



EDUCATOR'S GUIDE



AMERICAN FARM BUREAU
FOUNDATION FOR AGRICULTURE



EDUCATOR'S GUIDE: FARM BOOTS

Activity 6: Newborn Friends

2 30-minute lessons

Objectives:

Students will...

- distinguish between farm and non-farm animals.
- match farm animal families.
- identify names of male, female and baby farm animals.
- recognize the purpose of animals raised on farms.
- Identify needs of animals.
- Recognize the care farmers give their animals to meet their needs.

Vocabulary: characteristics, livestock, products, basic needs, purpose, shelter,

NGSS or Common Core Standards addressed:

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
- 1-LS3-2 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
- 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- CCSS.MATH.CONTENT.1.MD.C.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- CCSS.MATH.CONTENT.2.MD.D.10 Draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

The Pillar of Ag Lit it relates to:

The Relationship Between Agriculture and Animals; The Relationship Between Agriculture and Food, Fiber and Energy

Materials:

- Sticky notes
- Activity 6A [Animal Cards](#)
- Activity 6A [Farm Family Cards](#)
- Activity 6A [Farm Family Chart](#)
- Scissors
- Glue/glue stick
- Activity 6B Needs Web



Activity 6A: Animals on the Farm

Teacher Prep:

- Print *Animal Cards* and separate them into individual cards.
- Print *Farm Family Cards* and separate them into individual cards. (You may need to duplicate the cards for some of the animals so each student has a card.) Print *Farm Family Chart* (1 per student)

Procedures:

1. Give each student a sticky note and have them draw or write their favorite animal on it.
2. Create a graph on the board. Have students name their favorite animal and work together to create a class graph of their favorite animals with all necessary labels and titles.
3. Pass out an *Animal Card* to each student. Explain that you will be playing a Left, Right, Center game. Everyone will start in the center of the room and will have to move to either the left or right based on their animal for different questions. If their animal could fit into both of the choices, they stand in the middle; and if their animal doesn't fit into either of the choices, they sit down in the middle. After discussing each question's results, students return to the center for the next question.
4. Have students line up in the center of the classroom and give students scenarios and identify the location to move for each (i.e., good pet to left; bad pet to right). (Scenarios may include: good/bad pet; tame/wild; forest/farm; found in US/not found in the US; 4 legs/2 legs; walk/fly; water/land; lives in our state/doesn't live in our state; useful/pest; petting zoo/don't touch; farm/zoo; etc.) With each sort, discuss several animals in each category.
5. At the conclusion of the Left, Right, Center game, ask students, "What purpose might animals have?" Lead to pets/companions, predator/prey, work, food (animals/humans), etc.
6. Explain that farmers raise animals (livestock) for a purpose: to provide products (food, fiber, and materials) for people to use.
7. Explain that each farm animal is part of a family, with males, females, and babies. Farmers will often care for the animals from the time they are babies on the farm.
8. Give each student a *Farm Family Card*. Explain that all the animals got loose in the barnyard and each student needs to find the rest of the members of their farm family. (Can have students make their animals' sounds to try to find their family members.)
9. Once families are found, have each farm family introduce themselves with their family name ("We are the _____ family") and then individually ("I am the male/daddy _____." "I am a _____.")
10. Have students complete the *Farm Family Chart* to identify the correct names of each member of the farm animal families.



Activity 6B: Animal Needs

Teacher Prep:

- Print Needs Web (1 per student)

Procedures:

1. Give each student a **Farm Family Card** and have students play the Farm Family Sort game from Activity 6A again. Explain that all the animals got loose in the barnyard and each student needs to find the rest of the members of their farm family.
2. Once students are in their farm families, Explain to students that farmers care for animals on the farm all year long. Have students work together in their groups to make a list of things the farmer would have to do to take care of their farm family.
3. Ask students, “What do you need to live and stay healthy?” Collect responses and lead to food, water, air, and shelter.
4. Create a **Needs Web** on a whiteboard or shared screen space. Work together as a class to list the ways humans meet their needs for each category. Explain that animals need all the same things.
5. Have students get back into their farm family groups. Give each group a **Needs Web** and have them work to complete the web for their farm animal.
6. Have each group share their web with the class.
7. Ask students, “Would anything on your lists change with what the farmer would need to do with the changing of the seasons?” Discuss special things farmers would have to do in different seasons for their animals.
8. Remind students that humans and animals, as living things, have similar basic needs, but those needs are met in different ways. Play review game with students:
 - a. Teach students sign language for 6A (animals), H (humans), and B (both) *Note: You can look these up at Handspeak.com*
 - b. Tell students that you are going to make a statement. They need to decide if the statement is about animals (sign A), humans (sign H), or both animals and humans (sign B)
 - c. Give students statements related to how basic needs are met, such as:

