16 DAY 16 Habitats

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify by name the farm habitat when shown a picture of the farm
- ✓ Name three animals that live on the farm
- ✓ State that the food humans eat is grown on farms

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "Old MacDonald" (RL.P.5, RF.P.2a)
- ✓ With prompting and support, use words and phrases acquired through singing "Old MacDonald" (L.P.6)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)

Skills

Students will:

- ✓ Give the consonant sounds of at least three letters (RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c)

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- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ Perform activities requiring small muscle control (L.P.1a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Farm" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Farm" (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Farm" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Farm" (RI.P.4)
- ✓ Understand and use increasingly precise verbs related to animals, plants, and habitats. (L.P.1b, L.P.5d)
- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about farms, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)

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Core Vocabulary

coop, *n.* Shelter where chickens sleep and lay eggs
Example: The hens ran into their coop when they saw the fox.
Variation(s): coops

hay, *n.* Dried grass that animals eat
Example: Every morning Julian feeds hay to his horse.
Variation(s): none

flow, *v.* Move through
Example: When I turn on the faucet, water will flow through the pipes and pour out on my hands.
Variation(s): flows, flowing, flowed

pasture, *n.* Fenced field where animals live and eat grass
Example: Each morning the farmer puts the cows in the pasture to graze on fresh grass.
Variation(s): pastures

rooting, *v.* Using a snout to dig around in the ground in search of food
Example: The pig was rooting around in the mud, trying to find an apple that the farmer had dropped.
Variation(s): root, roots, rooted

shearing, *v.* Shaving off hair or fur
Example: Shearing sheep in the spring keeps them cool in the hot summer.
Variation(s): shear, shears, sheared

wool, *n.* Sheep's fur that can be made into fabric and sweaters
Example: Chloe is wearing a warm sweater made of sheep's wool.
Variation(s): none

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Old MacDonald**	Nursery Rhymes and Songs Poster 29	
SKILLS				
Small Group 1	S	**Blending Sounds Train**	Activity Page 16-1; trays for each student; chart paper, marker	10
Small Group 2	S	**Warm-Ups** **Making Letters with Play Dough**	Image Cards 1-1–1-3; play dough	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**Essential Background Information or Terms** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Farm**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Transition Cards: Habitats; chart paper; markers; hook-and-loop tape; example cow from Extension Activity	10
Extension Activity	L	**Farm Mural**	*Habitats* Flip Book; bulletin board paper; paper plate; paint; construction paper; glue; scissors; writing utensils; pipe cleaners; markers; sentence strips; popcorn kernels	During learning centers

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Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so each small-group leader has a copy of the lesson for implementation.

Small Group 1

Cut apart the letters from the bottom of **Activity Page 16-1: Blending Sounds Train** and make two piles for each student. In the first pile, put letters 'g', 'o', and 't.' In the second pile, put letters 'd' and the second 'g'. You will pass out the first pile at the beginning of the activity and the second pile in the middle of the activity.

Read the activity **Small Group 1: Blending Sounds Train** and decide how to model this activity for students. You might use a projector to show **Activity Page 16-1: Blending Sounds Train.** Or, you might draw a large version of the Activity Page on chart paper. Be sure to plan for a way to affix the letters to the chart paper. You will repeat this activity on **Day 17,** so keep the class display so it can be reused.

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

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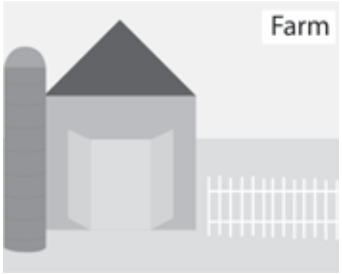
Extension Activity



Farm mural backdrop:

Make a backdrop for the farm mural that shows a barn and fields. Place a large piece of bulletin board paper on your wall. Add a barn and silo made from construction paper and draw in a fence and road.

Make example ear and stalk of corn:

Cut out the pieces of the corn stalk: a yellow oval for the ears of corn, a long green strip for the stalk, and green husks. Glue kernels of popcorn to the ear and assemble the corn stalk. Glue a few ears of corn to the stalk.

Prepare corn materials for students:

Cut out the pieces of the corn ear and stalk: a yellow oval for the ears of corn, a long green strip for the stalk, and green husks.

