

# **The Farm**

**Subject:** Language Arts

**Grade:** Kindergarten

**Day:** 1

**Estimated Time:** 45 mins.

**Lesson Plan Title:** Inside a Barn in the Country

## **Standards:**

CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding

## **Objectives:**

- The student will be able to identify the characters, the setting, and the major events in *Inside a Barn in the Country*.
- The student will actively engage in a group reading activity.
- The student will be able to name the author and illustrator of *Inside a Barn in the Country* and define the role of each in telling the story.

## **Materials:**

- *Inside a Barn in the Country* by Alyssa Satin Capucilli
- Barn made out of a box
- Mouse stuffed animal
- Horse stuffed animal
- Cow stuffed animal
- Rooster stuffed animal
- Chick stuffed animal
- White sheep stuffed animal
- Dog stuffed animal
- Pig stuffed animal
- Hen stuffed animal
- Duck stuffed animal
- Inside a Barn in the Country activity book (cover and story outline page)
- Crayons
- Scissors
- Marker
- Author vs Illustrator chart
- Main Events chart
- \* Activity book template, author vs illustrator chart template, and main events chart template are located at the end of the lesson.

**Instruction:**Set:

The teacher will explain to the students that today they are going to read *Inside a Barn in the Country* by Alyssa Satin Capucilli. Then, the teacher will tell the students that he or she is going to need their help in reading the story. The teacher will have the students sit in a circle on the carpet, group the students into pairs, pull the stuffed animals out of the barn, and pass out the stuffed animals, giving one stuffed animal to every other student. Then, the teacher will explain to the students that their partners are called their “barn partner,” and that they will be rotating the stuffed animal between the two of them. Then, the teacher will explain that when their animal is mentioned in the book, one “barn partner” is to hold the animal up in the air, make the noise of the animal, and then pass the animal to their “barn partner.” This rotation of the animal will happen after every time the partner group’s animal is mentioned in the book. Also, the teacher will explain to the students that when he or she points to the picture in the sentence, the students are to say the name of the animal out loud.

Body:

Part I: The teacher and the students will read *Inside a Barn in the Country* out loud. Every time an animal is mentioned in the story the students with the associated stuffed animal will hold the animal up in the air, and make the animal’s noise. Also, each time the teacher points to a picture in a sentence, the students will say the name of the animal out loud.

Part II: The teacher will collect the stuffed animals, review with the students what the jobs of an author and an illustrator are in creating a story, and review with the students how they can pick out the main events in a story. Then, the teacher will make the connection to *Inside a Barn in the Country* by having the students discuss what Alyssa Satin Capucilli’s and Tedd Arnold’s jobs were in creating *Inside a Barn in the Country*, and the teacher will have the students discuss what the main events in the story are. As the students are discussing, the teacher will record their responses on the chart paper that is on the reading carpet. After the discussion is over, the teacher will have the students return to their desks’ by doing one of the transition activities, the teacher will show the students the activity book, and the teacher will explain the story outline worksheet. Then, the teacher will pass out the activity books, and help the students complete the worksheet part by part. For example, the teacher will start with the first box, read what the first box says, and then let the students fill in the box.

Closure:

To close the lesson, the teacher will let the students share why they liked or disliked the story and what their favorite animal is in the story. Then, the teacher will let the students decorate their cover pages until it is time to move to another subject. When it is time to move to another subject the teacher will explain that the students are to keep their activity books in their mailbox, so they can work on the cover whenever they finish early with their work. Then, the teacher will announce one of the transition activities to have the students put their activity books in their mailboxes and travel back to their desks.

**Assessment:**

To see if the students achieved the objects, the teacher will collect each student's activity book at the end of the school day, and assess their story outline page. Also, the teacher will use the class discussions as an assessment to check for mastery of the objectives.

**References:**

Barn Template:

<http://homemadebyjill.blogspot.com/p/templates-printables.html>

**\*\*Teacher Note:**

- The template for the whole activity book is at the end of this lesson, and to assemble the activity book, the teacher will need to:
  - Copy each page from the template for every student
  - Cut out the barn
  - Cut down the middle of the barn doors and fold them open
  - Glue the barn to the cover page
  - Place all the pages in order
  - Staple all the pages together
- The teacher will also need to copy each chart template onto a piece of chart paper, and place the chart paper stand on the reading carpet.
- The teacher will need to place all the stuffed animals into the barn, before it is time for language arts.



