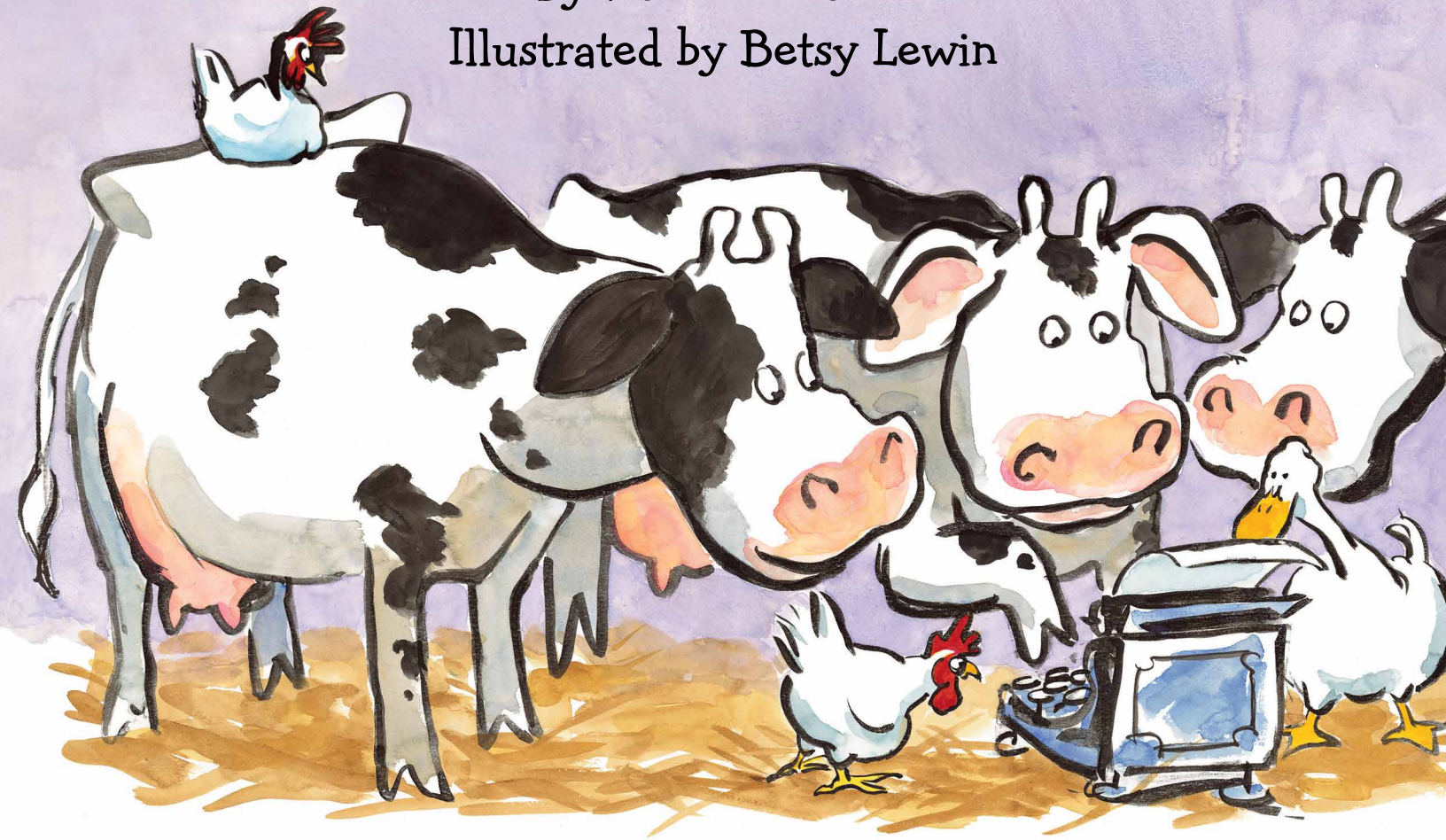


A Common Core Curriculum Guide and Classroom Kit
to the Click, Clack Books

CELEBRATING THE TWENTIETH ANNIVERSARY OF *CLICK, CLACK, MOO*

By Doreen Cronin
Illustrated by Betsy Lewin



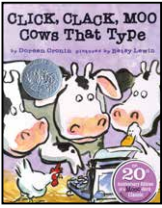
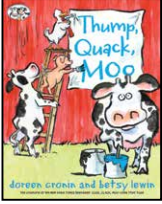
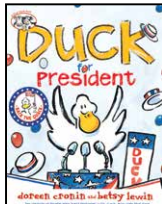
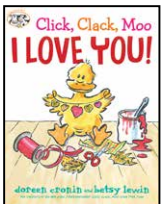
Activities for Use Across *Click, Clack* Books

The activities below draw on the following Common Core State Standards: (RL.1-3) (RL.1.9) (RL.3.9) (RL. 2.2) (RL.5.2)

Retelling the Story

Model your retelling charts with think-aloud exercises to guide students through determining problems, solutions, and themes, emphasizing using text evidence from words or illustrations.

After modeling, pass out copies of this chart, or students can create their own to complete the retelling chart for other *Click, Clack* titles. If needed, you can have students work in small groups for one of the books before completing another on their own.

RETELLING THE STORY	character ≠ what They Want	Problem with Getting what They Want (conflict)	How the Problem is Solved (Resolution)	Theme (Message or Lesson Learned)
				
Text Evidence (Words or Illustrations)				
				
Text Evidence (Words or Illustrations)				
				
Text Evidence (Words or Illustrations)				
				
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RETELLING THE STORY	character ≠ what They want	Problem with Getting what They want (conflict)	How the Problem is Solved (Resolution)	Theme (Message or Lesson Learned)
				
Text Evidence (Words or Illustrations)				
				
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Text Evidence (Words or Illustrations)				
				
Text Evidence (Words or Illustrations)				
				
Text Evidence (Words or Illustrations)				

Comparing and Synthesizing across Click, Clack Books

Character Traits

Help students brainstorm various character traits and create an anchor chart. This can be modeled with one of the Click, Clack characters to show how to track the traits over several books.

