



MEET THE FARM ANIMALS

Grades 1-2
(Elementary Cycle 1)



It's time to meet the farm animals! Cows, pigs, horses, goats, sheep, rabbits, chickens, turkeys, ducks, and the smallest of them all... honeybees.

With illustrations and pictures in hand, students discover the physical characteristics of farm animals and observe the differences between mammals, birds, and insects. Students play games and take part in fun activities to discover the needs of farm animals and learn how to care for them.

CONTENTS

Science and Technology

Rabbit Mirrors
Farm Animal Matching Game
Headbands: Who Am I?
Draw Me a Picture
To Whom do I Belong?
Honeybees and Me
Caring for Farm Animals
The Grocery Store
Animal By-Products Treasure Hunt
How a Chick Hatches

Language

Tell Me a Story

Mathematics

Measuring a Horse
Math Down on the Farm

Arts

A Horse at the Fair
Farm Songs

Appendix A: Animal Illustration Cards

Appendix B: Animal Picture Cards

Additional Resources

RABBIT MIRRORS

Group Activity

The purpose of this activity is to help students realize that, just like us, rabbits react to their environment by modifying their behaviour and movements.

Instructions

1. Ask students to share how they would react to various situations. For example, how would they behave if they were afraid? Would they hide? Explain that like us, rabbits react to their environment. When observing a rabbit, we can tell by its behaviour if it is afraid, curious, or even hungry. With the students, go over a rabbit's response to various stimuli. For example, if a rabbit is angry, it will stamp its feet. Other responses might be the following:
 - fear—remains perfectly still
 - curiosity—wrinkles and wiggles nose
 - fear—flattens ears back on its head
 - listening—ears stand straight up and move to and fro
 - relaxed—lies in “superman” position, with front and back legs stretched out
 - playful—hops around
 - playful—digs in straw or dirt
2. Group students in pairs. In each pair, have one student play a rabbit, the other a mirror. Each “rabbit” moves like a rabbit while staying in one spot, and each “mirror” copies the rabbit's movements as closely as possible. Rabbits and mirrors then switch roles.



Suggestion

To start the activity, you can play the role of the rabbit and have all the students mirror your actions.

FARM ANIMAL MATCHING GAME

Group Activity

This fun game is an excellent way to introduce students to farm animals and their physical characteristics.

Materials

- Animal Illustration Cards from Appendix A.

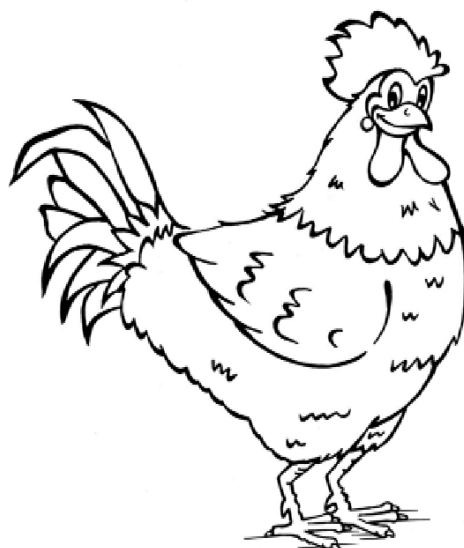
Instructions

1. Print the illustrations and cut them into cards. Glue the cards to card stock or laminate them to make them last longer.
2. Explain to students that the class will play a farm matching game together. Each student will receive a card with the name and illustration of an animal. The animal will either be an adult male (daddy), an adult female (mommy), or a baby. Hold up a couple of cards to show examples.
3. Distribute the cards. Ask if anyone is confused about the animal they have.
4. Students walk around the classroom or outside. When you call out an animal category, students sort into groups—they must find and link arms with other students whose animal belongs to the same category as theirs. For example, call out the “animal family” category. The chick, hen, and rooster make a group, while the rabbit, doe, and kit form another group. Remind the students to hold their card out in front, so that other students can see it. The students can make small groups or large groups (ex. animals with the same number of legs could form a larger group). After each category is called, ask the students to move around again before you call the next category.

5. Possible categories include:

- animals that belong to the same family,
- animals that have the same number of legs,
- animals that eat the same type of food,
- animals that live in the same barn or shelter,
- animal that belong to the same class (mammals, birds or insects),
- animals of the same size.

6. End the game in a fun way. Ask students to create a group with any animal that lives on a farm. They should all end up linked together.



Suggestions

Proceed by elimination. The slowest group to form is eliminated.

Call out categories that do not include all animals. Some students will form groups, others won't.

Possible categories include:

- male, female, **or** young animals,
- animals that lay eggs,
- animals that drink milk when they are young,
- mammals, birds **or** insects,
- animals that hop,
- animals that have wings,
- animals that have hair,
- animals that have hooves,
- animals that have feathers.

You will find a simpler version of this game in the Kindergarten version of this Educational Activity Kit.

HEADBANDS: WHO AM I?

Group Activity

This is a fun guessing game that offers a great way to learn the characteristics of certain farm animals.

Materials

- Strips of construction paper
- Animal illustration cards from Appendix A

Preparation

1. Before beginning the activity, print and cut out the animal illustration cards. To make the cards last longer, glue them to card stock or laminate them.
2. Give each student a strip of construction paper and ask them to write their names on the strip.
3. Make headbands out of two strips by stapling the ends together. Make sure the staple points are on the outside of the headbands to avoid any discomfort.

Instructions

1. Divide the class into teams of three to five students. In the centre of each team, lay a few cards out face down. One player from each team puts on their headband and chooses a card. Without looking at it, they slip the card into the headband, making sure that it faces outward. Teammates must be able to see the animal that is featured on the card.
2. The player wearing the headband asks teammates simple yes-or-no questions that will help him or her to guess the animal. Here are some sample questions:
 - Am I a female?
 - Do I have feathers?
 - Do I have hair?
 - Do I have four legs?

3. When the student guesses the correct animal on their headband, they put the card back in the centre and allow the next student to take a turn.
4. When all the students have had a turn, talk about the farm animals on the cards. Are all of the students familiar with them? Which clues helped them guess the identity of animal on their card? What sound does that animal make? Is it a male, a female, or a young animal?

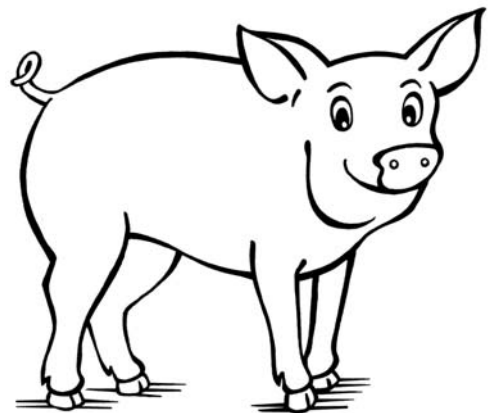
DRAW ME A PICTURE

Group Activity

Students draw an animal based on a description provided by their partners and try to guess what the animal is. Students learn to describe the physical characteristics of farm animals.

Instructions

1. Before beginning the activity, print and cut out the animal illustration cards. To make the cards last longer, glue them to card stock or laminate them.
2. Group students in pairs and ask them to sit back-to-back. Give each a sheet of paper and a pencil.
2. Give each student an animal card.
3. Taking turns, partners give each other one clue about the look of their animal.
4. Students draw an animal based on the clues their partners have given them.
5. After each clue, students can try to guess the animal they are drawing. The first student to guess the animal described by a partner is the winner.
6. Redistribute the cards and repeat the exercise.



TO WHOM DO I BELONG?

Individual or Group Activity

Students have fun guessing which body parts belong to which farm animal. They learn to recognize the physical characteristics of mammals and that, despite similarities, there are differences between species.

Instructions

1. Before the activity, print out the animal and body part pictures in colour (for Appendix B). Cut them into cards.
2. Show the cards to your students and go over the body parts with them. Explain that the farm animals featured on the cards are all mammals. Their skin is covered with hair and they are warm-blooded, give birth to live babies, and females produce milk from udders for their young. Ask students to compare their own physical characteristics to those of the animals on the cards.
3. Put the body part cards in the centre of a table or on the floor. Limit the number of participants to six and give each student an animal card.
4. Out of the body part cards, students pick the ones that belong to their animal. Students can work alone or together to sort out the cards.



Name: _____

Date: _____

HONEYBEES AND ME

Bees are living creatures, just like you. They need to eat, drink, and breathe to stay healthy. Bees are also very different from humans. Fill in the blanks below to describe how you differ from a bee.



I use my antennae to smell and taste.

I use my _____ to smell and my _____ to taste.

I have five eyes.

I have _____ eyes.

I move around by walking and flying.

I move around by _____
_____.

I have six legs.

I have _____ legs.

I live in a hive.

I live in _____
_____.

I breathe through my skin.

I breathe through my _____
_____.

I hatched from an egg. I was first a larva, then a nymph, before I became a bee.

Before I grew up, I was _____
_____.

CARING FOR FARM ANIMALS

Students conduct a research on a farm animal and share their discoveries with their classmates. They discover the essential needs of farm animal and how they should be cared for.

Instructions

1. Explain to students that, just like humans, animals have essential needs. Ask students to list the needs of various farm animals, such as: food, water, air, warmth (shelter), space, physical activity. Write them on the blackboard.
2. In order to take good care of farm animals, we must first learn about their needs. This research project is divided in two parts. Working alone or in teams, students will first conduct research on a farm animal and share their discoveries with the rest of the class. Afterwards, students will prepare a care guide for the researched animal and share the information with their classmates.

Part 1: All About My Animal

1. Give each student or team of students a farm animal to research. Ask them to present their findings to their classmates in the medium of their choice (PowerPoint presentation, poster, scrap-book, video or other). The questions below are guidelines to help students with their research.



- What animal did you research?
- What does the animal look like?
- What do we call the male, female, and young of this animal?
- Is your animal a mammal, bird, or insect? How do you know?
- Why is your animal raised on a farm?
- What is the animal's life cycle?

Part 2: Create a Care Guide

Ask students to create a guide on how to care for their animal. Imagine someone is going to adopt the animal and needs to learn how to take care of it. Working alone or in teams, students present their care guide in the medium of their choice (PowerPoint, booklet, poster, scrap-book, video, or other). Below are some questions for them to think about.

Care Guide for a _____

- What does the animal eat?
- How often does it need to be fed?
- What does the animal drink?
- Does the animal need a shelter/house? If so, describe it.
- How often should we clean the shelter/house?
- Does the animal need protection from predators?
- Should we cut the animal's fur or wool?
- Should we trim its hooves, claws, or beak?
- Should we vaccinate the animal?



THE GROCERY STORE

Group Activity

Most farm animals are raised for food. This activity allows students to discover where eggs, honey, milk and meat come from.

Instructions

1. Ask students to bring in grocery flyers from home.
2. Invite students to cut out pictures of food from flyers and to glue the pictures on a piece of construction paper.
3. Ask each student to present the pictures to the class. Have the students guess if the food comes from a farm animal. If so, which animal does it come from?
4. Talk about honey, milk, egg and meat production with your students. Do you eat these foods? What do they provide us with? Are they nutritious foods?



ANIMAL BY-PRODUCTS TREASURE HUNT

Group Activity

Farm animals supply us with a wide range of products that we use every day. In this activity, students will realize that we use by-products that come from farm animals all the time.

Farm animal by-products are all the products other than those for which the animal was raised.

Instructions

1. Ask your students why humans raise farm animals. Explain that we use more than the meat, milk, and eggs produced on the farm: every part of an animal is used to make another product. For example, on a farm where chickens are raised for eggs, the eggs are the product, while the poultry meat and the feathers are by-products.
2. Using the Farm Animal By-Products List, ask students questions about animal by-products, and allow your students to reflect on the place these products occupy in their everyday lives. Discuss the important role that animal by-products play not only in objects used in everyday life—pillows, purses, shoes—but also in medical research, the development of vaccines, cosmetics, hygiene products, etc. More than 350 pharmaceutical products alone contain animal by-products.
3. Hide a few items that contain animal by-products (ex. toothpaste and leather gloves).
4. Have the students work in pairs to find items made from farm animal by-products in the classroom and on their classmates.
5. Set a time limit. When the time is up, see what they have found.
6. As a reward, the class could have a snack that contains an animal by-product, such as gummy bears, marshmallows, or vegetables and dip (the gelatin used in candy and dips is an animal by-product).

