

# **MINNIE AND MOO IN**



# **THE SEVEN WONDERS OF THE WORLD**

**Story and Illustrations by Denys Cazet**

**Teacher's Guide by  
Jan McDonald  
Rocky Mountain Readers**

# **MINNIE AND MOO IN THE SEVEN WONDERS OF THE WORLD**

Story and Illustrations by Denys Cazet  
Teacher's Guide by Jan McDonald Rocky Mountain Readers

## **OVERVIEW**

### **BEFORE READING**

- I. THE STORY page 3
- II. ABOUT THE AUTHOR page 3
- III. MINNIE AND MOO BACKGROUND INFORMATION page 3-4
- IV. COMEDY/HUMOR/SATIRE page 4-5
- V. THE REAL SEVEN WONDERS OF THE WORLD page 5

### **DURING READING**

- VI. CHAPTER BY CHAPTER pages 6-15
  - Vocabulary/Context/Definitions
  - Question/Predict/Evaluate
  - The News Connection

### **AFTER READING**

- VII. WHO SAID THIS? page 16
- VIII. ANSWERS TO WHO SAID THIS? page 16
- IX. ANSWERS TO QUESTION/PREDICT/EVALUATE pages 16-17
- X. NATIONAL STANDARDS

This guide has been prepared and noted according to the Standards for the English Language Arts. A list of these standards can be found at the end of this guide.

## **I. THE STORY**

Minnie and Moo, two loveable dreamers, are off on another adventure. Moo overhears her farmer talking and believes he is about to sell their farm because of money problems. Selling the farm means a new owner and a new owner means that the good times may be over – the chocolates, the hot tub, and the espresso machine - all gone.

So Moo creates a scheme to raise money. Everyone is intrigued by an oddity and the farm is a perfect place to find one. Moo is savvy enough to know that everyone loves a freebie and this is how she hooks her animal friends to come and see the Seven Wonders. These Seven Wonders lead the animals on an adventure that involves Bea and Madge, their best friends, Elvis, the rooster, the sheep and pigs and eventually docents from the local zoo.

As usual Dennis Cazet creates a hilarious ride and an ending that surprises all the animals and does help to save “a farm”.

## **II. ABOUT THE AUTHOR AND ILLUSTRATOR**

Denys Cazet is one funny guy. In Minnie and Moo he has created loveable, laughable characters who exemplify friendship and adventure and thinking out of the box (or out of the barn as the case may be).

Born in California in 1938, Denys Cazet has turned his hand to many things, from mail carrier to gardener and for many years a schoolteacher. However, it is as a writer and illustrator of children’s book that he has become well known. Emerging from a French-American family that was like "participating in a Renaissance fair held in the middle of a Barnum and Bailey freak show," he has developed (and illustrated) a sense of humor that is celebrated by the young folks for whom he creates books, as well as their parents.

In addition, to the books he writes himself, this prolific author/illustrator has contributed to the works of other authors. While most of his characters are animals, Cazet admits that "the truth is, they are all based on the wonderful people who influenced my life. They gave me much, and I try not to forget them. By putting them in my books, I hope to make them live forever."

Along with his wife, and children, Denys Cazet makes his home in Pope Valley, California, on—quite appropriately—Ink Grade Road. <http://www.breakfastserials.com>

## **III. MINNIE AND MOO BACKGROUND INFORMATION**

(Standards 1, 2, 3)

Denys Cazet has written a number of stories about Minnie & Moo including:

*Minnie & Moo go Dancing*

*\*Minnie & Moo go to the Moon*

*Minnie & Moo go to Paris*

*Minnie & Moo and the Musk of Zorro*

*\*Minnie & Moo and the Thanksgiving Tree* and many more...

\*Stories referred to in Chapter 1 of this serial.

Reading any or all of these stories aloud to your students (48 pages each) would be an excellent introduction to Minnie & Moo and their humor. Though they are catalogued as Beginning Readers, they have an ageless appeal.

There are common themes and characters throughout these stories.

