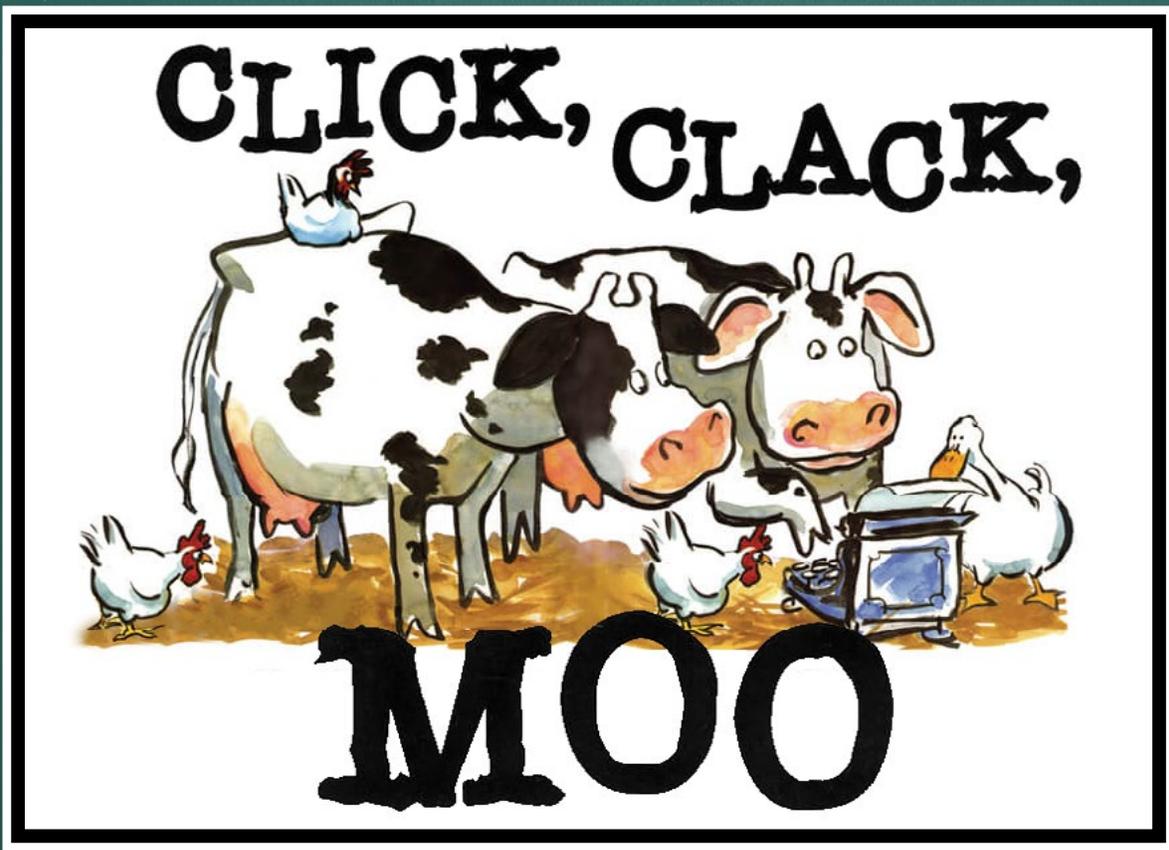


2025-2026

# Discovery

Series RESOURCE GUIDE



**DAYTON LIVE**

Your Home for Arts,  
Culture & Entertainment

**Friday, March 16, 2026**

**9:30 & 11:30 a.m.**

**Victoria Theatre**

Welcome to the 2024-2025 Discovery Series at Dayton Live. We are very excited to be your education partner in providing professional arts experiences to you and your students!

“Cows that type? Hens on strike! Whoever heard of such a thing!” Farmer Brown cries. When his granddaughter Jenny comes for a visit, Farmer Brown declares the farm a tech-free zone. He takes her laptop in the cold barn with the shivering cows who use her computer to type messages requesting blankets. “No way,” replies Farmer Brown. “No blankets!” So, the cows go on strike and the chickens join them in solidarity. No blankets? No milk! No eggs! Will Farmer Brown give in to the animals’ demands? Will Jenny get her computer back? Find out in a hilariously moving musical about negotiation and compromise.

