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Lesson 2

Who lives on the farm?

AUSTRALIAN CURRICULUM CONTENT

Explore how plants and animals are grown for food, clothing and shelter.
(ACTDEK003, AC9TDE2K03)

Identify the basic needs of plants and animals, including air, water, food or shelter, and describe
how the places they live meet those needs. (ACSSU002, ACSSU211, AC9S1U01)

Observe external features of plants and animals and describe ways they can be grouped
based on these features. (ACSSU017, AC9SFU01)

Retell and adapt familiar literary texts through play, performance, images or writing.
(ACELT1580, AC9EFLE05)

Orally retell or adapt a familiar story using plot and characters, language features including
vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools.
(ACELT1586, AC9E1LE05)

Create and edit literary texts by adapting structures and language features of familiar literary texts
through drawing, writing, performance and digital tools. (ACELT1593, AC9E2LE05)

LESSON OBJECTIVE

Students will learn about the needs of living things on farms and the features of some important farm animals that make them suited to particular areas.

LESSON OVERVIEW

This lesson guide contains activities that follow a developmental sequence of learning. The activities are suitable for differentiation between Foundation to Year 2 or between ability levels within a year level.

Activity 2.1	Keywords	10–20 mins
Activity 2.2	The needs of animals on the farm	30–45 mins
Activity 2.3	The features of animals on the farm	30–50 mins
Activity 2.4	Just for fun	20 mins

CONTENTS

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Lesson 2

Resources and equipment

ACTIVITY 2.1 – Keywords

1. Worksheet 2.1a – *On the farm tracing.*
2. Worksheet 2.1b – *Farm animals sentence.*
3. Worksheet 2.1c – *Keywords and definitions.*
4. Worksheet 2.1d – *Keywords scramble.*
5. Timer.
6. Worksheet 2.1e – *Keywords spelling list.*

ACTIVITY 2.2 – The needs of animals on the farm

1. Stimulus 2.2a – *What do living things need?*
2. Stimulus 2.2b – *What do living things need? (Foundation).*
3. Worksheet 2.2a – *I have read about…*
4. Worksheet 2.2b – *Sam the lamb's needs.*
5. Sam the Lamb – The needs of sheep (3.02).
6. Worksheet 2.2c – *Design a farm for me!*
7. Coloured pencils and markers.
8. Animal wellbeing – Smithfield Cattle Co. (0.42).

ACTIVITY 2.3 – The features of animals on the farm

1. Kids and Cattle (3.49).
2. Worksheet 2.3a – *Features of cattle.*
3. Scissors and glue.
4. Worksheet 2.3b – *Where do things live?*
5. Worksheet 2.3c – *Match me!*

ACTIVITY 2.4 – Just for fun

1. Axel Scheffler (2014). Axel Scheffler's Flip Flap Farm.
2. Worksheet 2.4a – *Funny farm animals.*
3. Scissors and glue.

ADDITIONAL READING/RESOURCES

• Features and fun on the farm

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F–2 | LESSON PLAN

Lesson 2

Lesson guide

ACTIVITY 2.1 – Keywords

1. Foundation – Year 1: Distribute Worksheet 2.1a – *Farm animals tracing* or Worksheet 2.1b – *Farm animals sentence*. Students carefully trace the words or create a sentence of their own, focusing on the size and spacing of their letter formation.

2. Year 2: Distribute Worksheet 2.1c – *Keywords and definitions*, and read through the keywords and definitions with students. Allow time for students to individually re-read the words and then allocate students into pairs. Set a five-minute timer and ask pairs to practise recalling the meaning of the keywords with each other. After five minutes, provide pairs with Worksheet 2.1d – *Keywords scramble*. Students work together to unscramble the keywords. (Answers page 29)

   Optional: Provide students with Worksheet 2.1e – *Keywords spelling list.*

ACTIVITY 2.2 – The needs of animals on the farm

1. Introduce the concept that living organisms need specific things from the environment to be successful in their growth, development and reproduction. Initiate a discussion, asking students the following questions and record ideas in a central area:

   • What do plants need to survive and grow? *(carbon dioxide, water, sunlight, nutrients)*

   • What might animals on farms need to survive and grow? *(water, food, shelter, air)*.

2. Display the five pages of Stimulus 2.2a – *What do living things need?* at workstations around the classroom. Divide the class into five equal groups and use a timer to allow students to rotate to each workstation and read the information as a group, checking off their progress on Worksheet 2.2a – *I have read about...* (To support different literacy abilities, teachers may nominate a student to read the text aloud to their group or provide support with reading the information). Stimulus 2.2b – *What do living things need?* (Foundation) can be used to support a discussion with this year level. Ask students to identify what is provided to animals on farms in each of the pictures.