- Minnie and Moo are cows and the best of friends. Moo is the dreamer, the thinker, and the reader – a trait that inevitably leads to an adventure. Minnie is more practical and cautious but as a true friend of Moo, ever willing to participate and get caught up in the excitement.
- When Moo gets a new idea, she is admonished by Minnie that “You have been thinking again” and Moo protests that “It was only a small think”. Minnie reminds Moo that they are only cows...it is what they do best. But she soon joins in and the two are off on an adventure.
- Minnie and Moo expand the resume of farm animals with the way they dress (turbans and tuxedos), the way they eat, (fava beans and okra), and the way they think. In *Minnie & Moo and the Musk of Zorro*, Moo says “Listen to the world. It cries out for heroes.” And in their adventures, the two bovines help others (eventually) as real heroes do.
- The farmer and his wife, John and Mildred, are here as well as Elsie Maxwell, their neighbor, and a gaggle of animal friends who usually need a place to hide. And hiding a rhinoceros or a water buffalo is not easy.
- Denys Cazet’s word play, his rhymes, and his satire are a delight to his readers.

#### **IV. COMEDY/HUMOR/SATIRE**

With all the demands placed on kids, Steve Allen’s quote has never been more true. “Without laughter, life on our planet would be intolerable.” To activate prior knowledge, students should be engaged in a conversation.

- What makes you laugh? What do you think is funny?
- What is funny about life? Their lives? Their parents? Their siblings? Their friends?
- What’s the funniest thing to happen to you today?
- Is humor different for different people? Age groups? Male vs. female?

Comedy as a literary genre has four features:

- Plot           What is funny in the action of the story?
- Language    What is funny about the rhymes, wordplay, puns, etc.?
- Characters   What is funny about the characters in their dress, manners, and personalities?
- Setting       What is funny about the where and when of the story?

(Source: Comedy through the Ages Part I, Professor Seth Lerer, Stanford University, copyright 2000 The Teaching Company Limited Partnership.)

Teachers could ask about these four features in each chapter. Pull out the comic elements in the plot, language, characters and setting in this chapter.

Satire has as its goal a commentary on life and social change. It can be biting and vicious or as the case with Minnie and Moo, gentle and funny. Satire often mocks human vices and frailties. When Minnie and Moo take on human characteristics, they become a way for the author to comment on the human condition and human weaknesses. When Elvis makes sarcastic remarks, the author is

using his animal voice to make fun. The point of animal satire is to show up human beings by revealing human traits in these animal characters. These human traits can be very funny.

The questions to be asked are

- How are humans being portrayed through these animal characters?
- What comment is the author making about humans?
- What is the author poking fun at?
- If comedy is a mirror for us to see ourselves, what do we see?
- What is silly about day to day life as seen through this animal story?
- Is there a moral the author is trying to teach indirectly with a humorous tone?

## **V. THE REAL SEVEN WONDERS OF THE WORLD**

Minnie and Moo create their own wonders but there really are Seven Wonders of the (Ancient) World. A picture of each can be found at this site:

<https://www.nationalgeographic.org/article/seven-wonders-ancient-world/>

- Pyramids of Giza
- Hanging Gardens of Babylon
- Temple of Artemis at Ephesus
- Statue of Zeus at Olympia
- Mausoleum at Halicarnassus
- Colossus of Rhodes
- Lighthouse of Alexandria

Over time many lists have been prepared. There were Seven Wonders of the Middle Ages, Seven Wonders of the Natural World, and Seven Wonders of the Modern World. Check out this site about the New Seven Wonders of the World as voted on by people with choices made as of July 2007. <http://www.new7wonders.com/>

### **RESEARCH**

1. These various lists provide a springboard for research ideas. There are easily 50 different “wonders” that kids could do research on focusing on time, place, connection to art, religion, technology, sports, etc.
2. What would you describe as the Seven Wonders of your state? Your town? Your school?



