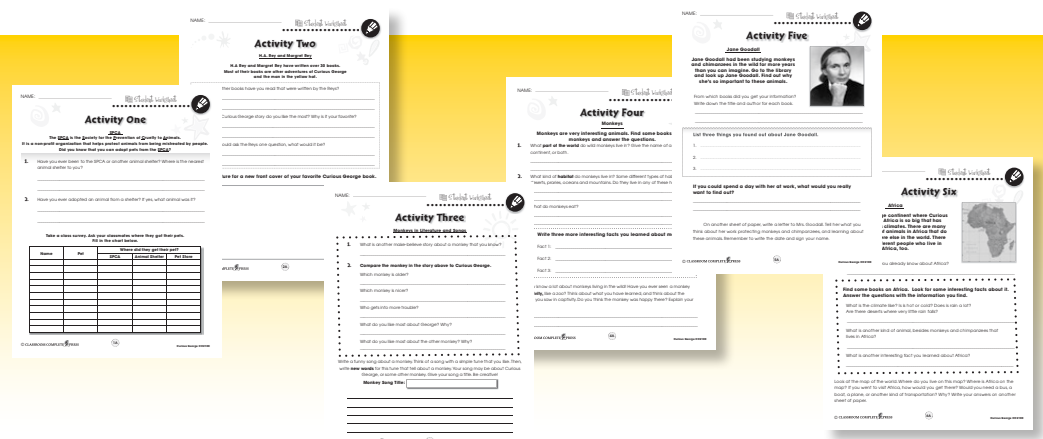
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FREE! 6 Bonus Activities!

3 EASY STEPS to receive your 6 Bonus Activities!

- Go to our website:
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- Click on item CC2100 – Curious George
- Enter pass code CC2100D





H. A. Rey (1898-1977) and Margret Rey (1906-1996)

Hans Augusto Rey and Margarete Elisabeth Waldstein (Margret Rey) were both born in Hamburg, Germany.

They got married on August 16, 1935 in Brazil but soon moved to Paris, France.

Hans published his first book called **Raffy and the Nine Monkeys**. In Britain and the United States this book was published as **Cecily G. and the Nine Monkeys**. One of the nine monkeys in this book was Curious George. The Reys felt that Curious George needed a book of his own. So Hans and Margret began writing stories about George.



At the end of the 1930's, Hitler and the Nazis were attacking France. On June 14, 1940, Hans and Margret escaped the invasion by only a few hours. They finally settled in Cambridge, Massachusetts.



Their publisher suggested not to use Margret's name on their books, although Curious George was written and illustrated by both. Later stories of George have both names on them.

Did You Know..?

- Hans built two Bicycles for them to use in their escape from the Nazis.
- Hans had the ideas and the illustrations, and Margret wrote the stories.
- The Boston Children's Hospital asked them to write a story about George in the hospital.



Activity Nine

Find the words in the story. Fill in the blanks with the letters from the list. The first one has been done for you.

ea ou oo oa au

1. r e a l
2. b _ _ _ r d
3. _ _ _ s y
4. n _ _ _ g h t y
5. m _ _ _ l
6. s t _ _ _ l
7. b _ _ _ t
8. t r _ _ _ b l e
9. f _ _ _ n d

Activity Ten

Read the word. Say the word. How many different syllables does the word have?

Example:

made



- | | | | | | |
|---------------|---|-----------------------|----------------|---|-----------------------|
| 1. firemen | ⇒ | <input type="radio"/> | 2. forget | ⇒ | <input type="radio"/> |
| 3. lightning | ⇒ | <input type="radio"/> | 4. watchman | ⇒ | <input type="radio"/> |
| 5. department | ⇒ | <input type="radio"/> | 6. telephone | ⇒ | <input type="radio"/> |
| 7. balloon | ⇒ | <input type="radio"/> | 8. altogether | ⇒ | <input type="radio"/> |
| 9. curious | ⇒ | <input type="radio"/> | 10. fascinated | ⇒ | <input type="radio"/> |



Activity Seven

Fill in each blank with the correct **verb** from the story.

