

## TEACHER MATERIALS - Animals

### CONCEPTS:

Math, Science, and Technology

-Standard 4.1- Living Environment

ELA

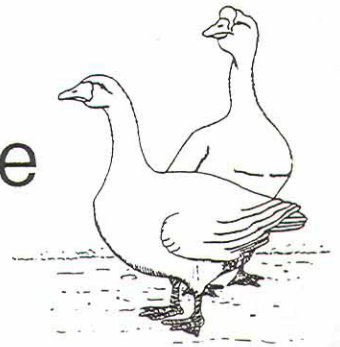
-Standard 1.1- Listening and Reading

-Standard 1.2- Speaking and Writing

Career Development

-Standard 3a.1- Basic Skills

geese



### OBJECTIVES:

After completing these activities, the students will:

1. learn names of animals.
2. learn vowel and consonant sounds as they are found in names of animals.
3. learn singular and plural names.
4. compare male, female, young, old, and plural names of animals to those same names for people.
5. learn the fact that an animal has horns does not mean that it is a male.

### BACKGROUND:

Our language has names for males, females, young, and old for both humans and animals. While most of us are familiar with those titles for humans—boy, girl, man, woman, children, men, women, etc.—those names for animals are no longer a common part of our language. Therefore, we generalize that all dairy cattle are cows. In reality dairy cattle are cows, bulls, calves, heifers, steers, or even oxen. This lesson brings the correct words and meanings back to correct use through puzzles by teaching students vowel sounds, consonant sounds, silent letters, singular and plural, etc. To carry the information one step further, we discover who has horns and who does not and why farmers remove them.

**We regret that color photos are not available for all species.**

It is not our intent that the students learn breeds of animals. We only wish to make them aware that there are many breeds of all animals.

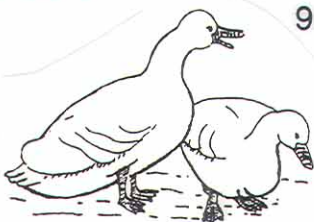
### ACTIVITIES:

1. Using the Man, Woman, Boy, and Girl found in the resource

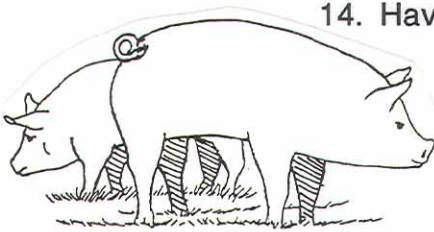
section (you choose the race) and the enclosed words on pages K-14 through K-16, assemble these on the bulletin board.

2. Make copies of the animal puzzles and construction paper folders to put in animal "families."
3. Over a period of weeks, months, or the school year have the students cut out the puzzles on the dotted lines, paste together the animals, and color the various animals with their proper names. See the teacher information section. It is not our intent that the students learn all names. This is provided for your enlightenment. It is preferable to utilize true natural colors rather than blue or green, or make one of each puzzle, laminate it, and have children assemble separately on their own time.
4. Utilize the colored pictures in the resource section to assemble the male, females, and young with their titles into a bulletin board.
5. Use these examples for graphing, matching, sorting, or classifying, (see the math lesson on page K-112 through K-113), or with the alphabet (Dd Duck, Duckling, Drake.).
6. *Contributed by Kathy Collins:* Prior to completing each animal, we asked the students to pretend to be in the animal family and perform certain motions when an animal was called. For example, while introducing horses, we related each horse name to the human pictures (man, woman, boy, girl). Then after a short discussion, I asked all of the colts (boys) to stand up and gallop around the room. Then I asked the colts to sit down. I repeated this for the fillies (girls) and foals (all).
7. Complete the "**Horns or No Horns**" lesson on page K-55.
8. Have the students rewrite their favorite stories using farm animals: Goldilocks and the Three Cows.
9. Make farm family books for each species, i.e. a "Farm Animal Dictionary."

ducks



10. *Contributed by Penelope Goodyear and Debbie Kelly:*  
Have the students play the **Farm Animal Bingo** or the **Concentration** concept game on pages K-57 through K-63 and in the resource section.
11. Complete the other animal lessons on Turkeys, Hogs, and Beef.
12. Serve **Purple Cows** for snacks. See page K-64 for the recipe.
13. Play the "**Animal Chase Game**". For the instructions see page K-65.
14. Have the students complete the "**Poultry Pick**" on page K- 66.



hogs

**Suggested books:** Lewis, Kim. Emma's Lamb. New York: Four Winds, 1991.

Henderson, Kathy. Dairy Cows - A New True Book. Chicago: Children's Press, 1988.

McFarland, Cynthia. Cows in the Parlor. New York: Atheneum, 1990.

Gibbons, Gail. The Milk Makers. New York: Macmillan Publishing, 1985.

Patent, Dorothy Hinshaw. Baby Horses. New York: Dodd, Mead & Co., 1985

Ellis, Anna Leo. Dabbe Duck. New York: Harper & Row, 1984.

Jacobsen, Karen. Farm Animals - A New True Book. Chicago: Children's Press, 1981.

Isenbart, Hans-Heinrich. Baby Animals on the Farm. New York: G.P. Putnam Sons, 1981.



## TEACHER INFORMATION - Male, Female, Young

### Generic Terms: Human, Person, People

Relationships: Mother, Father, Son, Daughter, Brother, Sister, Aunt, Uncle, Cousin, Parents, Children, Family

	<u>Male</u>	<u>Female</u>	<u>Generic</u>
Adult - singular	man	woman	adult
Adult - plural	men	women	adults
Young - singular	boy	girl	child
Young - plural	boys	girls	children

### Generic Terms: Cattle, Bovine, Beef, Dairy

Relationships: Sire, Dam, Offspring, Herd

	<u>Male</u>	<u>Female</u>	<u>Generic</u>
Adult - singular	bull	cow	
Adult - plural	bulls	cows	cattle
Young - singular	bull calf	heifer	calf
Young - plural	bull calves	heifers	calves



**Generic Terms: Hog(s), Pig(s), Swine**

Relationships: Sire, Dam, Herd, Litter

	<u>Male</u>	<u>Female</u>	<u>Generic</u>
Adult - singular	boar	sow	hog
Adult - plural	boars	sows	hogs
Young - singular	boar	gilt	pig, piglet
Young - plural	boars	gilts	pigs, piglets

**Generic Terms: Sheep**

Relationships: Sire, Dam, Flock

	<u>Male</u>	<u>Female</u>	<u>Generic</u>
Adult - singular	ram	ewe	sheep
Adult - plural	rams	ewes	sheep
Young - singular	ram lamb	ewe lamb	lamb
Young - plural	ram lambs	ewe lambs	lambs

## **Generic Terms: Chicken, Poultry, Avians**

Relationships: Flock, Clutch

	<u>Male</u>	<u>Female</u>	<u>Generic</u>
Adult - singular	rooster, cock	hen	chicken
Adult - plural	roosters, cocks	hens	chickens
Young - singular	cockerel	pullet	chick
Young - plural	cockerel	pullets	chicks

## **Generic Terms: Ducks**

Relationships: Flock

	<u>Male</u>	<u>Female</u>	<u>Generic</u>
Adult - singular	drake	hen	duck
Adult - plural	drakes	hens	ducks
Young - singular			duckling
Young - plural			ducklings

**Generic Terms: Horse, Pony, Equine**

Relationships: Stud, Dam, Herd

	<u>Male</u>	<u>Female</u>	<u>Generic</u>
Adult - singular	stallion	mare	horse
Adult - plural	stallions	mares	horses
Young - singular	colt	filly	foal
Young - plural	colts	fillies	foals

**Generic Terms: Rabbit**

Relationships: Warren

	<u>Male</u>	<u>Female</u>	<u>Generic</u>
Adult - singular	buck	doe	rabbit
Adult - plural	bucks	does	rabbits
Young - singular			bunny
Young - plural			bunnies



**Generic Terms: Goat**

Relationships:

	<u>Male</u>	<u>Female</u>	<u>Generic</u>
Adult - singular	buck	doe	goat
Adult - plural	bucks	does	goats
Young - singular			kid
Young - plural			kids

**Generic Terms: Turkey**

Relationships:

	<u>Male</u>	<u>Female</u>	<u>Generic</u>
Adult - singular	tom	hen	turkey
Adult - plural	toms	hens	turkeys
Young - singular			poult
Young - plural			poults

**Generic Terms: Goose, Geese**

Relationships: Gaggle, Flock

	<u>Male</u>	<u>Female</u>	<u>Generic</u>
Adult - singular	gander	goose	goose
Adult - plural	ganders	geese	geese
Young - singular			gosling
Young - plural			goslings

**Generic Terms: Mouse, Mice**

Relationships:

	<u>Male</u>	<u>Female</u>	<u>Generic</u>
Adult - singular			mouse
Adult - plural			mice
Young - singular			
Young - plural			

