



TARGET VOCABULARY

understand

gathered

impatient

impossible

believe

problem

demand

furious

Vocabulary
ReaderContext
Cards

TEKS 2.50 use context to determine meaning
ELPS 1E internalize new basic/academic language



Vocabulary in Context



- Read each **Context Card**.
- Use a Vocabulary word to tell about something you did.

1

**understand**

These children talk to each other with their hands. They **understand** sign language.



2

**gathered**

The students **gathered** around the computer in order to see the screen.



3

**impatient**

This girl looks **impatient**. She is tired of waiting so long.



4

**impossible**

It is **impossible** to hear when there is so much noise.



5

**believe**

People clap if they **believe**, or feel, someone has done a good job.



6

**problem**

Raise your hand if you have a **problem** or need help.



7

**demand**

These lights and sirens **demand** that everyone get out of the way.



8

**furious**

Babies cry when they are angry. This baby is **furious**!



Background

✓ TARGET VOCABULARY Reaching an Agreement

Students **believe** they should get a longer recess. It seems like an **impossible** wish. They should not get **impatient** or **furious**, though. They should not **demand** a longer recess, either. Once students have **gathered** with teachers, calm thinking and talking can lead to ideas. Then everyone can **understand** why a longer recess is a good plan. **Problem** solved!

How to Reach an Agreement

Present the request.

Meet to discuss ideas.

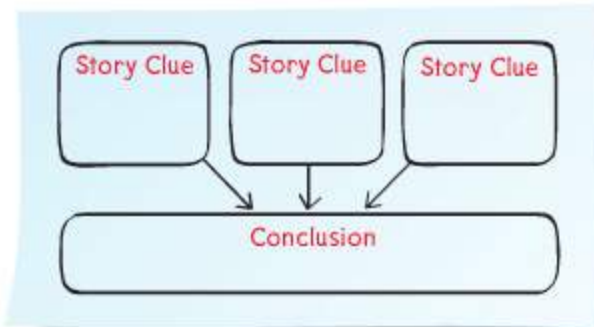
Agree on a solution.



Comprehension

TARGET SKILL Conclusions

In *Click, Clack, Moo*, the author wants you to draw conclusions. She wants you to use story clues to fill in more details than she gives. Use a chart like this to write a conclusion about Farmer Brown or his animals. List the story clues that helped.



TARGET STRATEGY Infer/Predict

Use your conclusions about Farmer Brown and the other animals to infer, or figure out, more about their thoughts and feelings. Your conclusions may also help you to predict what might happen next!

Main Selection

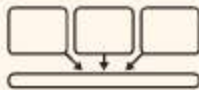


TARGET VOCABULARY

understand believe
gathered problem
impatient demand
impossible furious

TARGET SKILL

Conclusions Use details to figure out more about the text.



TARGET STRATEGY

Infer/Predict Use clues to figure out more about story parts.

GENRE

Humorous fiction is a story that is written to make the reader laugh.



MEET THE AUTHOR

Doreen Cronin

When Doreen Cronin was a kid, her dad used to tell funny stories. One night several years ago, she woke up and wrote *Click, Clack, Moo*. "It made me laugh, just like my father used to do," she says.

MEET THE ILLUSTRATOR

Betsy Lewin

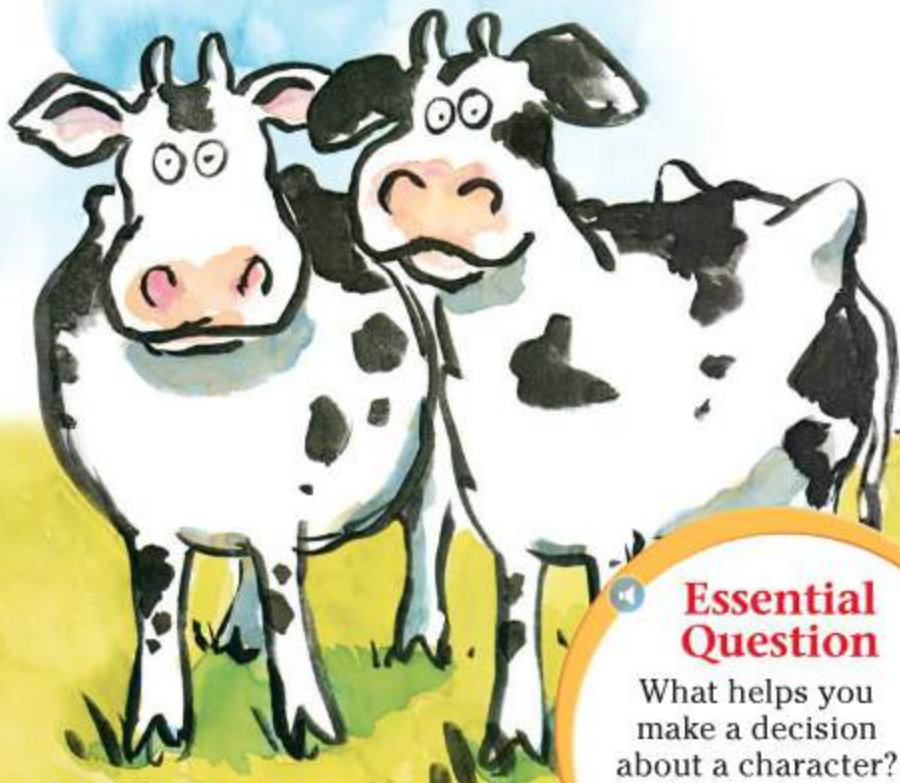
If you were to visit Betsy Lewin at home, you'd find paint tubes, brushes, paper, and a kitty named Sophie on her drawing table. In her travels, Ms. Lewin has seen gorillas in Uganda, elephants in Botswana, and tigers in India.