## **The Farm**

**Subject:** Language Arts  
**Estimated Time:** 45 mins.

**Grade:** Kindergarten  
**Lesson Plan Title:** Inside a Barn in the Country

**Day:** 2

### **Standards:**

CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Objectives:**

- The student will be able to use a combination of drawing, dictating, and writing to compose an opinion piece about their favorite animal in Inside a Barn in the Country.
- The student will be able to demonstrate command of the conventions of standard English grammar and usage when writing.
- The student will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Materials:**

- Entrance ticket barn poster
- Author entrance ticket
- Illustrator entrance ticket
- Dry erase paddles
- Dry erase markers
- Dry erase eraser
- Opinion writing outline
- Crayons
- Opinion piece example

- Opinion writing page
- Opinion writing poster

\* Entrance ticket barn poster template, author entrance ticket template, illustrator entrance ticket template, opinion piece example, and opinion writing poster are located at the end of the lesson.

### **Instruction:**

#### Set:

To begin the lesson, the teacher will review with the students what they talked about yesterday, by having the students complete the entrance ticket. The teacher will post the entrance ticket barn poster in the front of the room, and explain to the students that they are to stick their author and illustrator entrance tickets under the associated job descriptions of each. For example, the students will place their author tickets under the job description of an author, and the students will place their illustrator tickets under the job description of an illustrator. After each student has placed their entrance tickets on the poster, the teacher will go over the answers, and make sure the students who placed their tickets in the wrong place understand the job descriptions of an author and an illustrator.

#### Body:

Part I: Next, the teacher will introduce what an opinion is, and how to write an opinion piece about a topic. The teacher will explain to the students that an opinion is a decision that a person makes about a person or thing. For example, if someone asked me which color is my favorite, I would say purple. My opinion in this example would be purple. Then, the teacher will move on to ask the students some questions, and the students will have to give their opinion. The teacher will ask the students what is their favorite color, food, movie, and animal. Once the teacher presents a question, the students will write their opinion on their dry erase paddles and hold them up. Then, the teacher will make the connection of opinion back to the entrance ticket activity. The teacher will explain to the students that they made a decision on what was the job of an author and illustrator, and they stated their opinion when they placed their tickets on the poster. After the teacher feels comfortable that the students understand what an opinion is, the teacher will move on to explain how to write an opinion piece about a topic. The teacher will display the opinion writing poster, and explain that when you write an opinion piece you tell what you think about something or what you like best, you give two or more reasons to support your opinion, and you provide details in words and pictures to show what you mean. The teacher will then share an example of an opinion piece with the students. Finally, the teacher will ask if there are any question, and do a quick review of opinions and writing opinion pieces with the students.

Part II: The teacher will explain to the students that they are going to write their own opinion piece about their favorite character in *Inside a Barn in the Country*. The teacher will display the opinion writing outline worksheet, and explain to the students that they are going to do a prewriting activity first. Also, the teacher will explain that the students will write the name of

their favorite character in the top circle, and that in the bottom two circles they have to write why the animal they chose is their favorite character. After the students understand what they are to do, the teacher will pass out the activity books, and have the students turn to page 2 and complete the outline. After the students have completed the outline, the teacher will have them turn to page 3, explain that they are to write their opinion piece, and explain that they are to draw a picture that illustrates their opinion piece.

#### Closure:

To close the lesson, the teacher will have the students share their opinion pieces with their “barn partner” from yesterday. Then, the teacher will announce a transition activity for the students to put their activity books in their mailboxes and sit back down at their desks.

#### **Assessment:**

To see if the students achieved the objects, the teacher will collect each student’s activity book at the end of the school day, and assess their opinion outline worksheet and opinion piece. Also, the teacher will use the class discussions as an assessment to check for mastery of the objectives.

#### **References:**

<http://www.teacherspayteachers.com/Product/Kindergarten-Common-Core-Writing-Unit-5-Persuasive-and-Opinion-Writing-746138>

#### **\*\*Teacher Notes:**

For today’s lesson, the teacher will need to:

- Copy the entrance ticket barn poster template onto a piece of red butcher paper, and display it in the front of the room
- Copy and cut out the entrance tickets
- Attach double sided tape to the back of the entrance tickets
- Copy the opinion writing poster and enlarge the picture on the copier
- Post the opinion writing poster in the front of the room

If the students are having trouble deciding what their favorite character is in the book, remind them that they can turn to the story outline worksheet that they completed yesterday to see which character they chose.



# **The Farm**

**Subject:** Language Arts  
**Estimated Time:** 45 mins.

**Grade:** Kindergarten  
**Lesson Plan Title:** Inside a Barn in the Country

**Day:** 3

**Standards:**

CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

**Objectives:**

- The student will be able to describe what an antonym is.
- The student will be able to choose the antonyms of frequently occurring verbs in *Inside a Barn in the Country*.
- The student will actively engage in a group reading activity.

**Materials:**

- Opinion writing poster
- *Inside a Barn in the Country*
- Antonym activity page
- Crayons
- Antonym chart paper
- Marker

\* The antonym chart paper template is located at the end of the lesson.

