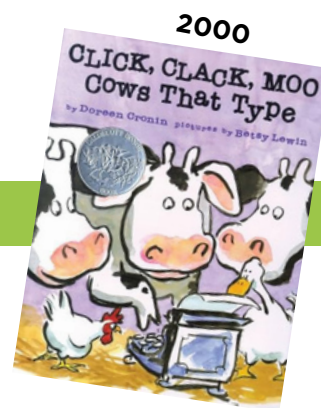


Click Clack Moo: Cows That Type



READ ALOUD

Themes: Advocacy, Cooperation, Negotiation and Compromise, Problem-Solution Structure

Book Brief: Farmer Brown's cows discover a typewriter and type out demands for electric blankets. When he refuses, the animals go on strike, and both sides negotiate their way to a deal.

Author(s):

Doreen Cronin

Illustrator(s):

Betsy Lewin

BEFORE READING

The Cover: Have students make predictions about the cows and the typewriter, and the problem Farmer Brown is about to face.

The Pictures: Take a picture walk and point out the cows' and Farmer Brown's faces, and ask how the illustrations show the way each character feels.

Prior Knowledge: Ask students, "What do you know about farms what jobs cows and hens "do"? What does it mean to go on strike?"

Vocabulary: Frontload Tier 2 words using the accompanying [vocabulary guide](#).

Purpose for Reading: "As we read, describe the characters and follow how the problem is solved, using details from the story."

DURING READING

Check for understanding & make connections:

- When Farmer Brown first hears "click, clack, moo," how does he feel? What words tell you?
- What problem do the cows have, and what do they ask Farmer Brown to fix it?
- Farmer Brown says no. What do the cows do next to get what they want?
- Duck is called a "neutral party." What does that mean, and why is Duck a good choice to carry the notes?
- How does Farmer Brown feel when the hens stop laying eggs? What word does the story use?
- At the end, the ducks send their own note asking for a diving board. What might happen next?



Think Aloud: "When I read the cows' note asking for electric blankets, I stop and think: cows can't really type or want blankets. The author is being silly on purpose. This is a fantasy, the fun comes from animals acting like people who are asking for what they need. Noticing that helps me catch the joke and see why the author wrote the story this way."

AFTER READING

Our Purpose: We described how each character felt and acted, and we tracked the story's problem all the way to its solution.

Extending Our Thinking: Have students use [RIF's Use this Concept Map](#) before, during, and after reading to deepen students' understanding of a concept, make connections, and build comprehension.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more titles by Doreen Cronin.
 - [Giggle, Giggle, Quack](#) (2005)
 - [Click, Clack, Boo!](#) (2013)