

Direct Instruction	Presentation w/ Adv Organizer	Concept Attn'ment	Cooperative Learning	Inquiry Teaching
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Direct Instruction Lesson Plan

Lesson Background:

Your Name: Cara Krzeski and Megan Thorpe

Grade Level: Kindergarten

Subject: Science

Lesson Title: Farm Animals

Materials Needed: *Big Red Barn* Big Book by Margaret Wise Brown, white board and markers for making a list of farm animals, one worksheet per student, enough scissors and glue sticks for each student, and a pencil for each student

Prerequisite Skills: cutting and gluing, ability to name pictures of animals on the worksheet

A B C D Lesson Objective:

1. Kindergarten students will be able to brainstorm a list of at least 8 farm animals after the teacher begins the list with 2-3 farm animals.
2. After making the Farm Animals list and reading *Big Red Barn*, Kindergarten students will cut and paste only the farm animals onto the farm worksheet.

Interaction with Students:

- 1. Provide objectives:** (What are students going to learn?) *Time:* 1-2 minutes

Today, we are going to learn about which animals belong on a farm and which do not. As a class, we will create a list of animals that live on farms. Then, after reading *Big Red Barn*, we will go back to our desks and each of you will cut out only the farm animals on this worksheet (hold up worksheet) and glue the farm animals onto the farm.

- 2. Demonstrate knowledge or skill:** (Input/Modeling by the teacher) *Time:* 3 minutes

The teacher will briefly explain that we are now going to make a list of animals that we think of when we hear the word farm. "When I think of a farm, one animal that I think of is a pig." The list made by the teacher will be 2-3 animals long. Then, the list will be opened up to the rest of the class to complete.

- 3. Provide guided practice:** (Guided practice with the teacher) *Time:* 5 minutes

Here, the students will brainstorm the list of farm animals after the teacher has begun the list. Since the teacher made a list of 2-3 farm animals, it is expected that the students will generate an additional 5-6 animals.

4. Check for understanding and provide student feedback: (How will you know students understand the skill or concept? How will they know they “get it?”) *Time:* 15 minutes

Now, the teacher will read the book entitled *Big Red Barn*. Throughout the book, the teacher will pause and ask the students clarifying questions. (Who has been to a farm? Have you seen this animal there?, etc.)

5: Provide extended practice and transfer: (Independent practice of the skill) *Time:* 10-15 minutes

Students will return to their seats to complete the Farm Animals activity worksheet individually. Here, they have to cross off the animals that do not belong on the farm, and cut out and paste the animals that do belong onto the farm.

6. Assessment / Closure: (How do you evaluate student progress or provide closure to this lesson?) *Time:* 5 minutes

Attached is the rubric we will use to evaluate student progress. Students will turn in their worksheets and the teacher will evaluate them during free time. On the rubric, the teacher will indicate if a student needed additional help or if they exceeded expectations. To close this lesson, the teacher will ask the students to turn in their worksheets to the turn-in box. As they turn in their papers, ask them to turn to a partner and tell them which farm animal they would like to learn more about in an upcoming lesson.

7. DIFFERENTIATION of Content, Process or Product:

a. Adaptation for students who need extra help, time, or attention?

Students who seem to be struggling in the first several minutes of the individual activity will be pulled aside to work in a small group with the teacher. The teacher will demonstrate cutting and gluing. As a small group, they will discuss which animals need to be crossed off and which ones need to be cut out and glued to the farm.

b. Extension for students of high ability?

The extension for higher ability students will be to practice writing the names of the farm animals on the back of their worksheet. This will further their writing abilities.

TOTAL LESSON TIME: 40-45 minutes

8. References Consulted (Curriculum books in Drake SOE curriculum lab, previous teachers as resources, online websites, your past experiences, or your own initiatives, etc):

Farm Animals Worksheet:

<http://animalcoloringpages.flagsolution.com/farmanimalcoloringpages/>

Book: www.amazon.com

Farm Animals List: past practicum experience (Mrs. Limback's 1st grade classroom)

What animals live on farms?

