



Teaching Plan – Level Two

Teacher Prep

Prepare bulletin board with colored backdrop for a farm. Print coloring pages of things on the farm.

Fill library with farm theme books.

1. Intro - Brainstorm with children about all the things you would find on a farm. Write a list as you go. Hand out pictures of all the things on the list for children to color, cut out and place on the board to create their own farm. Offer blank pages to those who want to draw their own pictures.

Read a book about farming. (see book list) Ask comprehensive questions to reinforce the information in the book. Is there anything new to add to the list? Add to list, color and add to board.

Have each child copy a different farm word onto a piece of sturdy paper and draw a picture of that item. When done, bind the pictures together to form your own “Farm Dictionary” that can be kept in the classroom library.

2. Read one of the many books describing the development from the egg to the chicken. (see book list) Ask the question, “Which comes first, the chicken or the egg?” Discuss.
Have ready a series of pictures of the development of the egg to chicken and through discussion put the pictures in order on the board.
Have the children divide a blank square piece of paper into four squares using a pencil (use a ruler to measure for exact squares). Using a stencil or any appropriately sized circular object, trace a circle in each square and then erase the lines of the squares. Inside the circles the children will draw and color first an egg, then a chick breaking out of the egg, then a baby chick and in the final circle a full grown chicken/rooster. Finally, draw an arrow from one circle to the next to illustrate the continual cycle of the chicken and egg.
3. Read a book about the lifecycle of a plant. (see book list) Discuss all the foods we eat that grow from seeds. Some we eat straight from the plant, others we must process and cook before eating. Some seeds are good to eat. Discuss. Display a variety of seeds along with a picture of what they grow into.



Supply a rectangular blank sheet of paper and have the children, using a ruler, divide the page into 6 boxes. Each child can choose a plant to draw its cycle beginning at the seed to the grown plant.

4. Have children bring in magazines, catalogues, etc. with pictures of food (to be cut up). Have pictures of food that can be colored also available.

Put up 4 large poster boards. Read a book about the human body. (see book list)

Talk about why and how we keep our bodies healthy: Eating healthy, exercise, brushing and flossing our teeth, staying warm in the winter, protecting ourselves from the sun in summer, getting a good night's sleep, being safe.

Discussion: What is eating healthy? What foods are good for our body? Where do they come from? The foods we eat can be divided into 4 main groups; do you know what they are?

Give hints if needed until the class comes up with the 4 groups, Proteins, grains, Fruits and vegetables and dairy. Write each group on the top of the posters. Now have the children list foods for each group listing them on each poster as you go. Next, divide the class into groups, assigning each a food group. Have them cut out, draw and color foods for their group. Take down the posters and make a collage of each collection.



Songs and Games

Charades – Have the children take turns acting out a farm animal, chore, crop, etc... and have the others guess what it is. Example: Child can curl up small (like a seed), stand and stretch up high (growing) and then mimic eating corn on the cob.

Oats and Beans and Barley Grow

Chorus

Oats, peas, beans, and barley grow,
Oats, peas, beans, and barley grow,
Can you or I or anyone know
How oats, peas, beans, and barley grow?

Verse 1:

First the farmer sows his seed,
Stands erect and takes his ease,
He stamps his foot and claps his hands,
And turns around to view his lands.

Chorus

Verse 2:

Next the farmer waters the seed,
Stands erect and takes his ease,
He stamps his foot and claps his hands,
And turns around to view his lands.

Chorus

Verse 3:

Next the farmer hoes the weeds,
Stands erect and takes his ease,
He stamps his foot and claps his hands,
And turns around to view his lands.

Chorus

Verse 4:

Last the farmer harvests his seed,
Stands erect and takes his ease,
He stamps his foot and claps his hands,
And turns around to view his lands.

Chorus



Book List

From Egg To Chicken by Gerald Legg or Robin Nelson or Anita Ganeri
Where Do Chicks Come From? By Amy E. Sklansky
From Seed To Plant by Gail Gibbons or Allan Fowler
From Seed To Sunflower by Grald Legg
From Seed To Pumpkin by Wendy Pfeffer
My Amazing Body by Pat Thomas
The Magic School Bus: Inside the Human Body by Joanna Cole and Bruce Degen
Good Enough to Eat: A Kid's Guide t Health and Nutrition by Lizzy Rckwell
Ten Barnyard Babies by Roger Priddy
Food From Farms by Nancy Dickman
Farm Machines by Nancy Dickman
Jobs On the Farm by Nancy Dickman
Lunchbox-The Story of Your Food by Chris Butterworth
Spots, Feathers and Curly Tails by Nancy Tafuri
Farm by Elisha Cooper
Stone Soup by Ann McGovern
An Edible Alphabet: 26 reasons to Love the Farm by Carol Watterson