Boy  
Woman  
Girl  
Mother



Son

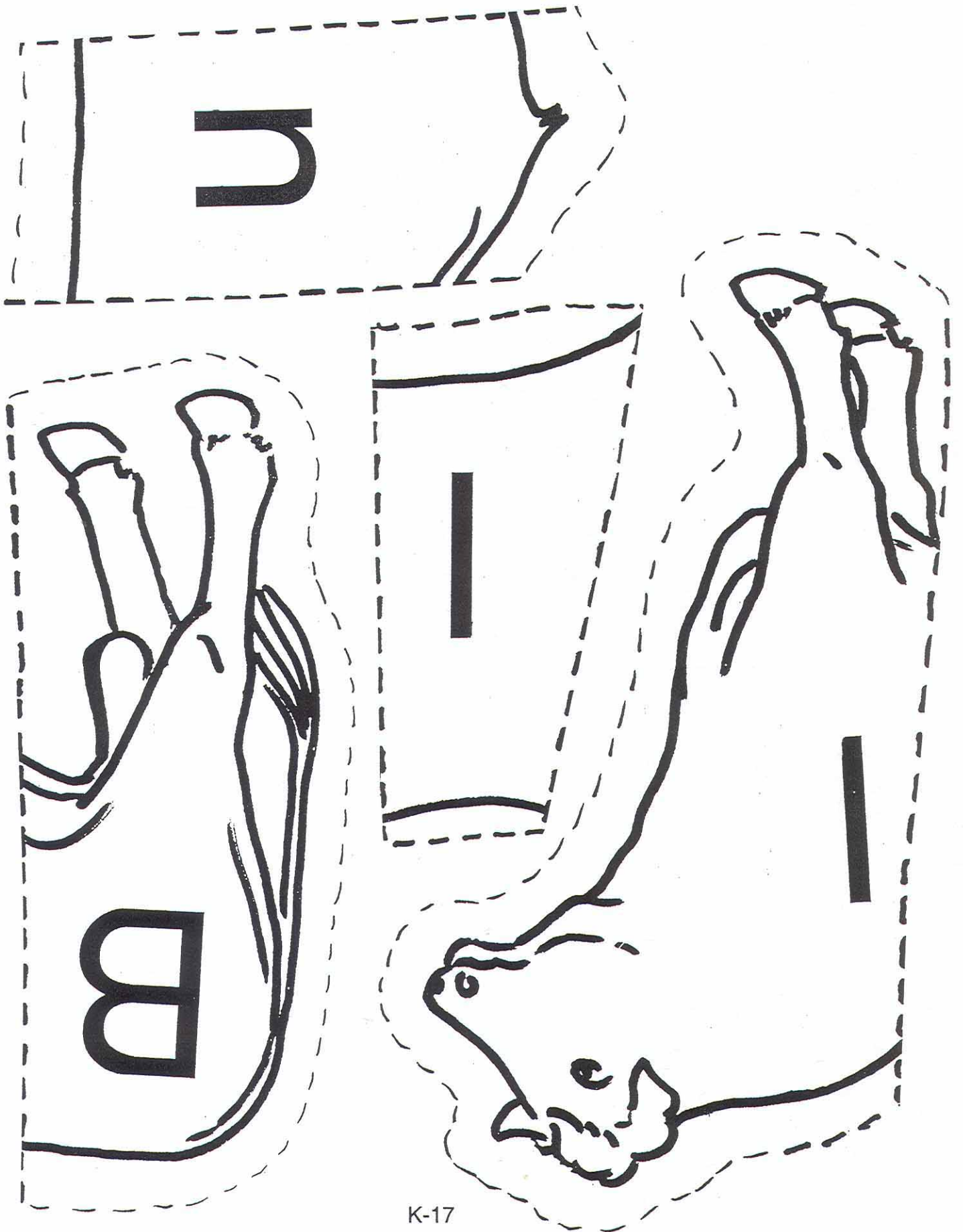
Father

Man

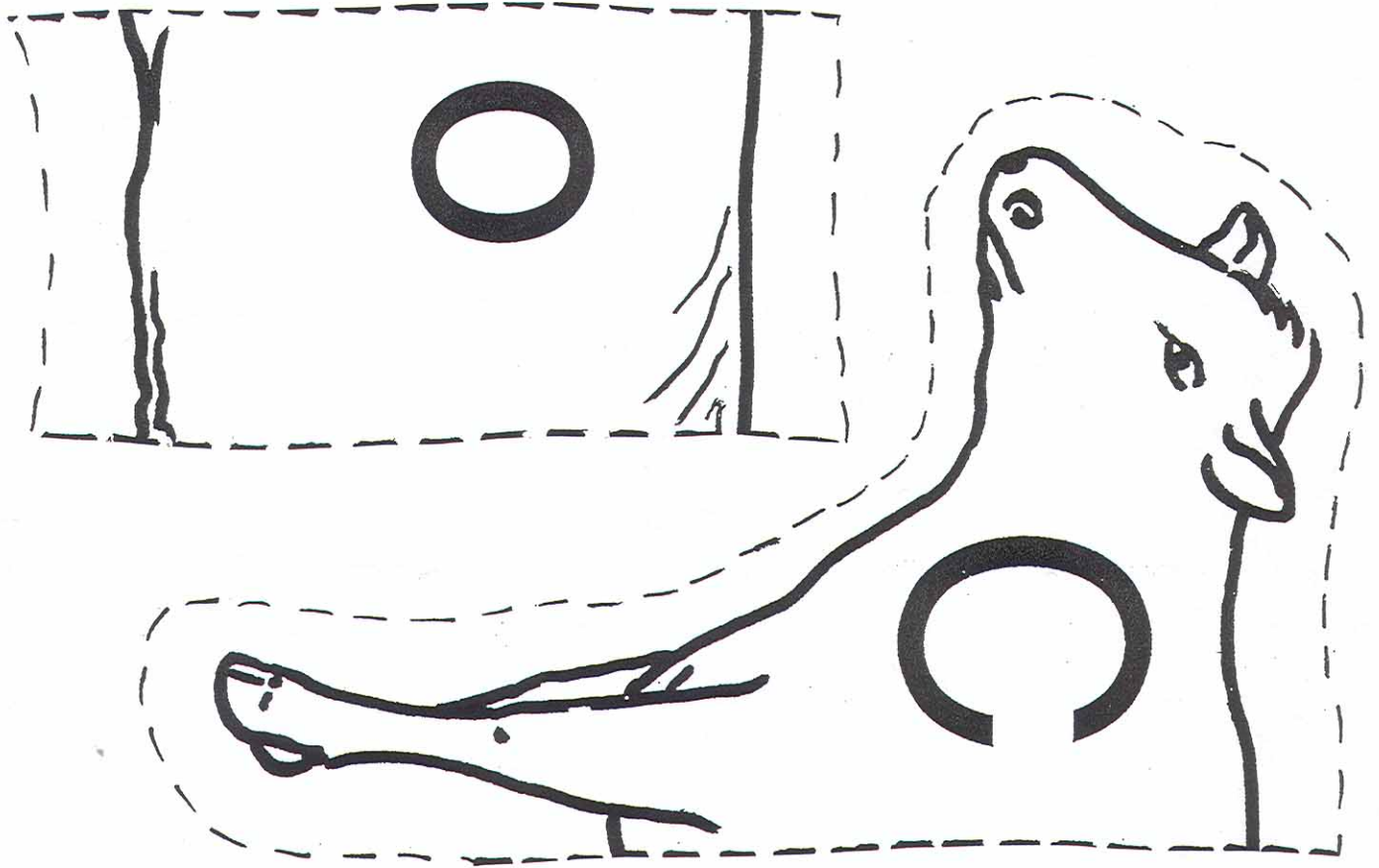
Daughter

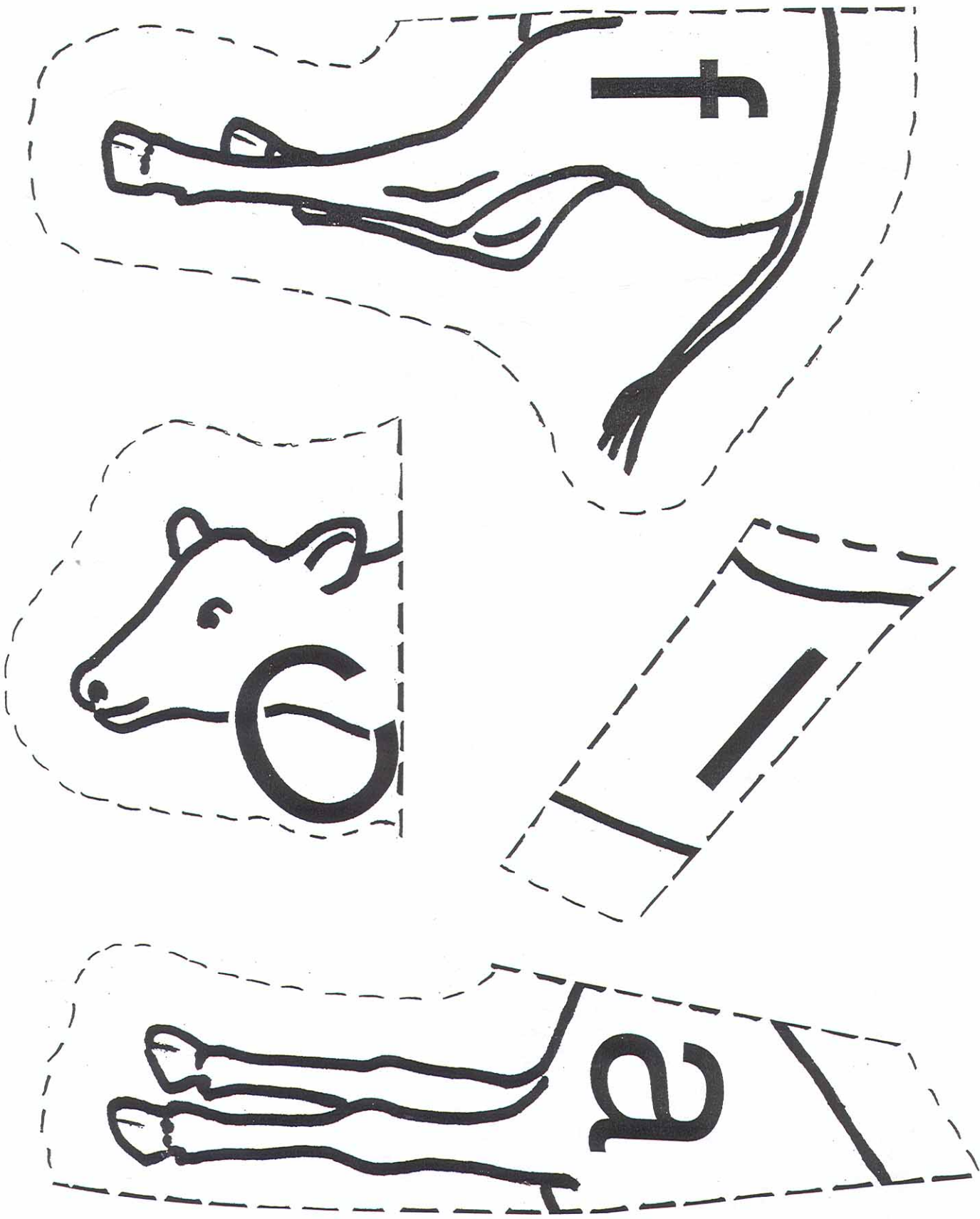
Brother

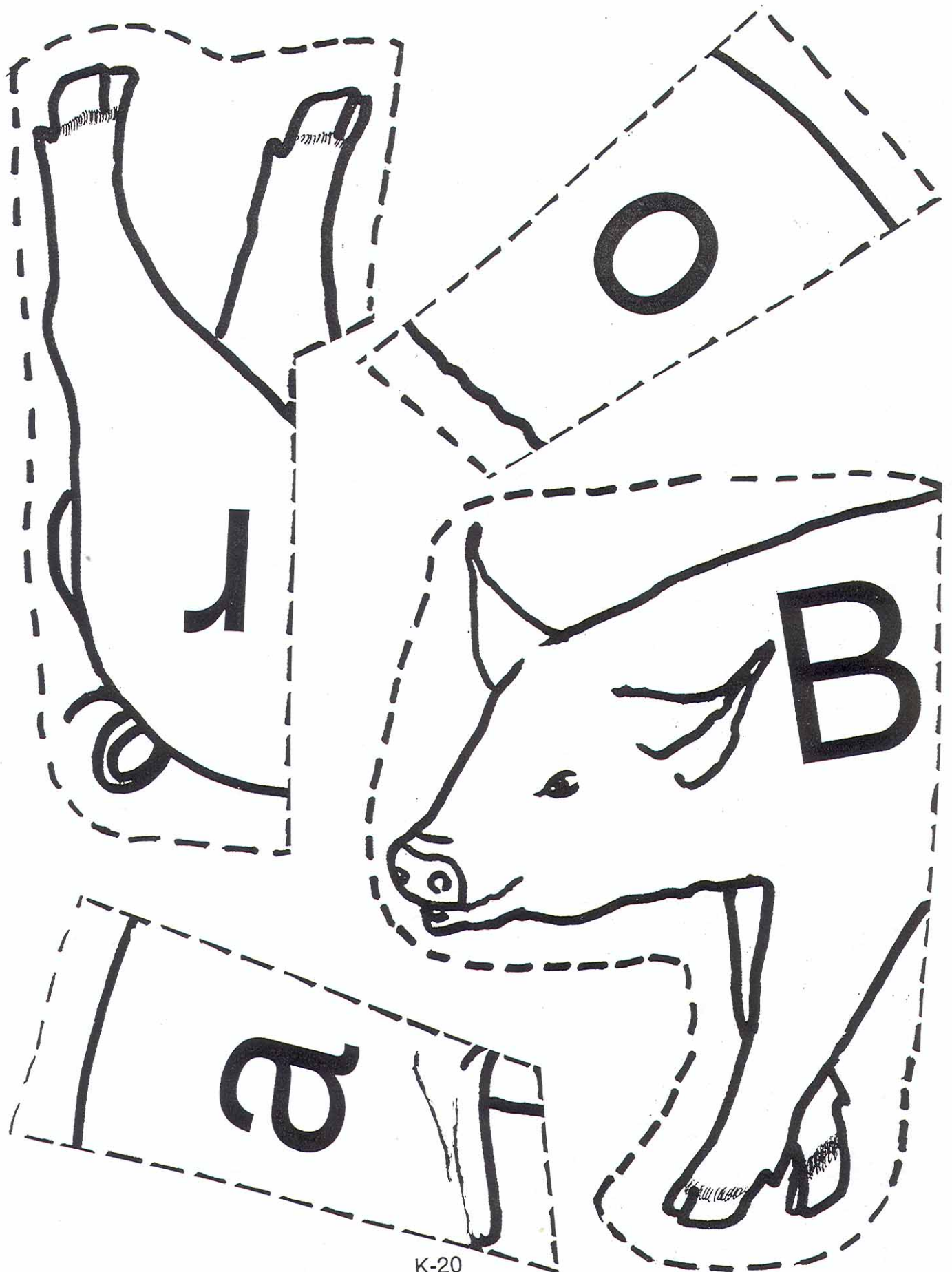
# Sister Family



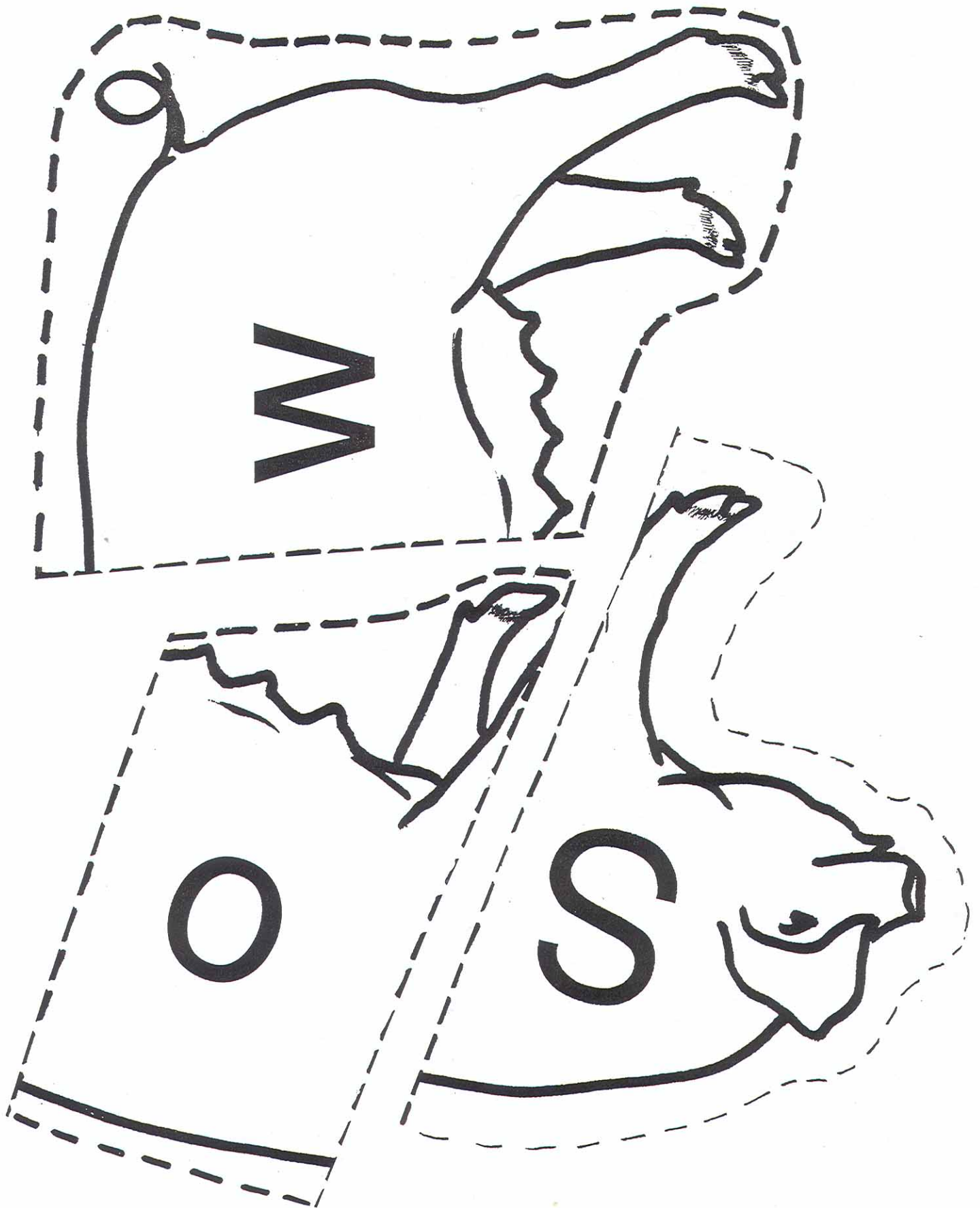


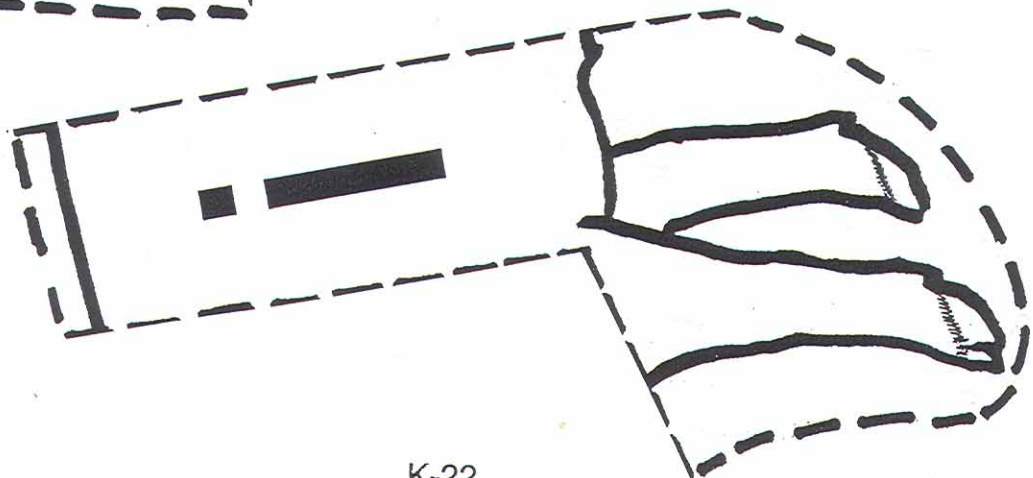
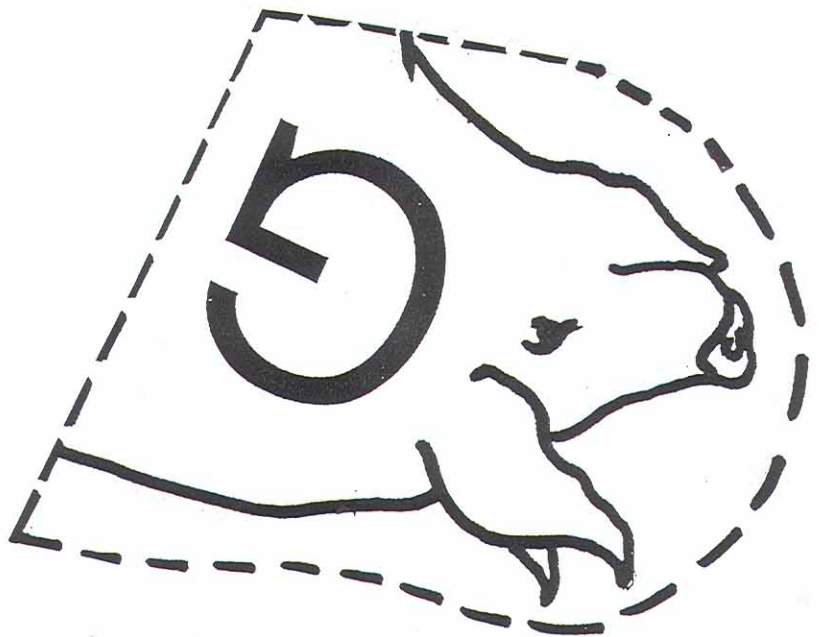
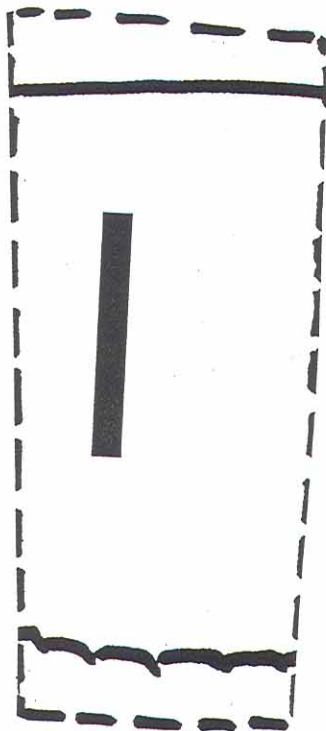
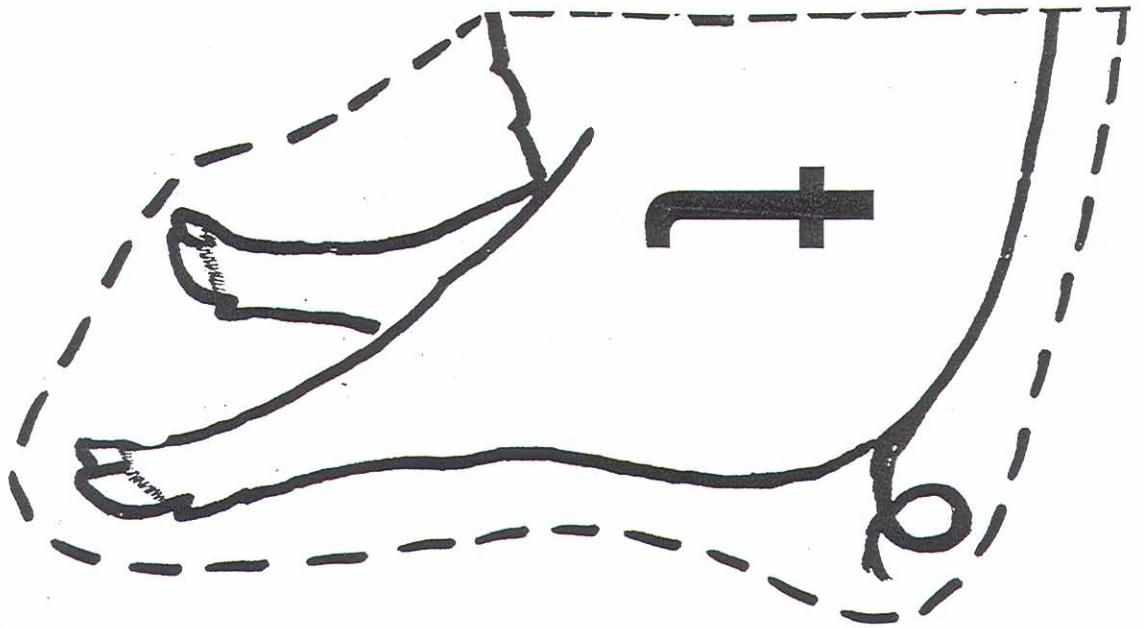


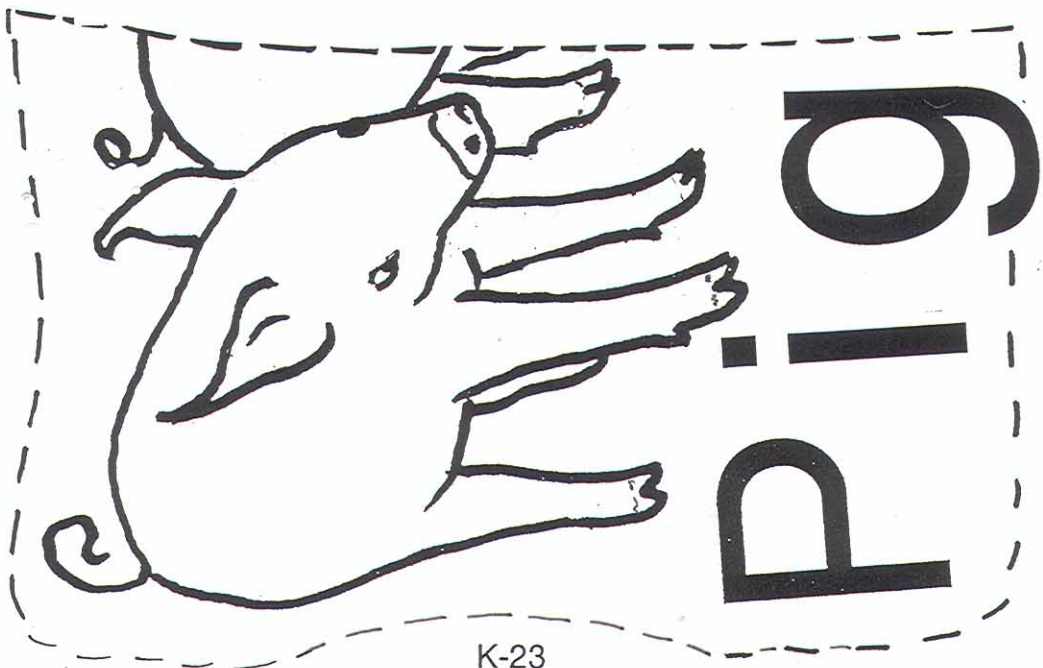
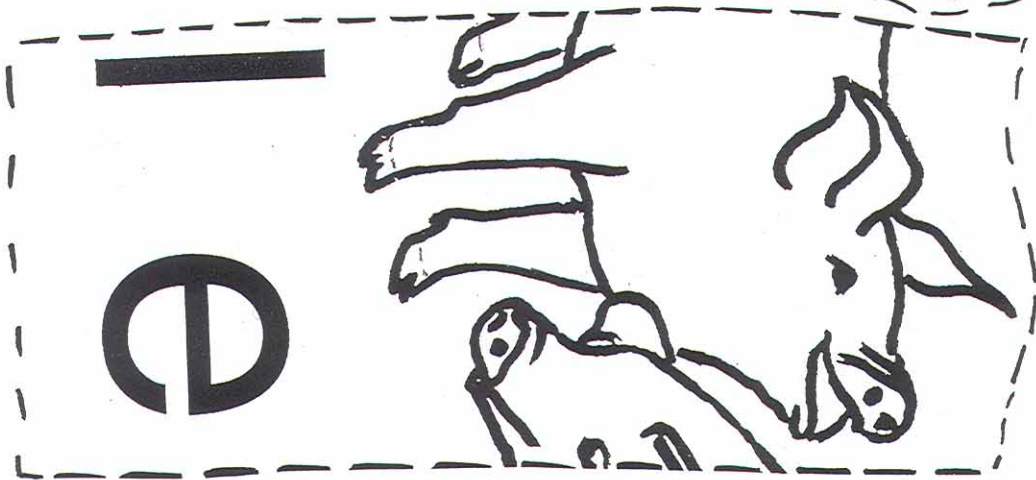
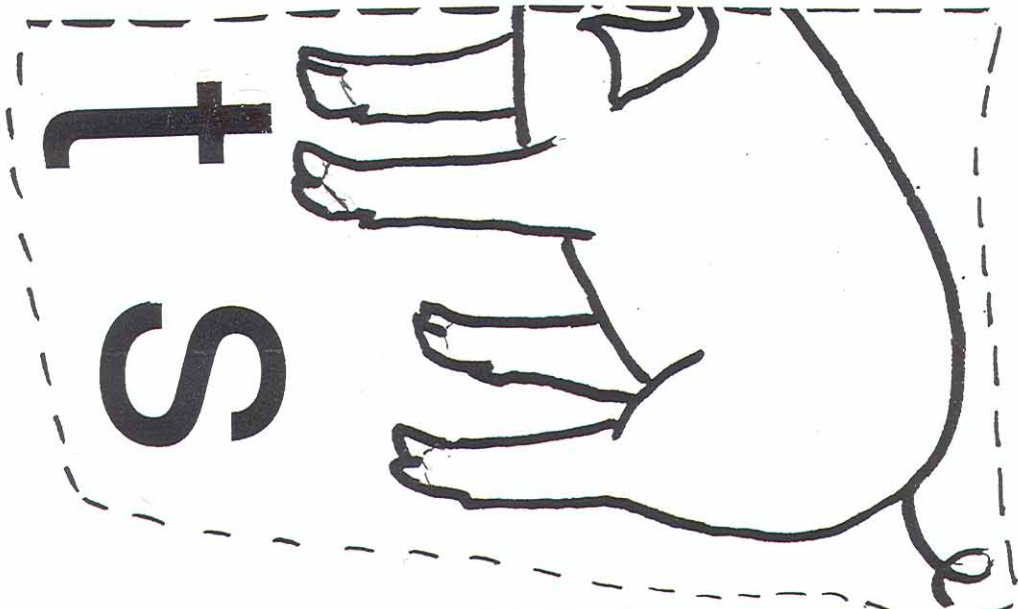


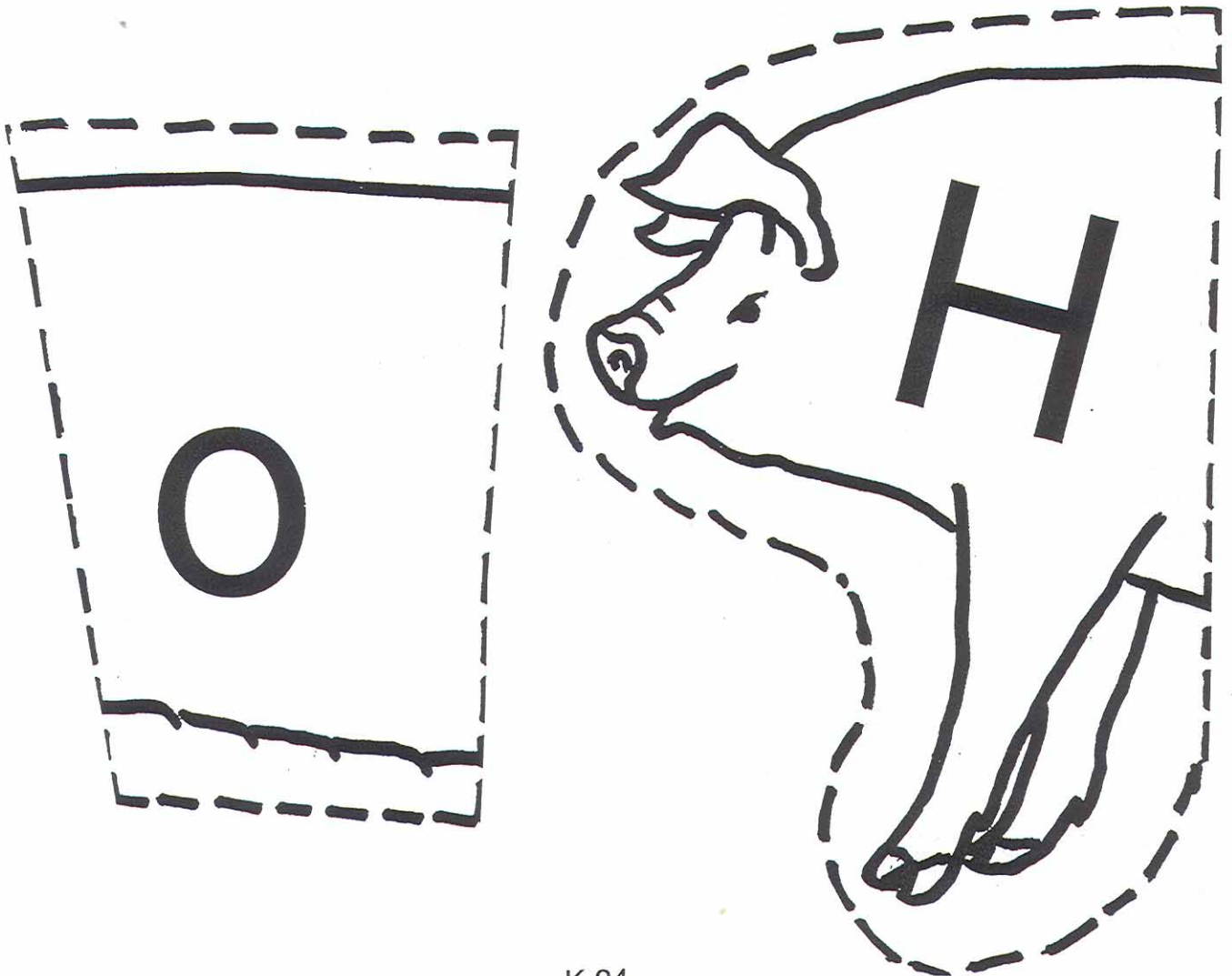
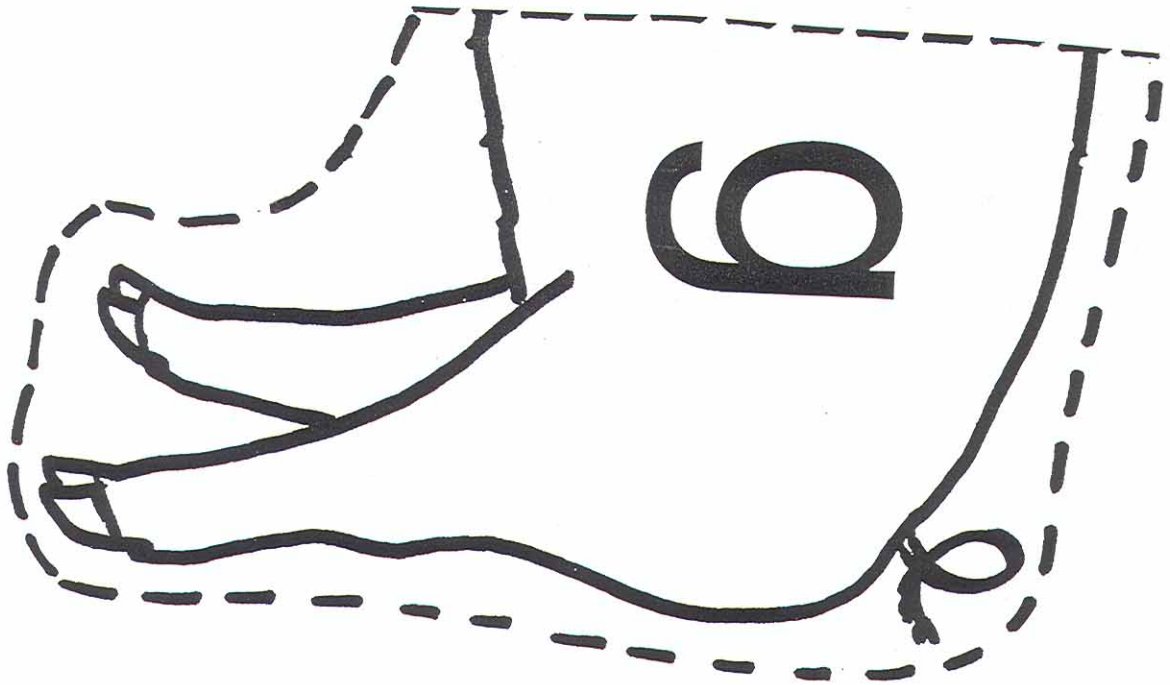






