

Social Studies / Science / Language Arts - FARMS - Kindergarten, 3rd quarter

Strand(s): Language Arts Social Studies Science	SOL objectives: Language Arts: K.2, K.3, K.11, K.12 Social Studies: K.6, K.7 Science: K.6 Technology: K.4.1, K.6.1, K.6.3
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1. DESIRED RESULTS

Enduring Understandings (BIG ideas)

Farms are a resource to us.
 Farms are essential to life.

Essential Questions

1. What is a farm?
2. What resources does a farm provide?
3. What life cycles exist on a farm?
4. What jobs exist on a farm?
5. How do farms help us?

Knowledge and Skills

Students will describe in words and art what a farm is using pre-writing software.
 Students will explore farms virtually before going on a field trip to a farm.
 Students will name ways farms help us.
 Students will describe simple life cycles on a farm.

Vocabulary

Resource
 Farm
 Life cycle
 Job
 Virtual field trip

2. ASSESSMENT EVIDENCE

<p style="text-align: center;">Prior knowledge</p> Students will be able to name some animals and food sources found on a farm.	<p style="text-align: center;">Ongoing throughout lesson</p> <ol style="list-style-type: none"> 1. Students will be able to visit websites and learn about farm life. 2. Teacher will facilitate discussion between students on what they might see on their field trip to the farm based on their virtual visits. 	<p style="text-align: center;">By the end of the lesson</p> Using a pre-writing software, students will write and/or select images of things they might find on a farm.
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3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)

<p style="text-align: center;">Introduction (hook)</p> Ask students what they think of when they hear the word <i>farm</i> .	<p style="text-align: center;">What students are doing</p> Guide students through a virtual field trip to a farm using these websites: http://www.kidsfarm.com/wheredo.htm http://ext.vt.edu/resources/4h/virtualfarm/main.html Use guided questioning to help students explore farms, describe farm life, discuss jobs on a farm, and the cyclical nature of farming. After giving students a guided lesson, you may choose to have students explore specific, other parts in pairs.	<p style="text-align: center;">Conclusion</p> At the end of the lesson, have students open the Kidspiration template, "On the farm I see," and then add pictures, words, or phrases telling what they could see on a farm. Use this as a pre-writing base before going on a field trip to a farm. After going on a real field trip to a farm, follow up the pre-writing with what their experiences were, extending this option to a compare and contrast lesson.
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Accommodations

Extra support: Take the virtual field trip as a whole class or small group. Use the audio component of the websites or provide your own voice over of the different aspects of farm life.
Enrichment or early finishers: Extend the pre-writing activity by having students give more breath and depth to farm life. Have them focus one template completely on life cycles and another

Materials and Resources

Suggested Websites
<http://www.kidsfarm.com/wheredo.htm>
<http://ext.vt.edu/resources/4h/virtualfarm/main.html>

<p>template on jobs, which provides a foundation for organized, topic-based writing.</p> <p>Various learning styles: Audio, visual, linguistic, artistic, spatial</p> <p>Limited English proficiency: The virtual field trip provides a great preview to a field trip as it prepares students for what they will see, builds language and vocabulary skills. The graphics, audio, and authentic video clips make this lesson accessible to students with limited English proficiency.</p>	
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<i>Related Technology</i>	<i>Literature Connections</i>
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<p>Technology: K.4.1, K.6.1, K.6.3</p> <p>K.4.1: Participate in and respond to electronic field trips</p> <p>K.6.1: Communicate solutions to problems through graphing/drawing</p> <p>K.6.3: Use critical thinking skills when viewing video</p>	
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4. WRAP-UP (5-10 min)	
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<i>Assessment</i>	<i>Homework</i>
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<p>Are students able to describe aspects of farm life such as resources, life cycles, jobs? Can they verbalize how farms help us?</p>	<p>Sign permission slip to go on field trip to a farm! ☺</p>
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5. TEACHER REFLECTION	
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- Were my students talking about farm life, or was I doing all of the talking and students were just listening to me?
- Were my students engaged at the beginning of the lesson?
- How much time did I spend reviewing homework, and how much time did I spend on new material?
- Did the students respond to “How” and “Why” questions?
- Did my students have an opportunity to discuss and/or write about farms?
- What changes would I make next time the lesson is taught?
- What steps do I need to take next in this topic?