

Farm Animals

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Illustrations by Nola Johnston

British Columbia Agriculture in the
Classroom Foundation
Summer Institute 2001 Unit Plan
for Kindergarten



Summer Institute 2001 was sponsored by:



Summer Institute for Educators

This document is the result of the author's participation in the BC Agriculture in the Classroom Foundations' Summer Institute for Educators. This third year level course in curriculum design is offered through the University of British Columbia's Office of Continuing Professional Education.

Participants (20 educators from Kindergarten to Grade 12) spend one week at the Montfort House Rural Resource Centre situated on UBC's Farm on Vancouver Island. Here they develop a number of practical teaching strategies for their classrooms using examples drawn from the agricultural, environmental, economic and nutritional concepts featured in the Bc Integrated Resource Packages for their particular grade or subject area.

The agricultural community sponsors participants for the costs of learning resources, tuition, meals and accommodation.

Participants taking the course for credit create teaching modules such as this to share with other educators from around the province.

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- BC Potato and Vegetable Growers' Association
- BC Turkey Marketing Board
- CIBC Agriculture Division
- First Heritage Delta Credit Union (Envision)
- Fraser Valley Strawberry Growers' Association
- Mainland Dairymen's Association
- Nechako Valley Regional Cattlemen's Association (Slocan Forest Products-Plateau Division)
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Introduction

Farming and agriculture are an important part of society. Some of our basic needs are fulfilled through farming and agriculture. As a classroom teacher, we need to help our students make connections to the land and talk about where food comes from. It is through this understanding that students will learn to appreciate the complexities and intricacies of how food arrives to the table. It also gives students the ability to think critically about aspects of farm life, as well as the difficulties and satisfaction of working on the land. This farm unit focuses on farm life and building vocabulary of farm animals.

This farm unit consists of eleven lesson plans. I have included an objective, preparatory materials, lesson development and student activities for each lesson. I have also included suggested stories to complement each lesson as I feel story time is an essential part of the Kindergarten program. There is a field trip to a farm at the end of the unit to complement all that students have learned. This field trip needs to be arranged well in advance. I have also included assessment strategies. Finally, there is a bibliography of the storybooks.

Math activities can be integrated at any point of the lessons. You may want to count animals in the storybook or have tub toys of animals that can be sorted and counted. Graphing activities can also be incorporated in the lessons by asking students their favourite farm animals.

Students love to learn about farm animals. I hope you enjoy this comprehensive unit plan with your students.

Jatinder Herar

Prescribed Learning Outcomes (Kindergarten)

Life Sciences

It is expected that students will:

- describe the appearance and behaviour of a variety of animals.
- identify similarities and differences among animal species.

Language Arts

It is expected that students will:

- identify familiar words and images in charts, lists, signs, informational texts and story books.

Math

It is expected that students will:

- count orally by 1's.
- use directional terms such as over, under, beside, near, far, left, right to describe the relative position of objects and shapes.

Music (Structure—Elements of Rhythm)

It is expected that students will:

- respond to beat in music.
- perform rhythmic patterns from classroom repertoire.
- demonstrate an awareness of rhythmic phrases in classroom music.

Physical Education

It is expected that students will:

- use safe behaviours when responding to simple movement tasks.

Learning Activities

LESSON 1

Objective

To find out what students know about the farm and the people who work there.

Lesson Development K-W-L organizer (Know-Wonder-Learned).

On chart paper write the word "KNOW." Talk about the farm and have students tell you what animals they think might be on the farm. Then talk about the jobs that need to be done to maintain the farm and keep it running. (i.e. farmer, milker, truck driver, veterinarian, etc.). ("Wonder" will be discussed tomorrow and what students have "learned" will be discussed at the end of the unit.)

Activity

In their journals, have students draw what they think a farm might look like, whom they might see and what animals they might see. As students finish their drawings, ask them what the picture is about, scribing words and/or sentences on their page.

Story

- *Farmer Joe Goes To The City* by Nancy Wilcox Richards and Werner Zimmermann

Song

- *BINGO*

LESSON 2

Objective

To introduce farm animals to students and to build vocabulary.

Preparation

Photocopy or enlarge the animals on the next page. Cut out individually and print the name of the animal on tag board (to be displayed in a pocket chart). Prepare "Old MacDonald" booklets.

Lesson Development Continuation of yesterday's K-W-L organizer.

Talk about what students "wonder" about the farm and write down these questions on chart paper. Tell them that we will be visiting a farm and will be addressing some of these questions. Then, introduce some animals that will be found on the farm. Hold up pictures of farm animals and write the name of the animal on a card. Put these in a pocket chart with the name of the animal and the picture, side by side (i.e. duck, goat, sheep, cat, horse, pig, rabbit, chicken, cow, turkey, dog). Sing *Old MacDonald Had a Farm*, naming all the animals in the pocket chart and also introducing the sounds they make.

Activity

Make an *Old MacDonald* book and have students draw three of their favourite animals in the book, one on each page. Students copy the animal word on the bottom of the page underneath their picture.

Story

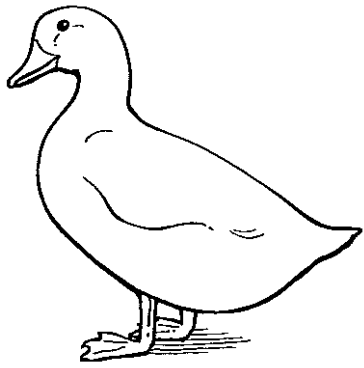
- *Farmyard Animals* by Paul Hess
- *The Farmer Didn't Wake Up* by Tamara Nunn

Songs

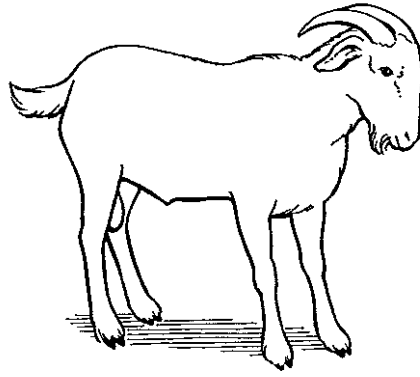
- *Farmer in the Dell*
- *Old MacDonald Had a Farm*

Extension activity

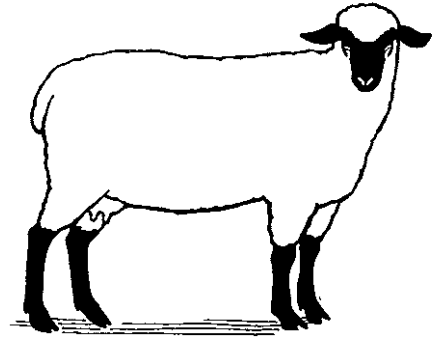
In the gym, play *Farmer in the Dell*.



