

Cornerstones Lesson Guide

Click, Clack, Moo Cows That Type

This lesson guide is part of a two-week teaching unit, which is based on a program from the children's literacy series on PBS, *Between the Lions*. Electronic copies of this guide can be found at www.pbskids.org/lions/cornerstones. The materials you will need in order to use the unit in the classroom can be found on our Web site.

The teaching unit was developed by the CPB/WGBH National Center for Accessible Media, as an outcome of the Cornerstones Project, which explored innovative use of technology to support literacy development for children who are deaf and hard of hearing.

The Cornerstones Project was funded under a grant from the U.S. Department of Education, Office of Special Education Programs, #H327A010005.

Table of Contents

Overview of Lessons	1
The Daily Sequence	3
Lesson 1	4
Lesson 2	7
Lesson 3	9
Lesson 4	13
Lesson 5	16
Lesson 6	19
Lesson 7	22

Lesson Follow-up

You can find online games, writing activities, videos, and downloads at the Cornerstones Web site: pbskids.org/lions/cornerstones

Overview of Lessons

Please read through this entire guide before starting the unit. Familiarize yourself with the *Teacher Resources* on the Cornerstones Web site. These include an *Activity Workbook* that you can print out and copy for each student in your classroom, several printable games, and interactive online games.

Key words and essential concepts for understanding “Click, Clack, Moo, Cows That Type” are spread over seven lessons. Each word has many dimensions; children should learn at least one beyond the word’s basic meaning in the story.

Lesson 1

Words: farm/farmer, barn, type/typewriter

Concepts

- Characters: Farmer Brown, cows, hens, Duck.
- Setting: The story takes place on a farm.
- People and animals have different ways of communicating.

Lesson 2

Words: note, sincerely

Concepts

- Review the characters and setting of the story.
- Purpose and pragmatics of notes and note-writing

Lesson 3

Words: problem, believe, impossible, electric blankets, to go on strike, closed

Concept

- The story has a problem. The cows will not give milk unless they get electric blankets.

Lesson 4

Words: busy, to grow impatient, to run a farm, furious, demand

Concepts

- The story has another problem. The hens will not give eggs unless they get electric blankets.

- Farmer Brown and the animals are at an impasse: Farmer Brown demands that the cows and hens give milk and eggs. The cows will not give milk and the hens will not give eggs unless Farmer Brown gives them electric blankets. He does not want to give in.

Lesson 5

Words: neutral, party, ultimatum, emergency meeting

Concept

- Duck is the neutral party and helps with the solution to the problem.

Lesson 6

Words: gather, snoop, knock, hand, exchange

Concept

- The problem is solved. The cows decide that they will exchange the typewriter for electric blankets.

Lesson 7

Words: decide, a good deal, pond, boring, diving board

Concepts

- The story has a conclusion. Farmer Brown decides that exchanging the typewriter for electric blankets is a good deal.
- He gives the electric blankets to the cows and hens. He waits for the typewriter to be returned to him, but Duck now uses it to write a new note. Duck says the pond is boring and asks for a diving board.

Don't forget...

to expose your students to the following high-frequency words and do a brief activity with some each day. Try putting them into a spelling activity, using them in print or cursive exercises, and writing short cloze sentences where students can fill in the blanks with appropriate high-frequency words.

a	for	of	this
an	has	on	to
all	he	our	too
and	his	said	was
are	how	so	we
at	in	the	were
be	is	them	will
but	like	then	with
can	no	there	you
day	now	they	

The Daily Sequence

This guide has seven lessons. The focus of the first two is on building background knowledge and the last five focus on the story. The document *Teaching Strategies*, found on the Cornerstones Web site, explains the instructional practices presented in the lessons. Please familiarize yourself with Cornerstones' terms. The sequence for Lessons 1–2 and 3–7 are below.

Lessons 1 & 2

Today's words

Today's concepts

1 Preview the story

2 Build word knowledge

Teach vocabulary conceptually and in depth, through experiences, illustrations, discussions and elaboration. Use semantic maps, graphic organizers and other visual techniques that integrate text and pictures.

Add words, phrases and graphics to your classroom graphic organizers and semantic maps as the children deepen their understanding.

Overexpose the children to the words conceptually and in print throughout the unit.

Lessons 3 - 7

Today's words

Today's concepts

1 Review material from the previous day.

2 Build word knowledge

Use visual techniques and teach words conceptually, as discussed under Lessons 1–2.

3 Whole-class and independent reading

- Focus on a particular section of the story text each day.

Show the storyteller video, read the book, or show the story from the *Between the Lions* video.

Teach the written language and the conceptual meaning of the printed text.

Pause at key points to focus on the concepts of the day and model comprehension strategies for the children by making your thinking visible.

Ask comprehension questions relevant to the day's lesson.

- Students should have the opportunity to:
 - Retell the portion of the story focused on that day.
 - Read the printed text independently.

