

Goodness, Grady

Objective

Students will read a true story about Grady, the Silo Cow, from Yukon, Oklahoma. They will write their own endings for the story to rescue Grady. Students will make puppets and perform a play about Grady. Students will order the weights of cow, bull, calf and child.

Procedures

1. Read the story, “Goodness, Grady,” included with this lesson to the point where it says “Stop! What would you do?”
 - Students will write their own endings by coming up with plans to get Grady out of the silo.
 - Students will illustrate their stories.
 - FINISH reading the original story. Did anyone come up with a suggested idea from the article or book? Did anyone come up with an idea similar to the one that they used to get Grady out?Provide copies of the included graphic organizer.
 - Students will complete the graphic organizer, using complete sentences
2. The book *Grady’s in the Silo*, by UnaBelle Townsend, is based on the story of the real Grady. Read the book as a class.
 - Students will compare the story presented in this lesson with the story in the book.
3. Students will read another book about a cow that gets into trouble or causes trouble. (See the “Extra Reading” list.)
 - Students will fold a piece of construction paper in half and write “compare” on one side and “contrast” on the other.
 - Students will draw and write about ways the stories are alike and ways they are different.
4. Discuss with students how the news spread in 1949 (newspapers, letters, and telegrams) compared to how news travels today (email, social media, TV).
 - Students will work in groups to create a news story reporting that Grady is in the Silo.
 - Students will “tweet” the news, making sure they stay within the 140-character limit.
 - Students will use real words and correct grammar and punctuation in writing their “tweets.”
5. Students will draw pictures to illustrate the Grady story and make individual books or a classroom big book.

Math

1. Hand out copies of the “Which One is Heaviest?” worksheet.
 - Students will follow the instructions to place the cow, bull, calf and child in order, based on their weight. Students will graph the weights.
2. Students will use rulers to find the size of the silo opening that Grady jumped through.

Oklahoma Academic Standards

GRADE 1

Speaking and Listening: R.1,2,3,4; W.1,2. Reading Foundations: 2. Reading and Writing Process: R.1,3; W.1. Critical Reading and Writing: R.1,2,3,4,5; W.1. Number & Operations: 1.6,8. Geometry & Measurement: 1.4; 2.1. Data: 1.2,3

GRADE 2

Speaking and Listening: R.1,2,3,4; W.1,2. Reading Foundations: 2. Reading and Writing Process: R.1,2,3. W.1,2. Critical Reading and Writing: R.1,2,3,5,6,7; W.1. Geometry & Measurement: 2.1,2. Data: 1.1,4

GRADE 3

Speaking and Listening: R.1,2,3; W.1,2. Reading Foundations: 2. Reading and Writing Process: R.1,2,3. W.1. Critical Reading and Writing: R.1,2,3,5,6,7; W.1. Geometry & Measurement: 2.1,2,3,5

Materials

lunch-size paper bags

crayons

scissors

cylindrical-shaped containers
(oatmeal box, potato chip
can, coffee can, etc.)

Materials for decorating
silo: burlap, aluminum foil,
small stones and clay, tongue
depressors, popsicle sticks or
pretzels to represent wooden
silos).

- Students will find objects that can easily fit through the opening.
 - Students will find objects that cannot fit through the opening.
3. Discuss the shape of a silo: Ask “What is a cylinder?”
- Students will find cylinders in the classroom.
 - Students will use clay to create cylinder-shaped silos’.

Maker Space

1. Students will create their own silos.
 - Collect cylindrical-shaped containers (potato chip cans, oatmeal boxes, coffee cans, etc.)
 - Provide a variety of materials for students to use in designing their silos (burlap, aluminum foil, small stones and clay, tongue depressors, popsicle sticks or pretzels to represent wooden silos).

Extra Reading

Cronin, Doreen, *Click, Clack, Moo, Cows That Type*, Simon and Schuster, 2000.

Hoberman, Mary Ann, *Mrs. O’Leary’s Cow*, Little, Brown, 2007.

Kaizuki, Kiyonori, *A Calf is Born*, Orchard, 1990.

Townsend, UnaBelle, *Grady’s in the Silo*, Pelican, 2003. (Classroom Activity Guide is available here: <http://www.clover.okstate.edu/fourh/aitc/lessons/extras/gradybook.pdf>)

Goodness, Grady!

The story of Grady, the Silo Cow, is a true story that happened in Yukon, Oklahoma, on February 22, 1949.