1  
NOT SO  
GOOD  
NEWS

### VOCABULARY/CONTEXT/DEFINITIONS

<i>terry cloth</i>	“She wore a <u>terry cloth</u> robe.” ( <i>cotton fabric with pile of uncut loops on both sides</i> )
<i>hoof</i>	“Her head was wrapped in a pink towel, and one <u>hoof</u> was soaking in a tub...” ( <i>the horny casing of the foot of a horse, cow, sheep, etc.</i> )
<i>grunion</i>	“I have a <u>grunion</u> .” ( <i>a small, edible fish</i> )
<i>bunion</i>	“That’s called a <u>bunion</u> ...A grunion is a fish.” ( <i>an inflamed swelling on the foot</i> )
<i>caramel</i>	“I was looking for a cream...Those are <u>caramel</u> .” ( <i>a kind of candy</i> )
<i>espresso</i>	“What about my <u>espresso</u> machine?” ( <i>a strong coffee</i> )

### QUESTION/PREDICT/EVALUATE

1. How does Moo hear the not so good news about the farm?
2. What qualities of humans, do Minnie and Moo have?
3. Who has a better life, Minnie or the farmer? Explain.
4. According to Minnie, what happens when Moo starts thinking?
5. How does Moo convince Minnie that there is a problem and they have to act?
6. How could George Washington’s face on a bunion save the farm? What do you think this looks like?

### THE NEWS CONNECTION

1. Analyze the comics in your news. Which comics use animals to convey their humor? Why do they do it that way? What kind of humor is it? What is it about? Do they use humor to make a statement about humans?
2. What other comedy teams come in pairs? Find examples in movies, books, cartoons, etc.



2

## THE PLAN

### VOCABULARY/CONTEXT/DEFINITIONS

*oddity*

“Everyone loves an oddity.” (*unusual person or thing*)

*presidential*

“That is a presidential bunion!” (*pertaining to a president, his office, or dignity*)

*missing link*

“They say Big Hoof is the missing link between dinosaurs and cows.” (*lost connection*)

*sauce*

“Then you toss it around a little and sauce it up a bit.” (*make more interesting*)

*mock*

“More like a bowl of mock turtle soup.” (*imitation*)

### QUESTION/PREDICT/EVALUATE

1. Describe Moo’s plan. Is it a good one? What does Minnie think?
2. What does Moo mean when she says she is “going to cook up some new recipes?”
3. Is Minnie’s right when she says “isn’t that like – cheating?” What would you tell her?
4. Do you agree that people/animals will believe anything? Does everyone love an oddity?
5. Is it right to fool your friends for a good cause?
6. What is Big Hoof? What would it look like?

### THE NEWS CONNECTION

1. News readers love anything free too. Find examples in your news illustrating the idea of something free to get people’s attention and/or encourage them to buy.
2. UFO’s and FLJ’s are acronyms. An acronym is a word that is formed from initials. Find examples of acronyms. How can you find out what they mean from the text?
3. How do people “convince everyone that what we say is true”? How do parents, companies, governments, advertisers do this?

**3  
THE  
PRESIDENTIAL  
BUNION**



**VOCABULARY/CONTEXT/DEFINITIONS**

- milled* “They milled around and chatted about the posters”. (*to go around in circles*)
- turban* “A turban with a red-plastic jewel in the center sat tightly on her head.”(*scarf headdress*)
- argyle* “The Presidential Bunion was covered by an argyle sock.” (*plaid*)
- flourish* “Moo removed the argyle sock with a flourish.” (*with fanfare*)
- vision* “What other faces might appear to those with the vision to see ...magic?” (*imaginative insight*)
- vibrations* “I’m having vibrations. A kind of vision.” (*a quivering effect*)

**QUESTION/PREDICT/EVALUATE**

1. What will Madame Minnie use the bowling ball for?
2. How is Bea able to see President Lincoln on the bunion?
3. How do the pigs and sheep react to the bunion? What human qualities do you see in them?
4. How would you describe Elvis? Why is his name appropriate?
5. Look up the word gullible. What does it mean? How does it describe this chapter?
6. Explain this statement by Moo. “Before you look, Madame Minnie will gaze into her crystal ball and tell you what you will see.” What is the author saying about humans through his cows?