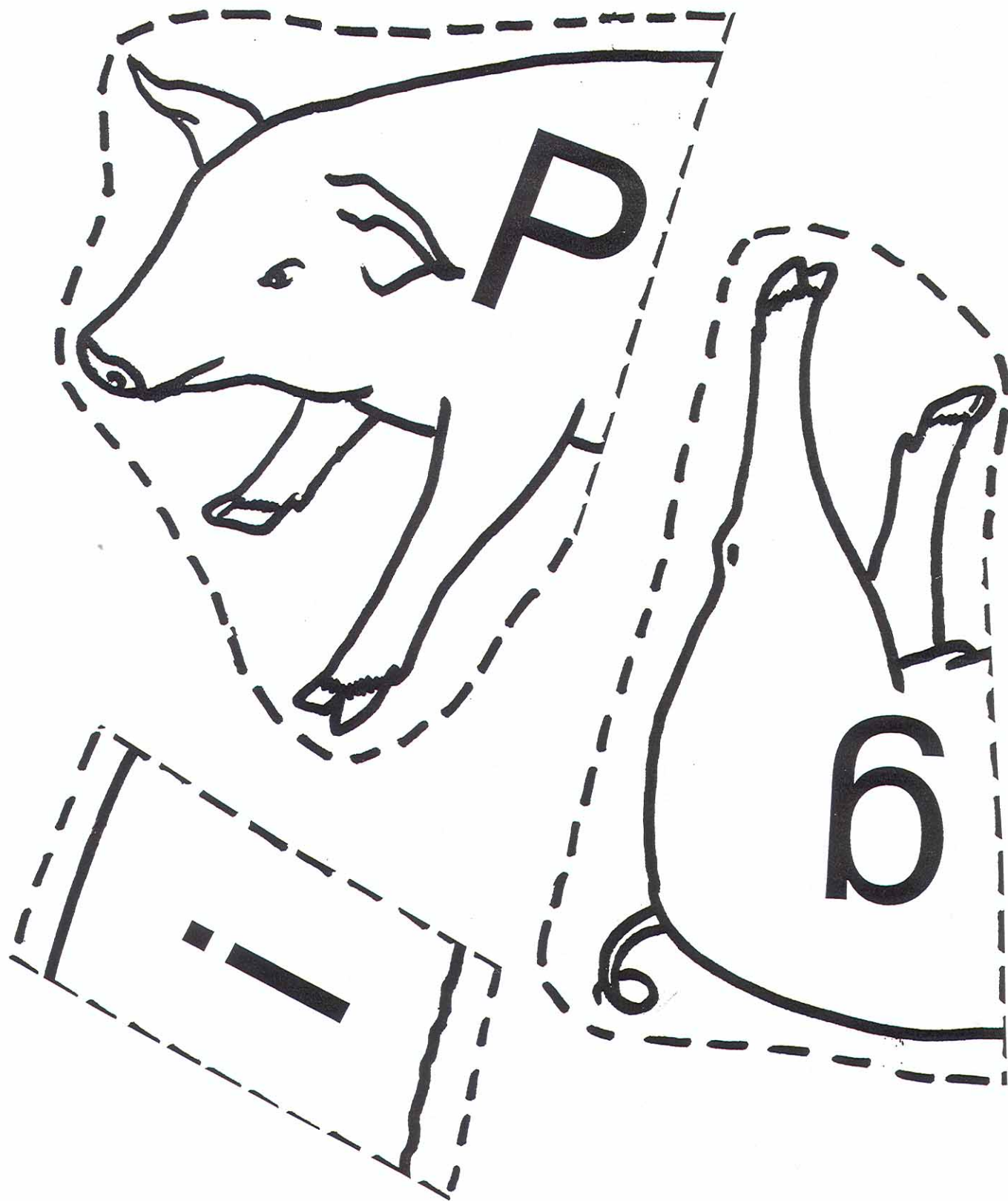


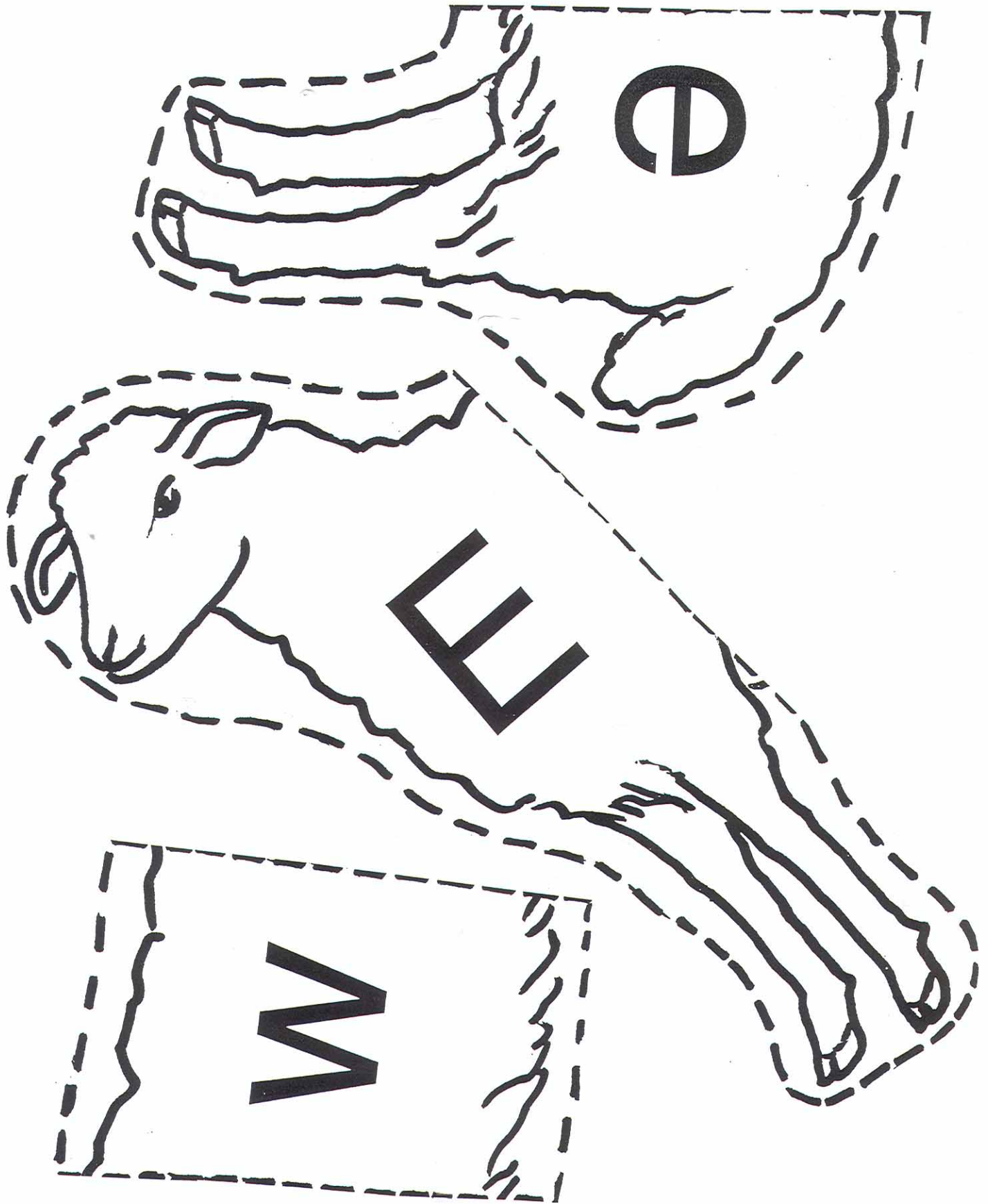


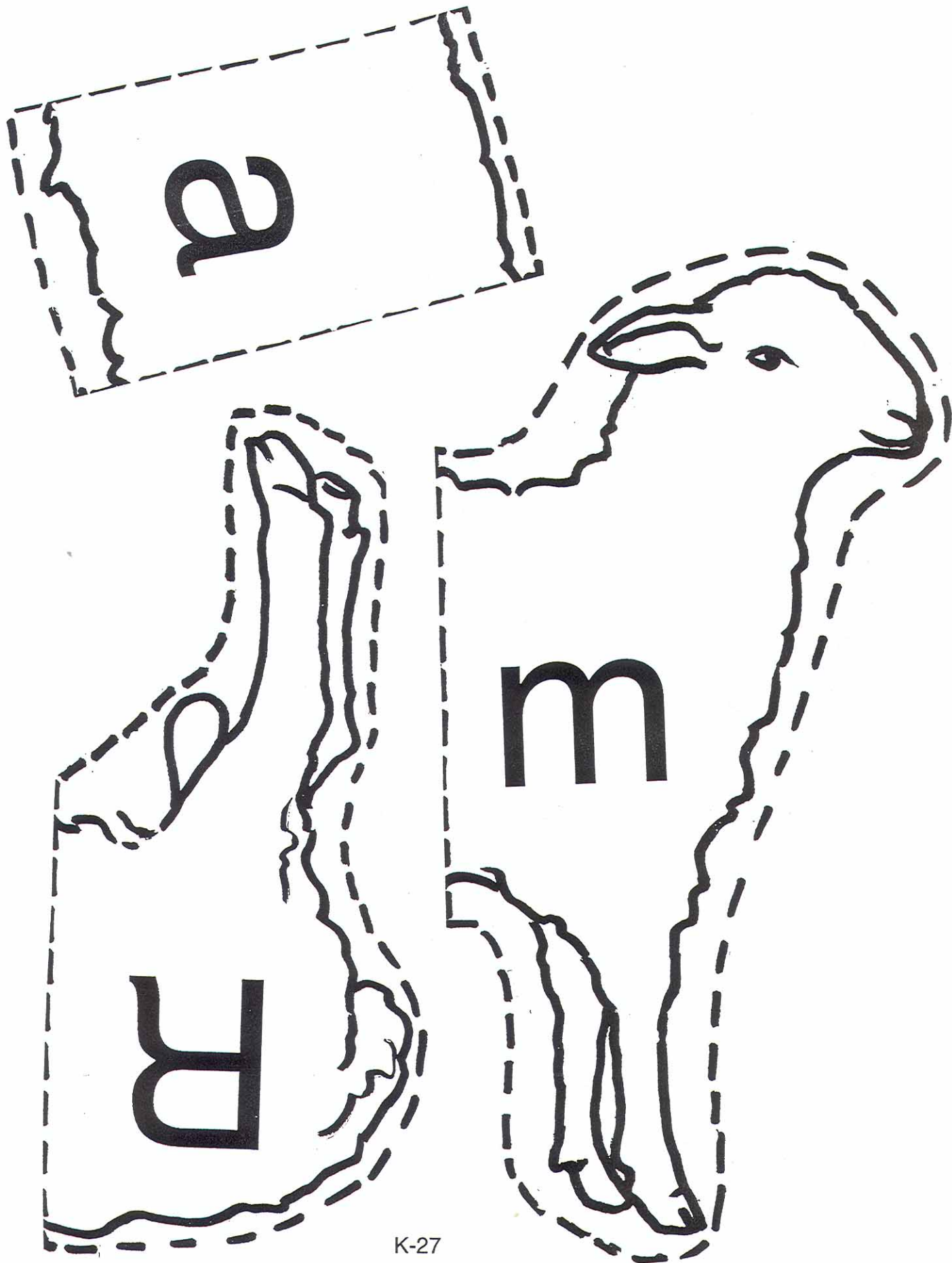


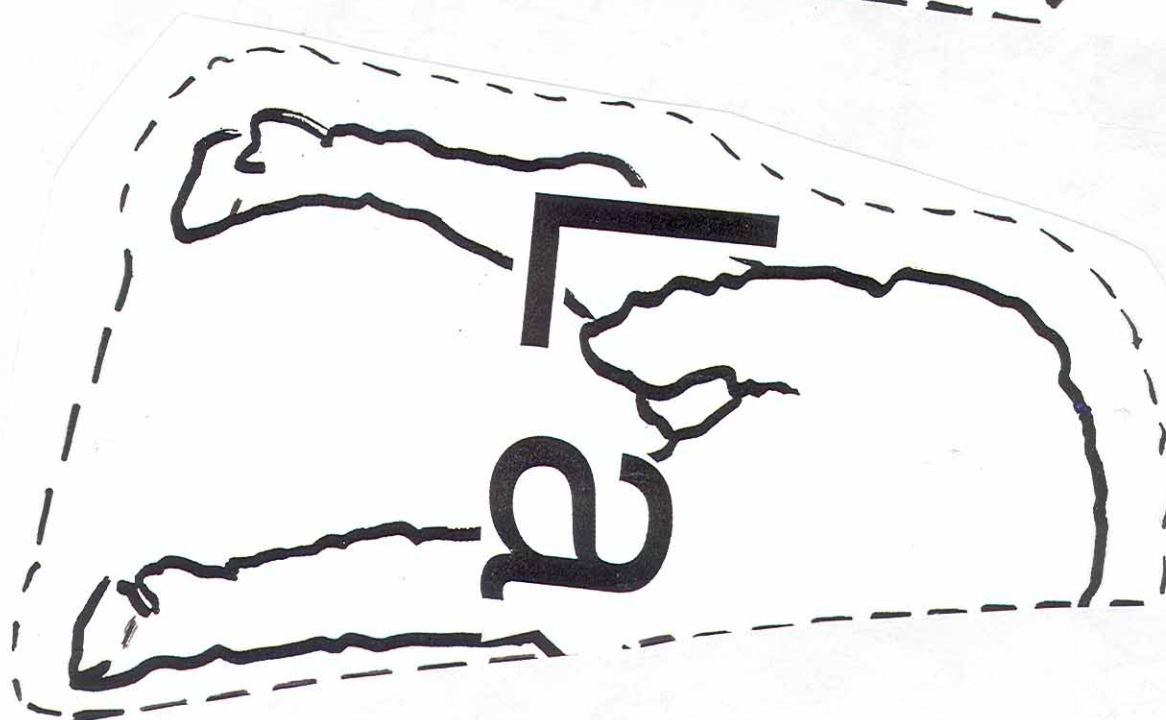
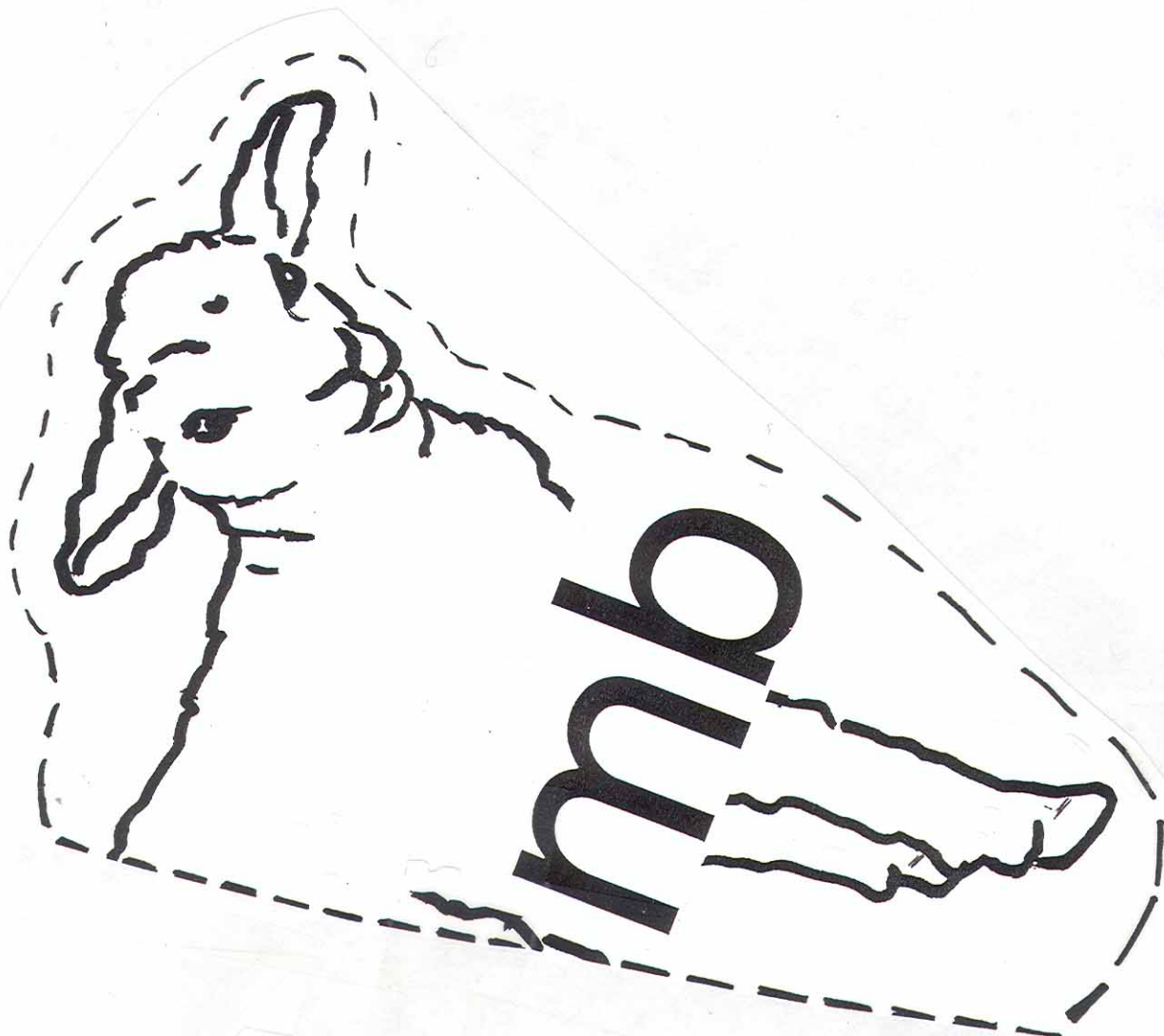
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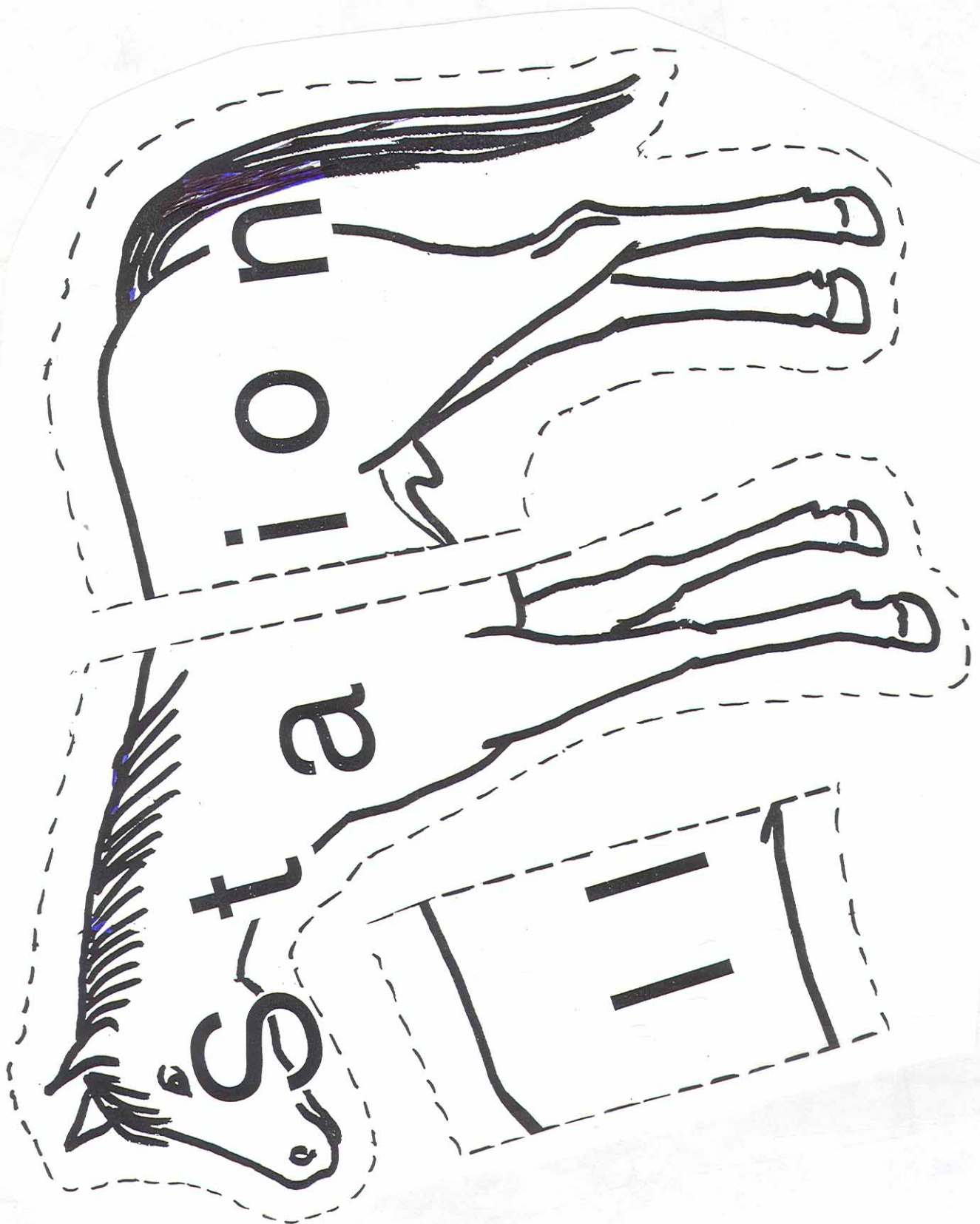


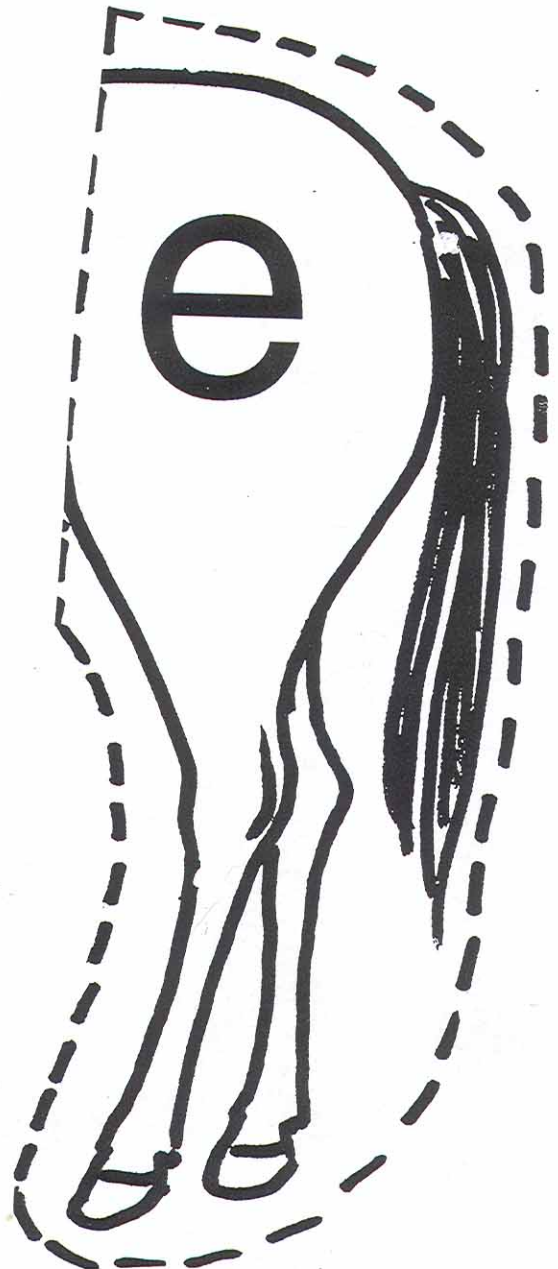
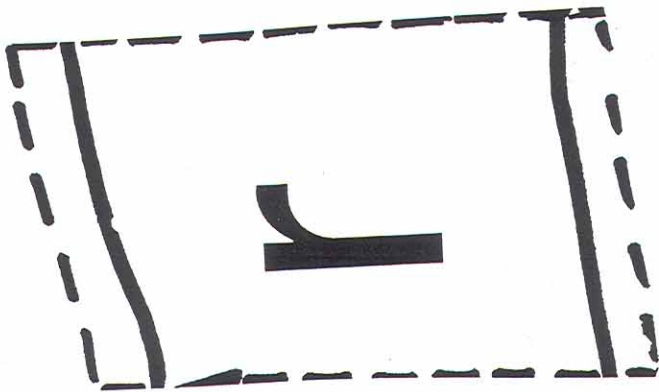
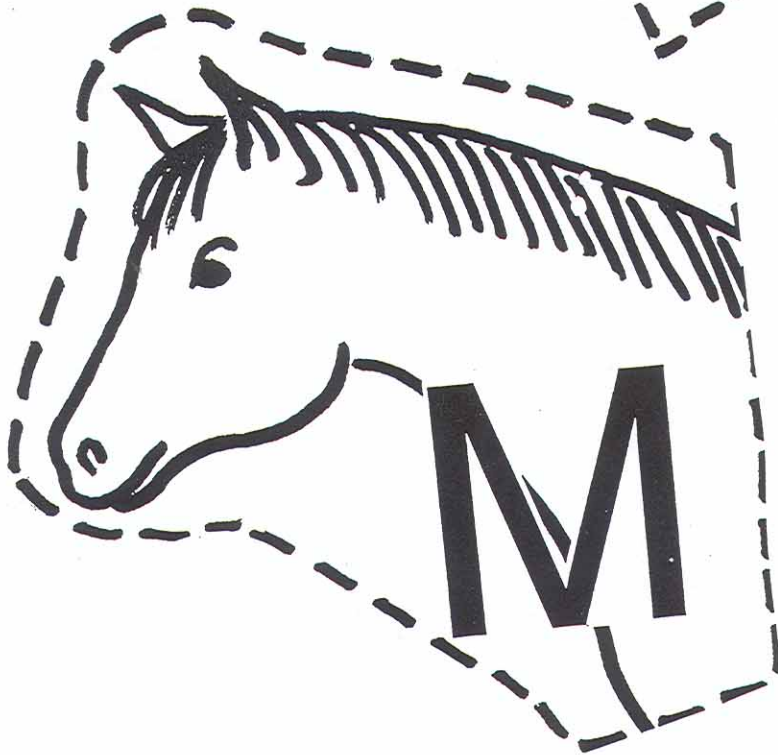
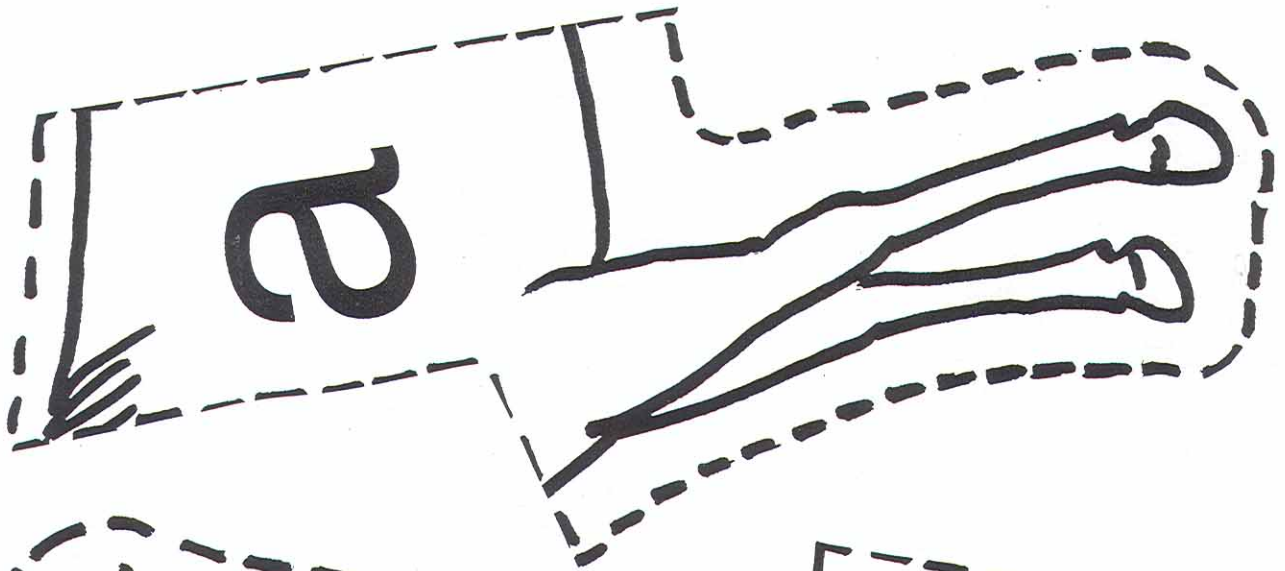


