

# The Littlest Cow

A read aloud guide for parents, librarians, and teachers.

## About the Book

Annie the fox terrier desperately wants to march in the town's annual cow parade, The Million Moo March. But the cows don't want to mix with other animals. In fact, they don't even want to march with each other. Can Annie bring everyone together in time for the big event?

## The Author and the Illustrator

Melissa Glim is a writer living in Maryland. She spent 12 years joyfully attending to her dog Annie's every whim. Every summer she returns to her hometown, Brattleboro, Vermont where there really is a cow parade.

Jennifer Glimcher lives and works in Maryland with her family and cats Bella and Luca, but dreams of building a wild horse sanctuary out West. She began her artistic career in kindergarten.

And though they're not exactly sure how, Melissa and Jennifer are most definitely related.

## How to Guide Your Child's Reading

Show children the cover of the book.

*Questions to ask:*

- What do you see on the cover?
- The title of this book is The Littlest Cow. Can you tell me what this story might be about?

As you look at the illustrations together:

*Questions to ask:*

- What kinds of animals do you see?
- Do they all look alike? How do they look similar? How different?
- Where do you think this story takes place?
- Who do you think this story is about?
- What do you think will happen at the end of the story?

## Read Aloud to Children

Children love us to read to them. Allow them to listen as you read with expression, sharing the illustrations along the way.

### Discussing the Story

*Questions to ask:*

- What did Annie want to do?
- Do you think these cows will let Annie march with them? Why or why not?
- Did the cows welcome her to join them? Why not?
- Did the different kinds of cows get along with each other? How do you know?
- What did Annie tell the cows about herself so that they would let her join the parade? Her colors? Her speaking ability?
- Annie thought, “Maybe they (cows) had not met enough different cows and animals yet. What did she mean by that?”
- How did Annie’s idea bring everyone together? What happened at the dance that changed their feelings?

### Pro-Social Discussions

*Questions to ask:*

- Ask children to share some examples of their own of being or feeling left out. Ask the child sharing how they felt at that time.
- Ask for examples of times they may have observed another child being left out or unfairly treated. What could have helped in this situation?

#### **Introduce the Concept of “Bystanders” and “Upstanders.”**

- Bystanders look on when someone is being left out. Upstanders try to help others who are being left out by stepping in or having some new ideas to make the situation better.
- What are some ways that you can be an “upstander” in the playtime activity?
- How could you have helped Annie by being an “upstander”? What would you have done or said? What would a “bystander” have done? Explain the reason for your opinion from an example in *The Littlest Cow*.

## Activities

### From Here to There

**Purpose:** Children work together to complete a challenge.

**Supplies:** One large sheet of paper for each child.

#### How to Play:

- Give each child a large sheet of paper.
- Assign pairs of children by having them count off 1-2, 1-2. (Avoid having children select partners to avoid pairing up issues.)
- Have the children line up across one side of the room.
- The challenge is to cross the room without stepping on the floor; only stepping on the sheet of paper. The twist is that they can help each other by placing their sheet of paper in place where their partner can step on it.
- The game is over when everyone reaches the other side.

### Being Left Out Is Tough

**Purpose:** Children identify times in the story when characters are being inclusive or exclusive.

**Supplies:** Crayons or markers, paper circles about 5 inches in diameter.

#### How to Play:

- Give each child two circles and a crayon or marker.
- Ask the children to draw a happy face on one circle and a sad face on the other.
- Read a The Littlest Cow or selections from it where Annie encounters different situations with the cows.
- After each passage, ask the children to hold up a happy or sad face to show when Annie is being left out (sad) or included (happy).

## Who Am I?

**Purpose:** To help children use memory and observation to identify characters in *The Littlest Cow*.

### Supplies:

- Very young children: Cut outs of characters from *The Littlest Cow* (below), a bulletin board, tacks.
- Older children: index cards, pencils, a bowl.

