

# DOOBY DOOBY MOO

## Dooby Dooby Moo

by Doreen Cronin, ill. by Betsy Lewin

Ages: 3-8

Themes: *Animals, Farms, Humor, Talent, Contests, Teamwork*

### SUMMARY

From the creators of *Click, Clack, Moo: Cows That Type*, *Giggle, Giggle, Quack* and *Duck for President*, come the latest adventures of Farmer Brown's quirky animals. This time, Duck sees an ad for a talent show in the newspaper. Since the first prize is a trampoline, the animals quickly get acts together, hoping they will win. Rightfully distrustful, Farmer Brown makes sure not to let the animals out of his sight until he gets to the fair. Left to their own devices, the animals give it their best at the talent show, leaving Farmer Brown none the wiser in the end.

### OBJECTIVES

- Students will create advertisements.
- Students will create and perform talent show acts.
- Students will make inferences about the text based on clues.

### BEFORE VIEWING ACTIVITIES

Brainstorm with students about activities, sports, and arts that they enjoy and are good at. Create a list entitled, "We love..." or "We are amazing at..." Then, define the word *talent* for students as: "an activity that someone is very good at." Tell students that they are about to see/hear a story about a talent show. Encourage students to think about what they would perform in a talent show as they enjoy the program.

Bring in the *Classifieds* section of a newspaper. Explain its use to students. After dividing the students into groups of three or four, give each group a section of the *Classifieds*. Have each group search for and cut out an

example of different types of ads: for sale, for rent, job wanted, job opportunity, lost and found, or any other type of ad that grabs their attention. Students should glue their ads to a piece of construction paper in an organized way. After students have completed this task, guide them through analyzing the ads for similarities and differences. **Guiding questions:**

- Are there any words or phrases that are used in more than one ad?
- What kind of information is included in the ads?
- What is the purpose of each type of ad?
- About how many words does each ad contain?
- Is there any ad that you think does a great job? Why? Write the students' answers on an overhead transparency or chart paper so that you can revisit it after watching/listening to the program.

### AFTER VIEWING ACTIVITIES

Revisit the classifieds ads activity. Have students design and write their own classified ad. Students should follow the steps below:

- Choose the type of ad that you want to write. (For sale, wanted, jobs, etc)
- Decide on the object or event that the ad will describe.
- Make a list of the 5 most important details or pieces of information about the object or event.
- List at least three adjectives to describe the object or event.
- Create a "headline" for the ad.
- Write the ad, using the details and adjectives, in 50 words or less.
- After students have written a rough draft of their ad, have them edit and write a final draft on a post-it note or comparable sized paper. Put the students' ads together into a "Class Classifieds" newspaper section.

Organize a class talent show. Challenge students to work alone or in small groups to create an act for the talent show. Help students brainstorm acts that go

beyond musical performances, such as joke telling, sharing stories they have written or made up themselves, or putting on a dramatic skit. Hold "auditions" to preview the acts and to give students constructive feedback. Invite other classes and parents to the talent show.

Introduce the reading skill of making inferences. Tell students that *inferences* are conclusions, or things that you know about the text that the author does not tell you. Explain that strong readers make inferences about characters and other story elements based on clues that the author gives in the text. Give the students the example from the story when Farmer Brown looks through the hole cut in the newspaper and the text says, "...he knew the animals were up to something." Ask students what the animals were up to (*preparing talent show acts*). Ask students what previous clues led them to their answer (*Duck read an ad for a talent show*). Guide students through making inferences about different characters in the movie. Give them cloze sentences to fill in, such as: "I can tell that Duck is \_\_\_\_\_ because he \_\_\_\_\_ (fill in an action)."

### Other Weston Woods productions about farm animals include:

*Click, Clack, Moo: Cows that Type*, by Doreen Cronin, Ill. by Betsy Lewin  
*The Day Jimmy's Boa Ate the Wash*, by Trinka Hakes Noble, ill. by Steven Kellogg  
*Duck for President*, by Doreen Cronin, Ill. by Betsy Lewin  
*Fox Went Out on a Chilly Night*, by Peter Spier  
*Giggle, Giggle, Quack*, by Doreen Cronin, Ill. by Betsy Lewin  
*The Little Red Hen*, retold and ill. by Paul Galdone  
*Petunia*, by Roger Duvoisin  
*Rosie's Walk*, by Pat Hutchins

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