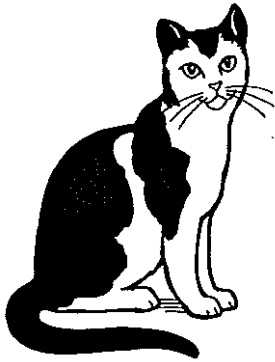
duck



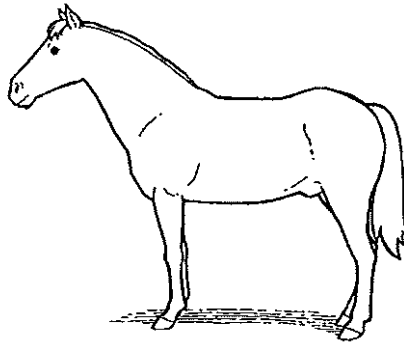
goat



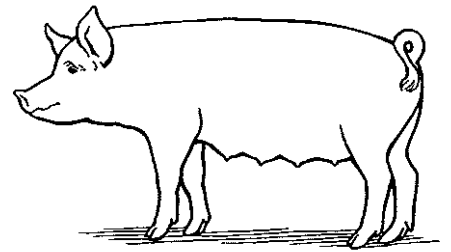
sheep



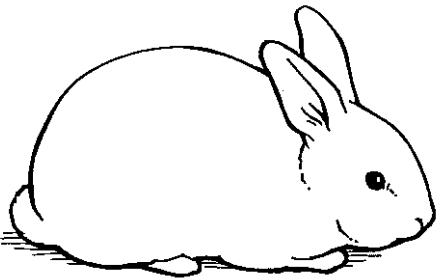
cat



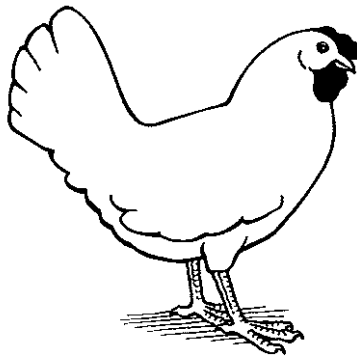
horse



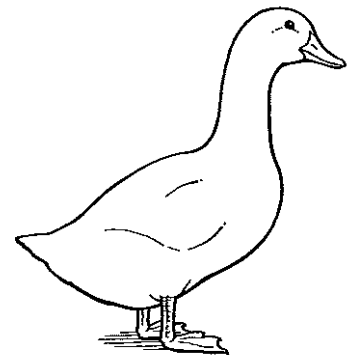
pig



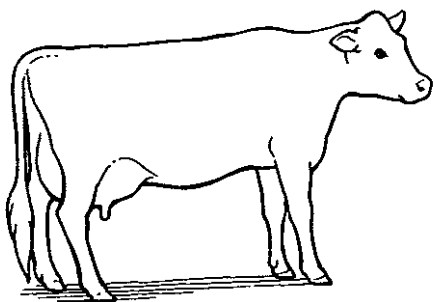
rabbit



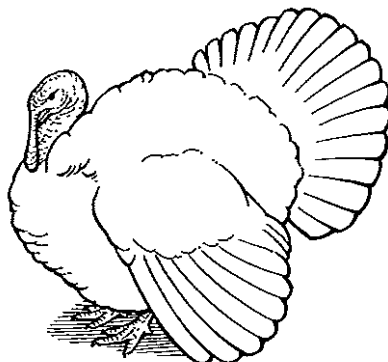
chicken



goose



cow



turkey



dog

Name _____

**Old
MacDonald's
Farm
Animals**

2

3

LESSON 3

Objective

To learn directional terms such as across, around, over, past, through and under.

Preparation

Prepare Quacky's Walk booklets. Each page should be on an 8 x 11 piece of paper.

First page reads "Quacky the duck went for a walk."

Second page "across _____,"

third page "around _____,"

fourth page "over _____,"

fifth page "past _____,"

sixth page "through _____,"

seventh page "under _____,"

and eighth page reads "and got back in time for supper."

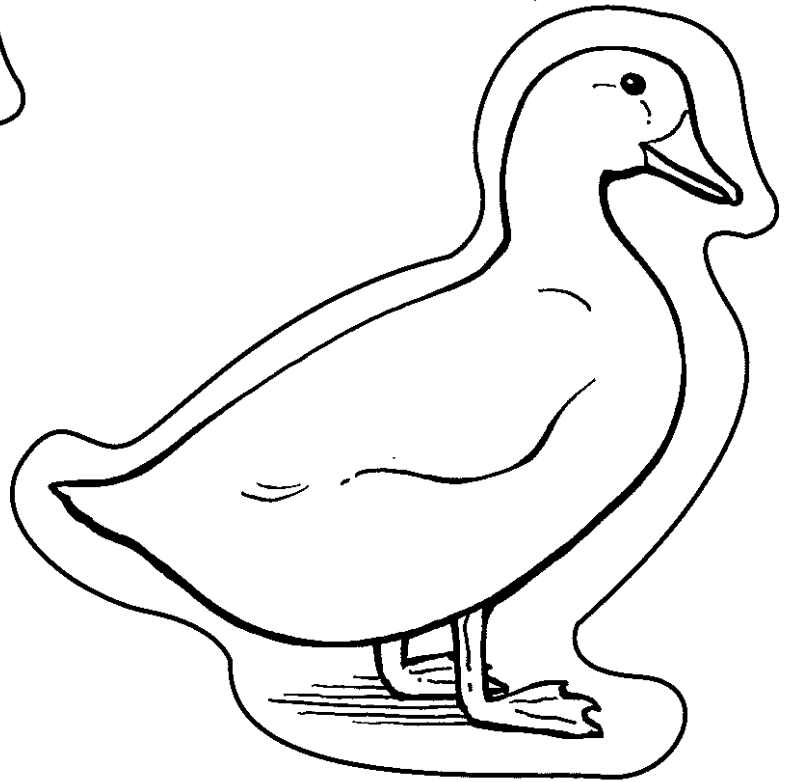
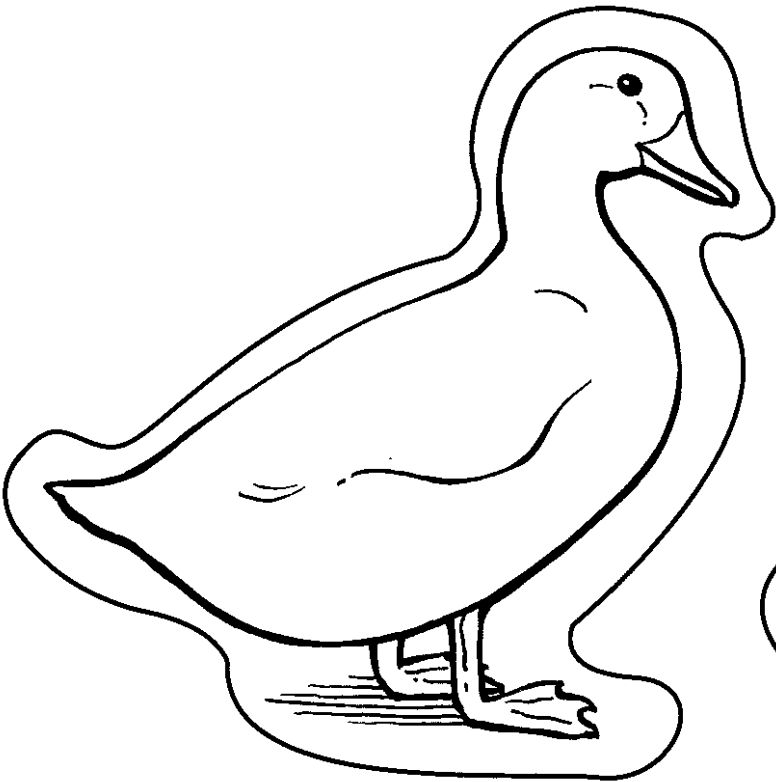
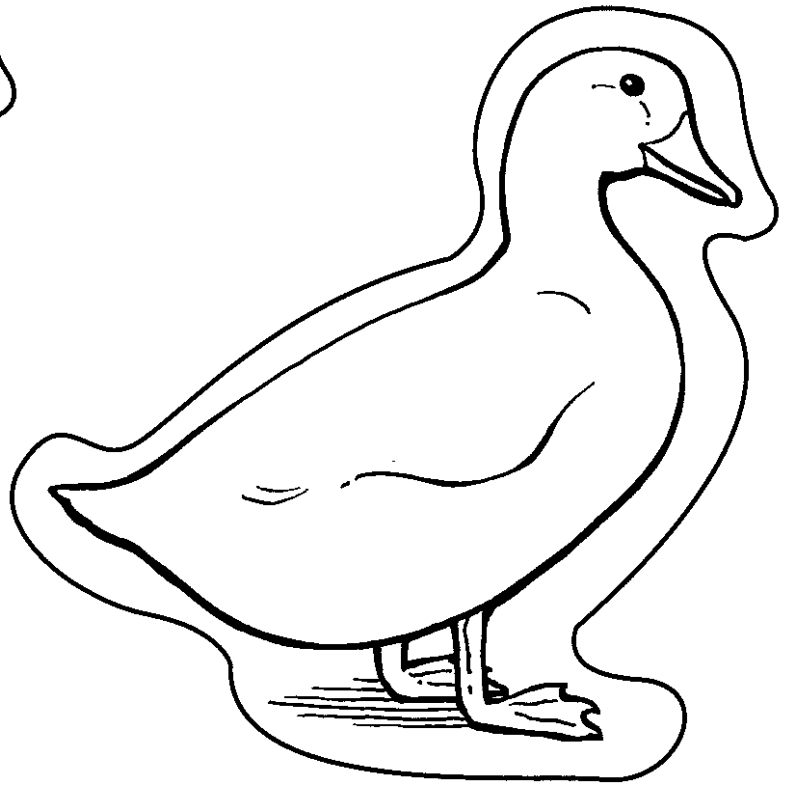
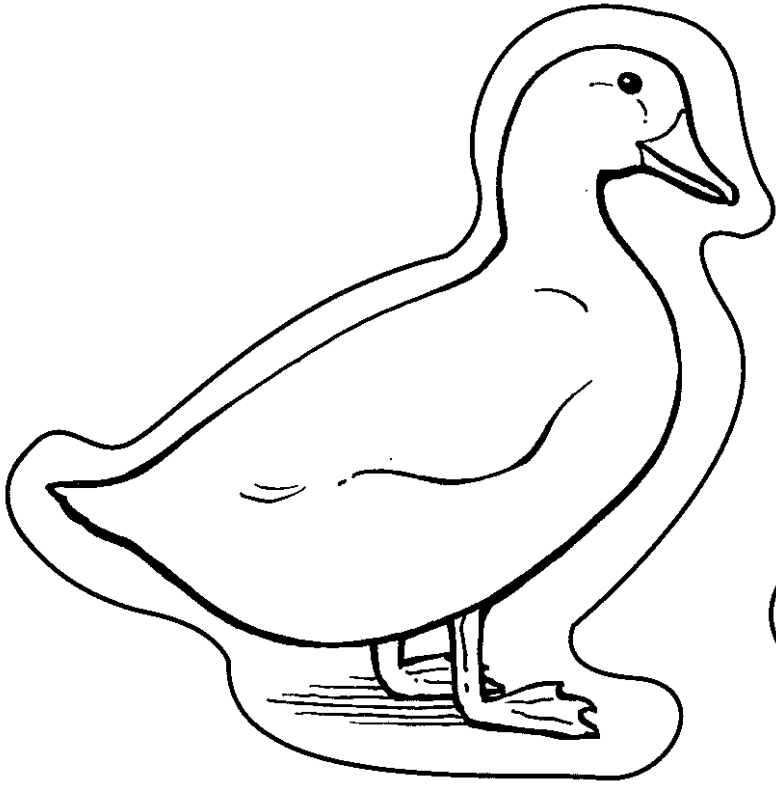
Lesson Development