After all lessons

In addition to the activities in the *Activity Workbook*, it is recommended that the children complete a writing activity every day throughout the unit. Suggestions are provided at the end of each lesson.

Lesson 1

Today's words

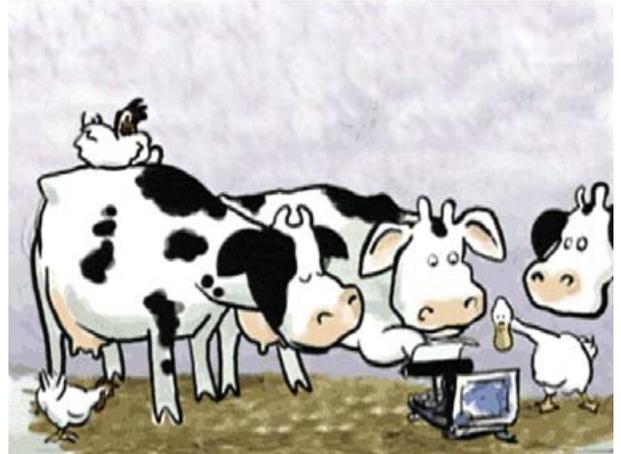
farm/farmer, barn, type/typewriter

Today's concepts

- Characters: Farmer Brown, cows, hens, Duck
- Setting: The story takes place on a farm.
- People and animals have different ways of communicating.

1 Preview the story

- Prior to viewing the *Between the Lions* show or reading the story "Click, Clack, Moo, Cows That Type," tell the children that they will be reading a story about some cows who refuse to give milk and some hens who refuse to give eggs unless their farmer gives them electric blankets. The cows type notes to the farmer on a typewriter. Cows cannot talk and do not know the English language, but in the story you're about to read, this is how they communicate with the farmer.
- Discuss different ways that people communicate with animals. Ask the students if they have any pets. How do they communicate with their pets? How do they know if their pet wants or needs something? Emphasize that the cows in this story use a typewriter, something that cows cannot really do.
- Discuss the kinds of things people can do that animals cannot do.



2 Build word knowledge

Lesson 1 Word Knowledge

farm/farmer

- Ask the children what they know about farms and create a class semantic map. In the center of the map write *farm*. Ask the students specific questions in order to build the semantic map. Who works on a farm? What kinds of animals live on a farm? What are jobs on a farm? What kind of crops grow on a farm? What types of buildings or machinery are on a farm?
- Discuss different kinds of farms: Milk and dairy farms, vegetable and produce farms, beef (cattle) and poultry farms.
- *Farm* can be a noun or a verb.
Noun = a piece of land used to raise crops and animals for food
Verb = to raise crops and animals for human use
- Note that *farm* comes in different forms: farm, farmer, farms, farmed, farming
- Compound words: farmhand, farmhouse, farmland
- Nursery rhymes and songs: *The Farmer in the Dell* and *Old MacDonald Had a Farm*
- Brainstorm other -er words related to a person who does something, for example, *worker, cleaner, dancer, writer, baker, reader, driver, player, singer, skier, helper, skater, climber, painter, teacher*, etc. Explain that most words are made by simply adding -er to a verb, however, some words need a double consonant, such as *winner* and *runner*.
- Make a word wall with the title “Words that end in ‘er.’”
- Discuss and make a word wall of words that rhyme with farm: charm, harm, alarm.

barn

- List and discuss parts of a barn: loft, stables, stall, doors, silo.
- List and discuss things found in a barn: tools, pitchfork, hay, feed, tractor, animals, grain.
- Look at different styles of barns using photographs or clip art.
- Compound word: barnyard

Lesson 1 Word Knowledge

type/typewriter

- Explain or show what a typewriter is and talk about the differences between a manual typewriter, like the one used in the story, an electric typewriter, and a computer word processor. Explain that compared to an electric typewriter, a manual typewriter is noisier and you must push harder on the keys. An electric typewriter is faster and the keys are more sensitive to the touch.
- List and discuss parts of a typewriter: keys, paper, cartridge, carriage, ink, ribbon, etc.
- Explain that a person who types is a typist (not a typer).
- Try to get a typewriter into the classroom and other keyboard items such as a computer keyboard, Alphasmart, TTY and others. Discuss similarities and differences; make a Venn diagram. Ask the students if these all make the click, clack, clickety clack sound. Why or why not?
- Use the keyboards to do some fun keyboarding activities and practice typing words, phrases, sentences or short stories.
- *Type* can be a noun or verb and has several meanings.
Verb = to hit the keys on a typewriter (when we hit the keys on a keyboard, we often say *to keyboard* or *to write*, rather than *to type*)
Noun = kind or sort; things that go together because of common qualities
Noun = the raised metal letters used in printing machines
- Make a graph to show different types of things the students like. Ask: What types of food do you like? What types of activities do you like to do after school? What types of animals do the students have as pets?
- Click, clack, clickety clack is the sound a manual typewriter makes (at least in our story!).

