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| **Class** | Junior Infants | **Theme** | Animals |
| **Unit** | 11 | **Subtheme** | The farm  |
| **Unit genre** | Report |
| **Vocabulary** | Tier 1 examples: farm, farmer, food, grow, seeds, hay, animals, cow, pig, sheep, hen, sheep, wool, spring, summer, autumn, winter, tractorTier 2 examples: meadow, harvests, crops, farmyardTier 3 examples: tethered, notice, pecking |
| **Lesson resources** | Multimedia links |
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| **Element** | **Learning outcome** | **The child should be able to …** |
| Communicating | LO 1 | Listen with interest to a story |
| LO 2, 3 | Develop vocal and facial expression, pace and intonation when speaking and apply this when speaking a poem as a group Use eye-contact, topic maintenance and demonstrate an awareness of listener’s needs while reportingWork collaboratively by partaking in a group talking task. |
| Understanding | LO 4 | Express and understand complex sentence structures, including giving definitions.Understand how to use the prefix, ‘un’. |
| LO 5, 6 | Use plurals, synonyms, compound words, and a wide range of nouns and adjectives. |
| LO 7 | Demonstrate understanding, e.g. giving definitions.Clearly express an opinion. |
| Exploring and using | LO 8, 9 | Express preferences.Ask and answer a variety of open and closed questions. |
| LO 10 | Use language to categorise.Use collective nouns, e.g. a flock of sheep; a herdof cattle, etc. |
| LO 12 | Engage in creative language use through role play.Explore the aesthetic use of language through a poem. |
| LO 13 | Use language to explain and justify. |
| LO 14 | Use language to describe. |

Fortnightly plan

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| **Lesson 1** | Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Sing along: Farm rhymesGroup talking task (Explore mode): Who/what am I? | **Lesson 3** | Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Animal matchingClass/pair talking task: True or false?Odd-one-out |
| **Lesson 2** | Digital poster (Story mode): RecapDigital poster (Question mode) Story: *Rosie’s Walk* Group talking task: If I were a farm animal … | **Lesson 4** | Digital poster (Label mode) Digital poster (Poem mode): ‘The Cow’Fill in the gapReport: Let’s make butter!Role play*:* At the farmer’s market |

Lesson 1

**Digital poster (Story mode) *LO 1***

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

**Digital poster (Explore mode): Talk and discussion *LO 4, 5, 6, 7, 10, 14***

Go to the Explore mode of the poster. Use the spotlight tool to highlight the tractor.

Ask children the following questions:

* What is this? (*a* ***tractor***)
* How do we know? *(It has big wheels/****tyres****,**it’s red, it’s bigger than a car)*
* Where might we find it? (*On a farm*)
* What is a farm? (*A farm is where we rear/raise animals and/or grow crops*)
* Where would we find a farm? (*In the countryside*)
* Who works on a farm? (*A* *farmer*)

Use the spotlight tool to focus on the different animals shown in the poster.

* Ask children to name the animals in the poster, and to name other common farm animals.
* What words would you use to describe a cow/horse/pig/sheep/chicken/donkey? *(friendly; furry; fuzzy; cute; fast; smelly; heavy; huge; strong; calm; tame)*
* What sounds do they make? (*moo; neigh; oink; baa; cluck; hee-haw)*
* Can you spot anything interesting, e.g. ***body features*** *– horn, mane, fur, hide, feathers;* ***legs*** *– two legs, four legs, hooves, trotters, paws; claws; webbed toes;* ***noses*** *– snout, beak, muzzle;* ***animal tails*** *– curly, long, stubby*

Nouns*:* **Animals** – pig; cow; horse; hen; goose; turkey; sheep; goat; dog/sheepdog; cat**Homes/buildings** – barn; shed; pen; stable; chicken coop; henhouse; pigsty; milking parlour

**Food** – *e.g. grain; grass; carrots*

**Clothes** we wear on the farm – e.g. overalls; wellies; cap

Compound words: farmhouse, farmyard, haybarn, henhouse, pigsty/pigpen

Plurals*:* cow/cattle; sheep/sheep; goose/geese; hoof/hooves

Adjectives: **colour** – pink, black, brown, white; **size** – big, huge, small, tall, tiny; **weight** – heavy, light, fat, thin

Verbs: to milk; clean; feed; shear; chew; peck; fly; roll; waddle; graze; gallop; trot; strut; plough

Use the spotlight tool to focus on different items/actions as they are named. Use the pen tool to categorise the various items after they have been named.

**Sing along: Farm rhymes**

Play *The Farmer in the Dell* for the class. Encourage children to sing along to the rhyme. <https://www.youtube.com/watch?v=TJb1ozI7TpU>

Play *Down on Grandpa’s farm*, from Barney <https://www.youtube.com/watch?v=irdaGc_HDnQ>

Encourage the class to add their own verse to the end of the song, e.g. Down on Grandpa’s farm … *there is a big friendly horse/a little yellow chick/a cranky goat,* etc.