FARM ANIMAL BY-PRODUCTS

Animal By-Product	Examples of Products
	Please note that these are only some of the many products derived from animals.
Beeswax: by-product of bees raised bees for honey	cosmetics, skin cream and lotions, furniture polish, food seal (cheeses), soap, and candles
Down: by-product of birds raised for meat or eggs	clothes, bedding, pillows, and fishing lures
Gelatin: jelly produced when the skin and bones of animals are boiled; gelatin is clear, colourless, and has a structure that is similar to glue	stabilizer, thickener, or texturizing agent in food (e.g. gummy bears, Jell-O, ice cream, mayonnaise, yogurt, cream cheese, jam, frozen foods, canned meats, and low fat foods), clarifying agent for liquids (e.g. fruit juice, vinegar, wine, and beer), medication capsules, crayons, glue, matches, sand paper, and high-gloss paper
Glycerin: clear, colourless liquid that is a by-product of the manufacture of soap and certain fatty acids	lipstick and other cosmetics, soap, toothpaste, mouthwash, moisturizers, skin products, cough syrups, food (as a sweetener, for moisture retention and as a solvent), video tape, photographic and x-ray film, car polishing products, plastics, cellophane, and antifreeze fluid
Lanolin: fat secreted by sheep skin found in wool	soap, shaving cream, make-up, skin cream, and lotion
Leather: by-product of animals raised for meat or milk	furniture, clothing, bags, footballs, baseball gloves and balls
Manure, feathers, bones, and blood: by-product of animals raised for meat or milk.	fertilizer
Rennet: coagulating enzyme that comes from the stomach (abomasum) of young ruminants	cheese
Wool: by-product of sheep raised for meat	wool and felt for clothing and blankets, and baseball balls

HOW A CHICK HATCHES

Materials

- Copies of How a Chick Hatches
- Markers, crayons, or colouring pencils
- Scissors
- Stapler

Instructions

1. Make one-sided copies of the 3 pages containing the booklet.
2. Place the material at the centre of a table.
3. Show students the booklet. Explain that the boxes on the pages are out of order. Invite students to colour the images and cut the boxes out.
4. Ask students to sort out the boxes and place them in the right order to tell a story. If they need help, invite the students to study the images and provide them with clues as needed. For example, in which image is the eggshell intact? Should this image come first or last in the story?
5. When the students have put the boxes in the right order, staple the pages together to make a booklet.



How a Chick Hatches



Name: _____

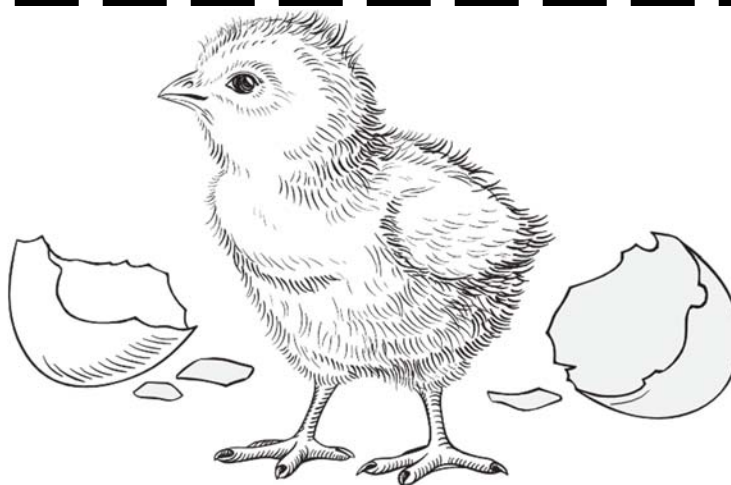
The chick climbs out once the shell breaks apart.



The chick pecks at the shell until it is cracked all the way around.



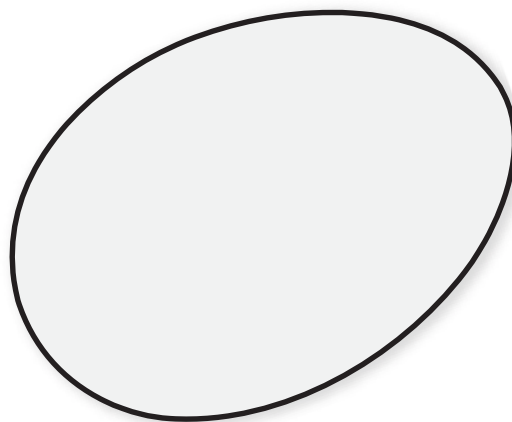
Two hours later,
the chick is
fluffy and
active. It will be
fully grown in six
months.



The chick pushes with
its head and feet to
widen the crack in the
shell.



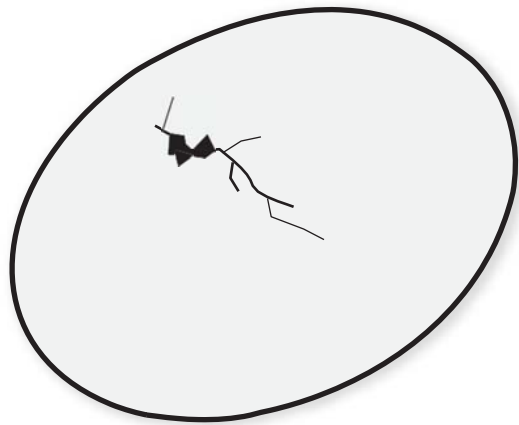
It takes twenty-one
days for a chick embryo
to grow inside an egg.
The chick can only grow
if the egg is kept warm
by a hen or in an
incubator.



The chick is very tired. It rests while its feathers dry.



The chick uses its beak to peck a hole in the shell. This is very hard work for the chick. It often needs to rest.



TELL ME A STORY

Since a picture is worth a thousand words, this activity is designed to encourage students to write a short story, using a humorous illustration as their starting point.

Materials

- Tell Me a Story activity sheet
- Crayons (optional)
- Humorous Illustration
- Stapler (optional)

Instructions

1. Give all students a copy of the “Tell Me a Story” activity sheet, as well as a copy of the humorous illustration.
2. Using the elements in the illustration as a starting point, ask students to think up and write a short story on the activity sheet. Remind them to write the title of their story at the top of the page.
3. Students can also colour the illustration and staple it to their story.
4. Ask students to read their stories to the class, or to a smaller group of students. Discuss the similarities and differences between their stories. Although all of the stories used the same illustration as a starting point, none of the stories are identical. Why is it so?

Suggestion

In books and films, animals often have human or stereotypical characteristics. Hand out copies of the illustration and ask students to identify the human characteristics that have been given to the animals. Ask students if they have seen films or cartoons featuring farm animals. Discuss realistic and unrealistic ways of describing farm animals.

Name: _____

Date: _____



FOT

Name: _____

Date: _____

TELL ME A STORY

[illegible]

MEASURING A HORSE

Group Activity

Horses are measured in hands (palm width), a unit that is equivalent to ten centimetres. Students practice measuring each other using hands. A horse's height is measured from the ground to its withers, which correspond to the shoulders on a human. Be sure to measure the students the same way we would a horse.

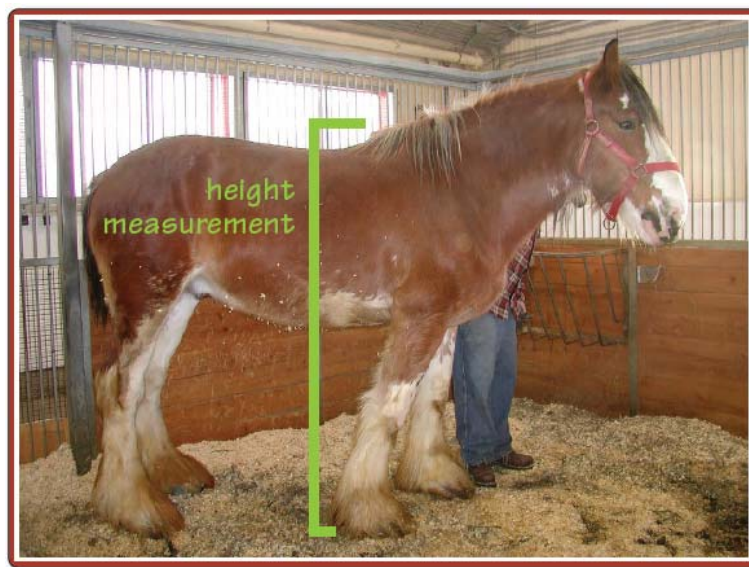
Instructions

1. Have each student trace their hand on a piece of paper, then cut it out.
2. Here are two ways students can measure each others height using hands: They can:
 - tape hands on the wall one on top of another to create a height chart.
 - lie down and have other students come place hands beside them to measure how many hands they measure.

Suggestions:

Use the hand cut-outs to measure other things in the classroom.

Use the hand cut-outs to decorate the classroom.



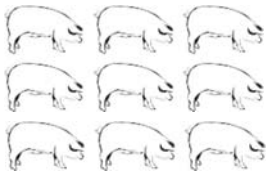
Name: _____

Date: _____

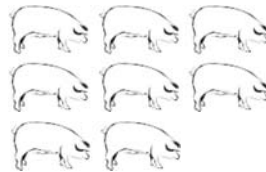
MATH DOWN ON THE FARM

1. How many piglets did the sow give birth to in **one** year?

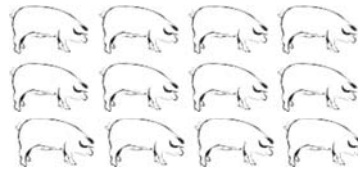
January 15 litter



June 2 litter



October 20 litter



_____ + _____ + _____ = piglets

Show your work.

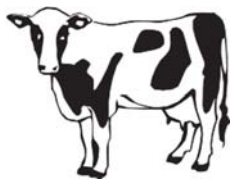
Name: _____

Date: _____

MATH DOWN ON THE FARM

2. How much milk do these three cows produce in **one** day?

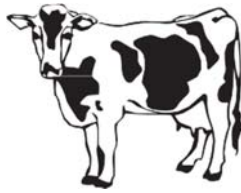
Peggy the Ayrshire



26 litres

+

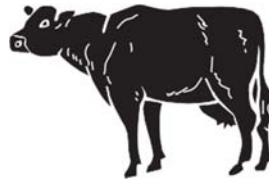
Katia the Holstein



40 litres

+

Daphne the Canadienne



21 litres = _____ litres

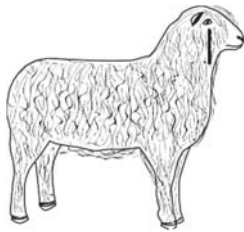
Show your work.

Name: _____

Date: _____

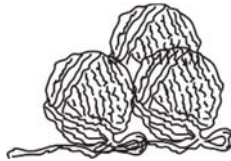
MATH DOWN ON THE FARM

3. How much does the sheep weigh after shearing?



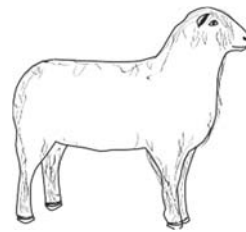
85 kg

–



8 kg

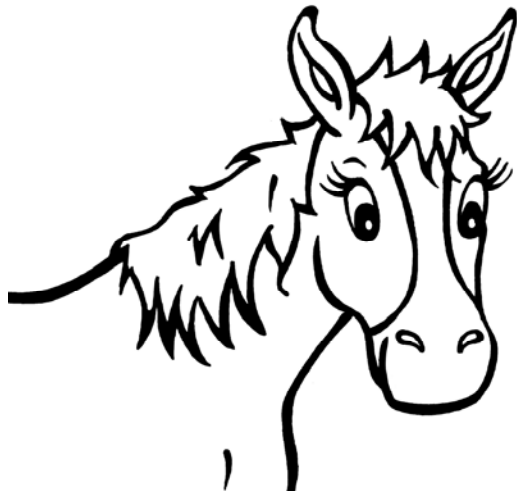
= _____ kg



Show your work.

HORSE AT THE FAIR

Group Activity



Horses' tails and manes are braided for showing. Have students practise braiding with yarn, tying the ends with fancy ribbon. Make a large picture of a horse's head, and tack the students' braids on to simulate the mane. The horse illustration can be found in Appendix A.



FARM SONGS

Group Activity

Farm Sounds

Sung to "The Wheels on the Bus"

The cow in the barn goes moo, moo, moo,
Moo, moo, moo,
Moo, moo, moo,
The cow in the barn goes moo, moo, moo,
All through the farm.
The pig in the pen goes oink, oink, oink, ...
The hen in the coop goes cluck, cluck, cluck, ...
The lamb on the hill goes baa, baa, baa, ...
The duck on the pond goes quack, quack, quack, ...

The Pigs are Pink and Plump

Sung to "The Farmer in the Dell"

The pigs are pink and plump,
The pigs are pink and plump,
They keep cool in the mud all day,
The pigs are pink and plump.
The pigs have curly tails,
The pigs have curly tails,
The mother pig is called a sow,
The pigs have curly tails.
The piglets are so cute,
The piglets are so cute,
The piglets are the baby pigs,
The piglets are so cute.

I Like Baby Animals

Sung to "London Bridge"

I like baby animals,
Animals, animals,
I like baby animals,
I'll name some for you.
Kittens, puppies, chicks and foals,
Chicks and foals, chicks and foals,
Kittens, puppies, chicks and foals,
I can name some more.
Goslings, ducklings, lambs and calves,
Lambs and calves, lambs and calves,
Goslings, ducklings, lambs and calves,
I like baby animals.

