



Old MacDonald Has a Farm

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☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain what a farm is
- ✓ Describe a farmer's job
- ✓ Identify animals found on farms and the sounds those animals make
- ✓ Identify buildings found on farms
- ✓ Identify machines and tools of farming
- ✓ Demonstrate familiarity with the songs "Bingo" and "Old MacDonald Had a Farm"

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Describe familiar places, such as farms and, with prompting and support, provide additional detail (SL.K.4)

Core Vocabulary

crops, n. Plants that are grown on a farm for food

Example: The farmer is watering his crops.

Variation(s): crop

harvest, v. To gather a crop that is ready to be used or eaten

Example: The farmer will harvest the pumpkins in the fall.

Variation(s): harvests, harvested, harvesting

pastures, n. Fields of grass where animals graze

Example: We saw sheep in several different pastures along the way to school.

Variation(s): pasture

shelter, n. A structure that protects someone or something from the weather or from danger


Example: My birthday party was held in the shelter at the park.

Variation(s): shelters

tools, n. Pieces of equipment that help you do a job

Example: Do you have all of the tools that you need to fix the bike?

Variation(s): tool

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction		10
	What Do We Know?		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Old MacDonald Has a Farm		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Tools		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	On Stage		15
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-1, 1B-2	*



Old MacDonald Has a Farm

1A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Sing or play a recording of “Old MacDonald Had a Farm.” Tell students that for the next several days they will be listening to read-alouds about farms. Explain that they will be learning why farms are so important. Tell students that they will be learning about farm animals including cows, chickens, pigs, and sheep, and that they will also be learning about crops that people grow on farms, including corn and wheat.

What Do We Know?

Ask students what they already know about farms. You may prompt discussion with the following questions:

- What kinds of animals live on a farm?
- What kinds of plants grow on a farm?
- What else would you see on a farm?
- What kinds of sounds do you hear on a farm?
- Have you ever been to a farm?

Remember to repeat and expand upon students’ responses using richer and more complex language, including, if possible, some read-aloud vocabulary. If a student’s response includes inaccurate factual information, acknowledge the response by saying something like, “So you think that tigers live on farms? We’ll have to listen very carefully to our read-aloud and find out if that is true.”

You may choose to start a KWL (**K**now-**W**onder-**L**earn) three-column chart or a web about farms on chart paper, a chalkboard, or a whiteboard to record students’ responses. Save the chart or web for future reference.

Purpose for Listening

Tell students that you cannot take them to a real farm today, but they can travel to a farm in their imaginations by listening to the read-aloud. Tell them to listen carefully to find out about all of the different kinds of things found on a farm.



- 1 A farm is a place for growing crops and raising animals, usually with a house and a barn. *Farm* can also mean to grow crops or raise animals.



- 2 [Point to each animal in the picture, and have the class make the corresponding animal sound.]

Old MacDonald Has a Farm

◀ Show image 1A-1: Old MacDonald and his farm

Hello! Let me introduce myself. I'm Old MacDonald, and I have a farm. You might already know that because my farm is one of the most well-known farms around. My farm is famous because a few years back, someone decided to make a song about it. The song is about all the animals on my farm and the noises they make.¹

◀ Show image 1A-2: Farm animals

It's true, my farm is a rather noisy place. I have several different kinds of animals here, and each animal makes a different kind of sound. Here are a few of the farm animals I take care of on my farm. Do you know the sound each animal makes?²

We have *moos*, *oinks*, *clucks*, and *baas*, just to name a few. We also have *woofs*! This is my dog Bingo. There's a song about him, too. Maybe you know it. It sounds a little like the song someone wrote about me:

There was a farmer had a dog

and Bingo was his name-o

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,

and Bingo was his name-o!

Bingo helps me here on the farm. Mostly, he keeps me company while I'm out working, but sometimes Bingo helps in other ways. For example, yesterday I accidentally left a gate open and my sheep got out. Bingo chased the sheep back inside the fence.