Make an example cow:

Glue a small white paper plate (head) to the larger paper plate (body). Draw black and brown spots on the cow and add a face. Cut out ears, horns, and legs and glue them to the cow. Use yarn to make a tasseled tail.

Prepare cow materials for students:

Cut out ears, horns, and legs for the cow. Cut lengths of yarn for tails.

Make an example pig:

Paint a large and small paper plate pink. Glue the small plate directly on top of the larger one. Cut feet, ears, and a nose out of construction paper and attach them to the pig's body. Draw a face and add a curly tail made from a pipe cleaner.

Prepare pig materials for students:

Set up an area in the classroom where students can paint or color the plates. Cut feet and a nose out of construction paper.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Old MacDonald**	Nursery Rhymes and Songs Poster 29	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, *Plants*, and *Habitats* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

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Nursery Rhyme

Whole Group

Old MacDonald

Practice the Rhyme

- Teach students the song "Old MacDonald" using the echo technique. For an example of the echo technique see **Day 1: Bat, Bat.**
- When students are ready, allow one student to name the animal for the verse and then allow the rest of the students to join in the verse, making the associated animal sound. You might sing verses about cows (moo), horses (neigh), dogs (woof), cats (meow), sheep (bah), and pigs (oink).

Blend Sounds in Words

Using an arm gesture, students will blend words from the nursery rhyme that have three sounds.

- Remind students words are made up of sounds.
- Say the word you want students to blend. Then say the sounds in the word. If students are ready, ask them to segment the word into sounds.
- Have students use blending arm gestures to blend three-sound words (see **Day 13: Blend Sounds in Words** for an example of the arm gestures).

/ch/—/i/—/k/	chick
/d/—/u/—/k/	duck
/d/—/o/—/g/	dog
/k/—/a/—/t/	cat
/sh/—/ee/—/p/	sheep
/p/—/i/—/g/	pig

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Blending Sounds Train**	Activity Page 16-1; trays for each student; chart paper; marker	10
Small Group 2	S	**Warm-Ups** **Making Letters with Play Dough**	Image Cards 1-1–1-3; play dough	10

Note: *At the end of ten minutes, students should switch groups so they have the opportunity to participate in both small group activities. Use* **Transition Cards** *to transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Blending Sounds Train

Students will identify the sound pictures needed to spell three, three-sound words. They will glue these sound pictures to a picture of a train.

- Give each student **Activity Page 16-1: Blending Sounds Train**, the letters 'g', 'o', and 't', and a tray to contain their materials.
- Explain that students are going to spell three words by finding the correct sound pictures and gluing them to the train.
- Show students your large chart paper train (see **Advance Preparation**) and model how to segment the word got and locate the corresponding sound pictures. Glue the sound pictures to your train.
- Say *got* sound by sound. Help students locate the corresponding sound pictures and glue them to their train.
- Next, pass out the second set of letters you cut out for students ('d' and the second 'g'; See **Advance Preparation**).
- Help students segment *dot*. Ask them what sound they hear at the beginning of *dot*, and point out that *dot* has the same sounds as *got*, except in the beginning. Have them change the word *got* to *dot* by gluing the 'd' on top of the 'g' in *got*.
- Repeat this process to spell *dog,* focusing on the final sound in the word.

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- For each word, remind students that the word has a meaning and define it.
  - *got* (past tense of *get*)
  - *dot* (spot)
  - *dog* (furry animal with four legs and a tail that some people keep as a pet)

Small Group 2 — *10 minutes*

Small Group

Warm Ups

Call and Response: Initial Sounds

Conduct the same Warm-Up as you did on Day 15 for Small Group 2. See **Day 15: Warm-Ups: Call and Response: Blending Three-Sound Words** for detailed instructions on this Small Group Activity.

Making Letters with Play Dough

Continue this activity during Small Group 2. See **Day 15: Making Letters with Play Dough** for detailed instructions on this Small Group activity.