CLICK, CLACK, MOO Cows That Type

by Doreen Cronin

pictures by Betsy Lewin



Essential Question

What helps you make a decision about a character?



Farmer Brown has a **problem**.

His cows like to type.

All day long he hears

Click, clack, **moo**.

Click, clack, **moo**.

Clickety, clack, **moo**.




- At first, he couldn't believe his ears.
Cows that type?
Impossible!

Click, clack, **moo.**

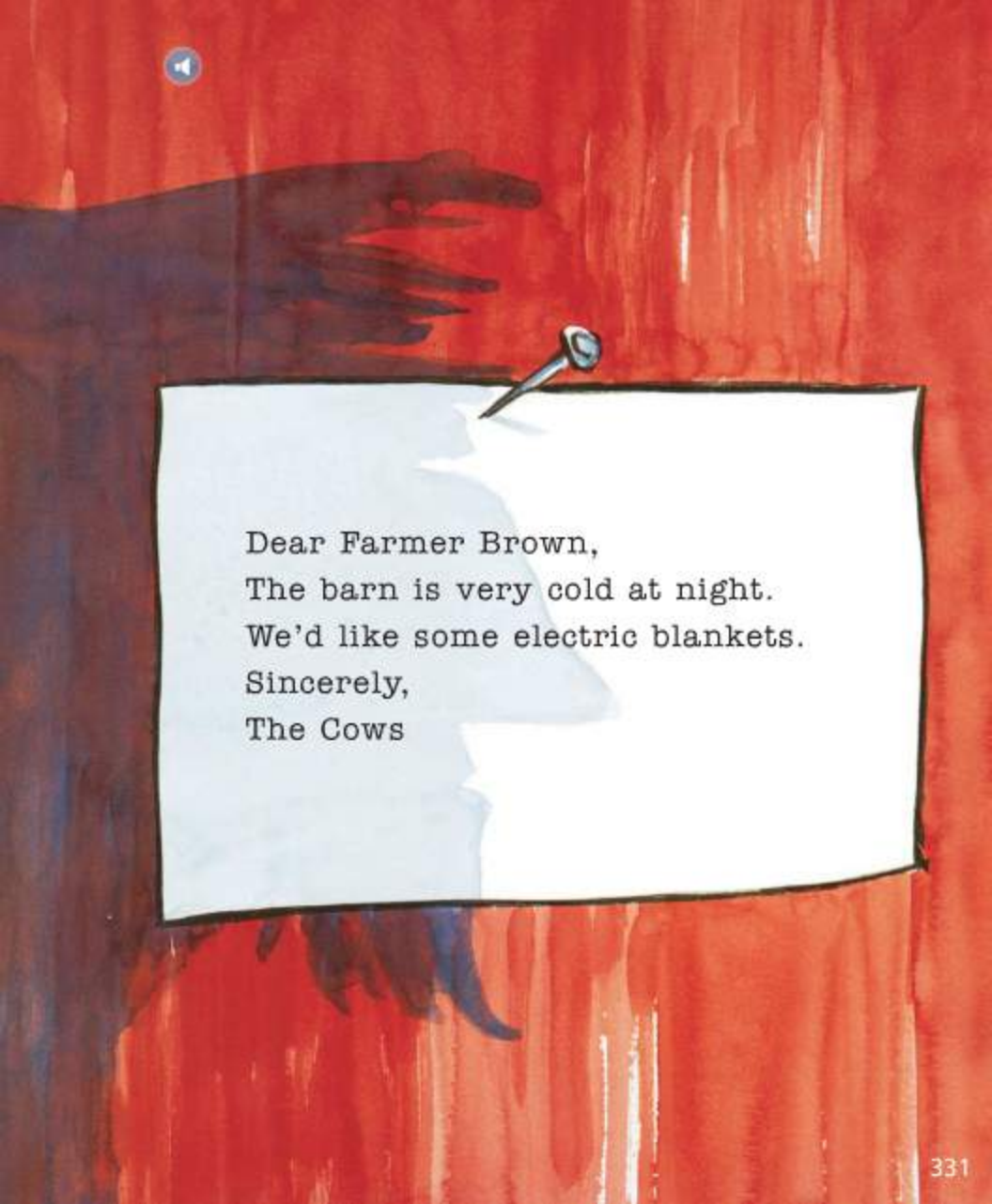
Click, clack, **moo.**

Clickety, clack, **moo.**



 Then, he couldn't believe his eyes.

