



Main
Street
Theater

THEATER FOR ^{all}
YOUTH

CLICK CLACK, MOO **Cows That Type**

based on the book by Doreen Cronin and Betsy Lewin

ACTIVITY GUIDE

ABOUT THE AUTHOR

Doreen Cronin



Doreen Cronin was born in Queens, New York, and grew up on Long Island with her mom, dad, two brothers, and sister. Her father, who has since passed away, was a police officer. Despite his serious occupation, he had an unbelievable sense of humor, which is one of his finest legacies. Now whenever someone says that *CLICK, CLACK, MOO* made them laugh, it feels like her dad is still around cracking people up!

In addition to writing full-time, Doreen loves to collect antique typewriters and follow baseball. Before her debut as a children's book author, she worked for many years as an attorney in New York. The attorney / children's book author combination tends to catch people off guard. After National Public Radio aired a reading of *CLICK, CLACK, MOO* by Scott Simon and Daniel Pinkwater, an attorney stopped her in the hallway to recount what he had heard on the radio. He said they read a very funny children's book over the air, written by a Doreen Cronin, who also happened to be an attorney. "Isn't that wild?" he marveled. "That's not another Doreen Cronin," she told him, "That's me!" To this day, Doreen is still not quite sure he believed her.

ABOUT THE ILLUSTRATOR

Betsy Lewin



Growing up in the town of Clearview, Pennsylvania, **Betsy Lewin** always loved to draw, and knew that she would be an artist early on. Betsy read with her mother and brother every night—*WINNIE THE POOH*, *THE ADVENTURES OF BARBARA*, *UNCLE REMUS*, and many fairy-tale stories—which fostered her love for children's books, and future career in illustration.

The artists Ernest Shepard and A. B. Frost were among Betsy's earliest heroes; inspired later by Beatrix Potter's gentle watercolors, and by the energetic lines of James Stevenson and Quentin Blake. After graduating from Pratt Institute, Betsy took a job as an assistant art director at a greeting card company in New York. This experience led her to freelance for several card companies, allowing Betsy to reserve time to develop her own stories and illustrations for children's magazines.

At the suggestion of an editor at Dodd, Mead & Company, Betsy expanded one of these stories into a picture book. She recalls, "I jumped at the chance! I've been doing picture books ever since and loving every moment."

ABOUT THE PLAYWRIGHT

James E. Grote

James E. Grote is an actor and playwright in Chicago, Illinois. He is a member of the artistic ensemble of Lifeline Theatre, which exclusively produces adaptations of literature. Jim began performing with Lifeline in 1992, playing Tucker Mouse in the world premiere of *The Cricket in Times Square*. He has also played Mr. Hatch in *Somebody Loves You, Mr. Hatch*; various captains, sailors, and Englishmen in *Around the World in 80 Days* (Jeff Award: Outstanding Ensemble); and Lt. Col. Fremantle in *The Killer Angels*. Jim became a playwright for Lifeline with his adaptation of C.S. Lewis' *The Silver Chair* (Best Family Show of 2000: Chicago Tribune). Jim's other adaptations for the Lifeline MainStage have included *The Piano Tuner* (After Dark Award: Outstanding Production) and *A Long Way from Chicago*. For Lifeline's KidSeries Jim has adapted Doreen Cronin and Betsy Lewin's *Click, Clack, Moo: Cows That Type; Giggle, Giggle, Quack*; and *Duck for President* (featuring music by George Howe) and is currently adapting the fourth book in the series, *Dooby Dooby Moo*. *Click, Clack, Moo* and *Giggle, Giggle, Quack* have been produced in theatres across the country. Jim is a graduate of Northwestern University.

THE STORY

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... and then they stage a strike. The cows are cold and want electric blankets. If they don't get them, they aren't going to give Farmer Brown any more milk. When he refuses, the hens say they won't provide any eggs. The duck, as the negotiator, helps to bring peace back to the barnyard but not until after some of his demands have been voiced as well.