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**Essential Background Information or Terms** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Farm**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Transition Cards: Habitats; chart paper, markers; hook-and-loop tape; example cow from Extension Activity	10
Extension Activity	L	**Farm Mural**	*Habitats* Flip Book; bulletin board paper; paper plate; paint; construction paper; glue; scissors; writing utensils; pipe cleaners; markers; sentence strips; popcorn kernels	During learning centers

Introducing the Read-Aloud — *5 minutes*

Whole Group

Essential Background Information or Terms

Note: *The farm is a man-made habitat, so it is different from the other habitats students have studied. As you read and discuss the read-aloud, continue to emphasize that farms are created by humans who care for the plants and animals that live there. You may want to tell students that family farms like the one depicted in the read-aloud are not as common as they were a long time ago, but people used to raise plants and animals on family farms. As you read the lessons about farm animals, you may also want to point out that some people, for a variety of reasons (e.g., religious or personal beliefs, food allergies, etc.), do not eat eggs, dairy, and/or meat products. People who don't eat meat products including beef, chicken, and fish are called vegetarians. People who do not eat meat or dairy products like eggs, butter, and cheese are called vegans.This is a wonderful opportunity to teach students awareness and sensitivity.*

- Tell students they have learned about all different kinds of habitats (woodland, pond, ocean, desert).

  "We have learned about many different habitats. Today we are going to learning about our last habitat, the farm. A habitat is a place where animals and plants live together. Say the word with me—habitat."

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SHOW FLIP BOOK PAGE 16-2: Children walking by cow pasture

- Explain how a farm is different from the other four habitats students have learned about, because people make farms and take care of the plants and animals there.

  "A farm is a little bit different than the other habitats we have learned about. On a farm, people take care of the plants and animals so that they have everything they need to grow. People bring the animals to the farm and keep them there in fences. People buy seeds and plant the crops that grow on farms. People do not take care of the plants and animals in the woodlands, pond, ocean, or desert. The plants and animals that live in those habitats are wild. They live and grow there naturally without people's help."

SHOW FLIP BOOK PAGE 16-1: Farm landscape with barn

- Tell students that this picture shows a habitat called the farm. Describe some of the characteristics of a farm habitat.

  "This is a picture of a farm habitat. Lots of plants and animals grow on farms. Farmers take care of the plants and animals. The animals live in the barn, and some of the plants, like corn, are stored in the silo. The silo is this tall round building behind the barn."

Purpose for listening

- Tell students to listen to the read-aloud to find out more about the animals and plants in that farmers grow on farmers.

  "Listen to find out how farmers help plants and animals grow on farms. Look and listen carefully to see if you can remember some of the animals and plants farmers grow because I'm going to ask you to name them for me when we're finished reading."

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Farm

SHOW FLIP BOOK PAGE 16-1: Farm landscape with barn

Make sure your boots and bandanas are tied tight everyone. Today we are going to visit a farm to see what kind of animals and plants live there. Look at the big red barn with the silo and the horses grazing in the field. I wonder what's inside. Let's hop out of the truck and start exploring!

SHOW FLIP BOOK PAGE 16-2: Children walking by cow pasture

Moo! Moo! Do you hear that sound? Look right over there behind that fence. There are some spotted cows grazing on tasty green grass. Up ahead I see pigs **rooting** around in the mud for something to eat. Let's walk along this road and see what else lives at the farm.

- Ask students what noise pigs make.

  "Cows say, 'Moo!' What noise do pigs make?"
- Call on a few students to respond. (OINK)
- Ask students to look at the picture and predict what else lives on the farm.

  "What other things live and grow on farms? Use the picture to help you figure it out."
- Call on a few students to respond. (chickens, vegetables, crops like corn, barn animals like horses)

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SHOW FLIP BOOK PAGE 16-3: Barn with doors open and horses

Neigh! Neigh! I hear horses whinnying from inside the barn where it is cool and shady. Look, the farmers have stored some **hay** for the horses to eat in the hay loft.

Meow! Meow! It looks like the barn cat has just sauntered outside to get warm in the sun. Now let's take a peek inside those big barn doors and see what other animals live on the farm.

SHOW FLIP BOOK PAGE 16-4: Milking the cow

Moo! Moo! One of the cows has come inside to be milked. Do you see Laura using a milking machine to milk the mother cow? The milk will **flow** through those tubes and into the big shiny container. It will eventually be put into plastic jugs and sold at the supermarket.

Oink! Oink! I hear a grunting sound coming from the stall beside the cows. I wonder what animal might be living just over there.

- Have students guess what animal might be grunting.

  "What animal do you think it is?"
- Call on a few students to respond. (pig)

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SHOW FLIP BOOK PAGE 16-5: Pigs in the barn

Oink, oink. Do you hear that? At the back of the barn, a sow is taking care of her litter of piglets. They have dry hay inside their stall so that can stay cozy and warm. Let's step outside of the barn and see what else lives on the farm.