1. He _____ how the gulls could fly.
2. He _____ into bed and fell _____ at once.
3. Then the man _____ away.
4. You _____ the Fire Department.

Activity Eight

Fill in each blank with the correct **adjective** from the story.

1. He had on a _____ hat.
2. He felt he must have a _____ balloon.
3. What a _____ place for George to live.
4. George said good-bye to the _____ sailors.



Activity One

Put a check mark (✓) next to the answer that is correct.

1. **George is a happy monkey who lived where?**
 - A He lived in Austria.
 - B He lived in Australia.
 - C He lived in Africa.
2. **What did the man with the large yellow hat want with a monkey?**
 - A He wanted to bring George fishing.
 - B He wanted to bring George to the Zoo.
 - C He wanted to sell George.
3. **What did George want to learn how to do?**
 - A He wanted to fly like the gulls.
 - B He wanted to sail like the sailors.
 - C He wanted to hunt like the hunters.
4. **How did the sailors save George?**
 - A They jumped in the water and got him.
 - B They threw him a rope.
 - C They threw him a lifebelt.
5. **Where was George's new and nice place to live?**
 - A The Insectarium.
 - B The City Gardens.
 - C The Zoo.



Activity Four

Your mind is made up – you would like a new pet. You are sure that having a pet is a good idea, and you see no problems in having one. Your parents, on the other hand, are not so sure.

Decide what kind of pet you would like. **Brainstorm** a list of pros and cons to having this pet. The pros are good reasons to have the pet. The cons are things that may be problems or difficulties.

I would like a _____ for a pet.

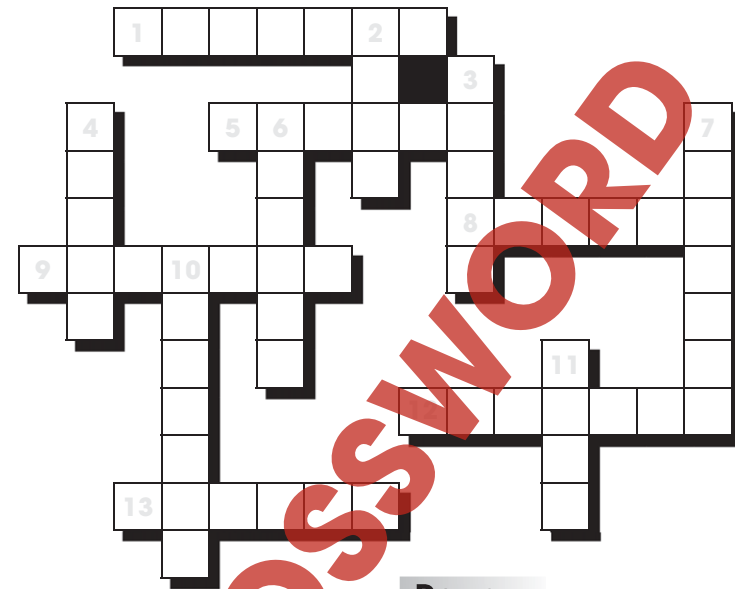
PROS (Good Reasons)	CONS (Problems or Difficulties)

Read your list of pros and cons. Do you think it is still a good idea to have this pet? If so, present your findings to your parents. Good Luck!



Crossword

Read the clues below. Write the answer where you find the correct number. Be careful! Some words go down. Some words go across.



Across

- 1. Always keep a _____ you make.
- 5. Lots of monkeys live in _____.
- 8. She climbed the _____ to get on the roof.
- 9. I have one sister and one _____.
- 12. Yellow fruit with a peel
- 13. Wait for the green _____ to cross the road.

Down

- 2. Another word for boat
- 3. It's not his _____ because he didn't do it.
- 4. To watch over something to keep it safe
- 6. Someone you play with
- 7. George was a _____ monkey.
- 10. Cars driving on the road are called _____.
- 11. Do not hurt or _____ the animals.