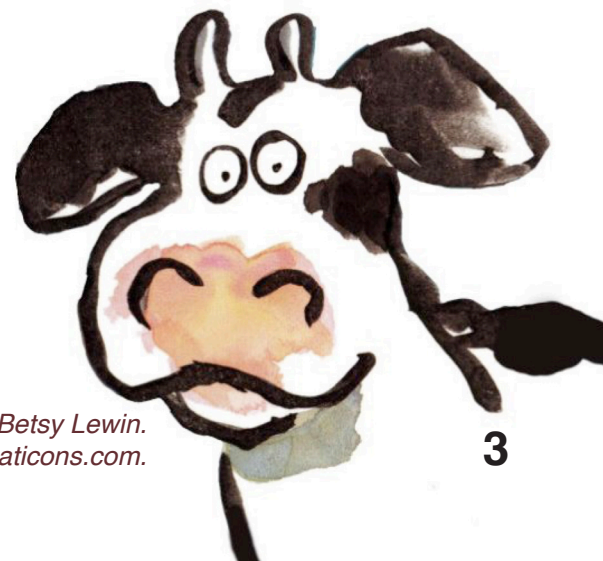
**The actors love to receive
fan mail from the students!**

(send to)
**Main Street Theater
Attn: School Bookings
3400 Main Street, Suite 283
Houston, TX 77002**

Guide Credits

Vivienne St. John,
Theater for Youth Artistic Director
Melanie O'Neill, *Graphic Designer*

*Book Illustrations by Betsy Lewin.
Icons via FlatIcons.com.*



CLASSROOM ACTIVITIES

English/Reading



Read the book, *CLICK, CLACK, MOO: COWS THAT TYPE*. Discuss with the students what their favorite parts were? Who was their favorite character? Why?

After reading the story, discuss the farmer's problem and how he solved it. Brainstorm other ways the farmer might have solved the problem.

Read some of the other books written by Doreen Cronin such as – *Giggle, Giggle, Quack*; *Duck for President*; and *Diary of a Worm*. Another good book to read about animals in a barn is *The Big Red Barn*.

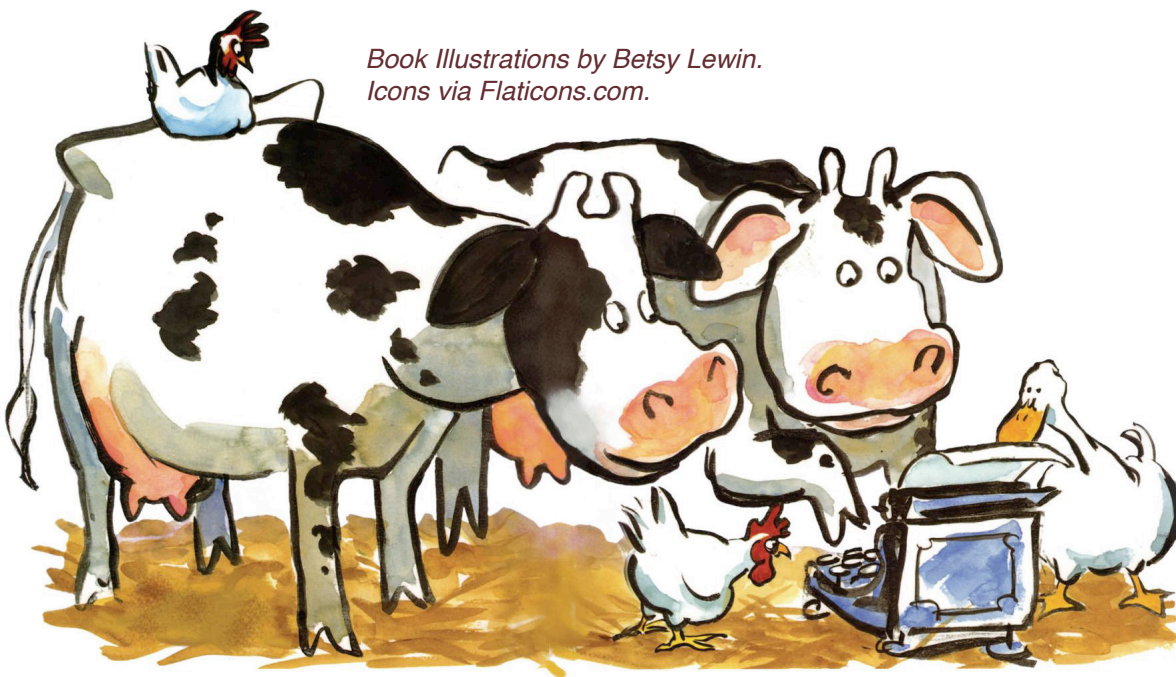
In *CLICK, CLACK, MOO...* the cows like to type on a typewriter. Discuss with your students what a typewriter is? What do we use now instead of typewriters? What are the differences? Have your older students research the invention of the typewriter. When were they invented? By whom?

