



Click, Clack, Moo: Cows That Type

Script by James E. Grote, Music by George Howe

Based on the book written by Doreen Cronin, illustrated by Betsy Lewin

Classroom Guide Kindergarten - Grade 1

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How to Use This Guide

This classroom guide for *Click, Clack, Moo: Cows That Type* is designed for Texas students in kindergarten and Grade 1. It offers activities to help you integrate a performance of *Click, Clack, Moo* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Click, Clack, Moo: Cows That Type is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

This play is based on a book: *Clack, Clack, Moo: Cows That Type*, written by Doreen Cronin.

- Have you read *Click, Clack, Moo* as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *Click, Clack, Moo* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Click, Clack, Moo*, how would your production be different from the play you saw by Magik?

2: Verbs

A verb is an action word. It describes what someone or something does. For example, in this sentence, the underlined word is the verb:

Farmer Brown has a problem.

The word **has** tells us what Farmer Brown does. A verb also can describe an action that has already happened:

The cows found a typewriter.

The word **found** tells us what the cows did in the past.

Read each of the following sentences from *Click, Clack, Moo: Cows That Type*. For each sentence, underline the verb.

The barn is very cold at night.

They left a note on the barn door.

Farmer Brown got out his own typewriter.

I demand milk and eggs.

The cows held an emergency meeting.

All the animals gathered around the barn to snoop.
(*Hint: this sentence contains two verbs.*)

Duck knocked on the door early the next morning.

Farmer Brown decided this was a good deal.

3: Write and Illustrate Your Own Story

In *Click, Clack, Moo*, a farmer and his cows must make a compromise — they must each give up something to get something else that they want. As a class, write a story about a character who makes a compromise.

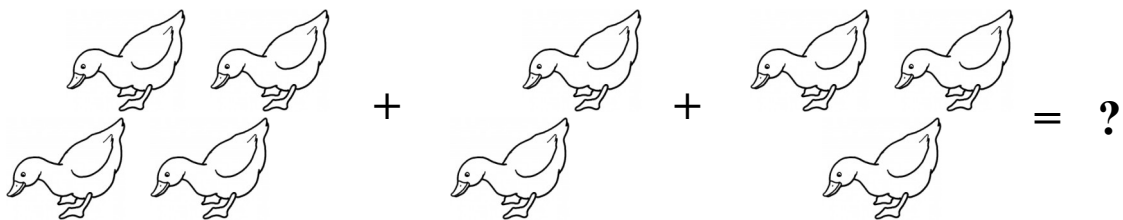
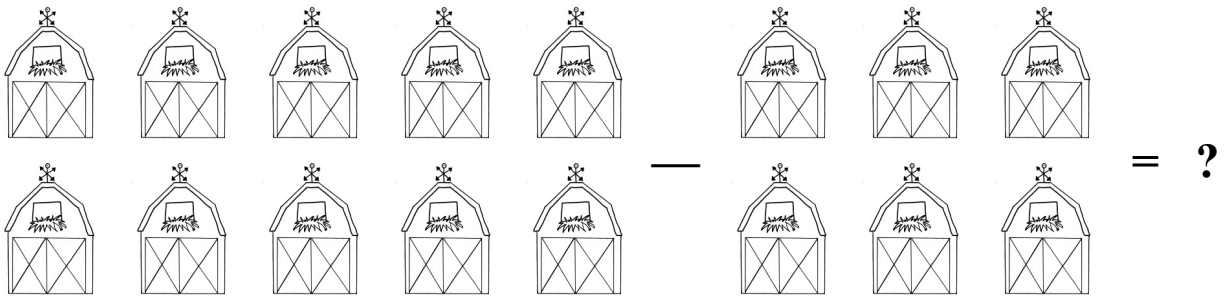
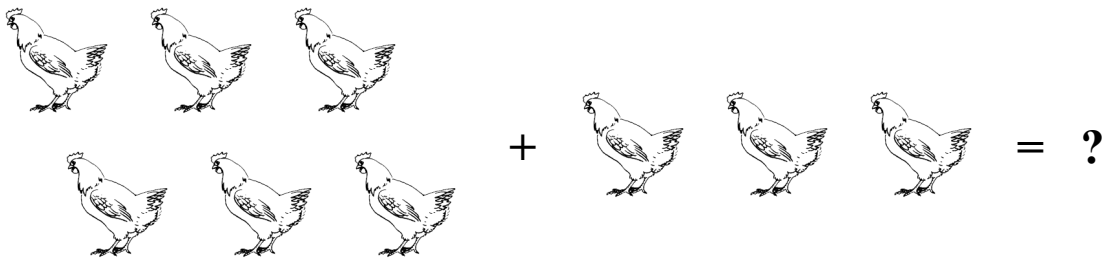
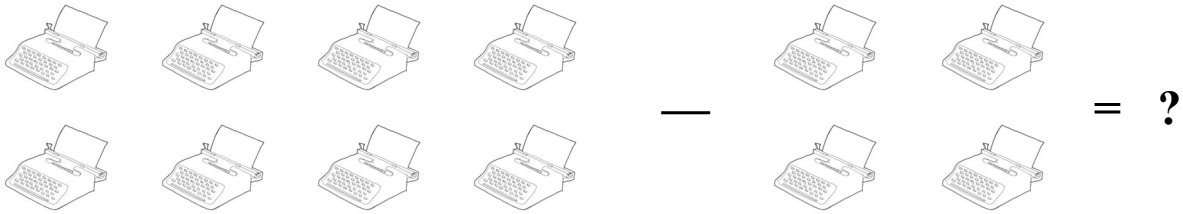
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.