**Instruction:**

Set:

The teacher will begin today's lesson with a review of opinions and opinion writing. The teacher will call on students to explain in their own words what an opinion is and what the parts of an

opinion piece are. Then, the teacher will post the opinion writing poster in the front of the room, pass out the activity books, and have the students turn to page 3, which is their opinion writing piece. The teacher will instruct the students that they are to take their crayons and underline the parts of an opinion writing piece in their own opinion piece. For example, the teacher will review with the students that the piece must tell what you think about something or what you like best, and then the students will underline with a green crayon in their writing where they wrote what they liked best, which would be where they wrote the name of their favorite character. Then, the teacher will explain that the piece must have at least two reasons to support their opinion, and then the students will underline with a blue crayon where they wrote their reasons for choosing the character. Next, the teacher will explain that the piece must have details in the words and pictures to show what you mean, and the students will underline with a red crayon any details that they added into their piece.

### Body:

Part I: After the review, the teacher will instruct the students to close their activity books, put the books in their desks, and come find a seat on the carpet. Then, the teacher will explain that an antonym is a word of opposite meaning. For example, the antonym for run is walk, and the antonym for hot is cold. Next, the teacher will have the students share antonyms that they can think of, and the teacher will record what the students come up with on the antonym. The teacher will make sure every student shares an antonym to assess each student's current understanding on antonyms. After each student has shared an antonym, the teacher will explain to the students that they are going to go back through *Inside a Barn in the Country* and give antonyms for words in the book. The teacher will read *Inside a Barn in the Country*, and stop at certain words to have the students supply an antonym for that certain word.

Part II: Next, the teacher will announce a transition activity to have the students sit back down at their desks. Once all the students are back in their desks, the teacher will explain that the students are going to complete page 4 of their activity book, and that they can take their book out of their desks. First, the teacher will have the students come up with a definition of an antonym as a class, and the teacher will write the class's definition on the board. Then, the students will write the definition of an antonym on page 4, and choose four antonym pairs to use in their book, which the students can refer to the antonym chart for antonym pairs. Next, the teacher will explain to the students that they are to write, with a marker, an antonym pair inside each animal, with one word on the left side of the animal and the antonym of that word on the right side. After the students are finished writing their antonym pairs, they can color their animals.

### Closure:

To close the lesson, the teacher will have the students share one of their antonym pairs with their "barn partner," and discuss what an antonym is.



**Assessment:**

To see if the students achieved the objects, the teacher will collect each student's activity book at the end of the school day, and assess their antonym activity page. Also, the teacher will use the class discussions as an assessment to check for mastery of the objectives.

**References:**

<http://www.teacherspayteachers.com/Product/Interactive-Language-Arts-Notebook-CCSS-1st-and-2nd-827139>

**\*\* Teacher Notes:**

To prepare for today's lesson the teacher will need to:

- Copy the antonym chart template onto chart paper, and place the chart paper stand on the reading carpet.



## **The Farm**

**Subject:** Language Arts  
**Estimated Time:** 45 mins.

**Grade:** Kindergarten  
**Lesson Plan Title:** Duck On a Bike

**Day:** 4

### **Standards:**

CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.

CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*)

CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.

### **Objectives:**

- The students will recognize and name end punctuation.
- The student will print many upper and lowercase words.
- The student will understand and use question words.

### **Materials:**

- Glue
- Crayons
- Duck feathers
- Duck craft cutouts
- Punctuation paddles
- Sentence strips
- Exit Ticket
- Duck craft example
- Scissors

\* The Duck feathers template, the duck craft example template, the duck craft cutouts template, punctuation paddles template, sentence strips, duck craft example, and the exit ticket are located at the end of this lesson.

### **Instruction:**

#### Set:

The teacher will begin the lesson by introducing end punctuation. The teacher will explain the name of each end punctuation mark, what the mark looks like, and when each end punctuation mark should be used. Then, the teacher will post the sentence strips on the board, and pass out the punctuation paddles to each student. The teacher will explain to the students that after he or she reads the sentence, the students will have to hold up the correct punctuation paddle. For example, if the teacher reads a sentence that should end in a period, the students should hold up the punctuation paddle that has a period on it. After the teacher has read all the sentences, he or she will collect the punctuation paddles.

#### Body:

Part I: The teacher will explain to the students that they are going to make a craft where they will be working more with end punctuation. Next, the teacher will pass out the duck craft, have the students cut out the pieces, glue the pieces together, and color and draw a face on their duck. The teacher will post the duck craft example to show the students what they are supposed to be making.