The cows leave a note for Farmer Brown because they are cold in the barn and want some electric blankets. Talk about how people communicate now – e-mail, texting, etc.

Talk about **Anthropomorphism** – when things that are not human, such as cows, hens, and ducks, use human qualities, such as talking and typing. Is it possible for animals to talk? Can animals type letters? Have the children share the titles of some other stories that are about talking animals such as *Charlotte's Web* or *Winnie the Pooh*.

Cows aren't the only animals with important things to say! Ask your students what might happen if a household pet could talk. If they don't have a pet, ask them to imagine they do and to think about what that animal might think. What are some of the things they would say?

Book Illustrations by Betsy Lewin.
Icons via Flaticons.com.



CONSONANT BLENDS FARM

Fill in the correct consonant blends in the spaces below using the letter combinations above. Next, draw a line from each word to the correct picture.



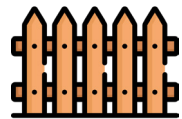
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fence po _ _



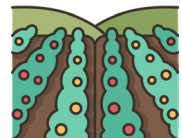
ba _ _



_ _ ops



_ _ icken



CO _ _



Farmer Brown eventually gives in to the cows' demands. Discuss with your students whether they would have given in to the animals. Were there other ways that Farmer Brown could have responded to the cows and gotten them to cooperate? Heated the barn? How does this compare to asking for something from your parents? When you make demands do you get what you want? Discuss things that they want from their parents such as a later bedtime or a friend over for a sleepover. What would be a good way to approach it with their parents to get what they want. Have them try some of the techniques discussed and come back and report to the class about it.



WHAT IS A BARN?

Social Studies

A barn is building used for storage and as a covered workplace. It may sometimes be used to house livestock or to store farming vehicles and equipment. Barns are most found on a farm.

Discuss with your students what types of animals live on a farm. *Do alligators live there? What about bears? Pigs? Lions? Cats? Who works on a farm? What kinds of jobs are there on a farm?*

Have your students list things that are found in a barn. *Examples: pitchfork, hay, tractor.* Have them discuss the parts of a barn like the silo, the loft, and the stables.

Have the children draw a picture of what they think Farmer Brown's barn looks like.













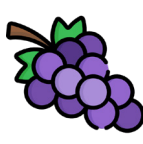


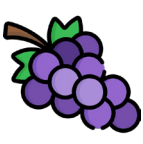

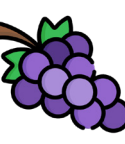













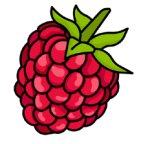












FARMERS GROW FOOD

Science

The cows are cold in the barn at night, so they ask Farmer Brown for some electric blankets. Discuss with your students what an electric blanket is and how it uses electricity to become warm. Discuss other things in the classroom that use electricity like a pencil sharpener, a computer, lights.

