

THE DOUGHNUTS

The Doughnuts

by Robert McCloskey (Viking)

Themes: Humor/Problem Solving

Level: Grades K - 5

Length: 20 minutes, live action

Summary

THE DOUGHNUTS takes place in the 1940's when an uncle of a boy named Homer opens a luncheonette. Uncle Ulysses, much to the chagrin of his wife Agnes, is a man fond of new-fangled gadgets and has installed a doughnut making machine in his restaurant.

One evening, while Homer is visiting his uncle's restaurant, Uncle Ulysses leaves Homer in charge of putting the finishing touches on the doughnut machine while he stops by the barber shop. Homer works on the machine and is soon visited by an "advertising man" who stops by for coffee and a doughnut. While the man waits for the doughnut machine to begin working, a wealthy woman enters the restaurant. She asks Homer if she can mix up the doughnut batter for him, takes off her diamond bracelet, and sets to work. Soon the doughnut machine is working--too well! Homer cannot stop the doughnuts from popping out of the machine! The woman is gone and Homer and the advertising man look for places to store the doughnuts.

Homer and the man put their heads together and come up with a scheme to sell the doughnuts "2 for 5 cents" in order to be rid of them. Eventually, the wealthy woman returns, claiming to have left her bracelet in the restaurant. Shortly, it becomes evident that the bracelet must be in one of the hundreds of doughnuts. Homer has an idea! He makes a sign offering one hundred dollars for anyone who can find the bracelet. It doesn't take long for the doughnuts to be gobbled up and the bracelet to be found. The end of the story finds Uncle Ulysses trying to explain to skeptical Aunt Agnes why there are tons of crumbs

from dozens of doughnuts left on the restaurant counter!

Objectives

- Children will appreciate humor in a story
- Children will explore problem-solving techniques
- Children will investigate the benefits of working cooperatively

Before Viewing Activities

Share the chapter entitled "The Doughnuts" from the book Homer Price with children. Ask children to name all of the machines they can think of that make our work easier. Encourage children to consider how these machines are beneficial and what our lives might be like if we did not have these machines.

Discuss restaurants children may frequent with their families. Ask: What do you like most about eating in restaurants? What do restaurants smell like? look like? What kinds of sounds do you hear in restaurants? What kind of jobs do people have in restaurants? What kinds of equipment would be useful in restaurants? Tell children that the film they are about to see takes place in a brand new luncheonette. As they view the film, encourage children to think about the ways this luncheonette compares to restaurants they have experienced.

After Viewing Activities

Supply children with crayons and construction paper that they can use to create their own labor-saving machines. When they have finished, have children describe their machines to their classmates, including a description of the materials the machine is made of, how it operates, and how it saves time and energy. Later, supply cardboard boxes of various sizes, pipe cleaners, buttons, and other art materials that children can use to construct three

dimensional versions of their machines.

Remind children of the way Homer solved the problem of the missing bracelet. Ask: What two things did Homer's idea accomplish? What other ways could Homer have suggested to help the lady find her bracelet? Then help children recall how Homer called his uncle when the doughnut machine would not stop working. Ask: What would you have done if you were Homer and needed to stop the machine? What kind of advertising slogan would you use to help sell the doughnuts? (You might want to provide children with small sheets of poster board and markers they can use to create their advertisements.)

Plan a field trip to a local diner or restaurant. Encourage children to ask questions as they are guided through the various parts of the diner/restaurants. When you return to the classroom, have children discuss what they found most surprising/interesting about the trip. Work with children to create thank-you notes for their restaurant guides.

Other book based humorous films and videos are available from Weston Woods. These include:
THE BEAR & THE FLY by Paula Winter
CAPS FOR SALE by Esphyr Slobodkina
THE COW WHO FELL IN THE CANAL written by Phyllis Krasilovsky and illustrated by Peter Spier
THE DAY JIMMY'S BOA ATE THE WASH written by Trinka Hakes Noble and illustrated by Steven Kellogg
THE FUNNY LITTLE WOMAN written by Arlene Mosel and illustrated by Blair Lent
THE GREAT WHITE MAN-EATING SHARK written by Margaret Mahy and illustrated by Jonathan Allen
JOEY RUNS AWAY by Jack Kent
THE MOST WONDERFUL EGG IN THE WORLD by Helme Heine
SMILE FOR AUNTIE by Diane Paterson
WINGS: A TALE OF TWO CHICKENS by James Marshall

CALL 1-800-243-5020 TO ORDER THESE AND OTHER WESTON WOODS VIDEOS!