Read *Rosie's Walk* by Pat Hutchins. Talk about where Rosie the hen went, stressing the directional terms. Tell students they will be completing a booklet called *Quacky's Walk*. (Quacky is a duck). The first page reads, "Quacky the duck went for walk." The second page reads, "across _____." Brainstorm ideas about what Quacky could walk across (i.e. yard, street, room, grass, etc.). Demonstrate what "across" looks like by having the class walk across the room. Write all ideas on the board, illustrating each item.

Activity

Students are to cut out Quacky and glue her on the first page and second pages, illustrating where Quacky walked across. Students are to print a word at the bottom of the page that describes what Quacky walked across.

Students will not be able to complete the whole booklet in one day. It is advisable to complete this booklet over the course of four days, completing two pages each day. Each day, talk about the next two items (i.e. "around" and "over" on one day; "past" and "through" on another day; "under" and "got back in time for supper" on the final day).



LESSON 4

Objective

To reinforce the sounds that animals make.

Preparation

Make photocopies of the barn.

Lesson Development

Read the list of animals in the pocket chart from yesterday. Read the list again and this time, have students tell you what sound each animal makes. Read the list a third time and say, "A cow says moo," "A pig says oink," etc. Write these sentences on the board.

Activity

Sing *Old MacDonald Had a Farm*. Each child chooses an animal of their choice and draws a picture of the animal in the barn. At the top of the barn, students fill in the blank.

A _____ says _____ . Make a class booklet out of this.

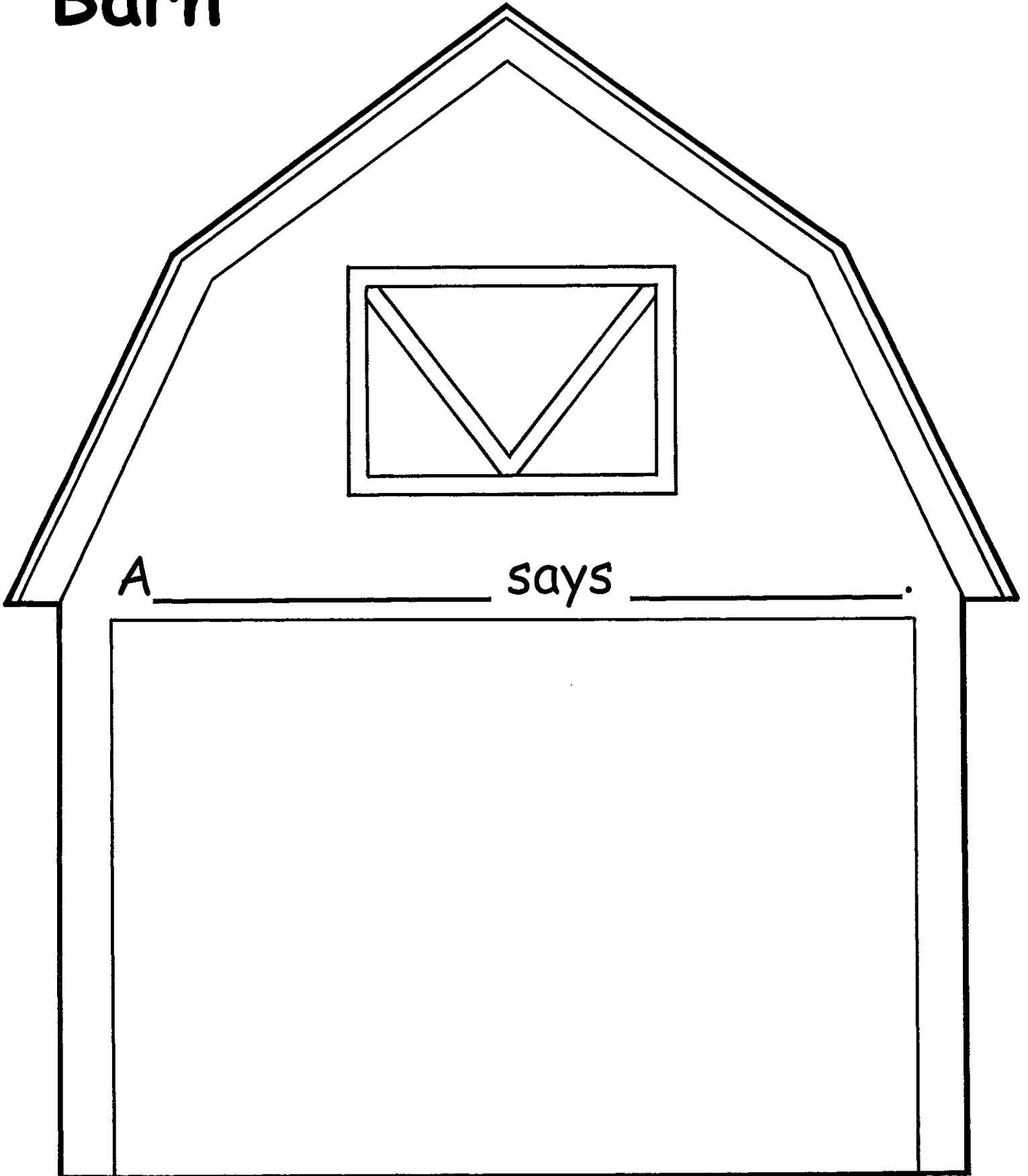
Read the booklet and put in the class library for students to read.