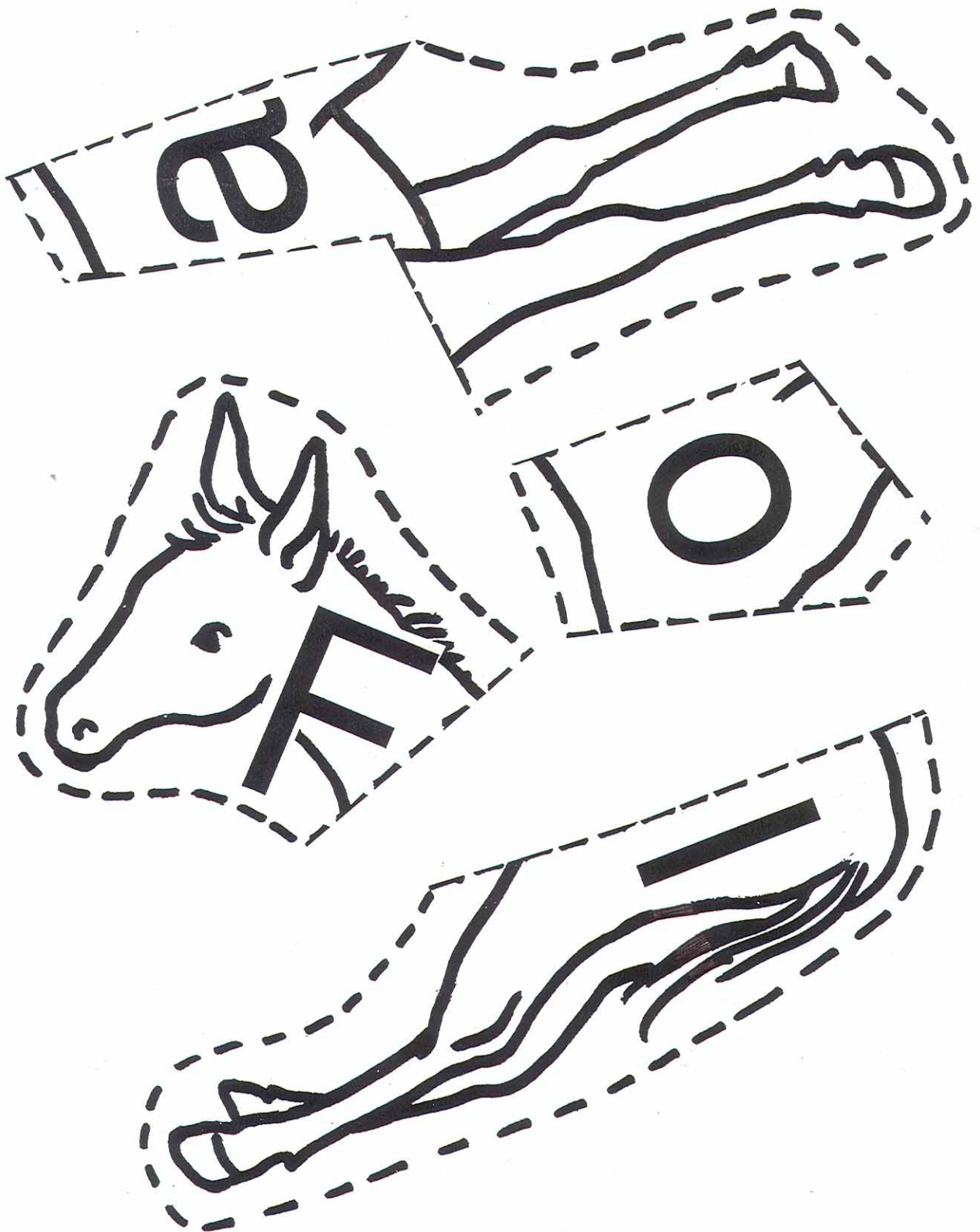




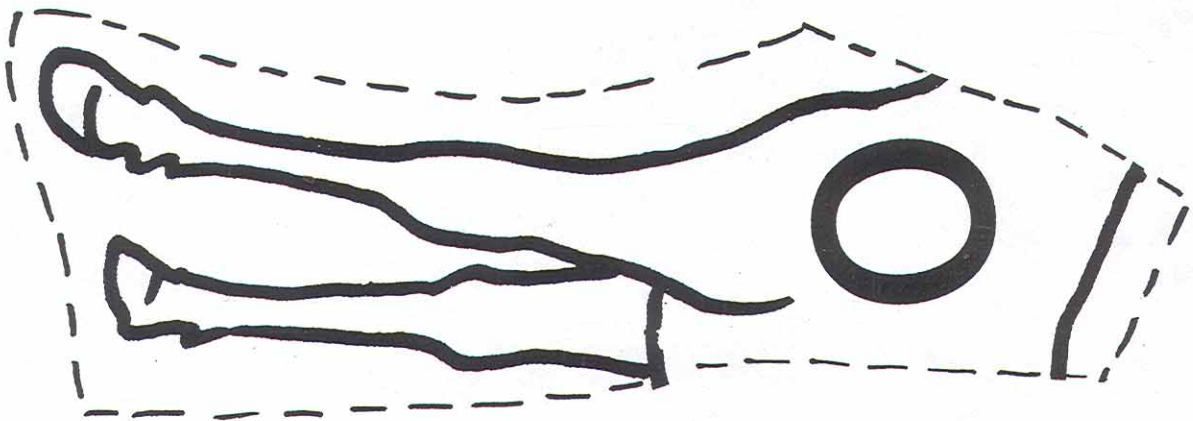
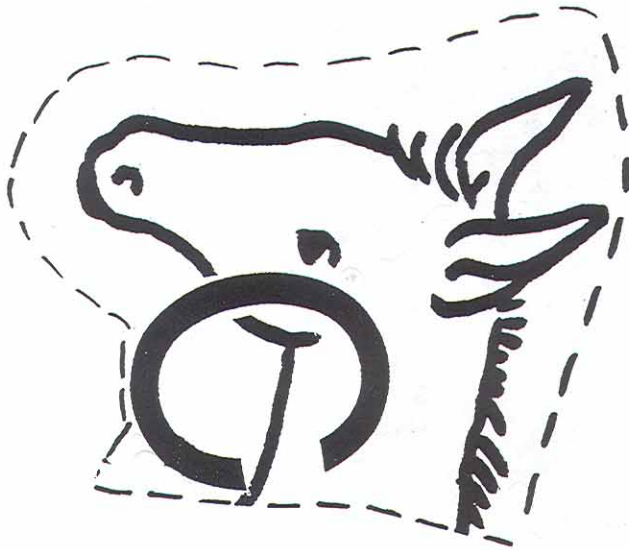
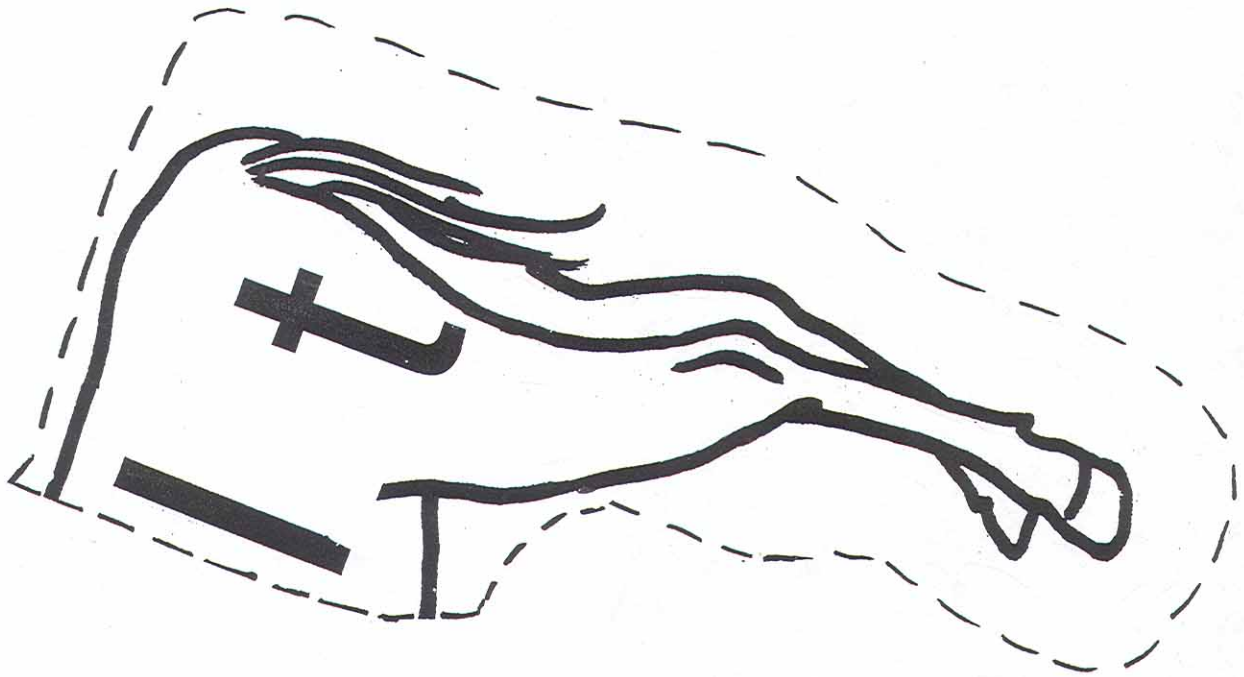




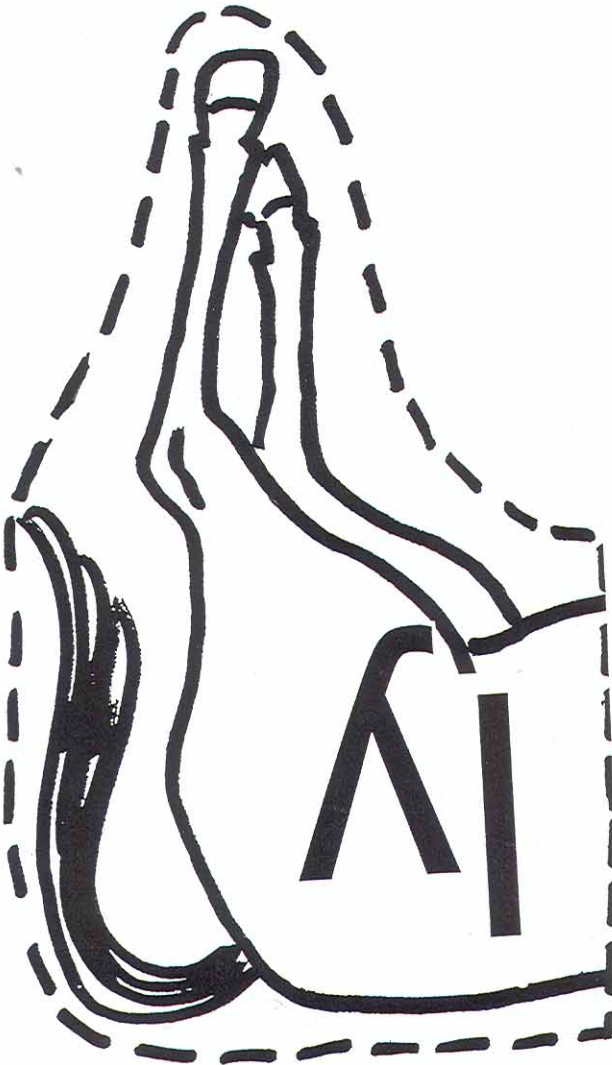
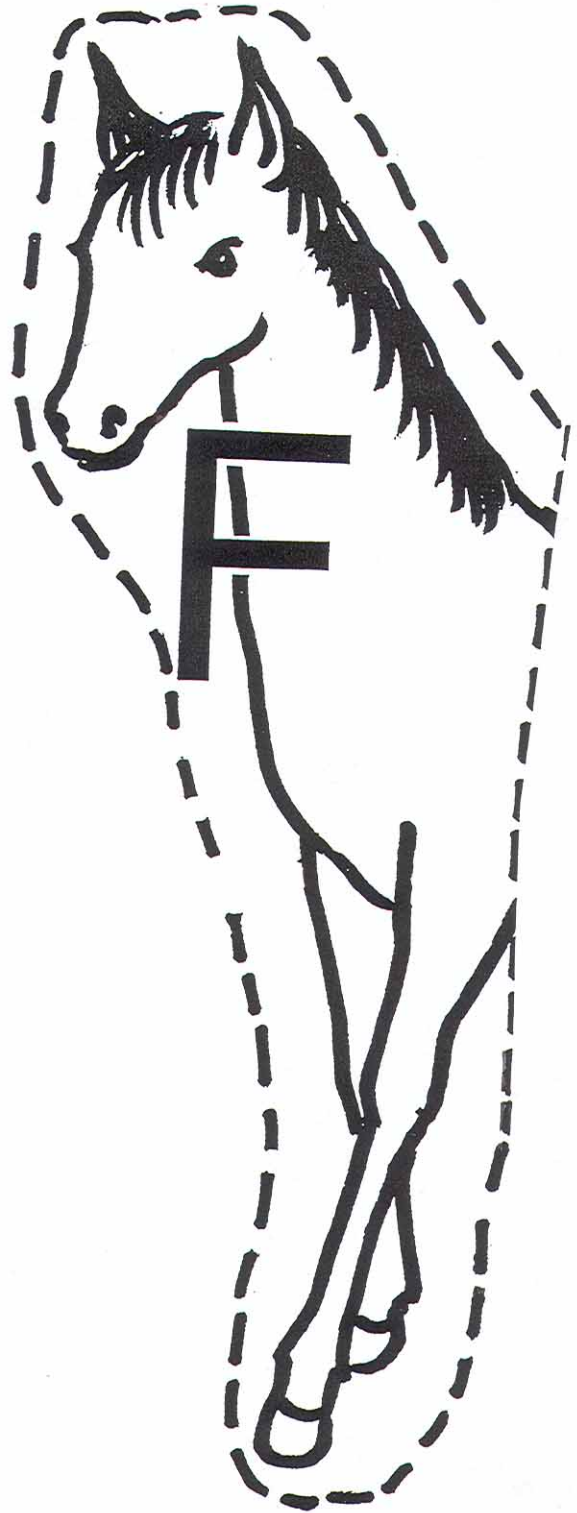
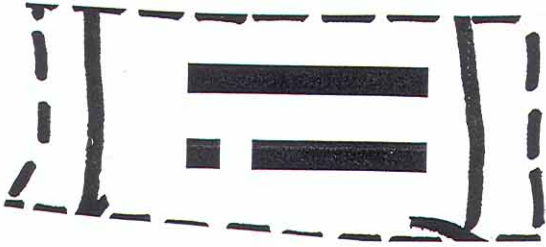


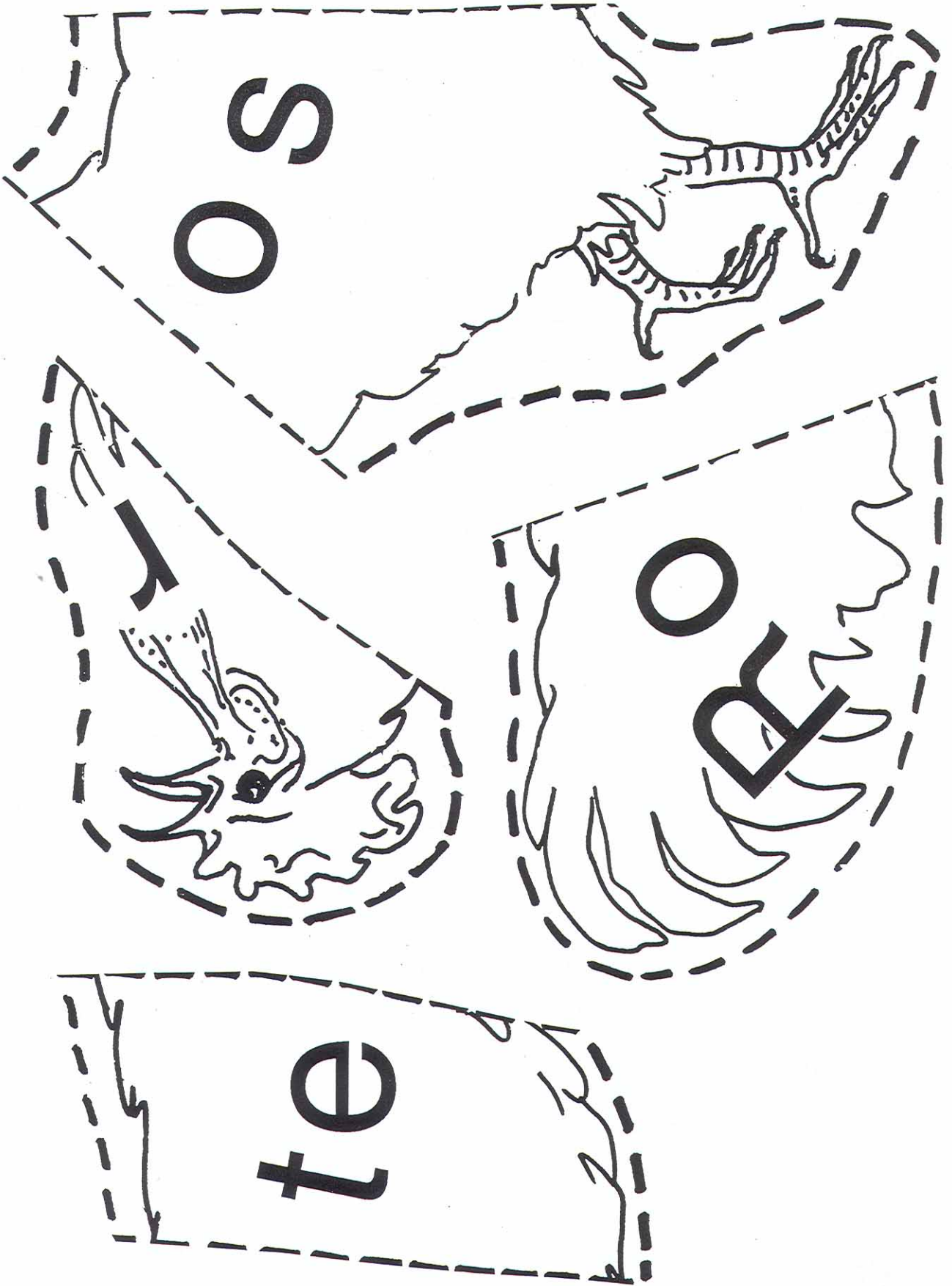


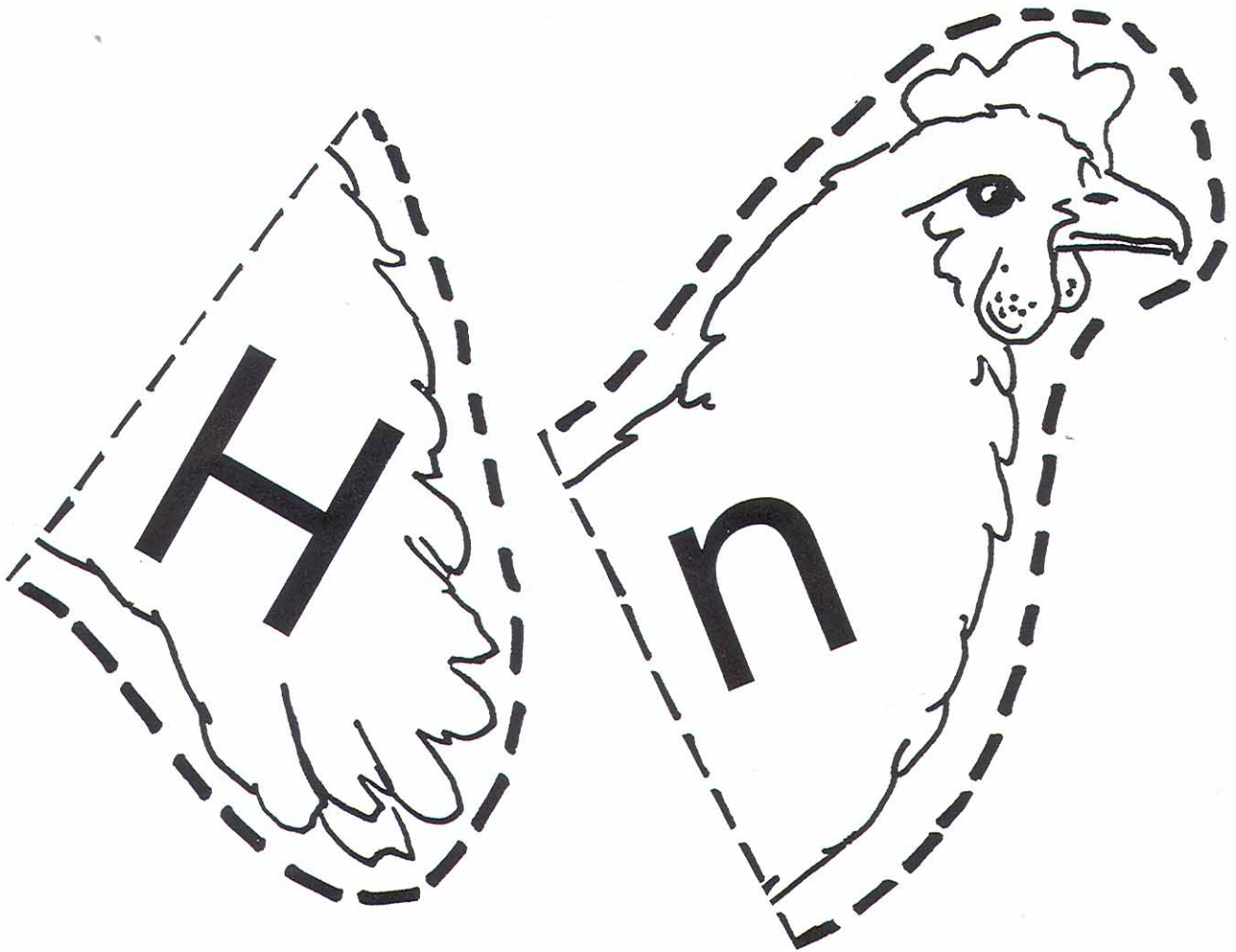
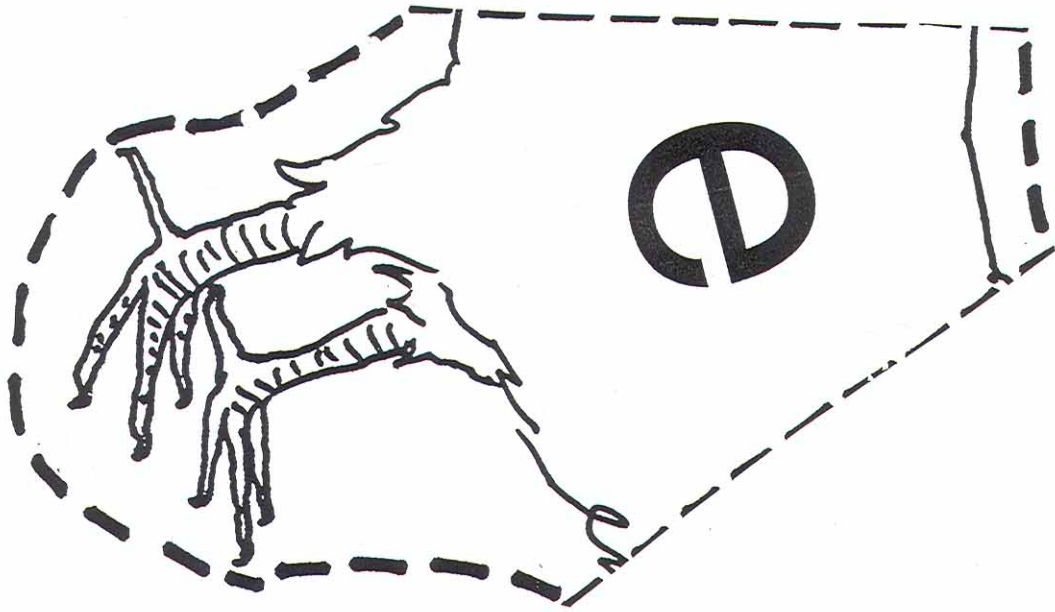