The information and activities in this guide have been carefully crafted to help you and your students explore the many ways a live theatre experience can create endless learning opportunities. Grade level icons will help you determine which activities are good for your students, too. Don’t forget to take advantage of the local resources listed to extend the play-going experience and make even more curricular connections for you and your students. Thank you again, and welcome!



The Education & Engagement Team

# Curriculum Connection



You will find these icons listed in the resource guide next to the activities that indicate curricular connections. Teachers and parents are encouraged to adapt all of the activities included in an appropriate way for your students’ age and abilities. **CLICK, CLACK, MOO** fulfills the following Ohio State Standards and Benchmarks for kindergarten through 3rd grades:



## Learning Standards Related to **CLICK, CLACK, MOO**

**ELA:** RL.K.1, RL.K.2, RL.K.3, RL.K.10, RL.1.1, RL.1.2, RL.1.7, RL.2.1, RL.2.5, RL.2.7, RL.3.1, RL.3.3, RL.4.2, RL.4.3, RL.4.7, RL.5.7; RF.K.3, RF.1.3, RF.2.3; W.K.3; SL.K.1, SL.K.2, SL.K.5, SL.1.1, SL.1.2, SL.1.5, SL.1.6, SL.2.1, SL.2.2, SL.2.6

**SOCIAL STUDIES:** K.GS.9, K.GS.8, K.ES.11, K.ES.12; 1.ES.11, 1.ES.12; 2.ES.15

**FINE ARTS | DRAMA:** K.1.CR, 1.1CR, 2.1CR, 3.1CR; K.1PE, K.2PE, K.3PE, K.1RE, K.2RE, K.5RE, 1.1RE, 1.2RE, 1.5RE, 2.1RE, 2.5RE, 3.1RE, 3.3RE; K.1CO, K.2CO, K.3CO, 1.1CO, 1.3CO, 2.3CO

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# Pre-Show Conversation Starters

**G**et excited for your trip to the Victoria Theatre by checking out this video

- 1 Pickle Jean, our Audience Etiquette Monitor, helped us learn about BRAVO. Do you remember what each letter stands for?
- 2 Based on this video, what are some ways you can be the best audience member you can be?
- 3 How can you as an audience member help the performers onstage do the best job they can for you?
- 4 Is this your first visit to a theatre? If so, what are you most looking forward to?



## Theatre Vocabulary

► **Director** – The director of the show is the person that makes the overall vision and helps the show come to life.

► **Producer** – They are responsible for helping to make sure the show happens at all! From the very beginning of supporting the team, ensuring funding, and setting up a smooth path for the director.

► **Writer** – This is the person who writes the story and/or the script for the show.

► **Designers** – There are many different designers that can be part of creating a show. **Set designers** create a set, (the scenery), for the show and make sure it aligns with the director’s creative vision. **Costume designers** are responsible for designing and making, or gathering, what the actors will wear on stage. **Lighting designers** create the lights that help tell the mood of the story. **Sound designers** ensure all the actors and music are heard, and help create sound effects as needed.

► **Narrator** – Not all shows have a narrator, but sometimes there is an actor on stage, or a voice off stage, who is helping to detail what is happening in the story.

► **Composer** – Composers write or gather the music needed for a show.

► **Usher** – These are the people who will greet your bus, lead your class into the building and help you find your seat. **Be sure to say “hello!”**

► **Stage Crew** – These are the people who work backstage, so you won’t see them in the lobby, but you might see them before or after the performance, and sometimes, they even come on stage during the performance to move things.

► **Lighting & Sound Operators** – These are the people who control the lighting and the sound for the performance. You may see them in the middle of the auditorium at the big sound board or in the back of the auditorium in the booth. Sometimes, the spotlight operators are in the back, way above your head.

► **Performers** – These are the people on the stage who may be dancers, musicians, singers, actors, puppeteers or acrobats. It is their job to communicate using their bodies, instruments and voices.

