

# Contents

## Introduction

About This Book .....	4
The Focus of This Unit .....	4
Thinking Skills and Individual Differences .....	5

## Science

1. Research .....	6
-------------------	---

## Social Education and Language

1. Who Am I at the Farm? .....	8
2. Farm Game .....	13
3. Food from the Farm .....	16
4. A Day on the Farm .....	19
5. Farm Technology .....	22
6. Concept Mapping .....	23

## English

1. Speaking and Listening .....	24
2. Reading .....	27
3. Writing .....	45

## Maths

1. Measurement .....	51
2. Space .....	52
3. Counting .....	55
4. Ordering .....	57
5. Investigation and Interpretation .....	59
6. Critical Thinking .....	61

## Computers

1. Using a Drawing Package .....	75
----------------------------------	----

## The Arts

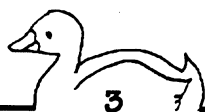
1. Drama .....	77
2. Media .....	78
3. Visual Arts .....	80
4. Music and Dance .....	82

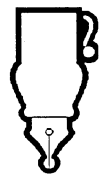
## Physical Education

1. Movement Activities .....	83
2. Co-operation .....	84

Art .....	86
-----------	----

Comments .....	89
----------------	----





# Introduction

## About This Book

Classroom teachers of today are very busy people with many demands on their time. They need ready access to resource materials that are varied, practical and successful. The activities in this book provide them with this support.

The lesson plans are designed with the children's developmental stages in mind and provide for individual learning styles and thinking skills. They also foster social interaction skills through co-operative learning, sharing, listening to others, having a go, prediction, taking turns and working with older children.

This material fosters the enhancement of skills through extensive practice with a wide range of activities. We also include further activities for enrichment.

Underpinning the activities is a framework of skills which draw out the children's intellectual capabilities and promote creativity in their thinking.

The activities are not in sequential order and may be used by the classroom teacher to meet specific classroom needs.

## The Focus of This Unit

In this integrated unit of work children learn about the world around them as well as developing concepts and understandings relating to animals on the farm.

Children will build on their knowledge through involvement in lively and creative activities which span the key learning areas.

The activities are designed to encourage students to achieve a range of learning outcomes in the junior primary curriculum.

All the activities in this book have been tried and received with enthusiasm by children in the classroom.

Cross-age tutoring activities are included.

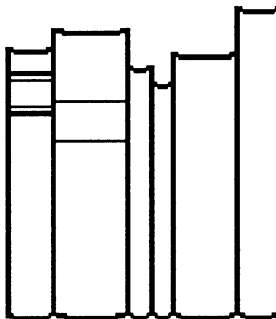


# Science

## 1. Research

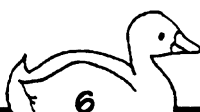
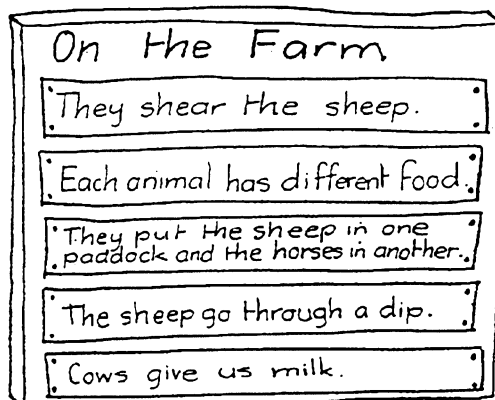
### Getting Started

Create a learning centre in your classroom where children can find information from books, charts and pictures.



### Activity: All about Farms

- i. Brainstorm with the whole class what the children already know about farms.
- ii. Record these ideas on sentence cards for easy reference.
- iii. Display the sentence cards on a board in the learning centre.





**Part 1 What I Already Know**

- Revisit these ideas during a later session and ask the children what further information they might like to know.
- Allow each child to select one of the recorded sentences from the bank of ideas and pose a question they feel is relevant. These questions will help children set a purpose for their learning.



**Part 2 What I Want to Know**

- The children then use the learning centre to look through books, talk and share information with others and find answers to their questions. There will be a heavy reliance on pictorial information at this level.

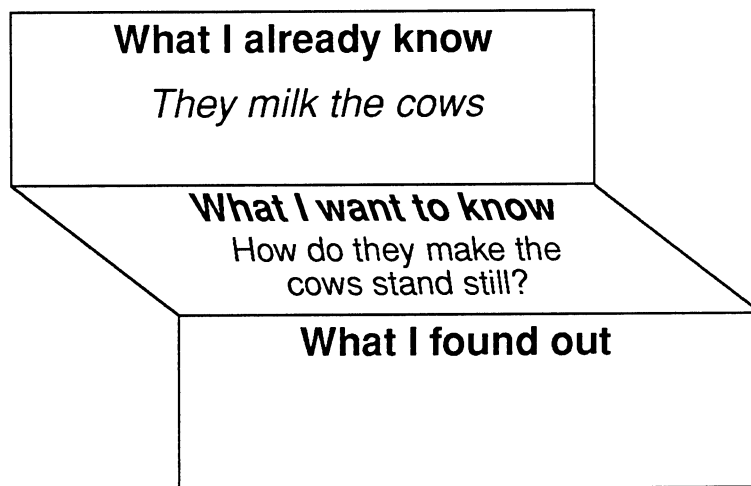


**Part 3 What I Found Out**

- Assist the children to make an easy chart and group information under simple headings provided by the teacher.
- The children may record their findings as a picture or a written sentence if required.