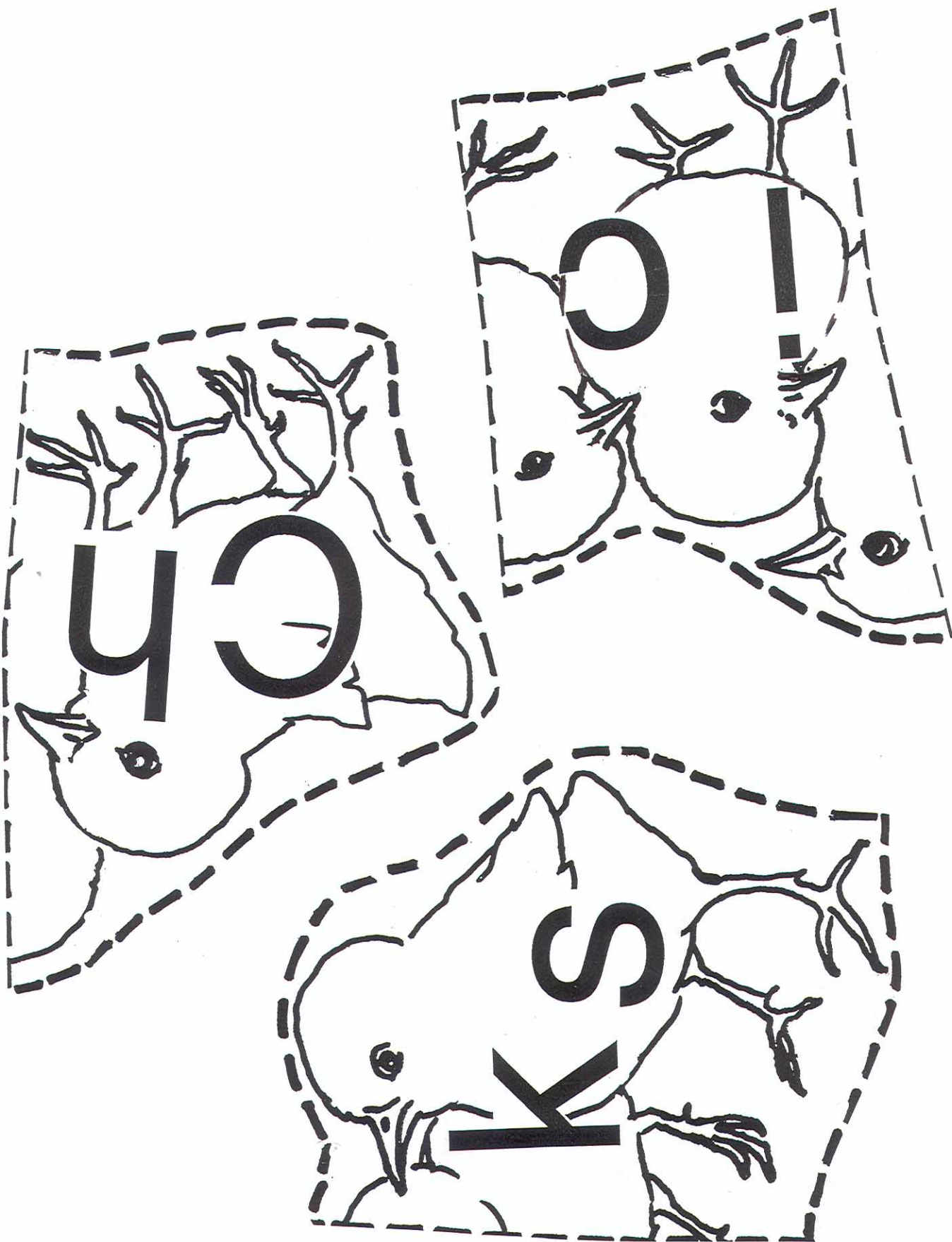




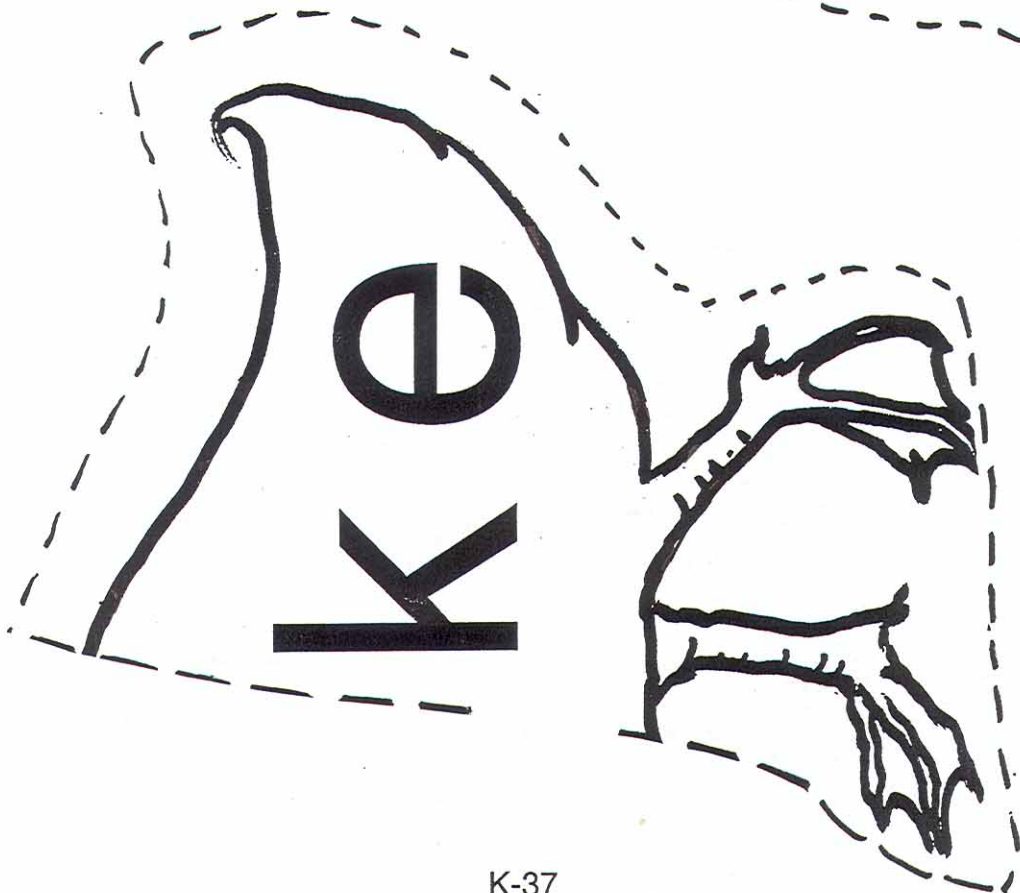
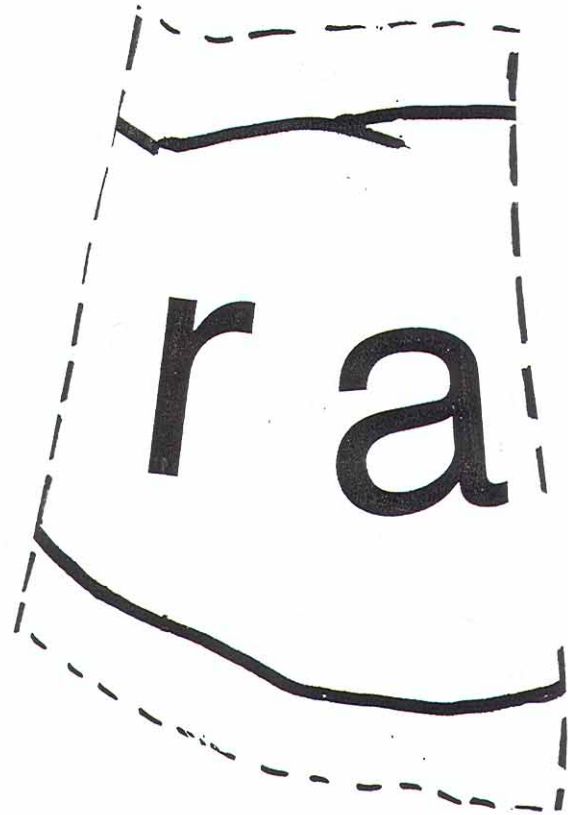
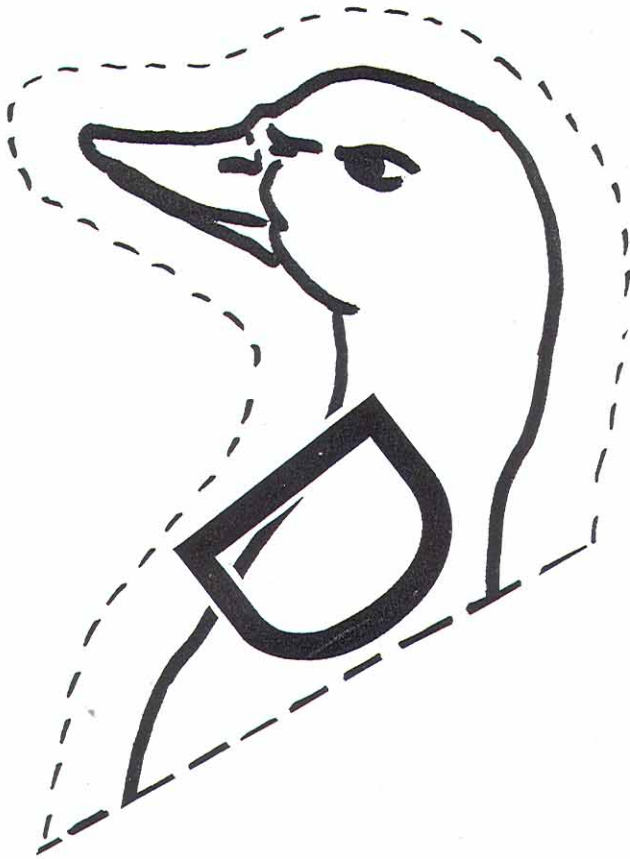


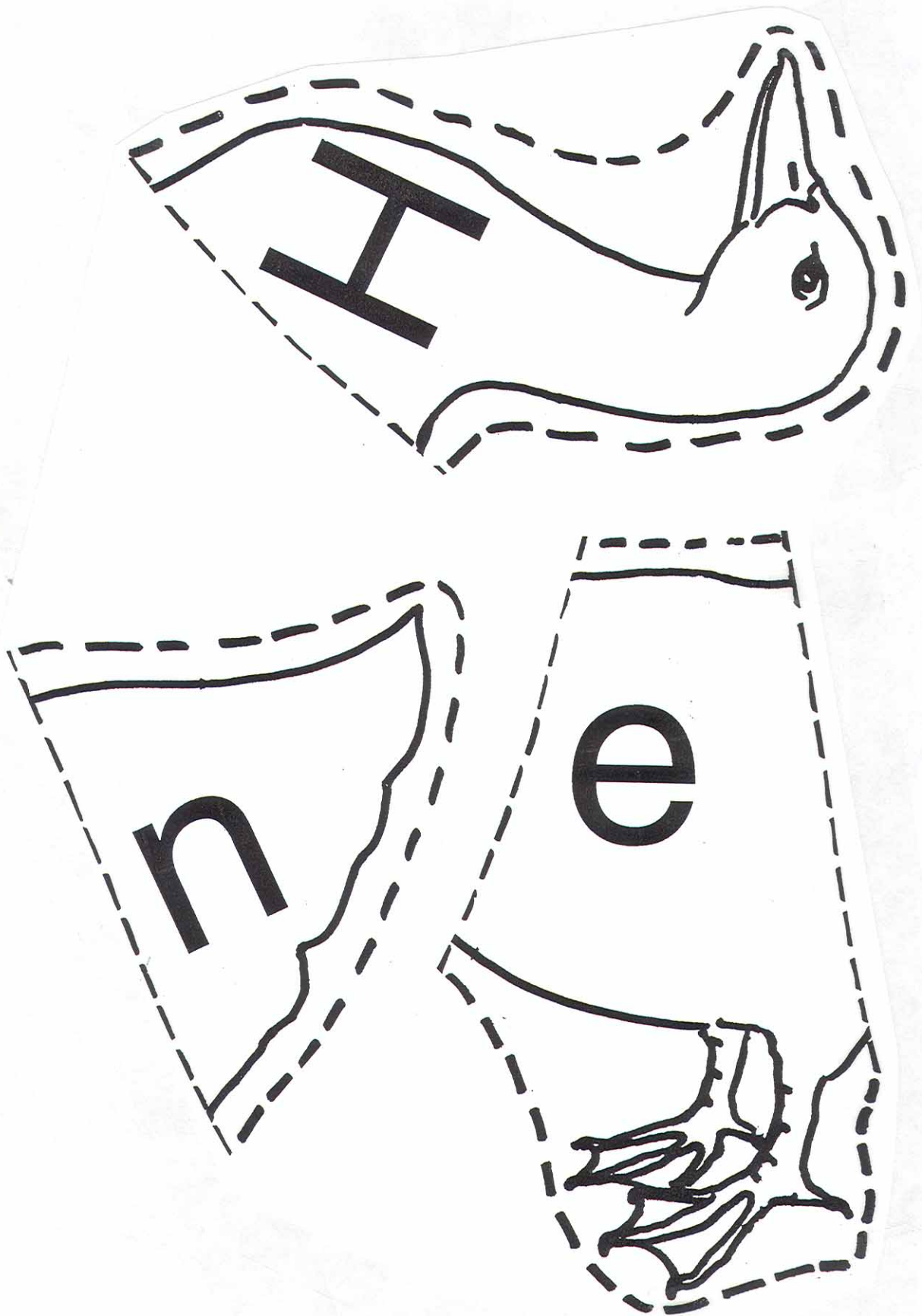


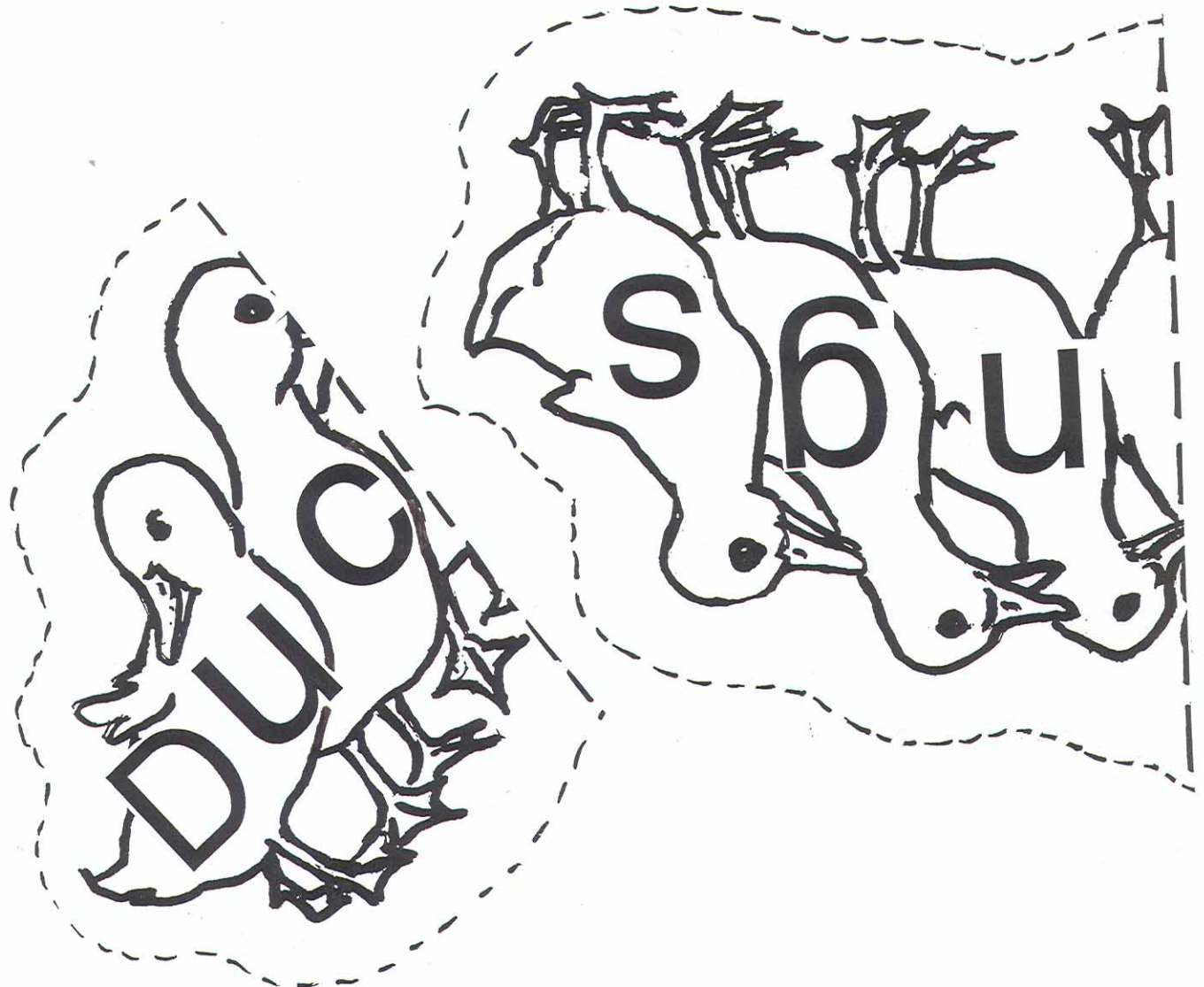
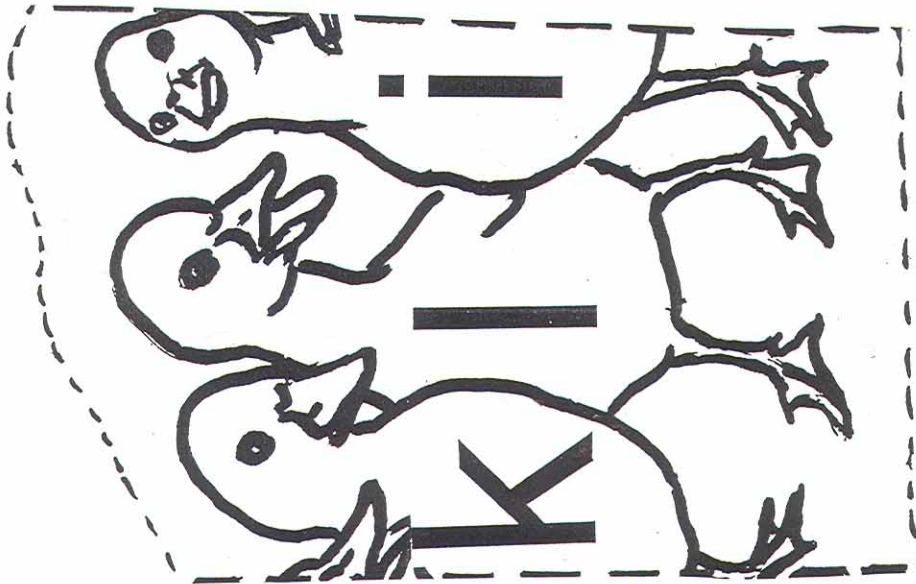


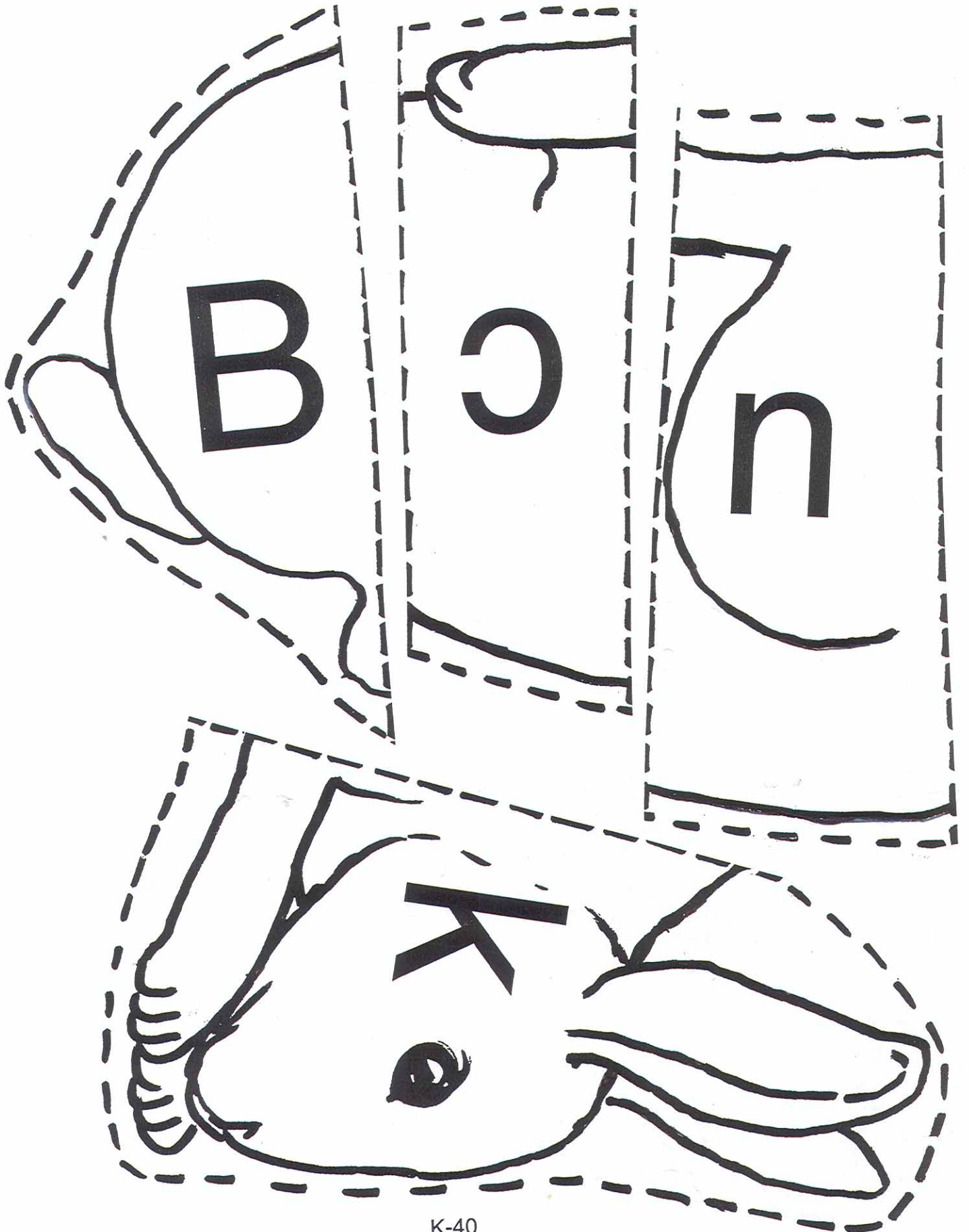




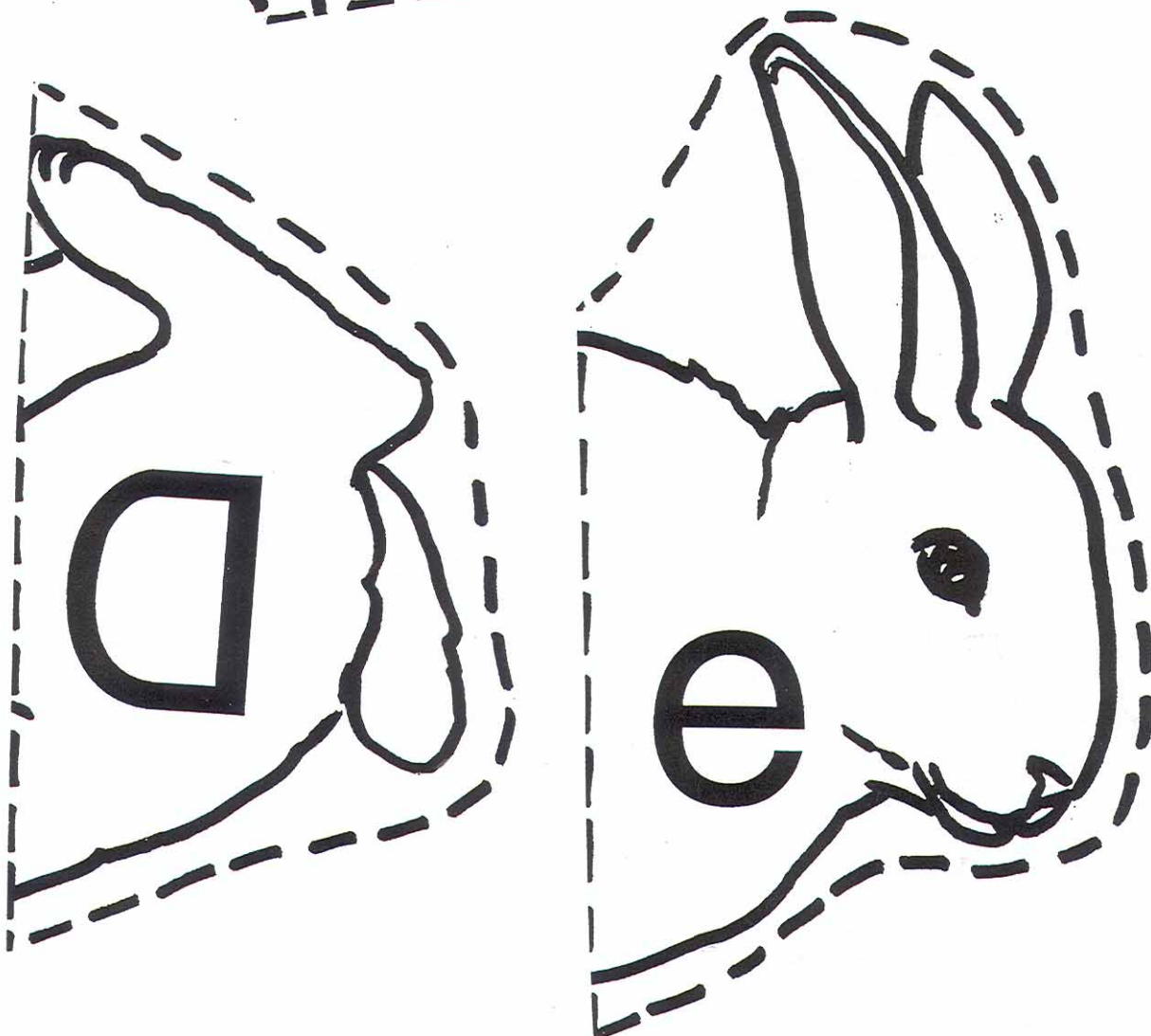
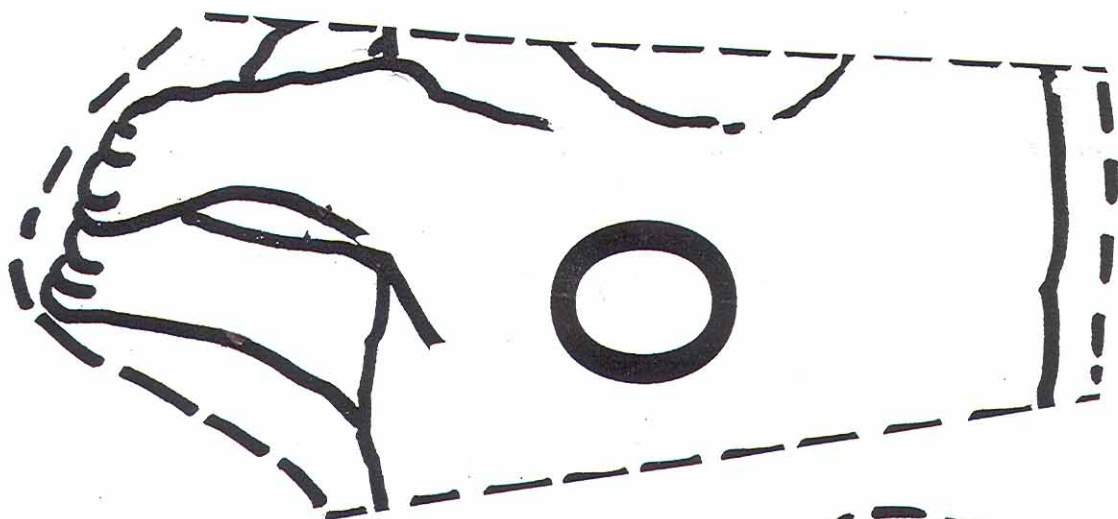