On February 22, 1949, Bill Mach's cow, Grady, gave birth to a stillborn calf. Grady was six years old. Since she was having trouble with the birth, Mach called a veterinarian, D. L. Crumb, to help.

Dr. Crumb tied Grady to a post so she would hold still. When he was finished taking care of her, he told Bill Mach to untie her.

Grady was very upset. When Bill Mach untied her, she whirled around and started chasing him. He jumped on a pile of cottonseed sacks to get away from her.

They were in a small shed next to a silo. The only light was from the small opening to the silo.

Grady dove for the light in the opening.

"Where'd she go?" Dr. Crumb asked Mach.

Mach and Crumb looked toward the silo opening and saw a few red hairs clinging to the edge of the heavy steel silo door. Grady was in the silo. Grady weighed 1200 pounds. The silo door was only 17 inches wide and 25 inches high. How did she get through there? How would they ever get her out?

They couldn't tear down the silo. It was too valuable. They couldn't make the opening wider because it was encased in steel.

STOP! WHAT WOULD YOU DO?

Bill Mach asked for help through his local newspaper. The response was overwhelming. People all over the country started calling and sending telegrams and letters with suggestions.

Curious people started showing up in cars and even planes.

All over the United States people were trying to find a solution to the problem. Grady was even featured in *Life* magazine, and newspapers all over the country carried the story.

One person suggested tunneling under the silo. Another suggested bringing an attractive bull to the opening to lure her out. An Air Force officer said he knew of a helicopter that would lift 1,200 pounds, but it was in San Marcos, Texas.

Three days after Grady's leap, Bill Mach got a call from Ralph Partridge, the farm editor of *The Denver Post*. He told Mach he was coming to Yukon to get Grady out of the silo.

Partridge supervised while a ramp was built from the floor of the silo to the door. The door edges were coated with axle grease. Grady was then outfitted with two heavy halters coated with axle grease. Dr. Crumb gave her two shots to make her relax. While men outside the silo pulled on ropes attached to her halters, Partridge and J.O. Dicky Jr., a Yukon vocational agriculture teacher, pushed.

She slid right through the door with only a couple of scratches along her back. Once she was out, Mach shut the silo door.

Grady went on to become a mother several times, and she was such a tourist attraction that Mach put up a small sign on Route 66 noting her home. He kept Grady in a special pen by the road.

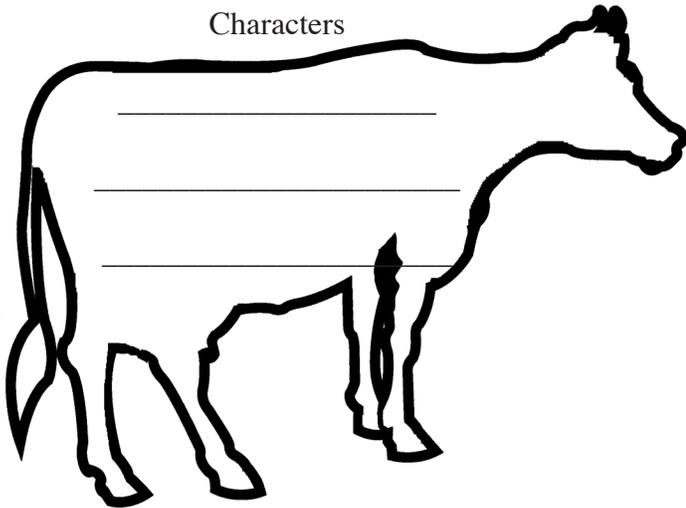
Grady, the cow, died in July, 1961.

