

**Oxon Hill Farm**

**Animal Life on the Farm**

National Park Service  
U.S. Department of the Interior

National Capital Parks-East  
Oxon Cove Park



**An Education Program for  
Pre-K through 1st Grade**

**Teacher's Guide  
Animal Life on the Farm**

EXPERIENCE YOUR AMERICA™



Dear Educator:

The staff at Oxon Cove Park would like to thank you for taking an interest in our educational program for preschool, kindergarten, and day care students. Our program, “Animal Life on the Farm,” is a multi-sensory program which provides an alternative method for strengthening and reinforcing auditory and visual perception and oral language skills. The program’s activities are designed to help students identify farm animals and to recognize that all living things have needs.

Enclosed is a synopsis of the on-site visit, along with suggested pre-site-visit and post-site-visit activities and necessary materials, including the video, “Farm Animals: Up Close and Very Personal.” You should watch the video prior to showing it to your class. It is suggested that the students view the video at least one week prior to the farm visit. You are responsible for returning the whole kit, including the books and video, to Oxon Hill Farm on the day of your group’s on-site visit.

Again, thank you for your interest in Oxon Cove Park. If you have any questions, feel free to call a member of the park staff at 301-839-1176.

Sincerely,

Vanessa Molineaux  
Site Manager  
Oxon Cove Park

**PRE-VISIT ACTIVITY OBJECTIVE:** To introduce and identify sounds and body parts of animals found on a farm.

**MATERIALS:** Pictures of farm animals, name cards of farm animals, pictures of body parts of farm animals, and video, Farm Animals Up Close and Very Personal.

**PROCEDURES:** The teacher will use individual pictures of farm animals that live on a farm. Pictures should be of a pig, goat, chicken, rabbit, cow, sheep, duck, geese, donkey, turkey, and horse. Allow the students to look at the picture and identify each animal. Show the students the name card of that animal. Have the students say the letters that spell the name of the animal. Have students identify body parts of the animal in the picture. Example: point to the horse’s legs. “How many legs does a horse have? Let’s count them.” I Repeat the number of legs found in the picture in a sentence. Example: “The horse has four legs.” II Discuss many characteristics or features of the farm animal. Have students identify and imitate the sound that the pictured animal makes.

Using cut out farm animal body parts have the students match their parts together to make a picture of a horse or any of the farm animals discussed.

Did you know?  
No two cows have the  
same pattern or spots.



## Pre-Site Activity 2

### VIDEO/DVD OUTLINE: "Farm Animal Up-Close and Very Personal"

The video/DVD, "Farm Animals Up-Close and Very Personal" is a pre-visit activity designed to introduce farm animals while developing auditory and visual perception skills. The video should be used one to two weeks prior to the on-site visit, concentrating on one or two farm animals a day. The video will meet these objectives:

Students will be able to:

- recognize the differences in body parts and characteristics of farm animals;
- recognize and imitate the sounds of the farm animals; and
- recognize and pronounce the names of farm animals by sight.

The total length of the video/dvd is 30 minutes. Each animal's introduction time is listed below along with three standard statements which can be used with the video. There is background information about each animal in the video and suggestive questions with answers. The background information and questions can be used to promote discussion or to differentiate between each animal's sounds, body coat, body part or color.

It is suggested that teacher preview the video in conjunction with the standard statements and background information. This will familiarize teachers with where to pause the video tape in order to promote discussion or ask questions.

Length of the video for each

Introduction: 25 seconds

Pig: 4 minutes, 5 seconds

Goat: 2 minutes, 6 seconds

Chicken: 3 minutes, 30 seconds Rabbit: 53 seconds

Cow: 4 minutes, 10 seconds

Sheep: 1 minute, 30 seconds

Duck: 1 minute, 45 seconds

Goose: 1 minutes, 15 seconds

Donkey: 1 minutes, 30 seconds

Turkey: 58 seconds

Horses: 3 minutes, 40 seconds

Conclusion: 15 seconds

Standard statements to be used with each animal

1. Have students say the name of the animal and spell the animal's name.
2. Have students make the sound of the animal. (Some animals focused on in the video do not make sounds, such as rabbits).