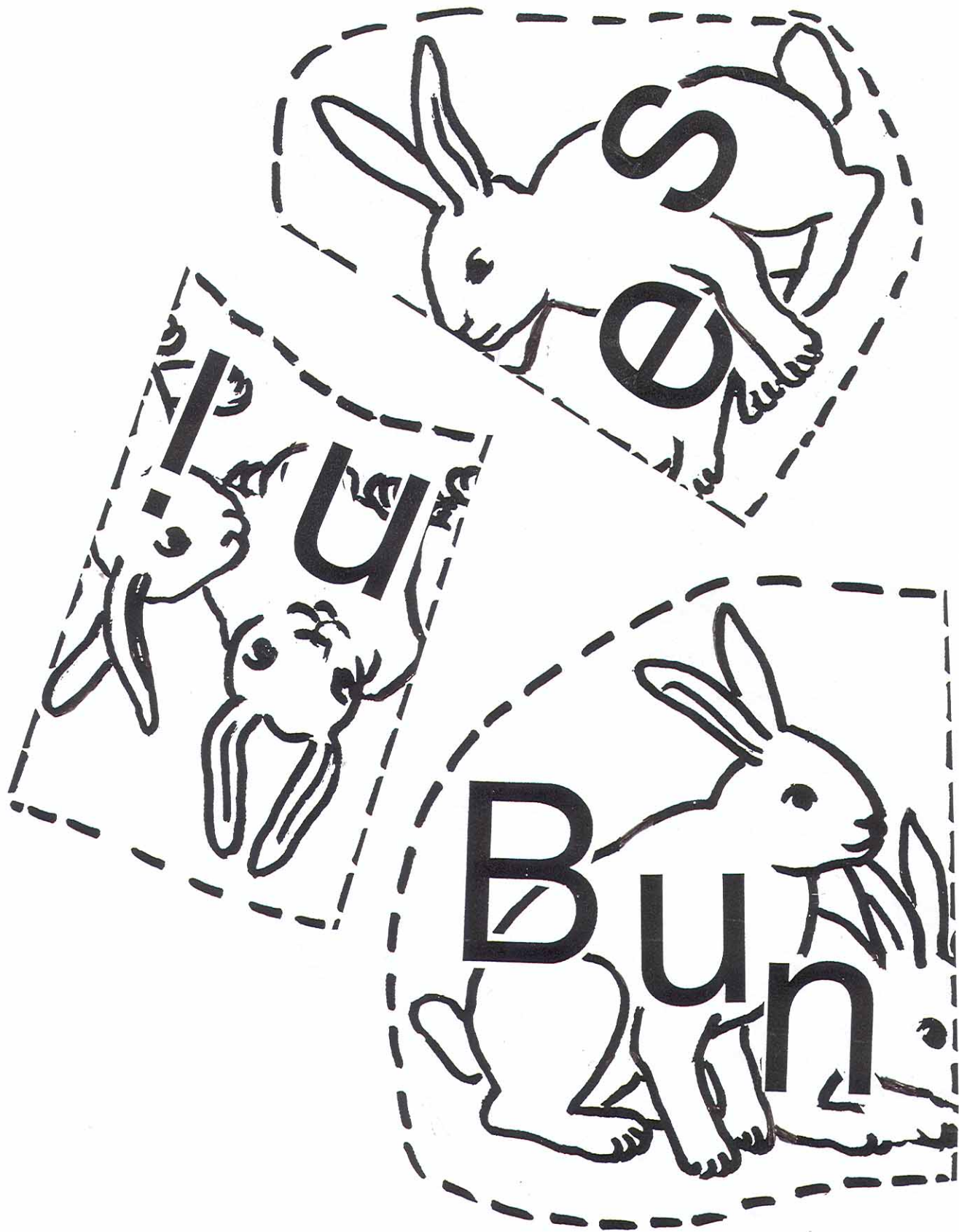


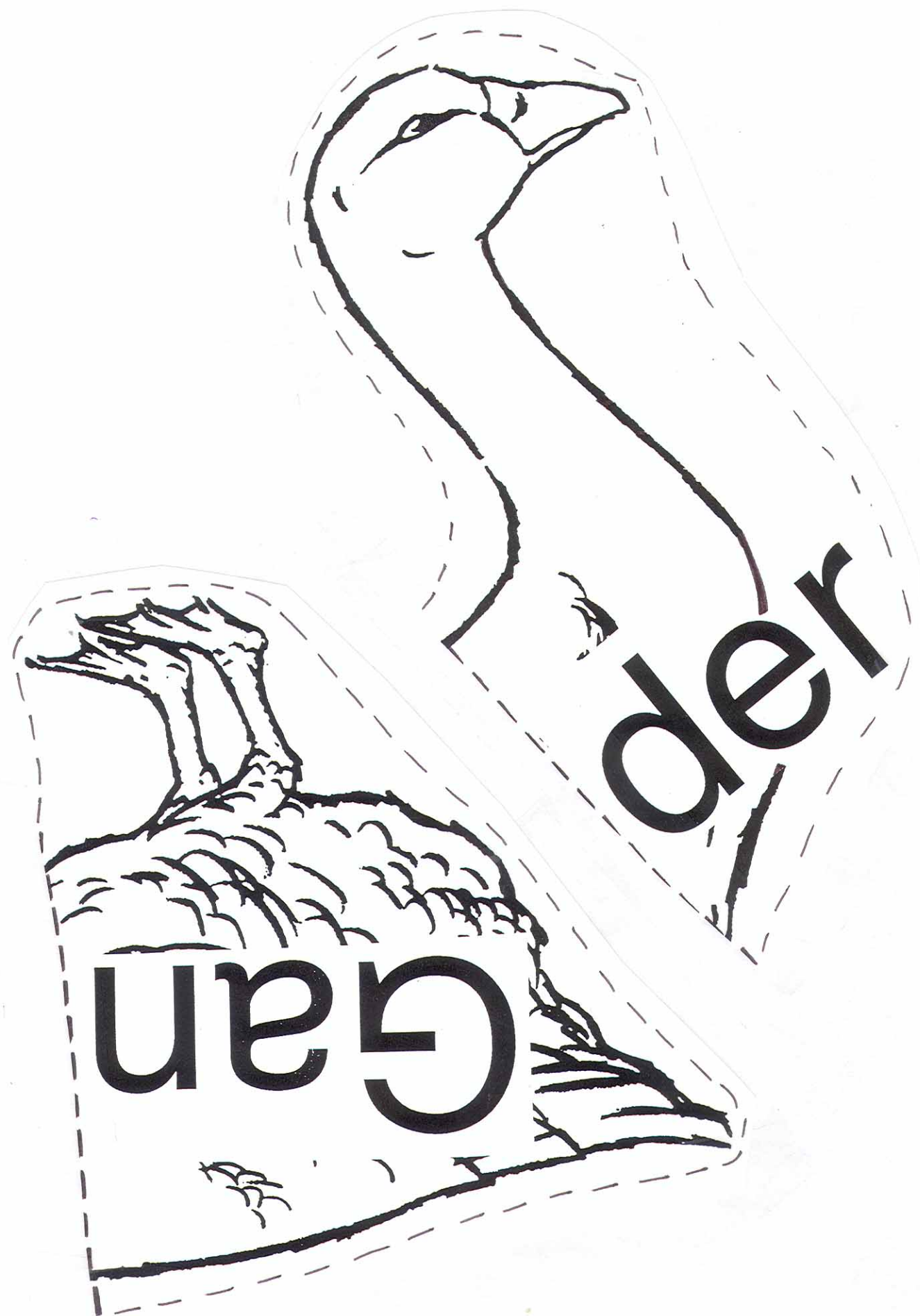


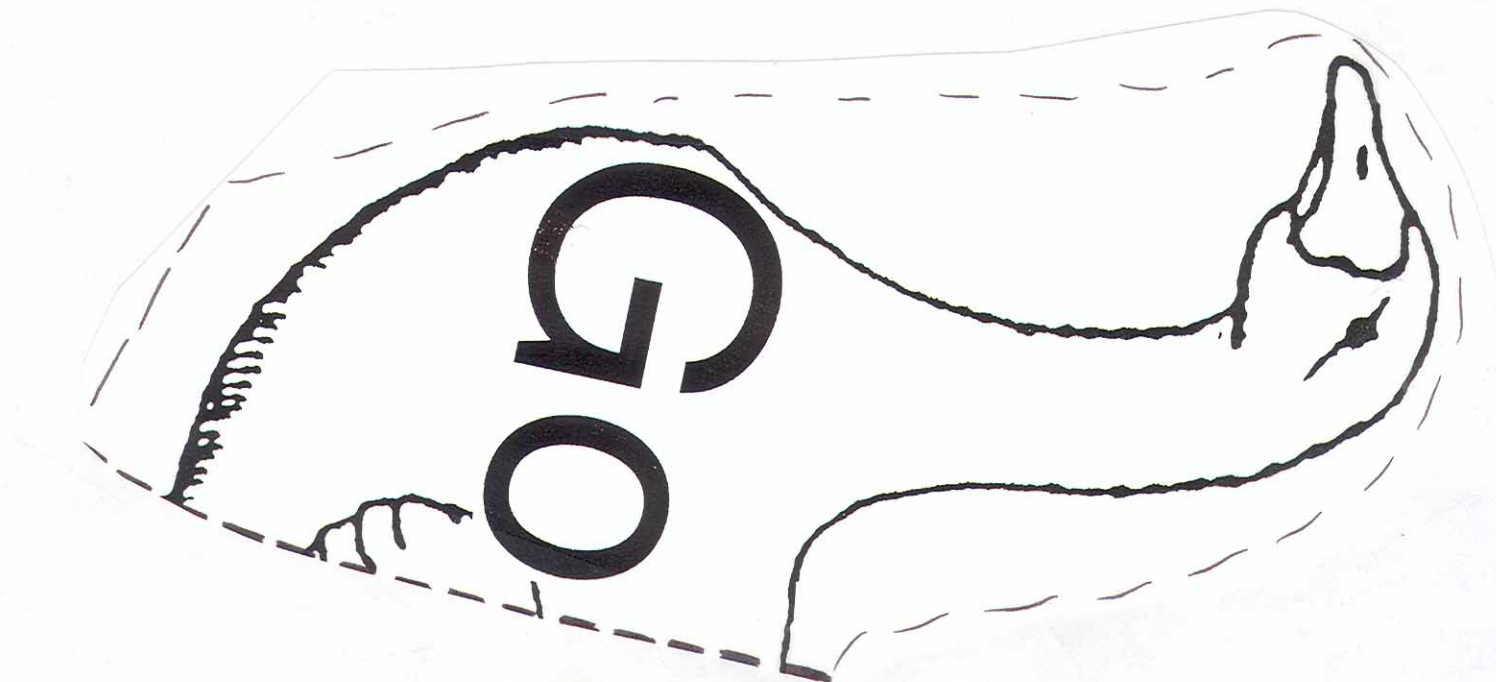




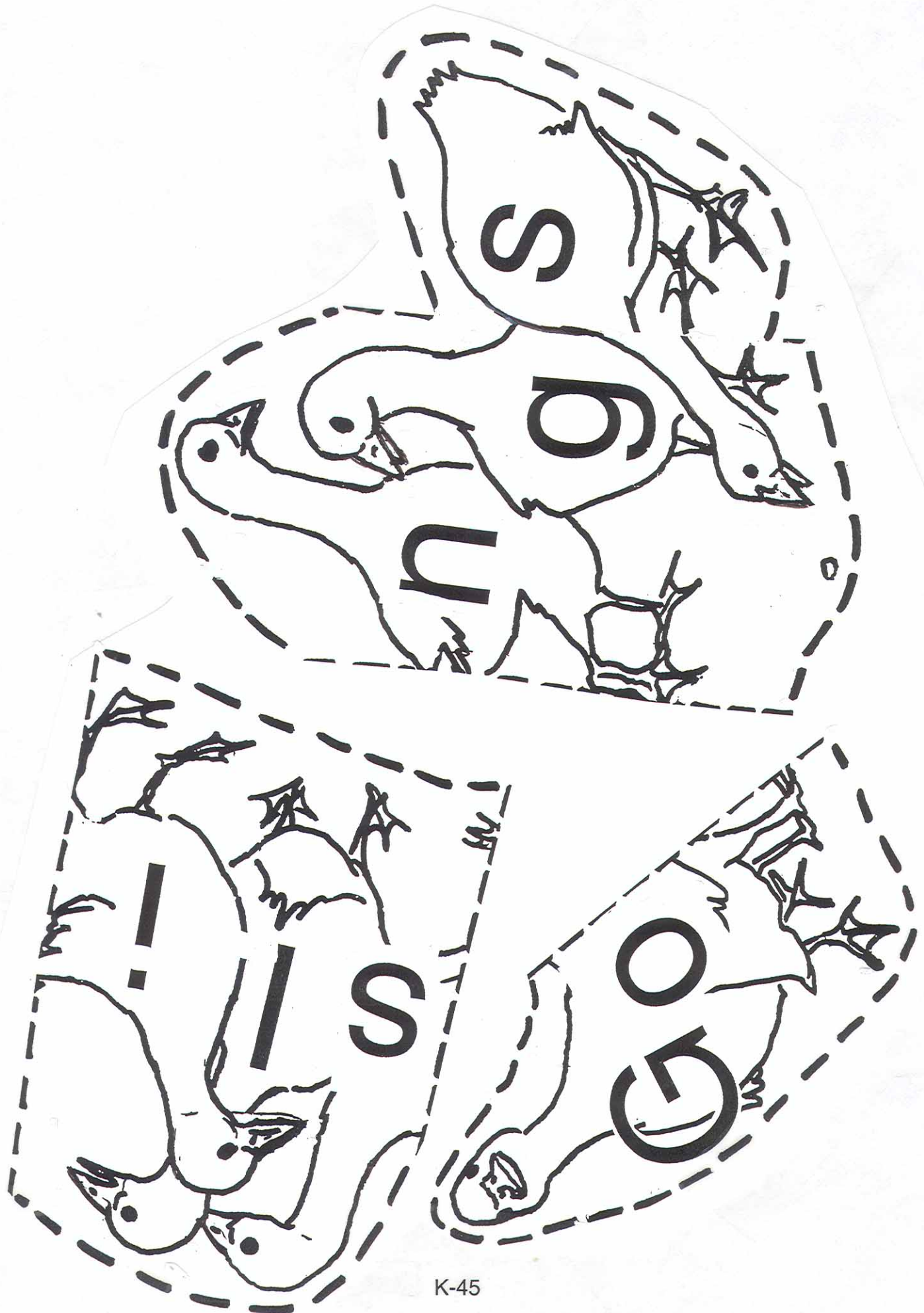


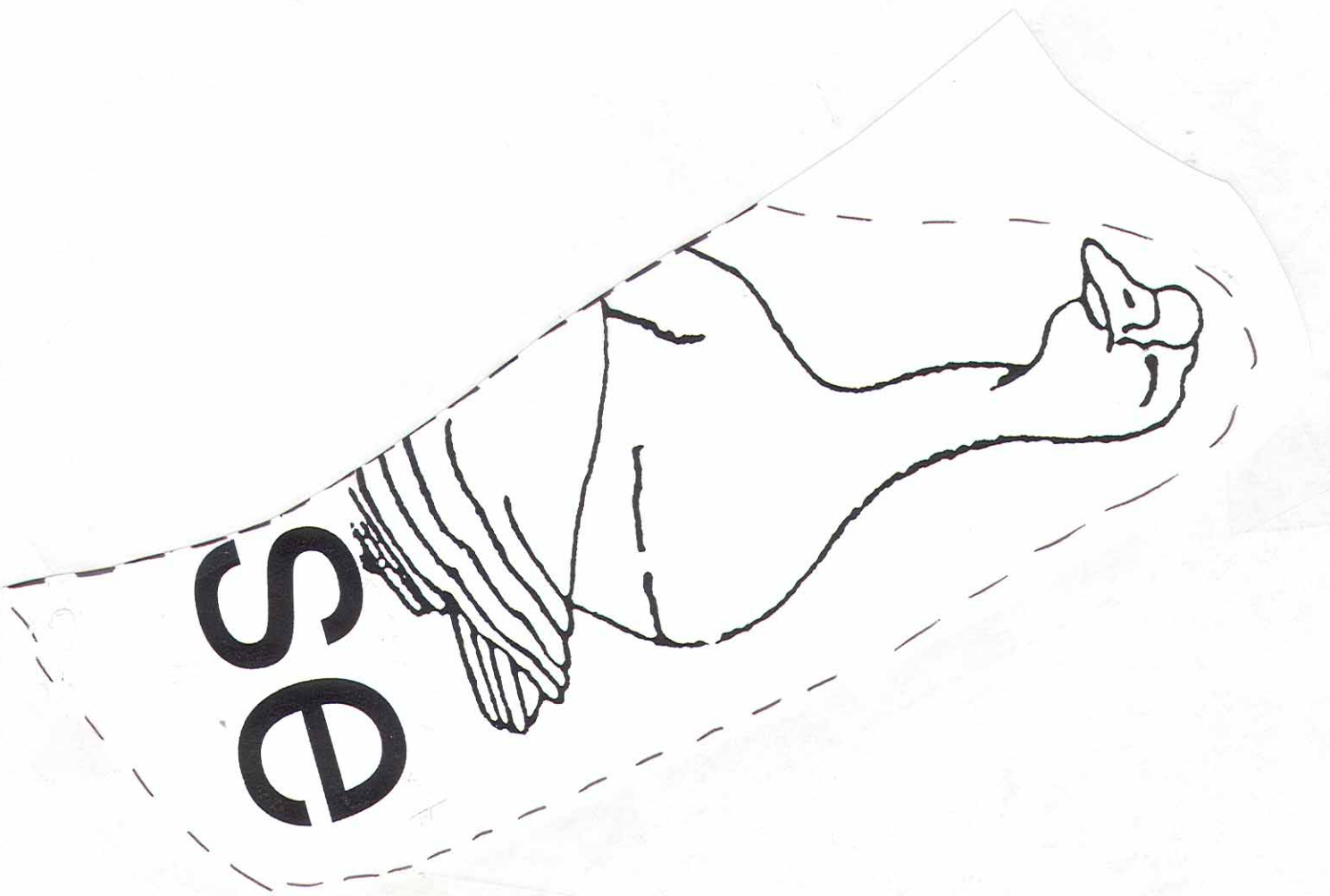


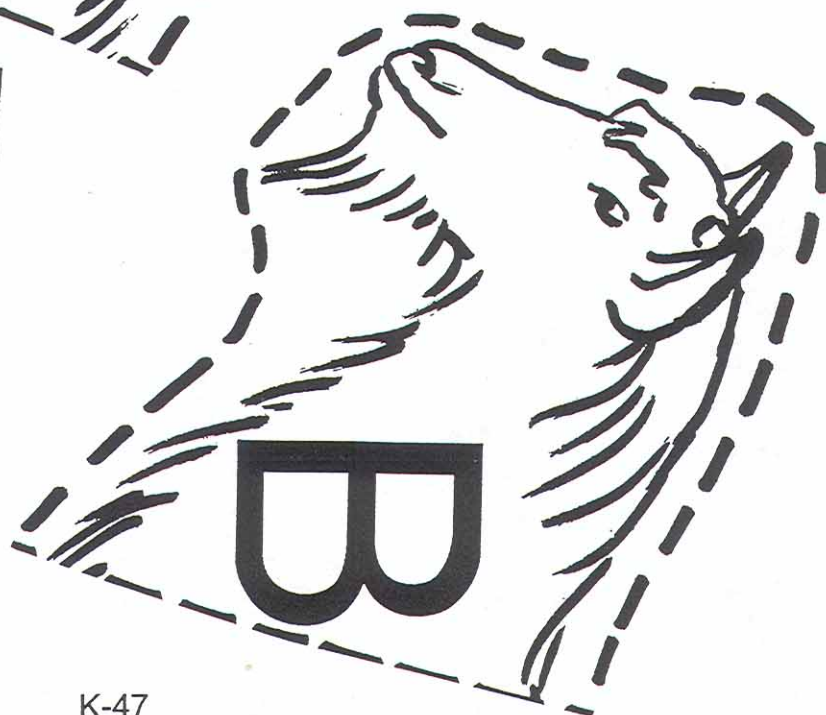
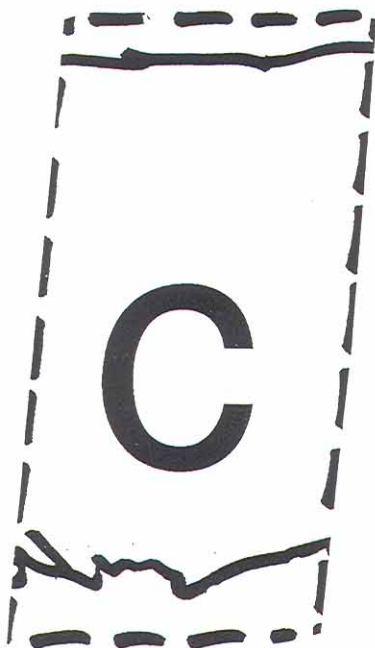
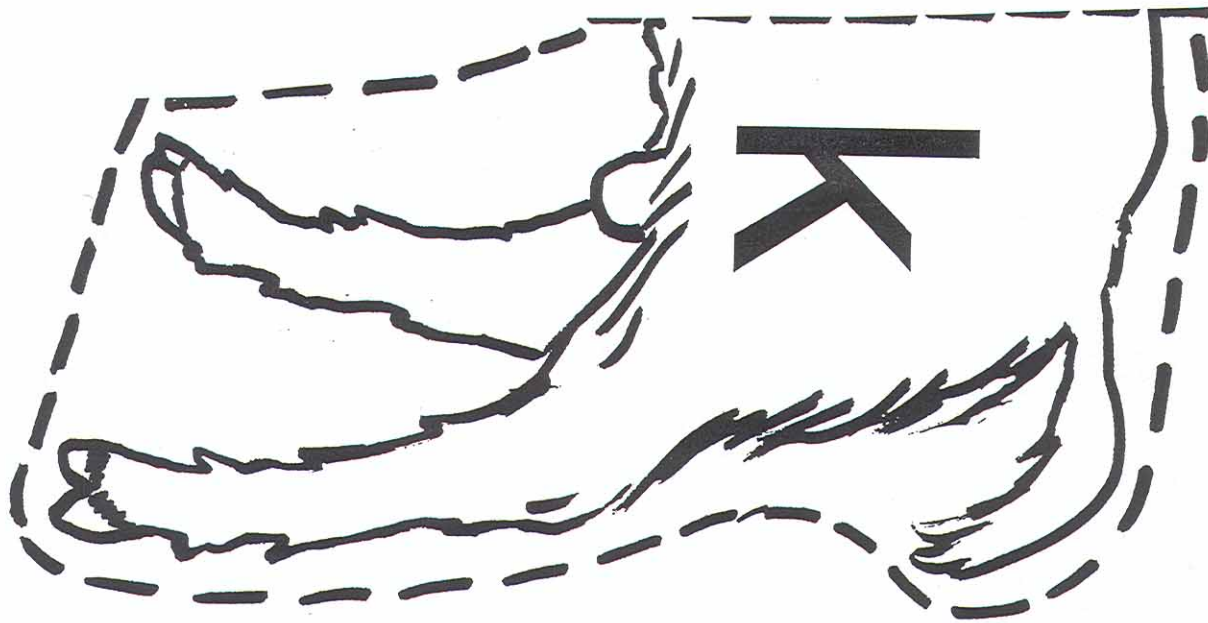




