



## On-Site Lesson: *Goat Barn Visit* *Grades K-2*

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### Lesson Length

Approximately 30 minutes

### Common Core State Standards

#### Writing Standards

- With guidance and support, focus on a topic and add details to strengthen writing. CCSS.ELA-Literacy.W.1.5
- Participate in shared writing projects. CCSS.ELA-Literacy.W.1.7

#### Speaking and Listening Standards

- Describe familiar people, places things, and events and with prompting and support, provide additional detail. Produce complete sentences when appropriate to task and situation. CCSS.ELA-Literacy.SL.K.4
- Participate in collaborative conversation with diverse partners. CCSS.ELA-Literacy.SL.1.1
- Produce complete sentences when appropriate to task and situation. CCSS.ELA-Literacy.SL.1.6
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CCSS.ELA-Literacy.SL.2.2



### Learning Target

- I can use adjectives to describe things that I see, touch, smell, hear, and taste.

### Materials Needed

- Goat Barn adjective page
- Whiteboard and pen
- Apple/farm related prop

### Procedure

#### Activating Strategy

Ranger will hold up the apple or farm related fruit and ask kids...What do you notice? Ranger will review that students used adjectives to describe the way the apple looked. Students were using their sense of sight. Next, the ranger will pass the apple around and ask students...What do you notice now? Ranger will review that students are now using adjectives that describe how the apple feels and how it smells. Students were using their senses of touch and smell. Next, the ranger will choose one student to come to the front and put the apple up to his/her ear. Ranger will ask...What do you notice about the apple now? Ranger will acknowledge that we use our sense of hearing to describe how something sounds. Do we hear apples? Finally, the ranger will ask for a student to share how an apple may taste. Ranger will then review the 5 senses and reinforce that sometimes we use all five senses, and sometimes we don't.

**Teaching Strategy**

1. Tell your students they will be using all their senses as they explore the goat barn. Afterward they need to be able to use adjectives to describe what they see, hear, smell and feel. (Ask them to imagine what they taste.)
2. Meet with the ranger or barn volunteer who will talk to the students about the goats and the barn area.
3. When the children are meeting the goats, remind them of the importance of being calm and gentle with the goats. No running or chasing goats.
4. Students will have 20 minutes to explore with their senses the goats, goat barn and the surroundings.

**Summarizing Strategy**

Think-Pair-Share - Have the students sit together after leaving the barn area. Ask students to think about all the adjectives they could use to describe their trip to the goat barn. Next, have students turn to a partner and share some of their favorite adjectives to describe the goat barn. Finally, students will share adjectives with both the ranger and the teacher. The teacher will write the adjectives as students respond on the graphic organizer titled Connemara Farms Goat Adjective Sheet.

## Connemara Farms Goat Barn Adjective Sheet

An adjective is a word that describes a noun. For example in the sentence: The blue sky is pretty. The word blue is describing the sky.

Your students need to use adjectives to describe the goat barn using all their senses. Record their ideas to use in a writing project back in your classroom.

I see..	I hear...	I smell...	I feel...	I taste...
<i>ex: blue sky, old red barn, brown fuzzy goats</i>	<i>ex: chirping birds, crowing rooster, clucking hens</i>	<i>ex: musty hay, sweaty goats, fresh cut grass</i>	<i>ex: soft fur, prickly hay, rough wood</i>	<i>ex: dry dust, creamy goat cheese</i>