3. After students have engaged with each workstation, re-convene as a class and provide students with the Worksheet 2.2b – *Sam the lamb's needs* and view the video clip Sam the Lamb – The needs of sheep (3.02). Students tick off the checklist during the clip and trace the words they have heard.

4. To conclude the activity, students use their knowledge of the needs of animals to create a farm scene showing the needs of the animal on Worksheet 2.2c – *Design a farm for me!*

   Optional: View the video clip Animal wellbeing – Smithfield Cattle Co. (0.42) to observe how the farm addresses the needs of their cattle at the feedlot.

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F–2 | LESSON PLAN

Lesson 2

Lesson guide *continued*

ACTIVITY 2.3 – The features of animals on the farm

1. As a class, view the video clip <u>Kids and Cattle</u> (3.49). Students look and listen for information about the features (what the animals look like) of the cattle in the video.

2. Provide students with Worksheet 2.3a – *Features of cattle*, and read through the terms in the column. Ask students to point to where they think the features are located on the animal. Assist them with locating the correct positions and then allow time to cut and paste the features directly onto the bull in the correct position on page 2 of their worksheets. (Pair students together if literacy support is needed). (Answers page 30)

3. Explain that the different features of plants and animals make them better suited to growing and being farmed in different areas of Australia. Some plants are better suited to hot temperatures, others can tolerate frosts and cold temperatures. This is the same for animals. Livestock are adapted to particular climates making some suitable for farming throughout Australia, whilst others are more suited to either northern or southern climates. Support students in reading Worksheet 2.3b – *Where do things live?* to learn about two different cattle breeds that are farmed in different areas of Australia.

4. Using the pictures and descriptions from Worksheet 2.3c – *Match me!*, complete either Option One or Option Two.

   • Option One: Ask six students to hold the pictures of the two sheep, two goats and two breeds of cattle in a line at the front of the classroom. Nominate a different student to match the first description with the correct picture. Read a description of one of the animals, and ask the student to select the matching picture from the line up and to stand near this picture. Select another student and repeat the game until all pictures have been matched with a description.

   • Option Two: Distribute Worksheet 2.3c – *Match me!* to students, and using scissors and glue sticks, students match the livestock images and descriptions on page 2 of their worksheets. (Answers page 31)

ACTIVITY 2.4 – Just for fun

1. To conclude the lesson on the features and needs of animals, students can complete the following activity, creating their own funny farm animal. Access the book *Axel Scheffler's Flip Flap Farm*, Axel Scheffler (2014), and read sections of the story, allowing students to create mixed animals.

2. Provide students with Worksheet 2.4a – *Funny farm animals,* and assist them in cutting along the dotted line and mixing the animals together (starting with the head of the cow and the body of the sheep) and pasting their creation on the template page. Students should repeat this process with the head of the sheep and the body of the cow to create their final animal.

3. Ask students to think about the needs and features of their new animals using their imagination to think about the noises, food and characteristics they will have. If time allows, students can draw or annotate this information onto their templates.

Lesson (2)

Student resources

ACTIVITY 2.1 – Keywords

Worksheet 2.1a	On the farm tracing
Worksheet 2.1b	Farm animals sentence
Worksheet 2.1c	Keywords and definitions
Worksheet 2.1d	Keywords scramble
Worksheet 2.1e	Keywords spelling list

ACTIVITY 2.2 – The needs of animals on the farm

Stimulus 2.2a	What do living things need?
Worksheet 2.2a	I have read about...
Stimulus 2.2b	What do living things need? (Foundation)
Worksheet 2.2b	Sam the lamb's needs
Worksheet 2.2c	Design a farm for me!

ACTIVITY 2.3 – The features of animals on the farm

Worksheet 2.3a	Features of cattle
Worksheet 2.3b	Where do things live?
Worksheet 2.3c	Match me!

ACTIVITY 2.4 – Just for fun

Worksheet 2.4a	Funny farm animals

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F–2 | WORKSHEETS

Worksheet **2.1a**
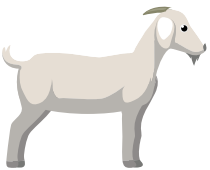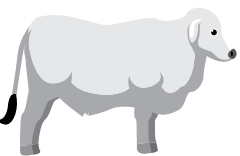
Farm animals tracing

These
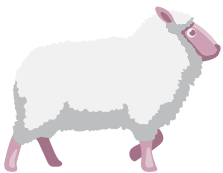
animals
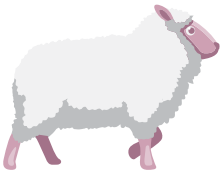
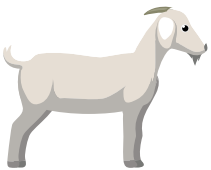are a sheep

a goat and

a cow.