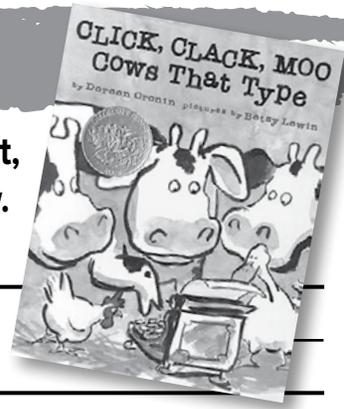
### Pre-Show Discussion Questions

You may want to read **Click Clack Moo: Cows that Type** and review the plots and characters with your students.

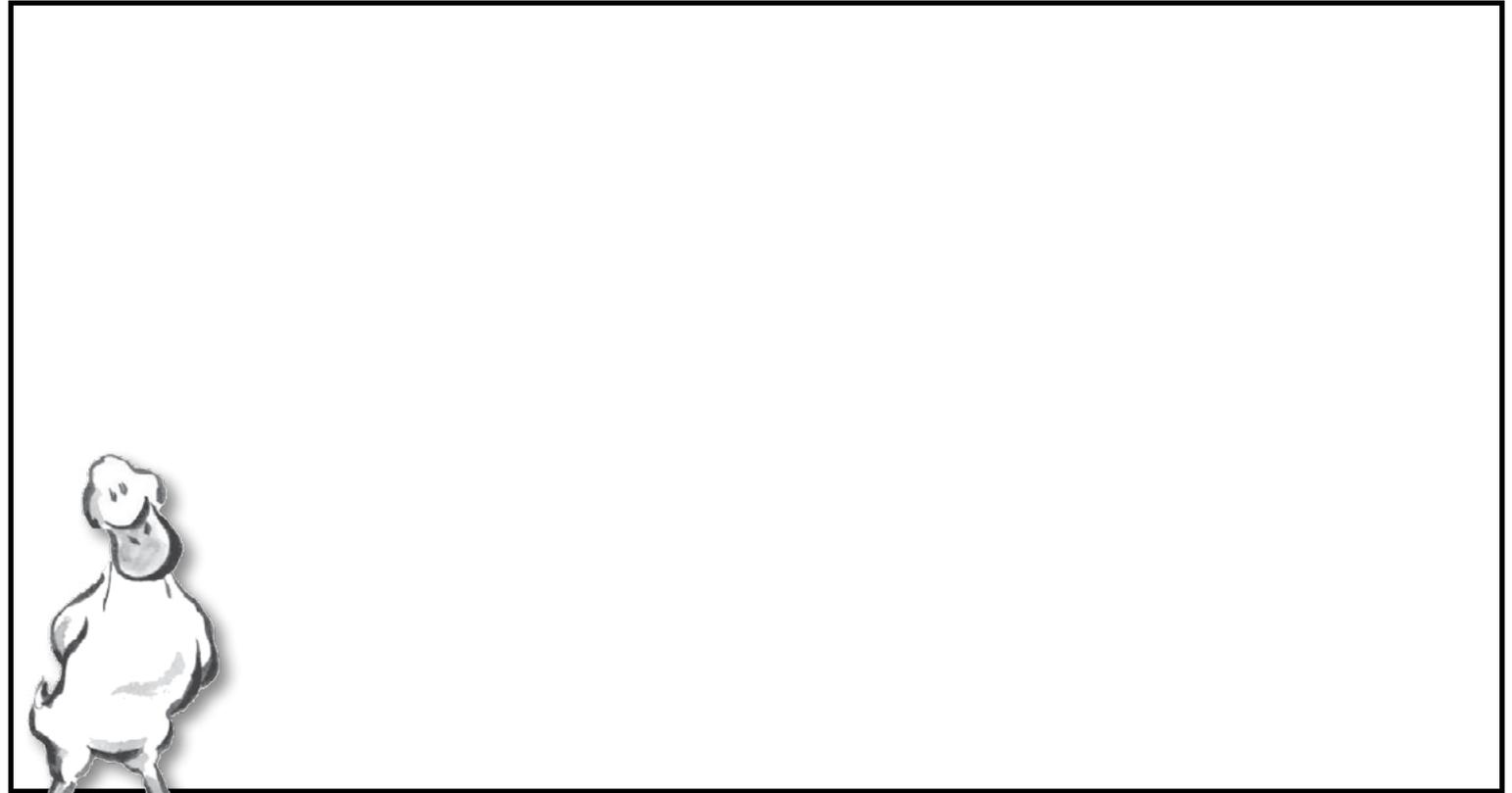
- 1 Discuss the ways humans communicate with each other (*face to face, phone, email, text*), Then discuss how animals communicate with each other. How do humans and animals communicate with each other? What do you think animals would say to us if they could talk?
- 2 Discuss how humans and animals are alike and different. What are some things people can do that animals can’t? (*talk, drive, cook*) Name some activities that both animals and humans can do. (*eat, find shelter, protect their young*) What can animals do that humans can’t? (*see in the dark, breathe underwater, fly*) You can even make a Venn diagram of all three.
- 3 Ask the class if they can name any stories where animals behave like humans. (**The Three Bears, The Three Pigs, Max & Ruby** stories) Discuss the concept of “personification,” when an author gives an animal human characteristics.