Have students choose one of the characters from the series, and track their actions across several of the stories. Ask them to think about what the character did, why they did it, and what it tells them. Does seeing the character's interactions as a whole change students' perception of a character's actions within an individual story?



CHARACTER:

BOOK	ACTIONS	GOALS	Did character stay the same with consistent traits, or change over time?	What does this teach you about this character?
				
				
				
				
				
				

Synthesizing Themes

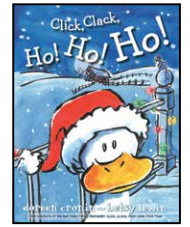
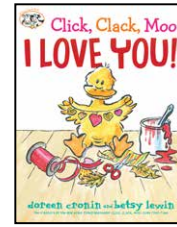
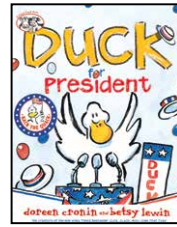
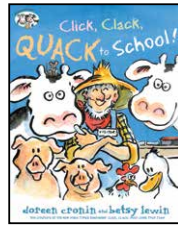
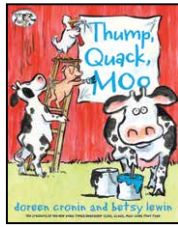
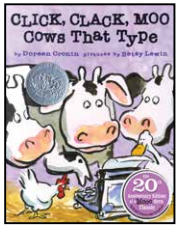
Use this chart with your entire class as you read Click, Clack books to guide conversations about themes. Have students do this work in small groups, or move from whole group work to independent work by the end of the Click, Clack unit.

Share the following definition and expectations for themes with your students:

The theme is the deeper message of a story, a lesson learned by the characters that can apply to life outside of the book. It is what the book is really about at its heart. There can be multiple answers for a book's theme based on what the reader brings to the book and takes away from it. For each of the Click, Clack books, decide what theme you take away from it. Then, determine if there is a larger theme that fits the entire series.



THEME CHART



Lesson Learned:

Lesson Learned:

Lesson Learned:

Lesson Learned:

Lesson Learned:

Lesson Learned:

What message do you take away from the entire series?

Expand Upon Themes: Social Justice

Have students think about the idea of social justice in their communities, and how that can apply to animals' actions and goals in *Click, Clack, Moo*.

Create an Activism and Protest Reading List for Your Classroom.

Here are some suggestions:

- **The Rooster Who Would Not Be Quiet!** by Carmen Agra Deedy, illustrated by Eugene Yelchin
- **¡Sí, Se Puede! / Yes, We Can!: Janitor Strike in L.A.** by Diana Cohn, illustrated by Francisco Delgado
- **Let the Children March** by Monica Clark-Robinson, illustrated by Frank Morrison
- **Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909** by Michelle Markel, illustrated by Melissa Sweet
- **Say Something** by Peter H. Reynolds
- **Enough! 20 Protesters Who Changed America** by Emily Easton, illustrated by Ziyue Chen
- **A Is for Activist** by Innosanto Nagara
- **Be the Change: A Grandfather Gandhi Story** by Arun Gandhi and Bethany Hegedus, illustrated by Evan Turk
- **The Undefeated** by Kwame Alexander, illustrated by Kadir Nelson

Research

Topic: Ask small groups of students to choose one of the titles or topics included on your classroom book list, or a local topic in the community to research.

Goal: Have them find out how and why the workers/activists protested, what they wanted, and what they accomplished with their actions.

Working Conditions

Hold a class discussion brainstorming the kinds of conditions the various animals might face in doing their farm jobs. What are some things that might make their tasks or living conditions more comfortable? Decide what they should ask Farmer Brown for first.

Sorry, We're Closed!

Now that the barnyard animals have got their hooves, paws, and claws on a typewriter, they have a few requests...what do you think each animal will ask Farmer Brown for?