**Teacher's Guide  
Animal Life on the Farm**

## Pre-Site Activity 2

### Background Information

Introduction: (25 seconds) Barns, Silos, Tractor.

At the start of the video, identify the time of season from the color of the leaves (Fall). (Q.) How can you tell it's a windy day? (A.) The leaves on the trees are waving back and forth. (Q.) What animal sounds do you hear? (A.) Rooster. Identify the barns and silo. (Q.) What color is the barn? (A.) Red (Q.) What animals do you think stay in the barn? (A.) Horses, cows (Q.) What do you think a silo is used for? (A.) For storing silage/grain, wheat, oats, corn. (Q.) What is this farm machine? (A.) Tractor. (Q.) What color is it? (A.) Green. (Q.) Who drives the tractor? (A.) The farmer.

Pigs (4 minutes, 25 seconds)

The nose or snout of the pig is used for smelling but is also used for digging roots to eat. Piglets, like all baby animals, need their mother's milk to help them to grow strong. Piglets weigh about 3 lbs. at birth. (Suggestion: Have students hold a three lb. bag of flour). Pigs are very smart and do not need a water trough like other animals; instead they have a mechanism similar to drinking fountains for drinking water. The pigs use their snouts to push a button on their drinking fountain which releases water. Water is very important for them to drink, but also good for them to wade in since their skin does not breathe like ours. Wading in water keeps them cool during the hot summer.

Characteristics: snout, short legs, large ears, curly tails.

Goats: (2 minutes 6 seconds)

Contrary to popular belief, goats do not eat everything, but in the video they are eating pumpkins, corn husks, grass, and tomatoes, which they do enjoy. There is a myth that goats will eat everything, which is not true. Goats are very curious animals and like to feel things with the roofs of their mouth which is very sensitive. Goats, like sheep and cows, are ruminant animals; that is, they have a four-section stomach. You may notice how these animals seem to be constantly chewing. This is referred to as chewing the cud." Chewing the cud is when the food goes into the rumen, the first stomach chamber, and is regurgitated; the animal then breaks it down further by chewing. The cud is later swallowed again and further digested, in the other sections of the stomach. Goats provide us with milk and meat. The Angora goats give us wool to make sweaters, mittens, etc.

Characteristics: different goats have different size ears; males and females have horns; long legs for the proportion to their body size; mouth movement is more to the side than up and down like us. Compare the hooves to our feet.

Chickens: (3 minutes 6 seconds)

The red fleshy appendage on top of the rooster's and hen's head is called a comb. The red fleshy appendage found beneath the beak or bill of the rooster and hen is called a wattle. Roosters have a spur which is a horny projection located on the back of the legs. The spur differentiates the rooster from the hen and is used for fighting other roosters for the hens. Some hens are brooders. Brooders sit on eggs and keep them warm until they hatch. Chickens provide us meat and eggs.

Characteristics: two legs with feet that have three toes in front, and one toe in back; covered with feathers

**Teacher's Guide  
Animal Life on the Farm**

## Pre-Site Activity 2

Rabbit: (53 seconds)

Rabbits have long ears. Their ears are used to help heat escape from their bodies. Rabbits have a keen sense of smell, and wiggling their noses helps stimulate the olfactory. Rabbits are raised for their meat and hair. Baby rabbits, (kits) are born helpless. They are blind, hairless and cannot hop.

Characteristics: do not make sounds; furry coats; move by hopping

Cow: (4 minutes, 10 seconds)

Bulls are called males, and cows are called females. The milk sack, where milk is produced, is called an udder. Attached to the udder are four teats. The udder is divided into four sections and each section must be milked thoroughly. The tail is long and acts as a fly swatter. Different breeds of cows have different colors. Cows, sheep, and goats have the same kind of digestion system. Cows provide us with leather, meat, and dairy products. The feet of a cow are the same as those of goats, pigs, and sheep.

Characteristics: long legs; one of the largest farm animals; long tail; wide and large nose; females and males have horns depending on the breed.

Sheep: (1 minute, 30 seconds)

Horns on sheep sometimes are cut off so they will not hurt the farmer and other animals. The horns do not grow back. Sheep are raised for milk in some countries. Besides milk the sheep gives us meat, and wool for making clothing and blankets. Once a year sheep are sheared for their wool.