• eat grass (A)	covered in wool or hair (A)
• drink water from a trough (A)	covered in feathers (A)
• have hair (B)	drink water (B)
• drink bottled water (H)	live in a house (H)
• eat hay (A)	have a bed of straw to lay in (A)
• live in a barn (A)	eat a cooked meal for dinner (H)
• wear a coat to keep warm (H)	eat grains, like corn and wheat (B)
• need shelter (B)	eat food for energy (B)

Optional extensions:

Have students...

- Complete a Venn diagram comparing how their needs are met to how a farm animal's needs are met.
- Play “In My Barn,” a My American Farm game that relates to the animal care topic in this lesson <http://www.myamericanfarm.org/games/in-my-barn>

Activity 6A: Animal Cards

Alligator



Bear



Cat



Chicken



Cow



Deer



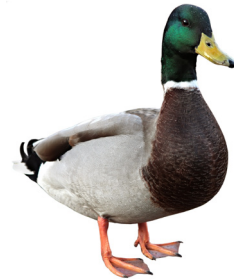
Dog



Dolphin



Duck



Elephant



Giraffe

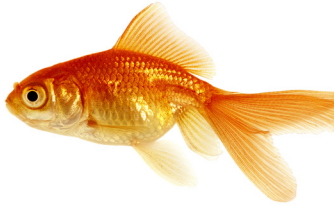


Goat



Activity 6A: Animal Cards

Goldfish



Guinea Pig



Horse



Kangaroo



Lion



Llama



Mouse



Octopus



Panda



Parrot



Penguin



Pig



Activity 6A: Animal Cards

Rabbit



Raccoon



Shark



Sheep



Skunk



Snake



Squirrel



Trout



Turkey



Turtle



Woodpecker





















Zebra





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Activity 6A: Farm Family Cards

Male	Female	Baby
 Bull	 Cow	 Calf
 Boar	 Sow	 Piglet
 Rooster	 Hen	 Chick
 Ram	 Ewe	 Lamb
 Stallion	 Mare	 Foal
 Billy	 Nanny	 Kid



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Activity 6A: Farm Family Chart

Directions: Animals within a family of animals have special names. Cut apart the words in the box at the bottom of the page and place the names in the correct space for each farm animal.

	Cattle	Chicken	Goat	Horses	Pigs	Sheep
Baby						
Female						
Male						

	billy		ewe		nanny	
	boar		foal		piglet	
	bull		hen		ram	
	calf		kid		rooster	
	chick		lamb		sow	
	cow		mare		stallion	