**THE NEWS CONNECTION**

1. Using advertising as an example, design a new poster for Minnie & Moo that is appealing. Keep in mind your audience.
2. How do humans explain the unexplained?



4  
MOTHERHOOD  
AND  
THE HUBCAP

**VOCABULARY/CONTEXT/DEFINITIONS**

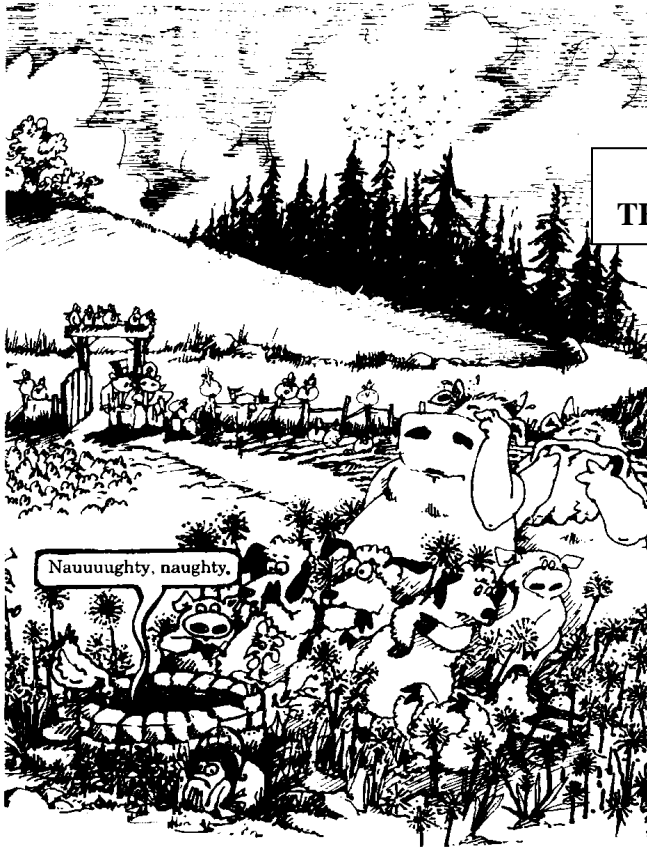
<i>squillion</i>	“She’d been sitting in this hole for a <u>squillion</u> years having those pebbles.” ( <i>slang for a huge amount</i> )
<i>ancient</i>	“We are standing in the middle of the <u>ancient</u> landing site of an <u>alien</u> spaceship.”
<i>alien</i>	( <i>very old, antique</i> ) (foreign, different in nature)
<i>fava</i>	“...a UFA landed here and stole five pounds of <u>fava</u> beans and a half pound of <u>okra</u>
<i>okra</i>	from the farmer’s garden.” ( <i>types of vegetables</i> )

**QUESTION/PREDICT/EVALUATE**

1. Why did the rock that never moves move?
2. Give two examples of Elvis’s humorous comments.
3. What is Elvis concerned about? Does Elvis believe that what the girls say is true?
4. How does Moo create the Third Wonder of the World? What is her evidence?
5. What human qualities are portrayed in the different animals? Sheep? Pigs?
6. If Moo didn’t make these footprints, who did?

**THE NEWS CONNECTION**

1. What is fact and what is opinion in this chapter? Do the animals know the difference?
2. Distinguishing between fact and opinion is important for a news company. Where in the news are each of these appropriate? Where will you find facts and where will you find opinions?
3. Examine the editorial section. How is this section different from the rest of the news?