Writing

- Have each student think of an -er word meaning a person who does something, for example, a dancer or baker, and write it on a 5x7 index card. On the back of the card have the students illustrate the word and write the following sentences: I am a _____. I am a person who _____. Students can then use yarn to wear the card as a necklace. Students can take turns reading and signing/saying their sentences; for example, "I am a dancer. I am a person who dances."

Lesson 2

Today's words

note, sincerely

Today's concepts

- Review the characters and setting of the story.

Characters: Farmer Brown, cows, hens, Duck

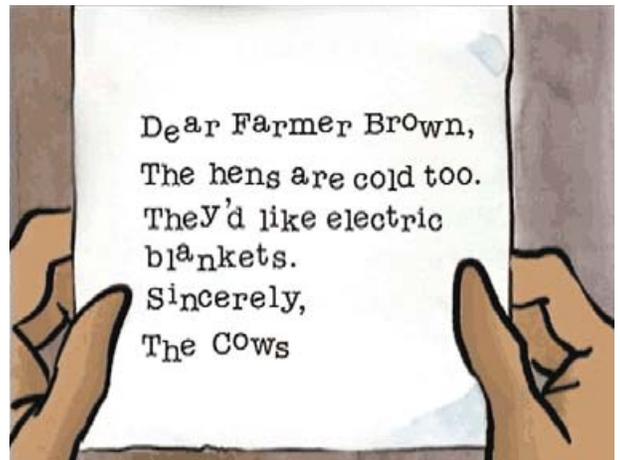
Setting: The story takes place on a farm.

1 Preview the story

- Explain that there are various ways in which people communicate. We can use sign language, speaking, writing, gestures, body language, and facial expressions to let others know what we want or need. Tell the students that in the story "Click, Clack, Moo, Cows That Type," the animals communicate with the farmer by typing notes.
- Discuss the pragmatics of notes. Notes tend to be short and can be formal or informal. There are different types of notes for different purposes: a thank-you note, a note from a parent to the teacher, an apology, etc.
- Notes can have special vocabulary (as letters do). *Dear* and *Sincerely* set a certain tone. When Farmer Brown demands milk and eggs from the animals and then signs the note with *sincerely*, he is really being sarcastic. Role-play expressions and discuss how print can convey a certain feeling or meaning.
- Print out the seven notes used in the story. These can be found in the *Teacher Resources* section on the Cornerstones Web site. Display them in your classroom for the students to refer to while working with this unit.

2 Build word knowledge

3 Show the *Between the Lions* video



Lesson 2 Word Knowledge

note

- Explain that *note* has more than one meaning. It can be a noun or a verb.
Noun = a short written message (see comments on the previous page), a musical tone, a musical symbol, or a written promise to pay a debt.
Verb = to observe or notice something.
- Compound words: notebook, notepaper, notepad, noteworthy, footnote

sincerely

- In a way that is sincere or genuine. Similar in meaning to *truly* and *honestly*.
- In letter writing, *sincerely* is one of several closings. Discuss other closings, such as *regards*, *thank you*, *love*, *fondly*, etc. A formal note might end with *sincerely*. An informal note might not have any closing or just the writer's name.

Writing

- Have the students write notes for various purposes:
 - to invite someone over to your house to play
 - to explain to the teacher why you were absent from school
 - to thank someone for a gift
 - to apologize for something you may have done wrong
 - to ask permission to do something
 - to request that the school janitor repair something
- Have the students write a different type of note each day. Try to use different types of paper products including printed stationary, note cards, scrap paper and 3x5 index cards. Allow the students to write notes *by hand* and create others on the computer. They may add graphics or clip art.

Lesson 3

Today's words

problem, believe, impossible,
electric blankets, to go on strike, closed

Today's concept

- The story has a problem. The cows will not give milk unless they get electric blankets.

1 Review

- The title of the story: "Click, Clack, Moo, Cows That Type"
- The characters: Farmer Brown, cows, hens, Duck
- Setting: The story takes place on a farm.
- The purpose and types of notes.

2 Build word knowledge

3 Whole-class and independent reading

- Focus on a particular section of the story text each day.
 - Show the storyteller video, read the book, or show the story from the *Between the Lions* video.
 - Teach the written language and the conceptual meaning of the printed text.
 - Pause at key points to focus on the concepts of the day and model comprehension strategies for the children by making your thinking visible.
 - Ask comprehension questions relevant to the day's lesson.
- Students should have the opportunity to:
 - Retell the portion of the story focused on that day.
 - Read the printed text independently.



Farmer Brown has a problem. His cows like to type. All day long he hears click, clack, moo. Click, clack, moo. Clickety, clack, moo.

At first he couldn't believe his ears. Cows that type? Impossible! Click, clack, moo. Click, clack, moo. Clickety, clack, moo.

Then he couldn't believe his eyes.