ANIMAL ILLUSTRATION CARDS

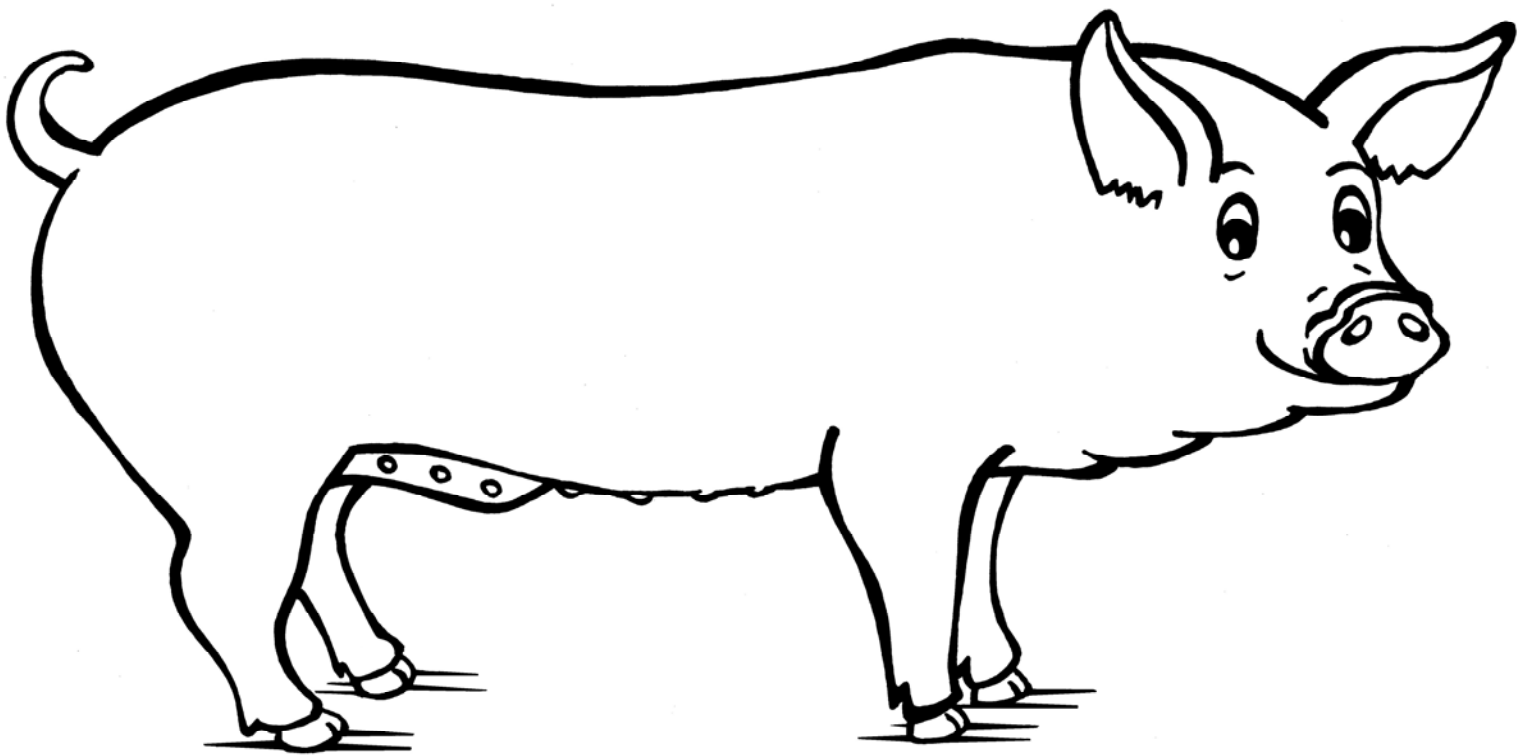
The farm animal illustrations can be used for various stations and group activities to help students learn about farm animals.

Notes:

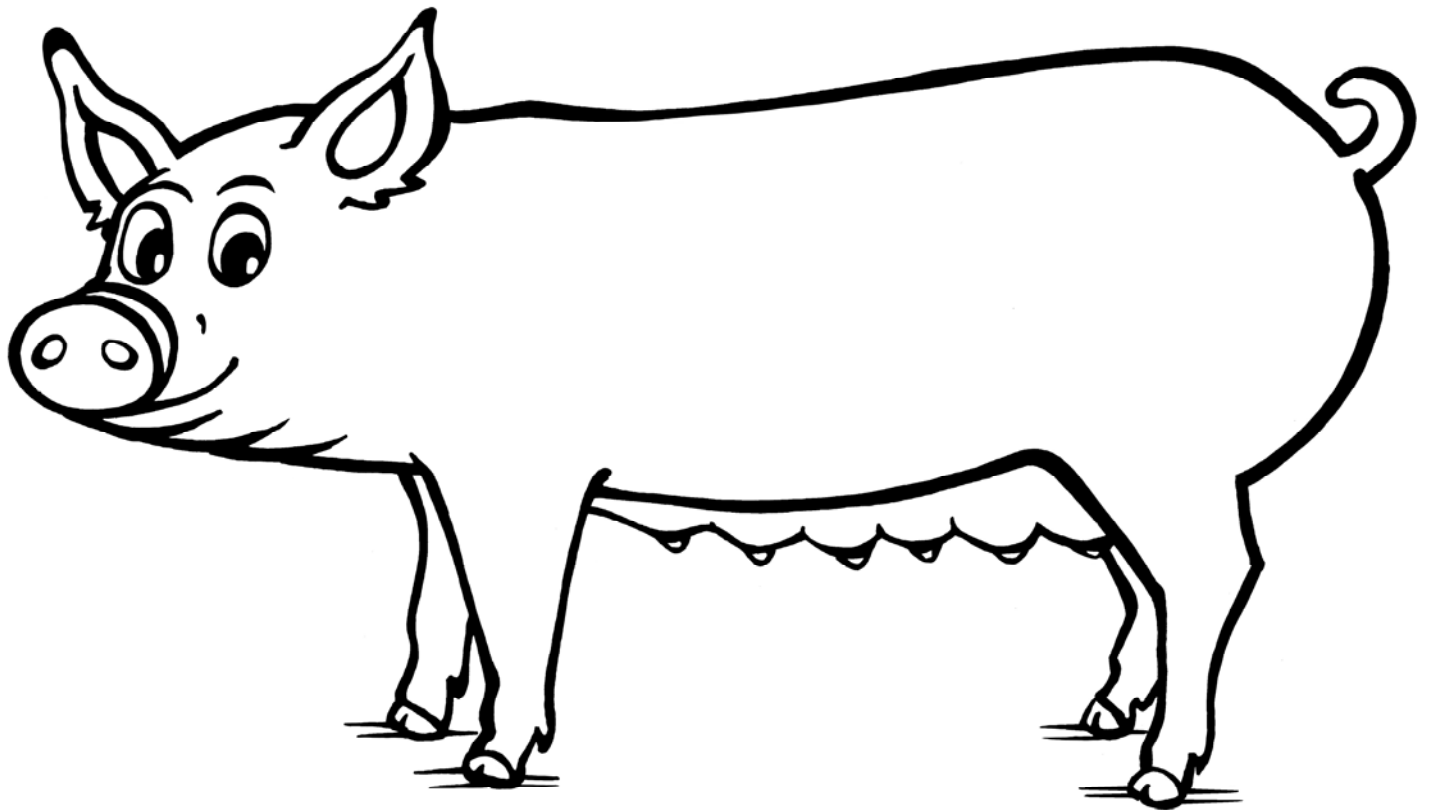
- Print and photocopy these cards on single sided paper.
- The cards can also be used as colouring sheets.

Animals included:

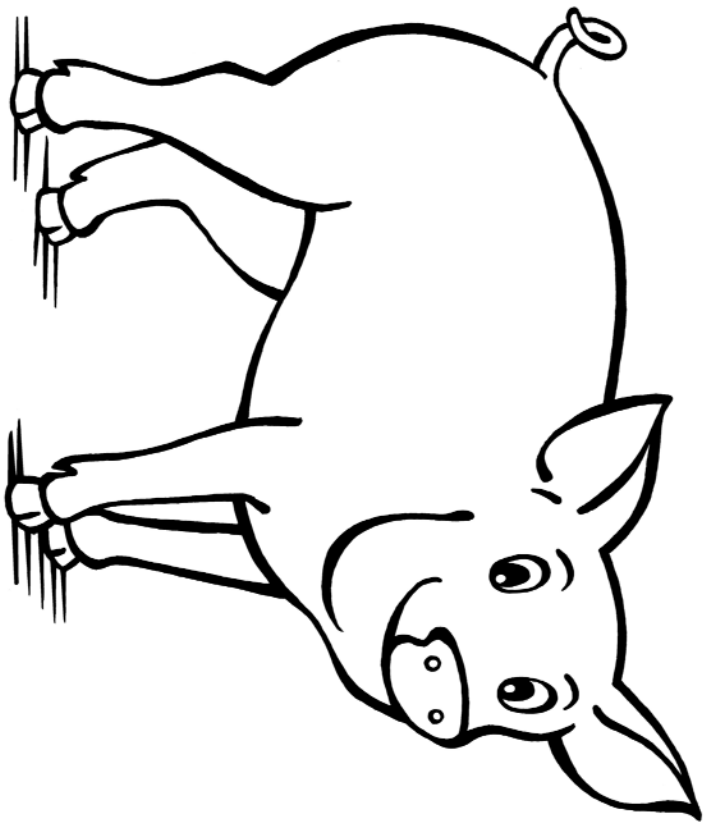
Pig	Male: boar Female: sow Young: piglet	Turkey	Male: tom Female: hen Young: poult
Goat	Male: buck Female: doe Young: kid	Chicken	Male: rooster Female: hen Young: chick
Sheep	Male: ram Female: ewe Young: lamb	Duck	Male: drake Female: duck Young: duckling
Cow	Male: bull Female: cow Young: calf	Horse	Male: stallion Female: mare Young: foal
Rabbit	Male: buck Female: doe Young: kit	Honeybee	Male: drone Fertile female: queen Infertile female: worker