- Once these charts are complete ask the children to recall what new information they have learnt about the farm and share their finished work with the rest of the class.



**Learning Outcomes**

Children are able to:

- Collect information from resources and share with the class
- Begin to group information under simple headings



# Social Education and Language

## 1. Who Am I at the Farm?



### Getting Started

Read *The Farm Concert*, by Joy Cowley. Storybox Big Book, ISBN 0 86867 172 X.

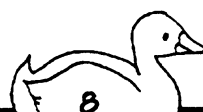
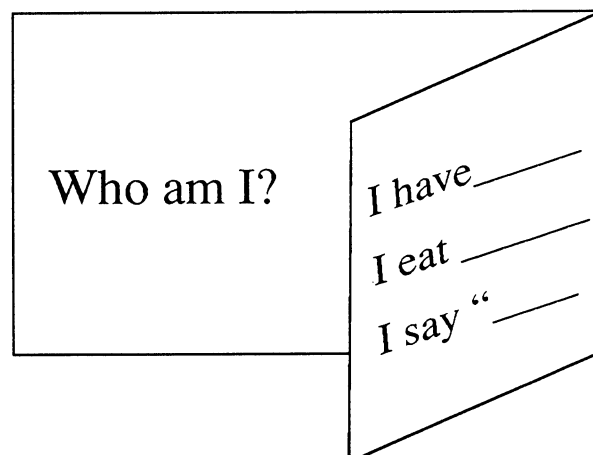
Discuss the story, particularly the animals in it and the noises they make, what coverings they have (hair, wool, fur, etc.) and what they would eat.

Brainstorm and list other known farm animals, what they eat, what they say and what covering they have. Write all the children's answers on large sheets of paper.

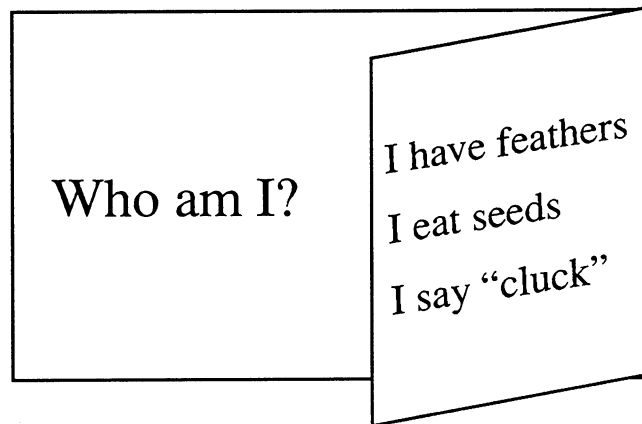


### Activity A: Class Book

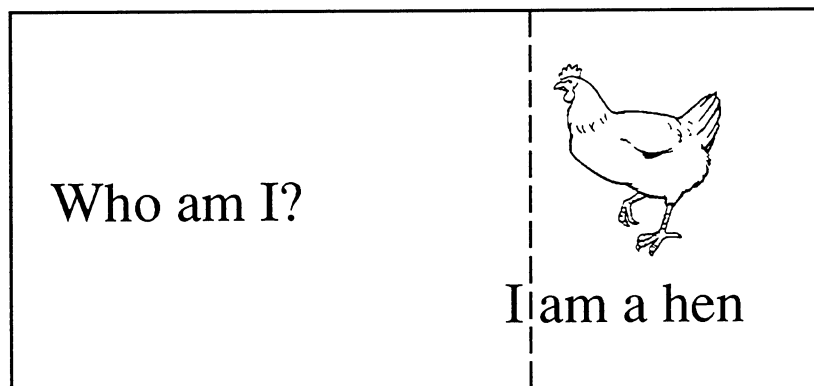
- i. Cut out and photocopy the worksheet on pages 11-12.
- ii. Enlarge the worksheet on the photocopier to A3 and provide one sheet for two children.
- iii. Fold paper along the black line and bring the flap to the front of the page so that it looks like this:



- iv. Demonstrate to the children how the page will work.
- v. Children then fill in the information on the flap.



- vi. Children open the flap and fill in the answer.



- vii. Finished books are read with the flap covering the answer so that children can predict the correct answer with a partner or in a small group.

For the class book it may be easier to allocate different animals to each group.

Before starting work, make sure that the children know what their animal eats, says and is covered with.

To compile the class book, collect the pages the children have completed. Add a front and back cover to the pages, then bind or staple the pages together.

Read the class book as a whole-class activity.