Characteristics: similar to goats except all breeds have wool; four legs.

Duck: (1 minute, 30 seconds)

Ducks groom themselves by taking oil from the base of their tails and spreading it all over their bodies. The oil allows water to roll off, causing ducks not to get wet. Baby ducks are called ducklings. Unlike baby chickens (chicks), they are fond of water.

Characteristics: feathers cover their body; have wings; and two legs; yellow bill; webbed feet.

Geese (1 minute, 15 seconds)

Geese have longer necks and bigger bodies than ducks. They also have an oil gland at the base of their tail to keep water off of them. Baby geese are called goslings.

Characteristics: feathers, two legs, yellow bills, enjoy water, webbed feet.

Donkey: (1 minute, 30 seconds)

Donkeys enjoy eating grass, hay, and corn. Their coat of hair keeps them warm. Donkeys and horses grow an extra coat of hair in the fall to prepare for winter.

Characteristics: very long ears, long legs, short tail.

## Pre-Site Activity 2

Turkeys: (1 minute, 30 seconds)

The male turkey is called a tom and the female turkey is called a hen. The piece of flesh over the bill or beak of the male turkey is called a snood. The snood turns very red in order to attract the hen turkey.

The caruncle under the bill or beak is a fleshy, naked outgrowth, similar to the rooster's wattle. The turkey has four toes. Two toes face forward and two face backward.

Characteristics: larger than geese, ducks, chickens; covered with feathers.

Horses: (3 minutes, 40 seconds)

Horses enjoy eating grass, hay, grain, and on special occasions, apples. Compare the size of the horse to the donkey or cow. The horse in the video is licking a white block made from salt. They need to replenish themselves with salt and water just as other farm animals do. There are several types of horses. The horses at Oxon Hill Farm are draft horses. They weigh about one ton and help the farmer pull the plows, wagons, etc. Compare the horse's hoof to the cow's hoof.

Characteristics: short ears, long tails, big bodies

Conclusion: (1 minute, 30 seconds)

At the conclusion of the video, teachers should mention that all animals need water, food, shelter, and space to survive. Baby animals need their mothers/parents to help them until they are big enough to do for themselves. Review what some of the farm animals give us and discuss how farmers need their farm animals and how the farm animals need the farmer. Review what was seen in the introduction, i.e. the windmill, silo, and barns.

Did you know?

Draft horses are also known as "Cold bloods" they are heavier built animals with very strong necks and backs and usually huge hooves. The Belgium, the Clydesdale, Percheron and Suffolk Punch all breeds of draft horses.



## On-Site Activity Outline

### I. Welcome

### II. Puppet Show

Objective: Students will recognize the needs of farm animals and explain what farm animals provide and how.

### III. Walking Tour

Objective: Students will be able to participate with hands-on activities which include milking cow, slopping pigs, feeding chickens, collecting eggs and grooming the draft horses.

### IV. Matching Activity

Objective: Students will be able to participate in matching farm animals to their farm house.

### V. Wagon Ride

Objective: Students will take a wagon ride to the lower fields to discuss what is grown in the fields and see points of interest along the wagon ride route.

Students will participate in singing farm songs and farm oriented rhymes.

Did you know?

Pigs are very intelligent and learn very quickly. They are the fourth smartest animals. Pigs are intelligent and have been placed fourth on the intelligence list (humans are first, primates are second, dolphins/whales are third and pigs are fourth).



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## Post-Site Activity

Post-visit Activity Objectives: To reinforce the learning that took place during the pre-visit and on-site activities. Students will participate in the following activities to demonstrate their knowledge: recognizing farm animal's names, homes, characteristics, and their purpose to the environment and to humans.

### Suggested Activities:

- Have students pick a farm animal, describe this animal, and discuss what they know about the farm animal they selected. Students could play charades and act out their chosen animal.
- Write a letter or story about their visit to the farm.
- Play "Animal Bingo"
- Sponge paint using farm animals cut from sponges.
- Make a farm collage.
- Read stories using the books from the bibliography list.
- Develop skits to demonstrate what they have learned about farm animals, their habits, homes, needs, and farm life.