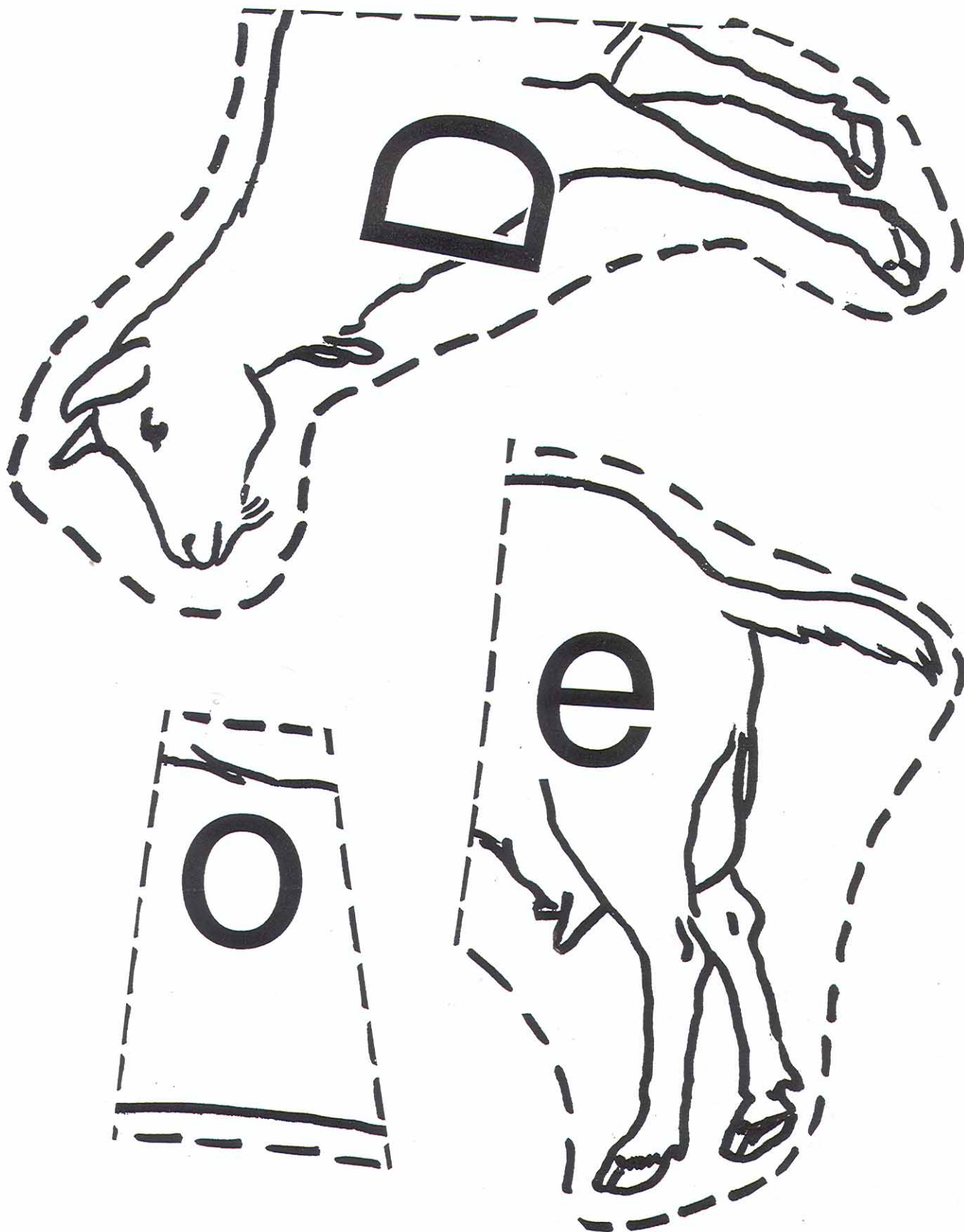




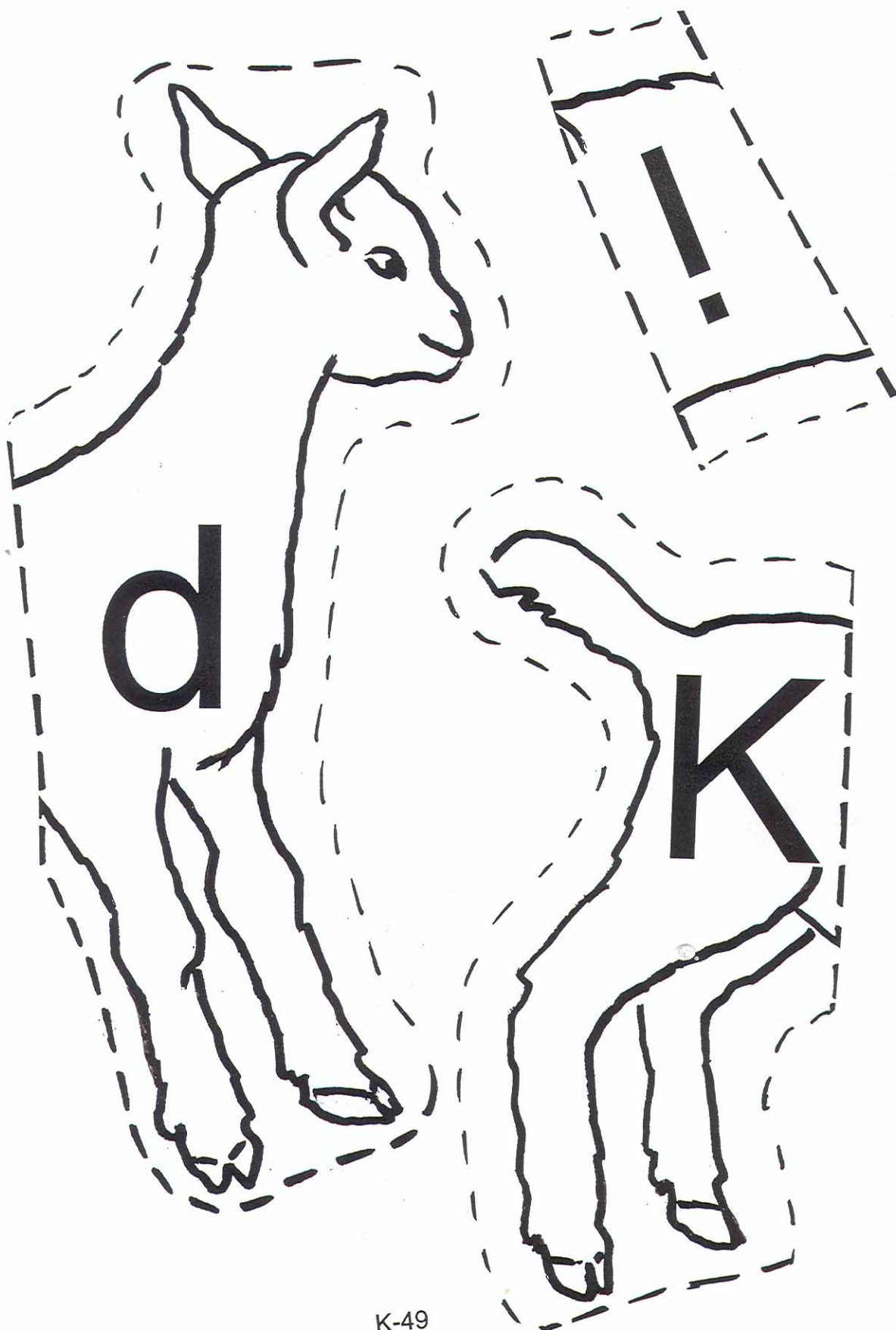


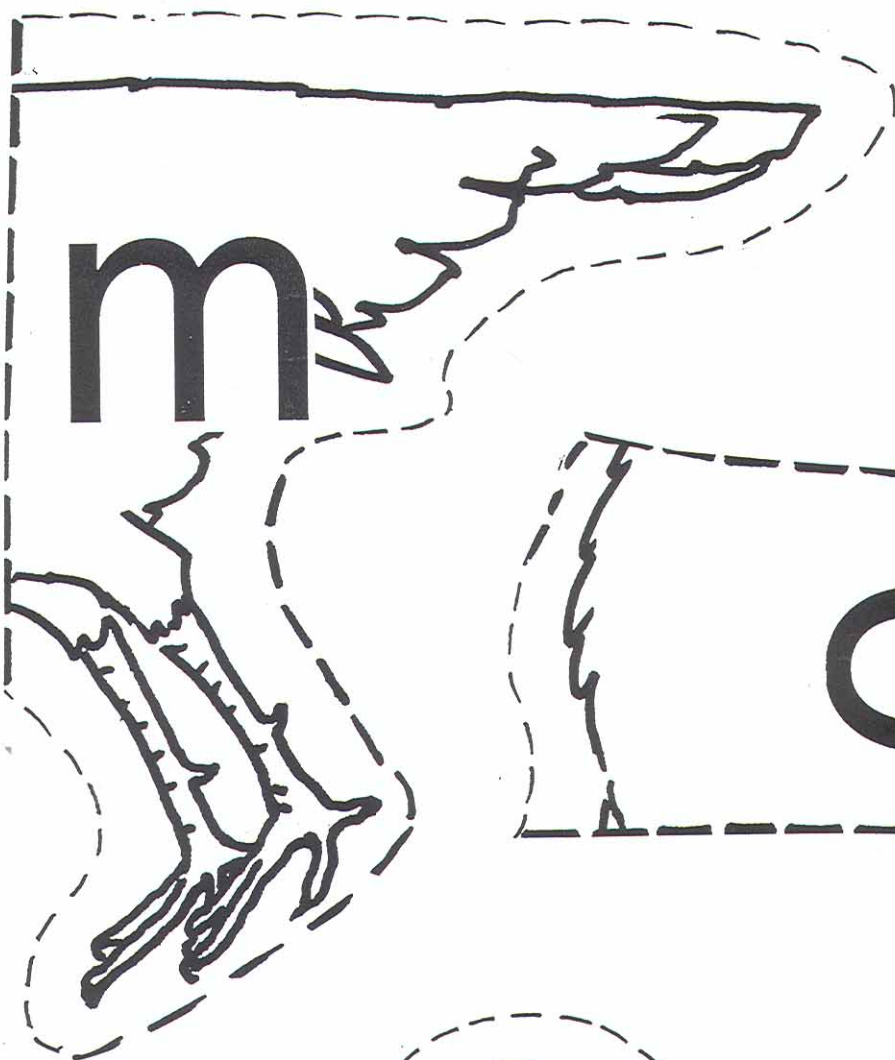




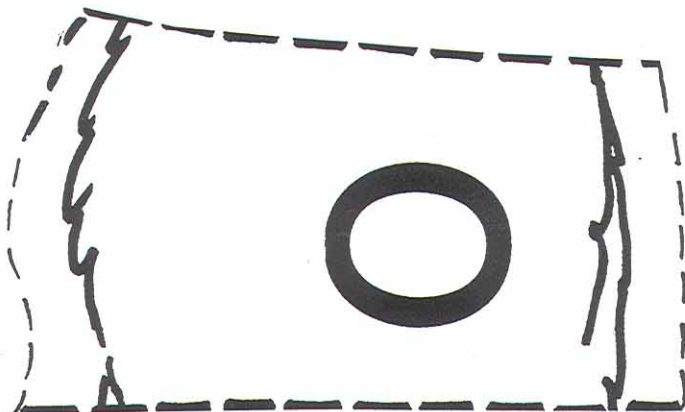




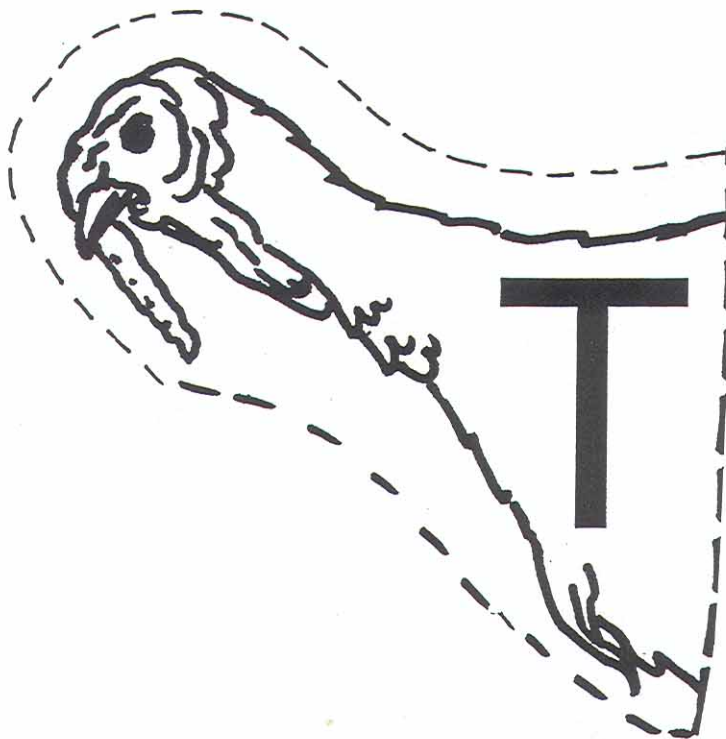




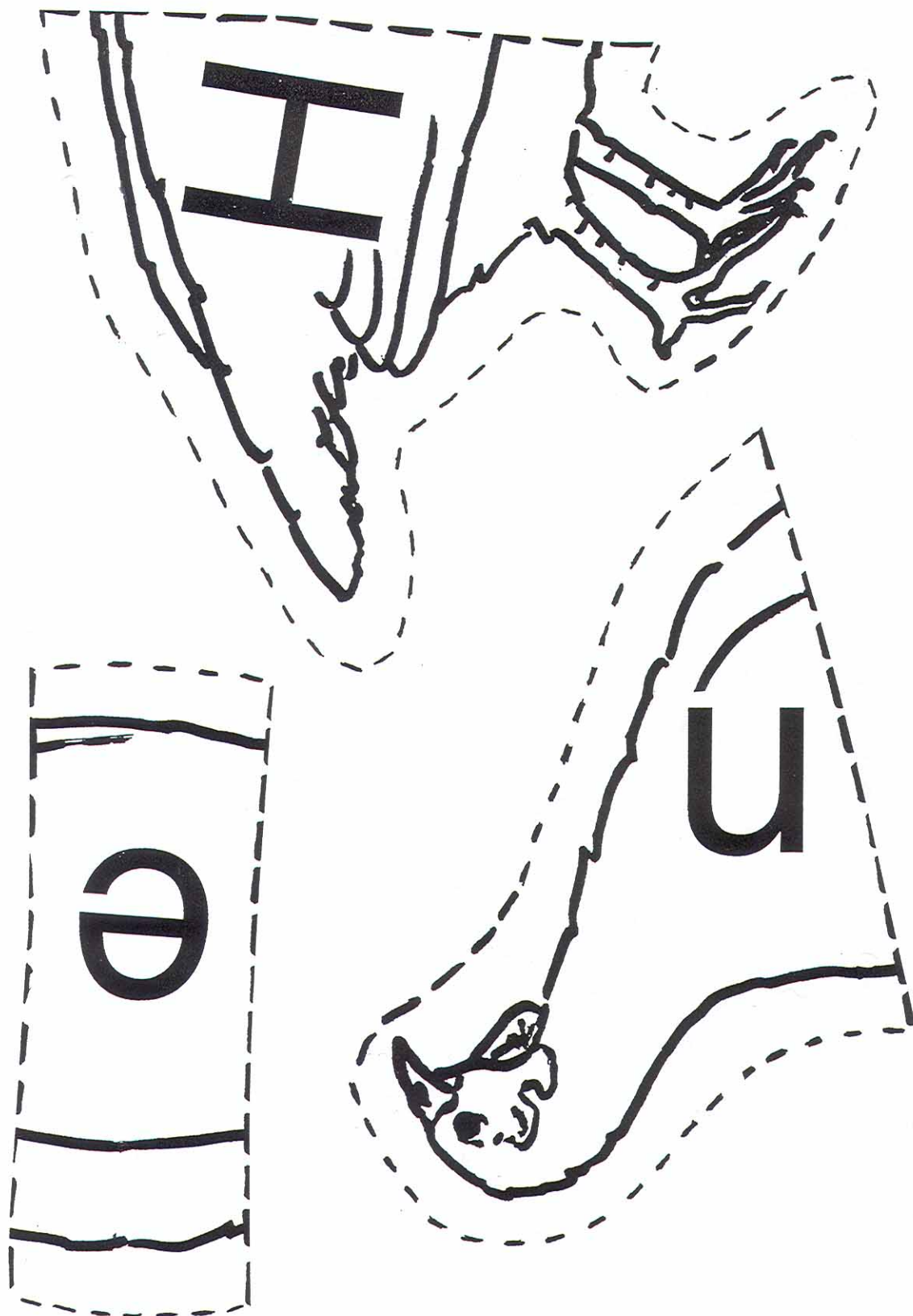
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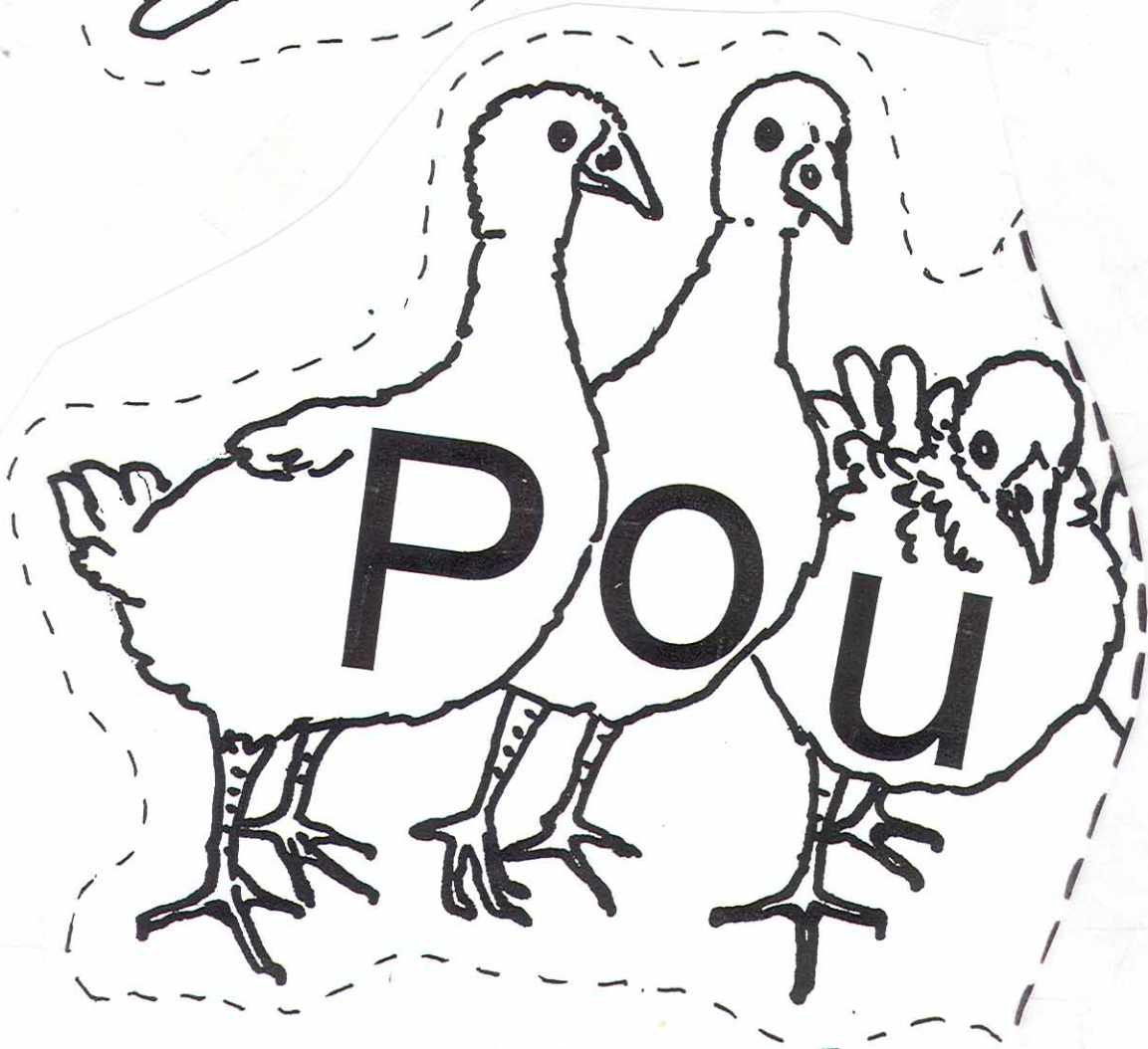
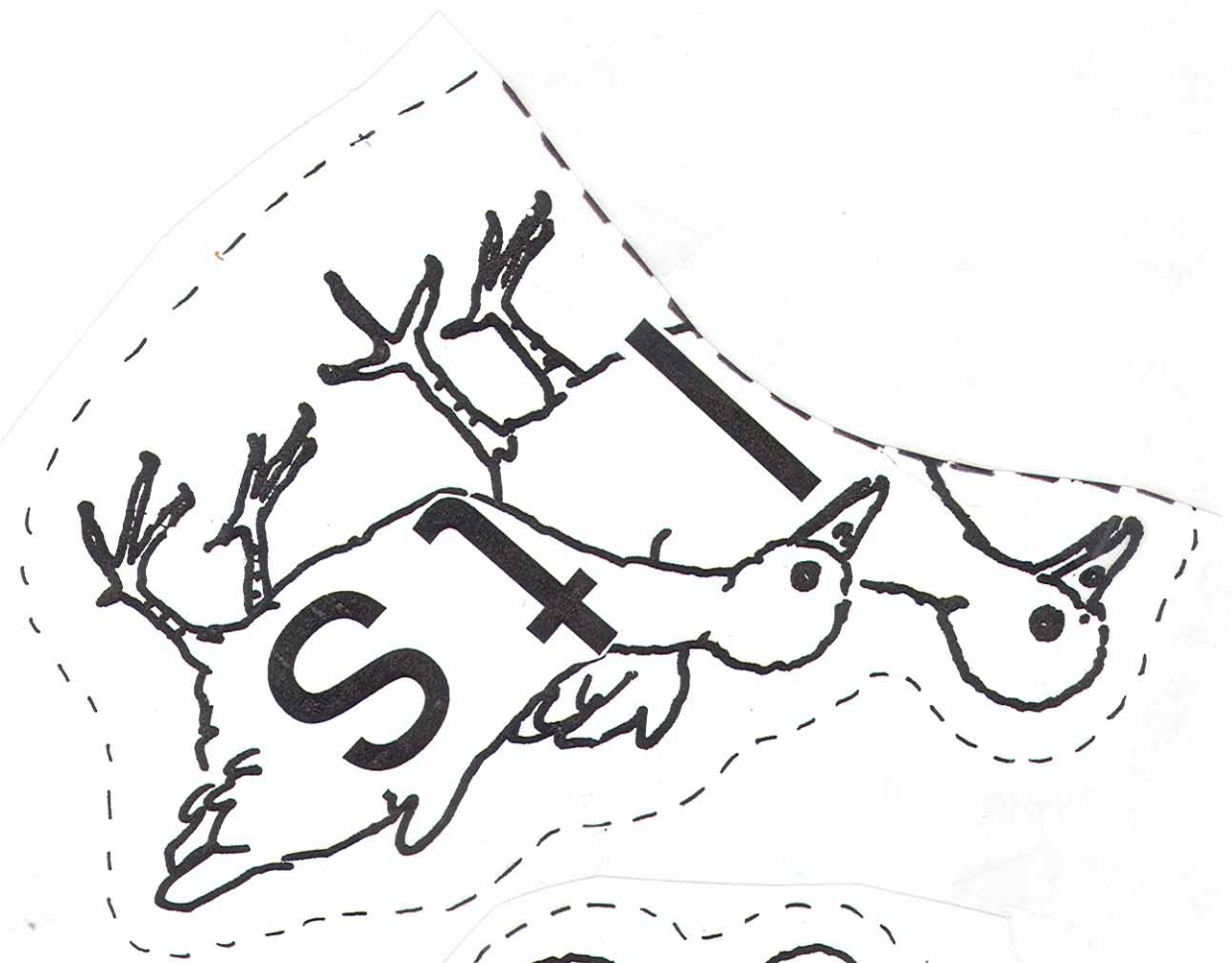