**5**  
**THE WELL OF TROUBLES**

**VOCABULARY/CONTEXT/DEFINITIONS**

- stomped*      “They stomped through the farmer’s onion patch.” (*trampled*)  
*odor*            “The strong odor of the crushed onions began to drift across the garden.” (*smell*)  
*curdled*        “I’m sorry I scared you with the rubber spider and curdled your milk.” (*spoiled*)  
*hoochie goochie*    “I danced the hoochie goochie.” (*a silly dance*)

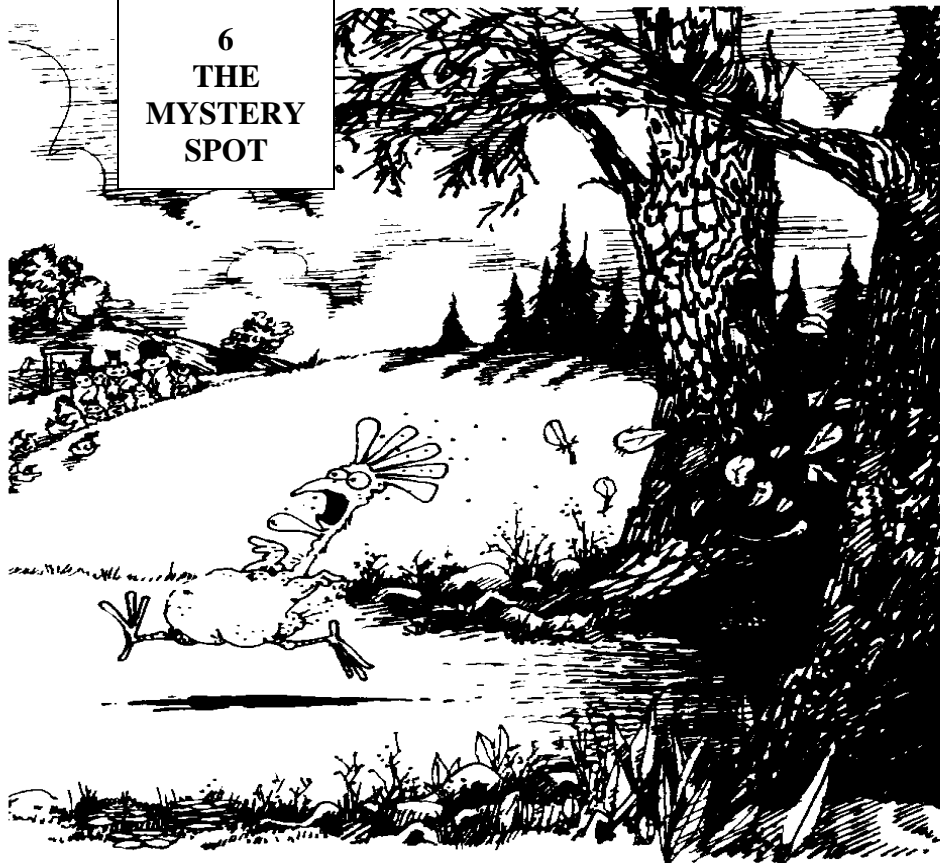
**QUESTION/PREDICT/EVALUATE**

1. What grows in boo-hoo land?
2. What happens when the animals look into the Well of Troubles?
3. How do the animals get caught up in the “power of suggestion”? What do they all confess to?
4. What makes a person/animal bad? What makes animals/people realize they are wrong?
5. Predict what the Monster is?

**THE NEWS CONNECTION**

1. Find examples in the news of stories that include confessions - of a mistake, of a crime.
2. Is “confession good for the soul”? Have you ever experienced feeling better after confessing to a mistake?

6  
THE  
MYSTERY  
SPOT



**VOCABULARY/CONTEXT/DEFINITIONS**

- huddled* “The sheep backed up the hill and huddled together behind an oak tree.” (*crowded together*)  
*wheezed* “What?” wheezed Elvis.” (*to breathe with difficulty*)  
*molted* “I must have molted when I bolted.” (*the act of shedding*)  
*hesitated* “The animals hesitated.” (*hold back or show indecision*)  
*dinosaur* “Something as big as a dinosaur.” (*gigantic, extinct reptile of prehistory*)

**QUESTION/PREDICT/EVALUATE**

1. What did Elvis see in the Woods? How do the animals respond to their fear?
2. How do Minnie & Moo get everyone to come back?
3. Using science explain what happened at the Mystery Spot?
4. What is it about people that the author is poking fun at here?
5. How could long underwear be the sixth wonder?