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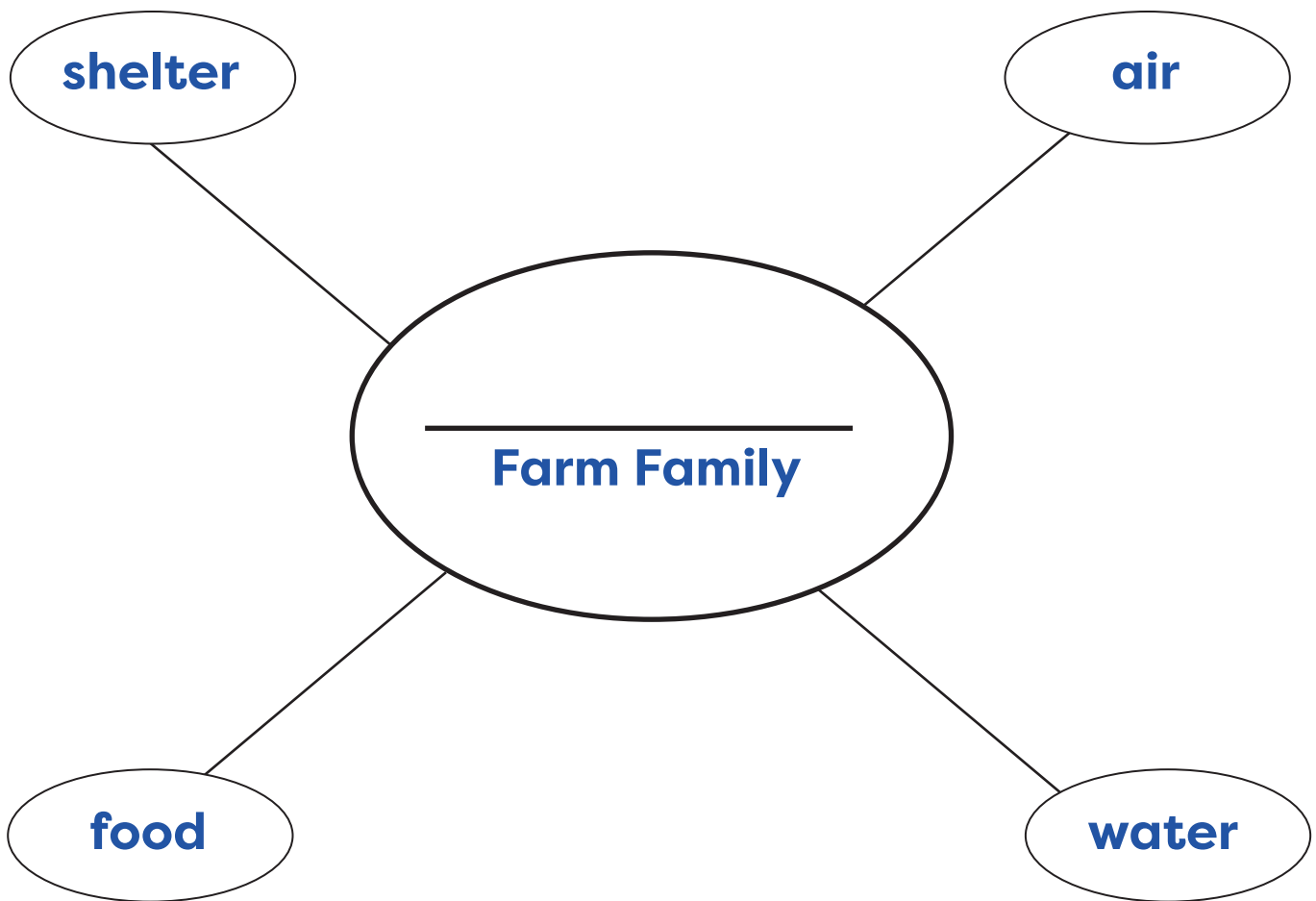
Answer key:

	Cattle	Chicken	Goat	Horses	Pigs	Sheep
Baby	<i>bull</i>	<i>rooster</i>	<i>billy</i>	<i>stallion</i>	<i>boar</i>	<i>ram</i>
Female	<i>cow</i>	<i>hen</i>	<i>nanny</i>	<i>mare</i>	<i>sow</i>	<i>ewe</i>
Male	<i>calf</i>	<i>chick</i>	<i>kid</i>	<i>foal</i>	<i>piglet</i>	<i>lamb</i>



Activity 6B: Needs Web

Directions: All living things have basic needs that need to be met for them to live and be healthy. List the things a farmer may need to do and provide for your farm animal.

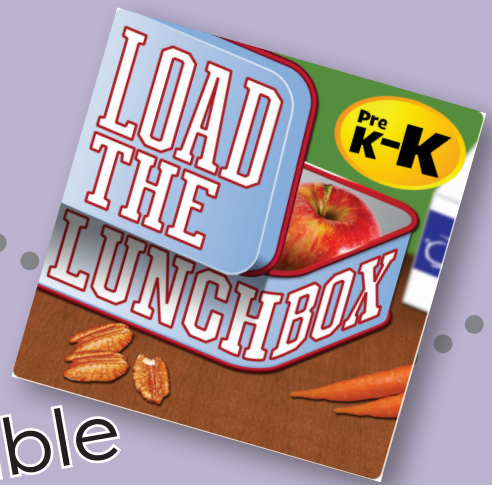


For more FUN, check out
My American Farm!

www.myamericanfarm.org



We have
GAMES



downloadable
LESSONS



family
FUN
activities

EXPLORE!



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