Lesson Plan #4

Child’s Name: Student

Book Title: *Click, Clack, Moo: Cows That Type* By: Doreen Cronin

Grade Level: K-2

Book Summary: Farmer Brown thinks it's odd when he hears typing sounds coming from the barn. But his troubles really begin when his cows start leaving him notes. First they demand better working conditions, then they stage a strike.

<table>
<thead>
<tr>
<th>Pre-Reading Activity</th>
<th>Activity</th>
<th>Carry Out/Doing of the Lesson</th>
<th>Results</th>
</tr>
</thead>
</table>
|                      | Cover Clues: This activity allows students to examine the first image that they encounter when reading a book- the cover. Students will brainstorm ideas about what the book will be about. They can focus on the colors, the feelings of the characters on the cover, the title, the setting, etc. From there students can jot down their ideas of what they think the main idea of the book will be. Adaptation: Instead of jotting down their ideas, students can draw a picture about what they think will happen in the book. They can then talk about the picture that they drew and explain why they think that is... | - “Today we will begin reading one of my favorite books, *Click, Clack, Moo: Cows That Type.*”
- “Before we start reading, we are going to brainstorm what this book might be about by taking a close look at the cover in the story.”
- Present the book to the student.
- “Tell me what you think is going on in the cover picture of our book.”
- Pass out the Cover Clues worksheet.
- “Now I want you to think about why the animals on the book are... | This was going to be an excellent pre-reading activity for Student. As I have discovered from previous lessons, he absolutely loves to draw pictures. When I asked him what he thought this book was going to be about, he said that the cows were using cash registers to help the other animals buy things. I had to explain that the cows were using something called a typewriter. I told him that a type writer was what people used to type things before we had computers. This made a little more sense to him so he thought about his answer a little bit more and decided that the book was probably about... |
| During Reading Activity | Graphic Organizer: Graphic organizers can help display different relationships among ideas in a book in a visual way. Students can organize information that they read in a meaningful way. There are many different types of graphic organizers that teachers can use in their classroom. The one that I chose to do with my tutees is basically a thinking map. There is a main idea in the middle (in this lesson its “reasons why the animals write a note to Farmer Brown”) and bubbles branching off the middle bubble (essentially the main idea) where students can write | - Pass out the graphic organizer to the student.  
- “As we read this book, we are going to come across 5 different reasons why the animals write a note to Farmer Brown. As we come across one of these reasons, I want you to write that reason in one of the surrounding bubbles.”  
- Read the book with the student and help point out the reasons as you read the story.  
- Be sure to ask questions as you read- “what do | Student did very well with this activity. I could tell that he was really thinking about the book as we did the activity. This showed me that his comprehension skills were improving! He thought the book we very amusing and was laughing throughout it. Every time that we stopped to fill out the chart, he was able to tell me the reason why the animals wrote that particular note. I was very impressed with his hard work and thinking! I knew that this was going to be a great book for him! Student and I cruised through the book and activity and he also told me that |
**Post Reading Activity**

I did two of my own activities that I found online for this book. I used this book in the past for another tutoring situation and I found that the student really enjoyed these two activities so I wanted to share them with my tutees. The first one was a sequencing activity where there were strips of paper cut out and each strip had a different event listed that happened in the story. It was the student’s job to then put each event in the correct order that it happened in the story. The events were:

- The hens will not lay eggs.