Story

- *Farmer Brown Goes Round and Round* by Teri Sloat
- *Down on the Farm* by Greg Scelsa
- *Quack?* By Mischa Richter

Name _____

Barn



LESSON 5

Objective

To expand vocabulary and introduce names of farm animal babies.

Preparation

Photocopy Mama and Baby Animals for each child. These can also be enlarged for teacher use (for pocket chart).

Lesson Development

Advise students that they will be learning the names of baby animals. Go through all the names of the mother animal and then the baby animal, encouraging students to make guesses. Hold up and put the "Mama Animals" and the corresponding "Baby Animals" side by side in the pocket chart. Hand out the photocopied pages and go through all the mama animal names with the corresponding baby animal names. Teach students to play Concentration.

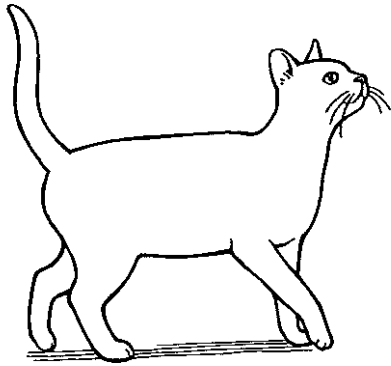
Activity

Students will cut out the pictures. Place all cards face down on the floor. One student turns over two cards to make a match of mama and baby animals. If it matches, the student gets to keep those cards and takes another turn. If they do not match, the second student takes a turn. Students can take the cards home to play at home.