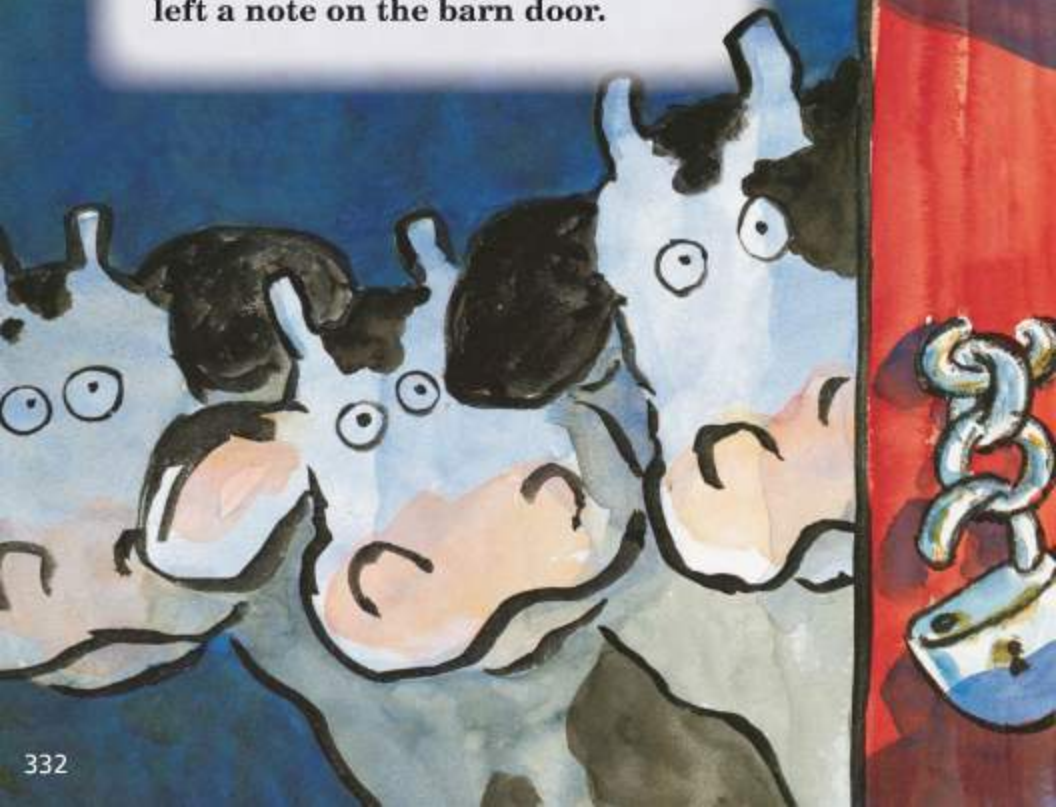


A hand is shown from the left, holding a white rectangular piece of paper. The paper is pinned to a red wall with a silver pushpin at the top edge. The background is a textured red wall with a dark shadow of the hand and paper cast onto it. A small blue circular icon with a white arrow is in the top left corner.

Dear Farmer Brown,
The barn is very cold at night.
We'd like some electric blankets.
Sincerely,
The Cows

It was bad enough the cows had found the old typewriter in the barn, now they wanted electric blankets! “No way,” said Farmer Brown. “No electric blankets.”

So the cows went on strike. They left a note on the barn door.





Sorry.
We're closed.
No milk today.



STOP AND THINK

Conclusions How does Farmer Brown feel about the notes? How do you know?

TEKS 2.38, RC-2(D), RC-2(F)



- ❶ “No milk today!” cried Farmer Brown. In the background, he heard the cows busy at work:

Click, clack, **MOO.**

Click, clack, **MOO.**

Clickety, clack, **MOO.**

The next day, he got another note:

Dear Farmer Brown,
The hens are cold too.
They'd like electric blankets.
Sincerely,
The Cows