Dear Farmer Brown,
We'd like

Sincerely, The Cows

Dear Farmer Brown,
We'd like

Sincerely, The Chickens

Dear Farmer Brown,
We'd like

Sincerely, The Ducks

Dear Farmer Brown,
We'd like

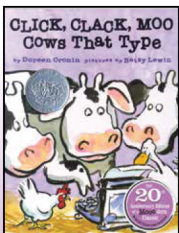
Sincerely, The Pigs

Dear Farmer Brown,
We'd like

Sincerely, The Sheep

Dear Farmer Brown,
We'd like

Sincerely, The Mice



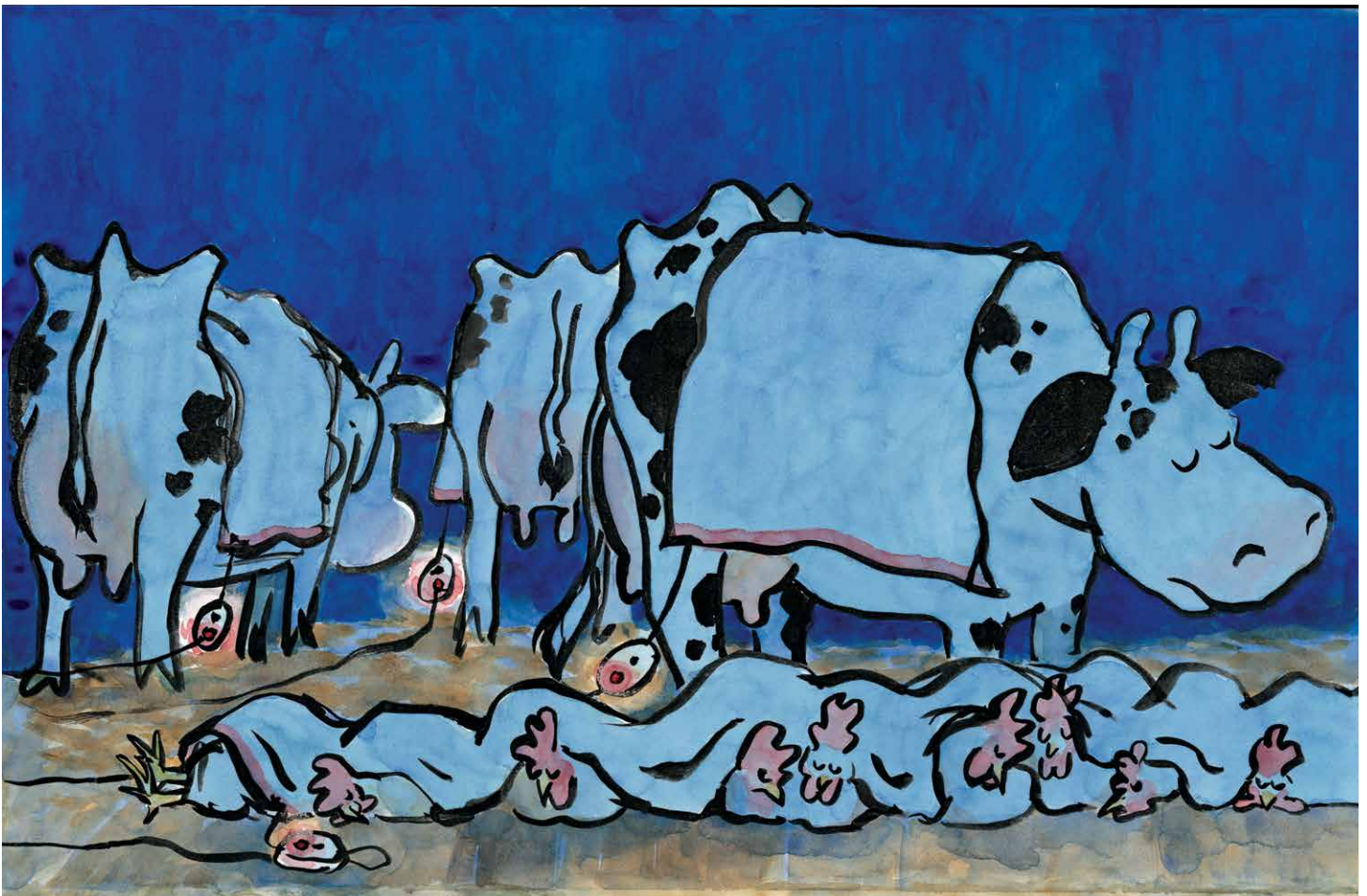
Click, Clack, Moo!
By Doreen Cronin and Betsy Lewin
Illustrations © Betsy Lewin

Workers in Our Community

In *Click, Clack, Moo*, the cows ask for blankets to help them be more comfortable at night. When Farmer Brown refuses, they go on strike and won't provide more milk until their working conditions change. Ultimately, Farmer Brown agrees to things that will help his farm animal workers to do their jobs.

Guide students in considering the visible and invisible workers within their own school or neighborhood community; for example, custodians, school secretaries, bus drivers, or crossing guards. Encourage students to think about those whom they physically see each day along with those whom they might never see, but who put in the work ahead of time in order to make sure the students have good experiences.

Use the chart below, or create a customized classroom version, to help students think about what these workers do to help them, and what students can do to help make their jobs easier or more comfortable, or make them feel more appreciated. Reflect on their answers, and have them connect back to Farmer Brown and the animals.



<p>WORKERS IN OUR COMMUNITY</p>	<p>What They Do to Help US</p>	<p>What We Can Do to Help Make Their Job Easier or More comfortable as They Work</p>
<p>Getting to School:</p> <p>_____</p>		
<p>At School:</p> <p>_____</p>		
<p>In the Lunchroom:</p> <p>_____</p>		
<p>on the way Home:</p> <p>_____</p>		
<p>At Home:</p> <p>_____</p>		



