Unit: Farm Animals

Adapted by Nancy Elgert

Kindergarten

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Farm Animals

Lesson plan from Scholastic modified by Nancy Elgert
Grades: K

Unit Plan

Overview

Students will learn about farm animals, their babies and what resources they provide for people. They will practice English oral language as they describe the animals using adjectives and specific sentence structures.

ELL levels: The target group is composed of beginning and intermediate levels of English proficiency.

Content Objectives

Students will be able to:
1. List six farm animals, horses, cows, pigs, chicken, goose, sheep
2. Match farm animals and their babies
3. Describe the behavior, appearance, and habitat of farm animals
4. List resources people utilize that they obtain from farm animals

Language objectives:
1. Describe a farm animal using a complete sentence.
2. Participate orally in a discussion

Note: vocabulary like action words, colors, and human body parts will be taught in previous lessons.

Materials
1. Hattie and the Fox by Mem Fox
2. Wake Up, Big Barn by Suzanne Chitwood
3. Four books by Camilla de la Bedoyere: Horses and Ponies, Cows, Chickens, Pigs and Sheep
4. Construction paper
5. Index cards
6. Scissors and glue
7. Butcher paper
8. Chart paper
9. Figures, photos, or drawings of farm animals and their babies.
10. Pictures of body parts of farm animals.
11. Figures, photos, or drawings of resources from farm animals (piece of chicken, cheese, ice cream, milk, feathers, hamburger, eggs, bacon, pork, yarn etc.)

Note: for all pictures, write the words on a sentence strip separate from the pictures, to provide differentiation and to use the cards for different activities.

Directions

DAY I

Step 1:
Explain to the children that we will be talking about farms for the next few weeks. Ask them what they know about farms. Focus the conversation on what animals are on farms and then tell them that we will be looking at a book with farm animals.

Read the book, *Hattie and the Fox*. Write a list of animals.
- ELL strategies: Use first language to name the animals, make the sounds, mimic the actions. Post picture and name of animal.

Step 2:
Tell the students that they will be describing an animal. As a class, practice by describing the horse. Ask the students about his color, size, number of legs, etc. Does he have fur or feathers? Wings? A beak or a nose? Try to encourage them to be as specific as possible as though they were describing a horse to someone who has never seen one.
- ELL: show/post pictures of different parts of animals like beak, feathers, wings etc. (The color poster is already posted from previous lesson)

Post and refer to sentence structures "The _____ has ___________" and "The _____ is_________". (Use the pictures/words to fill in the blanks depending on the level)

Step 3:
Divide the class into six groups. Each group will study one animal from the book (cow, horse, pig, sheep, goose, and chicken). Send the groups to their tables and put a picture or model of the animal that each group will study in the center of the table. Have each student draw a picture of the animal and describe it orally.
- ELL: Beginning level will draw (not label). Intermediate will draw pictures and labels describing the animal. Each table will have both English levels.

Step 4:
When the students finish, have them return to the rug and ask for someone from each group to describe their animal.
DAY II and III
Each day we will complete this activity with 3 animals.

**Step 1:** Review the animals that the class talked about yesterday. Today they will get even more information about their farm animal. Read the book *Wake Up, Big Barn* by Suzanne Chitwood, identify the animal sounds. Show the books by Camilla de la Bedoyere, show the students how to get more information about their animal from the book. Have them focus on things like: What does their animal do (walk, fly, swim, etc.)? What is the baby called? Students will match the characteristics to the animals using the pictures creating a web for each animal.

* ELL: beginning level will use just the pictures; intermediate level will match the picture and the word to the animal.

**Step 2:**
Send the students to their "farm animal" tables to write about their animal.

* ELL: Depending on their level students will complete the web drawing pictures, or pictures and labels.

**Step 3:**
As they finish, they can return to the rug so they can share what they learned about their animal.

* ELL: Beginning level will use the sentence structures "Geese can [swim]", "The [_____] makes [_____]", "The baby [_____] is a [__________]"

Day IV
**Step 1:**
Have the students sit in a circle around the rug. In the middle of the circle place the figures or pictures of food. Explain to the students that we will be sorting these objects. First, have the students find what comes from a chicken. Then go from animal to animal until all the objects are sorted. As you sort, you can have them place objects on large pieces of construction paper to visually separate them better.
Step 2:
Give each child an object or picture, have them match the object with the animals it comes from and use a sentence to explain.
- ELL: beginning level will repeat the sentence after the teacher.
  Intermediate level will use the sentence on their own. Sentence structures: "Eggs come from chickens", "We get ham from pigs"

Day V and VI
Step 1:
Today the students will make a mural to represent all that they have learned about farm animals. Each student can choose an animal to make. They will make their animal from construction paper and write three things that they learned about their animal on three little index cards. These index cards will act as labels. The next day have the students finish the mural by making a barn, fences, trees, a chicken coop, etc. Then have them assemble the mural by placing animal in the appropriate place on the farm. Then have them put their labels near their animals.
- ELL: Beginning level will write a picture and word with the help of the teacher. Intermediate level will write the word (label) without help.

Home Connection
Farm Hunt! Have your students and families search their homes for products that come from farms or farm animals. They can make a list of things they found and where in their home they found these items.

Evaluation
- Were the students able to describe animals using complete sentences? Were they using the given sentence structures? Were they using their own sentences?
- For the mural, were the students making and listing information about the animal that they focused on or on an animal that they learned about from peers?

Assess Students
- Can students list resources that people utilize from animals?
- Can students match the mother with the baby using a sentence?
- Can students describe animals using specific sentence structures and their own sentences?
Modeling Language

Have these sentence frames ready to post on sentence strips. Use pictures to fill in the blanks with the beginning level students. Have words written in index cards for the intermediate level.

Day I

“The ______ has __________” (four legs, beak, nose, fur, feathers, wings)

“The _____ is_________”. (big, small, white, brown, black, yellow)

(Use the pictures/words to fill in the blanks depending on the level)

Day II and III

“Geese can _____”, (swim, walk, run, fly)

“The horse makes _____”. (neigh, moo, oink, baa)

“The baby _____ is a ___________” (foal, calf, chick, gosling, piglet, lamb)

Day IV

“Eggs come from chickens”

“We get ham from pigs”
Picture cards to be presented the first day as we read the book. Paste the pictures in construction paper and write the name of the animal in a separate sentence strip.
Prepare the picture cards to use on Day II and III. Paste the pictures in construction paper and write the name of the baby on a separate paper.
These action words should be presented in a previous lesson. Have the cards ready to use them again Day II and III of this unit.
Walk
Swim
Fly
Write the words on a separate sentence strip. You can also cut pictures from shoppers.
Eggs

Feathers
Cheese

Milk
Yogurt

Ice cream
Yarn
The first assessment is written and all the others are ongoing assessments by teacher’s observation.

<table>
<thead>
<tr>
<th>Student</th>
<th>Matches animal and baby (prof. 4/6) Use written activity</th>
<th>Describes an animal in a complete sentence</th>
<th>Matches resources to animal</th>
<th>Uses sentence frames</th>
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<tbody>
<tr>
<td></td>
<td>Picture /words</td>
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</table>
Match the name of the baby with the mother. (have pictures and labels available for beginning level)

gosling

foal

piglet

lamb

chick

calf