Farms grow food to keep our bodies healthy and strong. All of these foods are grown by farmers. Circle what belongs next on each line.

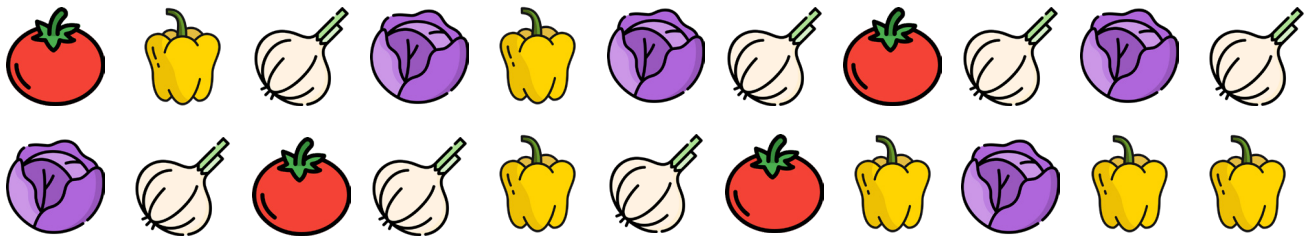
							
							
							
							
							







FARMERS MARKET

Math

Help the farmer record how many vegetables he grew in the table below. First count how many of each type of vegetable he has and mark it in the table. Then write it in number form. Finally, answer the questions.

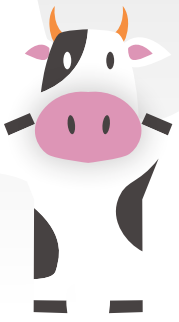


Type of Vegetable	Tally Marks	Number
 Cabbage		
 Tomato		
 Bell Pepper		
 Onion		

1. What vegetable does the farmer have the fewest of?

2. What vegetables does he have the most of?

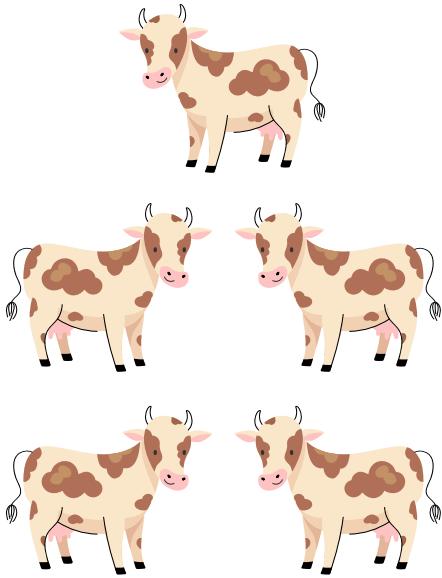
3. How many vegetables does the farmer have in total?



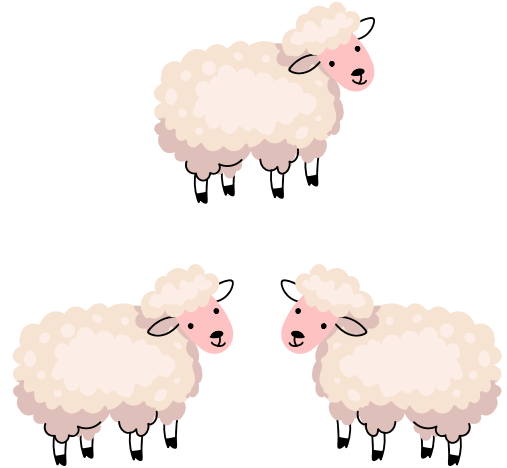
HOW MANY EARS?

