

Click, Clack, Vocabulary! A Lesson on Persuasive Words

Materials Needed:

- The book: *Click, Clack, Moo: Cows That Type* by Doreen Cronin
- Index cards or small pieces of paper (6-8)
- Markers or pens
- Lined paper for writing
- An optional "mailbox" (a decorated shoebox or container)
- An old keyboard (optional, for fun and tactile engagement)

Lesson Plan Details

Subject: English Language Arts, Vocabulary

Grade Level: 3rd Grade

Time Allotment: 45-60 minutes

1. Learning Objectives

- The student will define and correctly use 5 new vocabulary words from the story in oral sentences.
- The student will demonstrate a deeper understanding of the vocabulary by writing a persuasive letter from the perspective of a new farm animal, using at least 3 of the target words.
- The student will analyze the impact of word choice by explaining why their chosen words make their letter more persuasive.

2. Target Vocabulary Words

Select 5-6 words from the story. Write each word on one side of an index card and its simple, student-friendly definition on the back.

- **Impatient:** Feeling annoyed because you have to wait. ("*Not wanting to wait anymore.*")
- **Demand:** To ask for something forcefully, like you expect to get it. ("*To say you must have something.*")
- **Strike:** To refuse to work until your demands are met. ("*To stop working to get what you want.*")
- **Neutral:** Not taking a side in an argument. ("*Staying in the middle.*")
- **Snooping:** Trying to find out about someone's private business. ("*Peeking where you shouldn't.*")
- **Ultimatum:** A final threat; a "last chance" offer. ("*The very last offer before something bad happens.*")

3. Lesson Activities & Procedure

Part 1: The Read-Aloud & Word Hunt (15 minutes)

1. **Engage:** Ask the student, "If an animal on a farm could ask for something, what do you think it would be and why?" Listen to their ideas.

2. **Read:** Read *Click, Clack, Moo: Cows That Type* aloud with expression. If you have an old keyboard, let the student press the keys whenever you read the "Click, clack, moo" part.
3. **Word Hunt:** As you read, pause when you get to one of the vocabulary words. Show the student the word on the index card. Read the definition on the back and discuss it in the context of the story. For example, "The cows were *impatient*. How do we know they didn't want to wait anymore?"
4. **Vocabulary Action:** For each word, create a simple action together.
 - **Impatient:** Tap your foot.
 - **Demand:** Make a fist and point.
 - **Strike:** Cross your arms firmly.
 - **Neutral:** Shrug your shoulders.
 - **Snooping:** Pretend to peek around a corner.
 - **Ultimatum:** Hold up one finger for "one last chance."
 Quickly run through the words and have the student do the matching action. This is a great formative check for understanding.

Part 2: Creative Application - A New Farm Protest (20-30 minutes)

1. **The Challenge:** Tell the student: "The cows got their electric blankets. Now, another group of animals on the farm has a demand! Your job is to help them write a persuasive letter to Farmer Brown."
2. **Brainstorm:** Help the student choose a new animal group (pigs, sheep, ducks) and a reasonable (or funny) demand.
 - Pigs might demand a bigger mud puddle.
 - Sheep might demand stylish sweaters instead of being sheared.
 - Ducks might demand a diving board for their pond.
3. **Drafting the Letter:** The student will now write a letter from the perspective of their chosen animal group. The letter must:
 - Clearly state the animal's demand.
 - Use at least **three** of the new vocabulary words correctly.
 - Be signed by the animals (e.g., "Sincerely, The Pigs").
4. **Teacher Role:** Act as a guide. If the student is stuck, offer sentence starters like, "We are tired of waiting and are growing very ____." or "This is our final offer, our ____."

Part 3: Sharing and Closure (5 minutes)

1. **Presentation:** Have the student read their letter aloud, perhaps using a funny animal voice.
2. **Deliver the Mail:** Let the student fold up their letter and place it in the "mailbox" for Farmer Brown to read later.
3. **Review:** Ask a final connecting question: "Of all the words we learned, which one do you think is the most powerful for getting what you want? Why?" This encourages critical thinking about word choice.

4. Differentiation & Extension

- **For Support:** Reduce the number of required vocabulary words to two. Provide the letter template with fill-in-the-blanks for the vocabulary words. Work together to write the letter as a shared writing activity.
- **For Challenge:** Ask the student to also write Farmer Brown's typed reply to their new animal letter. Or, have them create a small, three-panel comic strip illustrating the new animals on strike and Farmer Brown's reaction.

5. Assessment

- **Formative (During Lesson):**
 - Observe the student's participation in the "Vocabulary Action" game to gauge initial

understanding.

- Listen to their oral explanations of the words during the read-aloud.

- **Summative (End of Lesson):**

- The persuasive letter serves as the primary assessment. Evaluate it based on:
 1. Clarity of the animal's demand.
 2. Correct use of at least three vocabulary words in context.
 3. The overall persuasive and creative tone of the letter.