**THE NEWS CONNECTION**

1. Look for examples in the news where people act as a large group or en masse. Explain why.
2. What are the latest scientific discoveries or findings reported in the news?  
What makes these articles believable?



7  
THE  
BROOD  
OF  
SHORTS

**VOCABULARY/CONTEXT/DEFINITIONS**

*school*

“A school of socks swam past a brood of shorts.” (*crowd, group*) (*family of young*)

*brood*

“A flock of panty hose flapped above a pajama top...” (*a collection of animals*)

*flock*

“I filled up several balloons with helium...” (*a light gas*)

*helium*

*parachute*

“...the farmer’s jockey shorts drifted down like a parachute...”  
(*umbrella like device used to slow the fall of a falling object*)

*suspended*

“Those shorts look like they’re suspended in mid-air.” (*hanging*)

*petrified*

“The animals were as still as petrified wood.” (*hard like a stone*)

**QUESTION/PREDICT/EVALUATE**

1. How did Moo create the Sixth Wonder of the World?
2. How would you describe their fund raising efforts so far? Should they give up?
3. What does it mean to be “acting like a bunch of sheep”? Do kids/adults ever act this way?
4. What is funny about this chapter?
5. Predict what kind of creature belongs to the “huge, gray head and says FOOP.”

**THE NEWS CONNECTION**

1. Even humans worry about “farmer power...whose clothes watch us from the sky.” Only humans worry about “big brother” in the form of government or other large entities controlling our freedoms (information access, computer controls, video cameras in stores, on highways, etc.). Find examples in the news and write an editorial explaining your fears.



**8  
THE  
SEVENTH  
WONDER**

**VOCABULARY/CONTEXT/DEFINITIONS**

<i>vegetarian</i>	“Why would I do such a terrible thing? I’m a <u>vegetarian</u> .” ( <i>one who eats no meat</i> )
<i>rhinoceros</i>	“She admired the big horn on its nose. You’re a <u>rhinoceros</u> .” ( <i>thick skinned mammal related to the elephant with strong horn on nose</i> )
<i>uncontrollably</i>	“The rhino began to weep <u>uncontrollably</u> .” ( <i>not capable of being managed</i> )
<i>emotional</i>	“I’m sorry to be so <u>emotional</u> .” ( <i>easily excited or upset</i> )
<i>pith</i>	“They wore <u>pith</u> helmets and tan hunting jackets, and <u>jodhpurs</u> .”
<i>jodhpurs</i>	( <i>protective helmet used by hunters</i> ) ( <i>long riding britches</i> )
<i>binoculars</i>	“One of them scanned the forest with <u>binoculars</u> ...” ( <i>field glasses</i> )
<i>gestured</i>	“..and then <u>gestured</u> toward the woods.” ( <i>a motion of the head or hands</i> )

**QUESTION/PREDICT/EVALUATE**

1. What does “foop” mean?
2. What is the price that the rhino has paid for freedom? Is it worth it?
3. Explain the mistake Moo made when she overheard Mr. Farmer’s conversation.
4. How do the animals show themselves like humans? Are these good ways or not?
5. What are the intentions of the elderly ladies? What are they dressed for?
6. How would you hide a rhinoceros?

**THE NEWS CONNECTION**

1. Irene says “freedom has a price.” Use the news to find examples of this fact. What is the cost?
2. Write an editorial. Should animals be kept in captivity for any reason (zoos, Sea World, research)?
3. Use Minnie and Moo in your own comic strip making fun of things that happen in school.