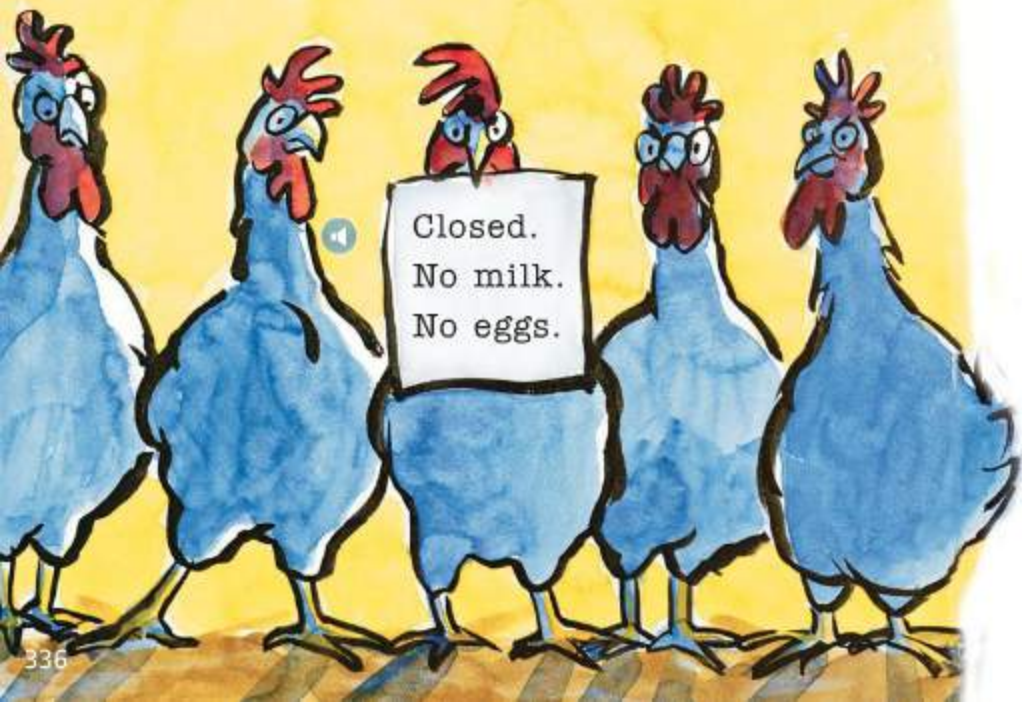
- ④ The cows were growing impatient with the farmer. They left a new note on the barn door.

“No eggs!” cried Farmer Brown.
In the background he heard them.

Click, clack, **moo.**

Click, clack, **moo.**

Clickety, clack, **moo.**





“Cows that type. Hens on strike!
Whoever heard of such a thing?
How can I run a farm with no
milk and no eggs!” Farmer Brown
was **furious**.



STOP AND THINK

Author's Craft “Moo, moo” sounds like the noise a cow makes. What other sound words does the author use?

🔊 **Farmer Brown got out his own typewriter.**

Dear Cows and Hens:

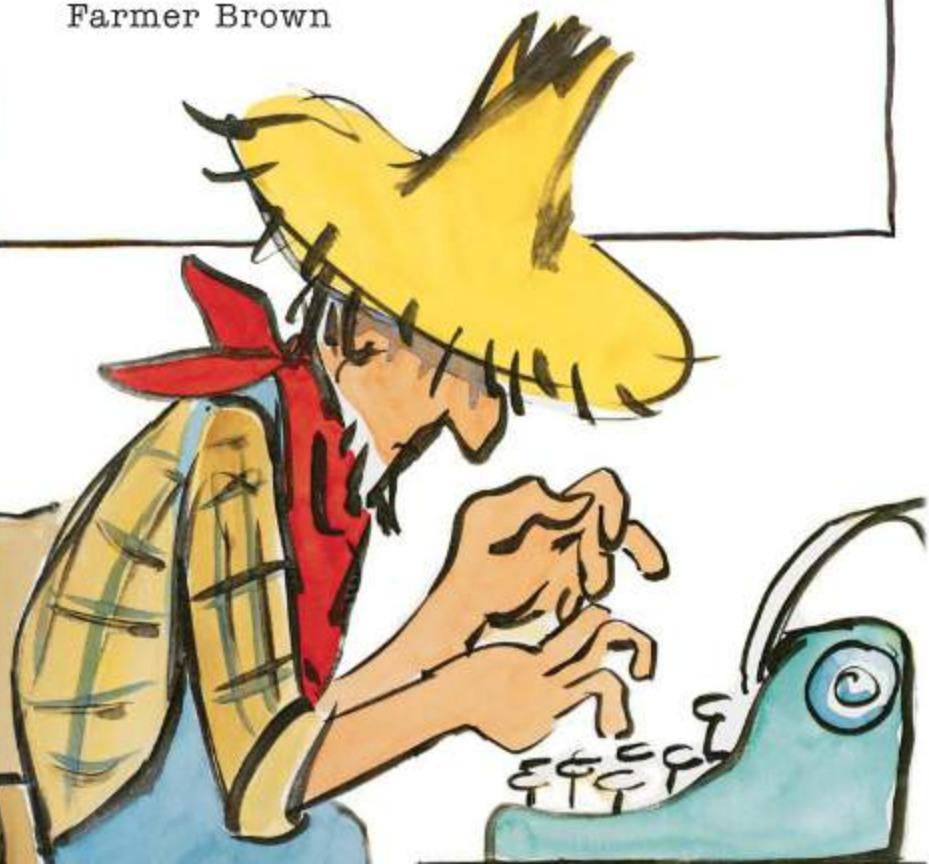
There will be no electric blankets.