### Directions for Very Young Children:

- Give each child a picture of the book character.
- Read aloud the descriptions below.
- When the children think they have the picture of the character being described, have them come and pin the picture to the board. (Alternative: Have them hold up their picture.)
- Give three hints for each character.

### Directions for Older Children:

- Give the three hints for each of the four characters in the box above. Let children orally identify the characters.
- Give each child an index card and a pencil.
- Ask them to write three hints about themselves.
- Collect the cards and mix them up in a bowl.
- Pull out the cards one by one and read out the hints.
- Let the children try to guess who the person described on the card is.

## Who Am I Key

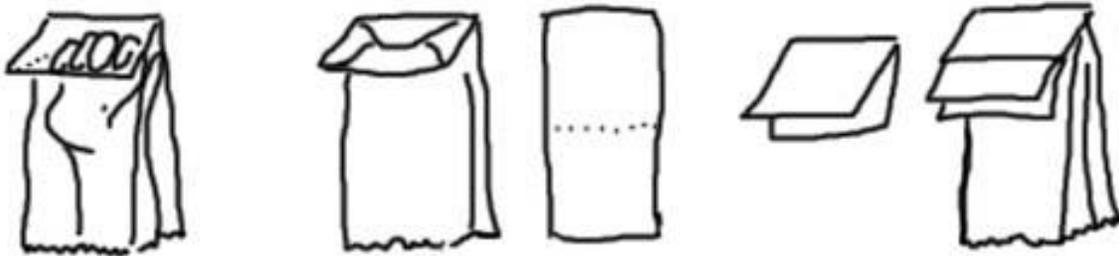
<p>Annie</p> 	<p>I am white. I am fluffy. I like to make friends with everyone!</p>
<p>The Highlander</p> 	<p>I come from Scotland. I speak a little differently. I have long red fur.</p>
<p>Lynne the Holstein</p> 	<p>I have black splotches. I love to eat grass. I live in a barn.</p>
<p>Jade the Jersey</p> 	<p>I have brown fur. I get my lunch from the lunch lady. I love a sunny field.</p>

## Crafts

### Paper Bag Puppets

**Supplies:** Small paper lunch bags; colored paper pre-cut into eye, ear, nose, mouth, cheeks, ears, spots, etc. glue or paste

**Directions:** Give each child a bag. Show them how to use the folded bottom of the lunch bag as a flap for a mouth. Cut a piece of heavy paper (construction paper or card stock) that's the same size as the bag and fold it in half. Glue it under the flap to make a mouth. Place tins or baskets of the cut-out paper features and glue on the table. Have the children decorate the bags with the features to make puppets.



### Stick Puppets

**Supplies:** Animal puppet templates, crayons or markers, craft Popsicle sticks, and glue.

**Directions:** Cut out animal puppets from templates and set them out along with crayons or markers, Popsicle sticks, and glue. Have the children color the puppets and then glue them to the sticks.

### Play Acting

Choose a few scenes from the book and have the children act them out, using their puppets.

### Scavenger Hunt

Print out animals and their related object and hide them around the room or pin them to the walls around the room. Give each child a couple of animals and have them find the matching item.

(cow, milk; dog, bone; cat, yarn; owl, nest; pig, trough; chicken, egg; etc.)

