

# **Meet The Barkers**

**K-3**

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## ***Story Summary***

Morgie and Moffie can't wait to start school! Moffie, who knows the answers to all of the teacher's questions, gets many gold stars. Morgie, who likes sharing his dinosaur book, makes two new friends. By the end of the week Morgie and Moffie help each other to understand that it's important to get gold stars and make new friends.

## ***Objectives***

Children will develop an understanding that each child is an individual with different strengths.

Children will gain an understanding of the importance of developing different kinds of skills in school.

## ***Before viewing the video***

Tell the children that they are going to see a video about twins, Morgan and Moffat, who are about to start school. They are twins but they are very different. They like different things about school---Moffat is very good at answering the teacher's questions and Morgan is good at making friends. Ask the children if they have known any twins. How were they alike? How were they different? Ask the children to talk about some of the things, besides answering the teacher's questions, that are important if you want to be happy in school.

## ***Questions to ask after viewing the video***

1. How does Morgie feel about Moffie being "the first" to do most things?
2. What makes Morgie happy?
3. How are Morgie and Moffie different when they go shopping for school supplies?
4. What does Morgie do on the first day in school?
5. What does Moffie do on the first day in school?
6. While Moffie is getting gold stars for all of her good answers, what is Morgie doing?
7. Why does Moffie look sad when her teacher tells her to run along and play with her friends?
8. How does Moffie help Morgie and Sally solve their problem when they want to build a tower?
9. How does Morgie get his gold star?
10. Why are Morgie and Moffie both so happy when they come home after their second day of school?

## ***Activities***

1. Talk about different qualities that will help you achieve happiness in school. Elicit from the children qualities in the interpersonal, academic, athletic, and artistic areas.
2. Work on a cooperative project to demonstrate that working together produces good results. For example, have one child act as writer and one as illustrator to reproduce a favorite page from the book.
3. Have the children write a one or two sentence illustrated story called "I am good at..." for a classroom display.
4. Have a classroom exercise that encourages each child to use verbal expressive skills. Have a re-telling of the story by pointing to the illustrations and elicit a descriptive sentence.