Comprehension Quiz



1. Fill in the blanks.

- a) The man wore a large yellow straw _____.
- b) He caught the monkey and popped him in a _____.
- c) The man wanted to bring him to a _____.
- d) On the ship, George _____ that he wouldn't get into trouble.
- e) It is easy for little monkeys to _____.

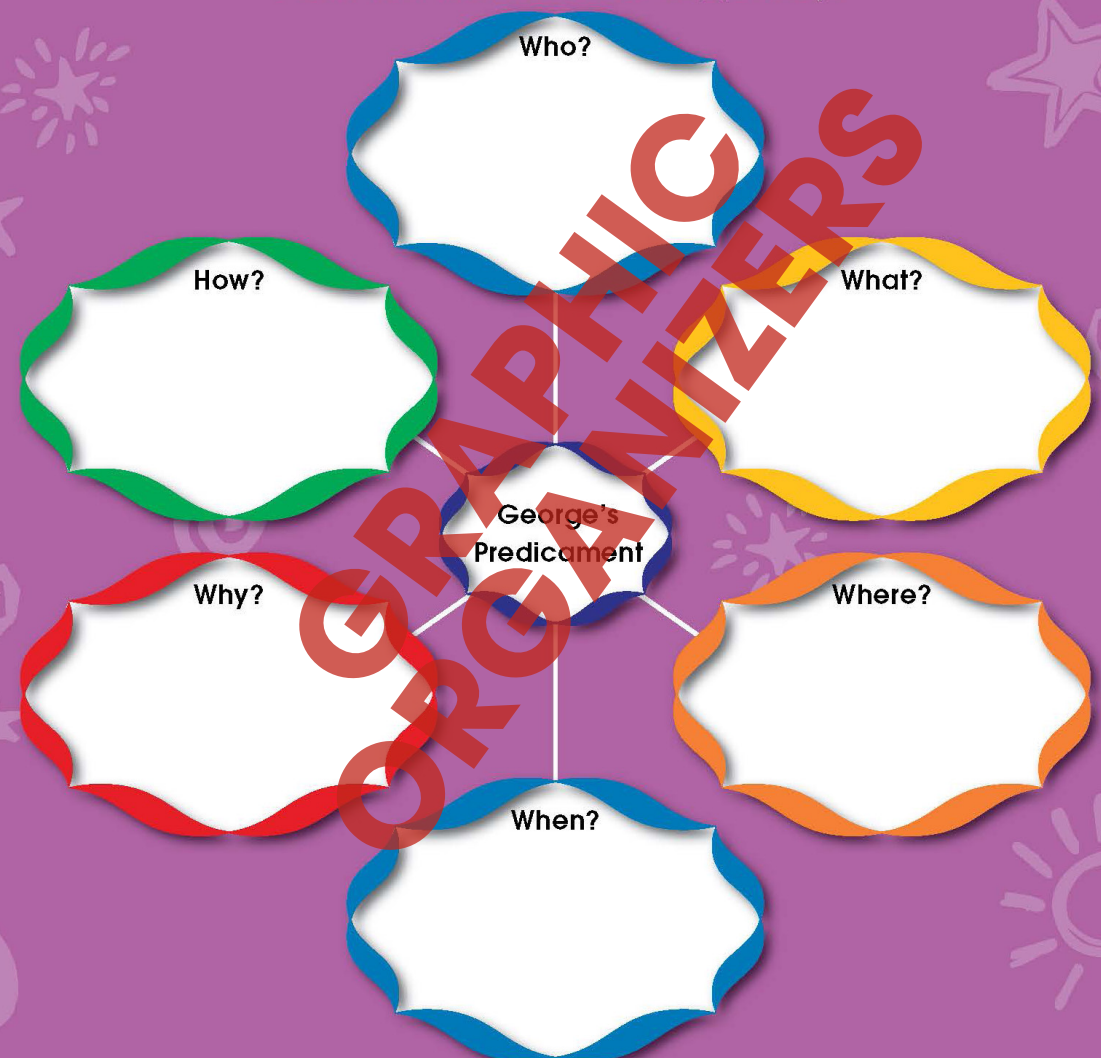
2. Match the character with the item.

