

Kindergarten Unit 11 Lesson 5 - *Click, Clack, Moo AND Giggle, Giggle, Quack*

Spotlight Benchmark(s):

- F.1.1** Demonstrate knowledge of the basic concepts of print. **d.** Identify parts of a book (front cover, back cover, title page).
- R.1.1** Describe the main character(s), setting, and important events in a story.
- R.3.2** Retell a text orally to enhance comprehension: **a.** Use main character(s), setting, and important events for a story.
- R.3.3** Compare and contrast characters' experiences in stories.
- C.1.3** Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

Materials:

- [Slide Deck Lesson 5](#)
- *Giggle, Giggle, Quack* book by Doreen Cronin. [Digital Read Aloud](#) only if actual book is not available.
- Turn and Talk Anchor Chart - Teacher created and used in previous lessons. Keep posted in classroom.
- "Click, Clack, Moo" T-Chart created in Lesson 4
- Chart Paper T-Chart - Prior to instruction create T-Chart template, similar to the one used yesterday. Label with "Farmer Brown" and "Bob." Then add "Beginning," "Middle," "End" under each heading. See sample on slide 17.
- Opinion Anchor Chart - Teacher created and used in previous Lessons. Keep in the classroom for frequent use
- [Writing Goals Anchor Charts](#) - Teacher created and used in previous lessons.
- Writing Paper of teacher's choice, preferably with primary writing lines
- [Kindergarten Quarter 4 Foundational Skills Scope and Sequence \(F&P Lessons\)](#) - See Quarter 4 Week 5

Foundational Skills: Whole Group - Teachers are expected to conduct this Instruction for a maximum 30 minutes.

- See Kindergarten weekly Foundational Skills Plan linked in Materials to select Benchmark Foundational Skills Lessons based on student needs. Use listed resources to provide explicit multi-sensory instruction in Print Concepts, Phonological Awareness, Phonics, Conventions.
- Throughout the Quarter Continuously Teach: **F.1.1.a-g; F.1.2 a-f; F.1.3 a-d; F.1.4; C.1.1, C.2.1, C.3.1**

Phonics - F.1.3 Phonics & Word Analysis: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. **c.** Decode consonant-vowel-consonant (CVC) words.

Phonics -F.1.3 Phonics & Word Analysis: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. **d.** Encode consonant-vowel-consonant (CVC) word.

Phonics - F.1.3 Phonics & Word Analysis: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. **b.** Demonstrate knowledge of the short and long sounds for the five major vowels.

Reading and Writing - Teachers are expected to conduct this instruction for approximately 60 minutes.

Teaching Phase "I Do" (Whole group) - intentional, explicit and systematic instruction of the focus benchmark(s).

- **Story Elements:** *Yesterday we talked about how the characters in a story can have similar or different experiences. Who are some characters you remember from Click, Clack, Moo, Cows that type? Next: Where did the animals live? Next: Is the place they were in the story called the setting or the title page? Reteach setting if needed. We also discussed how we can use key details from the pictures and the text to compare their experiences. What was Farmer Brown's experience at the beginning of the story? (He had to listen to the cows type all day.) What was the cows' experience at the beginning of the story? (They were writing an ultimatum because they wanted electric blankets). Display Click, Clack, Moo T-chart created in L4 to help students to reference for middle and end events. What was another experience that you remember Farmer Brown and the cows had in the middle or end of the story? Was the experience the same or different? Call on a few students to share, redirecting as needed.*

