

Click Clack Moo: Cows That Type

Standards:

Standard 2: Students read and understand grade-level-appropriate material.

Standard 3: Students read and respond to a wide variety of significant works of children's literature.

2.1.1: Demonstrate an awareness of the sounds that are made by different letters.

2.1.7: Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).

2.1.6: Read aloud fluently and accurately with appropriate changes in voice and expression.

2.7.12: Use descriptive words when speaking about people, places, things, and events.

2.6.3: Use the correct word order in written sentences.

2.6.9: Spell correctly words with short and long vowel sounds (*a, e, i, o, u*), r-controlled vowels (*ar, er, ir, or, ur*), and consonant-blend patterns (*bl, dr, st*).

2.3.6: Recognize the difference between fantasy and reality.

2.7.8: Retell stories, including characters, setting, and plot.

2.4.7: Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

2.2.4: Ask and respond to questions (when, who, where, why, what if, how) to aid comprehension about important elements of informational texts.

2.2.5: Restate facts and details or summarize the main idea in the text to clarify and organize ideas.

Day 1	Day 2	Day 3
<p>Vocabulary:</p> <ul style="list-style-type: none"> • Introduce the 6 new vocabulary words TM 409E – (2.1.7) • Have the students complete WBP 118 by themselves. • Introduce consonant blends: scr-, spr-, and str- TM 409A and have them complete the WBP 117 alone (2.1.1) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Review the vocabulary words using TM 411H and Transparency 29 (Slide ___) • Go over the Triple Consonant blends from yesterday (scr-, spr-, and str-) (2.1.1) • Have the children complete Triple Consonant Blends worksheet alone (2.6.9) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Have the children complete a matching and fill in the blank worksheet with their vocabulary words with folders up (2.6.9) • Go over the worksheet as a class • On the Smart Board, have the children separate the words by their chunks (scr-, Spr-, and str-) (2.1.1) • Have the children cut and paste those words on construction paper.
<p>Anticipatory Set:</p> <ul style="list-style-type: none"> • Ask children why we need farms and what do farms give us? – Background Knowledge TM 408K (2.7.12) 	<p>Anticipatory Set:</p> <ul style="list-style-type: none"> • How do the cows get Farmer Brown to do what they want? (Standard 3) 	<p>Anticipatory Set:</p> <ul style="list-style-type: none"> • How were the animals in the story like farm animals in real life? • Read aloud “Barnyard Lullaby” Anthology P 74 (2.7.8)

<p>Lesson:</p> <ul style="list-style-type: none"> • Have the students read “Iggy Piggy Saves the Day” and <i>The Missing String Beans</i> (2.1.1) • Explain cause and effect with the children using TM 411A and go over Transparency 15 (Slide ___) as a class (Standard 3) 	<p>Lesson:</p> <ul style="list-style-type: none"> • Have the Smart Board read the story, <i>Click, Clack, Moo: Cows that Type</i> to the children as they follow along in their books (2.1.7, Standard 3, and 2.3.6) • Have the children get with a finger partner and complete WBP 119 and 120 together. (Standard 3) 	<p>Lesson:</p> <ul style="list-style-type: none"> • Have the children knee read <i>Click, Clack, Moo: Cows that Type</i> (2.1.7, Standard 3, and 2.3.6) • Ask the children if they can remember one of the causes from yesterday and its effect (Standard 3)
<p>Closure:</p> <ul style="list-style-type: none"> • Have the students discuss the causes and effects of the stories with a partner. 	<p>Closure:</p> <ul style="list-style-type: none"> • Have the students meet with another group of students and share their WBP 119 & 120 answers. 	<p>Closure:</p> <ul style="list-style-type: none"> • Have the students complete WBP 121 (2.1.6)
<p>Grammar:</p> <ul style="list-style-type: none"> • Discuss with the students how to combine sentences using the word “and” using TM 411C and Transparency 71 (Slide ___) (2.6.3) • Have the students then complete the Grammar worksheet page 71 	<p>Grammar:</p> <ul style="list-style-type: none"> • Go over how to blend predicates using TM 437B and Transparency 72 (Slide ___) (2.6.3) • Have the students complete Grammar worksheet page 72 	<p>Grammar:</p> <ul style="list-style-type: none"> • Discuss sentence punctuation with the class (2.4.7) • Have the children answer the questions on Transparency 73 (Slide ___) TM 437K • Have the children complete Grammar worksheet page 73
<p>Grammar Closure:</p> <ul style="list-style-type: none"> • With a partner, share 2 sentences and then a sentence that combines the 2 sentences using the word “and” 	<p>Grammar Closure:</p> <ul style="list-style-type: none"> • With a partner, share 2 sentences and then a sentence that combines the predicates. 	<p>Grammar Closure:</p> <ul style="list-style-type: none"> • With a partner, have the children alternate saying sentences and having their partner say what punctuation the sentence needs

Day 4

Vocabulary:

- Review the vocab with partners (2.6.9)
- Discuss the scr-, spr-, and str- blends and have the children complete WBP 123 alone (2.1.1)

Anticipatory Set:

- What are other things that Farmer Brown might have to do besides take care of the cows? (Standard 2)

Lesson:

- Read "Farming Corn" TM 438/439 – 440/441 (2.2.4 and 2.2.5)
- Discuss the vocab in the book (crop, harvest, and schedule)
- Have the children complete WBP 124 on their own.

Closure:

- Work with a partner to correct any answers that do not match up and explain the answers to your partner

Grammar:

- Explore combining sentences by joining 2 predicates with the word "and" TM 441B & C and Transparency 74 (Slide ___) (2.4.7 and 2.6.3)
- Have the children complete Grammar page 74 alone

Grammar Closure:

- Have the children get with a partner and have one partner say two sentences and the other partner has to tell how they would combine those sentences.
- Switch roles

Day 5

Vocabulary:

- Play Word Bizz on the Smart Board

Anticipatory Set:

- Who can remember the sequence of events in the order they take place?

Lesson:

- Have the Smart Board read *Click, Clack, Moo: Cows that Type* to the students (2.1.6, 2.1.7, and 2.7.8)
- Review topics that will be on the tests

Closure:

- Have the children complete the selection test
- Have the children complete the ISTEP practice test

Grammar:

X

Grammar Closure:

X