Math

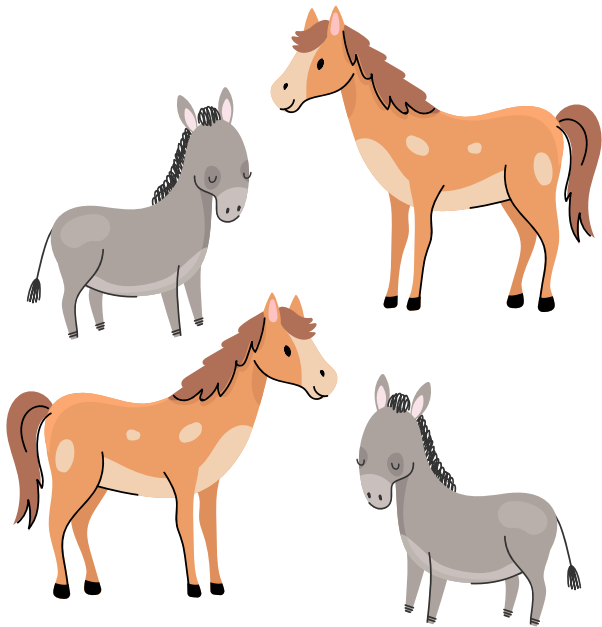
Use the drawings to find out how many ears there are in each group of animals.