9  
THE  
FOREST  
OCTOPUS



**VOCABULARY/CONTEXT/DEFINITIONS**

<i>dotty</i>	“The animals at the zoo call them “The <u>Dotty Docents</u> .”
<i>docent</i>	( <i>eccentric, a little crazy</i> ) ( <i>lecturer, guide in a museum or the like</i> )
<i>disbelief</i>	“Minnie looked at Moo in <u>disbelief</u> .” ( <i>refusing to believe</i> )
<i>stout</i>	“It’s the <u>Stout</u> sisters, Phyllis and Debbie...” ( <i>sturdy, bulky, stocky</i> )
<i>pygmy</i>	“And what are those? She asked pointing at Mort and Snort. <u>Pygmy</u> hippos?” ( <i>a very small person or thing</i> )
<i>extinct</i>	“Save the Forest Octopus Before it goes <u>extinct</u> .” ( <i>dead, no longer existing</i> )

**QUESTION/PREDICT/EVALUATE**

1. What is funny about these animals “acting natural... and normal”?
2. Explain why the dotty docents have earned their name.
3. How do the dotty docents spend their time? What is the author satirizing here?
4. How does Elsie save the day?
5. Name 5 things that Elvis says throughout this story that show he thinks mostly of himself.
6. What is the lesson to be learned here from Elvis’s greed?

**THE NEWS CONNECTION**

1. There are many groups that have an idea/cause to which they devote time and money. What cause do they support? Find examples in the news and rank the importance of their causes.



10  
IT'S A  
WONDER

**VOCABULARY/CONTEXT/DEFINITIONS**

- hoeing* “Just as he began hoeing a big weed, he heard Mrs. Wilkerson open the gate.” (*weeding*)  
*tended* “He thought about all the years that he and Mrs. Wilkerson had tended it together.”  
*(cared for)*  
*wedged* “A five dollar bill was wedged between the leaves.” (*squeezed, jammed*)  
*scurried* “The Wilkersons scurried around the garden plucking money from the heads of lettuce.” (*moved in a hurry*)

**QUESTION/PREDICT/EVALUATE**

1. List all the ways that Moo’s thinking has got them into trouble. How has it helped?
2. Is *doing* better than *thinking*?
3. What would Mr. Wilkerson claim was the “Eighth Wonder”?
4. What happened to the money that blew away?
5. How do the humans show themselves to be as funny/silly as the animals?
6. How do Minnie and Moo hope to hide Irene? Will they succeed?

**THE NEWS CONNECTION** (

1. Satire often uses politics as its target. Choose a current issue from the news and write a satirical piece poking fun at this particular problem/person/event/issue.
2. Using the editorial cartoons, find how satire is used in this form. Find an editorial that uses animals to make its point. What do the animals represent?

## **VII. WHO SAID THIS?**

**Identify which character made the following statements. Why was each important in the story? What makes each statement funny?**

1. “We are cows. We’re not supposed to think. I don’t want to hear anything about thinking. Doing is one thing, thinking is another.”
2. “Man, I could use some lotion.”
3. “I’m going to cook up some new recipes. You know, take a little of the truth and mix it in with a little of the not so true.”
4. “Foop”!
5. “Girls, we ‘re running too late to find the wayward rhinoceros. So let us join in with our sisters of Pocahontas Lodge 452 and help save the Forest Octopus!”
6. “Ten dollars! I hope these are all ripe!”
7. “Oh my, I see the face of Mr. Bartolucci, the butcher.”
8. “OOOHHHH, I’m getting vibrations! I feel a vision coming on.”
9. “I must have molted when I bolted.”
10. “Your farmer said he doesn’t have much money, but he would lend the skinny farmer what he could to help him save the farm.”

## **VIII. ANSWERS TO WHO SAID THIS?**

1. Minnie
2. Elvis
3. Moo
4. Irene, the rhinoceros
5. Elsie Maxwell
6. Mr. Wilkerson
7. Hamlet, the pig
8. Minnie
9. Elvis
10. Irene, the rhinoceros

## **IX. ANSWERS TO QUESTION/PREDICT/EVALUATE**

### **Chapter 1**

1. Moo overhears the farmer talking to Mrs. Farmer. Moo heard the farmer say “sell the farm.”
2. They talk, dress, eat, enjoy luxuries, have aches and pains, etc. like humans.
3. Answers may vary.
4. Minnie implies that trouble happens.
5. Moo mentions that things will change with a new farmer and there comfortable life will end. No more hot tub, caramels, espresso, etc.
6. Answers may vary.