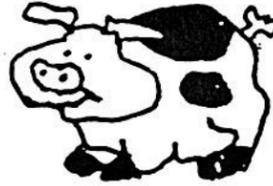
Did you know?

A hen lays an average of 300 eggs per year. The hen will sit on her eggs to keep them warm so that they will hatch into chicks. A fertilized egg starts developing into a chicken when its temperature reaches 86 degrees Fahrenheit. A chicken takes 21 days to hatch.



**Teacher's Guide**  
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# FARM ANIMALS



## To the Teacher

Children are naturally curious about farm animals. What do they eat? Where do they live? How do they help us? Take them on a trip around the farm. With the ATA Farm Animals chart, your students will learn all about farm animals. As you introduce the front of the chart, use the information below to acquaint the children with farm animals.

The **bull** is an adult male cow. He is strong and stubborn. He eats grass. His meat is good to eat. What sound do cows make? ("Moooo.")

The **goat** eats grass. It gives milk that is good to drink.

**Rabbits** are fun, furry animals. They eat lettuce and other vegetables. Their fur is soft and smooth. Have you ever held a baby rabbit? Do the rabbits make a sound?

**Sheep** eat grass, too. The farmer will shave off their wool. The wool will be used to make yarn for socks and sweaters. What sound does the sheep make? ("Baa, baa.")

The **rooster** and the **hen** are chickens. The rooster is the male. He wakes everyone up in the morning when he cries, "Cockadoodle doo!" The hen is the female. What sound does the hen make? ("Cluck, cluck") The hen lays the eggs.

The **goose** is larger than the **duck**, and its neck is longer. The goose can walk on land better than the duck can. Its legs are longer and are at the center of his body. The duck's legs are too far back for it to walk well. What sound does a duck make? ("Quack, quack"). What sound does a goose make? ("Honk, honk.") Both ducks and geese lay eggs.

The **donkey** is smaller than a horse. It can carry loads of bricks, firewood, or even food. That's how it helps the farmer!

The **turkey** is larger than the rooster, the hen, the goose, or the duck. It has pretty feathers but it cannot fly. It lives on the farm until Thanksgiving Day. Then what happens?

The **pig** lives in a pig pen. It oinks noisily when the farmer brings it food to eat. The pig loves to wallow in the mud to stay cool and get rid of insects, but it is actually a very clean animal. When it gets fat, the farmer will take it to the slaughterhouse. It will become bacon, pork chops, and ham.

The **cow** eats grass in the pasture. It must be milked twice a day. We drink the cow's milk. We also make cheese and ice cream from milk. Cow's meat is called beef.

The **horse** likes to run in the fields. This mother horse, called a mare, has a baby called a foal. As the baby grows, its legs will become stronger. Soon it will be big enough for the farmer to ride.

# FARM ANIMALS

## Enrichment Activities

**Read:** Read books about farm animals to your class.

**Alike and Different:** Compare and contrast the farm animals with one other. Which animals eat grass? Which animals give us fur? Which animals are fun to ride? Which animals have feathers? How is a rooster different from a hen? How is a goose different from a duck? How is a donkey different from a horse? How is a bull different from a cow? How is the goat different from a sheep?

**Keeping Rabbits:** Teach your children about rabbits by keeping some in the classroom. Let the students take turns feeding the rabbits and cleaning the cage. Discuss with students what would happen to the rabbits if we didn't take care of them.

**Farm Animals Need...:** Talk about each animal in the poster and discuss what it needs. Does it need to eat? Does it need to sleep? What help does it get from the farmer?

