



# With a Moo, Moo Here

# 2

## ✓ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Describe a farmer's job
- ✓ Identify calves and cows and the sounds they make
- ✓ Identify needs of cattle: food, water, and space to live and grow
- ✓ Describe how calves need to be fed and cared for by their parents or people
- ✓ Explain why farmers raise cattle
- ✓ Identify foods that come from cattle

### **Language Arts Objectives**

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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:

- ✓ With prompting and support, identify the main topic and retell key details from “With a Moo, Moo Here” (RI.K.2)
- ✓ Describe familiar things, such as cows and, with prompting and support, provide additional detail (SL.K.4)

## Core Vocabulary

**grazing, v.** To move around feeding on growing grass and/or other plants

*Example:* The cows are grazing in the field behind the barn.

*Variation(s):* graze, grazes, grazed

**herd, n.** A group of animals that feed and travel together


*Example:* We saw a herd of deer at the park.

*Variation(s):* herds

**produces, v.** Makes, grows, or creates something

*Example:* A flower produces pollen.

*Variation(s):* produce, produced, producing

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Do We Know?</b>		10
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>With a Moo, Moo Here</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Grazing</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Image Review</b>		15



# With a Moo, Moo Here

# 2<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Do We Know?**

As a class, sing the verse about a cow from “Old MacDonald Had a Farm.” Ask students what they already know about cows. You may prompt discussion with the following questions:

- What sound does a cow make?
- What do cows eat?
- Why do farmers raise cows?
- How would you describe a cow?
- Have you ever seen a real cow? If so, where?

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 farmers have cows for pets? We’ll have to listen very carefully to our read-aloud and find out if that is true.”

You may choose to add the information that students share about cows to the KWL chart or web you started in Lesson 1. Save the chart for future reference.

### **Purpose for Listening**

Tell students that Old MacDonald is going to tell them all about cows. Tell students to listen to find out more about the main topic, or main idea, of today’s lesson: cows.



## With a Moo, Moo Here

### ◀ Show image 2A-1: Old MacDonald on tractor, leaving driveway

I have finished my jobs for the day, and I am ready to take you on a farm tour. Let's start over at my neighbor Farmer Brown's place.



### ◀ Show image 2A-2: Herd of cattle

Cattle are some of the first animals people think of when they think of farms. This is actually my neighbor's **herd** of cattle.<sup>1</sup> I only have a few cows on my farm, but my neighbor has a whole herd.

Female, or mother cattle, are called cows. You might not be able to tell at first glance, but most of the cattle in this picture are cows, or female cattle. Like most farm animals, cows spend most of the day standing around eating. That is fine. In fact, that's great! That is exactly what farmers want cows to do. The more the cows eat, the better!



### ◀ Show image 2A-3: Cow and calf

Baby cattle are called calves. A calf looks like its mother, only smaller. Cows usually give birth to one calf each year. Like all mammals, this mother cow **produces** milk inside her body.<sup>2</sup> The calf feeds on the milk each day until it is old enough to eat grass and other types of feed.

If you look closely at the cow in this picture, you will notice a large pouch on her belly, near her hind legs.<sup>3</sup> This is the cow's udder, where she produces and stores milk. The cow's udder has four teats. Her calf will suck on one of those teats and drink milk when it is hungry. Sometimes, the mother cow is not able to produce enough milk for her calf. If that happens, the farmer will feed the calf milk from a bottle.

1 A herd is a group of animals.

2 Mammals are animals that drink milk when they are babies. The mother cow makes milk inside her body.

3 [Point to the udder in the picture.]



← **Show image 2A-4: Bull**

Males, or father cattle, are called bulls. They are usually larger than cows. Bulls do not produce milk. A farmer has many cows but usually only one or two bulls. Even an old, experienced farmer like me needs to be careful around the bull because it can be unpredictable.<sup>4</sup>

4 So, cows are female cattle and bulls are male cattle.



← **Show image 2A-5: Hay bales**

Cattle spend most of their time out in the fields or pasture **grazing** on fresh, green grass.<sup>5</sup> Because grass isn't always available, some farmers grow extra fields of grass, alfalfa, and other grains that they can turn into hay. Hay is dried grass that cows and other farm animals can eat when there is not enough grass growing in the pasture. Once the plants in these extra fields are fully grown, the farmer pulls a machine with his tractor to mow it down. Then he uses another machine to gather it up and make hay bales.<sup>6</sup>

5 *Grazing* means eating.

6 A bale is a large, tightly packed bundle tied together. Have you ever seen a bale of hay?

Farmers can store the bales of hay in the field, or bring them into the barn to keep them nice and dry. That way, they will be ready for cattle to eat in the winter, when the weather is cold and there is not as much grass for grazing in the fields.

