

MANCHESTER COLLEGE
Education Department

LESSON PLAN by Celsie Myers

Lesson: A Day on the Farm **Length:** 45 Minutes

Age or Grade Intended: 1st Grade

Academic Standards:

Science Standard 1: The Nature of Science and Technology

- 1.1.3 Recognize that and demonstrate how people can learn much about plants and animals by observing them closely over a period of time. Recognize also that care must be taken to know the needs of living things and how to provide for them.

Science Standard 4: The Living Environment

- 1.4.3 Observe and explain that animals eat plants or other animals for food.
1.4.4 Explain that most living things need water, food, and air.

Performance Objectives:

Given a styrofoam cup, students will plant a seed with 100 percent accuracy.

Given a data record sheet, students will record specific data (outlined on sheet) with 100 percent accuracy.

Given various magazines, students will make a collage of ten different foods farm animals eat with 100 percent accuracy.

Given various art supplies, students will make a book about their day on the farm with 100 percent participation. (An outline of required information will be given)

Advanced Preparation by Teacher:

1. Gather various art supplies.
2. Gather various magazines.
 - a. (farm, agricultural, discover, etc.)
3. Buy various seeds.
4. Potting soil
5. Styrofoam cups
6. Create and copy data chart.

Procedure:

Introduction/Motivation:

The teacher will start the class by reading the book, Down on the Funny Farm. The students will create a list of all the different animals found on a farm.

Step-by-Step Plan:

Engage - What else is found on a farm? What are the responsibilities of the farmer? Why is it important for a farmer to take care of his crops and animals? As a class, make a web diagram of different animals and crops found on a farm.

Encourage - The students will take a mini-field trip outside to where a mini-farm will be set up by a local farmer. The farm will include many animals located on a farm and various

samples of crops around the outside of the farm. The teacher will encourage the students to walk around, explore and discover what different animals are on the farm, what they eat and how they live on the farm. The teacher will also encourage the students to browse and research how crops grow. Along with the experienced farmer, there will be additional books and resources available for the students to discover facts about the life on a farm.

Engage – The teacher will ask the students questions about what they observed and learned on the mini-farm. They will talk about the different animals and crops located on the mini-farm and compare it with the web diagram they made as a class. The teacher will ask questions about how a plant is grown. What is the first process to start a garden? The teacher will demonstrate how to plant a seed properly and talk about how often to water the plant. Once the teacher has completed the demonstration of how to plant a seed, each student will choose a seed, and plant it in a styrofoam cup. The students will start their observations of their plant.

Bloom's Questions:

- What animals are typically found on a farm?
- What different crops do farmers plant?
- Why is it important for the farmer to take care of his animals and crops?
- What other responsibilities does a farmer have?
- How did you plant your seed?
- How did you construct your storybook?

Gardener's Multiple Intelligences:

- Intrapersonal: Using their creativity to make their storybook.
- Interpersonal: Presenting their storybook and crop planted to a group of students.

Closure:

The students will create a storybook about their day on the farm. The book should be at least 5 pages long, describing their experiences on the mini-farm. The book can include pictures of the animals, crops or they can create a story like the book we read before we began the lesson. The students must be creative and use their imagination.

Once every student has completed the storybook, the students will split into groups of two or three. Each student will explain the type of seed they planted and their storybook within their group. The student will explain why they chose that plant, how they planted it and what they have observed so far. The students will also read their storybook, showing the pictures and explain why they chose that scene to put in their book.

Assessments:

- Completion of the data chart about how their plant is growing.
- Written explanation of why or why not their plant grew (after six weeks)
- Collage of 10 different farm animals.
- 5 page storybook about their day on the farm.
 - 2 different ways to create your book
 - Experiences throughout the day including pictures of animals and crops you discovered on the mini-farm.
 - Create own story like the story we read before the lesson began, using your imagination to create your own storybook.

Adaptations/Enrichment:

For the students with disabilities, the student aid can help the student make a list of crops and farm animals before he tries to find pictures or instead of trying to find pictures, they could draw their own pictures. Instead of making a collage, I could give the student a worksheet with various crops listed and they could circle the right ones. Another student from the class could help him record his daily data about his plant.

For the gifted and talented students, they could measure how high their plant has grown daily in centimeters and convert that into inches. For their storybook, the student will write about what it would be like to own a farm, raise animals and plant crops. The student would write about what their family, food selection, lifestyle, animals and house would be different than it is right now.

Self-Reflection:

How could I make this lesson more productive? How can I engage the students to be more actively involved? Have I met all the students' needs? Will this lesson be successful?