



Dress up a Cow

WHAT'S THE Big Idea? Interdependence

Materials

- **How Now, Brown Cow?** by Alice Schertle

Gather the following materials into a large bag. Each item represents a part of a cow.

- **udder:** cool whip container with baby bottle nipples for the teats with a string for tying around the waist
- **tail:** fly swatter with string for tying around waist
- **horns and ears:** headband with cardboard ears and horns attached
- **hooves:** 4 socks with hoof prints on the bottom
- **tongue:** sandpaper cut to the size of a real cow's tongue, with a clip to attach somewhere around their neck area
- **stomachs:** laminated picture of a cow's stomach, see Appendix p.236, with a string for tying around the waist.

Enduring Understandings

- All animals have certain characteristics such as how they look, what they eat and how they behave.
- Observing and learning about animal characteristics can help us better understand them, and how we are all part of a community and interdependent.
- Dairy cows have unique body parts.

Objectives

- Children demonstrate an understanding of why farmers raise milk cows.
- Children show interest and curiosity in the body parts of a cow.

Directions

1. Read a few poems from *How Now, Brown Cow?* by Alice Schertle to give your students an idea of the many types of cows. Explain to the students that they are going to dress up one of their classmates or an adult helper as a cow. Ask them to try to imagine what a cow looks like and what special parts it has. Show them a few pictures of cows so that even if they have never seen one, they can participate. What makes a cow unique?
2. Pick a volunteer from the class to be dressed up. Let them know that they are going to look silly and the others may laugh at them. Are they okay with that? Have him or her stand where everyone can see.
3. Ask the students to suggest how to make the volunteer look more like a cow. As they come up with ideas, pull the appropriate prop that you have made from your bag, and dress up the volunteer with the prop.
4. After you have dressed up the volunteer with all the cow props you have, ask the





A cow's tongue feels like sandpaper!

students what they could add to make the student look even more like a cow (e.g., fur, eyes on each side of their head, big wet nose, teeth).

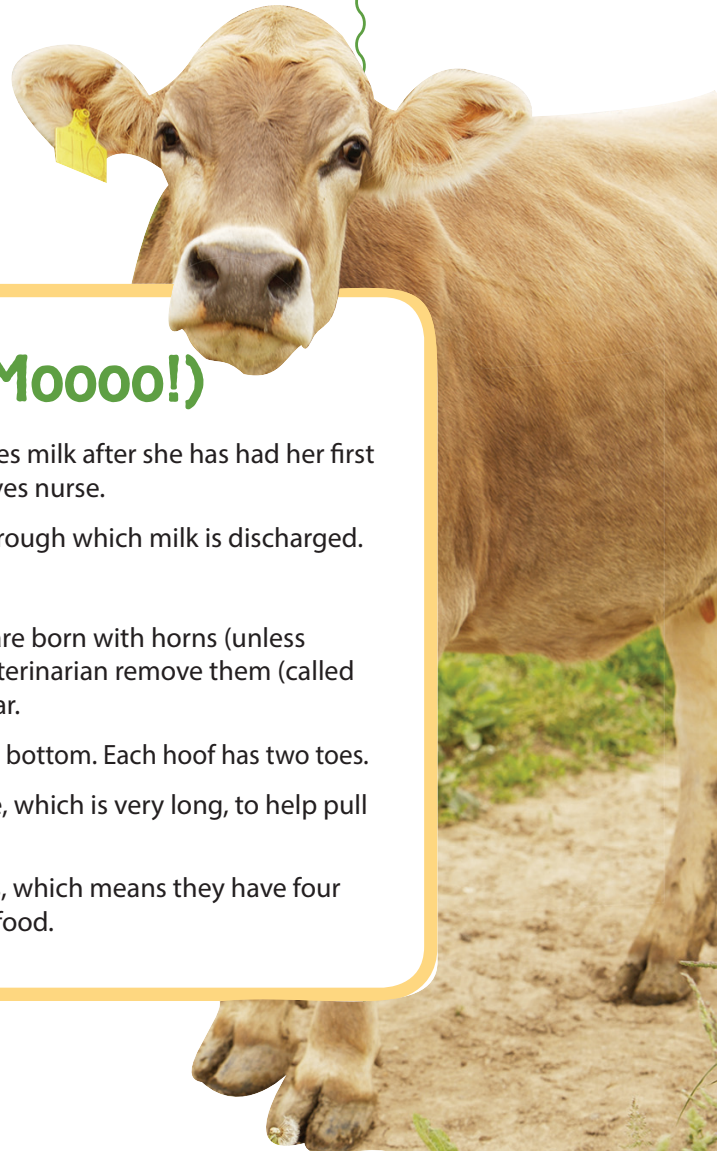
5. Process and reflect on the experience with the children by engaging in a conversation guided by the discussion questions.

Discussion Questions

- Discuss how are we different from cows. How are we similar?
- What other animals are similar to cows?

Extensions

- Have several bags of Dress up a Cow props so that children can use them during free choice time. Include farmer-type clothes, heavy boots, long pants, hat, flannel shirt, so others may dress up as farmers to tend the cows.



Vocabulary (Click Clack, Mooooo!)

Udder: A female cow has an udder that produces milk after she has had her first calf. The udder has four teats from which the calves nurse.

Teats: Any of the projections from the udder through which milk is discharged.

Tail: Cows use their tails as fly swatters.

Horns and ears: Both male and female cows are born with horns (unless they are a polled breed), and the farmer has a veterinarian remove them (called dehorning). Cows have big ears to help them hear.

Hooves: Cows have four legs with hooves on the bottom. Each hoof has two toes.

Tongue: Cows use their sandpaper-like tongue, which is very long, to help pull in the grass and hay that they eat.

Stomachs: Unlike humans, cows are ruminants, which means they have four parts to their stomach to help them digest their food.