Another activity I wanted to do was to have the student go back to the events that happened in the story and come up with cause and effect. I have a cause and effect worksheet that I printed off that I thought the student would enjoy and understand. I gave him slips of paper with events on them and had him come up with a cause and effect for each event. I was hoping to get a better understanding of what he learned by doing this activity. The worksheet went very well for him! He seemed to understand what each word meant and was able to pull two events out of the book with no problem at all! To reward him for his hard work, I told him that he could draw a picture on the back of the worksheet with

---

<table>
<thead>
<tr>
<th>Information pertaining to the main idea.</th>
<th>You think Farmer Brown will do”, “what do you think the animals will do next”, etc. (Questions to get the student thinking about what is going to happen next-predicting).</th>
<th>This was now one of his favorite books!</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Once finished with the book, ask what the student thought of it.</td>
<td>- “Now we are going to wrap up our story with two different activities. The first one is going to have us think back about the different events that happened in the story. I have some slips of paper here with different events that happened in our book. We are going to work together to place these events in the order that they happened.”</td>
<td>Student struggled a bit with the sequencing activity. To help him out, I would make the selection smaller and chose three events at a time to take a look at to put those in order. This helped him out a lot. I think all of the slips together was just overwhelming for him to look at so smaller chunks made things easier. The cause and effect worksheet went very well for him! He seemed to understand what each word meant and was able to pull two events out of the book with no problem at all! To reward him for his hard work, I told him that he could draw a picture on the back of the worksheet with</td>
</tr>
</tbody>
</table>
- The cows ask for blankets.
- He ducks keep the typewriter.
- Farmer Brown says no blankets.
- Farmer Brown’s cows type all day.
- Farmer Brown will trade blankets for the typewriter.
- The cows will not give milk.
- Duck carries the messages.

The next activity is a cause and effect worksheet. I really like this worksheet because it explains what cause and effect are. On the left hand column, students will write a cause event from the story, on the right hand column, students will write the effect.

correct order that they happened. Help them out if they get stuck. If they have any that are in the wrong order, go back to the book so that way they can think about the order that they should be in.
- Once done with this activity, move onto the next one.
- “Now we are going to take a look at cause and effect. Have you ever heard of these words before?”
- “The cause is why something happens in the book and the effect is what happens in the story from the cause.”
- “For example, when you are hungry, your stomach growls, this is a cause. The effect of this situation would be you getting some food. You don’t want to be hungry so you make your stomach happy.”
- “Now I want you to think about three events

his favorite event from the book. He drew a cow typing a letter to Farmer Brown and putting it on the barn door. He drew this because the cows asking for electric blankets was the funniest part of the story to him.
that happen in the book. We are going to take a
look at the cause and
effects of these events.”
- Present worksheet to
student and help them
come up with different
events from the book if
they struggle to think of
any. Refer back to the
book when necessary.

| Extension Activity | Pop-Up Books: This is a great activity to use to allow students to construct their own books. These are eye-catching and easy to construct and students will enjoy how three dimensional these books are. Directions can be followed straight from pages 131-132 of the Yopp and Yopp book. | “As a final activity to wrap up everything we have done together over the last few months, we are going to make our very own pop-up book!”
- Show student your own example.
- “I will help you construct your book and then you will get to create your own story based off any of the books we have read together.”
- Help student construct their book.
- Allow student to write their story.

Student loved this activity because it allowed him to be creative and use his artistic abilities. I had to help him construct most of it be he insisted on doing all the gluing which was very helpful! He wrote his story along the lines of *I Want my Hat Back*. This was his favorite book that we read together so he made a story of his own that was very similar. Instead of a bear, he had a blue cat that lost his hat. He was very proud of his work and even showed it to Mrs. A when he went back to class. Here are some pictures of the work that he did:
**Reflection:** Student did an excellent job throughout his entire lesson! I have seen a great improvement in his comprehension skills which is very exciting and rewarding to see! He really enjoyed this book and got a good laugh out of it. The extension activity was a nice way to end my time working with him. He was happy that he got to create his own version of *I Want my Hat Back* and use pop-ups just like what he saw in *Animals Upside Down*. It brought everything together and was a great wrap up. It made me proud to see how excited he was to show that to Mrs. A and she even told me how she did something similar when she taught 2nd grade. I am glad that I got to see some improvement with Student and have the opportunity to help boost his confidence with reading. I was sad to say goodbye and I could see that he was too! This has overall been such a rewarding experience and this has helped me realize how excited I am to become a teacher!