# Making Predictions

What do you think the show will be about? Or, if you are reading the book first, what do you think the book will be about? Write and draw your prediction below.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing a prediction.



# Reader's Theatre

Perform the story as a class reader's theatre! Take turns with role-playing so everyone can test out their acting skills. You could even perform for your neighboring classroom!

**Readers' Theater Script: *Click, Clack, Moo, Cows That Type* by Doreen Cronin**  
**Roles: Narrator 1, Narrator 2, Narrator 3, Cows, Farmer Brown, Ducks, Audience**

**Narrator 1:** Farmer Brown has a problem. His cows like to type. All day long he hears...

**Audience:** Click, clack, moo. Click, clack, moo. Clickety clack, moo.

**Narrator 2:** At first, he couldn't believe his ears. Cows that type? Impossible!

**Audience:** Click, clack, moo. Click, clack, moo. Clickety clack, moo.

**Narrator 3:** Then he couldn't believe his eyes. He got a note from the cows.

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

**Narrator 1:** It was bad enough the cows had found the old typewriter in the barn, now they wanted electric blankets!

**Farmer Brown:** "No way. No electric blankets."

**Narrator 2:** So the cows went on strike. They left a note on the barn door.

**Cows:** Sorry. We're closed. No milk today.

**Farmer Brown:** "No milk today!"

**Narrator 3:** In the background, he heard the cows busy at work:

**Audience:** Click, clack, moo. Click, clack, moo. Clickety clack, moo.

**Narrator 2:** The next day, he got another note.

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

**Narrator 3:** The cows were growing impatient with the farmer. They left a new note on the barn door.

**Farmer Brown:** CLOSED, no milk, no eggs.

**Narrator 1:** In the background he heard them.

**Audience:** Click, clack, moo. Click, clack, moo. Clickety clack, moo.

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

**Narrator 2:** Farmer Brown was furious. Farmer Brown got out his own typewriter.

**Farmer Brown:** Dear Cows and Hens: There will be no electric blankets. You are cows and hens. I demand milk and eggs. Sincerely, Farmer Brown

**Narrator 3:** Duck was a neutral party, so he brought the ultimatum to the cows.

**Narrator 1:** The cows held an emergency meeting. All the animals gathered around the barn to snoop, but none of them could understand moo.

**Narrator 2:** All night long Farmer Brown waited for an answer.

**Narrator 3:** Duck knocked on the door early the next morning. He handed Farmer Brown a note. *(Duck waddles over to Farmer Brown carrying a note in his beak.)*

**Cows:** 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

**Narrator 1:** 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.

**Narrator 2:** The next morning he got a note.

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

**Audience:** Click, clack, quack. Click, clack, quack. Clickety, clack, quack.

# Story Elements

Story elements are the parts that make a story, well, **a story!** Independently or in a group, fill out the story elements chart below. Don't forget to share your favorite part when you've finished.