### **Chapter 2**

1. Moo wants to raise money by creating 7 Wonders that the animals will pay to see. Minnie is doubtful and reluctant but joins in. Is it a good plan – answers will vary.
- 2-5. Answers will vary.

### **Chapter 3**

1. Madame Minnie uses the bowling ball as a crystal ball to see into the future.
2. Moo “encourages” Bea by saying leading things.

3. The sheep and pigs respond as a group and they both see scary faces. The sheep see “he with the electric clippers” and the pigs see Mr. Bartolucci, the butcher.
4. Elvis is sarcastic, the doubter, the one who cries “fake”. The name alludes to the famous Elvis Presley who has impersonators all over the country.
5. Gullible means easily fooled or tricked. The animals all respond in gullible ways.
6. Answers will vary.

#### **Chapter 4**

1. The rock was a mother rock and just had babies (pebbles).
2. Elvis sings a parody of Rock a Bye Baby to the pebbles that is sarcastic, puts back the pebble to not hurt the boulder’s feelings, feels the alien hubcap is really a garbage can lid, etc.
3. Elvis is concerned about his “gift” (pun). He is the eternal skeptic but can still be gullible too.
4. Moo uses the farmer’s burn pile and a garbage can lid as an alien spaceship landing site & hubcap.
- 5-6. Answers will vary.

#### **Chapter 5**

1. Onions
2. The animals start crying and confessing to all the ways they were “naughty”.
3. The sheep first hear a frog croaking. They believe he says they are “naughty” and they begin to confess. The other animals follow confessing their own naughtiness.
- 4-5. Answers will vary.

#### **Chapter 6**

1. Elvis sees a monster. All the animals huddle together, back away and start to wander away.
2. Moo offers them another wonder for free.
3. The animals file up onto a hill. While standing they notice “on the downhill side their legs are longer. On the uphill side, they were shorter. “ When they turn around, the opposite is true. Minnie calls this science. Kids will have their own explanation.
- 4-5. Answers will vary.

#### **Chapter 7**

1. Moo borrowed the farmer’s clothes from the clothesline, filled balloons with helium, stuffed them in the wet clothes, and strung them from the end of a tree branch.
- 2– 6. Answers will vary.

#### **Chapter 8**

2. FOOP means hello.
3. The rhino is alone. Answers will vary.
4. Moo thought it was her farmer with the money problem. It was really Mr. Wilkerson.
- 4-6. Answers will vary.

#### **Chapter 9**

1. These animals are anything but natural and normal. Examples will vary.
2. The docents mistake Minnie and Moo for the Stout sisters from Lodge 452, think Hamlet the pig is their grandson, think the chickens are swans, think Elvis is a buzzard in diapers, believe there is a forest octopus, etc.
3. The docents spend their time raising money for unusual causes. Answers will vary.
4. While thinking she is saving the forest octopus, Elsie has the ladies contribute their money to Minnie and Moo.
- 5-6. Answers will vary.

#### **Chapter 10**

- 1-2. Answers will vary.
3. The donation jar with \$16.08.
5. The money blew over to Mr. Wilkerson’s lettuce patch.
6. The Wilkersons are dotty too thinking the money grew in the lettuce heads.
7. Minnie and Moo hope the rhino, Irene, can stay in the barn with the rest of the animals. They take the farmer’s glasses so he won’t see Irene.

## **X. NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS**

This teacher’s guide for Minnie and Moo in the Seven Wonders of the World has been prepared and noted according to the STANDARDS FOR THE ENGLISH LANGUAGE ARTS, sponsored by National Council for the Teachers of English and the International Reading Association.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics.)
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).



**Minnie and Moo in the Seven Wonders of the World** is published by Breakfast Serials, Inc. This company founded by Avi promotes reading by providing good children's literature to our nation's newspapers. [www.breakfastserials.com](http://www.breakfastserials.com)

Jan McDonald, creator of this teacher's guide, received her bachelor's degree in English education from Michigan State University, and her master's degree in reading from the University of Colorado. She taught reading for 20 years in Colorado. [rockymountainreaders@hotmail.com](mailto:rockymountainreaders@hotmail.com)