## Game Cut Outs

### Who Am I?



Annie



Lynne the Holstein

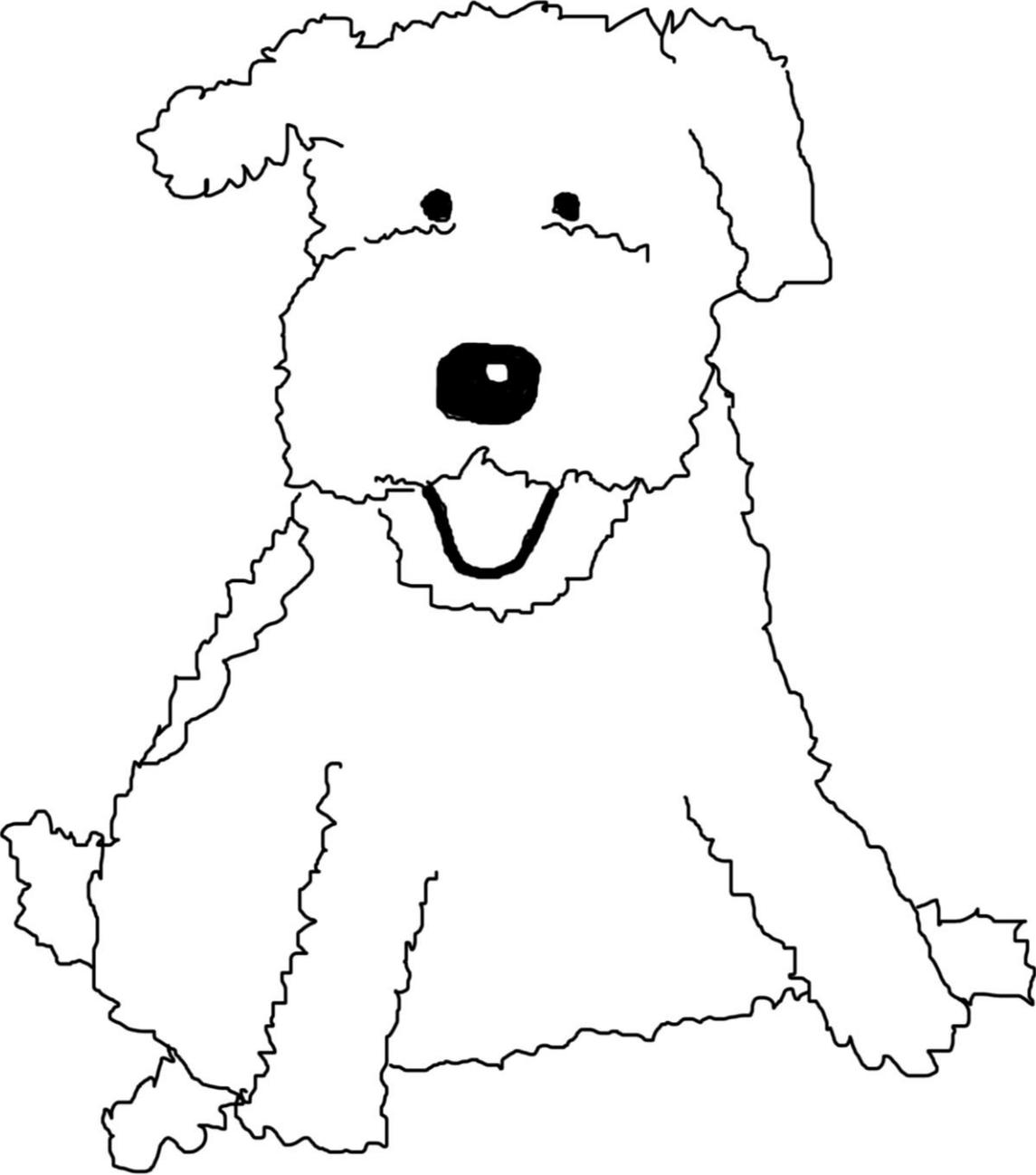


The Highlander



Jade the Jersey

Stick Puppet Templates









Scavenger Hunt Pictures



Dog



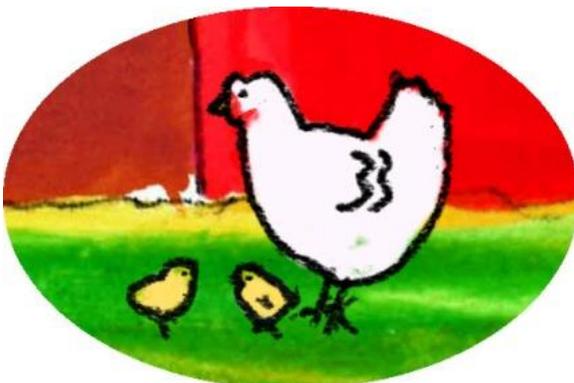
Bone



Cow



Milk Bottles



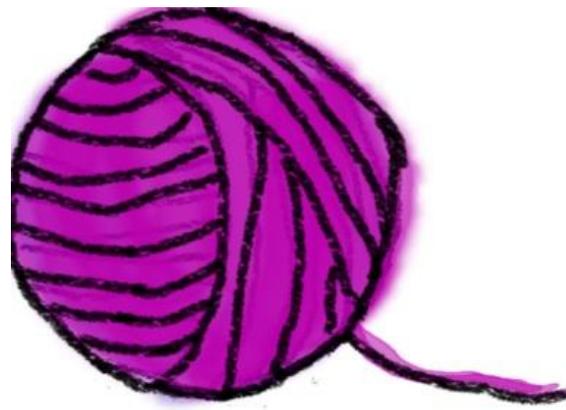
Chicken



Egg