**My Favorite Farm Animal:** Play a clapping game in which students sit in a circle and take turns naming farm animals.

**Scrapbook/Folder:** Encourage your students to make Farm Animal scrapbooks or folders to keep their activities in.

## Answers

### Farm Animals/Wild Animals

Farm Animals — horse, pig, sheep, hen, cow

Wild Animals — lion, tiger, zebra, giraffe

### Matching

cow-milk, sheep-wool, hen-eggs, pig-pork chops

### Find the Farm Animals' Homes

pig-sty, sheep-pasture, hen-chicken coop,

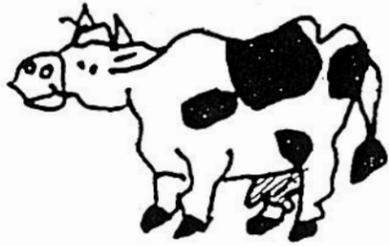
horse-pasture, cow-pasture

Name \_\_\_\_\_ Date \_\_\_\_\_

# Matching

Farm animals help us. They give us things we need.

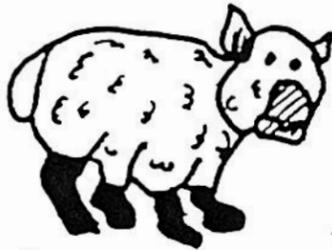
Draw a line from the animal to what it gives us.



cow



wool



sheep



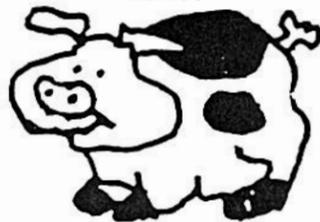
pork chop



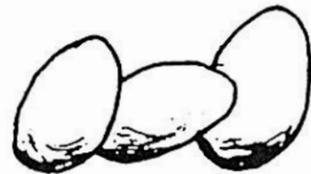
hen



milk



pig

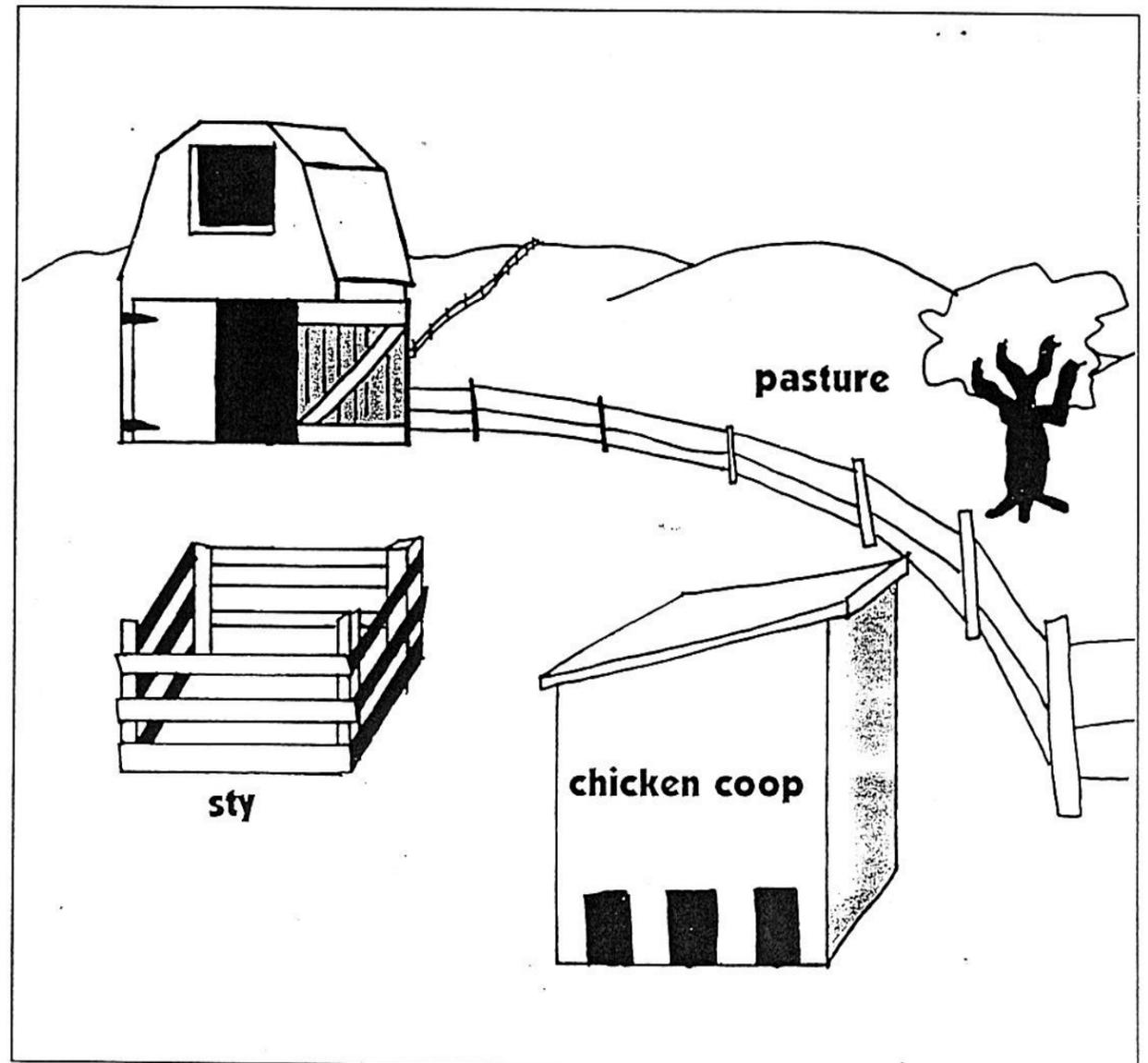
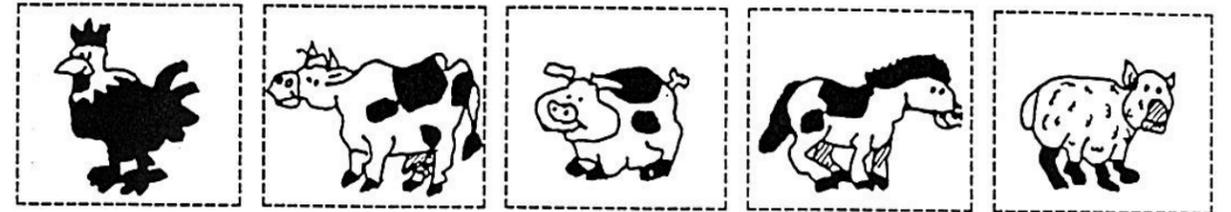