**"Dear Farmer Brown,
The barn is very cold at night.
We'd like some electric blankets.**

**Sincerely,
The Cows."**

It was bad enough the cows had found the old typewriter in the barn, now they wanted electric blankets! "No way," said Farmer Brown.

**"No electric blankets."
So the cows went on strike. They left a note on the barn door.**

**"Sorry.
We're closed.
No milk today."**

Lesson 3 Word Knowledge

problem

- Explain to the students that a problem doesn't have to be between two people. A problem can be an argument or disagreement with someone or it can be a situation that is a dilemma to you alone.
- Explain that there are different types of problems: life/social problems, math problems, troubling situations, puzzles, riddles, brain-teasers. Provide some examples: leaving your lunch at home, forgetting the directions to a restaurant, losing your keys, enjoying too many sweets, finding that a pet has damaged some furniture, finding termites at home, not having enough players for a baseball/soccer game.
- Explain that most problems can be solved with careful thinking and planning. Most problems have a solution to them.
- Ask the students what the problem was in the story. How do you think the animals will solve their problem?
- Ask the students how they solve a problem or conflict with someone at school. Discuss different ways to problem-solve and use role-play to show some of the ways, such as using your body (pushing/hitting), using language, ignoring, getting angry or upset, asking an adult for help, etc. Discuss which methods are effective and why.

believe

- To know something to be true; to have an opinion
- Note that *believe* comes in different forms: believe, believes, believed, believing
- You can *believe something*, that is, a piece of information. You can *believe someone*, that is, what the person says. You can *believe your ears*, that is, what you hear, or *believe your eyes*, or what you see. Explain that often people will only believe something when they have evidence; they have seen it with their own eyes or heard with their own ears.
- Ask the students questions throughout the day and ask if they believe it or not.
- Expression: *Believe it or not*, meaning whether or not you believe it, it is true. "Believe it or not, they're serving ice cream for lunch today!" "Believe it or not, I ran 15 miles yesterday."
- Expression: Seeing is believing.
- Expression: Make-believe.

Lesson 3 Word Knowledge

impossible

- Explain that the prefix *'im'* means not.
- Explain the difference between possible and impossible.
- Brainstorm things that can happen vs. those that cannot happen. Elicit from students things that are possible for people to do and write them on a large chart. Have students illustrate their responses on cards. Show the students that if you add the prefix *'im,'* it means *not*.
- Ask the students about things that they think are impossible to do. Write these on a chart and have the students illustrate their responses. After all the illustrations are complete (both possible and impossible), mix up the picture cards and have the students sort them into two columns: possible and impossible.
- To reinforce the word *believe*, when you review each statement or picture, say: "I believe/ don't believe that could happen."
- Review the concept of what animals can and can't do. Emphasize impossible tasks.
- Discuss some other words that begin with the prefix *'im'* meaning not: impatient (remind students that this is another key word in the story) and impolite.
- You may also choose to look in a dictionary with your students and point out that there are several other words that begin with *'im'*.

electric blankets

- Explain that electric blankets are blankets that use electricity to become warm.
- Discuss what electricity is and how it works. Look around the classroom and point out things that use electricity to work.
- Discuss and list things that can be electric: blankets, typewriters, appliances, lights, some cars, radios, lamps, computers, vacuum cleaners, etc.
- Math activity: Have students keep track of how many times they use something that needs electricity during a day? How many times at home? How many times in school?

Lesson 3 Word Knowledge

to go on strike

- Discuss the meaning of going on strike = to refuse to do something, particularly work, in order to make a demand. Explain that there must be a specific reason or purpose to go on strike (the cows in our story were seeking better working conditions).
- Look in the newspaper and see if there are any strikes going on; transportation system (trains, airplanes, busses), nurses, teachers, firemen, police, ball players. Discuss the consequences of a possible strike. What would happen if all the teachers went on strike? Firemen? Policemen? Hospital workers?
- Give the students opportunities to role-play going on strike. Make sure they are clear about their demand(s). Examples: The students refuse to clean up after an art activity because they demand new paints or markers. What would the consequences be? The students refuse to return their books to the library because they want new storybooks instead of old, ripped ones. What would the consequences be?
- Explain that *strike* has more than one meaning. You can have a strike in bowling, or a strike in baseball. You can strike a match or strike someone or something.

closed

- List and discuss places that can be closed: school, a store, the post office, the library, a pool or the beach, a bank, a road. Discuss the reasons why some of these places might be closed: it's late at night, a particular day of the week, or a holiday. A road may be closed while the city is building a new bridge.
- List and discuss things that can close: doors, windows, books, drawers, eyes, mouth.
- Opposite: open
- Explain that *closed* can have more than one meaning. It can be the past tense of *to close*, meaning to shut, such as a door, or to come to an end, such as a letter.
- Reminds the students what closed-captioned television is. Explain the difference between closed captions and open captions. (Closed captions are hidden as data in the TV picture until you "open" them with a decoder. Open captions are already visible, without any special technology. Note that they are called "closed" captions, not "close" captions.)