Australian Good Meat
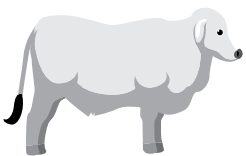Education resources
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F–2 | WORKSHEETS

Worksheet **2.1b**

Farm animals sentence

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F–2 | WORKSHEETS

Worksheet 2.1c

Keywords and definitions

f e a t u r e s   Interesting parts of something.

p a s t u r e   Types of plants that are grown for feeding animals.

h o o v e s   The hard foot of animals like a cow, sheep or goat.

r u m i n a n t   An animal that has 4 parts to its stomach.

s h e l t e r   A place that gives protection.

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F–2 | WORKSHEETS

Worksheet 2.1d

Keywords scramble

Unscramble the keywords below:

o o e s h v

_____

e r t l e h s

_____

m i n t a u r n

_____

t a e f r e s u

_____

u r e p a s t

_____

Worksheet **2.1e**

Keywords spelling list

Spell the keywords below.

1 _____

2 _____

3 _____

4 _____

5 _____

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F–2 | WORKSHEETS

Stimulus 2.2a

Workstation 1

What do living things need?

All living things have needs.

These needs must be met for the organism (plant or animal) to survive and be healthy.

Farmers have the job of meeting the needs of their plants and animals.

These plants and animals provide us with the food and fibre that we need to survive and be healthy.

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Stimulus 2.2a

Workstation 2

What do living things need?

All living things need shelter for their survival.

SHELTER

Shelter can help animals by protecting them from danger and also by helping them stay cool in hot temperatures or warm in cold temperatures.

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F–2 | WORKSHEETS

Stimulus **2.2a**

Workstation 3

What do living things need?

All plants and animals need
food (nutrients) to grow and survive.

FOOD

Plants use nutrients from the soil, water, sunlight and carbon dioxide from the air to grow and create their own food. This is called photosynthesis.

Sheep, cattle and goats are herbivores and use plants for food. Animals need food to survive, grow, have their own offspring (babies), and produce the food and fibre that we use in our lives. Sometimes, farmers need to give their animals extra food if there is not enough on the farm.

Workstation 4

What do living things need?

Water is important for life.

WATER

Animals and plants need enough clean water to survive and be healthy.

Animals need water so their bodies can function properly. When there is not enough water, such as when there is a drought, farmers must supply their animals with water or sell them.

Plants rely on water for photosynthesis, and therefore, without water, plants would die.

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Stimulus **2.2a**

Workstation 5

What do living things need?

AIR

Plants and animals both need air to live.

Plants use carbon dioxide from the air and release oxygen from their leaves.

Animals survive by breathing in the oxygen that plants release.

COMPANY

Company is not a need for survival, but farm animals are generally happier in the company of a group.

A group of sheep is called a flock or a drove, a group of cattle is a herd or drove and a group of goats is a herd, tribe or a trip.

What do living things need?
(Foundation)

AIR

WATER

SHELTER

FOOD

COMPANY

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Worksheet 2.2a

I have read about...

Workstation checklist:

AIR

WATER

SHELTER

FOOD

COMPANY

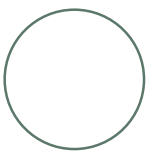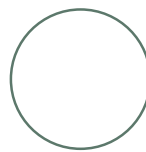Australian Good Meat
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F–2 | WORKSHEETS

Worksheet **2.2b**

Sam the lamb's needs

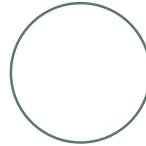Tick inside the circles as you see or hear the words and trace over them at the end of the video clip.
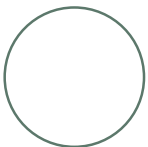

○ milk

○ lucerne
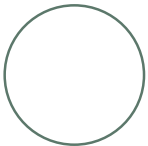
○ herbivores

○ hay
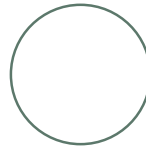
○ pasture

○ trees

Design a farm for me!

Create a picture of a farm that shows
all the things that this animal needs to survive.