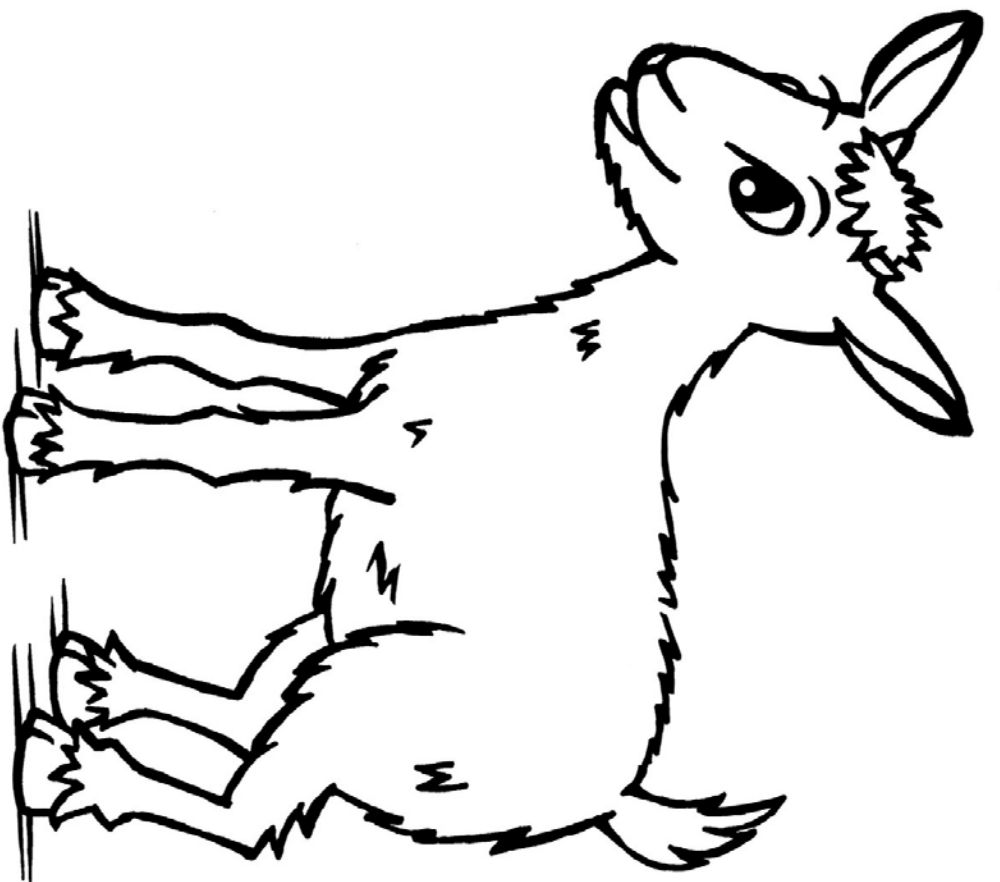
Boar



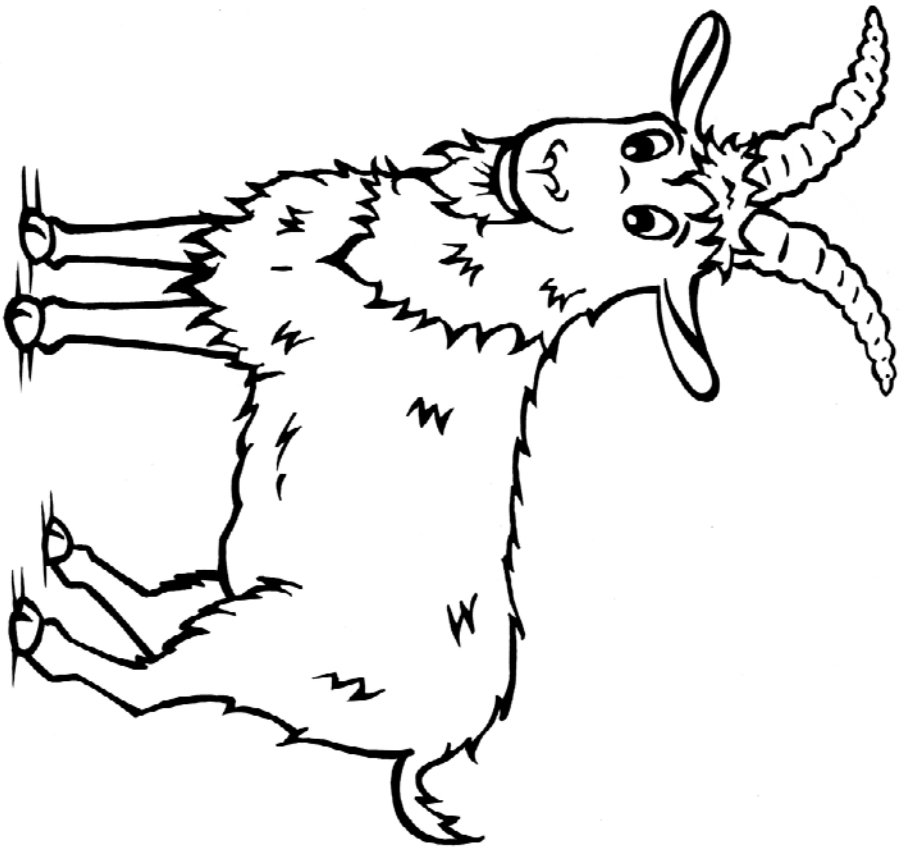
Sow



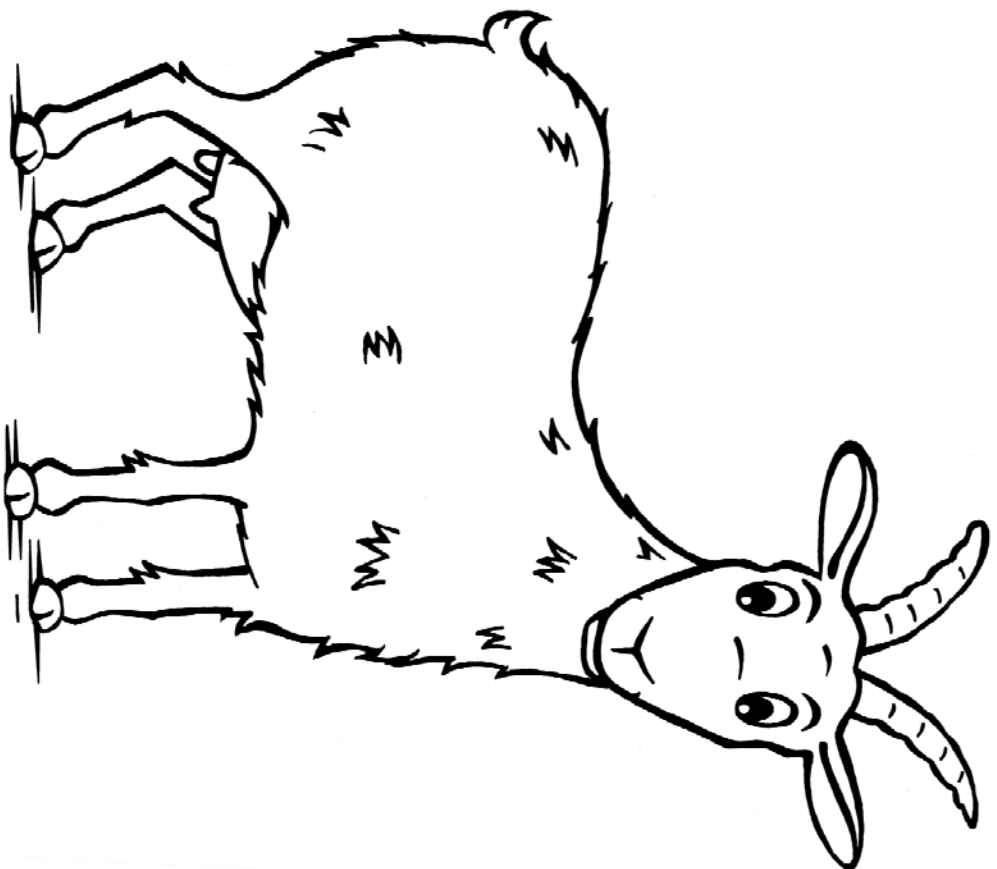
Piglet



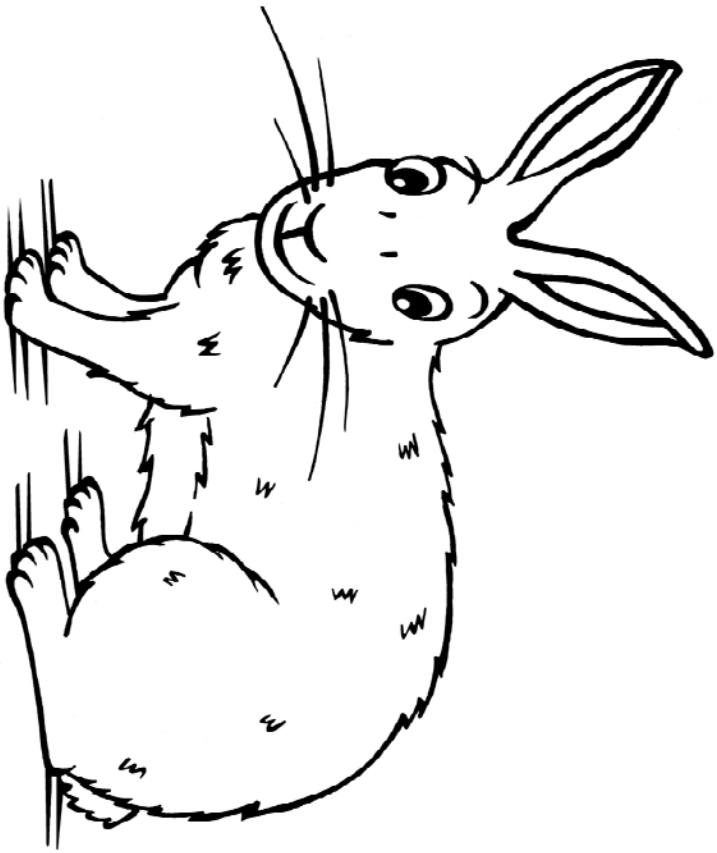
Kid



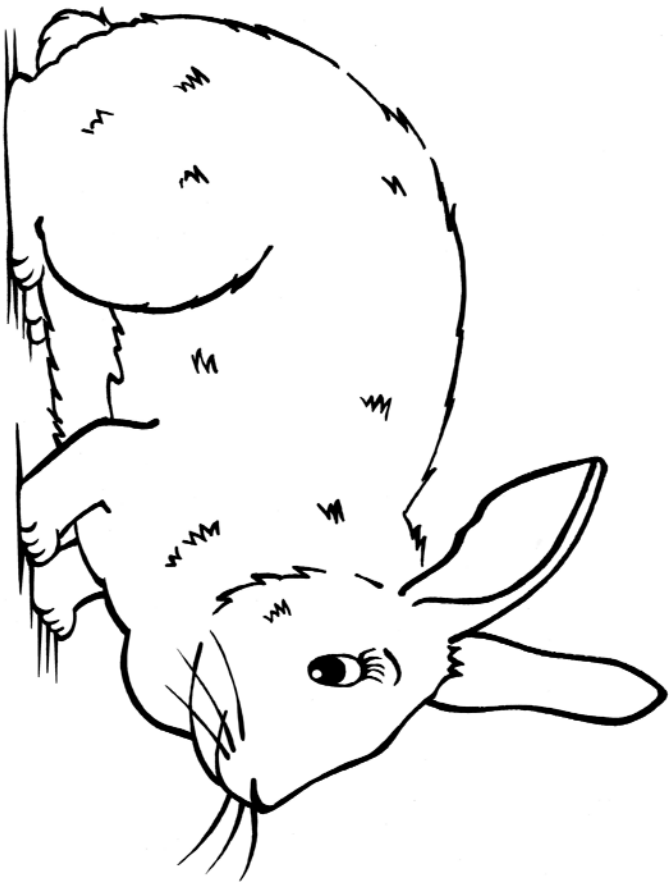
Buck



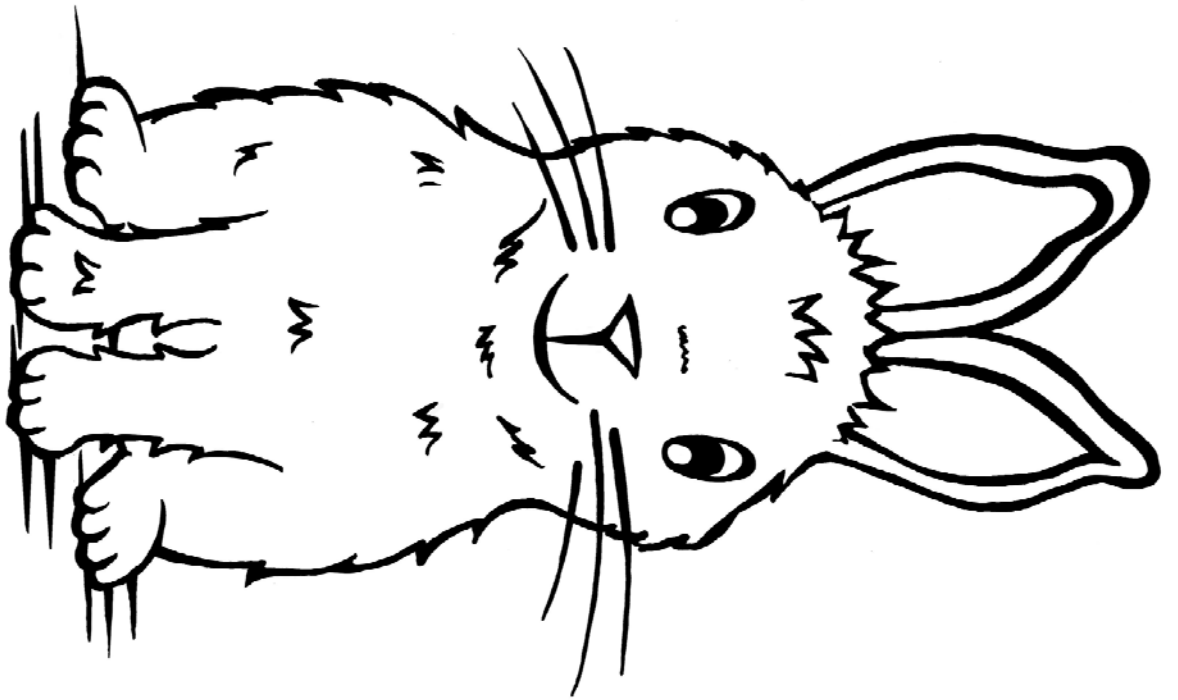
Doe



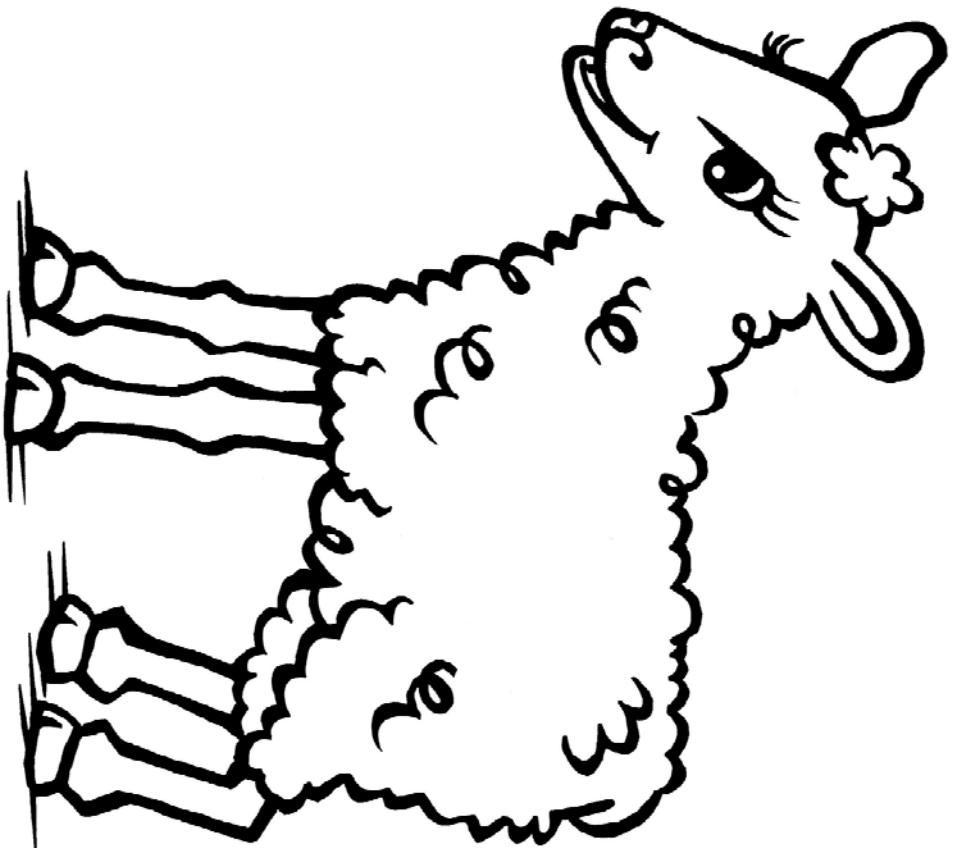
Buck



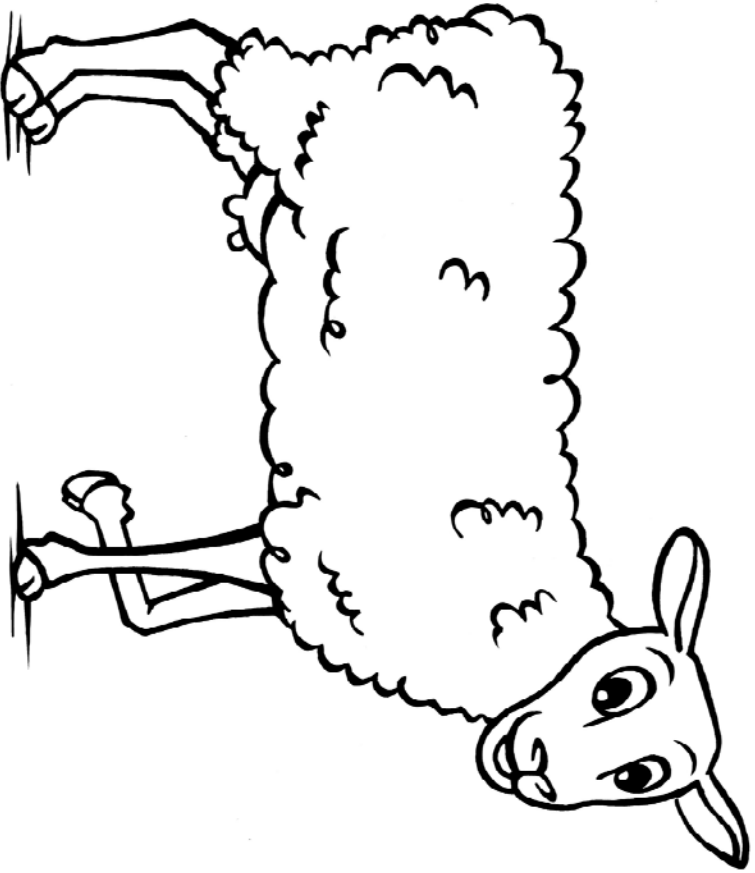
Doe



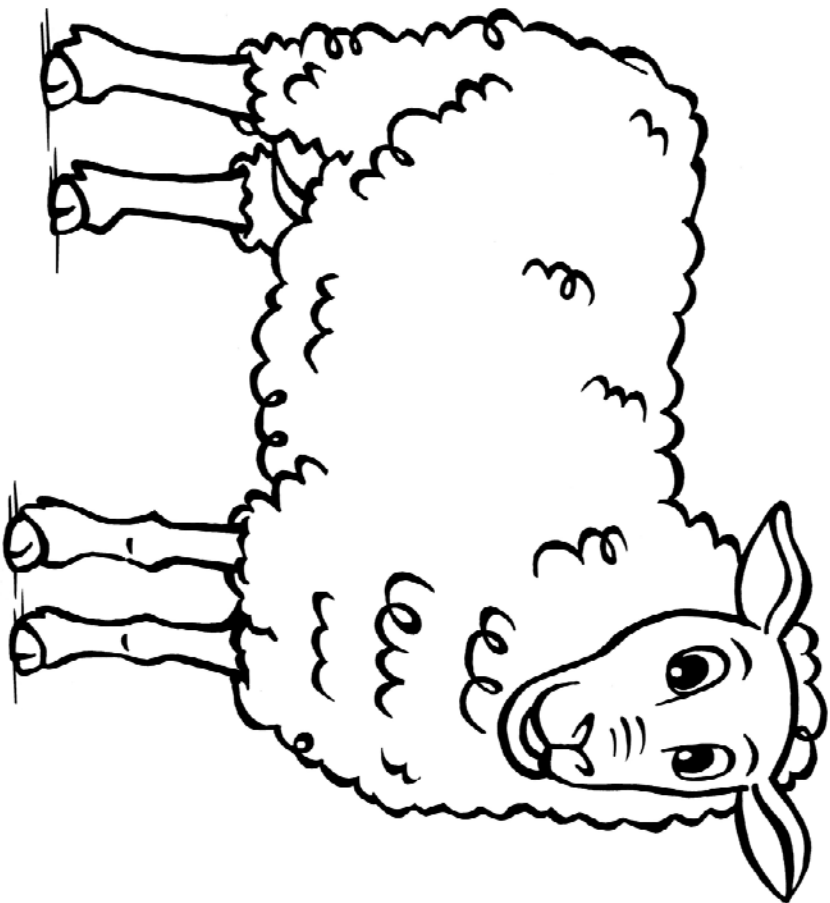
Kit



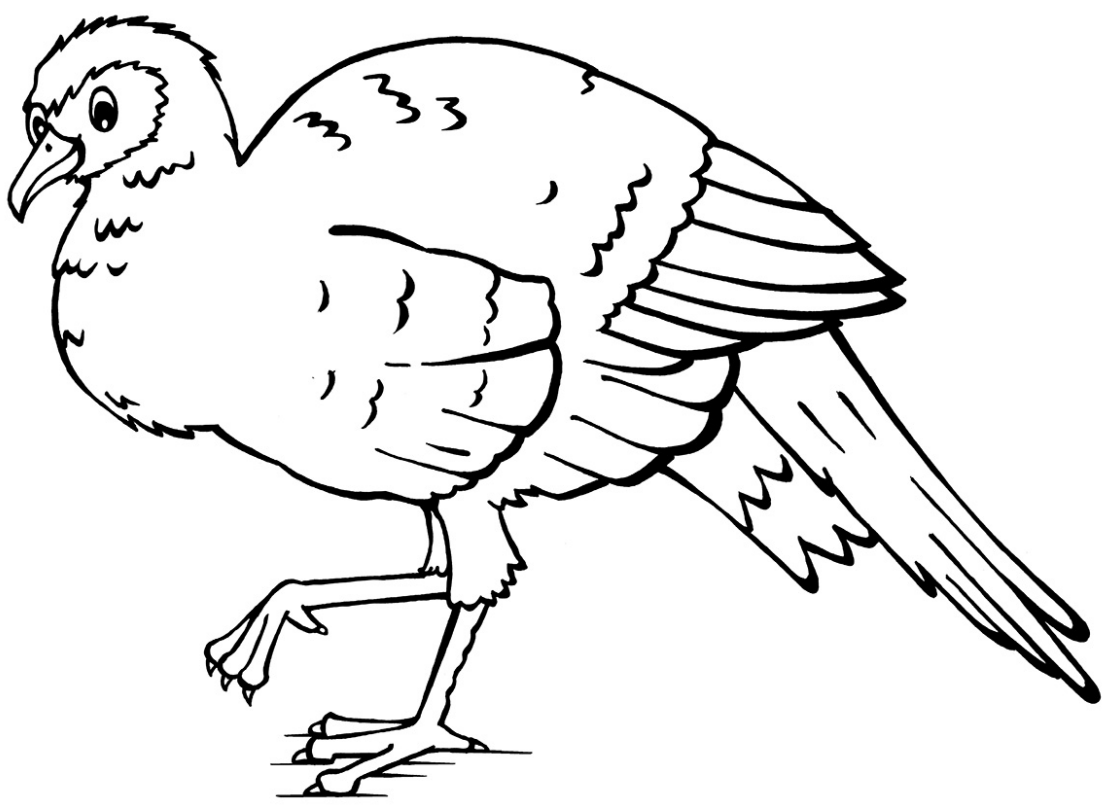
Lamb