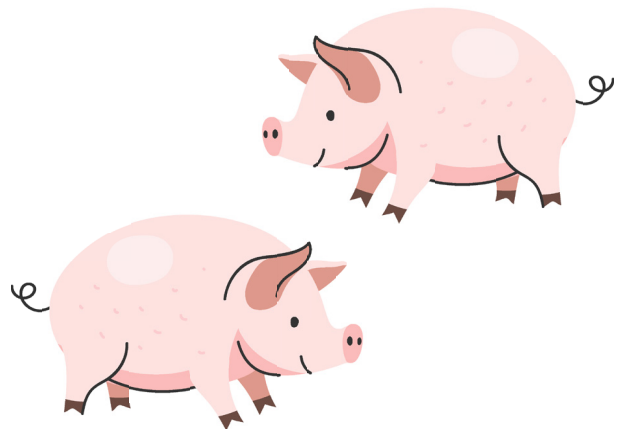
There are _____ ears.



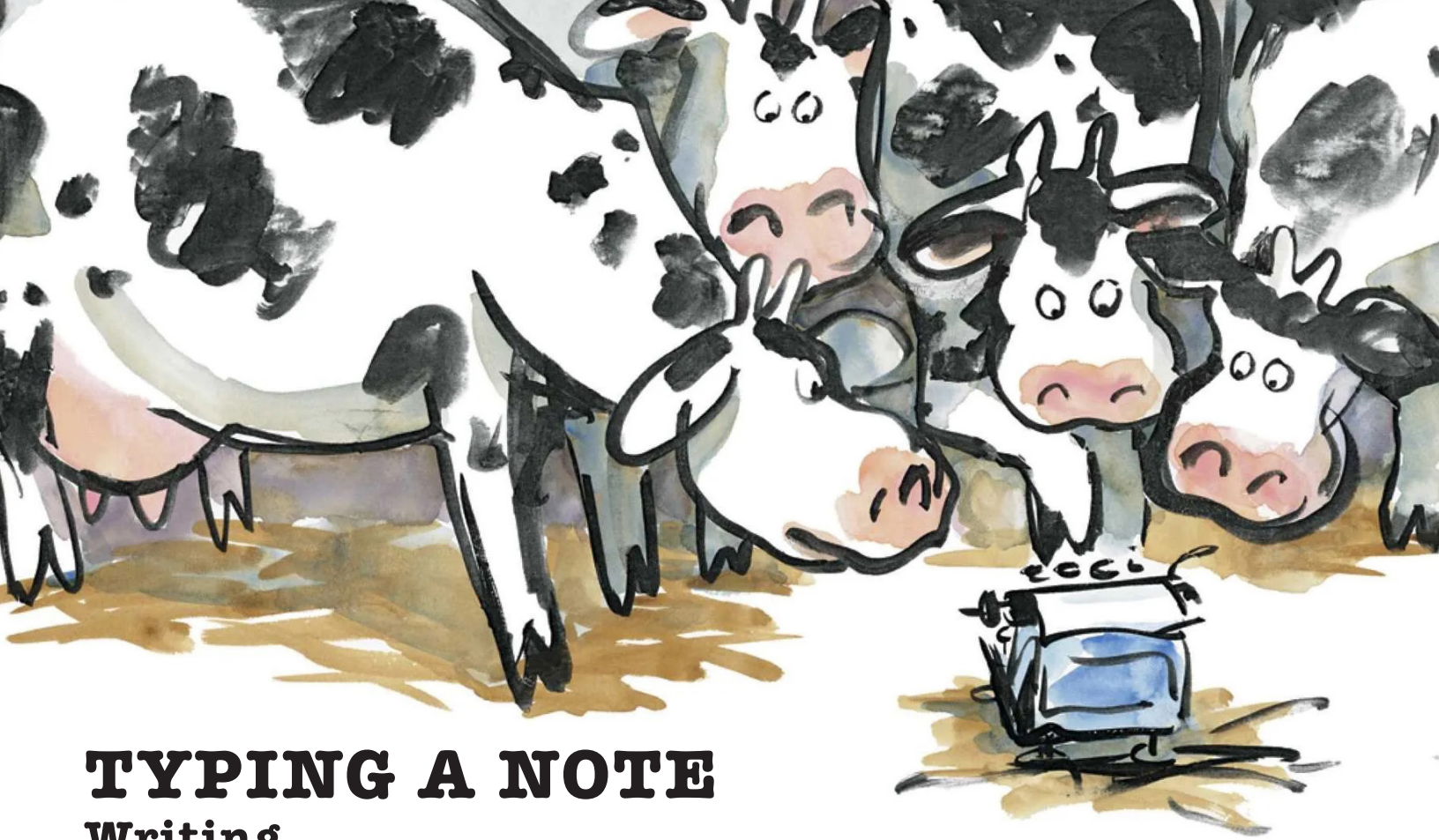
There are _____ ears.