Writing

- Have the students write about what it would be like to live with no electricity.

Lesson 4

Today's words

busy, to grow impatient, to run a farm, furious, demand

Today's concepts

- The story has another problem. The hens will not give eggs unless the farmer gives them electric blankets.
- Farmer Brown and the animals are at an impasse: Farmer Brown demands that the cows and hens give milk and eggs. The cows will not give milk and the hens will not give eggs unless they get electric blankets.

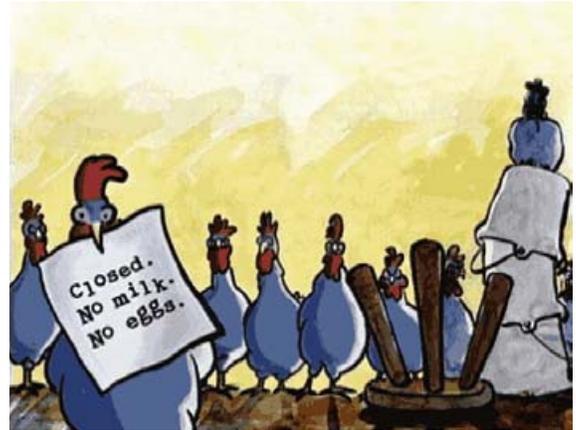
1 Review

- The cows will not give milk unless the farmer gives them electric blankets.

2 Build word knowledge

3 Whole-class and independent reading

- Focus on a particular section of the story text each day.
 - Show the storyteller video, read the book, or show the story from the *Between the Lions* video.
 - Teach the written language and the conceptual meaning of the printed text.
 - Pause at key points to focus on the concepts of the day and model comprehension strategies for the children by making your thinking visible.
 - Ask comprehension questions relevant to the day's lesson.
- Students should have the opportunity to:
 - Retell the portion of the story focused on that day.
 - Read the printed text independently.



“No milk today!” cried Farmer Brown.

In the background, he heard the cows busy at work: Click, clack, moo. Click, clack, moo. Clickety, clack, moo.

The next day he got another note.

**“Dear Farmer Brown.
The hens are cold too.
They’d like electric blankets.**

**Sincerely,
The Cows.”**

The cows were growing impatient with the farmer. They left a new note on the barn door.

**“Closed.
No milk.
No eggs.”**

“No eggs!” cried Farmer Brown. In the background he heard them. Click, clack, moo. Click, clack, moo. Clickety, clack, moo.

“Cows that type. Hens on strike! Whoever heard of such a thing? How can I run a farm with no milk and no eggs!” Farmer Brown was furious. Farmer Brown got out his own typewriter.

**“Dear Cows and Hens:
There will be no electric blankets.
You are cows and hens.
I demand milk and eggs.**

**Sincerely,
Farmer Brown.”**

Lesson 4 Word Knowledge

busy

- Note that *busy* comes in different forms: busy, busier, busiest
- Explain that busy has different usages. It can mean...
doing something active: “Mary is busy cleaning her room.”
full of activity: “Today was a busy day.”
in use: “The phone line was busy, so I will call him later.”
not available: “I can’t help you, I’m busy.”
- Discuss that people can be busy (i.e. doing many things at once) or places can be busy (traffic along a road, a shopping mall packed with shoppers, airports, train stations, etc.)
- Make a list of the students’ ideas of busy. Ask them what situations could be busy.
- List and discuss things that can keep someone busy: cleaning, writing, building something, playing with a friend, drawing, watching TV, riding your bike, thinking. Remember that these answers are subjective because *busy* can be anything that has you actively doing something.
- Expressions: busy body, busy work

to grow impatient

- Discuss the difference between being *patient* and being *impatient*.
- Emphasize that *to grow* (in this phrase) means the same as *to become*. It refers to a gradual change. Explain that *growing impatient* is one of those things that get worse over time. The more you have to wait or be patient for something the more dramatic your reaction is.
- Discuss the following phrases and what they mean: to grow angry, to grow bored.
- Work on pragmatic skills. Discuss situations where you need to be patient (waiting in line at the grocery store, waiting for your turn on the playground). Discuss why it is important to have patience and to be patient at times. Have students role-play a situation where one is growing impatient and the other students guess what he/she is growing impatient about. Some examples could be waiting in line, waiting for a turn in a game.

furious

- Similar to *angry* and *mad* but to a more intense degree: very angry!
- Make a continuum to show the various degrees of being mad:
upset – mad – angry – enraged — furious.
- Discuss and list on a chart situations that would make you angry vs. those that would make you furious.
- Have students role-play the situations on the chart and make sure they use the sentence, “I am furious because _____” or “I am furious about _____”