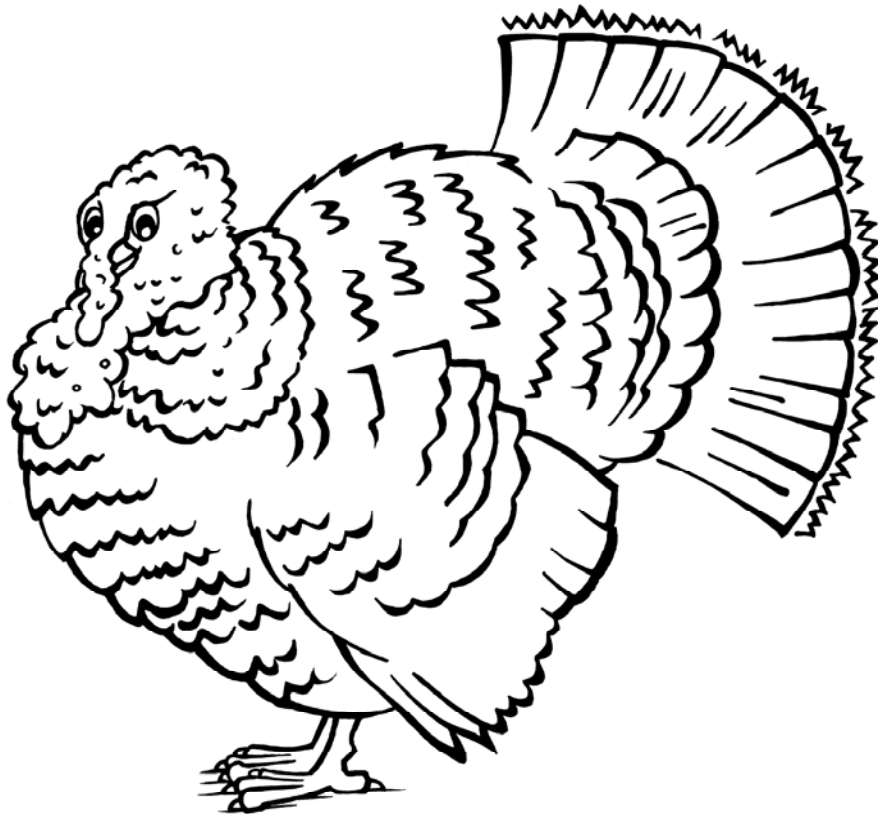
Ewe



Ram

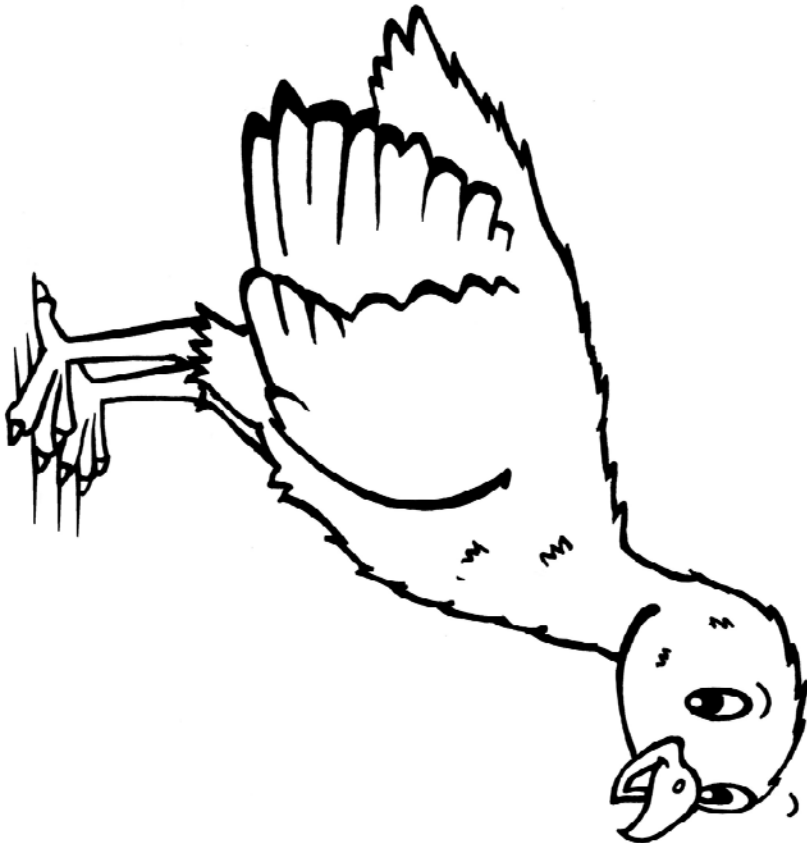


Hen

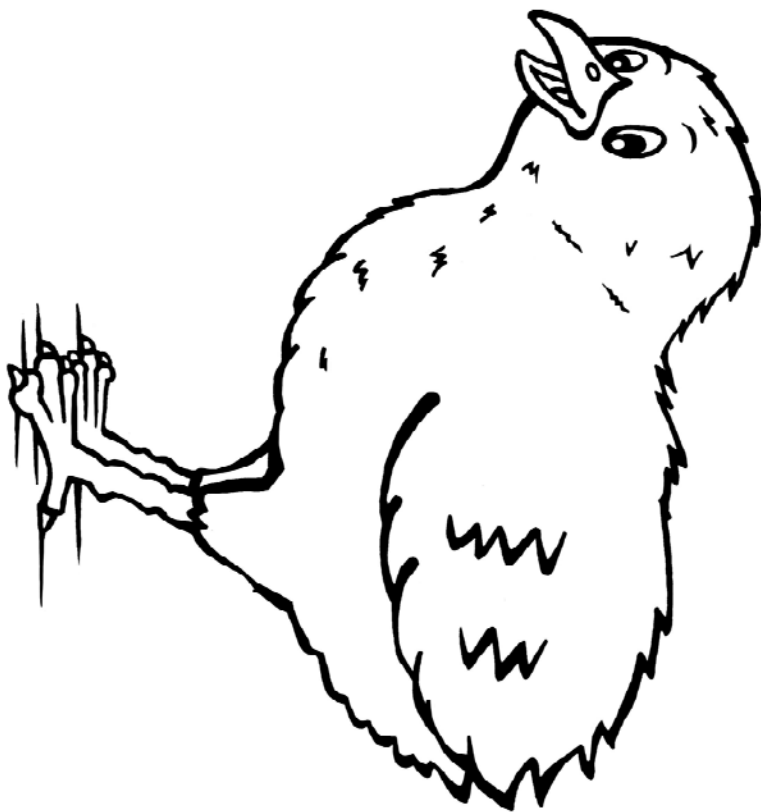


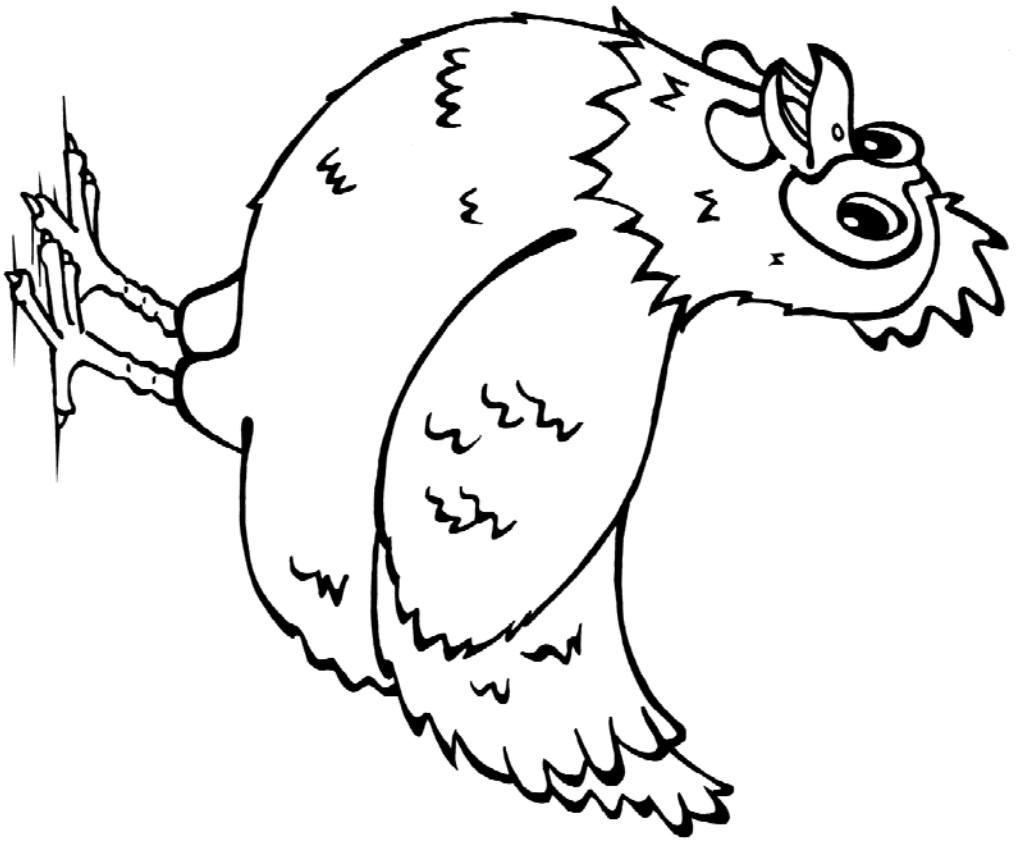
Tom

Poult

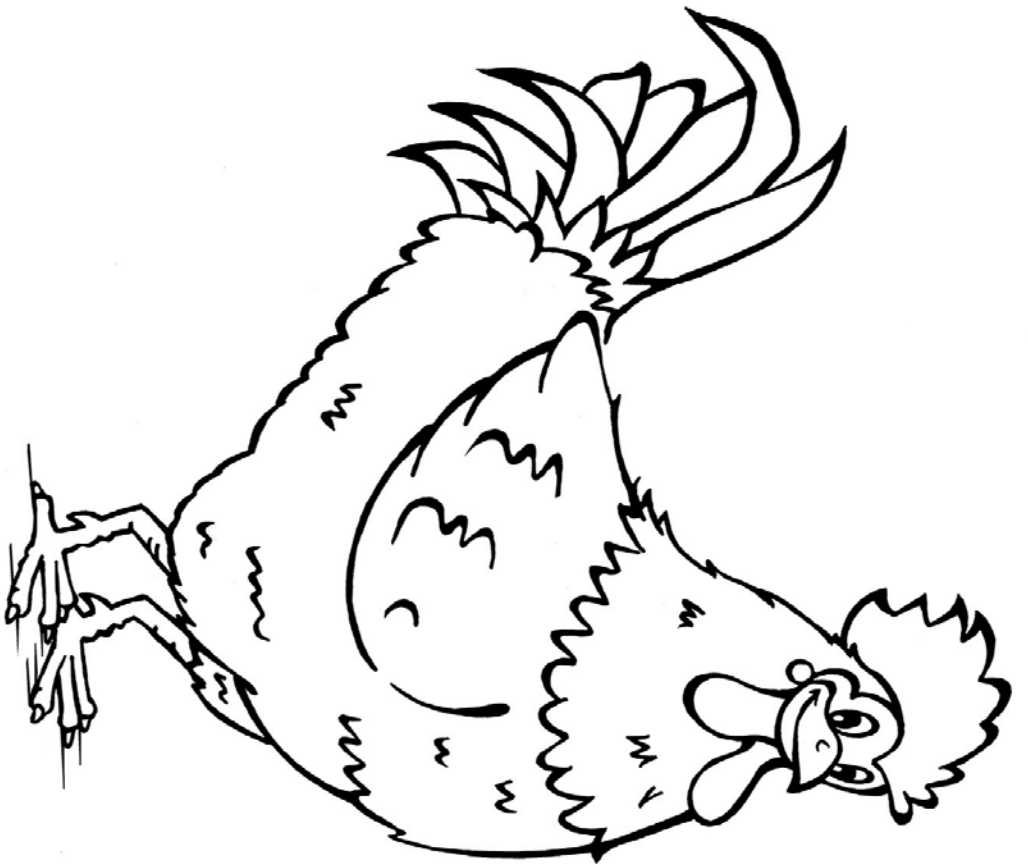


Chick

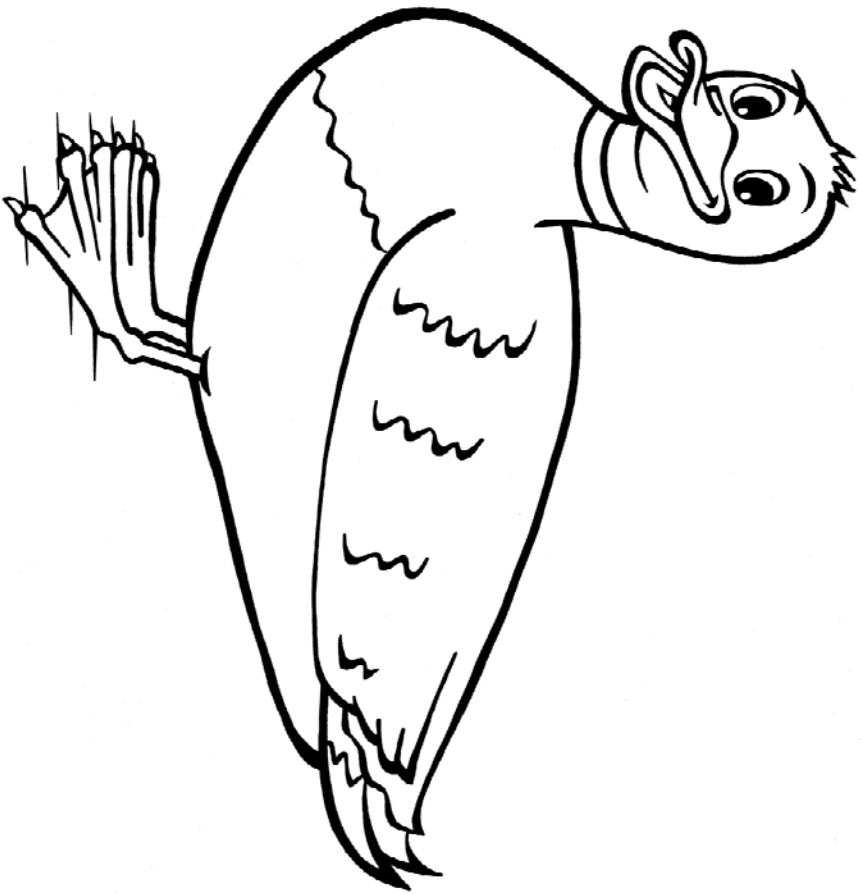




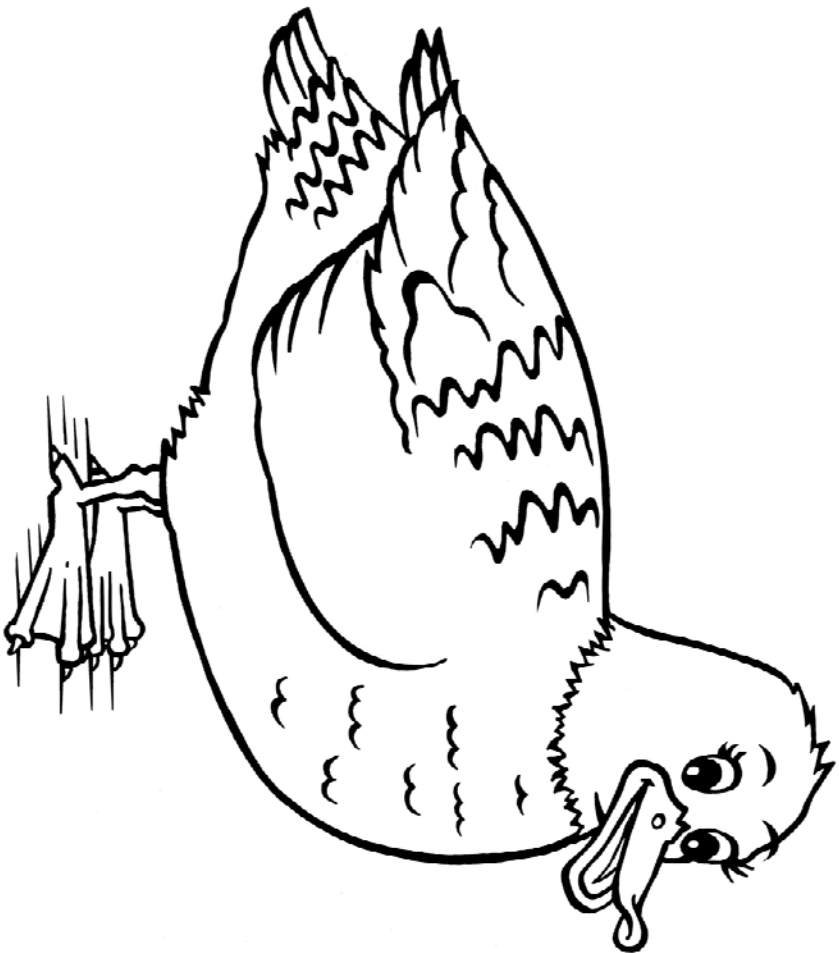
Hen



Rooster



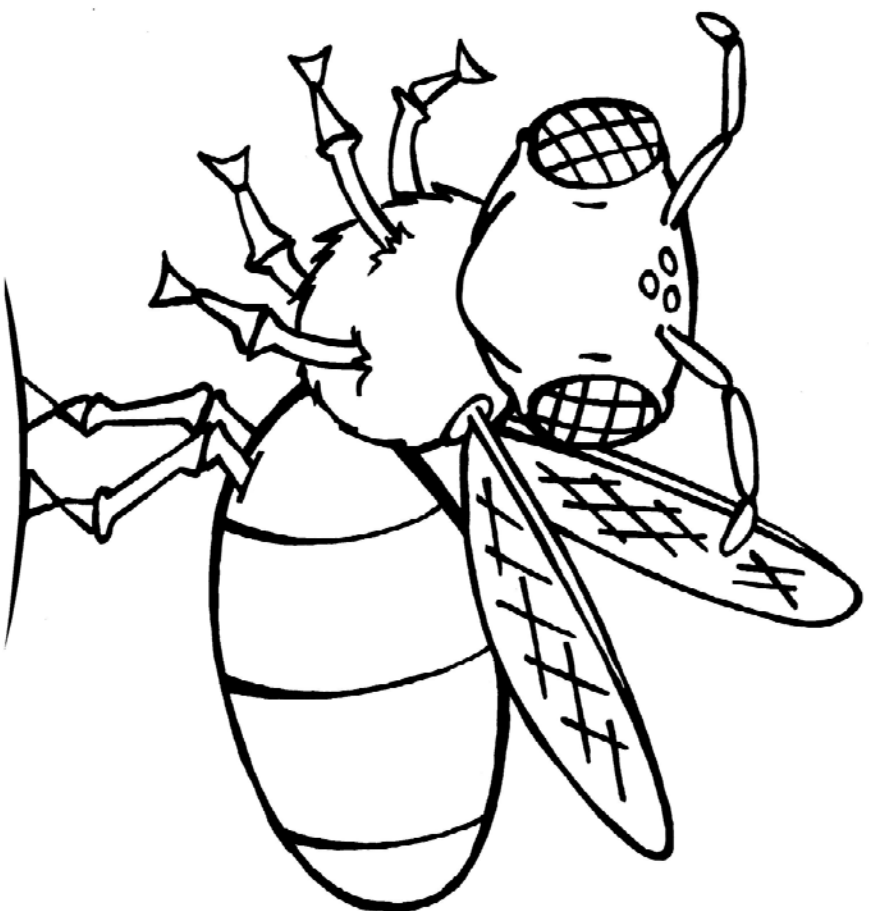
Drake



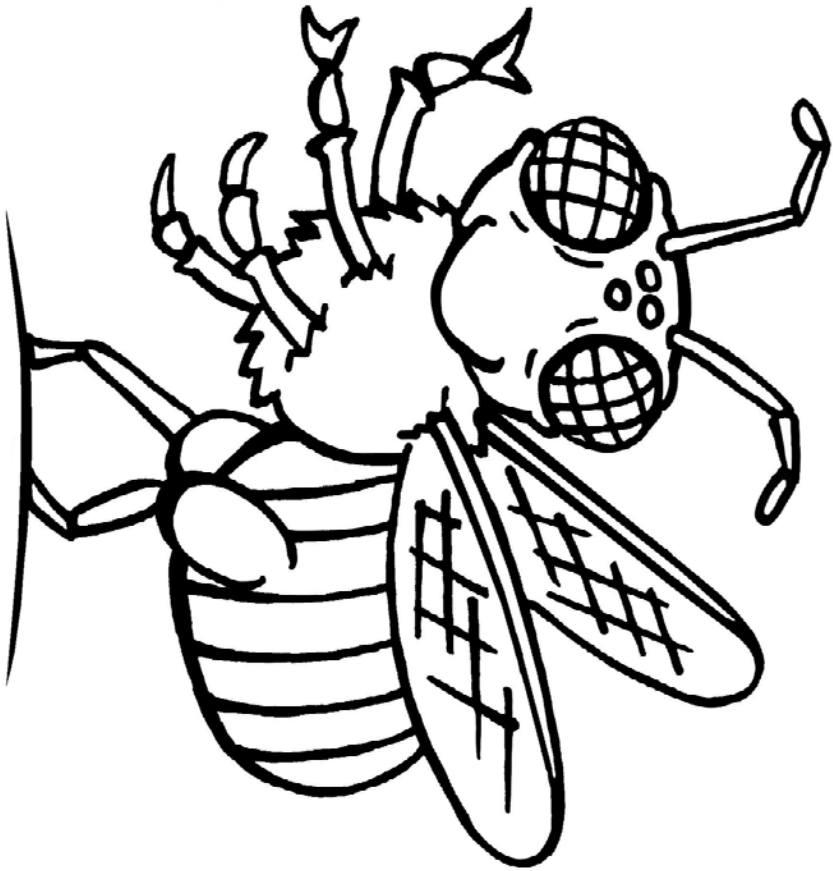
Duck



Duckling



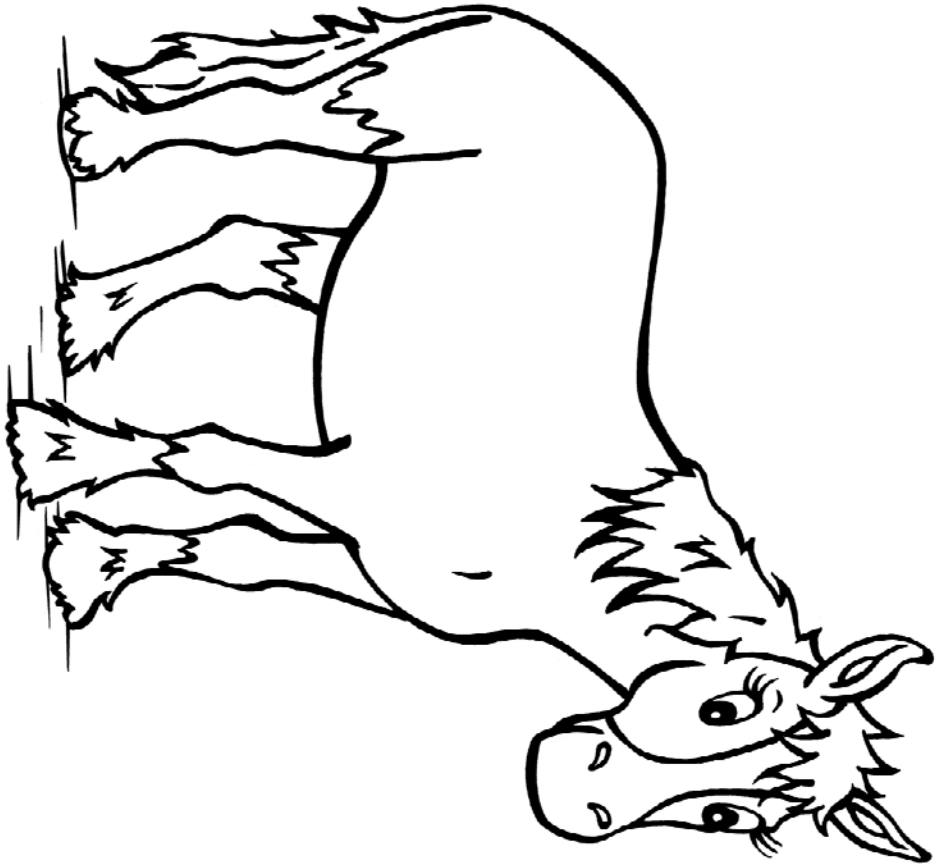
