



<p>Teacher/ Lesson Author/School: Doreen Cronin, illustrated by Betsy Lewin and lesson written by Marlene Jones Title: Click, Clack, Moo, Cows that Type Lesson 1 of 2</p>
<p>Editor: Caroline Raymond</p>
<p>Content Area: Civics, Community</p>
<p>Grade: 1st and 2nd but can be adapted for 3rd and 4th</p>

Standards:

C3: College, Career, & Civic Life

C3 STANDARDS	Check
(Please indicate where standards are being utilized in this learning experience.)	
Civic & Political Institutions	
Participation & Deliberation	X
Process, Rules, and Laws	

6 Essential Civic Learning Practices:

(Please indicate which of these are being utilized in this learning experience.)

Provide instruction in government, history, law, and democracy.	X	Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.	
Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.		Encourage student participation in school governance.	
Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.		Encourage students' participation in simulations of democratic processes and procedures.	



Objective: After reading the book, “Click, Clack, Moo, Cows that Type,” students will be able to use at least one example from the book to participate in a class discussion before completely filling out the worksheets, “The Farm Community,” and “Community/ Authority.”

Assessments:

Students will identify what a community is and who authority figures are.
 Students will determine how a community can work together for the common good of all.
 Students will explain how community is illustrated in the book “Click, Clack, Moo, Cows that Type,” in the form of an exit ticket.
 Students will answer questions about the story “Click, Clack, Moo, Cows that Type,” before them completing the worksheet, “Draw the Farm Community Worksheet.”

Materials:

- “Click, Clack, Moo, Cows that Type” story
- “The Farm Community,” worksheet
- “Community/ Authority”
- Pen/ Pencil

Differentiation:

Students who struggle with reading or auditory processing will be given copies of the book so they can follow along as it is read. The definition of, “community,” will be written and defined on the board at the front of the classroom when students walk in. Students who cannot complete the whole “Community/ Authority,” worksheet, will be asked to complete the first three questions.

INSTRUCTIONAL PLAN	Est. Time
<p>Introduction/Hook:</p> <p>When the students walk into the classroom the word, “Community,” will be written on the board. Students will be given two minutes to write down everything that comes to mind when they hear the word. Students will be asked to share their thoughts and write them around the word, “community,” on the board.</p>	
<p>Core Lesson:</p> <ul style="list-style-type: none"> • When all thoughts are shared, the teacher will share the definition of the word community and explain what it means and how the students are part of a community. 	



- The students will then be asked to identify the communities they are a part of (home, school, town).
- Students will be asked to identify who is in charge in those communities and explain the role of the authority (making rules, providing safety, improving community, providing solutions to common problems).
- When they have finished the teacher will read, “Click, Clack, Moo, Cows that Type.”
- The students will be asked to identify characters, setting, problems, and solutions in the story. They will also need to identify the role of the duck in the story.
- The teacher will initiate a class discussion about how the animals worked together in their community to solve a problem and why the farmer changed his mind. Was he acting responsibly?
- Once all questions have been answered thoroughly, the teacher will pass out the, “The Farm Community,” worksheet.
- Students will then use this completed worksheet to discuss what other animals might want to improve their living conditions. Answering the questions: What will they do if the farmer does not give it to them?
- As the discussion is wrapping up, the teacher will handout the, “Community/ Authority,” worksheet.

Closure:

The teacher and students will discuss/ review the meaning of community and their role in it. They will also review the role of authority in community. On a piece of paper students will write how the story “Click, Clack, Moo, Cows that Type,” illustrated community, before they leave class.

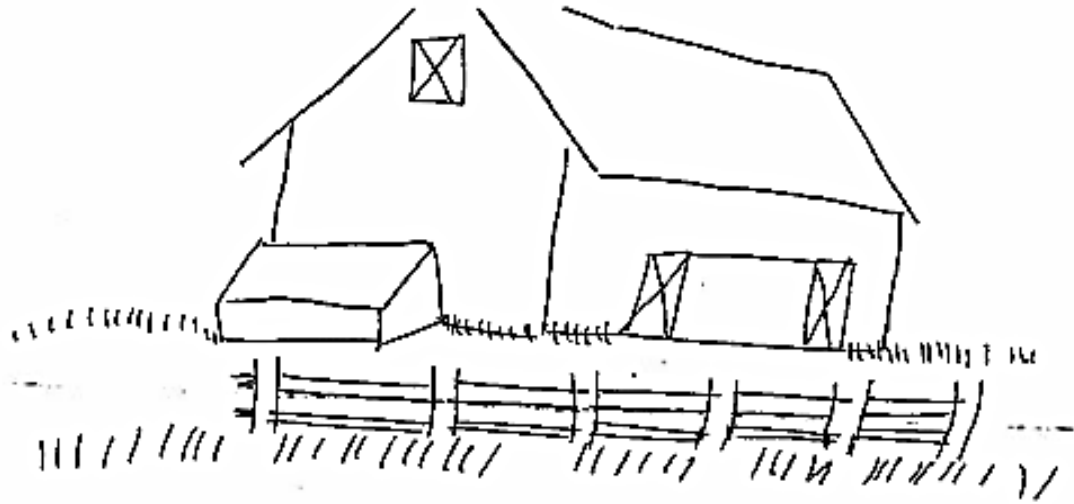


Educator Reflections:

(Please reflect on and answer the following)

How did this lesson go?	
What were some of the challenges?	
What issues came up that you were not anticipating?	
How did your lesson meet your original learning goals?	
If you could change one thing about your lesson, what would it be?	

Civics unit
Worksheet 1 The Farm Community





Worksheet 2

Community/Authority Choices

1. Name another group of animals, not listed in the story, that are part of the farm.
2. What problem do these animals have?
3. How can they fix their problem?
4. Is it important for the animals to work together? Why?
5. What should the animals do if the farmer will not fix the problem?