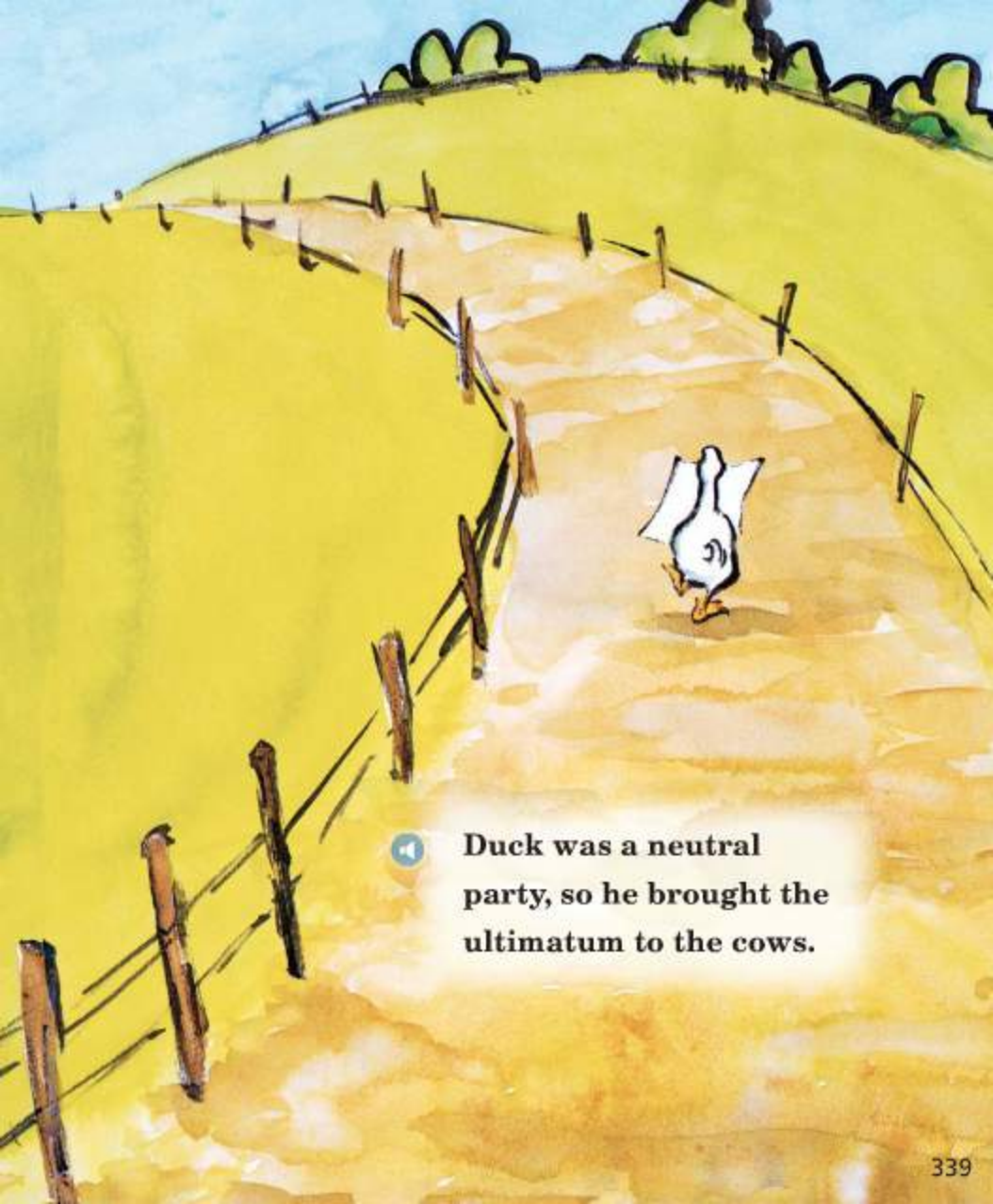
You are cows and hens.

I **demand** milk and eggs.

Sincerely,

Farmer Brown





Duck was a neutral party, so he brought the ultimatum to the cows.