Lesson 4 Word Knowledge

to run a farm

- You might want to expose your students to the many dozens of meanings of *run*; however, for this unit, it is critical to emphasize the meaning used in this story.
- In *to run a farm*, *run* means to be in control of, to take care of the daily chores and tasks that need to be done on a farm, such as feeding the animals, cleaning the barn, tending the fields.
- Review and reinforce farm/barn concepts.
- Discuss the phrases *to run a business* and *to run a household*.
- Discuss and list what is needed to run other environments. For example:
 - a daycare center
 - a school or classroom
 - a restaurant like McDonald's
 - the school cafeteria

demand

- Note that *demand* comes in different forms: demand, demands, demanded, demanding
- Demand can be both a noun and a verb.
 - Noun = an urgent need or the act of asking for something with extreme authority
 - Verb = to ask for with authority or urgently
- Discuss if the act of demanding something is polite or impolite (referring back to the list of 'im' words). Role-play a situation where you ask politely for something and then demand it. For example, a student could ask another student to borrow a pencil in two different ways. "Could I please borrow your pencil?" vs. "Give me that pencil now!" Discuss which is more effective and why.
- Have the students write sentences using the word demand as well as the more polite way to ask. "May I have some of your snack?" "I *demand* that you give me some snack!"
- Explain that some people have the ability or authority to demand, sometimes because it is a matter of safety, such as policemen, firemen, lifeguards, teachers, principals, and parents. These people don't necessarily have to use the word *demand*, but the manner or tone of voice in which they speak lets you know that they are making a demand.

Writing

- Pretend you are a person in authority and state a demand that you might make and why.

Lesson 5

Today's words

neutral, party, ultimatum, emergency meeting

Today's concept

- Duck is the neutral party and helps with the solution to the problem.

1 Review

- The story has a problem. Farmer Brown demands that the cows and hens give milk and eggs. The cows will not give milk and the hens will not give eggs unless they get electric blankets. Farmer Brown does not budge.

2 Build word knowledge

3 Whole-class and independent reading

- Focus on a particular section of the story text each day.
 - Show the storyteller video, read the book, or show the story from the *Between the Lions* video.
 - Teach the written language and the conceptual meaning of the printed text.
 - Pause at key points to focus on the concepts of the day and model comprehension strategies for the children by making your thinking visible.
 - Ask comprehension questions relevant to the day's lesson.
- Students should have the opportunity to:
 - Retell the portion of the story focused on that day.
 - Read the printed text independently.



Duck was a neutral party, so he brought the ultimatum to the cows.

The cows held an emergency meeting.

Lesson 5 Word Knowledge

neutral

- Discuss the complex meaning of the word *neutral*. It can mean not decided or undecided, refusal to take part in a war between two powers (countries), to neither agree or disagree with two opposing sides, to remain neutral (in the middle).
- Someone who is said to be neutral is a person who is not involved in a struggle or conflict.
- Explain that *neutral* can have more than one meaning. It can also mean the neutral position on the gears of a car. Ask the students if they've ever noticed the letters P-D-N-R on the steering wheel or shift of a car. Discuss what each letter means and what its purpose is in driving the car. P (park) – D (drive) – N (neutral) – R (reverse).
- Another meaning can be neutral in color as in shades of gray or beige. A neutral color is not a bold and bright color, but rather one that is very basic or dull to look at.
- Discuss that when students say “I don't care” or “It doesn't matter” or “whatever,” they are often being neutral and don't have an opinion either way.
- Discuss and role-play taking sides in an argument where you agree with one side but not the other and then switch alliances. Role-play an argument between two friends. When they can't solve the problem, they go to an adult or other classmate who can be the neutral party and help settle the issue. During this role-play, remember to point out who the neutral party is.

party

- Explain that the party in the story text *neutral party* is a person or character who does not take either side of a dispute.
- Explain that Farmer Brown and the cows are not neutral parties. They each have strong opinions. Discuss Duck's role as the neutral party.
- Explain that *party* can have more than one meaning. It can also mean a social gathering where people come together to celebrate, as in a birthday party.

Lesson 5 Word Knowledge

ultimatum

- A final demand (point out the correlation between ultimatum and demand)
- Explain that an ultimatum is the final demand that someone makes when trying to solve a problem. Remember that an ultimatum is the last resort and occurs only after someone has tried unsuccessfully to get what he or she wanted. It is at this point that you would come up with the ultimatum.
- Discuss the ultimatum in the story where Farmer Brown demands milk and eggs from the cows and hens.
- Discuss and role-play giving ultimatums and the consequences of these demands.

emergency meeting

- Discuss that an emergency meeting is one that is urgent and unplanned. This type of meeting must take place as soon as possible.
- Discuss the meaning of meeting and different reasons for having a meeting, such as a party planning meeting, School Committee meeting, PTA meeting, church meeting, Girl Scout/ Boy Scout meeting, sports or team meeting.
- Discuss why a group might need to hold an emergency meeting.

Writing

- Write what you think the cows discussed at their emergency meeting.