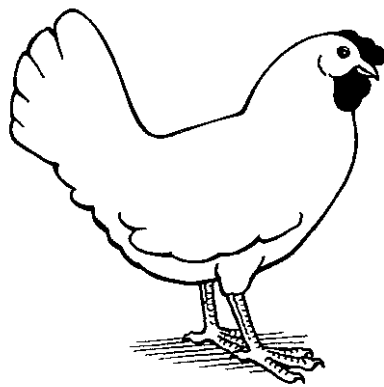
Story

- *Rock-a-Bye Farm* by Diane Johnston Hamm

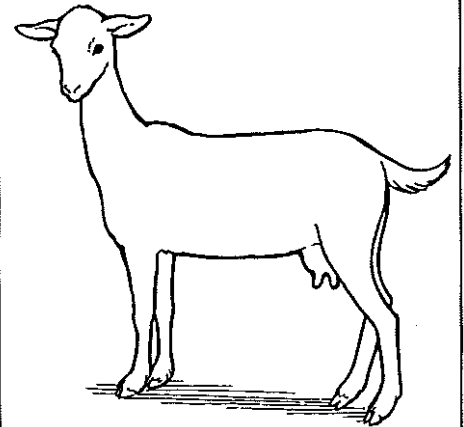
Mama Animals



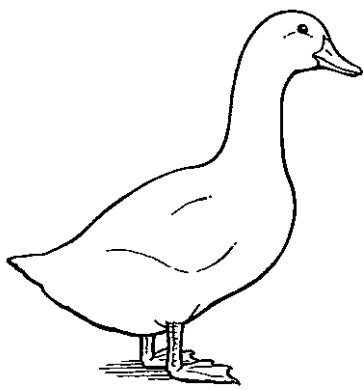
cat



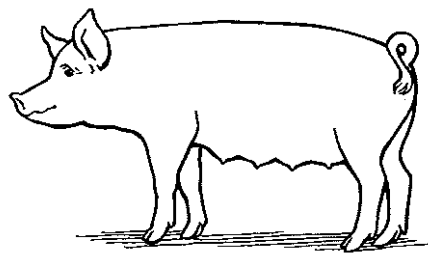
chicken



goat



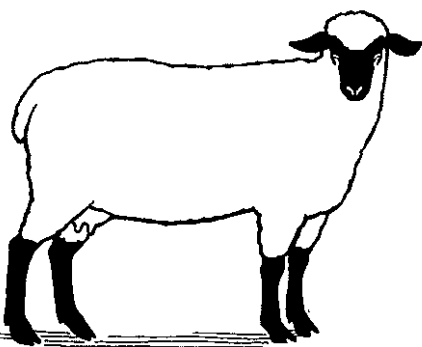
goose



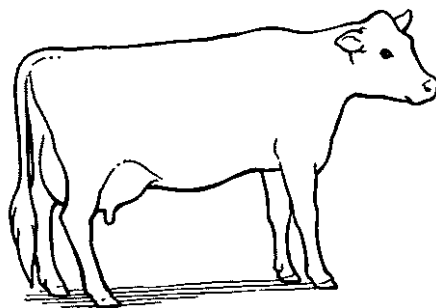
pig



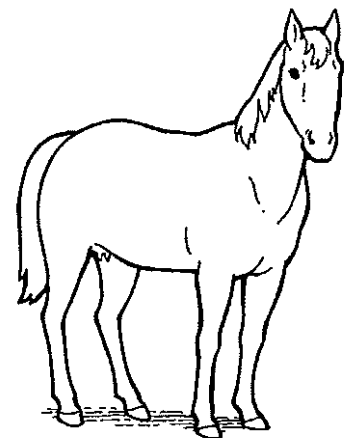
dog



sheep

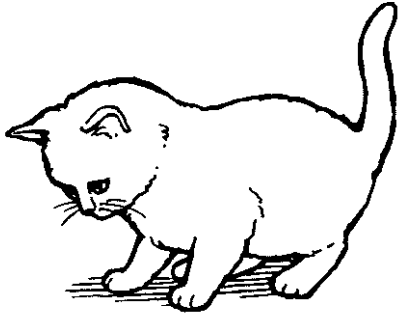


cow

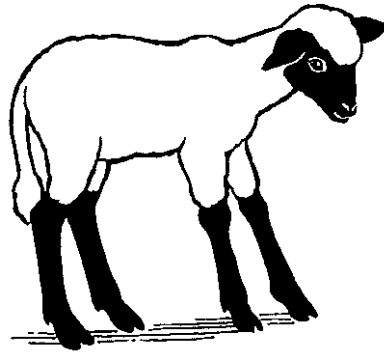


horse

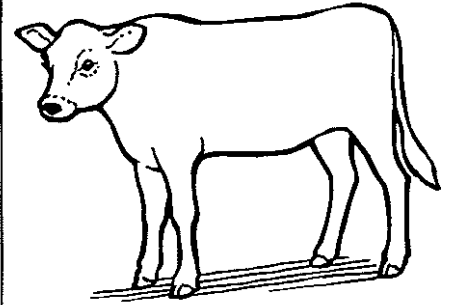
Baby Animals



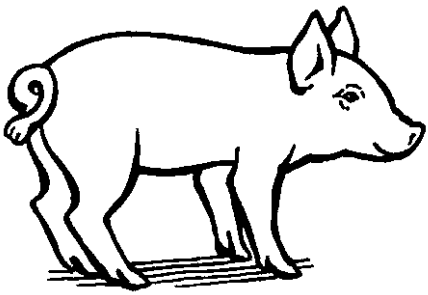
kitten



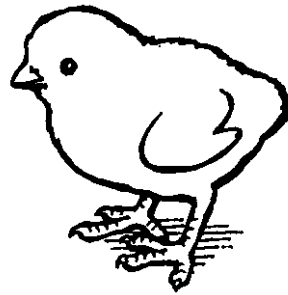
lamb



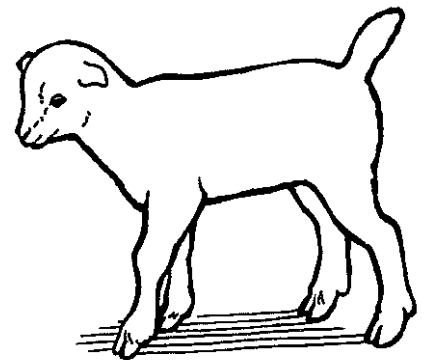
calf



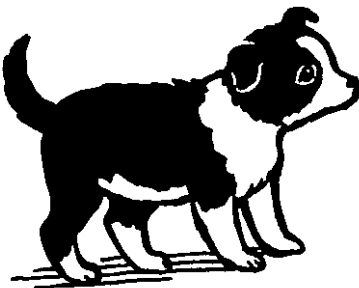
piglet



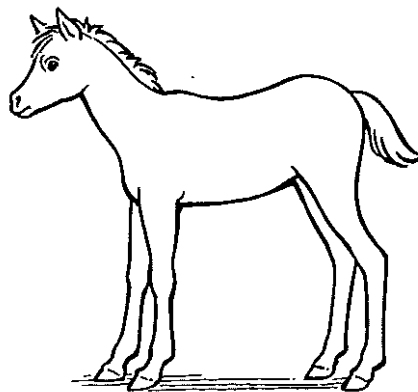
chick



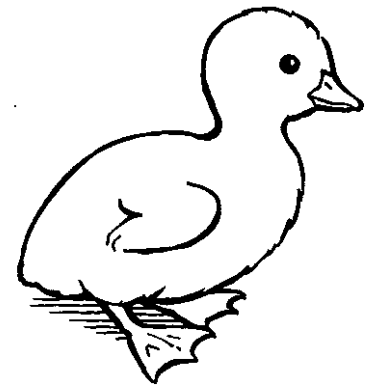
kid



puppy



foal



gosling

LESSON 6

Objective

To learn about cow (appearance, diet, food they provide).

Preparation

Photocopy the *All About Cows* hand-out. Locate books and pictures about cows from library.

Lesson Development

Talk about what a cow looks like. Provide books and posters and show pictures. Ask if students know where milk comes from and what part of the cow gives milk (the udder). Talk about what cows like to eat and the name of a baby cow (refer to previous lesson).

Activity

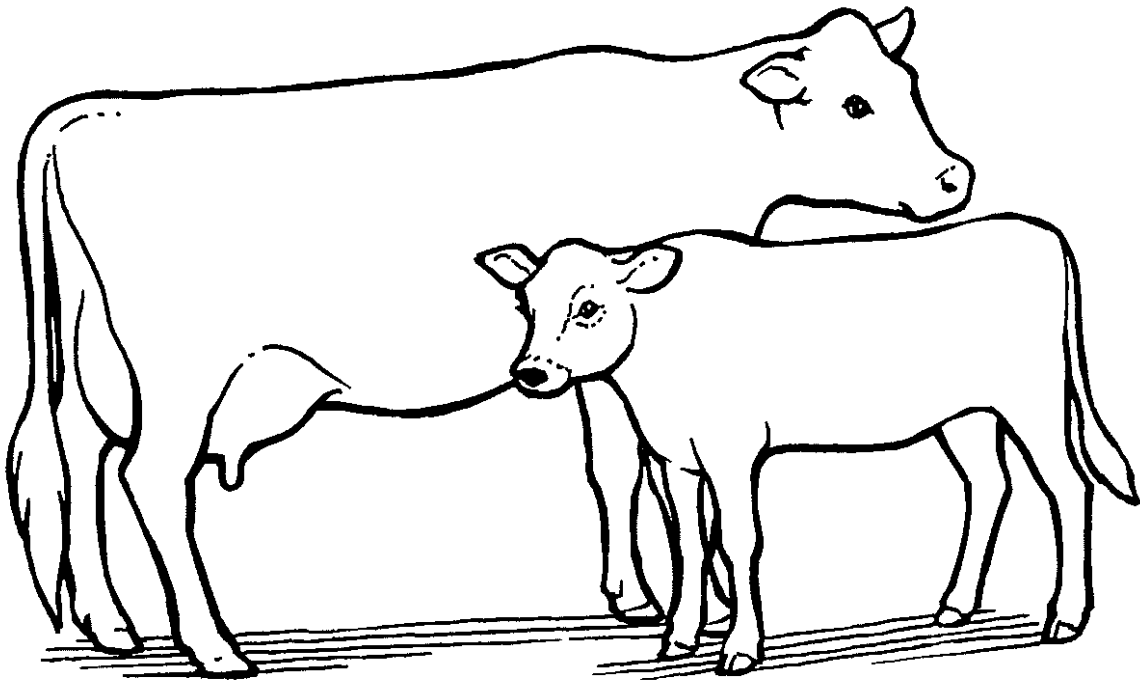
Read the *All About Cows* hand-out together and go over the answers. Students will complete the *All About Cows* hand-out.

Extension activity

Students can create a cow paper bag puppet.

Name _____

All About Cows



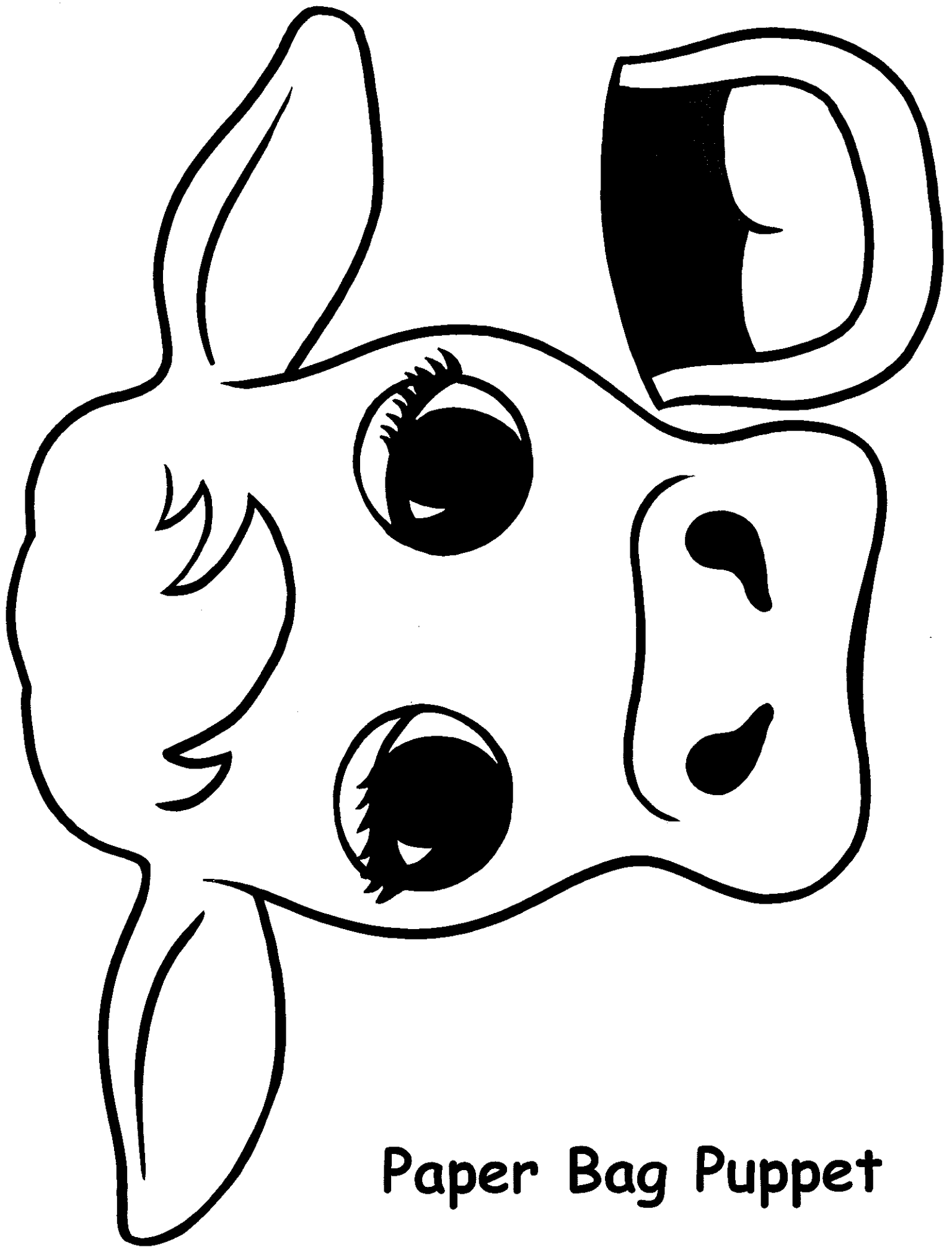
Here is a _____ and
a baby _____.

