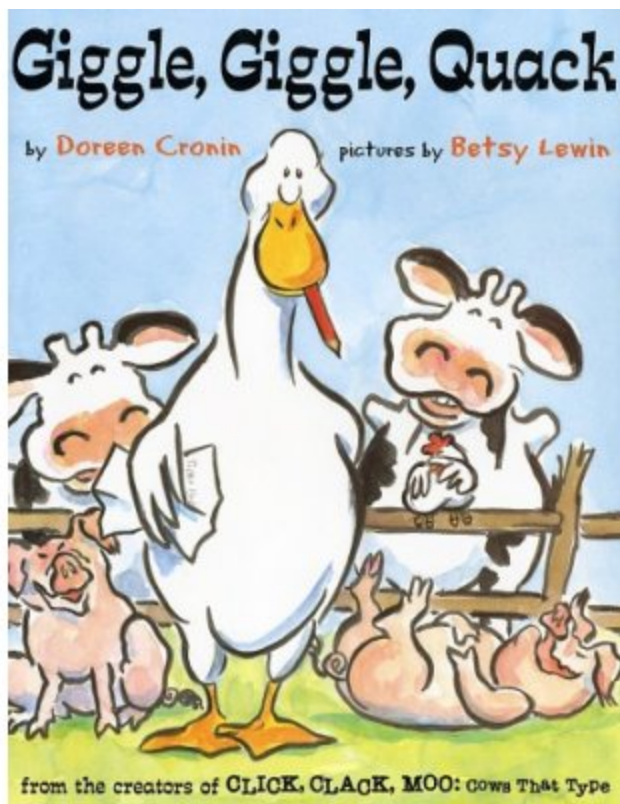


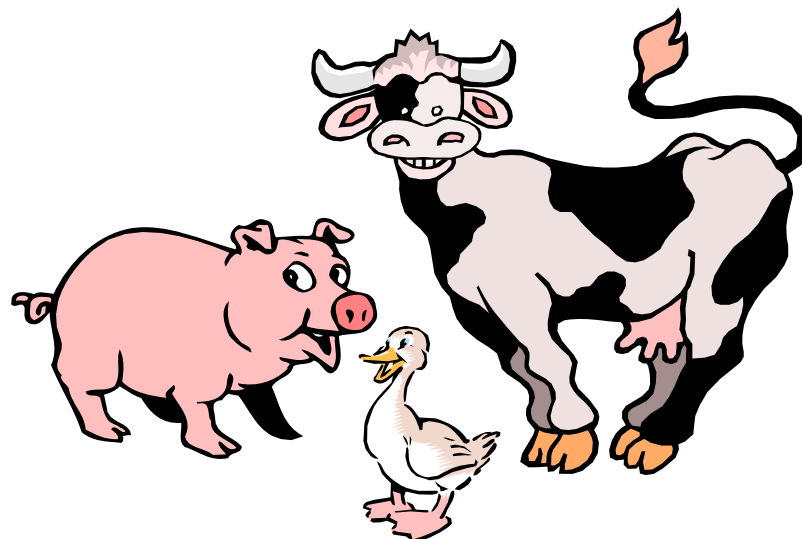
#10476 GIGGLE, GIGGLE, QUACK

WESTON WOODS, 2003
Grade Level: K-4
10 Minutes



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

- [#9888 BETWEEN THE LIONS: CLICKETY- CLACK, CLICKETY-CLACK!](#)
- [#10010 WILBUR VISITS THE FARM](#)



GIGGLE, GIGGLE, QUACK

GIGGLE, GIGGLE, QUACK

by Doreen Cronin, illustrated by Betsy Lewin

Themes: Humor, Animals, Cooperation,

Problem Solving

Grade Level: Preschool-3

Running Time: 9 minutes

SUMMARY:

In this hilarious sequel to Click, Clack, Moo, Cows That Type, Farmer Brown's animals pull their old tricks on Farmer Brown's brother, Bob. This time, Duck instigates the movement, ordering pizza with anchovies for the hens and renting the Sound of Moosic for the cows. The lively animation and witty ploys of the animals will keep kids laughing.

OBJECTIVES

- Students will learn about character development and traits.
- Students will make text-to-self connections about being left with a babysitter or caretaker.

BEFORE VIEWING ACTIVITIES

Read Click, Clack, Moo: Cows That Type and Giggle, Giggle, Quack to the students.

Talk with students about character development. Guiding questions:

- What is a character trait?
- Name some character traits of a person you know.

- How does the author tell us/show us the traits of different characters?
- What predictions can we make about a book/video with the same characters? How do you think they will act? What might they do?

AFTER VIEWING ACTIVITIES

Ask students to think about a time when they were left with someone other than their parents or guardians. Let them swap stories with partners or small groups about what things were different when they were with a babysitter or caretaker. Each student can then share a funny anecdote from his or her partner's story with the whole class.

Students can create a character, using what they have learned about character traits. After identifying some physical traits, the students can illustrate a picture of the character. Young children can dictate several likes and dislikes of the character and/or other personality traits to the teacher; developmentally ready children can practice writing these on their own. As an extension, students can take turns acting like their own or their friends' characters.

Students can write pretend notes to a caretaker from the point of view of a pet or from their own point of view. What kinds of direc-

tions would a pet or child leave that an adult probably wouldn't?

Bring the students' attention to the illustrations. What information do the illustrations give us that can't be found in the text alone? Share different types of comics that have few words, but are funny and comprehensible through the pictures. Encourage children to draw their own comics and add short captions. Students may alternatively make a comic or comic strip in which the humor is expressed through the drawings only. Model this process and talk about what makes things funny as a precursor to the activity.

Other humorous animal videos available from Weston Woods are:

Bark, George by Jules Feiffer

The Circus Baby by Maud & Miska Petersham

Click, Clack, Moo: Cows That Type by Doreen Cronin, ill. by Betsy Lewin

Curious George Rides a Bike by H.A. Rey

Harry the Dirty Dog by Gene Zion, ill. by Margaret Bloy Graham

The Mysterious Tadpole by Steven Kellogg

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

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