

# **Farmer McPeepers and His Missing Milk Cows**

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## **Story Summary**

Farmer McPeepers is missing both his eyeglasses and his milk cows. He searches for his cows at the pond, the swimming hole, the playground and all around town. McPeepers is so near-sighted without his glasses that he can't see his that his mischievous milk cows are all having fun all over town.

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## **Pre-Reading**

Ask students, "Why do some people wear glasses?" Discuss reasons for eyeglasses, sunglasses, protective glasses, etc. Tell students they are going to hear a story about a farmer who can't see very well without his glasses.

*Optional:* Pass around an old pair of glasses that have been smeared in petroleum jelly. Tell the students that when they look through the glasses, they are seeing things the way that Farmer McPeepers might see things. Ask them what they can and can't see. (Have towels available to wipe hands as needed.)

## **Discussion Questions**

1. What happened to Farmer McPeepers glasses? (literal)
2. Why did the cows take his glasses? (inferential)
3. What happened when Farmer McPeepers went to get his trusty steed, Thunderbolt? (literal)
4. If you could do one of the activities with the cows, which would you pick? Why? (evaluative)
5. What do you think Farmer McPeepers is thinking when he finally sees his milk cows? (inferential and evaluative)
6. What are the cows planning to do next? (inferential)

## **Story Grammar**

Create a story map of *Farmer McPeepers and His Missing Milk Cows* to teach the basic elements of story grammar.

**K-1:** Put a large sheet of butcher paper on the board and divide it into three columns. Label columns “Beginning” “Middle” and “Ending.” Ask students what happened in the beginning of the story and record answer in the first column, (e.g. *Farmer McPeepers lost his glasses and his milk cows.*) Repeat with the middle and ending. Allow students to take turns illustrating scenes or picture from the beginning, middle and ending of the story, on the story map.

**2-3:** Divide a large sheet of butcher paper into five columns. Label columns, “Characters” “Setting” “Problem” “Events” “Ending.” Discuss each element and record ideas about each element in each column. Older students may divide a large sheet of paper into five columns and record answers independently.

### **Closure**

Review the events of the story with this adaptation of “We’re Going on a Bear Hunt”

### ***We’re Going on a Cow Hunt***

*Students echo each phrase; pat hands on thighs in rhythm with the chant*

We’re going on a cow hunt  
We’re going to find some milk cows  
Do you hear a moo? Mooooo!  
Look at the fishing pond  
Splish-splash, splish-splash  
No cows here

We’re going on a cow hunt  
We’re going to find some milk cows  
Do you hear a moo? Mooooo!  
Look at the schoolyard  
Giggle-giggle ha!  
No cows here

We’re going on a cow hunt  
We’re going to find some milk cows  
Do you hear a moo? Mooooo!  
Look at the swimming hole  
Whaahoo! Splash!  
No cows here

We’re going on a cow hunt  
We’re going to find some milk cows  
Do you hear a moo? Mooooo!  
Look at the ballpark  
Batter up! Hey!  
No cows here

We’re going on a cow hunt  
We’re going to find some milk cows  
Do you hear a moo? Mooooo!  
Look at the playground  
Yippee!  
No cows here

We’re going on a cow hunt  
We’re going to find some milk cows  
Do you hear a moo? Mooooo!  
Look at the hoedown  
Yee-haw!  
No cows here

We’re going on a cow hunt  
We’re going to find some milk cows  
Do you hear a moo? Mooooo!  
Look at the movies  
Pop-pop-corn!  
No cows here

Wait! I found my glasses  
What do I see?  
Milk cows are coming home  
right to me!

# Where Will those Milk Cows Go Next?

## Objectives

Students use oral and written language to describe places  
Students begin to understand that advertising has a target audience

## Materials

Paper, crayons or colored pencils  
Travel brochures (optional)

Create a travel brochure that would appeal to McPeepers' Milk Cows. If possible, collect travel brochures from a travel agent, or download some from the Internet. Show students what travel brochures look like. With older students, discuss which groups of people each brochure is targeting, (e.g. single people, families, fishermen, etc.)

**K- 1:** Ask students, "Where do you think the cows will go next?" Brainstorm possible destinations. Help the class select one destination to write about. Discuss what McPeepers' Milk Cows would like about that particular destination, (e.g. surfing at the beach, skiing, on a mountain, etc.) Give each student a sheet of paper. Have them to draw a picture of the destination, and remind them to include the things that would appeal to McPeepers' cows.

**1-3:** Give each student a sheet of paper and ask, "Where do you think the cows will go next?" Brainstorm possible destinations and list the reasons that the cows might like to travel there. Have students write their favorite destination on one side of the paper. Discuss travel brochures and tell the students that they will be making a travel brochure to sell their destination to the cows. Have students turn the paper over and illustrate a scene that advertises their destination to Milk Cows. Encourage students to use key words and phrases to entice their target audience.