CHECKLIST

Food   Air

Water   Company

Shelter

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F–2 | WORKSHEETS

Worksheet **2.3a**

PLEASE NOTE: This activity requires single-sided printing

Features of cattle

Cut out the features listed on the bottom of this page and paste them on the Angus bull on the next page, in the correct positions.

Did you know?

Some of the features of animals help them live in particular places.

Hard hooves help animals like cattle, sheep and goats to walk and run on hard ground.

Find out more about cattle that are suited to living in different parts of Australia.

Ears	Hair/coat	Muzzle
Rump	Hock	Back
Hooves	Shoulder	Legs

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Features of cattle

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Worksheet **2.3b**

Where do things live?

We need farms and farmers.

Farmers produce the food and fibre that we need to survive. Farmers grow plants and animals that are suited to a particular area and the seasons in that area. Some plants are best suited to warm weather, like mangoes and bananas. Some animals are also suited to different temperatures.

If farmers don't match their animals and plants to the places they are best suited, they will not grow as well and won't produce the amount of food and fibre that we need.

SOUTHERN AUSTRALIA	NORTHERN AUSTRALIA

Angus cattle are suited to Southern Australia because the weather is cooler.

They have thick coats, which help them to stay warm when it is cold.

Brahman cattle are suited to living in Northern Australia.

They are able to live in hot conditions and they have dark skin under their coats, so they don't burn easily. Their loose skin also helps them to keep cool.

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Worksheet 2.3b continued

Worksheet **2.3b**

Where do things live?

NORTHERN AUSTRALIA

Brahman cattle

SOUTHERN AUSTRALIA

Angus cattle

PLEASE NOTE: This activity requires single-sided printing

Match me!

Cut out the cards below. Match the animal with the description and paste them on the template.

Nubian goats have long ears. They may or may not have horns. They can be many different combinations of colours, including speckled. They are able to tolerate hot conditions.
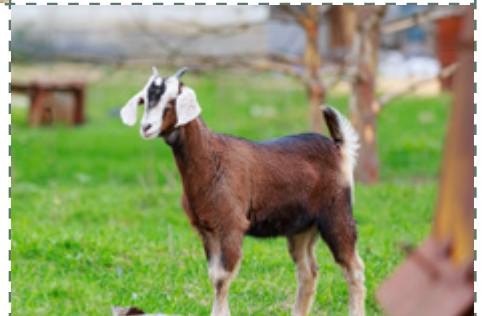
Brahman cattle are suited to hot conditions. They have loose skin with a dark pigment under their coats. They have a hump near their neck.

Hereford cattle are rusty brown in colour with patches of white. They can be horned or polled (no horns).

Border Leicesters are white sheep with a long bodies. They have large ears that point upwards and a large wide roman nose.

Boer goats are generally white coloured with red or brown heads. They have a pair of long and pendulous ears.

Merino sheep are adapted to most conditions. They are medium—sized sheep with valuable wool. Their ears are small and point out from the side of their head.

Worksheet 2.3c continued next page

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Worksheet 2.3c continued

Worksheet **2.3c**

Match me!

Match the animal with the description and paste them on the template.

Nubian goats	Hereford cattle	Boer goats
Paste Nubian goat picture here	Paste Hereford cattle picture here	Paste Boer goat picture here
Paste Nubian goat description here	Paste Hereford cattle description here	Paste Boer goat description here

| Brahman cattle	Border Leicesters	Merino sheep
Paste Brahman cattle picture here	Paste Border Leicester picture here	Paste Merino sheep picture here
Paste Brahman cattle description here	Paste Border Leicester description here	Paste Merino sheep description here