- **Reading Detectives:** *When we read Click, Clack, Moo we listened closely to see what experiences Farmer Brown and the cows had at the beginning, middle, and end of the story. Then we compared and contrasted, or talked about how they were the same or different in that story. Today we are going to be reading detectives again! Just like yesterday, our job is to look at all of the clues in the words and illustrations to see what experiences the characters are having and when it's happening - at the beginning, middle, or end of the book. Then we will compare to see if their experiences are the same or different in this story!*
- **Title, Author, and Illustrator:** *Let's start with the covers of our two books. The titles are: Click, Clack, Moo Cows That Type and Giggle, Giggle, Quack. Ok detectives, put on your searching glasses and see if you notice things that are the same or similar about the covers of these stories. Give some search time. Turn to your partner and share something you saw that was similar about the covers. Call on a few pairs to share. If needed, guide students to notice the cows, chickens, and the duck returning. If needed: Do you think the setting is the same in both stories, or different? What is your guess about the setting in Giggle, Giggle, Quack? What clues do you see that make you think that? (the animals, fence, grass). Something that I noticed was that both stories were written by Doreen Cronin and the illustrations or pictures were done by Betsy Lewin. The stories have the same author and illustrator! Did you see any differences on the cover? Repeat brief Turn and Talk then group share. If needed, guide to discuss the typewriter is gone, the duck has a pencil, and now there's laughing pigs on the cover.*
- **Detectives Challenge:** *Ok detectives, here's the first thing I need your help with. We talked about how duck was back in the story, but this time he doesn't have a typewriter, he has a pencil! I wonder what in the world duck will be doing with a pencil? Do you think duck might be trying to play some more tricks on Farmer Brown? Let's keep an eye on duck - anytime you see duck in the story with a pencil, I want you to put your hands on your head! This will let me know that you spotted duck up to something in our story and we can figure out what it is.*
- **Search the Picture:** *This page shows us the title of our story again. Pause on the first page with the title and the picture of Farmer Brown and his brother Bob. Let's just look at the picture on this page. What do you notice in the illustration? (There are two characters walking and a pencil is falling out of Farmer Brown's pocket.) Why do you think it is important that the illustrator shows us the pencil falling out? (It shows us how duck got the pencil.)*
- **Title Page:** *Turn to the title page. This is the title page, where it tells us the title of the story, and the author and illustrator. I see a picture of a duck by the words of the title: Giggle, Giggle, Quack! What does "Giggle, giggle" mean? (Someone is laughing). The author wrote the word "Quack" and put a picture of a duck - who is laughing? (Duck). Why did the author use the word Quack to show the duck is laughing? What do you see happening in the illustration on this page? Duck finds the pencil. What clues does the illustrator give us now that help us know for sure the setting is on the same farm as our Click, Clack Moo book? (The same pathway, fence and barn). Ok, detectives - keep an eye and ear out for details in the words and illustrations that let us know what our characters' experiences are. I think we will be seeing a lot of duck again in this story. Everytime you notice duck, I want you to put your hands on your head so that I can see you're focusing on the details of our story. This will help us better understand the story and our character's experiences!*
- **Let's Read:** *Interactively read Aloud Giggle, Giggle, Quack, building students' background knowledge by defining vocabulary and concepts with ask and answer questions, and pausing to ask text dependent questions. Questions during the reading include (but are not limited to):*
 - Pgs. 1-2** *Why is Bob going to be in charge of the animals?*
 - Pg. 3-4** *What type of instructions do you think Farmer Brown would leave for Bob? Why do you think Farmer Brown asks Bob to keep an eye on Duck?*
 - Pgs. 5-6** *I see that you put your hands on your head! That shows me that you also saw duck with the pencil in our illustration. What was the first instruction left for Bob? Why do you think duck has the pencil? Why did the author write "Giggle, giggle, cluck?" (The author used the word "cluck" to show the hens are laughing. "Cluck" is the animal sound that only hens make)*
 - Pgs. 7-8** *What is the setting in this part of the story? (in the barn).*
 - Pgs. 9-10** *What detail do you notice that the animals have on them? (electric blankets) Where did they get these?*

Pgs. 11-12 Good job detectives, you noticed duck again with the pencil and put your hands on your head! What was the next instruction left for Bob? How do you know the pigs are laughing on this page? (Giggle, giggle, oink). Why are the pigs laughing?

Pgs. 13-14 Do you think Farmer Brown would dry off the pigs with his favorite towels? Why/why not? Where are the pigs right now? Do you think this is normal for them?

Pgs. 15-16 The story says, "Farmer Brown called home," where is Farmer Brown calling home from? (He's somewhere else on vacation.) Is Bob following the directions Farmer Brown left? How do you think Farmer Brown would feel if he knew the animals weren't being taken care of like he asked? There's duck again with the pencil, good spotting! Let's make a prediction, what do you think duck will write for the next instructions?

Pgs. 17-18 We have talked about the word "proud" before. Think - What does it mean when Bob answers "proudly?" (Bob thinks he is following Farmer Brown's directions in the notes.) Are the notes really from Farmer Brown? Bob feels proud because he thinks he is following everything on Farmer Brown's notes, but how is he getting fooled? I see your hands on your heads again! What is duck doing while they're talking? (Sharpening his pencil.)