Cows give us _____.

Cows eat _____.

Cows say _____.

cow calf milk grass moo



Paper Bag Puppet

LESSON 7

Objective

To learn about pigs (appearance, diet, food they provide).

Preparation

Photocopy the *All About Pigs* hand-out. Locate books and pictures about pigs from library.

Lesson Development

Talk about what a pig looks like. Provide books and posters and show pictures. Ask if students know where bacon comes from. Talk about the types of foods pigs like to eat (pigs eat just about anything—corn, scraps, etc.). Ask if students remember the name of a baby pig.

Activity

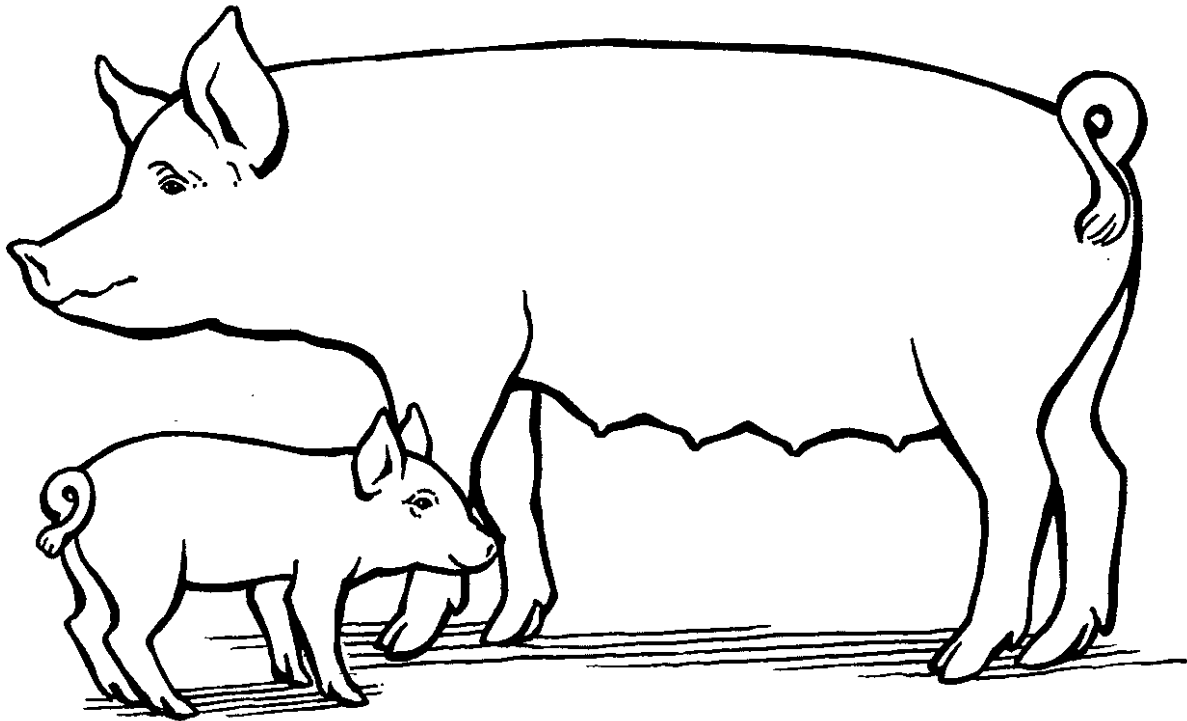
Read the *All About Pigs* hand-out together and go over the answers. Students will complete the *All About Pigs* hand-out.

Story

- *Little Pink Pig* by Pat Hutchins
- *Pig Pig Grows Up* by David McPhail
- *Five Little Piggies* by David Martin

Name _____

All About Pigs



Here is a _____ and
a baby _____.

Pigs eat _____.

Pigs have a curly _____.

Pigs say _____.

pig piglet grain tail oink

LESSON 8

Objective

To learn about chickens (appearance, diet, food they provide).

Preparations

Photocopy the *All About Chickens* hand-out. Locate books and pictures from library.

Lesson Development

Talk about what a chicken looks like. Provide books and posters and pictures to show students. Ask if students know what important breakfast item chickens provide (eggs). Ask if students know what chickens eat (grain). Ask if students remember the name of a baby chicken.

Activity

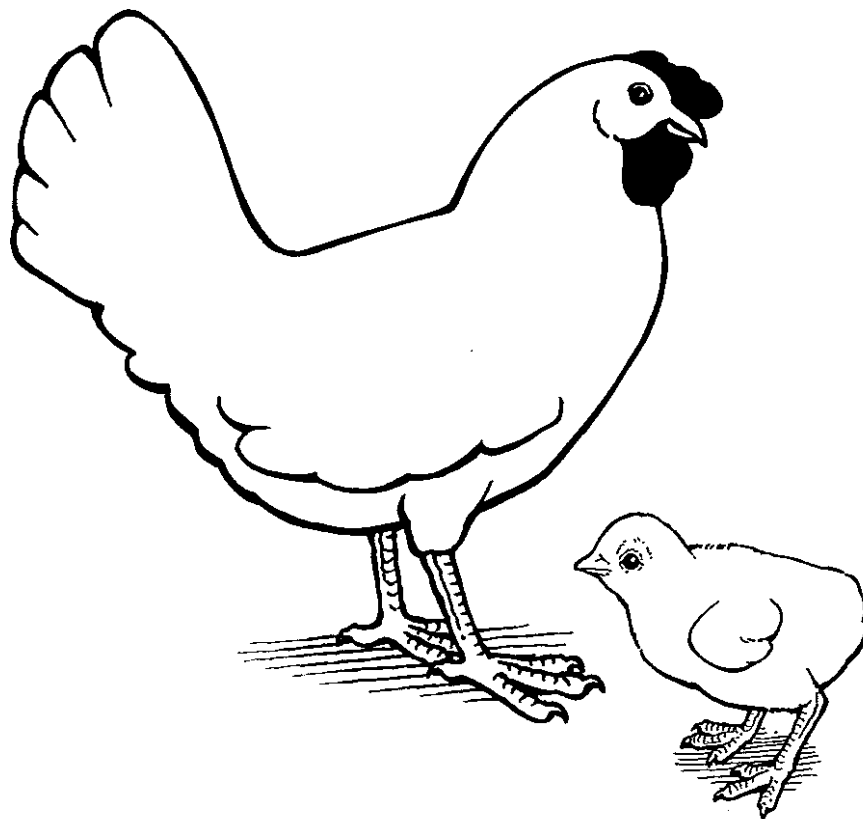
Read the *All About Chickens* hand-out together and go over the answers. Students will complete the *All About Chickens* hand-out.

Story

- *Hilda Hen's Search* by Mary Wormell
- *The Easter Egg Farm* by Mary Jane Auch

Name _____

All About Chickens



Here is a _____ and
a baby _____.

Chickens lay _____.

Chickens have _____.

Chickens eat _____.

chicken chick eggs feathers grain

LESSON 9

Objective

Students will learn one to one correspondence and match dots to numbers.

Preparation

Photocopy *Mr. Rooster* and his feathers for each child.

Lesson Development

Talk about roosters and tell students this is the male species of a chicken. Go over that one dot represents the number 1 and so on.