◀ Show image 1A-3: Old MacDonald pitching hay to the cow

As a farmer, I have many important jobs to do here on the farm, and it is hard to say whether one job is more important than another job. However, if you were able to ask my farm animals, they would tell you that taking care of them is the most important thing I do.

3 A shelter is something that protects the animals from weather or danger.

4 [Point to the pitchfork in the picture.]



← **Show image 1A-4: Barn interior**

After all, farm animals don't take care of themselves. The cows, chickens, pigs, and sheep need a farmer to give them food, water, and **shelter** because, as farm animals, they were not born to live on their own in nature. They need help.³ Excuse me while I use my pitchfork to pitch a little hay to one of my cows. She's hungry, as always.⁴

5 Tools are things that help you do a job.

6 [Point to the hayloft.]



← **Show image 1A-5: Old MacDonald on tractor**

This is my barn. Sometimes, especially when it is cold or rainy outside, I bring my farm animals into the barn for shelter. I also keep my **tools** and other equipment in the barn.⁵ As you can see, I have a lot of tools and equipment; there are many, many jobs to do here on the farm, and each job requires its own tool.

I keep hay for the animals up there in the hayloft.⁶ And that's my tractor over there. I love to ride through my fields on my tractor. Let's take a ride!

7 Pastures are fields of grass for animals to eat.

8 To harvest crops means to gather the plants that have been grown for food.



← **Show image 1A-6: Old MacDonald on tractor beside silo**

I grow most of the farm animals' food right here on the farm. On my farm, there are **pastures** full of green grass for the cows and sheep.⁷ I also plant and **harvest crops** of corn and wheat out in the fields.⁸ I feed most of these crops to my animals.

Farm animals are big eaters, so I need to be sure to have plenty of feed on hand to keep them healthy and happy. I store extra feed for the animals in my silo. A silo is like a giant can. This silo is full of dried corn, which I will use to make feed for my cows in the winter when there is less grass for them to eat out in the pasture.



← **Show image 1A-7: Old MacDonald and family**

By the way, this is my wife, Mrs. MacDonald. I have three children, too. Their names are Delilah, Sadie, and John. You can see our farmhouse in the background. This farm would not run smoothly without Mrs. MacDonald and the children. It takes a

9 [You may want to explain that family farms like Old MacDonald's are less common today than they once were, but that this is a good way to learn about common farm animals and crops.]



◀ **Show image 1A-8: Fruits and vegetables**

whole family to run this farm!

You might be surprised to learn that our farm is actually very small compared to some. Sure, we have many different types of animals, and we grow and harvest several different crops, but we don't have nearly as much land as some of the other farms I will show you.⁹

Farms are very important. Most of the food we eat—from hamburgers to carrots to French fries—gets its start on a farm. Many kinds of fruits and vegetables come from farms.



◀ **Show image 1A-9: Dairy products**

10 [You may want to mention that many people, for different reasons, do not eat or like to eat meat, dairy, eggs, or other foods that they will hear about.]

We also get milk, cheese, ice cream, and eggs from farms. Which of these foods do you like to eat?¹⁰



◀ **Show image 1A-10: Foods from grains**

Bread, cakes, cereal, and crackers don't come straight from farms—there are no farms with cookie trees or bread bushes. But the things you need to make bread and other foods come from farms.



◀ **Show image 1A-11: Meats**

All kinds of meats come from farms too.



◀ **Show image 1A-12: Old MacDonald fixing gate**

Well, I have plenty of work to do today. I need to feed the rest of the animals and water the crops. First, however, I am going to fix the latch on this gate so this sheep doesn't get out again. As soon as I finish my work, I promise to take you on a tour to see some other farms and learn all about farming and farm animals.

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What animals does Old MacDonald have on his farm? (cows, chickens, pigs, a sheep, a dog)
2. *Inferential* What sound does each animal make? (*moo, cluck, oink, baa, woof*)
3. *Inferential* What are three ways Old MacDonald takes care of the animals? (He gives them food, water, and shelter.)



