

“Click, Clack, Moo, Cows That Type”

- **Drama/learning goals:**
 - To develop reading skills.
 - To develop listening, concentration, and focusing skills
 - To help the group members feel comfortable in the classroom
- **Skill Levels:**
 - Skill 1 *Cooperation*: Members of the group will have to work with the leader and other group members for this to be successful.
 - Skill 2 *Expression as a Character*: Members of the group will have to speak on cue.
- **Step two:** Presentation of the Materials
- **Strategies for introducing the activity and establishing the mood:**
 - Today we are going to read a story about farm animals that can type. What are some animals that you have seen on a farm? What sounds do these animals make? What do the animals usually doing when you see them.
- **Relationship to current unit?:** literature group games/pantomime
- **Preparation and set up materials:** Chairs in a circle, index cue cards
- **Step 3:** Discussion
- **Instructions for Preparation:**
 - Ask students to form a circle with their chairs in the space provided.
- **Instructions for playing:**
 - Have students form a circle in the back of the room which the instructor will join.
 - Inform the students that you will be reading a story and every time they hear a certain word, they have to make a sound or do a motion. Hand out cue cards which define each sound and motion for each person.
 - Next time, read the story through but allow the students to read it with another set of cue cards. Have other students do the sound.
- **Casting/Volunteers:**
 - Everyone will be a participator through sound or reading.
- **Strategies for involvement:**
 - Encourage and support participants
 - Be excited and enthusiastic
- **Check for understanding and clarity:**
 - Ask for questions

Step four: Playing the material

- **Sid coaching ideas:** Have a master copy so you know who is supposed to be speaking when. If someone isn't starting on their cue, encourage them by starting their section for them or by looking in their direction.

- **Your Participation:** Participate in the whole activity with the students

Step Five: Evaluation and Reflection

- **Questions to generate discussion and reflection:**
 - Did you like it better when you guys read the story or when I read it?
 - Was it more fun to make the sounds or read?

Step Six: Replaying

- **Strategies to encourage replaying:**
 - Ask the participants if they have a sound they want to add to the story.

Step Seven: Evaluation and Reflection

- **Questions to generate discussion and reflection:** See step five.