**Group talking task (Explore mode)**: **Who/what am I? *LO 4 and 10***

Use the spotlight tool to highlight an animal or place (green field, field of earth, cattle barn, etc.) in the poster.Supply the sentence starter and prompt a child or group of children to complete the sentence by giving information on the animal or place and then naming the animal or place, e.g.:

Teacher: *Who am I? I am an …*

Child: … *animal* ***that*** *says ‘Moo’. I am a cow!*

Teacher: *What am I? I am a …*

Child: *… place* ***where*** *sheep graze. I am a green field!*

Focus on the children’s use of categorical terms (*animal, place*) and ability to complete complex sentences (using *that* or *where).* The game may be played in pairs once children are familiar with the format.

**Differentiation:** This game can be simplified if the teacher gives the whole sentence and the child(ren) guess the answer, e.g.:

Teacher: *I’m thinking of a place where we grow crops.*

Children: *You’re thinking of a farm!*

Teacher: *I’m thinking of an animal that has a curly tail.*

Children: *You’re thinking of a pig!*

Lesson 2

**Digital poster (Story mode): Recap *LO 1***

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

**Digital poster (Question mode) *LO 8, 9, 13, 14***

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

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| Q1. | What colour is the tractor on the poster? |
| Q2. | What do sheep like to eat? |
| Q3. | What is the little girl in the poster doing? |
| Q4. | Where did the milk in the little boy’s glass come from? |
| Q5. | What is happening in the picture on the top right? |
| Q6. | What do you call a baby pig? |
| Q7. | Where do hens lay their eggs? |
| Q8. | When do farmers shear sheep? Why do they do this? |
| Q9. | What is the farmer in the tractor doing? |
| Q10. | Do you think being a farmer is hard work? Why? |

**Story: *Rosie’s Walk*** ***LO 1, 4, 5, 6, 7, 12***

Play this animated version of the story *Rosie’s Walk* by Pat Hutchins [*https://www.youtube.com/watch?v=2qDIAeNtO1o*](https://www.youtube.com/watch?v=2qDIAeNtO1o) then ask children the following questions:

* What is Rosie?
* Is ‘Rosie’ a good name for a hen? Why do you think that?
* Where does Rosie live?
* What did you notice about Rosie’s coop?
* Did Rosie notice that? How do you know?
* Why do you think the fox was following Rosie?
* Rosie went *around* the pond. Where did the fox go? (***into*** *the pond)*
* Rosie went *over* the haystack. Where did the fox go? (***into*** *the haystack*).
* Why didn’t the bees chase Rosie?
* Why didn’t the fox catch Rosie?
* Why did the goat not follow Rosie? (*he was* ***tethered***)
* What words could we use to describe Rosie (e.g. ***lucky****; proud; confident; happy; strutting; unaware*)
* What words could we use to describe the fox (e.g. *sly;* ***unlucky****/unfortunate; creeping; prowling)*
* What would be a good name for the fox?
* What signs of a farm do we see in the story? (*coop; yard; tractor; trailer/cart; rake; haystack; goat; beehive*)
* Look at the picture on the bottom right of the poster. What do you notice about the hens? *(their colours, their foods, they are pecking, they are fenced in)*

**Group talking task: If I were a farm animal …** ***LO 8, 13***

Organise the children into groups. Give each group a set of pictures showing different farm animals.

Each child in the group chooses a favourite animal and reports to other members of the group which animal they would like to be, explaining why, and giving as many reasons as possible:

***If I were a farm animal*** *I would like to be a pig* ***because*** *I could roll around in the mud and I would have a cute curly tail.*

***If I were a farm animal*** *I would like to be a cow* ***because*** *I would have a swishy tail and I could spend all day in a meadow.*

Focus on the children reporting information to one another and justifying their preferences.

Lesson 3

**Digital poster (Explore mode): Talk and discussion *LO 5, 6, 10***

Go to the Explore mode with the children again. Focus on **farm families** (collective nouns).
First, use the spotlight tool to focus on the image of sheep grazing in the field. Ask children questions:

* Can you see one sheep or lots of sheep in this picture?
* Where are they? (*Field/meadow/pasture*)
* When we see lots of sheep together, we call them a ***flock of sheep****.*

Now focus on the image of cattle in the shed.

* Can you see one cow or lots of cows/cattle?
* Where are they? (*In the* *cowshed*)
* When we see lots of cows/cattle together, we call them a ***herd of cattle****.*

Now focus on the image of chickens in the yard.

* Can you see one chicken or more than one chicken?
* Where are they? (*In the* *farmyard)*
* When we see a group of chickens together, we call them a ***clutch of chickens****.*

To reinforce this language, move the pointer from one group of animals to another, trying to trick the children about what we call each group of animals, e.g.:

Teacher: (pointing to a group of sheep): *Is this a clutch of sheep?*

Children: *No, it’s a flock of sheep!*

Encourage individual children to use the pointer to point out and name a group of animals. More collective nouns are listed below.

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| **Animal (singular)** | **Animal (plural)** | **Collective noun** |
| Goose | Geese | Gaggle |
| Ox | Oxen | Drove |
| Pig | Pigs | Drove |
| Swan | Swans | Bank |
| Fish | Fish | School |
| Kitten | Kittens | Litter |
| Hen | Hens | Brood |

**Digital poster: (Activity mode): Animal matching *LO 2, 7, 13***

Go to the Activity mode of the poster. Ask the children to look at the photos showing adult animals and baby animals. They should then match the adult animal to its baby (cow-calf; pig-piglet; sheep-lamb; hen-chick). Use the drawing tool to connect the images on-screen.