Queen Bee



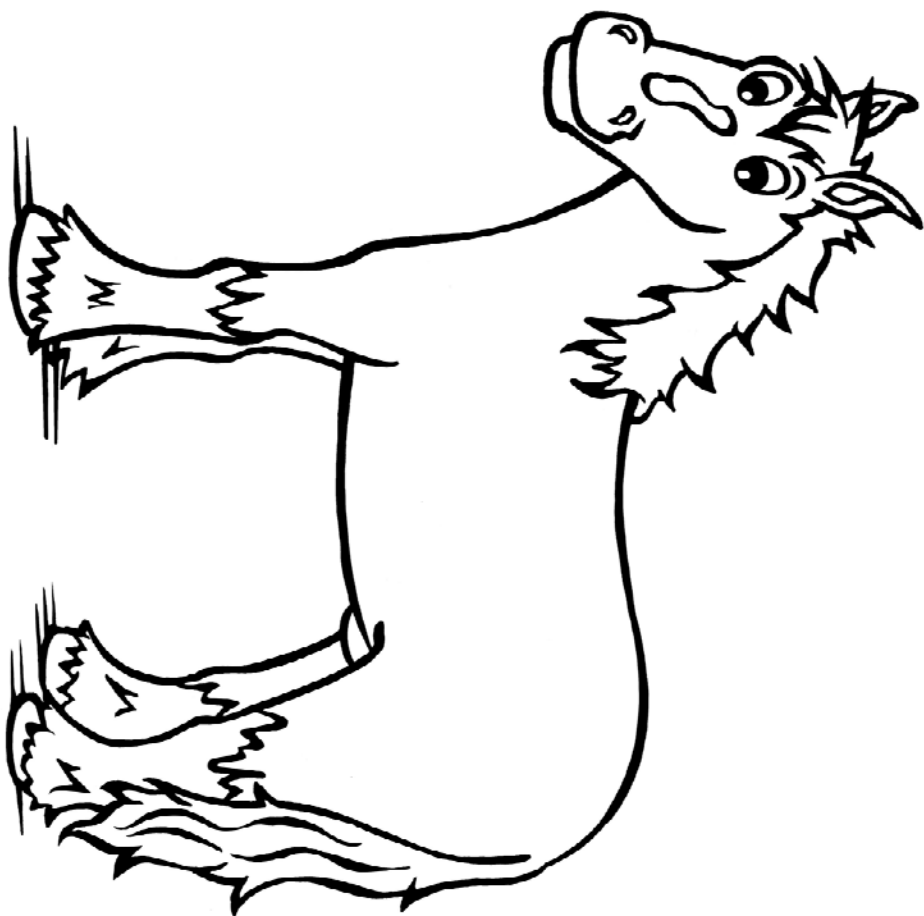
Worker Bee



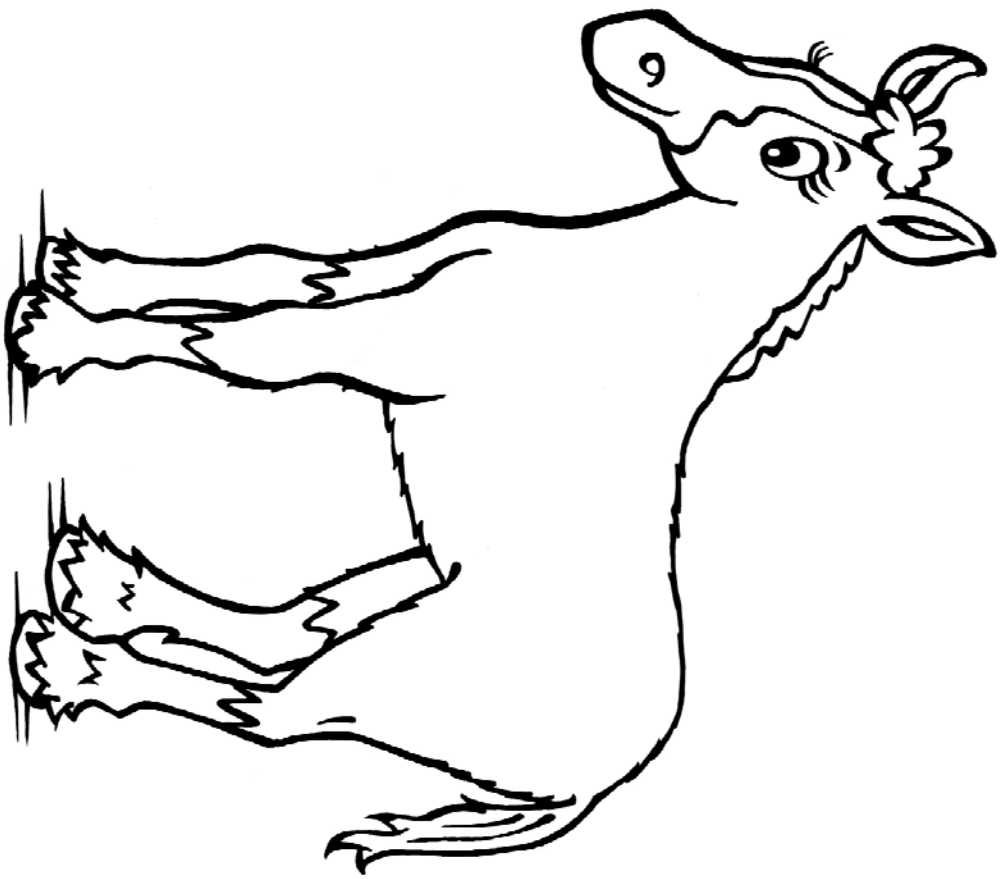
Drone



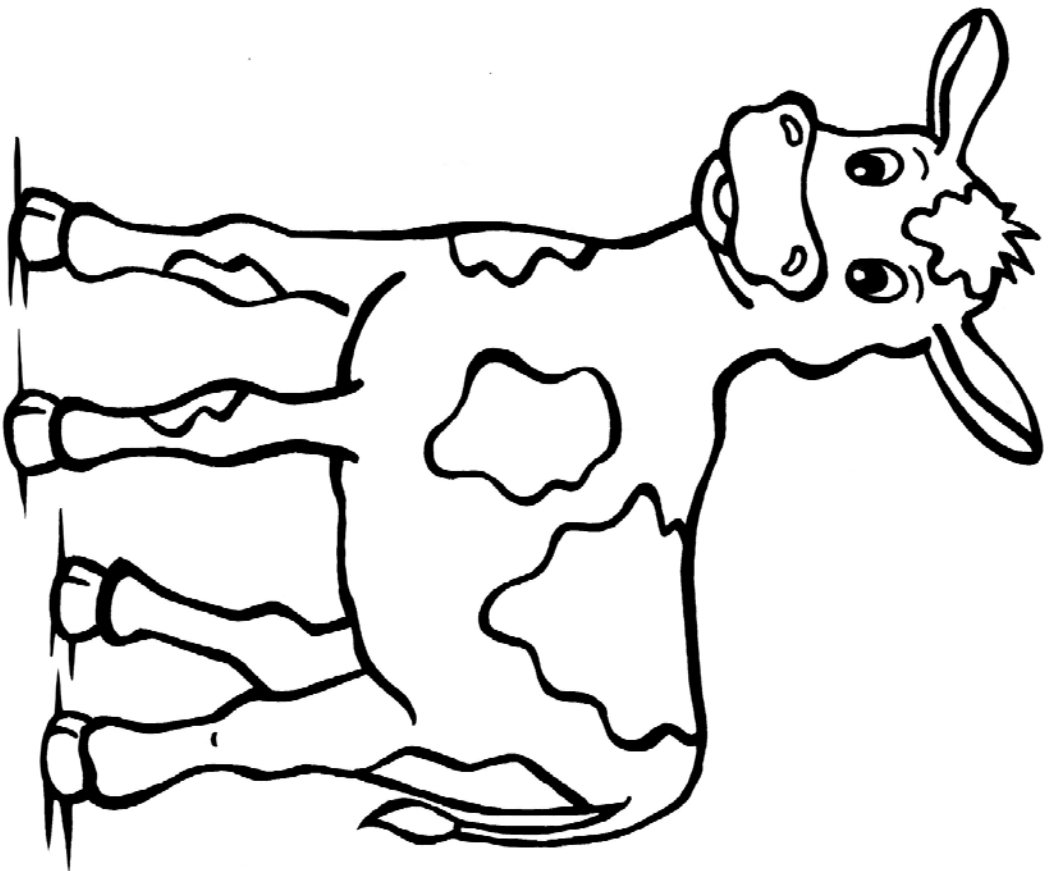
Mare



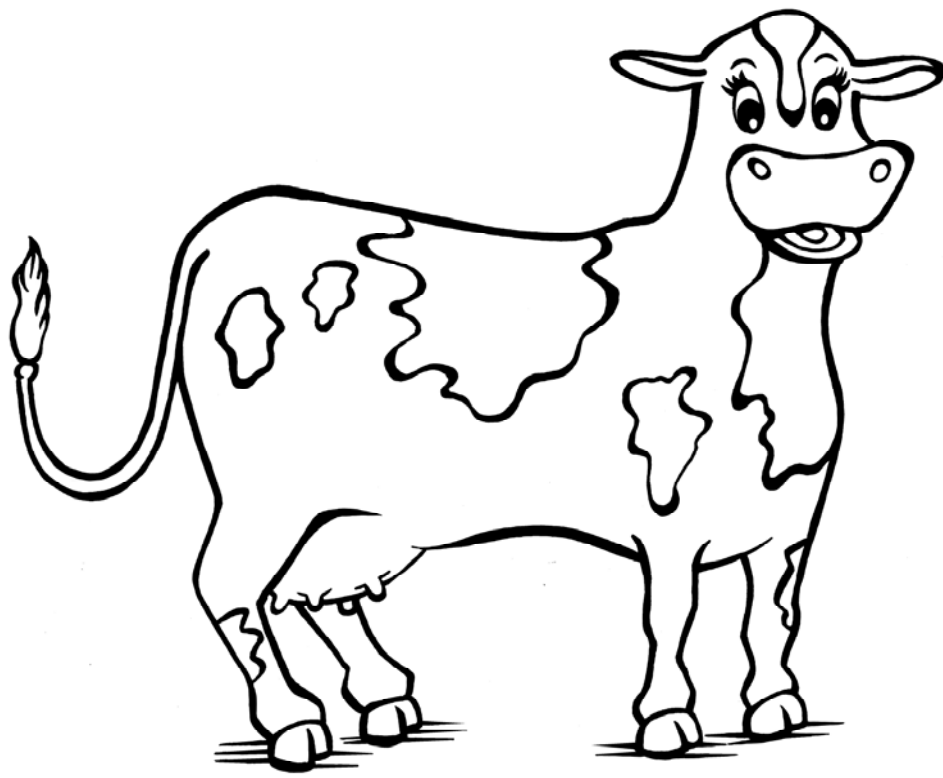
Stallion



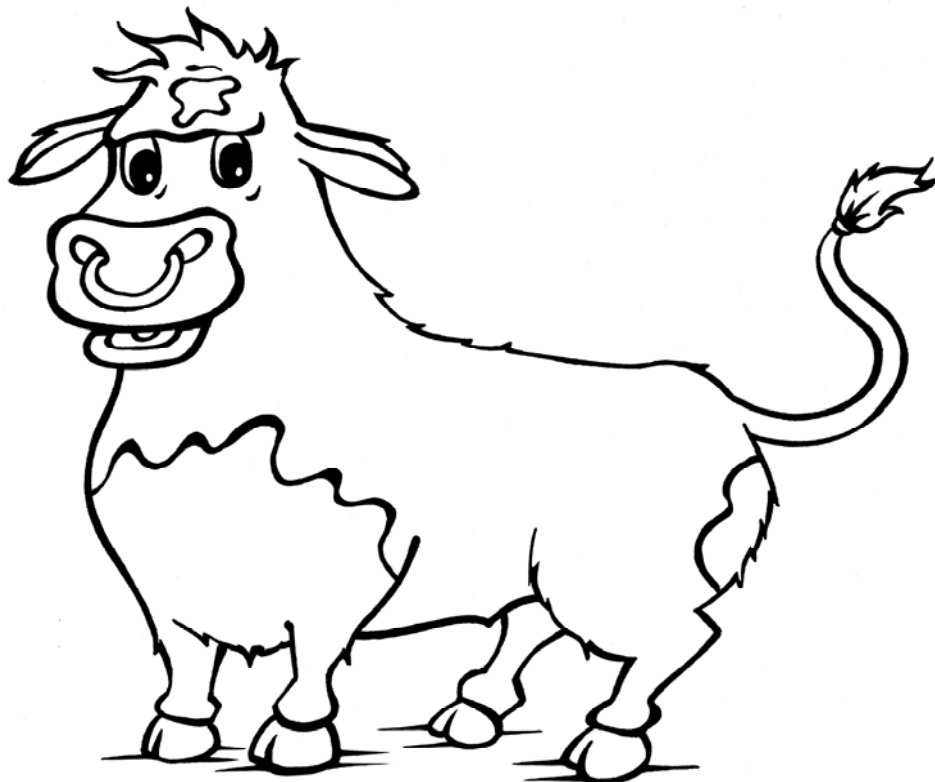
Foal



Calf



Cow



Bull

ANIMAL PICTURE CARDS

You will need the animal pictures for the station “To Whom do I Belong?”

Notes:

- Print in colour on single-sided paper.





cow



sheep



goat