- | | |
|--------------------|------------------------|
| a) firemen | large yellow straw hat |
| b) brother | ship |
| c) gulls | bright red balloon |
| d) sailors | the prison |
| e) the little girl | sister |
| f) the man | hook-and-ladder |
| g) watchman | the sea |

SUBTOTAL: /12

Sum It up!

In this story Curious George has many adventures. He gets into one predicament after another. Choose one of the problems that he gets into. Then answer the questions to sum up the event (tell how the event happened).





Activity Three

Write a word from the story that means the **opposite of** each of these words.

- | | | | |
|-----------|----------------------|------------|----------------------|
| 1. tiny | <input type="text"/> | 2. easy | <input type="text"/> |
| 3. night | <input type="text"/> | 4. unsafe | <input type="text"/> |
| 5. slowly | <input type="text"/> | 6. many | <input type="text"/> |
| 7. slow | <input type="text"/> | 8. brother | <input type="text"/> |

Activity Four

Write the words in proper sentence order.

1. bed fell He and into crawled asleep

2. didn't What do? George to know how

3. a little thought. nice "What monkey," he

	3.	5.	7.
paid, wire	Possible answers:	1. yes	1. wondered
	1. big	2. hard	2. crawled, asleep
	3. day	4. safe	3. got
mixed, wind	5. quickly	6. few	4. fooled
	7. fast	8. sister	
instead,		5. yes	
	4.	6. no	
Answers:	1. He crawled into bed and fell asleep.	1. quickly	2. finally
straw, big, bright,	2. What didn't George know how to do?	3. struggling	4. blowing
nice, good, heavy	3. "What a nice little monkey," he thought.	5. quietly	6. sailing
will vary		7. rowing	8. going
	18	19	20

EASY MARKING ANSWER KEY



Curious George

- **RSL.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RSL.K.2** With prompting and support, retell familiar stories, including key details.
- **RSL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RSL.K.4** Ask and answer questions about unknown words in a text.
- **RSL.K.5** Recognize common types of texts.
- **RSL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RSL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear.
- **RSL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RSL.K.10** Actively engage in group reading activities with purpose and understanding.
- **RSL.1.1** Ask and answer questions about key details in a text.
- **RSL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RSL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RSL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RSL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **RSL.1.6** Identify who is telling the story at various points in a text.
- **RSL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- **RSL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RSL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **RSL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RSL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RSL.2.3** Describe how characters in a story respond to major events and challenges.
- **RSL.2.4** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- **RSL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RSL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RSL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RSL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.
- **RSL.2.10** By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.1.1** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.1.1** Demonstrate understanding of the organization and basic features of print. **A)** Recognize the distinguishing features of a sentence.
- **RSFS.1.2** Demonstrate understanding of spoken words, syllables, and sounds. **A)** Distinguish long from short vowel sounds in spoken single-syllable words. **b.** Orally produce single-syllable words by blending sounds, including consonant blends. **c.** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. **d.** Segment spoken single-syllable words into their complete sequence of individual sounds.
- **RSFS.1.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Know the spelling-sound correspondences for common consonant digraphs. **B)** Decode regularly spelled one-syllable words. **C)** Know final -e and common vowel team conventions for representing long vowel sounds. **D)** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **E)** Decode two-syllable words following basic patterns by breaking the words into syllables. **f.** Read words with inflectional endings. **G)** Recognize and read grade-appropriate irregularly spelled words.
- **RSFS.1.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Distinguish long and short vowels when reading regularly spelled one-syllable words. **B)** Know spelling-sound correspondences for additional common vowel teams. **C)** Decode regularly spelled two-syllable words with long vowels. **D)** Decode words with common prefixes and suffixes. **E)** Identify words with inconsistent but common spelling-sound correspondences. **F)** Recognize and read grade-appropriate irregularly spelled words.
- **RSFS.2.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **WS.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **WS.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **WS.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **WS.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **WS.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- **WS.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **WS.2.3** Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **WS.2.8** Recall information from experiences or gather information from provided sources to answer a question.