**SETTING**

**CHARACTERS**



**CLICK, CLACK,  
MOO**

**PROBLEM**

**SOLUTION**



**My favorite part:**


# Story Sequencing

Independently or in groups, have students draw a picture of the story moment on each card. Then, instruct students to cut them out along the dotted lines. Working together, have students put the cards in the correct sequence of events.

The duck writes a message.

Farmer Brown gives blankets to the animals.

The hens will not lay eggs.

Duck carries the messages.

The cows will not give milk.

Farmer Brown says "No blankets"

The cows type a second note to Farmer Brown.

The cows ask for blankets.



# Ending Sounds in *Click, Clack, Moo*

Cut out the pictures at the bottom of the page on the dotted line. Then, sort each picture to its matching word ending. Last, use a glue stick to glue each picture in the boxes below each word ending.



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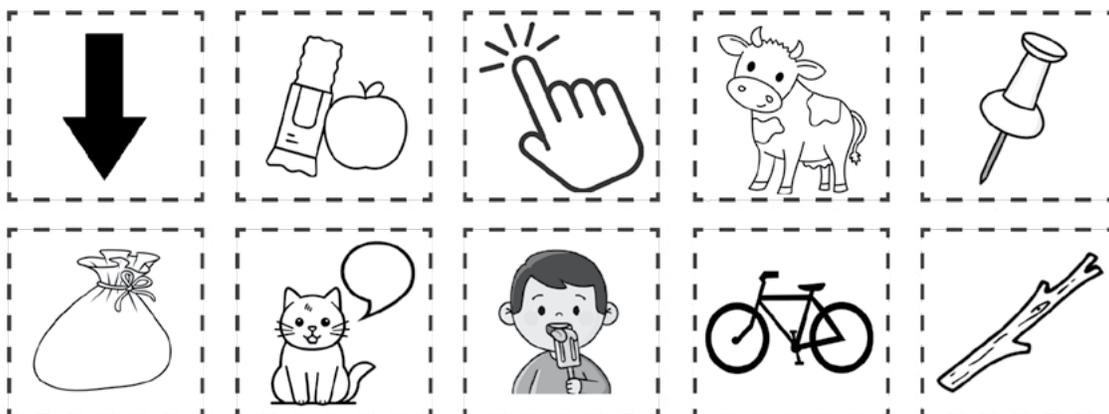
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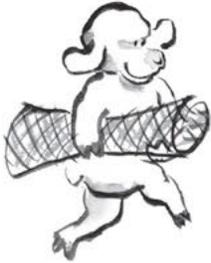


# Farm Animal Sound Match

Match up each animal to the sound it makes!



"BAA!"



"DINK!"



"QUACK!"



"CLUCK!"



"SQUEAK!"



"MOO!"

# Fill in the Blanks

Below are two of the notes from **Click, Clack, Moo: Cows That Type**. They are each missing some words. Using the word bank below, fill in the blanks of the missing words in each note.

cold  
hens  
Brown

Dear  
blankets  
barn

Sincerely  
cows  
milk

Farmer  
electric



Dear Farmer \_\_\_\_\_,

The \_\_\_\_\_ is very \_\_\_\_\_

We'd like some \_\_\_\_\_ blankets.

\_\_\_\_\_,

The Cows

\_\_\_\_\_ Cows and \_\_\_\_\_,

There will be no electric \_\_\_\_\_.

You are \_\_\_\_\_ and hens. I demand \_\_\_\_\_

and eggs.

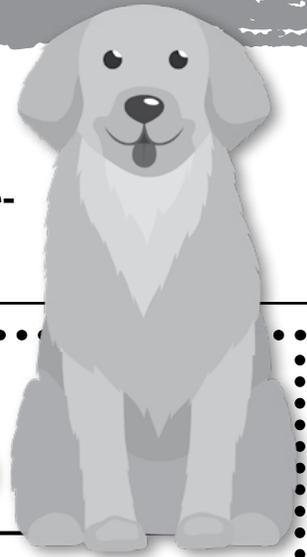
Sincerely,

\_\_\_\_\_ Brown



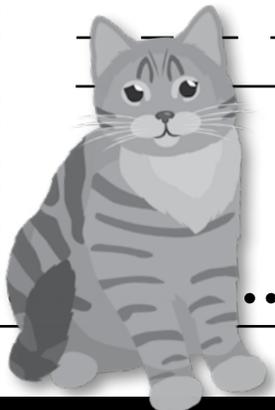
# Dear Human: A Letter From Your Pet

Ask the students to write letters from their pets, or pet of a friend, to themselves. What would the pet ask for? What might they want to change in the house? Be sure to include all requirements for writing a letter! Feel free to use the template below.