← **Show image 1A-4: Barn interior**

4. *Inferential* What is this a picture of? (a barn) Why do many farms have barns? (to provide shelter for animals, a place to keep tools, a place to store hay, etc.)
5. *Inferential* Why are farms important? (Food comes from farms.)
6. *Inferential* How would you explain what a farm is to a friend? (A farm is a place for raising animals and growing crops; it usually has a house and a barn.)
7. *Literal* What kinds of jobs does a farmer have to do? (A farmer takes care of animals and crops, fixes fences, etc.)
8. *Literal* What tools or machines help the farmer do his work? (a tractor, a pitchfork, etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Would you like to live on a farm? Why or why not? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Tools

5 minutes

1. In the read-aloud you heard Old MacDonald say, "I keep my *tools* and other equipment in the barn."
2. Say the word *tools* with me.
3. Tools are things that help you do a job.
4. A computer is a very important tool for me, as a teacher.
5. Think about the work that you do at school. Are there tools that help you do your work? Try to use the word *tools* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Pencils and paper are tools that I use when I write."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name a job that you might do. I want you to tell what tools might help you do that job. Try to answer in complete sentences and use the word *tool* or *tools* when you answer. Start your answers with "_____ are tools that help us . . ."

1. brushing your teeth (Toothbrushes are tools that help us brush our teeth.)
2. eating soup (Spoons are tools that help us eat soup.)
3. drawing a picture (Pencils, crayons, or markers are tools that help us draw pictures.)
4. combing your hair (Combs are tools that help us comb our hair.)
5. cutting a piece of paper (Scissors are tools that help us cut paper.)



Complete Remainder of the Lesson Later in the Day



Old MacDonald Has a Farm

1B

Extensions

15 minutes

On Stage

Teach the class at least these four verses of the song “Old MacDonald Had a Farm”:

*Old MacDonald had a farm, E I E I O.
And on his farm he had a cow, E I E I O.
With a moo, moo here and a moo, moo there,
Here a moo, there a moo, everywhere a moo, moo.
Old MacDonald had a farm, E I E I O.*

*Old MacDonald had a farm, E I E I O.
And on his farm he had a hen, E I E I O.
With a cluck, cluck here and a cluck, cluck there,
Here a cluck, there a cluck, everywhere a cluck, cluck.
With a moo, moo here and a moo, moo there,
Here a moo, there a moo, everywhere a moo, moo.
Old MacDonald had a farm, E I E I O.*

*Old MacDonald had a farm, E I E I O.
And on his farm he had a pig, E I E I O.
With an oink, oink here and an oink, oink there,
Here an oink, there an oink, everywhere an oink, oink.
With a cluck, cluck here and a cluck, cluck there,
Here a cluck, there a cluck, everywhere a cluck, cluck.
With a moo, moo here and a moo, moo there,
Here a moo, there a moo, everywhere a moo, moo.
Old MacDonald had a farm, E I E I O.*

*Old MacDonald had a farm, E I E I O.
And on his farm he had a sheep, E I E I O.
With a baa, baa here and a baa, baa there,
Here a baa, there a baa, everywhere a baa, baa.
With an oink, oink here and an oink, oink there,
Here an oink, there an oink, everywhere an oink, oink.
With a cluck, cluck here and a cluck, cluck there,
Here a cluck, there a cluck, everywhere a cluck, cluck.
With a moo, moo here and a moo, moo there,
Here a moo, there a moo, everywhere a moo, moo.
Old MacDonald had a farm, E I E I O.*

You will want to start by singing a line and having students echo. Once students are familiar with the song, you may try variations—e.g., you sing each verse and students sing the animal sounds, or you could have different groups of students sing the verse for a particular animal.

Students will have many opportunities to sing the song during the next several days. Singing can also be an excellent transition activity.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.