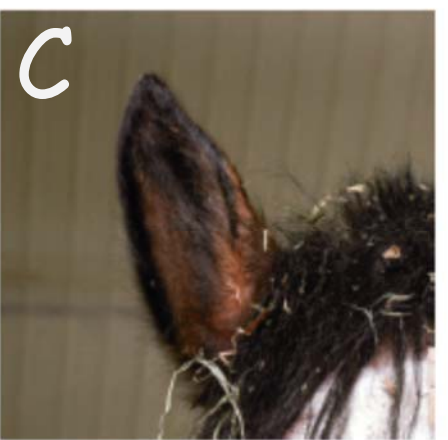
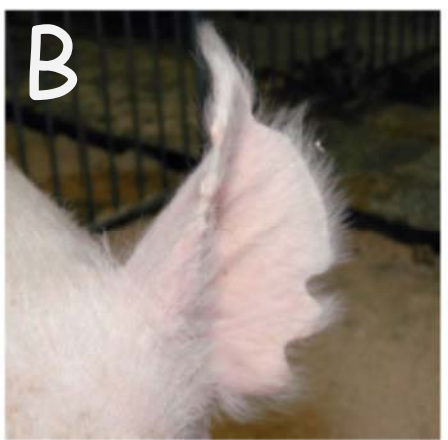
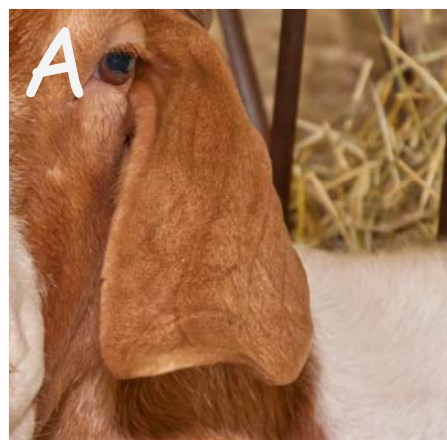
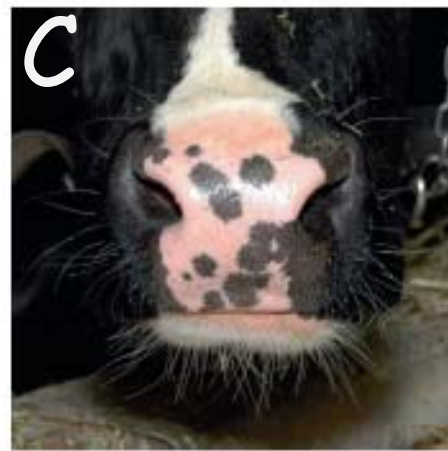
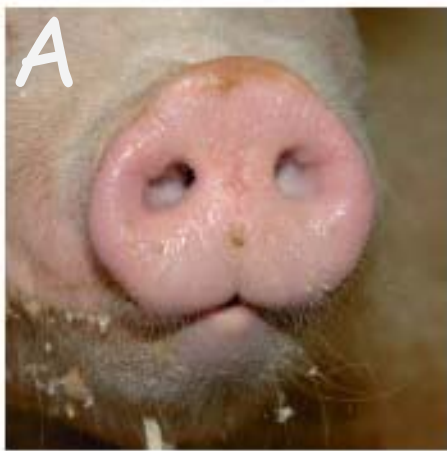
horse



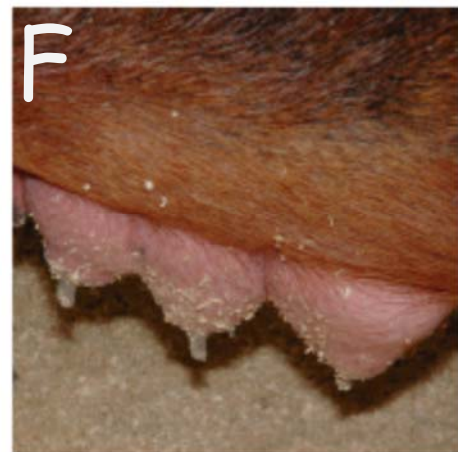
pig



alpaca

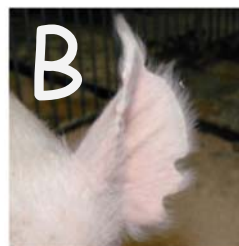
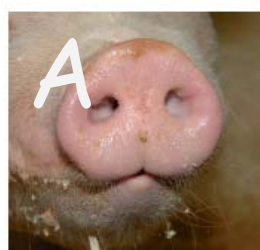
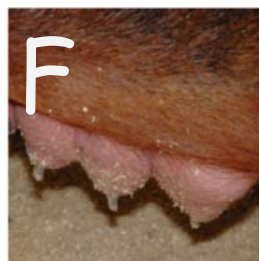
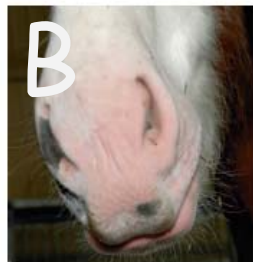






TO WHOM DO I BELONG?—ANSWER SHEET






ADDITIONAL RESOURCES

Activities and other educational resources on farm animals, plants, nutrition and healthy living are available online at IngeniumCanada.org/educational-programs.



Give your students the tools they need to make healthy lifestyle choices!



Get a complete series of curriculum-based lessons, information, and materials delivered right to your class in museum **EduKits**.



Woolly the Sheep



A Fun Educational Tool for the Classroom

Download on the App Store

GET IT ON Google Play