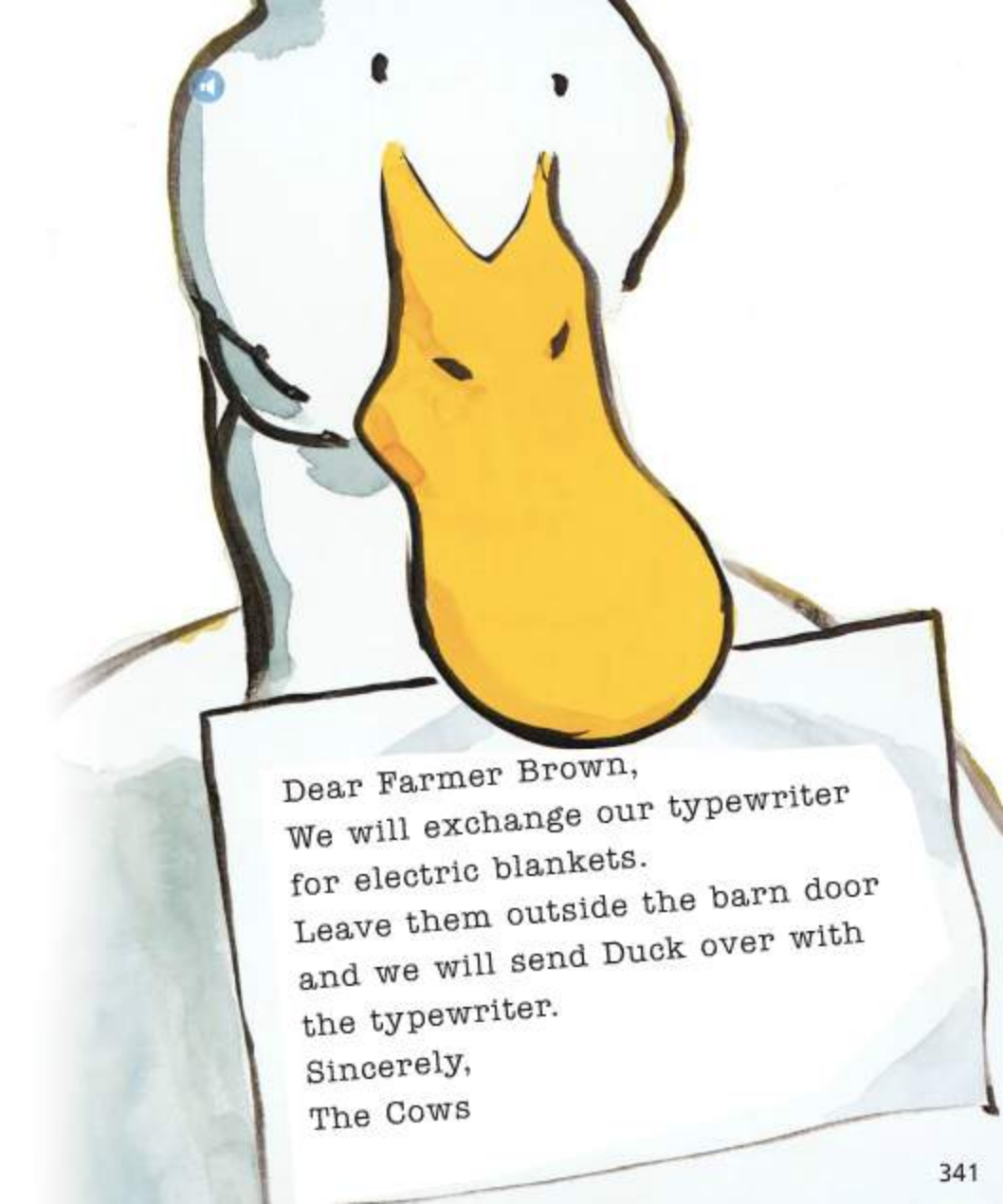


The cows held an emergency meeting. All the animals gathered around the barn to snoop, but none of them could understand Moo.

All night long, Farmer Brown waited for an answer.