**2-3:** Put students into groups of two or three. Assign each student a destination that the group would be familiar with. It could be a generic place, like a park, campground, beach resort, or it could be something specific to your area, (a local amusement park, museum, recreational area, etc.) Discuss travel brochures and travel advertising. Give each group a sheet of poster board or butcher paper and have the group create a large brochure for their assigned destination. Have groups present brochure to class.

*Research Option:* Assign destinations that students will need to research. Allow time for groups to use the library or Internet to learn about their destination before creating their brochures.

*Media Option:* Have students create a commercial to go with their brochures. Video tape the commercials and show to the class.

# McPeepers' Milk Cows Math

## Objectives

Practice math problem solving and identifying problem solving clues  
Practice reading written numerals

## Materials

K-1 -copy problem(s) on overhead  
Red and yellow overhead markers  
2-3 –photocopy of grade level appropriate problem(s) per student  
Red and yellow crayon per student

**K-1:** Put the grade level appropriate problem(s) on the overhead, (or copy problem on the board.) Read to students and solve as a group.

**2-3:** Distribute copies of grade level appropriate problem(s) to students. Have students solve problem independently then share answers with class. Optional: Do the first problem on the overhead as an example.

**Use a red crayon to underline the question. Use a yellow crayon to underline the parts of the question that give information that helps solve the problem.**

Farmer McPeepers went to the playground to look for his missing milk cows. He found three cows on the monkey bars. “Get on home!” he said. He found two cows swinging in the swings. “Jump off those swings and get home!” he said. He looked inside the tunnel and saw one sleeping cow. He shook the cow and said, “Rise and shine. Get back to the farm, sleepyhead.” He walked past three skunks digging in the sandbox and walk back to the farm. How many cows did he find at the playground? (*single digit addition*)

**Use a red crayon to underline the question. Use a yellow crayon to underline the parts of the question that give information that helps solve the problem.**

When Farmer McPeepers woke up he saw nine cows in his field. He ate a big breakfast of three pancakes, cottage cheese and peaches and cream.

When he carried his dishes to the sink, he looked out the window and saw that three cows were missing. He put on his boots and ran outside. Four speckled hens clucked at him as he called out, “What happened to my milk cows?” By the time he got to the field, two more cows were missing. How many cows were left in his field? (*single digit subtraction*)

**Use a red crayon to underline the question. Use a yellow crayon to underline the parts of the question that give information that helps solve the problem.**

Farmer McPeepers milked his cows at 5:30 in morning. He did his morning chores and was in the kitchen for breakfast at 8:30. He helped Mrs.

McPeepers with the dishes. At 9:00 he did two more hours of chores and then took a nap under a tree. He woke up from his nap at 12:30. How long did he sleep? (*time*)

**Use a red crayon to underline the question. Use a yellow crayon to underline the parts of the question that give information that helps solve the problem.**

Twenty milk cows waited in line for the Galaxy Coaster at the amusement park. When it was their turn, they climbed into the coaster cars. There were four cows in each car and four cars in the coaster. The rest of the cows waited for the next turn. How many cows had to wait? (*multiplication and subtraction*)

# Mapping the Milk Cows

## Objectives

Students will become familiar with reading a map  
Students will use a map to find a specific location

## Materials

Map of classroom or school drawn on butcher paper with “landmarks” named  
Cow stickers (or other stickers)  
Index cards  
Paper (for grades 2 and 3)

## Set up

Before class, draw a map of your classroom or your school. Identify key places on the map (desk, restrooms, tether ball court, etc.) Put cow stickers on index cards and hide cards (you may need to use tape) at some of the landmarks. (It may be hard to hide the cards out in the school area at or before a recess time as students may discover the cows early, so consider enlisting help from an adult or older student who might be able to hide the cards at the landmarks just before the lesson.)

## K-1

1. Read through the map with students and point out landmarks. Ask, “I saw some of the missing milk cows at our school this morning, but now they are hiding. Where do you think they might be?”
2. Make a list of places that the cows might be hiding.
3. Look at the places on the list and decide which place to go to first. Bring the map, walk students to the first place. Search for cows and collect any hidden stickers.
4. Read the map and identify where to go next and the best route to get there.
5. Repeat until all of the cows are found.

## 2-3

1. Read through the map with students and point out landmarks. Ask, “I saw some of the missing milk cows at our school this morning, but now they are hiding. Where do you think they might be?”
2. Make a list of places that the cows might be hiding. Plan the best route for visiting all of the possible hiding places.
3. Bring the map and visit the hiding places, collecting the cow stickers along the way.
4. When students return to class, list the places that Farmer McPeepers searched for his cow.
5. Have students use the paper to draw a map that Farmer McPeepers could use to find his missing milk cows.

# Milking Milk Cows

## **Objective**

Students will use a model to mimic the milking process

## **Materials**

Pictures of dairy cows, including a picture that shows a cow's udder (see additional resources)

Rubber glove

Twist tie or small piece of flexible wire

Straight pin or needle

Water, room temperature or warm

Blue food coloring

Bucket

Chair or stool

## **Set Up**

Before the class session, make a model of the udder. Tie the thumb of the glove into a knot, (a cow's udder has four teats.) Use a pin to prick five holes into the finger of each glove. Fill the glove three quarters of the way full with water; add a drop of blue food coloring. Use the twist tie close the top of the glove. Depending on the number of students in your class, you may want to prepare two-three gloves before class. Set up a small chair or stool next to a bucket.