www.coloring-pages-kids.com

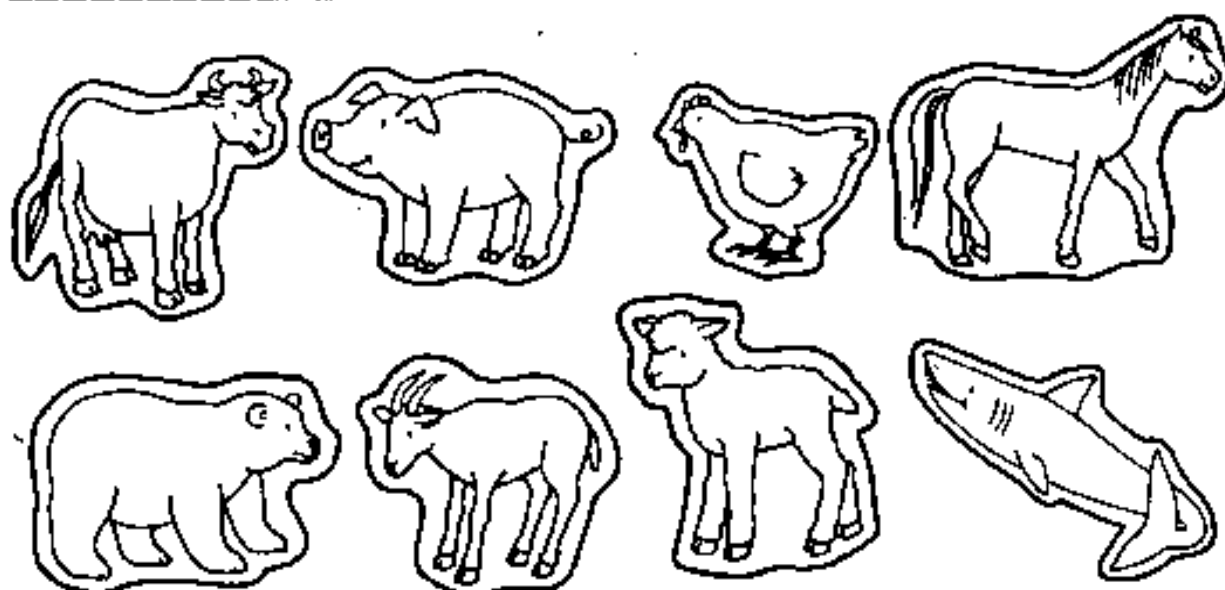
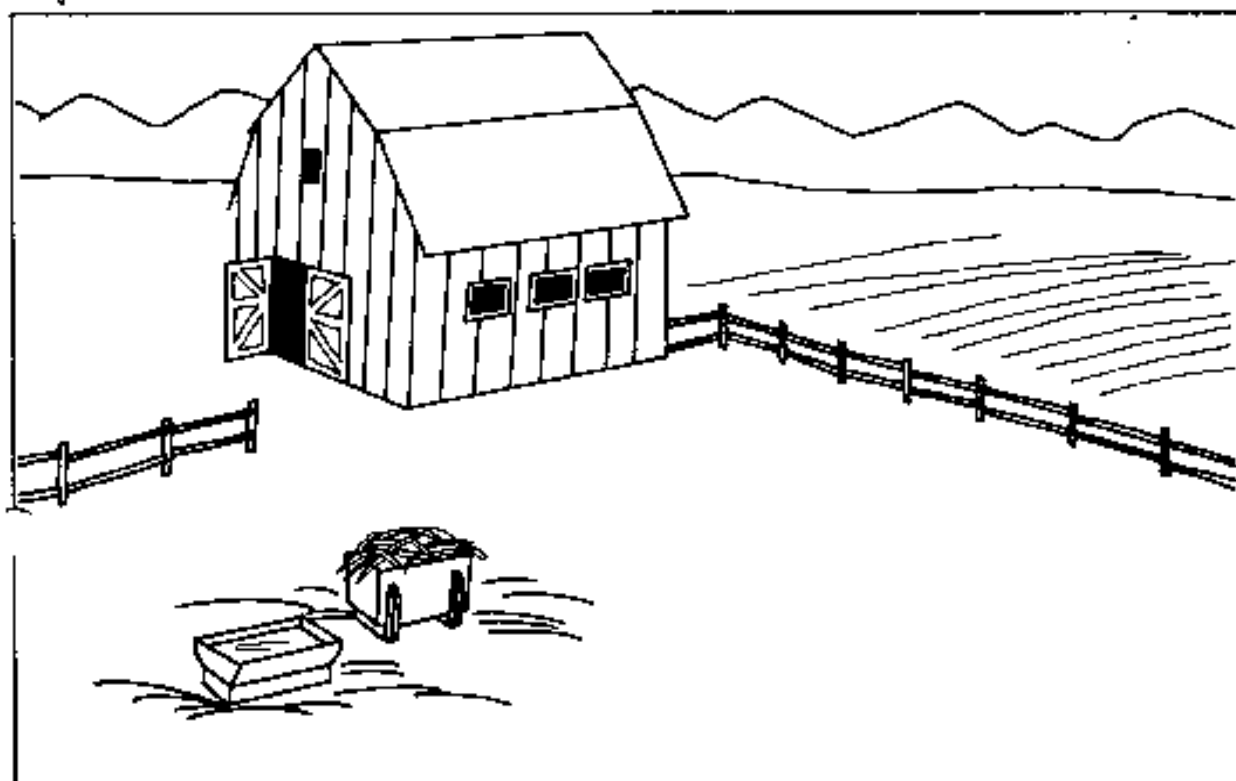
Some animals live on farms. Farm animals are helpful.



Cross out animals that are not farm animals.



Cut out the farm animals and  glue them in the pen.





Farm Animal Lesson Rubric

Farm animals are on the farm and non-farm animals are crossed out	___ / 4 points
The cut out animals demonstrate good cutting skills	___ / 1 point
The cut out animals are properly pasted on the farm	___ / 2 points
Total points	___ / 7 points

Additional comments:

(This is where I would indicate if a student needed additional help or exceeded expectations by writing the farm animal names on the back of their worksheet)