- Stop reading after "... litter of piglets" and define SOW and PIGLETS.

  "A mother pig is called a sow. A baby pig is called a piglet."

SHOW FLIP BOOK PAGE 16-6: Chickens in the fence and Betsy the dog

Cluck! Cluck! I can hear the hens that live in the chicken coop beside the barn. During the day, the hens find cozy places inside the coop to lay their eggs. At sunset, the hens go into their **coop** to stay safe and warm.

Woof! Woof! Betsy the dog loves living on the farm. Betsy makes sure the chickens stay inside their fence. If they get out, they might wander over and peck at the delicious vegetables growing in rows in the garden. We have to keep the cabbages safe so that we can make some delicious cabbage soup for dinner.

- Ask students what other kinds of vegetables grow in gardens.

  "When we were learning about plants, we learned about different vegetables that grow in gardens on farms. Who can remember some of those vegetables?"

- Call on a few students to respond.

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SHOW FLIP BOOK PAGE 16-7: Boy feeding chickens and egg

If we take good care of the chickens, they will take good care of us by laying eggs that we can eat for breakfast. Every morning, Edgar makes sure the chickens have plenty of corn to eat and fresh water to drink. Then, he looks inside the coop and collects the eggs the hens have laid.

- Ask students if they have ever eaten eggs.

  "Who in this class has eaten eggs? Do you eat them fried, scrambled, or hard-boiled?"

- Tell students that the eggs they ate came from hens.

  "Did you know that eggs we eat come from hens that live on farms?"

- You might mention that some people choose not to eat chicken eggs because they do not like them or they think that eggs should not be taken from the mother hen.

SHOW FLIP BOOK PAGE 16-8: Woman picking tomatoes

Over in the garden, Martha is harvesting tomatoes so she can make a tomato salad for lunch. When it doesn't rain, she waters the roots of the tomato vines so that the tomatoes will grow big and juicy. Maybe she will give us some tomatoes so that we can take them home and use them to make pizza sauce!

- Ask students if they have ever eaten tomatoes. Mention a few familiar foods that contain tomatoes.

  "Have you ever eaten tomatoes? You use tomatoes to make pizza sauce, spaghetti sauce, and chili. Some people put tomatoes on tacos. Have you ever eaten any of those foods?"

- Call on a few students to respond.

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SHOW FLIP BOOK PAGE 16-9: Carrots, zucchini, pumpkins, and potatoes

Tomatoes aren't the only food Martha grows on the farm. She also grows carrots, zucchini, potatoes, and even pumpkins! Think of all the delicious foods we could cook with those ingredients. Now that we have seen the barn, the chicken coop, and the garden, let's go back out to the fields see what else grows on the farm.

- Discuss what kinds of foods you might cook with vegetables.

  "You can cook all kinds of food with the crops that grow on the farm. You can make French fries with potatoes. You can make pumpkin pie from pumpkins. What other things do we eat that come from foods that grow on the farm?"

- Call on a few students to respond. (carrot sticks, potato chips, fried rice with carrots and peas, potato curry, etc.)

SHOW FLIP BOOK PAGE 16-10: Cows and sheep in the pasture eating grass

Bah! Bah! Look! The sheep and cows are out in the **pasture** grazing together. The farmer has made sure that they have fresh, green grass to munch. Way beyond the pasture, a farmer is driving a tractor through the crop fields to harvest the crops.

- Define PASTURE.

  "A pasture is a field with a fence around it where animals like cows and sheep can walk around and eat grass and stay safe."

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SHOW FLIP BOOK PAGE 16-11: Sheep shearing

Over in the corner of the pasture, one of the farmers is **shearing** the sheep. The sheep are all feeling really hot. Their thick wooly fleeces have been growing all winter. Now that spring is here, they are happy that the farmer is going to cut off their **wool** coats.

- Define SHEARING.

"SHEARING means shaving off fur."

SHOW FLIP BOOK PAGE 16-12: Farmer on tractor

Vroom! Vroom! Beyond the pasture, the farmer is working in the crop fields. He is driving a tractor through rows of vegetables to harvest them. I can't believe how much food is grown on the farm! Being a farmer sure looks like it's hard work. Well, now that we have seen the whole farm, it's time to go!