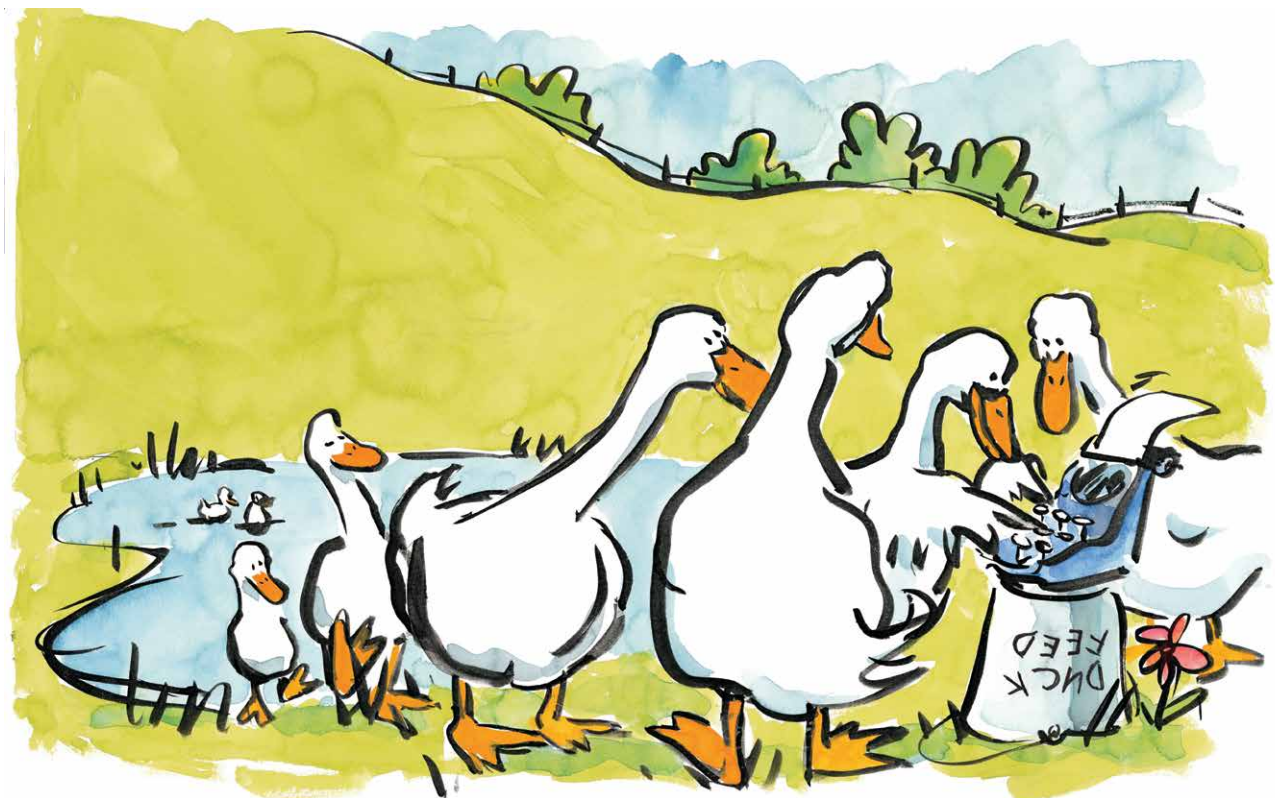
Writing Activity

The activity below draws on the following Common Core State Standards: (W.1)

Letter Writing

Ask each student to choose one of the topics below, and decide who they'd like to receive their letter. Tell them to be clear and confident in their reasons for writing, and to remember to address the letter to the person they've chosen and to sign their names in the closing.

- Letter to the author or illustrator to share your thoughts about the book
- Letter to convince others why your favorite animal or character from the Click, Clack books is the best
- Letter to tell others why one of the Click, Clack books is the best in the series
- Letter to the Caldecott committee explaining why a book deserves an illustration award
- Letter to thank workers in your community
- Letter to advocate for workers' rights
- Letter to support animal welfare
- Letter to invite someone to an event, whom you might not normally invite
- Another topic related to reading or writing that inspires you