Pgs. 19-20 What clues does the illustrator give us that Farmer Brown is still away on vacation? Why would Farmer Brown say that duck was a bad influence – What does that mean? How do you know the cows are laughing in the background (Giggle, giggle, moo). The author also wrote giggle oink, giggle quack - who else is laughing (pigs and duck).

Pgs. 21-22 What is duck doing here? (writing the note) Who is laughing on this page? How do you know?

Pgs. 23-24 Why is Bob in the Kitchen making popcorn? What happens when he is not there? (The phone rings and the hen knocks the phone off the hook). Who do you think might be calling?

Pgs. 25-26 How do you think Farmer Brown feels hearing the animals laughing on the phone? After Farmer Brown yells "Duck!" who says "Uh-oh?" (Duck). Why do you think duck says that? Think and tell your opinion – What do you think Farmer Brown should do?

Pgs 27-28 What are the animals doing after Duck was on the phone? What do you think Farmer Brown will do after hearing them on the phone?

Pg. 29 Look carefully at the illustration. What is Farmer Brown doing? How can you tell?

- **After Reading:** Detectives, you did a fantastic job today spotting duck and seeing how he was playing tricks on Farmer Brown and his brother Bob! What was an event you noticed happening where duck was with the pencil? Duck picked up the pencil, he had it in his mouth, and he sharpened it. You also did great describing the different characters and the experiences each one had throughout the story! Now, we are going to take the information we have learned about Farmer Brown and Bob and record it on a new "T-chart"

Guided Practice "We Do" (Whole Group or Small Group) - Include opportunities for students to demonstrate acquisition of benchmark(s) with scaffolded guided instruction.

- **Turn and Talk:** We talked a lot about the character's experiences in the story. Who are some of the characters again? Are any of them new? Where is the setting?
- **T-chart:** Display teacher created T-Chart Template. Yesterday we discussed that all of those experiences that happened to the different characters are also called important events. If we didn't have those events, we wouldn't have a good story. What would happen if we retold the events of a story, but not in the order? (The story would be all jumbled up and it wouldn't make sense). Use the chart to review that stories happen in order of: Beginning, Middle, End. We can also use the words First, Next, Then, and Last when we retell a story.
- We also learned what it means to "compare" and "contrast." Can anyone help us remember what these mean? Right, when we compare we tell when things are the same. When we contrast, we tell when things are different. Think about how the two brothers ran the farm in yesterday's book, and today's book. Were Farmer Brown and Bob running the farm the same way or did they do different things? After 10 seconds: I hope you were thinking like me that Farmer Brown and Bob ran the farm very differently from each other.

- *We are going to compare and contrast the experiences of Bob and Farmer Brown running the farm at the beginning, middle, and end of the story. Remember, when we share our ideas, we will tell the events of the story in order (B-M-E). We can use the words First, Next, Then, and Last to help us retell the story in the right order. We can also tell which character we are talking about and the setting when that part happened. For example, I can tell my partner, "I remember that first Farmer Brown_____. But at the beginning of the book, Bob_____."*
- *Turn and Talk about the important events that happened at the beginning to Farmer Brown and Bob. Allow up to 2 minutes. Call on a few pairs to share - correct and clarify. Students should speak in complete sentences, provide the character(s) and/or setting when applicable, and tell an event that actually did happen in the beginning of the story. As accurate events are shared, record them on the chart. Repeat with the Middle and End chart sections, reminding students to begin with "Next", and "Then", and "Last." Repeat with the middle and then ending.*
- *Once the B-M-E events are charted, review what was recorded and briefly discuss which experiences were similar (including settings) and which were different.*
- **Reading Detectives:** *Detectives, you shared some great details about Bob and Farmer Brown's experiences! When we compared and contrasted, we learned about how some of their experiences were the same or different. We also saw some characters that were the same from the last story and some new ones. Tomorrow we will compare the characters from both books!*

Independent Practice "You Do" (Independent or Small Group) - Include opportunities for students to demonstrate progression toward mastery of benchmark(s) while practicing the reading/writing component.