Lesson 6

Today's words

gather, snoop, knock, hand, exchange

Today's concept

- The problem is solved. The cows decide to exchange the typewriter for electric blankets.

1 Review

- The story has a problem. The cows will not give milk unless Farmer Brown gives them electric blankets. The hens will not give eggs unless Farmer Brown gives them electric blankets. Farmer Brown doesn't agree with the demands.
- Duck is the neutral party and helps with the solution. The cows decide to exchange the typewriter for electric blankets.

2 Build word knowledge

3 Whole-class and independent reading

- Focus on a particular section of the story text each day.
 - Show the storyteller video, read the book, or show the story from the *Between the Lions* video.
 - Teach the written language and the conceptual meaning of the printed text.
 - Pause at key points to focus on the concepts of the day and model comprehension strategies for the children by making your thinking visible.
 - Ask comprehension questions relevant to the day's lesson.
- Students should have the opportunity to:
 - Retell the portion of the story focused on that day.
 - Read the printed text independently.



All the animals gathered around the barn to snoop, but none of them could understand Moo. All night long, Farmer Brown waited for an answer.

Duck knocked on the door early the next morning. He handed Farmer Brown a note:

**“Dear Farmer Brown,
We will exchange our typewriter for electric blankets.**

Leave them outside the barn door and we will send Duck over with the typewriter.

**Sincerely,
The Cows.”**

Lesson 6 Word Knowledge

gather

- Discuss the meaning of *to gather around* = to come close together.
- Discuss and list on a chart things that can be gathered into a collection, such as shells, fresh flowers, pebbles.
- Discuss that you can gather things together that have scattered or are spread around, such as paper clips, crayons, papers.
- Note that you can *gather together, gather up, gather around*.
- Discuss and list on a chart kinds of gatherings or places where people gather: family holidays, celebrations, parties, meetings, classrooms, church or synagogue services, performances, movie theaters.
- Role-play commands with *gather*, for example:
Gather your papers together and place them on my desk.
Gather up your clothes and pack them in a suitcase.
Gather the paper clips that you dropped.
Gather around and I will tell you a story.

knock

- Explain that *knock* has more than one meaning. You can knock on a door, knock something down like a tower of blocks or other objects stacked high. Role-play these meanings as you discuss them.
- Make a classroom bowling game using tin cans and a ball. Have the students play bowling by knocking down the cans.
- Tell some “Knock knock” jokes.
Recommended books that are available in libraries:
“Best Knock-Knock Book Ever” by Charles Keller
“1,000 Knock Knock Jokes for Kids” by Michael Kilgarriff
“500 Wacky Knock-Knock Jokes for Kids” by Dora Wood
- Discuss the expression: “knocked out” (unconscious)

exchange

- Synonyms: trade, switch, replace
- Discuss how you exchange a gift if it is the wrong size.
- Role-play exchanging things.
- Have the students exchange home addresses, email addresses, and/or phone numbers with a friend.

Lesson 6 Word Knowledge

snoop

- Discuss the meaning of snoop = to look for something or someone in a sneaky way.
- Explain that snoop can be both a noun and a verb.
Noun = a person who snoops can be a snoop
Verb = the act of snooping on someone
- Role-play snooping on a person or group of people.
- List rhyming words and make a word wall: snoop, loop, coop, hoop, troop, droop.

hand

- Explain that *hand* has more than one meaning. It is part of your body or can mean to give something to someone. Role-play handing objects to each other.
- Discuss right hand and left hand. Make a graph with the students' answers to the following questions: Which hand do you use to write with? Which hand do you use for sports? Point out that some people write with one hand but may swing a bat or golf club using the other hand. How many students are *right-handed*? How many students are *left-handed*?
- Discuss writing something *by hand* vs. using a computer.
- Compound words: handwriting (can refer to both cursive and print); handprint (marks that you leave on the window or in the snow or on a dusty table); handmade (made by a person, not with a machine); handstand and handshake.
- Expression: Hand it over! Demonstrate the difference between handing someone something in a general, more relaxed manner and handing it over! The second phrase is more demanding or forceful. Role-play different situations using these expressions.
- Expression: caught red-handed

Writing

- Have the students write about a family gathering they have attended and illustrate.
- Create sentences using the verb *handed*. Have the students fill in different names and objects to complete the sentences. Illustrate the sentences too. _____ handed the _____ to _____.

Lesson 7

Today's words

decide, a good deal, pond, boring, diving board

Today's concept

- The story has a conclusion. Farmer Brown decides that exchanging the typewriter for electric blankets is a good deal.

Farmer Brown gives the electric blankets to the cows and hens. The cows and hens will give milk and eggs and return the typewriter.

Farmer Brown waits for the typewriter to be returned to him, but Duck now uses the typewriter to write a new note. Duck says the pond is boring and asks for a diving board.

1 Review

- The problem is solved. The cows decide to exchange the typewriter for electric blankets.