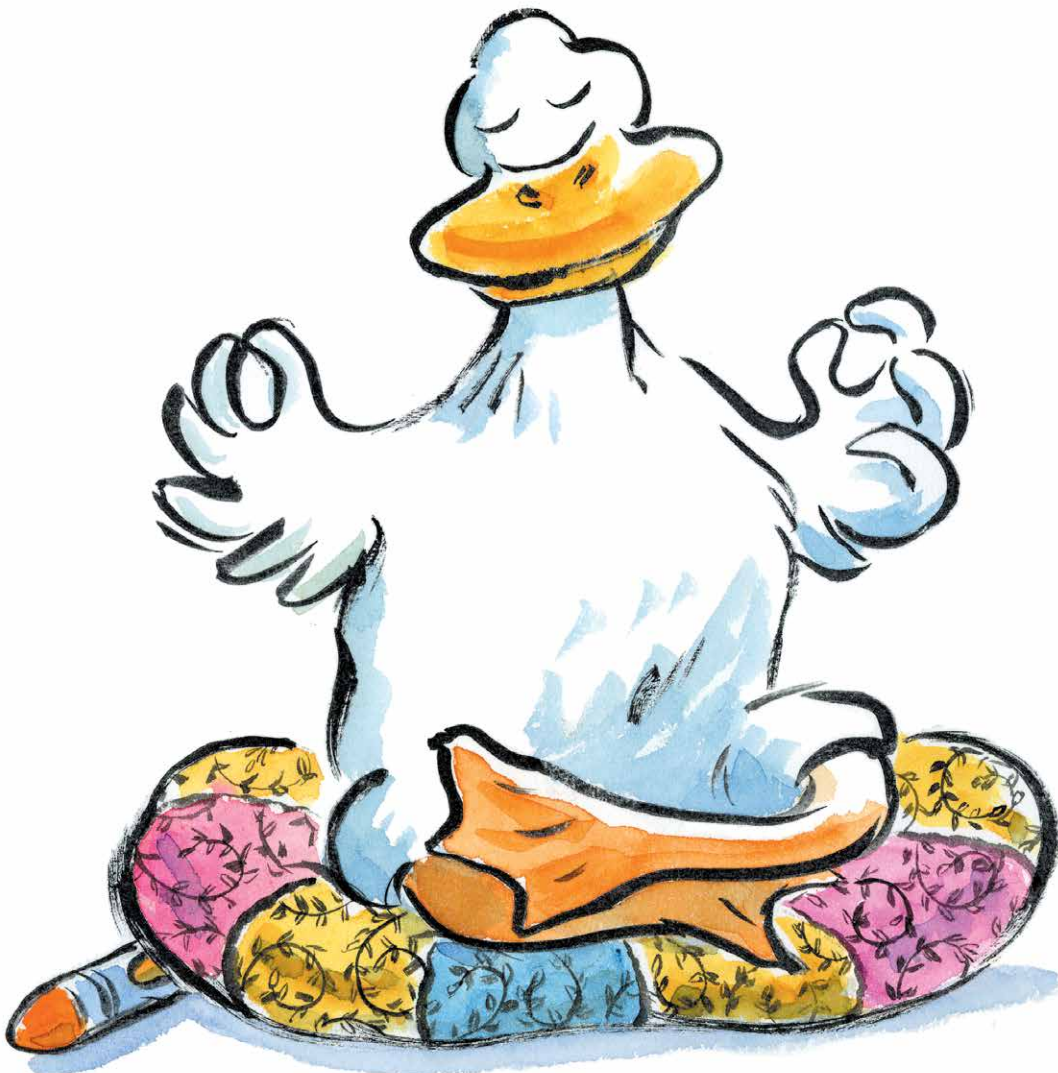
Character Study: Trickster Tales

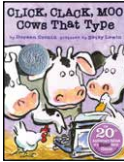
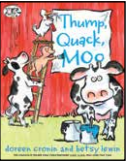
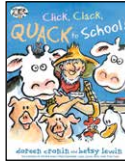
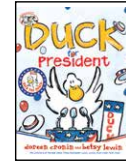
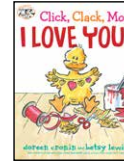
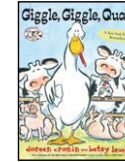
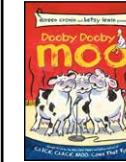
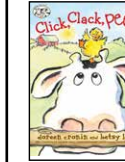
Duck the Trickster

Introduce students to the idea of a *trickster*. According to *Merriam-Webster*, a trickster is “a cunning or deceptive character appearing in various forms in the folklore of many cultures.”

The trickster character often walks right on the edge of rules. He is clever and foolish. His actions may cause problems, but can also end up offering creative solutions by the end. In the Click, Clack books, Duck can be viewed in the role of this trickster character.

Have students use the chart while reading one or more Click, Clack books to show the ways Duck takes on trickster characteristics; students can circle which book(s) they’re reading and analyzing. Discuss how Duck’s actions impact the stories. How might the book have changed if Duck was not in this role?



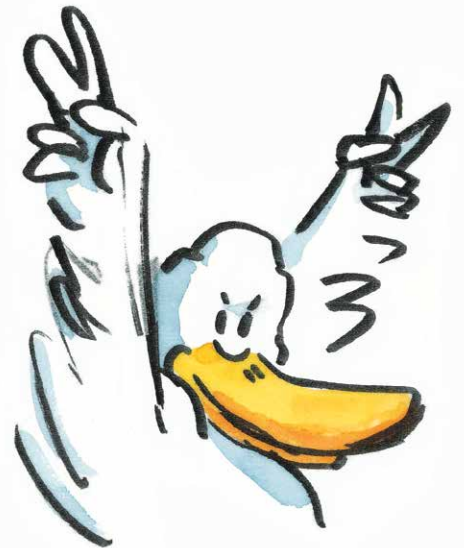
								
<p>What does Farmer Brown expect?</p>								
<p>What does Duck do? Do his actions break or bend a rule?</p>								
<p>How does it mess things up for Farmer Brown?</p>								
<p>What happens at the end?</p>								
<p>Evidence from the text:</p>								

create a Trickster Tales Reading List for your classroom

To extend students' thinking, have them compare Duck's actions with that of the trickster character from another book using the chart below.

Here are some book suggestions:

- **Just a Minute** by Yuyi Morales
- **Chukfi Rabbit's Big, Bad Bellyache: A Trickster Tale** by Greg Rodgers, illustrated by Leslie Stall Widener
- **My Lucky Day** by Keiko Kasza
- **Trickster: Native American Tales, A Graphic Collection** edited by Matt Dembicki
- **Porch Lies: Tales of Slicksters, Tricksters, and Other Wily Characters** by Patricia C. McKissack, illustrated by André Carrilho
- **The Secret Message** by Mina Javaherbin, illustrated by Bruce Whatley
- **Raven and the Tide Lady** adapted from a traditional Native Tlingit story, illustrated by Michaela Goade
- **The Pot of Wisdom: Ananse Stories** by Adwoa Badoe, illustrated by Baba Wagué Diakité
- **Ananse's Feast: An Ashanti Tale** by Tololwa M. Mollel, illustrated by Andrew Glass
- **Grandma and the Great Gourd: A Bengali Folktale** by Chitra Banerjee Divakaruni, illustrated by Susy Pilgrim Waters
- **The Spider and the Fly** by Mary Howitt, illustrated by Tony DiTerlizzi
- **That Is NOT a Good Idea!** by Mo Willems
- **Creepy Carrots** by Aaron Reynolds, illustrated by Peter Brown



Duck in which book:

What Duck does:

How their actions fit
the characteristics
of a trickster

Character from
comparative book:

What this
character does:



Illustration Activities

How to Draw a Cow

Betsy Lewin gives step-by-step instructions for students to learn to draw a cow in the style of her *Click, Clack* books.

See the reproducible activity on page 19.

Design Your Own Corn Maze with *Thump, Quack, Moo*

Just like Farmer Brown and Duck in *Thump, Quack, Moo*, have students design their own corn mazes using grid paper. Ask them to be sure to create a clear path through the maze, with multiple dead ends and turns. From a bird's-eye view, the outlines of the maze should create a cohesive picture.

Watercolor Paintings

With Betsy Lewin's methods for creating *Click, Clack* illustrations for inspiration, have students create their own watercolor paintings based on the characters and setting of these books. Ask them to start with a black crayon to create the painting design. They can choose a farm scene, a selection of the animals, or any other memorable scenes or themes from the *Click, Clack* books. After drawing with crayon, have students use watercolor paints to add the color to their images. Have them sign their artwork, and hang the artwork in your classroom.