Name _____

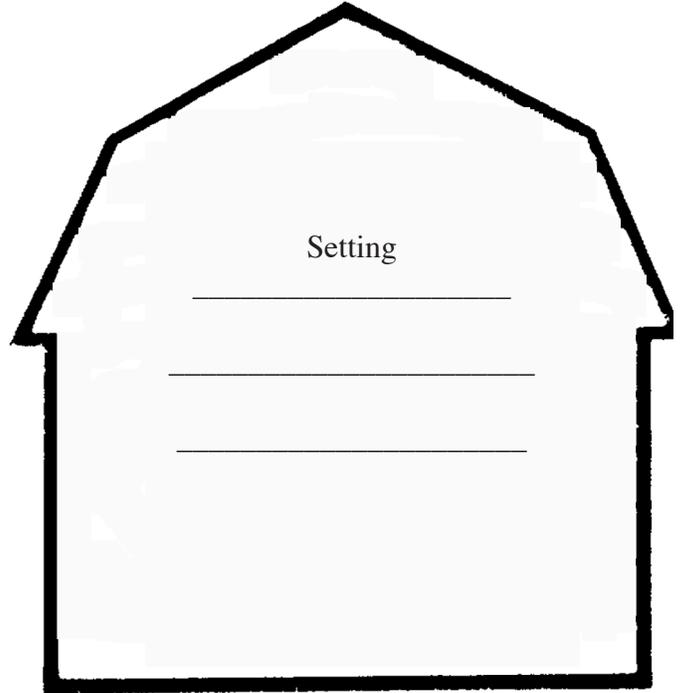
Goodness, Grady!

Read the story of Grady. Use the spaces below to list the characters and describe the setting and plot. Remember the plot involves a problem and its solution.

Characters

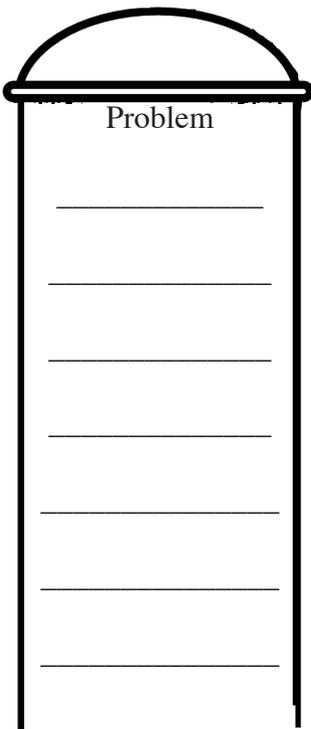


Setting

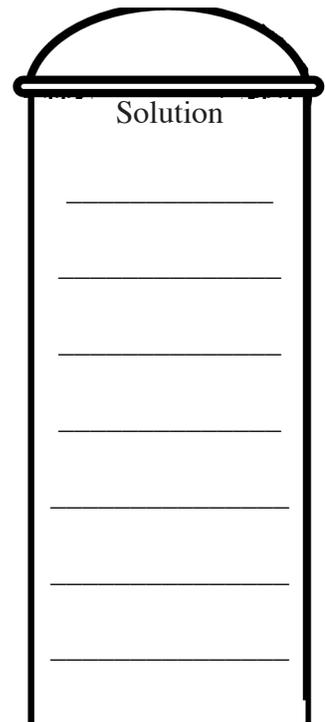


Plot

Problem

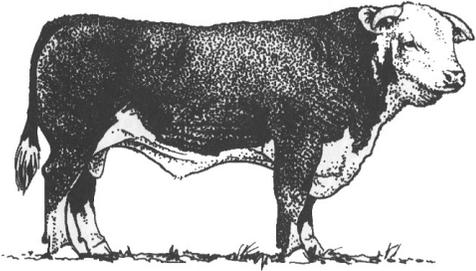


Solution

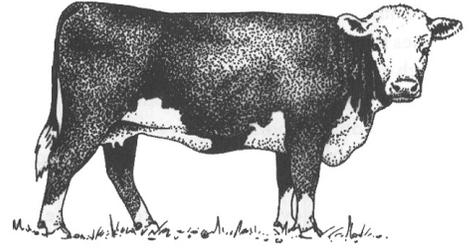


Name _____

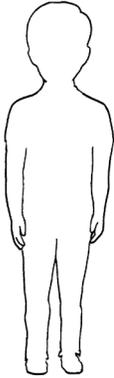
Which One is Heaviest?



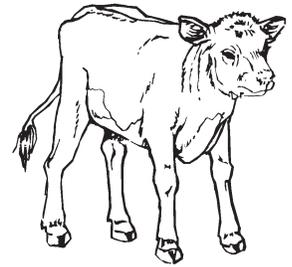
This bull weighs 1,500 pounds.



This cow weighs 1,000 pounds.



This child weighs 50 pounds.



This calf weighs 100 pounds.

List the animals, from the lightest to the heaviest.

1. _____

2. _____

3. _____

4. _____

Fill in the graph to show each animal's weight. Use a crayon and color.

child																	
calf																	
cow																	
bull																	
	50	100	200	300	400	500	600	700	800	900	1000	1100	1200	1300	1400	1500	1600