2 Build word knowledge

3 Whole-class and independent reading

- Focus on a particular section of the story text each day.

Show the storyteller video, read the book, or show the story from the *Between the Lions* video.

Teach the written language and the conceptual meaning of the printed text.

Pause at key points to focus on the concepts of the day and model comprehension strategies for the children by making your thinking visible.

Ask comprehension questions relevant to the day's lesson.

- Students should have the opportunity to:
Retell the portion of the story focused on that day.

Read the printed text independently.



Farmer Brown decided this was a good deal. He left the blankets next to the barn door and waited for Duck to come with the typewriter. The next morning he got a note:

**“Dear Farmer Brown,
The pond is quite boring.
We'd like a diving board.**

**Sincerely,
The Ducks.”**

**Click, clack, quack. Click, clack, quack.
Clickety, clack, quack.**

The End

Lesson 7 Word Knowledge

decide

- Discuss that *decide* means to make up one's mind, make a *decision*.
- Explain the difference between the verb to *decide* and the noun *decision*. Write the words *decide* and *decision* on a chart and discuss that when we decide on something, we have made a decision.
- Role-play throughout the day, allowing the students to make decisions. For example, at snack give the students two choices: goldfish crackers or graham crackers. Which will the students decide to have? What was their decision? Have the students use the sentence, "I decided I wanted _____ for snack."
- Give lots of choices throughout the day and point out when someone has *decided* on something or made a *decision* about something. As the teacher, you should model the language you'd like from the students.

a good deal

- Ask the students to think of a situation where they think they got a good deal. Maybe it was a time that they traded a computer game or videotape with a friend. They may feel that they got a good deal because the one they traded away was old and not as exciting as the one they got in return. Identify if a situation is a good deal or not.
- Explain that because of the good deal in the story, the problem was solved. Farmer Brown thought that exchanging the typewriter for electric blankets was a good deal.
- Find and cut out advertisements for sales in the newspaper and ask the students if they feel the sale price is a good deal. Make flashcards labeled "a good deal" and "not a good deal" and have the students place the ad under the appropriate title.
- Explain that *a good deal* can have more than one meaning. It can also mean a lot, or large amount. You can find *a good deal* of information in the encyclopedia or on the Internet. You can have *a good deal* of food at a barbecue or party.

pond

- A body of water
- Discuss and list things found in a pond: frogs, tadpoles, fish, lily pads, ducks, water.
- Use an encyclopedia or the Internet to find plants and animals that live in or near a pond.
- Make a mural or collage of a pond and its surroundings. The students can draw or paint the plants and animals found in or near the pond or use old magazine pictures to glue in place.

Lesson 7 Word Knowledge

boring

- Boring means dull or not interesting.
- Discuss things that are boring and make a chart (answers will be based on opinion). Discuss ways in which each of the boring things or situations can be changed to become more interesting.
- Opposite = interesting
- Explain that what one person thinks is boring another person might think it is fun and exciting.
- Have a discussion about opinions and then differentiate between something that is a fact and something that is an opinion. List ideas and statements in the story “Click, Clack, Moo, Cows That Type.” Have the students identify if the statement is a fact or an opinion. For example:

The cows want electric blankets.

The farmer thinks the cows are wrong.

Farmer Brown is upset with the cows.

The ducks think the pond is boring.

diving board

- Ask the students what they know about diving boards and create a semantic map.

Write *diving board* in the center of the map.

Where do you find one? (a pool, lake, pond, etc...)

What is the purpose of a diving board?

What kinds of jumps or tricks have the students done off a diving board? (jumped, dived, flipped, a cannonball, a belly flop, a twirl, a cartwheel, etc...)

- Have students illustrate what they would do or what a duck would do off a diving board.
- Make sure you emphasize safety issues involved in using a diving board and generate discussion with the students regarding how to properly use a diving board.

Lesson 7 Word Knowledge

Writing

- Use a story starter (one of these examples or your own) and have the students illustrate.
Farmer Brown walked by the pond. He looked into the water and saw...
Farmer Brown ran to the pond. All the ducks were furious! Farmer Brown couldn't believe his eyes! ...
- The next day have students exchange stories with a friend and read aloud. Review the meaning of *exchange*.
- Have students create a mobile with top tier titled "Things That Are Boring" and hang several blank cards off the title. On the front of each card the students must write an activity or situation that they think is boring. On the back of the card, the students must write *because* or the *reason* why it is boring as well as a way to change it, in order to make it more interesting.
- Invent a name for a jump or fancy dive off a diving board and write about it.

Reinforce the story sequence

- After you've finished reading the entire story "Click, Clack, Moo, Cows That Type," go back and review the seven notes that the characters wrote during the story. Use the printouts that you've displayed in the classroom throughout this unit. Mix up the notes and have the students sequence them in the appropriate order.

Nouns and verbs

- Review words that can be both nouns and verbs:
farm
note
demand
snoop
knock
hand
decide/decision