Share Betsy's explanation for creating illustrations for *Click, Clack, Moo*:

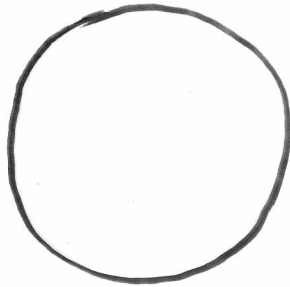
"For this book, I did brush drawings using Winsor & Newton Lamp Black watercolor on tracing paper. I then had the drawings photocopied onto one-ply Strathmore kid finish watercolor paper and applied watercolor washes to the black drawings. The advantage to this method is that I can get as many copies on the watercolor paper as I want, and I can experiment with the color, choosing the final finishes that I like the best."



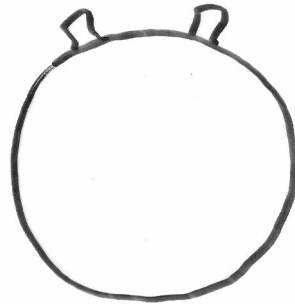
Draw your own cow

Make her look happy, sad, or angry!

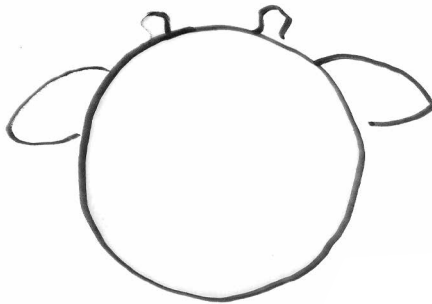
1. Start with a circle



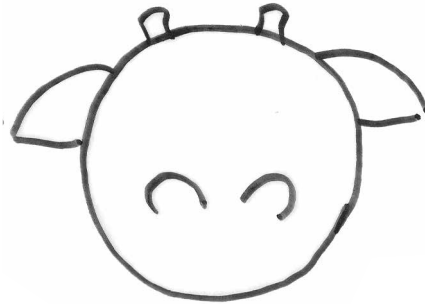
2. Add little horns



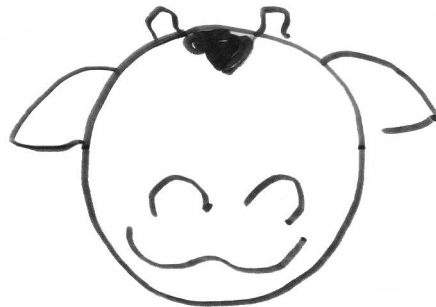
3. Add ears



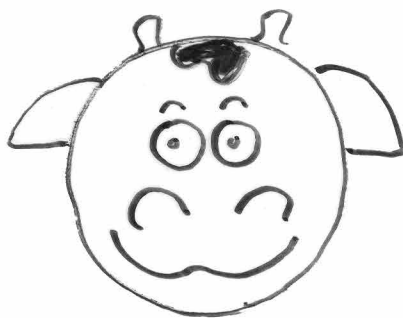
4. Add a nose



5. Add a mouth and a black spot on her head



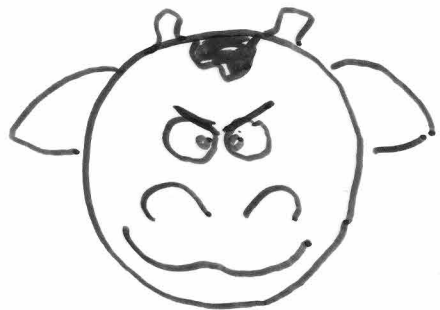
6. Now comes the fun part—Add the Eyes!



Happy



Sad



Angry

Or, think of another expression: surprised or sleepy.
Your eyes are the most expressive part of your face!

caldecott considerations

Click, Clack, Moo: Cows That Type was awarded a Caldecott Honor in 2001.

Caldecott Meaning

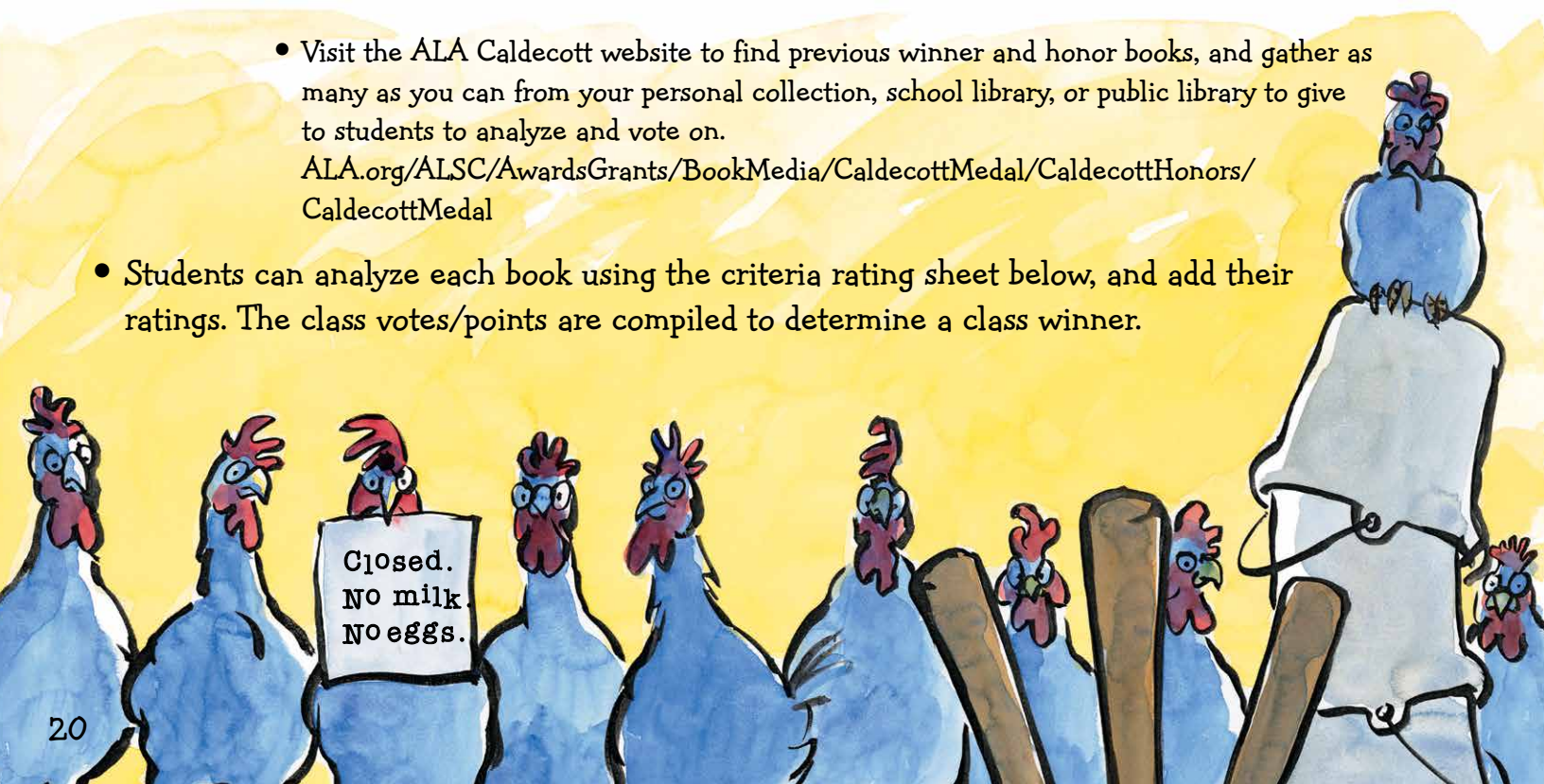
Explain the significance of the award to your students, as well as the terms and criteria for the selection. Visit the ALSC Caldecott website for more Caldecott Award information:
ALA.org/ALSC/AwardsGrants/BookMedia/CaldecottMedal/CaldecottMedal.Criteria-Submissions-com-info