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SHOW FLIP BOOK PAGE 16-13: Children walking from the barn

Visiting the farm is fun! When we eat dinner tonight, I will think about all the foods that are grown on the farm. Let's say good-bye to all the animals we met on our visit!

- Have students bid farewell to each animal by making the noise that the animal makes.

  "Let's say good-bye to each animal. Good-bye cow. Moo! Moo! Good-bye pigs. Oink! Oink! Good-bye chicken. Cluck! Cluck! Good-bye dog. Woof! Woof! Good-bye sheep. Bah! Bah!"

Discussing the Read-Aloud

10 *minutes*

Whole Group

What's the Big Idea?

Farm Plants and Animals List

Note: *Students may bring prior knowledge to this activity and name a plant or animal that was not mentioned in the read-aloud. Accept any reasonable answers, and, if you are unsure whether a given plant or animal lives in the farm habitat, tell students you will do more research to confirm.*

- Tell students you are going to make a list of plants and animals that live on a farm. Title a piece of chart paper "Farm Plants and Animals."
- Tell students you will write down plant names in one color and animal names in red.
- Help students dictate a list of the plants and animals found on a farm. Use the Flip Book to help students remember the plants and animals that live on a farm (see list of suggestions below).
  - cow
  - pig
  - chicken
  - dog

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- sheep
- cabbage
- tomato
- potato
- carrot
- corn

- If applicable, have students attach any matching plants or animals from the set **Transition Cards: Habitats** beside the animal or plant name you have written. Use hook-and-loop tape or a reusable adhesive so Transition Cards can easily be removed for use during transitions.
- When you are finished, reread the chart to students, sliding your finger under each word as you read.
- Keep your completed "Farm Plants and Animals" chart for review during Listening & Learning activities on **Day 17.**

Teaching Tip
When you have completed the farm mural, display the list beside the mural so students can reference it.

Facts about Farm Animals: Cows

- Display the cow students can choose to make during the Extension Activity (see **Advance Preparation**) and remind students they are making a farm animal or plant during centers.
- Show **Flip Book Page 16-4: Milking the cow** and reread the read-aloud text.

  Moo! Moo! Moo! *One of the cows has come inside to be milked. Do you see Laura using a milking machine to milk that mother cow? The milk that flows through those tubes into the big shiny container will eventually be put into plastic jugs and sold at the supermarket.*

- You might also show **Flip Book Page 16-2: Children walking by cow pasture** and discuss the cows shown in the illustration.
- Talk about the cow shown in the Flip Book and compare the photograph to your example craft (see **Advance Preparation**). Talk about the cow's different body parts and how cows make milk that humans and baby cows, called calves, can drink. You might mention that some humans like to drink cows' milk, but that other people want all of the cow's milk to go to her baby calf.
- Ask students to tell you where you can find cows. *(farm)*

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Extension Activity

Learning Center

Farm Mural

Students will make a mural showing the farm habitat. They will create a familiar animal or plant and place it in the habitat. Then, students will dictate a sentence about something they like to eat that grows on a farm (plant or animal).

- Tell students that, as a class, they are going to make a mural of the farm habitat. Explain that they will choose an animal or plant to create to place on the class mural.
- Show students the animal and plant examples you created (see **Advance Preparation**).
- Divide students into groups based on their choices and explain how each group will make their craft on a different day.
- Hand out materials and assist students in making an animal or plant to add to the mural.
- As students work, have them dictate a sentence about something they like to eat that grows on a farm. Write their dictation on sentence strips and post them around the edges of the mural.
- Use the **expansion plus strategy** to expand on students' responses by adding another sentence to their dictation.

  "Student: I like eggs. Teacher: You like to eat eggs for breakfast. Eggs come from chickens."

- Allow students to use various craft materials to add additional details to the mural after they have completed their plant or animal. Students might color the background, paint animals in the fields, or draw other animals and plants directly onto the mural.

Teaching Tip

Examples of suggested crafts for farm animals and plants have been provided in **Advance Preparation**. However, you may want to allow students to create other plants or animals using various craft supplies. Students might reference **Flip Book** illustrations and photographs as they choose a plant or animal to create.

Language Facilitation

Use the **expansion plus strategy** to expand on what students are saying by adding another sentence to their statements.

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