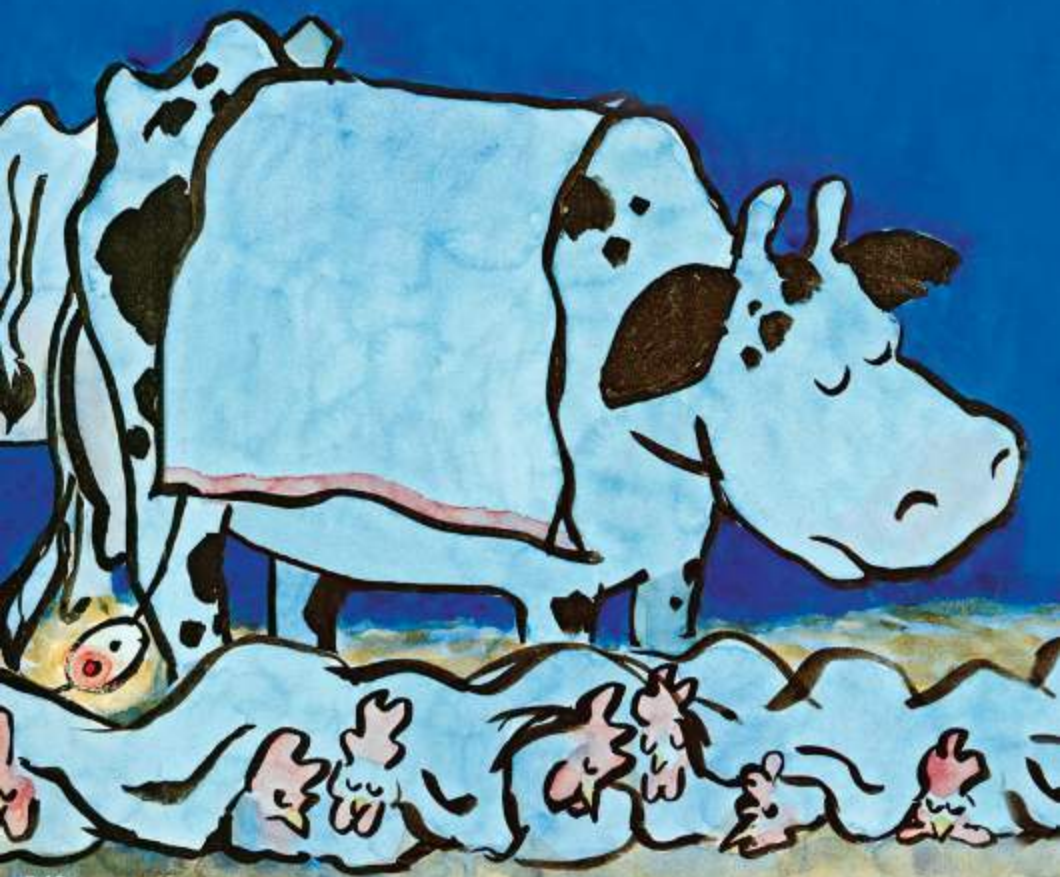
Duck knocked on the door early the next morning. He handed Farmer Brown a note:





Dear Farmer Brown,
We will exchange our typewriter
for electric blankets.
Leave them outside the barn door
and we will send Duck over with
the typewriter.
Sincerely,
The Cows

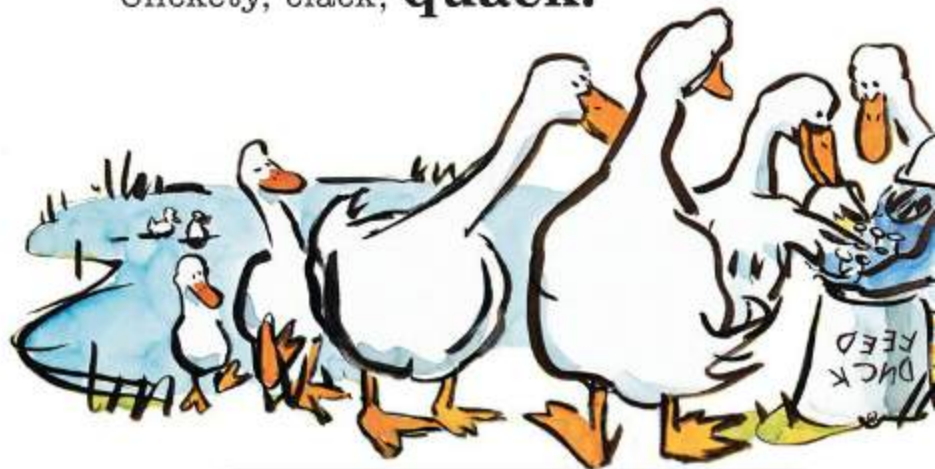
◀ Farmer Brown decided this was a good deal. He left the blankets next to the barn door and waited for Duck to come with the typewriter.



4 The next morning, he got a note:

Dear Farmer Brown,
The pond is quite boring.
We'd like a diving board.
Sincerely,
The Ducks

Click, clack, **quack.**
Click, clack, **quack.**
Clickety, clack, **quack.**



STOP AND THINK

Infer/Predict Will the ducks get a diving board?
Check your prediction on the next page.

TEKS 2.3A, RC-2(D)



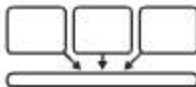
Your Turn

1. On page 337, the word furious means —

- happy
- hungry
- mad

2.  **TARGET SKILL** **Conclusions**

Why do you think Farmer Brown sends a letter to answer the cows and hens? Use a chart like this to help you answer. **TEKS 2.9B, ELPS 4J**



3.  **TARGET STRATEGY** **Infer/Predict**

What might happen next if the ducks gave the typewriter to some pigs? Share ideas with a partner.