Science projects

Churning Butter

Explain that milk comes from a cow's udder. Give each child a clean glass jar labeled with their name -- baby food jars are good for this. Fill the jars about $\frac{3}{4}$ full with heavy cream. Screw on the lid as tightly as possible. Now let the children shake their jar. It could take a lot of shaking, so you may need to take some breaks.(Perhaps have them shake as you read a farm story or as they march to the beat of some music). Eventually, the fat and the whey will separate. Pour off the liquid whey – letting each child taste it if they like. Each child will now have a jar of their own hand-churned butter. (You may want to add a little salt for flavour.) Try a little on crackers and then have the child take the rest home to share with family. You can use this activity to discuss solids and liquids, measurements -- measure the cream before and the butter and whey after, then compare -- or just talk about the components of milk and its origin. An advanced lesson could go on to use the homemade butter and other farm products to make baked goods or snacks and lunches (ex. Sandwiches with bread, butter, lettuce, tomato and ham, chicken or beef).

Magnifying Glass

Put out large plastic trays and magnifying glasses. Provide different kinds of seeds, chicken feathers and wool or fleece for the children to study. You can also add lengths of wool yarn and small knitted squares or woven wool cloth to the trays and talk about how the raw wool gets turned into strands of yarn and then into clothing. (A more



advanced activity could include students actually making yarn bracelets after making their own yarn from raw wool.)

Egg Experiments

Eggs are an important animal product on a farm and there is many ways to learn about them.

Let the student carefully squeeze a raw egg in their hand and see how strong it is. Discuss why an egg breaks when it's struck on the edge but stays strong when compressed.

Place one raw egg and one hard-boiled egg on a table and ask students to determine which is which. Raw eggs wobble when spun on their end, while hard-boiled eggs spin cleanly. Explain that this is because raw eggs are liquid inside, while hard-boiled eggs are solid, and the movement of the liquid in the raw egg is what causes it to wobble. You can show this with a translucent plastic egg filled with water with food coloring.

Fill a clear glass with water and put a raw egg into it. It will sink. Take another clear cup of water, add 2 tablespoons of salt and stir until it dissolves. Add another raw egg. It will float. Explain that salt water is more buoyant than plain water and that other things will also float more easily in salt water (like the ocean) -- including their own bodies.

Incubate a Chick

It is very rewarding to students of all ages to watch eggs incubate and hatch into baby chickens in the classroom. It is important to have new homes available for the chicks after they are about four days old. Chicken eggs take about 21 days from fertilization to hatch. Some incubator set-ups require eggs to be turned manually -- this can be a stimulating experience for children and an important lesson in responsibility and caring for others.

Plants

Beans - Ask students about the plants we eat and where they come from. Ask and discuss what plants need to grow (sunlight, water, soil). Cut up a variety of fruits and vegetables and show the students the seeds (afterward you can leave these items on the science table for students to examine).

Set up 3 plastic glasses. Plant 3 bean seeds in soil, one in each cup.

Give one seed water and sunlight, the next only water, the last only sunlight. Ask students for predictions on what will happen and discuss as the plants grow (or not!)

Discussion topics:

What did you find interesting about this experiment?

Why do you think spring is the best season to grow plants?

Why are plants important to the world?

What do you think happens to a farmer's crops if they get too much rain and no sunlight? Or too much sunlight and no rain?



*Discuss the lifecycle of the plants and the parts of the plants as connected units of learning.

Root Vegetables – Trim leaves and cut the top (about 2.5cm) off several root vegetables (carrot, beet, turnip). Place standing in plate of water by a sunny window. Check water daily and add when needed. Ask children what they think will happen. Write predictions on the board and observe and discuss over the next few weeks.

Math

-Song - “100 bottles of Milk on the Wall”

-Song “A Fraction is a Part of a Whole” by Jennifer Fixman

Introduction to fractions using apple/ pumpkin pie and/or farmer’s crop (1/3 of the farmer’s corn went to the supermarket etc.)

-Survey children’s favorite foods made from milk and create a simple bar graph. Do another survey of the children’s favorite food grown from a seed and have them make their own bar graph.