Activity

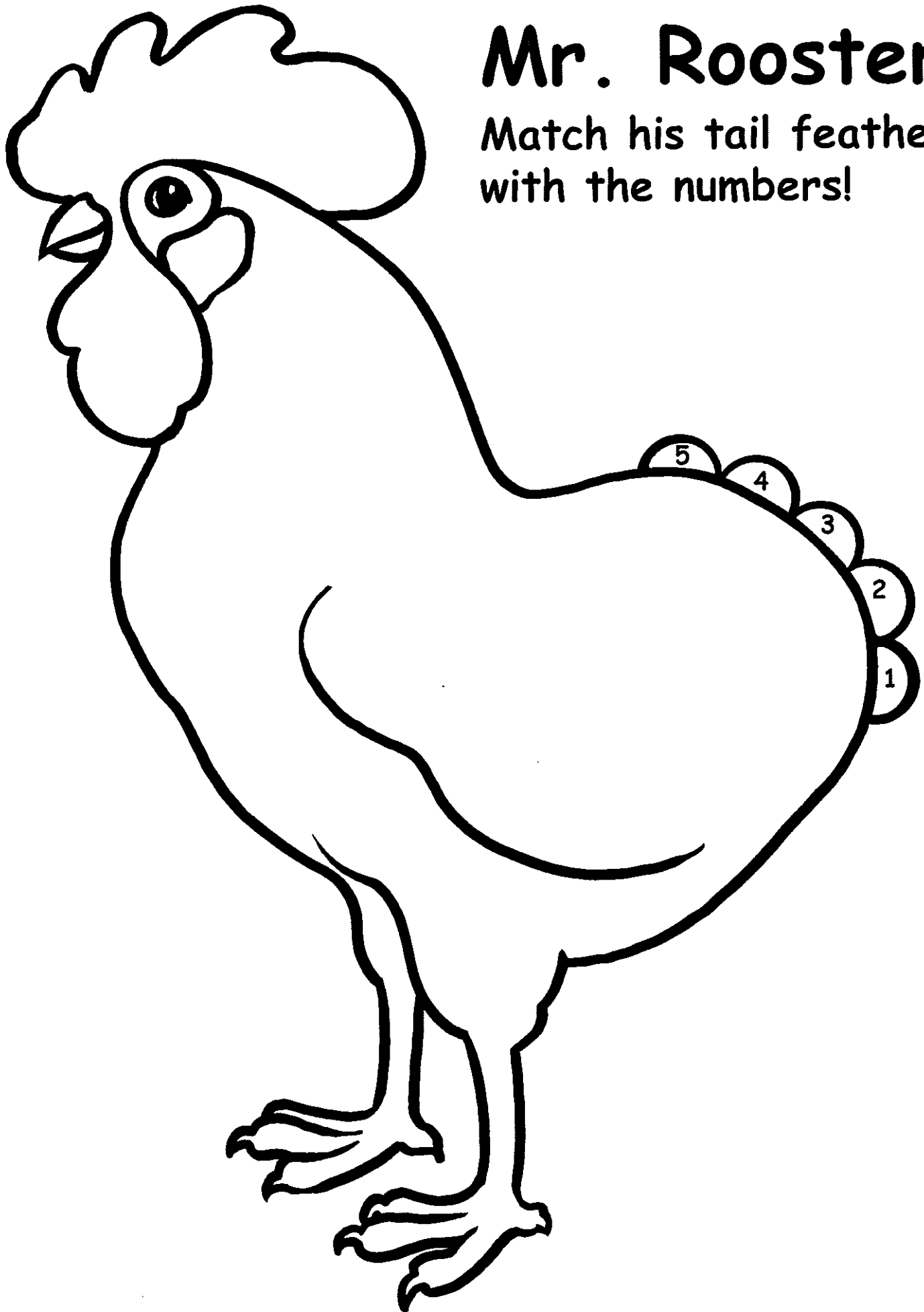
Students will colour the rooster and the feathers. Students will then cut out the feathers and glue them to the right number.

Story

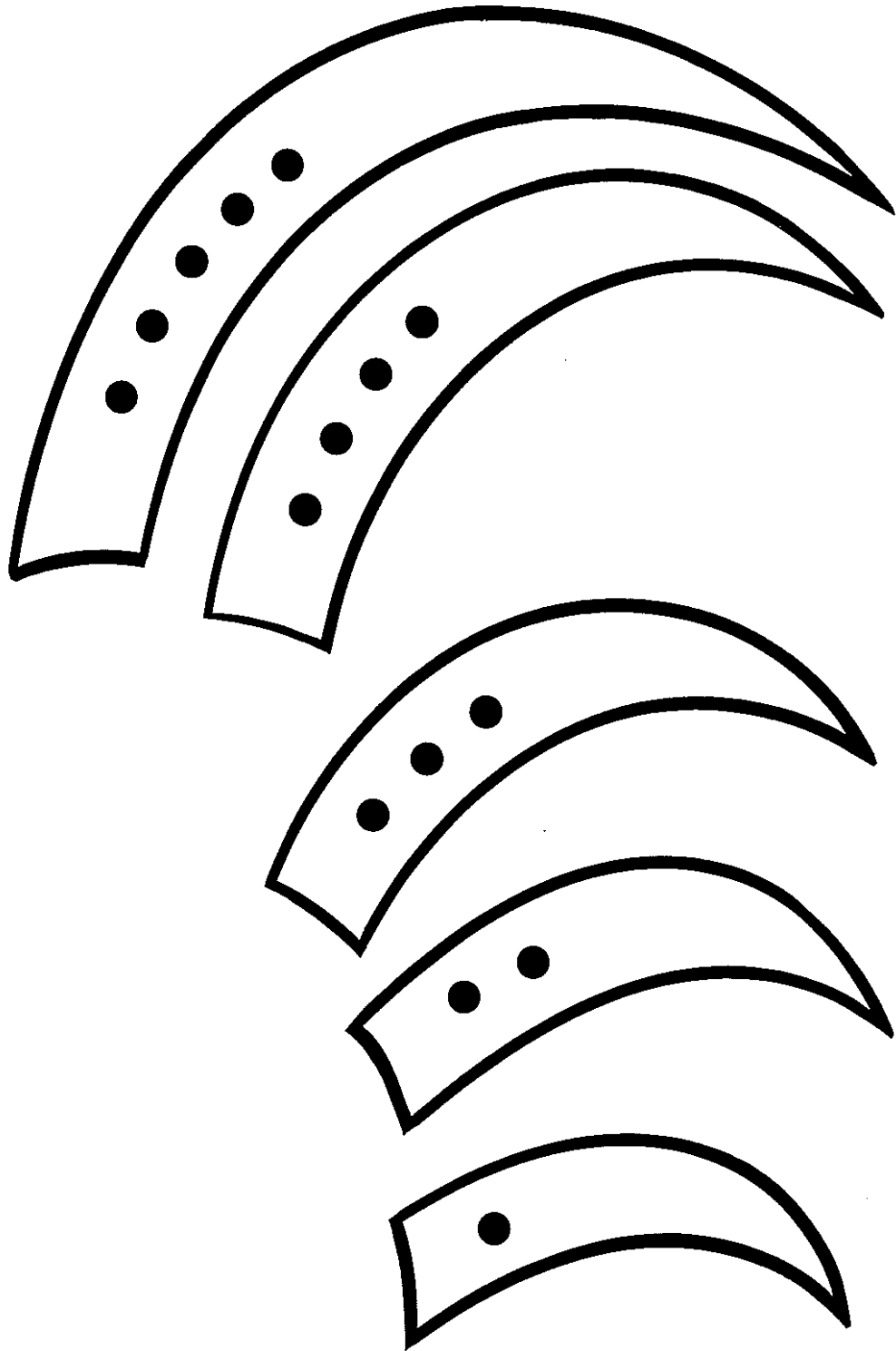
- *How the Rooster Saved the Day* by Arnold Lobel
- *Six Sandy Sheep* by Judith Ross Enderle and Stephanie Gordon Tessler

Mr. Rooster

Match his tail feathers with the numbers!



Feathers for Mr. Rooster.



LESSON 10

Objective

To learn about similarities of other farm animals and which ones lay eggs. Locate books and pictures about ducks, geese, and chickens.