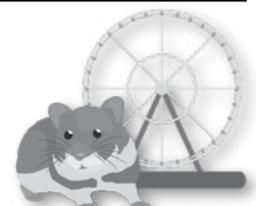


Dear \_\_\_\_\_

Handwriting practice area with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing the letter.



Sincerely, \_\_\_\_\_



# Dear Dayton Live

**Thanks for coming today!** We would love to hear about your experience at the show. Use the lines and boxes below to write and/or draw about your trip.

**Dear Dayton Live,**

**My favorite part of the show was** \_\_\_\_\_

\_\_\_\_\_

**I really loved when** \_\_\_\_\_

\_\_\_\_\_

**I wish that** \_\_\_\_\_

\_\_\_\_\_

**Thank you for** \_\_\_\_\_

\_\_\_\_\_

**My favorite part of the show was**

**I really loved when**

**I wish that**

**Thank you for**

Email your surveys to

<https://www.daytonlive.org/series/discovery/>

or mail to: **Dayton Live**

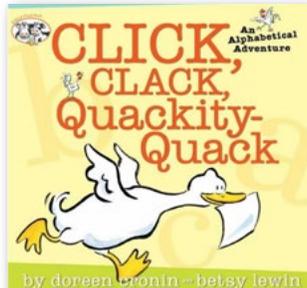
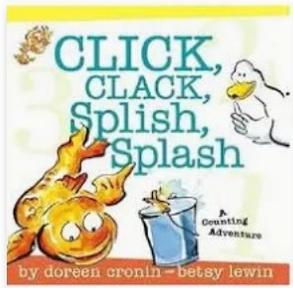
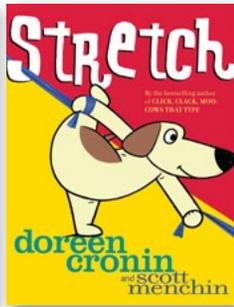
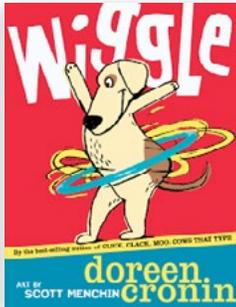
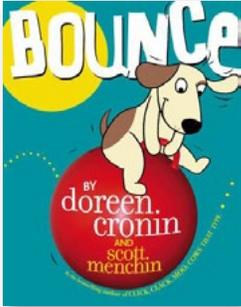
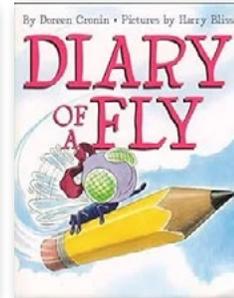
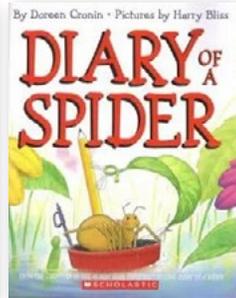
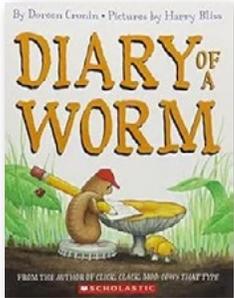
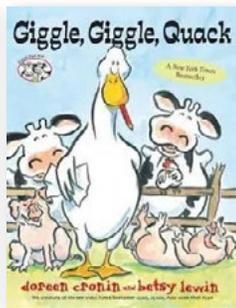
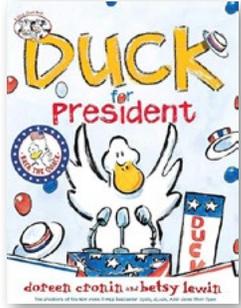
**Attn. Discovery**