TEKS 2.3A, ELPS 4G

4. **Oral Language** Use the Retelling Cards to tell what happens each time Farmer Brown finds a note. **TEKS RC-2(E), ELPS 3E**



Retelling Cards



TEKS 2.3A use ideas to make/confirm predictions; **2.9B** describe characters' traits/motivations/feelings; **RC-2(E)** retell important story events; **ELPS 3E** share information in cooperative learning interactions; **4G** demonstrate comprehension through shared reading/telling/pondering/discussing; **4J** employ inferential skills to demonstrate comprehension

Connect to

Science



TARGET VOCABULARY

understand	believe
gathered	problem
impatient	demand
impossible	furious

GENRE

Informational text

gives facts about a topic. This is a magazine article.

TEXT FOCUS

Headings are titles for different parts of a selection.



Talk About

Smart Animals!

by Donald Logan

You may think only animals in storybooks or movies do things that seem **impossible**. You would be wrong!

Meet Rio and Alex. They are real-life animals. Rio is a sea lion. Alex is a parrot. These animals can do things that most people would never **believe** animals like them could do.



This Sea Lion Can Match

Rio is not like any other sea lion. She can solve a simple **problem** and tell the answer to her trainers!

Rio has learned to look at three pictures and decide which two are most alike. First, Rio's trainers show her one picture. Rio studies it. Then her trainers add two more pictures. Rio points her nose at the picture that goes best with the first one she saw. When Rio is right, she gets a tasty treat.

Rio is not **impatient**. She takes her time before she answers.



Rio is deciding which two of these pictures are most alike.



Not Bad for a Bird Brain!

Alex is an African grey parrot. Grey parrots in the wild are often seen **gathered** together in large groups. In the wild, parrots communicate using bird calls and other sounds. Alex is special because he has learned to talk. He knows over one hundred words!

Alex's owner has also taught Alex to tell colors apart and to count. Alex can even **understand** questions and answer them.

Sometimes Alex gets tired. He becomes **furious** and will **demand** a treat. After a break, he goes right back to solving problems.

“Want a nut!”



Making Connections



Text to Self

TEKS 2.28B, ELPS 3G

Connect to Science What can the animals in the selections do that most animals cannot do? What would you like to teach an animal to do? Explain the steps to a partner. Have your partner repeat the steps.



Text to Text

TEKS 2.9A, ELPS 3E

Compare Stories Doreen Cronin wrote *Click, Clack, Moo: Cows That Type* and *Diary of a Spider* (Lesson 4). Explain how the settings and the events of these stories are the same and different.

Text to World

TEKS 2.19B, 2.20

Write a Letter Think about the letters that the cows wrote. Write your own letter asking an adult family member for something. Be sure to include all the parts of a letter.



TEKS 2.28B follows/estate/give oral instructions involving sequence. **2.9A** compare several works by the same author. **2.19B** write short letters using sequence/conventions. **2.20** write persuasive statements. **ELPS 3E** share information in cooperative learning interactions; **3G** express opinions/ideas/feelings.

Grammar

Kinds of Sentences A **statement** tells something and ends with a period. A **question** asks something and ends with a question mark. A **command** tells a person or animal to do something and ends with a period.

Academic Language

statement
question
command

Statement	Question	Command
I wrote a note.	Did you write a note?	Please write a note.

Turn and Talk

Work with a partner. Read each sentence aloud. Tell whether it is a statement, question, or command.

- 1 Have you been to a farm?
- 2 She loves cows.
- 3 Please share the milk.
- 4 The hens lay eggs.

- Sentence Fluency** A run-on sentence is really two sentences that should not be joined together. If you see a run-on sentence in your writing, turn it into two shorter sentences.



Run-on Sentences	Separate Sentences
<p>Cows are important they give us milk Do you drink lots of milk I drink three glasses a day.</p>	<p>Cows are important. They give us milk. Do you drink lots of milk? I drink three glasses a day.</p>

Connect Grammar to Writing

When you revise your persuasive letter, fix run-on sentences by turning each one into two sentences.

Write to Persuade

✓ Ideas When you write a letter to persuade, be sure your goal is clear to your reader.

Kurt drafted a **persuasive letter**. Later, he revised it to say clearly his reason for writing. Use the Writing Traits Checklist to revise your writing.

Writing Traits Checklist

✓ Ideas

Did I state my goal clearly?

✓ Organization

Did I use the parts of a letter? Did I tell things in an order that makes sense?

✓ Voice

Does my writing tell how I feel?

✓ Conventions

Did I capitalize and punctuate the heading, greeting, and closing correctly?

Revised Draft

Dear Auntie Lorrie,

I'm writing to ask you ^{to send me some of} for
^{your old children's books.}
~~something.~~ It's for a really
good cause.



Final Copy

Kurt Atchley
244 Austin St.
Ojai, CA 03023

January 24, 2010

Dear Auntie Lorrie,

I'm writing to ask you to send me some of your old children's books. It's for a really good cause. We are trying to replace some of the books in our classroom that have fallen apart. Can you help us? I hope so.

Love,
Kurt

I made sure my goal was stated clearly.



Reading as a Writer

What did Kurt change to make his goal clearer? What can you add or change to make your goal clearer?