Part II: Next, the teacher will pass out the duck feathers, and have the students write on each feather a sentence that ends with each punctuation mark. For example, on one feather the students will write a sentence that ends with a period, on another feather the students will write a sentence that ends with a question mark, and on another feather the students will write a sentence that ends with an exclamation mark. After the students have written their sentences, the teacher will instruct the students to cut out the feathers. Then, the teacher will instruct the students on how to glue the feathers to their duck. The students will glue the punctuation mark feather, and then their sentence feather onto the duck. The students can refer to the teacher example to see the order of the feathers.

#### Closure:

To close the lesson, the teacher will have each student read one of their sentence feathers to their table group members. Then, the teacher will have the students complete the exit ticket.

### **Assessment:**

To see if the students achieved the objects, the teacher will collect each student's duck craft at the end of the school day, and assess their sentence feathers. Also, the teacher will use the class discussions as an assessment to check for mastery of the objectives.

**\*\*Teacher Notes:**

- To prepare for today's lesson, the teacher will need to:
  - Copy a set of punctuation paddles for each student
  - Cut out the paddles and glue to a popsicle stick
  - Copy duck feathers and a duck craft for each student
  - Print and cut sentence strips, and attach magnets to the back of each strip
  - Print out a duck craft example template and post in the front of the room
  - Copy enough exit tickets for each student
- The teacher may have to read each sentence out loud to the student, and then have them supply the end punctuation mark on the ticket.
- The teacher will need to make sure the students know that they need to write their name on the back of their exit ticket.



# **The Farm**

**Subject:** Language Arts

**Grade:** Kindergarten

**Day:** 5

**Estimated Time:** 45 mins.

**Lesson Plan Title:** Duck On a Bike

## **Standards:**

CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).

CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

## **Objectives:**

- The student will recognize and name a period, question mark, and an exclamation mark.
- The student will be able to choose the correct end punctuation when a sentence is read out loud.
- The student will be able to understand and use question words.

## **Materials:**

- *Duck On A Bike* by David Shannon
- Punctuation paddles
- Question word chart
- Mystery barn
- Marker
- White board paddle for the teacher
- Dry erase marker
- Dry erase eraser
- Exit ticket

\* The question word chart template, and the exit ticket template are located at the end of the lesson.

## **Instruction:**

### Set:

The teacher will begin the lesson by reviewing the different types of end punctuation. The teacher will hold up a picture of each type of end punctuation, and ask the students to shout out the name of the end punctuation mark. Then, the teacher will call on different students to give an example of a sentence for each end punctuation mark. After the review, the teacher will explain that today he or she is going to read *Duck On A Bike* by David Shannon, and that the students are going to be involved during the story.

### Body:

Part I: The teacher will have the students join him or her on the reading carpet. Next, the teacher will pass out a set of punctuation paddles to every student. After the teacher has passed out the materials, he or she will explain to the students that they will hold up the correct punctuation mark each time the teacher reads what the animals think when they see the duck on the bike. The students will hold up the correct punctuation mark after the teacher reads the sentences that begin with “But what she thought was...” Then, the teacher will read *Duck On A Bike*.

Part II: After the teacher finishes the book, he or she will collect all the materials, and introduce question words to the students. The teacher will explain that questions can only begin with the words who, what, where, when, why, and how. Then, the teacher will present the question word chart, and as a class they will have to create a question that begins with each of the question words. The teacher will record the questions on the chart paper. After the students finish the question chart, the teacher will announce a transition activity to have the students return to their desks.

Part III: Once the students are back at their desks, the teacher will explain the mystery barn activity. The teacher will have a farm animal inside the mystery barn, and the students will try to guess what animal is in the mystery barn. The teacher will explain to the students that they can only ask questions about the animal, they cannot say: “Is it a horse?” The teacher will also explain that he or she will write a question word on their paddle, and the questions the students ask will have to begin with that question word. For example, if the teacher writes: “How” on the paddle, the students can only ask questions that begin with the word “how.” The students will only be able to guess the name of the animal after they have asked questions that begin with each question word.

### Closure:

After the students have guessed the animal inside the mystery box, the teacher will have the students complete the exit ticket.

**Assessment:**

To see if the students achieved the objects, the teacher will observe the students while he or she is reading the story to see, which paddles the students hold up. Also, the teacher will assess the question word chart, and the teacher will observe the questions during the mystery barn activity to see if the students' sentences make sense. Finally, the teacher will collect the exit tickets to check for mastery of the objectives.

**\*\*Teacher Notes:**

- To prepare for today's lesson the teacher will need to:
  - Copy the question word chart onto chart paper, and place the chart paper stand on the reading carpet
  - Make a small barn out of a box to use as the mystery barn, and place a farm animal inside
  - Copy enough exit tickets for each child
- The teacher will need to make sure the students know that they need to write their name on the back of their exit ticket.