Preparation

Photocopy duck, goose, and chicken wheel and accompanying page. Cut out the circle window, and attach the wheel behind the accompanying page with a winged metal fastener.

Lesson Development

Talk about the fact the chickens are not the only animals that lay eggs. Ask students if they know of other farm animals that lay eggs. Advise them that ducks and geese also lay eggs. Go through the animal wheel with the class. If it is close to easter, the "Does a rabbit lay eggs?" question may be tricky!

Activity

In gym, play "Duck, Duck, Goose." Students sit in a circle. Choose one student to walk in one direction behind the others. The student pats each head as they walk by, saying duck, duck. . . until they choose a goose. The goose (the student) gets up and runs in one direction while the student who was initially walking behind each student saying "duck, duck" runs in the other direction. Running in opposite directions around the circle they hurry for the empty place. The student left standing is now the goose. It is their turn to say "duck, duck, duck. . ." and then choose a goose.

Story

- *Emma's Eggs* by Margriet Ruurs and Barbara Spurll
- *Wow! It's Great Being a Duck* by Joan Rankin
- *Quacky Quack-Quack* by Ian Whybrow

Song

- *Six Little Ducks*

Field Trip to a Farm

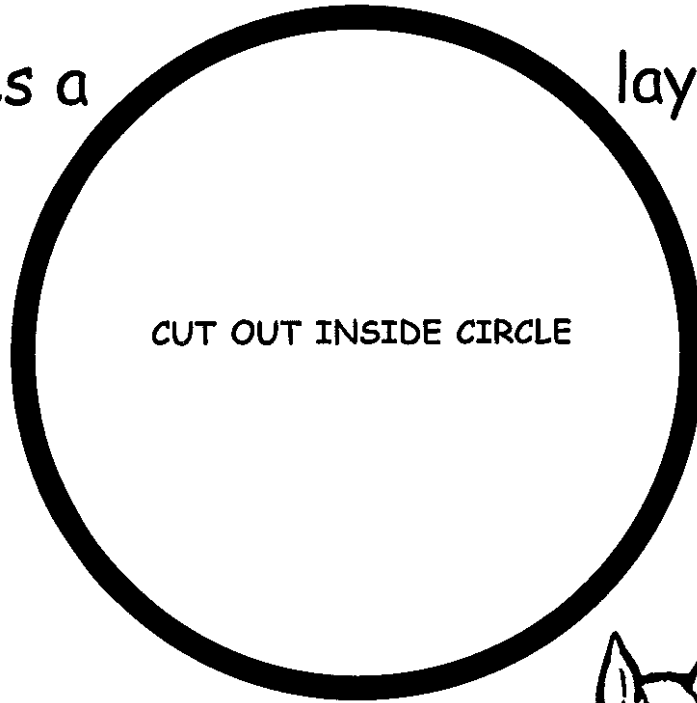
Locate a mixed farm in your local area and find out if they do school tours. This should be booked well in advance. Prepare the students for the field trip. Have students take note of what and who is working on the farm. Students should also be encouraged to ask the farmer questions to complete their K-W-L.

For a list of farm tours in your area visit www.aitc.ca/bc.

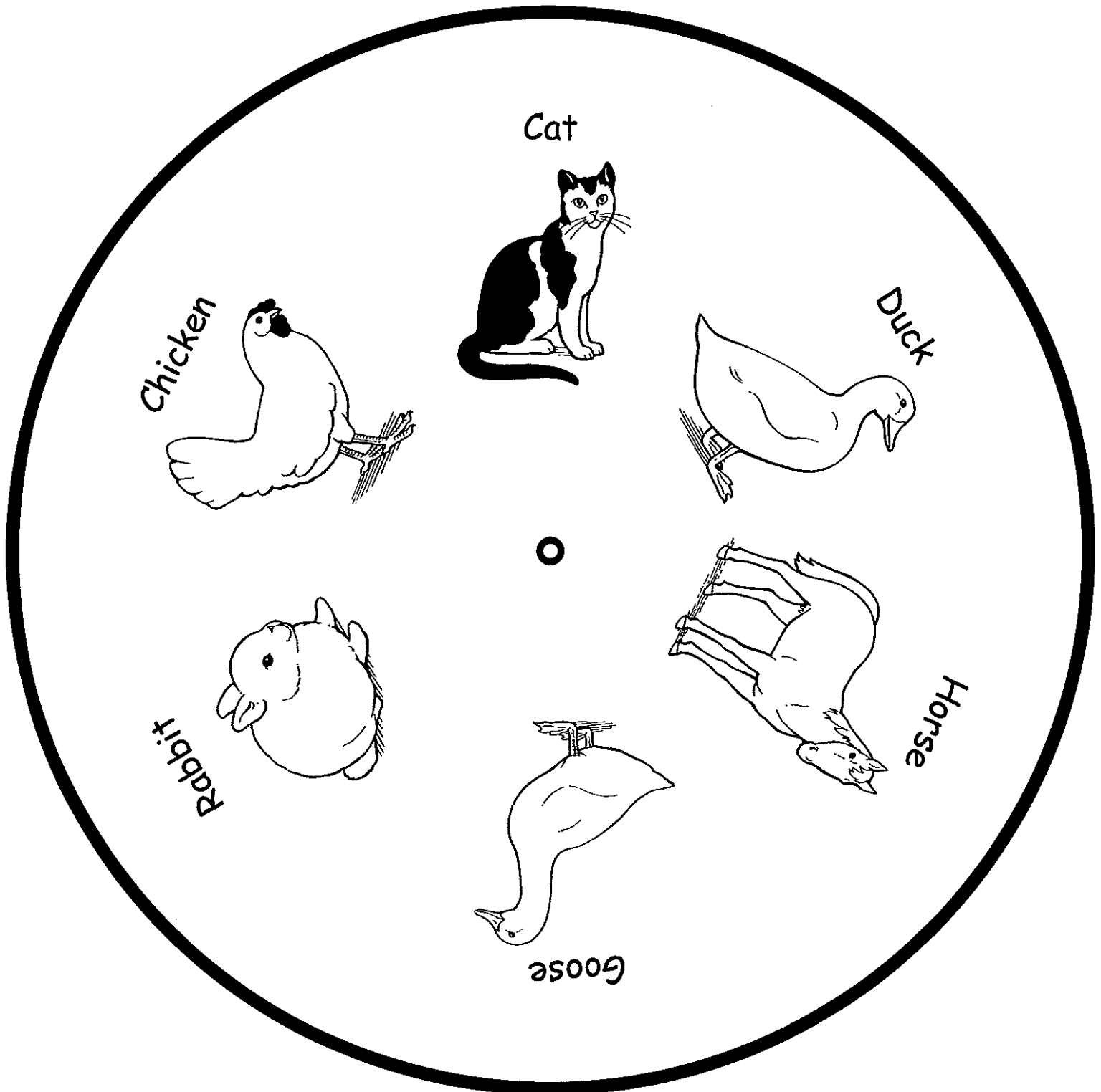
Which animals lay eggs?

Does a

lay eggs?



Enlarge animal wheel 134%, (use 11x17 or tabloid sized card) cut out and attach behind the *Which animals lay eggs?* sheet with a winged metal fastener.



LESSON 11

Objective

To find out what students learned about farm animals and other things that were discussed during this unit.

Lesson Development

Talk about the trip to the farm and go over the K-W-L organizer chart and ask them what they learned, printing their responses under the "Learned" section. Address the questions they had under the "Wonder" category to see if they were answered.

Activity

Students will do a journal entry. Ask students to draw what they saw at the farm, who worked there and what fascinated them. What was their favourite part of the visit? Scribe a sentence for the students in their journal.

Story

- *To Market, To Market* by Ann Miranda

ASSESSMENT

Assessments can be done in a number of ways. I have listed a few ideas below:

- Observation and anecdotal notes on student on-task behaviour.
- Primary "Can Do" lists.
- Completion of worksheets.
- Thoughtfulness of journal entries.
- Oral contributions during discussions.

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