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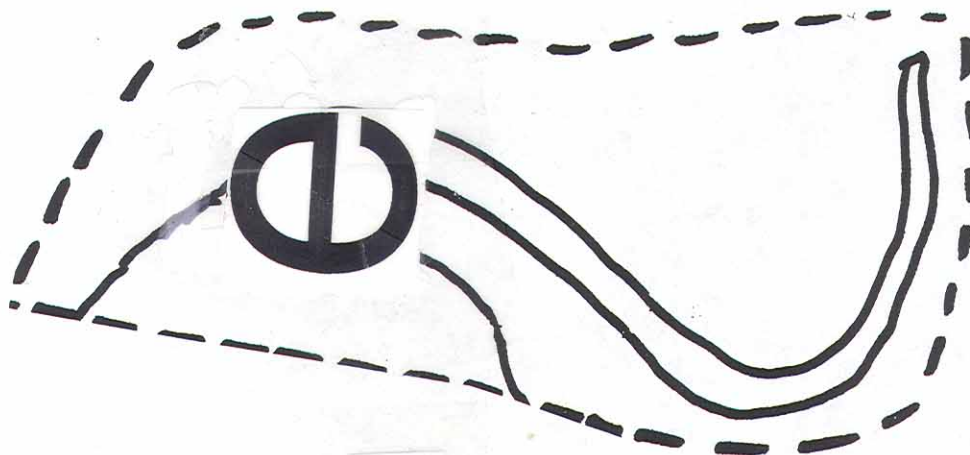
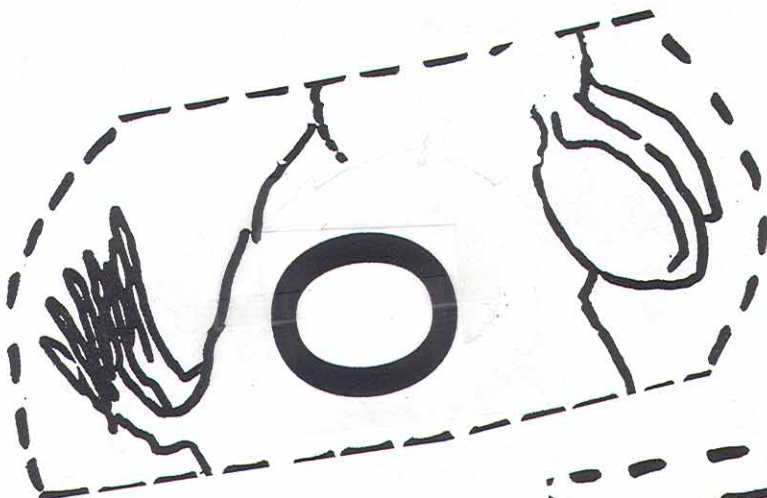


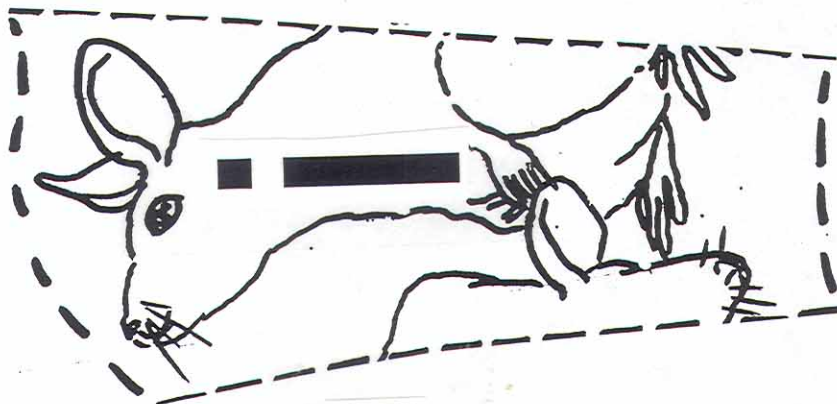
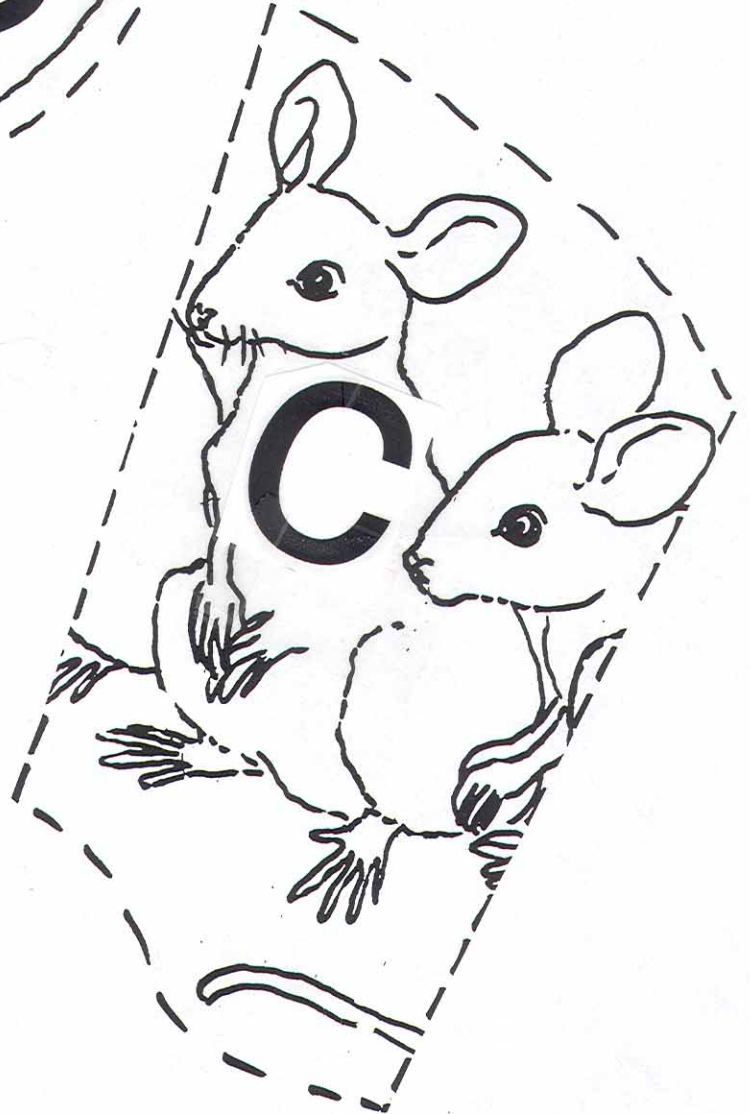
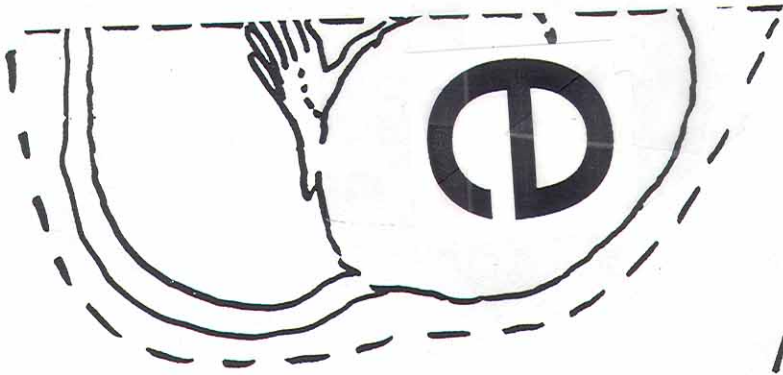
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# INFORMATION - Horns or No Horns?

Many U.S. citizens believe that male animals of most species have horns and females of the same species do not. This is true with the antlers of some wild animals such as white tailed deer. (The male deer grows antlers once a year and the female has none.) It is untrue of most farm animals. The following describes which farm animals have horns and which do not:

## **CATTLE:**

There are breeds of cattle which are horned and those which are hornless (polled). Both male and female will have the same trait. Some examples which may be pointed out on the colored pictures are:

**Holsteins** - both bulls and cows have horns. The illustrations show the male with horns and the females without—the females would have been dehorned.

**Herefords** - both horned and hornless. The American Hereford breed, both the males and females have horns. The Polled Hereford breed, on the other hand, neither the males nor females are born with horns. The poster shows a Polled Hereford Bull.

**Angus** - naturally polled. Neither bulls nor cows have horns.

Most cattle today are dehorned - the horns are removed when they are young because they are very dangerous both to humans working with them and other animals.

## **HORSES, SWINE, POULTRY, RABBITS:**

None of these have horns.

## **SHEEP:**

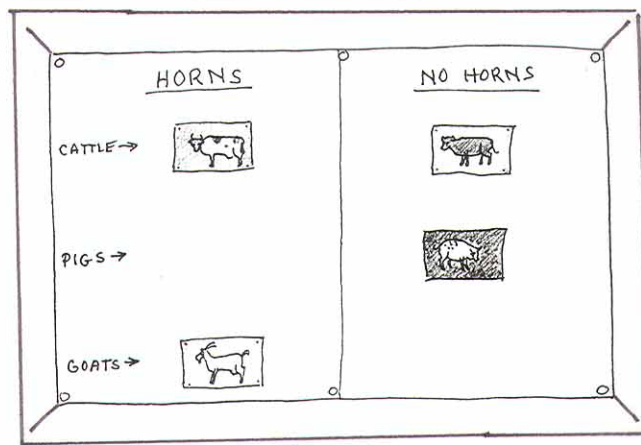
Some sheep breeds have horns, others do not. Dorset sheep—both male and female are horned. Another breed, Polled Dorset sheep, neither male nor female has horns. In other breeds, such as Rambouillet, males have horns, females do not. Breeders are making every effort to breed for polled animals.

## **GOATS:**

Some goat breeds have horns.

**ACTIVITY:**

1. Graph which animals have horns or no horns.



2. Make pocket folders on the bulletin board—one for horns, one no horns—and sort the breed photos provided into them. Then count and tally.



# Farm Animal Bingo

## Option I

**MATERIALS:** construction paper  
magazines or copies of animals provided.  
3" x 5" cards  
scissors  
crayons or markers

- Set-up:**
1. Have each student develop their own unique Farm Animal Bingo game card by cutting out animals from magazines. Supplement with reduced copies from our materials. See examples in the resource section or copy those provided.
  2. Develop a spinner with the letters F A R M S or cut ten 3" x 5" cards into quarters and write F, A, R, M, or S on each and draw from a hat. (See page K-64 for letters.)
  3. Place completed animal puzzle pictures into a box.
  4. Make construction paper markers for playing—cut into 1"-2" squares.
  5. Make copies of animal cards.

- Play:**
1. Draw out an animal picture and a letter at random.  
For example: Draw a ewe, draw or spin the letter F.
  2. The students then cover any ewe they have under letter F.
  3. Place the animal (ewe) back into the box so that it may be redrawn under another letter.
  4. The teacher needs to keep a master list to recheck for bingo.

5. When the student covers all animals in a row, up and down or diagonally, instead of calling out "bingo" they call out "FARM ANIMALS"!
6. The child then reads off their animals under each letter to check for accuracy.

## **Option II**

**Set-up:** 1. Repeat as in Option 1, but skip the spinner and lettered chips.

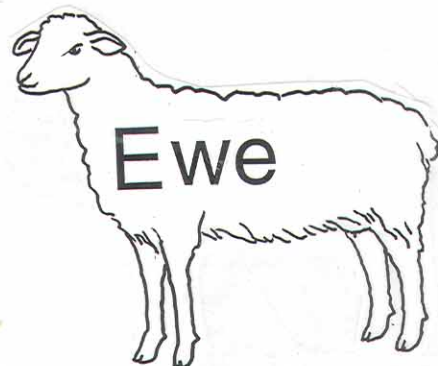
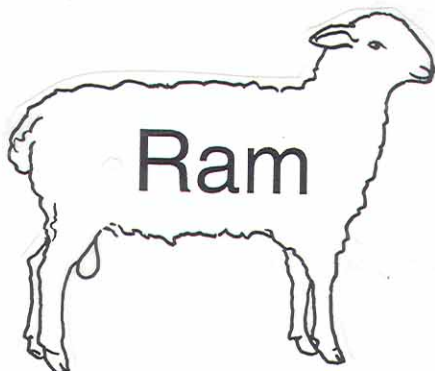
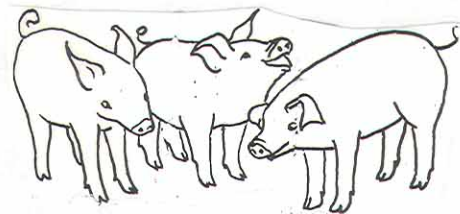
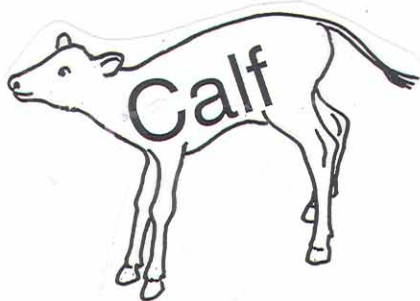
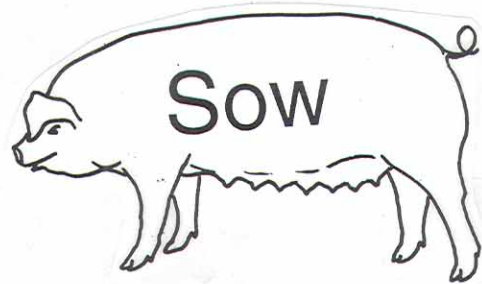
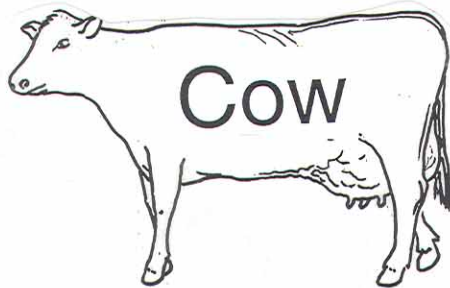
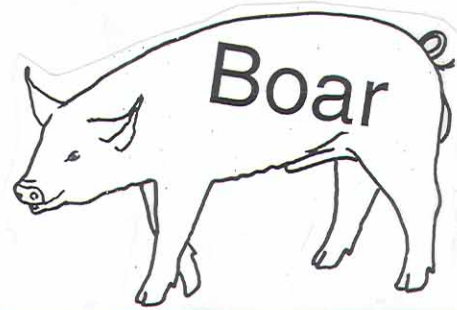
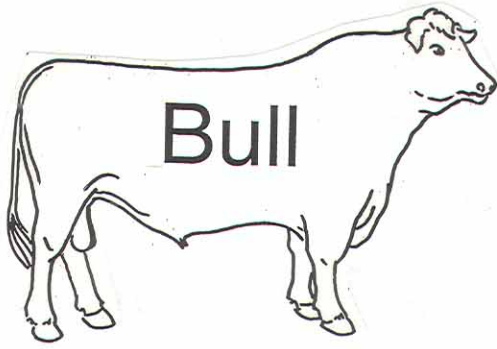
**Play:** 1. Repeat the drawing of animals, but do not spin or draw for a letter.  
2. Have the students cover the animals wherever they appear on their card.

## **Option III**

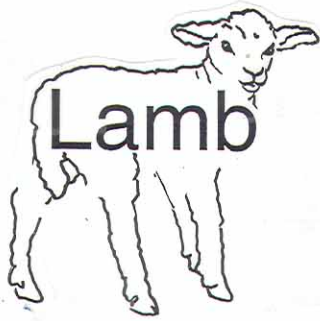
**Set-up:** 1. Make 2 sets of animal cards.  
2. Turn them face down at random.

**Play:** 1. Have each student play as they would "Fish" or "Concentration" to match the animals.

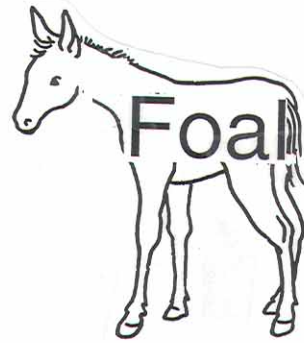
*Contributed by Penelope Goodyear and Debbie Kelly*



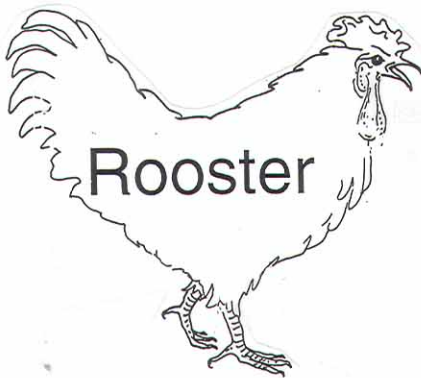




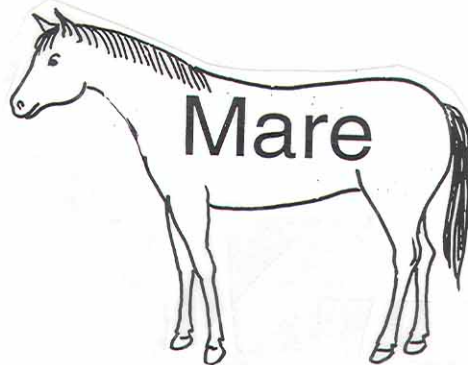
Lamb



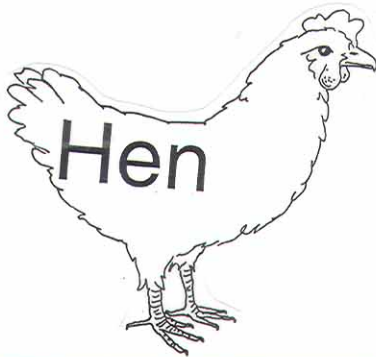
Foal



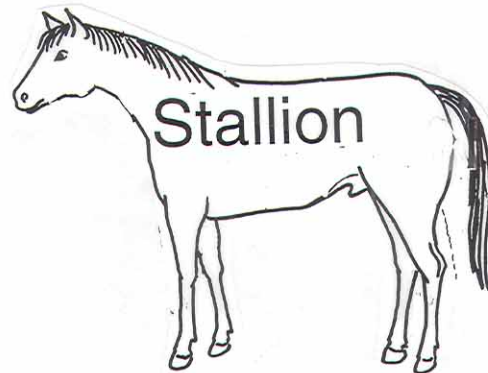
Rooster



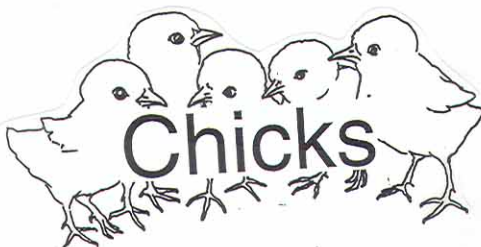
Mare



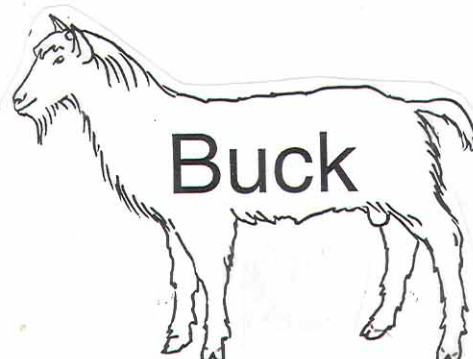
Hen



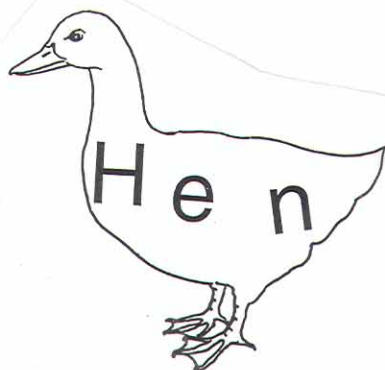
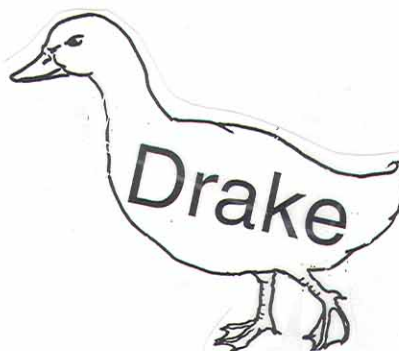
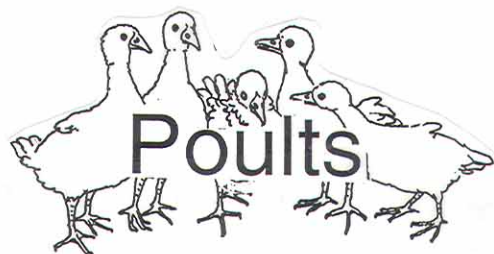
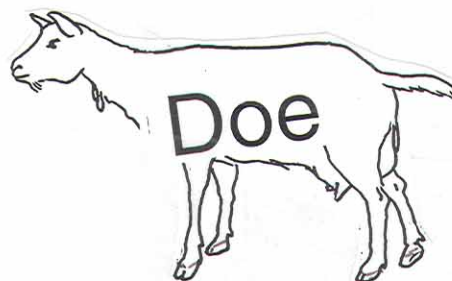
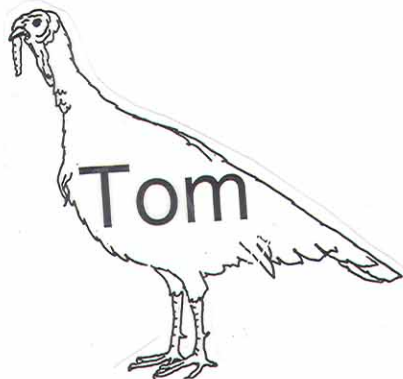
Stallion

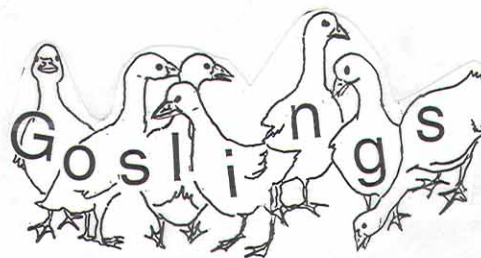
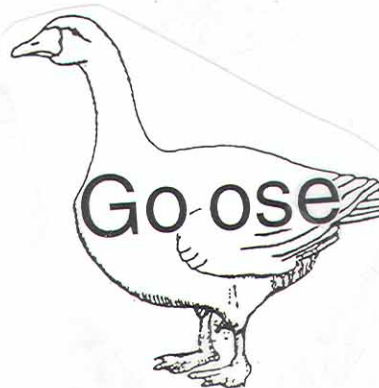
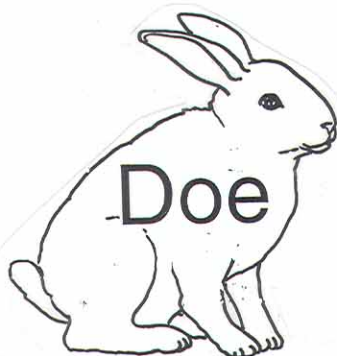
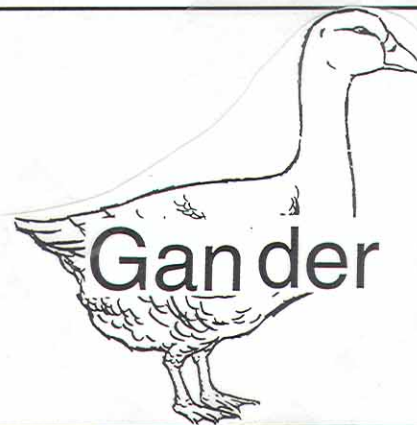
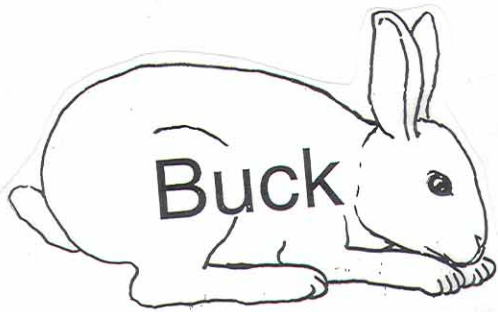


Chicks



Buck





## Purple Cow

Ingredients: (for 2 students)  
1 cup milk  
1/2 cup frozen blueberries  
1/2 teaspoon sugar

Put all ingredients in an electric blender (in correct proportions). Cover and blend 45 seconds until blueberries are completely broken up and milk is purple and frothy.

# FARMS



## Animal Chase Game

1. Divide the class into 3 or 4 groups. Name each group by species and family delineations:
  - bulls, cows, calves
  - stallions, mares, fillies, colts
2. Have a designated area as the pen on one side of the classroom or playground.
3. Select a farmer. This child stands in the middle.



4. The farmer calls out an animal name and all those children run for the pen so they don't get caught. The farmer tries to catch as many 'animals' as possible by tagging them.

5. The tagged animals become farmers.
6. An adaptation is to divide the group into adults and young. The boys are male animals; girls, females and the farmer chooses species so when the farmer chooses
  - 'bull' - the adult boys run.
  - 'cow' - the adult girls run.
  - 'calves' - all young run

Name \_\_\_\_\_

## Poultry Pick

All of these birds can be white. They can also be other colors. Pick the right bird and color it.

Color the duck black.

Color the goose gray.

Color the turkey brown.

Color the hen red.