Sheep



Wool



Horse



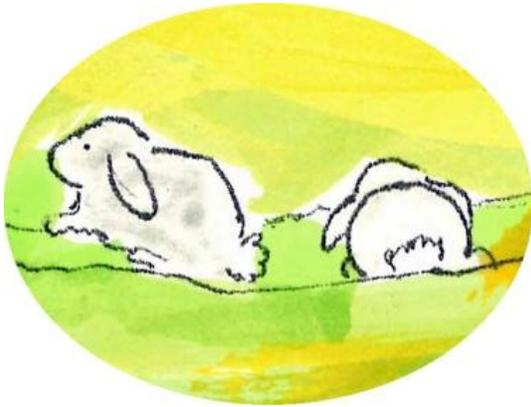
Horseshoe



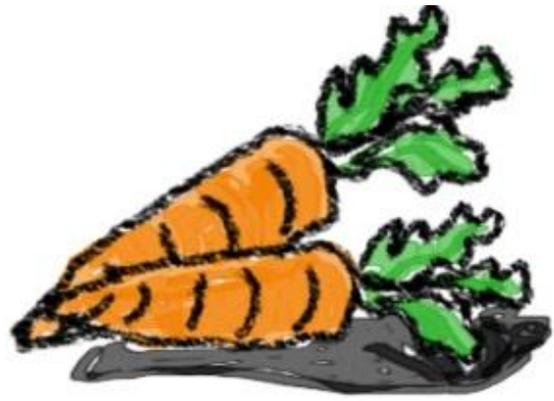
Spider



Web



Rabbit



Carrot



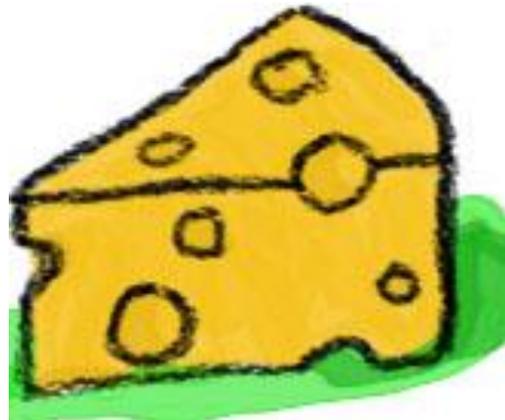
Bumble Bee



Honey



Mouse



Cheese



Frog



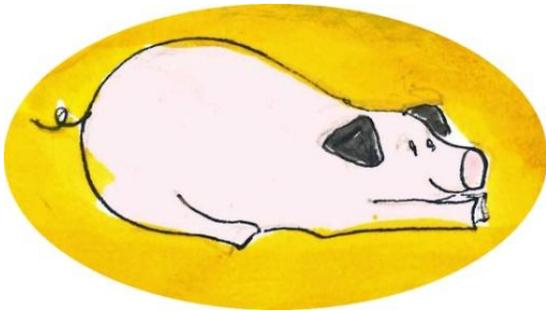
Lily Pad



Owl



Tree Hole



Pig



Trough