Then have students analyze the illustrations in the Click, Clack books to see how they meet these terms and criteria for distinguished illustrations for children.

Mock Caldecott

Create a mock Caldecott award with your class using the following information:

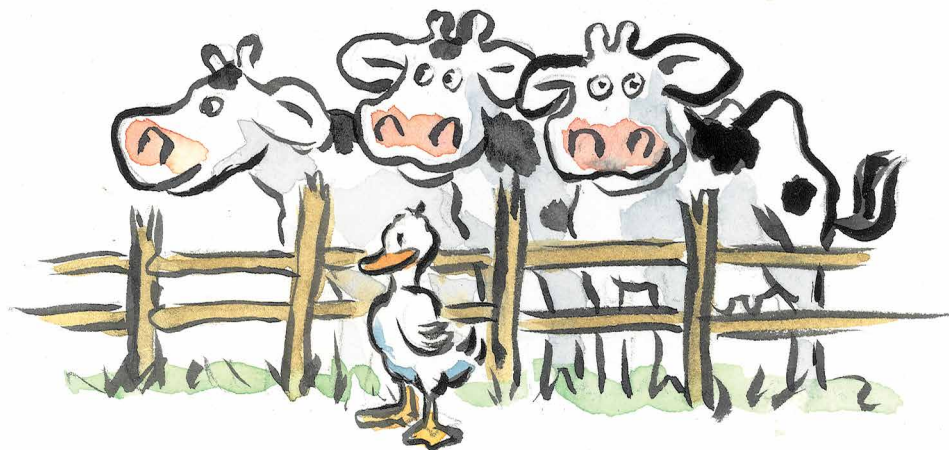
- Students learn the criteria and consider which books are most distinguished in illustrations, including any Click, Clack titles.
- Groups analyze and evaluate the books and vote on which ones they think should win.
 - You choose a selection of ten to fifteen books published in the current year
 - Alternate Option: Twenty Years of Caldecott. Instead of voting on current year Caldecott contenders, have students consider the winner and honor books from the last twenty years to vote on an ultimate winner for their class.
- Visit the ALA Caldecott website to find previous winner and honor books, and gather as many as you can from your personal collection, school library, or public library to give to students to analyze and vote on.
ALA.org/ALSC/AwardsGrants/BookMedia/CaldecottMedal/CaldecottHonors/CaldecottMedal
- Students can analyze each book using the criteria rating sheet below, and add their ratings. The class votes/points are compiled to determine a class winner.



<p style="text-align: center;">Caldecott criteria</p> <p style="text-align: center;">1 = not at all 2 = a little bit 3 = mostly 4 = absolutely</p>	<p style="text-align: center;">Rating</p>
Does the story appeal to kids?	1 2 3 4
Is this an outstanding use of the artistic medium?	1 2 3 4
Did the illustrator do something with their artwork to make it unique?	1 2 3 4
Are the narrative elements (plot, setting, characters, mood, and other information) made better by the illustrations?	1 2 3 4
Do the story and illustrations work together to make a successful text?	1 2 3 4
Total =	_____ /20

Rating sheet adapted by Kristen Picone @KPTeach5 from Jess Lifshitz's blog post on *Crawling Out of the Classroom*.

Tip: Many picture books now include information about how the illustrations were created in the small print on the back of the title page that also contains the copyright information.



Host an Election with Duck for President

Create a Presidents, Elections, and Voting Reading List for Your Classroom

Read several titles in addition to *Duck for President*, and have students compare the elements in the voting process or the parts of the presidency shown in each book.