**Class/pair talking task: True or false? *LO 4, 5, 6, 13***

Read the following true or false statements to the class, asking after each statement if it is true or false. Encourage the children to explain their answers as fully as they can.

* A baby sheep is called a calf.
* A grown-up/adult lamb is called a pig.
* A grown-up/adult chick is called a hen.
* A baby cow is called a chick.
* A baby pig is called a piglet.
* A grown-up/adult piglet is called a cow.
* A baby cow is called a calf.
* A grown-up/adult lamb is called a sheep.
* A turkey is bigger than a chicken.
* A horse is smaller than a sheep.
* A cow is heavier than a hen.
* A pig is fatter than a duck.
* A chicken is lighter than a pig.
* A duck is taller than a cow.
* A piglet is thinner than a cow.

When giving these statements, focus on:

Opposites – *big/small; black/white/; clean/dirty; young/old*

Comparatives – *big/bigger; small/smaller; tall/taller; light/lighter; heavy/heavier; fat/fatter; thin/thinner*

Encourage children to explain their answer. When the children are familiar with the form, the children may play this game in pairs.

**Odd-one-out *LO 4, 5, 6, 13***

Read the following lists to the class and ask them to identify what in each list is the ‘odd-one-out’. Encourage children to justify their choice.

* Farmer, sheep, hen, cow

*e.g.* ***I think*** *the farmer is the odd one out* ***because*** *he is a human/person and the others are all
farm animals.*

* Lamb, duck, calf, duckling (*babies*)
* Wellies, cap, party dress, overalls (*farm clothing*)
* Pizza, milk, eggs, wool (*things we get from farm animals*)
* Tractor, race-car, jeep, trailer (*vehicles on a farm*)

Lesson 4

**Digital poster (Label mode)** ***LO 6, 7***

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

**Digital poster (Poem mode):** **‘The Cow’ *LO 2, 12***

Go to the Poem mode of the poster and play the poem ‘The Cow’ by Robert Louis Stevenson:

**The Cow**

By Robert Louis Stevenson

The friendly cow all red and white,

I love with all my heart:

She gives me cream with all her might,

To eat with apple-tart.

She wanders lowing here and there,

And yet she cannot stray,

All in the pleasant open air,

The pleasant light of day;

And blown by all the winds that pass

And wet with all the showers,

She walks among the meadow grass

And eats the meadow flowers.

Encourage children to speak the poem with appropriate expression, pace and intonation.

**Fill in the gap *LO 6***

Read the sentences below out loud to the class and ask children to complete them.

We get … from a cow (*cream; milk; butter; cheese*)

We get … from a chicken (*eggs*)

We get … from a sheep *(wool)*

**Report:** **Let’s make butter!** ***LO 2, 10, 13***

Show the class this video on how butter was traditionally made by hand with a churn: <https://www.youtube.com/watch?v=itRfFkqDSrs>

Now tell the class that they are going to try making their own butter, with cream and a jar and some very strong arms!

**You will need**

**Ingredients:**

1 carton of double cream (250ml)

1 pinch of salt

Bread or crackers (optional)

**Equipment:**

1 jar with a tightly-sealing lid OR 1 plastic container with a tightly-sealing lid and one marble

1 glass or bottle

1 plate

**Instructions:**

* Let the cream come to room temperature.
* Pour the cream into the jar or container until about half full. Add a pinch of salt. To avoid the risk of breakage, you could use a tightly-sealed plastic container with a clean marble inside instead. The marble helps to speed up the whipping process.
* Play some music and have the children take turns shaking the jar up and down.
* After about 15 minutes the cream will be whipped. Have children continue to shake the jar until they see a solid lump inside the jar and a whitish liquid. This is butter and buttermilk.
* Pour the buttermilk into a glass. Explain to the children that buttermilk is used for baking to make things like pancakes, scones and soda bread.
* Rinse the butter in water to remove any buttermilk and then spread a little on bread or crackers for the children to taste (optional).

After the butter-making is done, organise the children in groups and have them visit other classes in the school with the butter and buttermilk to give an oral report of how they made it. See example below:

*We made our own butter and buttermilk.* *We used two* ***ingredients*** *(cream, salt) and some* ***equipment*** *(jar with a lid/plastic container and a marble, very strong arms to shake the jar) to make our butter. We put the cream and salt in the jar and closed the lid tightly. We took turns passing the jar around and shaking it. We shook the jar for a long time, until there was a hard lump inside. Then we separated the butter and the buttermilk.*

**Role play: At the farmer’s market** ***LO 2, 12***

Have children engage in free play in a farmer’s market set-up.

Roles: Farmer; sales assistant; customer

Props: Farmer’s cap; apron; cash register; crates; real or plastic fruits and vegetables; milk and butter; shopping basket; prop money; signs for prices; weighing scales; paper or plastic bags, etc.