



Farm Animal Book

for younger grades

Science and Language Arts

Purpose

To help students be able to identify characteristics of and distinguish differences in farm animals and to understand farm animals' usefulness to our everyday lives.

Time: 60-minute s

Level: Elementary

Materials

- Farm Animal Book (see attached)
- Book related to farm animals
 - *Little Blue Truck* by Alice Shertle
 - *Chicken Big* by Keith Graves
 - *And the Cow Said Moo!* by Mildred Phillips
 - *Big Red Barn* by Margaret Wise Brown
- Materials to decorate the farm book (colored pencils, crayons, straw, wool, etc.)
- For more information on farm animals, see <http://www.animalcorner.co.uk/farm/farm.html>

Standards

- **Science** K-2 Utah Core Standard 4
Life Science. Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.
- **Language Arts** Common Core Writing Standard 2 and Reading Informational Text Standard 1 (across grade levels, e.g. W.K.2-W.3.2)

Essential Questions

- How are farm animals similar?
- How are farm animals different?
- What are the names of farm animals and their young?
- What are some things we use in our everyday lives that come from farm animals?

Background

Farm animals, such as those found at Wheeler Farm, are an important part of our everyday lives. In the days when the Wheelers lived on the farm, there were no grocery stores. The Wheeler children would milk cows in the morning and evening to have milk to drink. Like the Wheelers, the milk we drink comes from cows, even though we get our milk from the grocery store. This lesson helps students understand where food products come from and improves their understanding of the characteristics of living things.

Activity Procedures

1. Start the lesson by reading a book to the class. For younger students, the books listed give a comprehensive look at farm animals and their characteristics (what they look like, sound like, etc.) Tell students that their job is to identify characteristics of the farm animals as you read the book aloud to them.
2. Make a list of the characteristics of farm animals with the students. Some possible discussion questions include: Which animals are big? Which animals are small? Compare and contrast young farm animals with their parents.
3. Pass out farm animal books to students. A blank book is attached. Depending on the interest/ability level of the students, you could include the following information in the booklets for the students to complete:

For example, the cow page could include questions such as:

- Draw a picture and label parts of a cow:
- Describe the cow. What does it sound like, feel like, and smell like?
- What is a young/baby cow called?
- What does a cow eat?
- How is a cow useful for a farmer?

The other pages in the book could include similar questions for each animal. Students could draw or paste pictures of straw, seeds, or other things animals eat and/or pictures of animal products: milk cartons, eggs, etc

Assessment

Students are assessed on the information they include in their farm books. This includes their ability to demonstrate their understanding of the characteristics of these animals and their usefulness in our everyday lives.