PLEASE NOTE: This activity requires single-sided printing

Worksheet **2.4a**

Funny farm animals

Cut around the animals and then cut through the dotted lines. Mix the two halves of the animals together and paste them on your sheet in the correct spaces to create new animals.
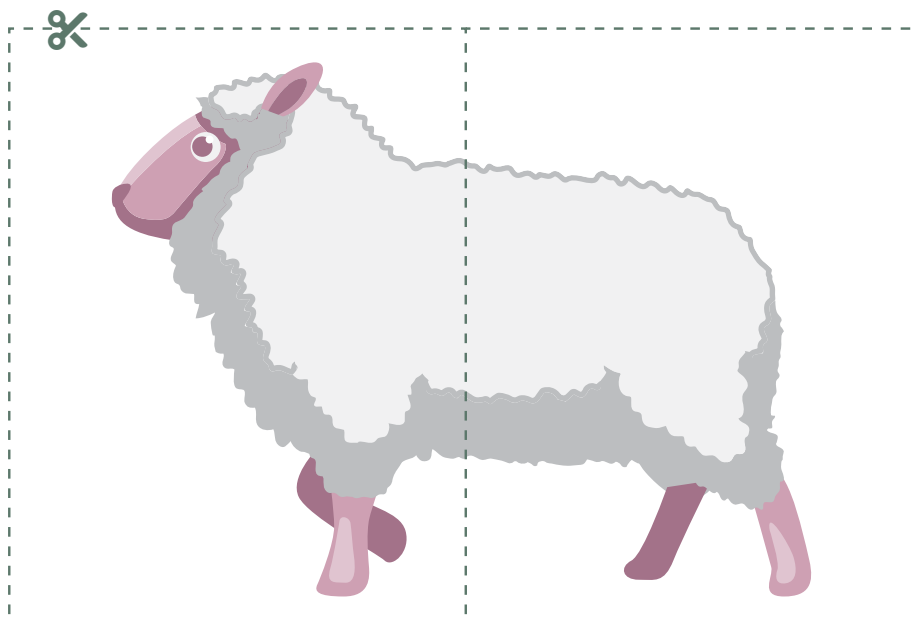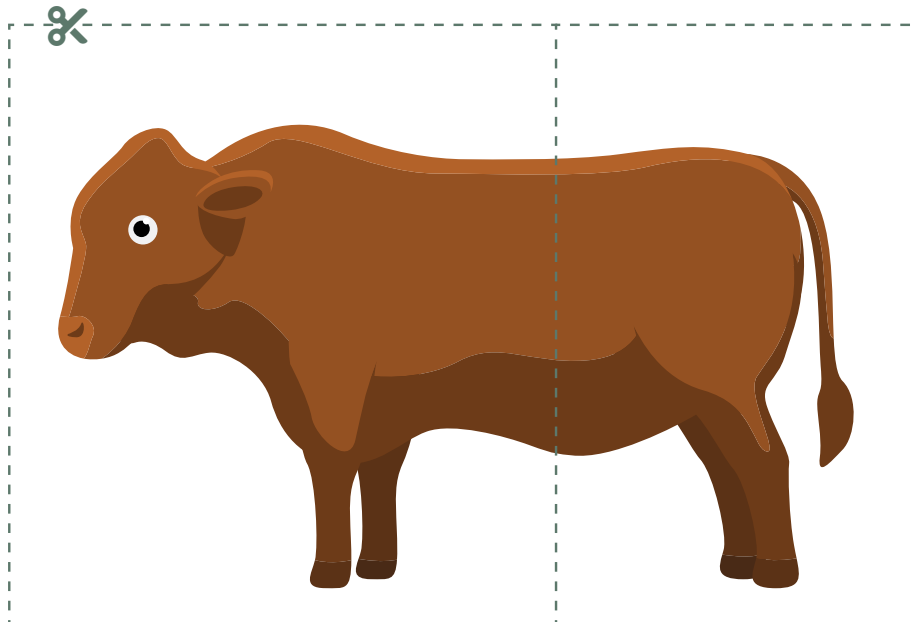
Worksheet 2.4a continued

Worksheet **2.4a**

Funny farm animals

cow + sheep = *ceep*

Paste cow picture here

Paste sheep picture here

sheep + cow = *show*

Paste sheep picture here

Paste cow picture here

Keywords

Worksheet 2.1d – Keywords scramble

Unscramble the keywords below.

o o e s h v	hooves
e r t l e h s	shelter
m i n t a u r n	ruminant
t a e f r e s u	features
u r e p a s t	pasture

Activity **2.3**

The features of animals on the farm

Worksheet 2.3a – Features of cattle

Answers for features of cattle

2.3 Answers continued

Activity **2.3**

Worksheet 2.3c – Match me!

Nubian goats	Hereford cattle	Boer goats
Nubian goats have long ears. They may or may not have horns. They can be many different combinations of colours, including speckled. They are able to tolerate hot conditions.	Hereford cattle are rusty brown in colour with patches of white. They can be horned or polled (no horns).	Boer goats are generally white coloured with red or brown heads. They have a pair of long and pendulous ears.

Brahman cattle	Border Leicesters	Merino sheep
Brahman cattle are suited to hot conditions. They have loose skin with a dark pigment under their coats. They have a hump near their neck.	Border Leicesters are white sheep with a long bodies. They have large ears that point upwards and a large wide roman nose.	Merino sheep are adapted to most conditions. They are medium—sized sheep with valuable wool. Their ears are small and point out from the side of their head.