**138 N. Main Street**

**Dayton, OH 45402**

# Resources for Students and Teachers

## More by Doreen Cronin



## Resources for Parents & Educators

Learn more about author Doreen Cronin! Visit <https://doreencronin.com/>

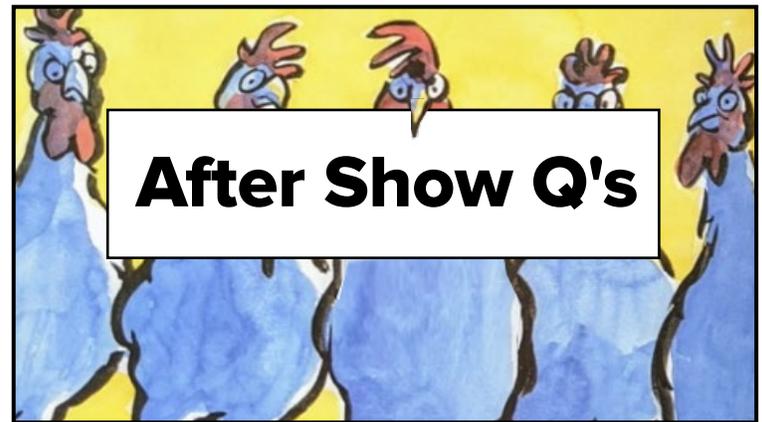
Teaching Mini-Unit and Activities from PBS Kids: <https://www.pbs.org/video/k-2-673-click-clack-moo-cows-that-type-wetfpm/>



Reading Successes Delivered

Kids Read Now is a non-profit organization that delivers in-home book reading programs that get PK-5 students reading

more frequently and consistently. They are working to help bridge out-of-school learning time and build strong young readers: <https://kidsreadnow.org/resources>



- 1 Ask your students how the play was different from the book **Click Clack Moo: Cows That Type** you read. How was it the same? Discuss the costumes. How did the actors portray the farm animals?
- 2 Farmer Brown was very upset by the idea of giving the cows blankets. Why do you think the idea bothered him so much? Did he do the right thing in the end? What else could he have done?
- 3 The cows and chickens were unhappy in the barn. What else could they have asked for other than blankets? What would animals in a zoo ask for? A circus?

Brought To You By  
**DAYTON LIVE**

138 North Main Street Dayton, OH 45402

**DAYTON LIVE  
DISCOVERY**

The Education and Engagement programs of Dayton Live are made possible through the support and commitment of the following sponsors and donors whose generosity have opened the door of live theatre to the students of the Miami Valley:

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*Interested in learning more about theatre?!*

The Dayton Live Creative Academy offers a variety of professionally curated performing arts experiences for all ages. From classes for beginners, and summer camps for the adventurous, to Broadway after-school intensives for the curious, there are year-round activities for everyone in the family. Join us for fun, for adventure, and to develop your own creativity. This is performing arts education for **EVERYONE!**

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<https://www.daytonlive.org/education>

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**DAYTON LIVE'S**

*Sensory-Inclusive  
Performances*



Dayton Live is committed to making sure everyone in our community can enjoy live performances in our theatres. One of the important initiatives in that commitment is providing sensory-friendly performances.

These productions are part of our **Children's Theatre Series** and are specifically designed for children and adults with an autism spectrum disorder, other sensory processing diagnoses, and other special needs. You can expect a reduction of loud or jarring sounds, the absence of flashing or strobe lighting on stage, modification of house lights during the performance, and a judgement-free environment where all patrons can feel free to vocalize or move around the theatre if they need to. Additional resources have also been created to help make your theatre-going experience exceptional.

**CLICK CLACK MOO**

Sunday, March 15, 2026, 2 p.m. • Victoria Theatre

**BILL BLAGG'S FAMILY MAGIC**

Sunday, March 29, 2026, 2 p.m. • Victoria Theatre



**DON'T FORGET**  
All schools are encouraged to create thank you letters or cards for our sponsors! Please address them to:

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Dayton, OH 45402