- **Opinion:** *We have learned about telling our opinion, and giving a reason for our opinion. What does opinion mean? Reteach as needed, using the teacher created Opinion Anchor Chart. Then: There is no right or wrong opinion – your opinion is just what you think.*
Yesterday, each of you wrote your opinion about whether or not you agreed with what Farmer Brown did to run his farm and giving into the animals' demands. Today, I want you to think about Farmer Brown's choice to go on vacation and leave Bob in charge of the animals. I bet you have an opinion about what Farmer Brown did. Either you agree, and if you were Farmer Brown and you would have left to go away on a vacation, too. Or, you disagree and if you were Farmer Brown you would have done something different. So, if you were Farmer Brown would you go on vacation and leave Bob in charge? Why or why not? Think about that for a minute.... Think about evidence from the story that the author wrote and the illustrator drew. Don't tell if you agree or disagree yet, just think and hold that in your brain. Provide up to 1 minute think time.
- **Turn and Talk:** *We have learned that our opinion is our own, there is no right or wrong answer. You can think that Farmer Brown did the right thing going on vacation and leaving the animals with Bob. Or, you can think he did the wrong thing, and you have an idea of what he should have done instead. It is important for us to listen to other's opinions, even when they are different from our own. So, Turn and Tell your partner if you think Farmer Brown did the right thing or the wrong thing. Then tell why you have that opinion. As students share, monitor conversations and help them give a reason why, as needed. Have a few students share out for brief class discussion, modeling how to tell their opinion and reason in 2 complete sentences.*
- **Let's Write:** *Now that we have had a chance to think and share our opinion on what you would do if you were Farmer Brown, you are going to be authors and write down your opinion and the reason you have that opinion. Here are your two choices:*
 1. *If your opinion is that Farmer Brown did the right thing, then write that and tell why you think that was the right thing to do.*
 2. *If your opinion is that Farmer Brown did the wrong thing, then write that and tell why you think that was the wrong thing to do.**After you write your opinion, either way, you will add one more sentence telling what you would do if you were Farmer Brown. Remember to support your opinion by using text evidence, or details from the story and make sure to have 2 sentences.*

- **Writing Goals:** Review the previously made *Writing Goals Anchor Charts*. Select those most needed by students, based on observations made in recent writing. Directly teach a couple of the goals you want students to focus on applying. **EE.5.1**

DIFFERENTIATION: At this point in the school year, students should be able to complete an opinion writing response without the use of a writing frame. However, if a writing frame would be beneficial for some students to use, write the frame on the white board for students to track and write on their own writing paper:

- Farmer Brown did the right thing going on vacation because _____. I would _____.
- Farmer Brown did the wrong thing going on vacation because _____. I would _____.
- Once students are working, call small groups to the teacher table to provide focused instruction on any ELA components deemed necessary, such as phonics, sight words, leveled text guided reading, guided writing, etc.
- **Wrap Up:** Optional “Down on the Farm” song poster on slide. Encourage students to clap or pat their hands to the beat while reading/singing together. At the end of the song, point out the rhyming words: play, say, hen, pen, etc. Provide additional words and have students show thumbs up/thumbs down if the word you provide rhymes with cat, frog, etc. Ex: ten, hat, force, log etc.

Small Group Instruction - This area of the Lesson Plan is a holding place for future small group instruction, which will be expected to be held for a minimum of 30 min. daily, starting no later than the 30th day of school.

Station Rotation Board: Optional slide may be used for small groups &/or centers.

Teacher-Led (Guided Reading):

Student-Led (ELA Stations/Centers): Optional Small Group or Center Resources to be used during any Lesson in this unit:

- [Dear Farmer Brown-A](#) or [Dear Farmer Brown-B](#) - Select which template to use. Students pretend that they are the cows. Students write a letter to Farmer Brown and request what they would want if they were one of the cows.
- [Giggle, Quack Blends](#) - Students segment each word, and build it with magnetic letters. Next, they write the word next to the correct number. When finished, they write 2 or more sentences on the back using words they select from the front.
- [Beginning, Middle, End, template day 2](#) - Place a copy of the Giggle, Giggle, Quack book at this center for students to reference as they retell with drawing and writing.
- [Giggle, Giggle, Quack, Sequencing Cards](#) - Works well at the pocket chart, on the floor or a table. Kids work independently or with a partner. Provide a copy of the book at the center for students to reference.