Some farmers also give cows feed made from corn. And I don't mean corn on the cob! The corn people eat is called sweet corn, and is different from what most farmers grow, which is called field corn. Field corn has many uses. It can be used for animal feed and as an ingredient in many foods we eat.



← **Show image 2A-6: Children drinking milk**

Calves aren't the only ones who drink cow's milk. People drink it, too. I am sure a lot of you drink milk every day. Milk is also used to make ice cream as well as many other dairy products including cheese, butter, and yogurt.<sup>7</sup> So, cows' milk is also important to people. That is why there are dairy farms.

7 Dairy products are things made from milk. [You may want to mention that some people do not eat or drink dairy products.]



← **Show image 2A-7: Milking a cow**

People get a cow's milk by milking the cow. To milk the cow, this girl squeezes a teat on the udder and gives it a good, strong tug. With each tug, a little more milk squirts out into the bucket. It will take her a while to fill the bucket, and by the time she is done her hands and arms will probably be sore and tired, unless she does this sort of work a lot, in which case she will be used to it.



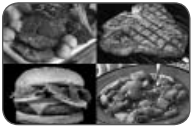
← **Show image 2A-8: Milking parlor**

On modern dairy farms, machines are used to milk the cows. The farmer hooks the hoses up to the udders, but then the machines do the work of pumping milk out of the udders. On a dairy farm, the building where the cows are milked is called the milking parlor.



← **Show image 2A-9: Milk truck**

The dairy farmer collects fresh milk from his cows twice each day, and a big truck comes to the dairy farm and collects all the milk once every two days. Often, the milk will go to a bottling factory, and then it will be sold to a grocery store and may eventually end up in your refrigerator at home.



← **Show image 2A-10: Beef products**

Not all cows are dairy cows. Some farmers raise beef cattle. *Beef* is the word for cow meat.<sup>8</sup> Roast beef, steaks, hamburgers, and beef stew are all beef products.<sup>9</sup>

8 [Point to each beef product as you read the following sentence.]

9 [You may want to mention that some people do not eat or like to eat beef.]

## 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.



### ◀ Show image 2A-3: Cow and calf

1. *Inferential* What is the main topic, or main idea, of today's lesson? (cows)
2. *Literal* What do you see in this picture? (cow and calf) What sound do they make? (moo)
3. *Inferential* Why does a cow have an udder? (to hold the milk it produces)
4. *Literal* What are male cattle called? (bulls) What are female cattle called? (cows)
5. *Inferential* How do cattle get the feed they need? (They eat grass or are fed hay or feed by the farmer.)
6. *Inferential* How do calves get the feed they need? (They drink their mother's milk or are fed by the farmer until they can eat grass.)
7. *Inferential* Why do farmers raise cattle? (for dairy and beef products)
8. *Inferential* What foods/drinks do people use that come from cattle? (milk, cheese, ice cream, yogurt, beef, etc.)
9. *Evaluative* What is your favorite food that comes from a cow? (Answers may vary.) [You may want to mention that not everyone eats beef and/or dairy products, or you may choose to omit this question.]

[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.

10. *Evaluative Think Pair Share*: What is the most interesting fact that you learned about cows? (Answers may vary.)
11. 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: Grazing

5 minutes

1. In the read-aloud you heard, "Cows spend most of their time out in the fields or pasture *grazing* on fresh, green grass."
2. Say the word *grazing* with me.
3. If an animal is grazing, it is moving around eating grass or other plants.
4. Last night, I saw a deer grazing in my backyard.
5. Have you ever seen an animal out in a field grazing on grass? If not, have you watched an animal grazing on TV? Try to use the word *grazing* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I saw a \_\_\_\_\_ grazing in the field."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will read a sentence about an animal doing something. If it is an example of an animal grazing, you will say, "The \_\_\_\_\_ is grazing." If it is not an example of grazing, you will say, "The \_\_\_\_\_ is not grazing."

1. The calf is drinking milk from its mother. (The calf is not grazing.)
2. The cow is eating the fresh, green grass. (The cow is grazing.)
3. The deer wanders away from its mother while it is eating grass. (The deer is grazing.)
4. The bull is drinking water from the river. (The bull is not grazing.)
5. The sheep is eating the grass behind the barn. (The sheep is grazing.)



**Complete Remainder of the Lesson Later in the Day**





# With a Moo, Moo Here

2<sub>B</sub>

## Extensions

15 minutes

### Image Review

One by one, show images 2A-2 through 2A-10. Have students talk about what they see in each picture and what they have learned that is associated with the picture. As students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.