Here are some book suggestions:

- **Equality's Call: The Story of Voting Rights in America** by Deborah Diesen, illustrated by Magdalena Mora
- **This Little President: A Presidential Primer** by Joan Holub, illustrated by Daniel Roode
- **The Next President: The Unexpected Beginnings and Unwritten Future of America's Presidents** by Kate Messner, illustrated by Adam Rex
- **Sofia Valdez, Future Prez** by Andrea Beaty, illustrated by David Roberts
- **Grace for President** and **Grace Goes to Washington** by Kelly DiPucchio, illustrated by LeUyen Pham
- **When Penny Met POTUS** by Rachel Ruiz, illustrated by Melissa A. Manwill
- **Isabella: Girl in Charge** by Jennifer Fosberry, illustrated by Mike Litwin
- **V Is for Voting** by Kate Farrell, illustrated by Caitlin Kuhwald
- **If I Ran for President** by Catherine Stier, illustrated by Lynne Avril
- **Monster Needs Your Vote** by Paul Czajak, illustrated by Wendy Grieb
- **Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965** by Jonah Winter, illustrated by Shane W. Evans
- **Miss Paul and the President: The Creative Campaign for Women's Right to Vote** by Dean Robbins, illustrated by Nancy Zhang
- **Around America to Win the Vote: Two Suffragists, a Kitten, and 10,000 Miles** by Mara Rockliff, illustrated by Hadley Hooper
- **The President of the Jungle** by André Rodrigues, Larissa Ribeiro, Paula Desgualdo, and Pedro Markun
- **President Squid** by Aaron Reynolds, illustrated by Sara Varon
- **Madam President** by Lane Smith

Hold a Class Election

Hold a class election so students can choose a character to be in charge of the farm! To kick off your election, ask students why or why not they think each animal on the ballot below would make a good president. Students can choose one of the following characters: Duck, Farmer Brown, Hen, Pig, Cow, or Donkey. Then they can write a speech stating why that character should win.

Copy and cut out the ballot below. Then, pass out ballots and ask readers to check off who should be in charge of the farm. After everyone has voted, tally the votes and announce the winner!



Research

On the last page of *Duck for President*, Duck is writing his autobiography. There are three starting lines crossed out on the computer screen. Have students research which three famous speeches use these lines, the content in the full sentence, and who said them. Ask students: What do these statements mean to you? Why do you think Duck chose not to use them?

1. “Four score and seven years ago...”
2. “The only thing we have to fear...”
3. “Ask not what your country...”

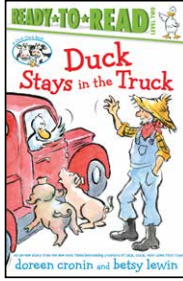
Answers:

- “Four score and seven years ago...”
 - President Abraham Lincoln, The Gettysburg Address—November 19, 1863
 - “Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure...”
 - A score is twenty years, so “Four score and seven years ago” was eighty-seven years before the speech—1776, when the Declaration of Independence was signed.
- “The only thing we have to fear...”
 - President Franklin D. Roosevelt, First Inaugural Address—March 4, 1933
 - “This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance.”
- “Ask not what your country...”
 - President John F. Kennedy, Inaugural Address—January 20, 1961
 - “And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.”

Guide written by Jillian Heise, NBCT & MLIS. Jillian is currently a K–5 Library Media Teacher in southeastern Wisconsin. She previously taught seventh and eighth grade ELA in the Milwaukee area for eleven years. Jillian is the founder of #ClassroomBookaDay and is dedicated to supporting all student identities and lived experiences through access to inclusive literature. She brings her literacy expertise and knowledge of books to her role as Chair of the WSRM Children’s Literature Committee. You can find Jillian online at Heise Reads & Recommends, www.HeiseReads.com, and @HeiseReads.

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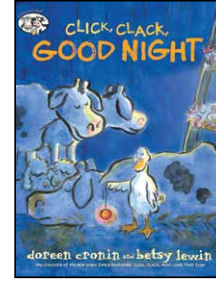
UPCOMING CLICK CLACK TITLES!



Duck Stays in the Truck
By Doreen Cronin
Illustrated by Betsy Lewin
HC: 9781534454156
PB: 9781534454149
EB: 9781534454163



Pool Party!
By Doreen Cronin
Illustrated by Betsy Lewin
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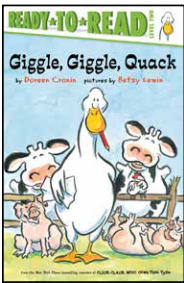


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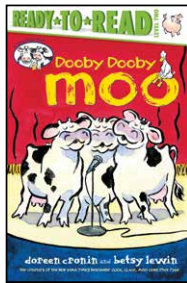
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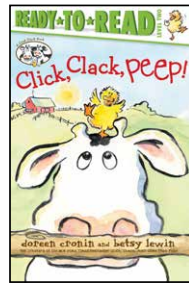
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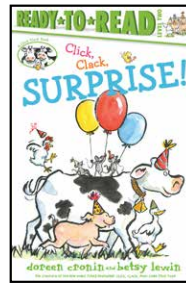
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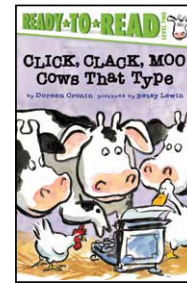
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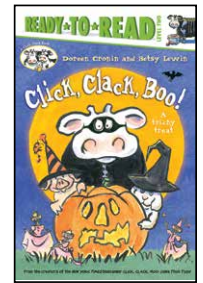
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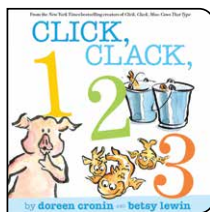


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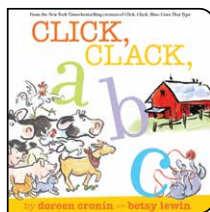


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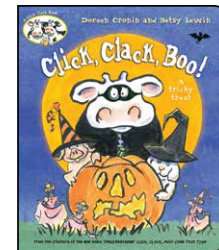
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