## **Procedure**

1. Show students pictures of dairy cows and point out the udder and teats. Tell students that a dairy cow has four teats that are used for milking.
2. Show students udder model and discuss how it's similar and different to a real udder.
3. Invite students to take turns sitting in the chair to milk the glove. Hold the glove above the bucket and have the student grasp the top of the teat and squeeze the colored water into the bucket.
4. Discuss what the milking feels like and looks like.
5. Share additional resources (listed below,) with class.

## **Additional Resources**

MILK FROM COW TO CARTON by Aiki

FROM GRASS TO MILK by Stacy Taus-Bolstad

RAISING COWS ON THE KOEBELS' FARM by Alice K. Flanagan

THE MILK MAKERS by Gail Gibbons

FROM COW TO ICE CREAM by Bertram T. Knight

# Make a McPeepers' Peepers Keeper

## Objective

Students use recycled materials to invent a functional object  
Students use oral language to present their invention

## Materials

Various recycled materials including: cardboard tubes, pieces of Styrofoam, paper, milk cartons, coffee cans, corks, buttons, popsicle sticks, shoe boxes, tissue boxes

Glue

Tape

String

Paint (optional)

## Set Up

Set out materials on a table or tables in the classroom.

## Procedure

1. Say, "Farmer McPeepers needs a better way of taking care of his glasses. Do you have any ideas about how he might take care of his glasses when he isn't wearing them?" Discuss possible solutions.
2. Say, "Let's help him out by inventing a Farmer McPeepers' Peepers Keeper." Tell students that they are going to invent a new way for Farmer McPeepers to take care of his glasses.
3. Let students take turns going to the materials table and choose three things to work with. Once every student has had a chance to choose some supplies, allow students to return to the table to exchange and add to their supply list.
4. Give students twenty to forty minutes to work on project (depending on class.)
5. When inventions are completed, have students stand up and share their invention with their classmates.

## Extensions for grades 2 and 3

- Have students write a "friendly letter" to Farmer McPeepers, telling him about their inventions
- Have students write out the directions for their inventions. Publish and bind directions into a HOW TO MAKE A MCPEEPERS' KEEPER book for your classroom library

## Homework Modification

This lesson can be sent home as a homework assignment. Have students do oral presentations to share their inventions.

# Farm Phys. Ed.: Barnyard Boogie

## Objective

Students use listening cue to stop and start large motor movement

## Set up

In the classroom, or outside, set up stations and a CD or tape player with square dance or other music. Give each station a number and a sign with directions. Divide students into four or five groups and assign one group per station.

## Procedure

1. Review each station with the class and review the order of rotation.
2. Tell students to start the station when the music begins and to freeze when the music stops. That means the farmer is coming and they need to look very innocent until the farmer leaves again. (Encourage students to show cheesy grins and puppy-dog eyes as a way of looking innocent.)
3. Turn on the music and tell the students to begin. When all students have had at least one turn doing the activity, stop the music and call out, "FARMER MCPEEPERS IS HERE!" (You may need to remind students to freeze.)
4. After students show off their innocent expressions, they rotate to the next station.
5. Repeat steps 2-4 until all students have had a chance to do each station.

## Barnyard Boogie Stations

- Milk Carton Toss -Fill three empty pint-sized milk cartons with a half-cup of dried rice or beans, (or use bean bags.) Make a line out of chalk or tape. This is the tossing line. Set a bucket two feet away from the line. Let students take turns tossing the cartons into the bucket.
- Who is in the Barn? -Put picture of five-ten farm animals on index cards and put the cards in a cowboy hat or a paper bag. Students take turns picking a card and acting out the animal. The other students in the group guess which animal is being acted out. Remind students not to show their group the picture cards, but if the group sees the card, tell them to give the student ten seconds, (tell them to count to ten,) before calling out the animal.
- Get Moovin' -Write different movement words on rectangles of construction paper, (or use chalk if outside.) Set up the Get Moovin' course by putting the papers two-five feet apart in a path around the classroom or outside. Each student starts on a square and moves through the course using the movement indicated on the paper, until they change movements at the next movement word. Movement words include: Walk, Gallop, Waddle, Jump, Skip, Hop, Crawl.
- Egg Toss -Have group stand in a circle and toss a plastic egg around the circle. After the egg moves around the circle, give the group another egg to toss so there will be moving around the circle. Repeat with a third egg.
- Churning Butter -Fill baby food jars, (one per number of students in the largest group,) with heavy whipping cream. Have students dance and shake the jars while the music plays. When each group has shaken the jars and the Barnyard Boogie is over, open the jars and show students that the cream has turned to butter. Let students taste the butter on crackers for an after-boogie snack.