There are _____ ears.



There are _____ ears.



TYPING A NOTE

Writing

The cows write a note to Farmer Brown asking him for some electric blankets.

Have your students write (or dictate) notes for various purposes. Have them write them by hand as well as using a computer. They could write a note to a friend to invite them over to their house to play or a thank you note to someone who gave them a gift. Remind them to address the note – “Dear _____,” and to end the note – “Sincerely, _____”

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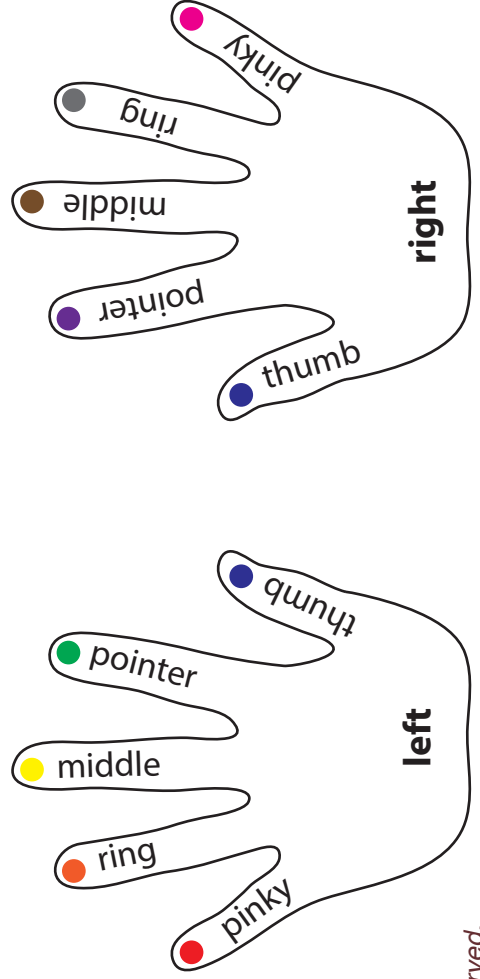
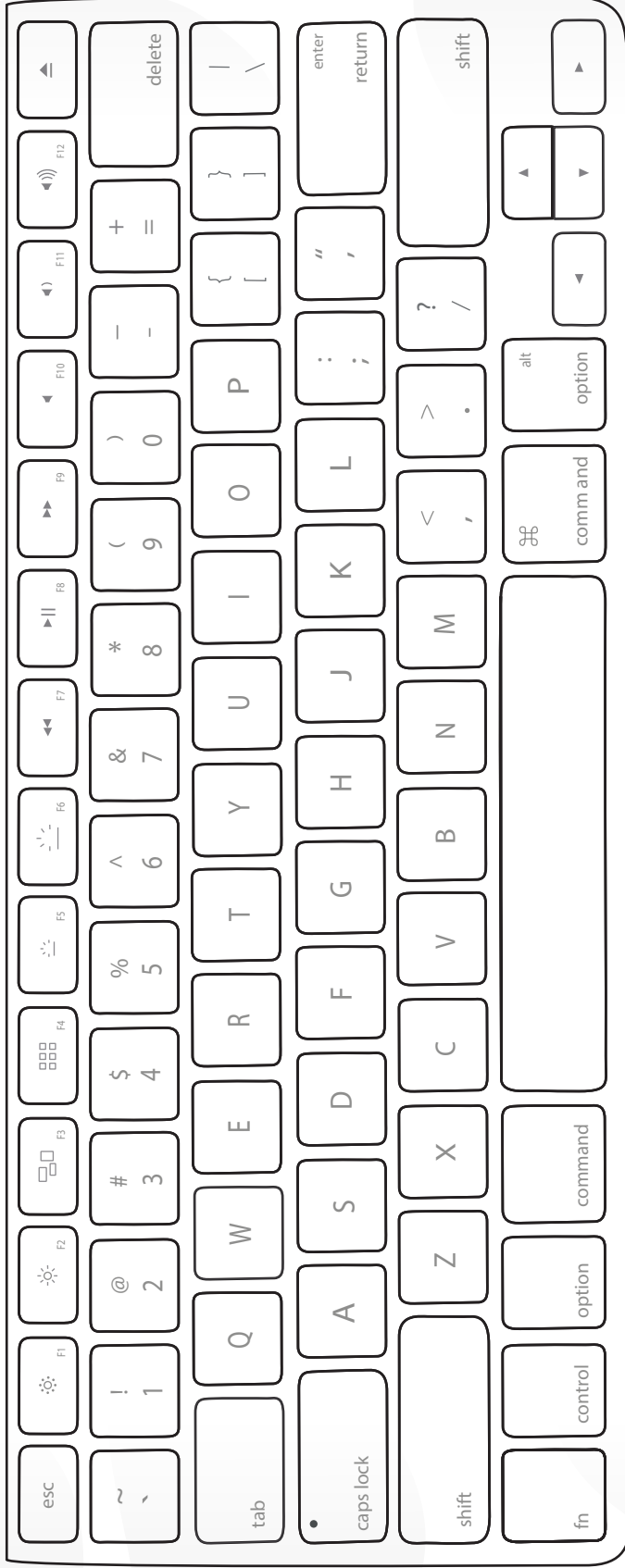
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Have the students choose a farm animal not in the story and make up a verse for it using "Click, Clack." You can model this for the students with verses such as, "Click, clack, neigh, the horses want more hay." "Click, Clack, quack, the ducks want a snack." Remind students that the verse must include a demand from the animal.

Use the worksheet below to practice writing on a “typewriter” or a computer keyboard.

WHERE DO MY FINGERS GO?

Find the home row with the home keys: A, S, D, F and J, K, L, ;. Use the color code on each finger below to color the home keys so that they match with correct finger placement. For example, color the "A" red because the pinky finger on the left hand has a red circle.