-Simple baking exercise (if kitchen is available). Use ingredients from the farm to teach and practice basic measurements.

-Snack mix – “Chick feed” – Each child has a turn measuring their individual snack into paper cups.

2 Tbsp. Corn cereal

2 Tbsp. Puffed wheat

1Tbsp. Sunflower or pumpkin seeds

1 Tbsp. Raisins

-Set up a Farmer’s market with plastic fruits, vegetables, milk, cheese, pasta and animal products. Have the children create displays and make signs, then purchase items and give change. Also, have children choose a food from each food group for a balanced, nutritious meal.

-Cut out shapes of all sizes or use stencils. Have the children use the shapes to make a farm picture. (Example: Square for farmhouse and triangle for roof, circles for wheels of the tractor, sun or heads of people, ovals for the bodies of animals, etc.)

Language

Read from the book list, afterward asking children comprehensive questions about the story/information.

Put the farm word lists in *alphabetical order* using first letter.

Pig, apple, barn, milk, hay

Cow, duck, turkey, goat, eggs

Put the farm word lists in *alphabetical order* using the first 2 letters.

Crops, grains, apple, corn, goat



Pig, barn, silo, pigpen, barley

Explain what a *syllable* is. Discuss any new words on the list, then demonstrate and practice counting syllables with clapping and then “robot speak”. Next, have the children place their hand under their chin and say the words again. Every time their mouth opens, that is a syllable.

Barn, cow, pig, piglet, farmer, silo, tractor, horse, goat, turkey, harvesting, rooster, farm, corn,

Fertilizer, growing, barley, syllable

Discuss the word *plural* meaning, “more than one”.

-Have children copy farm words into a book under the heading “Plural” and add “s” to make these words plural: Pig, dog, apple, chick, cow, rooster, haystack, tractor

-“Sometimes we need to change the whole word to make it mean ‘more than one’, or be plural.”

Give a couple of examples, then have children come up with a few more.

Mouse – mice, foot – feet, goose – geese, man – men, woman – women, child – children, ox – oxen, person – people, tooth – teeth

Again, have the copy words in book under the “Plural” heading.

Make a new word by changing the first letter in the word:

Pig _ig, barn _arn, hen _en, bull _ull, goat _oat, sow _ow, chick _ick, pump _ump

Make a farm word by filling in the last consonant:

Bar_, chicke_, kitte_, cor_, pum_, plan_, see_, pigle_, cro_, do_, mil_, whea_

Tell the children the very basic definition of nouns and verbs.

Noun – A person, place or thing.

Verb – An action.

Have the children name nouns from the farm and list them on the board.

Have them come up with actions or verbs and list them next to the noun list on the board.

Ask each child to think of a sentence using one word from each list.

Write a few simple sentences on the board underlining the noun and circling the verb.

The dog ran. (circle ran)

The cow ate hay. (circle ate)

The corn grew tall. (circle grew)

Have the children write a few short sentences in their workbooks, underlining the nouns and circling the verb. Afterwards, go over the answers by doing the work on the board with the children.



Art

Make sculptures using grapes and 2-sided toothpicks. Eat grapes when done.

Food pictures: Let children be creative with glue, cardboard and dry foods, such as corn, pasta, beans, pretzels, etc.

Paper fruit basket: Cut out colored basket shape and glue onto black page leaving the top of the basket open (not glued down). Draw and cut out fruit shapes from colored paper to arrange in basket. Decorate basket with ribbons, stickers, sequins, etc.

Snacks

Have each child bring their favorite vegetable from home. Cut them up and toss together for a friendship salad.

Same as above with fruit.

Snack mix – “Chick feed” – Each child has a turn measuring their individual snack into paper cups. (2 Tbsp. Corn cereal, 2 Tbsp. Puffed wheat, 1Tbsp. Sunflower, 1 Tbsp. Raisins)

Crackers of a variety of grains) and a variety of cheeses.

Yogurt (topped with berries?)

Fieldtrips

Bring a petting zoo to your classroom. Let the children experience the feel of the sheep’s wool, see firsthand where their eggs and meat come from.

Tour a farmers’ market to take in all the sights, smells, and tastes of fresh produce.

Tour a farm or visit a farm stand to take in all the sights, smells, and tastes of farm fresh foods. Ask the farmer to talk about the crops or livestock that he/she raises and how the food gets from the farm to us.

Arrange to tour the produce section of a local grocery store. Meet a store manager and have him/her highlight the produce and dairy sections. Sample something new and different as part of the tour.