This guide may be photocopied for free distribution without restriction

THE CASE OF THE COSMIC COMIC

THE CASE OF THE COSMIC COMIC

by Robert McCloskey

Themes: Heroes/Fantasy vs. Reality

Grade Level: 1-5

Running Time: 20 minutes, live action

SUMMARY

This is the story of three boys, Homer and Freddy, and Freddy's little brother Louis, who actually meet a comic book hero.

The three boys take a horse and buggy to the movie theater to see a movie about the adventures of a comic book hero called the "Super Duper." The "Super Duper" is also making a live appearance at the theater. After seeing the movie and meeting the "Super Duper", Freddy, Homer and Louis head home. The "Super Duper" follows behind in his fancy car. Suddenly, the comic book hero's car goes off the road and into a ditch. The boys use the horse to pull the "Super Duper's" car out and take the hero to Homer's father's service station.

The story ends with the boys discovering that the hero is, in fact, just an ordinary person like everyone else.

OBJECTIVES

- Children will explore the difference between fiction and non-fiction.
- Children will investigate the traits of a true "hero" or "heroine".
- Children will enjoy a live-action adventure.

BEFORE VIEWING ACTIVITIES

Share the story of THE CASE OF THE COSMIC COMIC with children. Then ask:

- What is a hero?
- In what ways were Homer, Freddy and little Louis the real heroes of the story?
Talk about super heroes children are familiar with through television, magazines, comic books and movies. Ask:
 - Who is your favorite super hero?
 - What special things can this person (animal) do?
 - What other things do you admire about this character?

Have children draw pictures of their favorite super heroes. Later, have children list (below the drawings) the most important things someone would need to know about this character. Display the drawings on a classroom wall or bulletin board.

Have children consider the kind of super hero they would wish to be. Ask:

- What special powers would you have?
- How would you help people?
- What special tools or devices would you use?
- What kind of clothing would you wear?

Have children design logos to identify themselves as super heroes.

AFTER VIEWING ACTIVITIES

Talk with children about the parts of the story that were fiction and the parts that were non-fiction. Ask:

- Which parts did you enjoy most, the fictitious parts or the true-to-life parts? Why?
- What things did the super hero do that might really happen?
- What things did he do that could never really be done?
- Did Freddy, Homer and Louis seem like real

people? Why? Why not?

- Which fiction stories are among your favorites? Name some non-fiction stories you have enjoyed.

Have children think of someone that they consider to be special, or a hero/heroine of sorts. Then help children construct short stories about these people.

Ask children to be sure to include in their stories the reasons they consider these people to be so special, and the kinds of things these people have said or done that might be special or unique.

Tell children to think of words that might be used to describe a special kind of person. As children think about their choices, encourage them to think about traits that they think are important in others (you might suggest that children consider qualities such as kindness, generosity, gentleness, thoughtfulness, etc., as important character traits.) Print this list of words as children mention them. Then have children create simple poetry. Suggest that children incorporate some of the words from the lists in their poems.

Other videos about heroes/heroines available from Weston Woods include:

Brave Irene by William Steig

Hercules by Hardie Gramatky

Flossie and the Fox by Patricia McKissack, ill. by Rachel Isadora

John Henry by Julius Lester, ill. by Jerry Pinkney

Madeline's Rescue by Ludwig Bemelmans

Mike Mulligan and His Steam Shovel by Virginia Lee Burton

Swamp Angel by Anne Isaacs, ill. by Paul O. Zelinsky

CALL 1-800-243-5020 TO ORDER THESE AND OTHER WESTON WOODS VIDEOS!

This guide may be photocopied for free distribution without restriction