4: Picture Problems



5: Tracking Weather

Weather happens all around us. It can affect all kinds of things, from how well crops grow on a farm to how fast a ship can travel across an ocean. Keeping track of weather, and then looking at our records, helps us predict what kind of weather may happen in the future.

Work together as a class to make a weather board. To the top half of the board, draw or attach a monthly calendar. On the bottom half, leave space to describe today's weather. Make cutouts to represent these weather conditions:

- Sunny
- Part sun / part cloud
- Cloudy
- Rain
- Thunder / lightning
- Snow
- Windy

Mount a thermometer outside your classroom. Every morning, discuss the current weather. Display the cutouts that represent those conditions, and write a brief description on the calendar (e.g.: sunny and windy). Measure the outside temperature and record it on the calendar, too.

After several weeks, review your calendar. Do you see patterns? Can you predict what the weather will be tomorrow?

Try measuring weather using additional tools, like an anemometer for wind, a barometer for air pressure, or a rain gauge.

Talk about how people get information about weather.

- How does your family use that information?
- Does weather information affect the kind of clothes you wear to school?
- How did weather affect the characters in *Click, Click, Moo: Cows That Type*?
- What kinds of weather information would be useful to Farmer Brown?

6: Needs and Wants

A **need** is something a person must have to survive (to keep living), such as air, water, nutritious food, and shelter.

A **want** is something a person wishes to have but doesn't need for survival.

In *Click, Clack, Moo: Cows That Type*, a group of cows asks their farmer for electric blankets because their barn is cold.

- Do you think the electric blankets are a need or a want for the cows? Why?
- What if the cows had asked for simpler, non-electric blankets?

As a class, discuss needs and wants. Make lists of needs and wants in your lives, then study the lists.

- What kinds of things are on the Needs list?
- What kinds of things are on the Wants list?
- Which list is longer?
- Are people more likely to buy all of the things on the Needs list or the Wants list?
- In your family, which wants are most important?
- How do people in your family meet needs and wants?

Teacher:

Using an imaginary currency, assign a very simple cost to each item on your class's Needs and Wants lists (simple enough for your students to add the amounts comfortably). Next, give each student the same amount of imaginary currency—no more than 75% of the amount needed to buy everything on the Needs and Wants lists.

Talk about how very few people have enough money to buy everything they want. Discuss how this means that people have to make economic decisions.

Next, have students use their imaginary currency to make economic decisions, starting with the Needs list.

- Which of the things on the Needs list would you buy?
- How much money do you have left over?
- Using your leftover money, what would you buy on the Wants list?
- Is there anything on the Wants list that you want but can't afford?

Finally, discuss how people approach not being able to afford everything they want, e.g., setting priorities, saving money over time, producing items themselves, trading, etc.

7: Draw What You Saw!

Choose your favorite moment from *Click, Clack, Moo*. Use the space below to draw a picture of that moment. Use your own colors and style to show that scene however you want to. When you finish, share your picture with your class. Be ready to answer questions about your picture, such as:

- Who does your picture show?
- What is happening in your picture?
- Why did you choose the colors you used?
- How did you show emotions (feelings) in your picture?
- What happened just before the moment you drew? What will happen just afterward?
- Did anyone else draw the same moment you drew?
 - How is their picture similar?
 - How is it different?



8: Exploring Music

Click, Clack, Moo: Cows That Type features a style of typewriter that was popular in the mid-20th Century. While the cows don't create music using their typewriter, other people have! Composer Leroy Anderson created a musical piece in 1950 called "The Typewriter," to be played with an orchestra. (A video of this piece being performed by percussionist Martin Brein-schmid and the Strauss Festival Orchestra of Vienna is available on YouTube.com.)

Typewriters aren't the only everyday objects used in musical composition. American mountain music sometimes features pairs of metal spoons, played against the musician's hands and knees. Traditional American music has also featured washboards (a piece of corrugated metal in a frame) played with wooden spoons. In traditional music from Central Europe, farmers some-times used tools, such as rakes, to create rhythmic songs.

As an exploration exercise, play samples of musical pieces for your students, focusing on music made using everyday objects. Encourage children to add dance/movement to their listening ex-perience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Next, collect and use a variety of everyday objects* to lead students through a discussion of musical qualities:

- Demonstrate musical qualities
 - loud vs. soft sounds
 - high-pitched notes vs. low-pitched notes
 - fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
 - sort single-pitch instruments from low-pitched to high-pitched
 - sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
 - ask students to repeat it
 - ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
 - ask students to repeat it
 - ask students to create and play their own simple melodies
- As a class, create a musical piece using everyday objects
 - Is your song mostly rhythm, mostly melody, or some of both?
 - What is the most surprising thing you used as a musical instrument?
 - If you could use any object at all as a musical instrument, what would it be?

**Including: cardboard oatmeal can (with lid), rubber band, chopsticks, metal spoons, plastic bucket, plastic storage bin, pots and pans, pot/pan lids, wooden spoon, plastic cup with lid, filled ¼ full with dry beans or rice, cardboard tubes, glasses with different levels of water*

TEXAS

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.4.b.5
2	ELA 110.11.b.5
3	ELA 110.11.b.13-14
4	Math 111.12.b.1, 3-4
5	Science 112.11.b.8
6	Soc Studies 113.11.b.6-7
7	Fine Arts 117.2.b.1-2, 4
8	Fine Arts 117.3.b.1-2, 4

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.7.b.5
2	ELA 110.12.b.6
3	ELA 110.12.b.17-18
4	Math 111.13.b.1-3
5	Science 112.12.b.8
6	Soc Studies 113.12.b.7, 9
7	Fine Arts 117.5.b.1-2, 4
8	Fine Arts 117.6.b.1-2, 4

COMMON CORE

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.K.1
3	ELA W.K.3
4	Math K.OA.1-2

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.1.1
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8