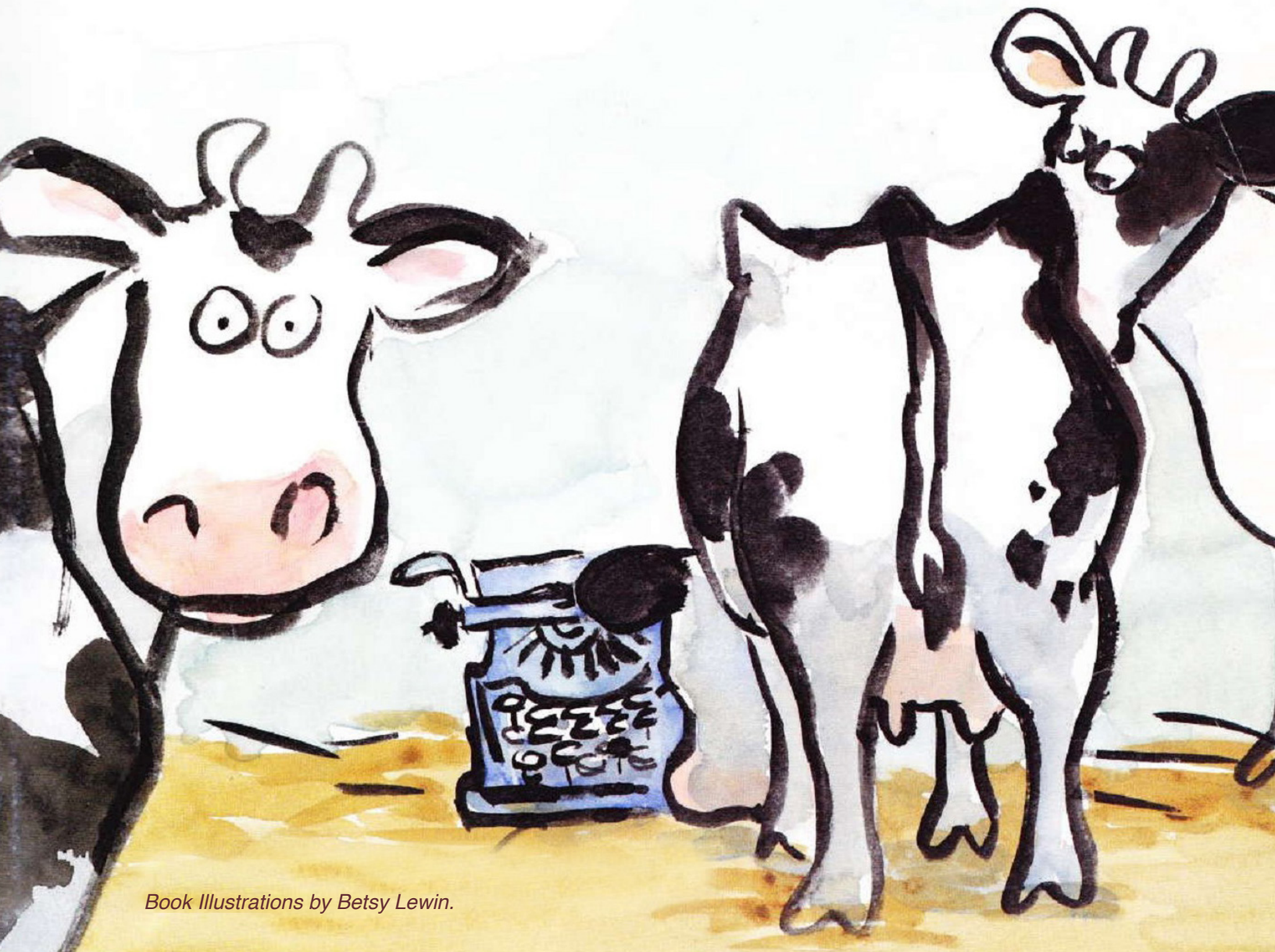


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