eggs

Name \_\_\_\_\_ Date \_\_\_\_\_

# Find the Farm Animals' Homes

Cut out the animals. Find where they live and paste them there.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Farm Animals/Wild Animals

Farm animals need to be cared for. Wild animals can take care of themselves.

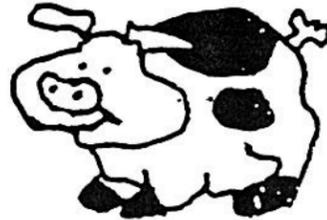
Circle the farm animals. Put an X on the wild animals.



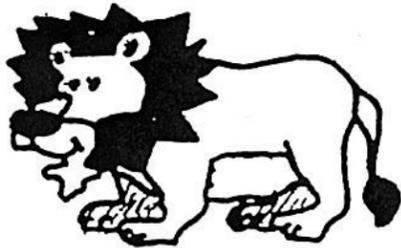
horse



zebra



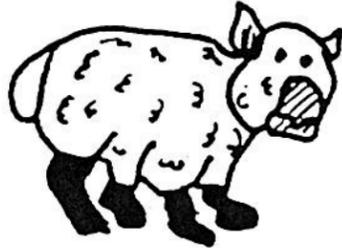
pig



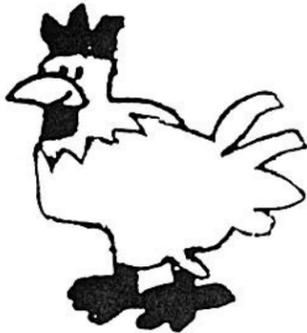
lion



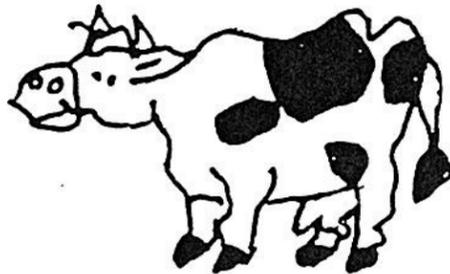
giraffe



sheep



hen



cow

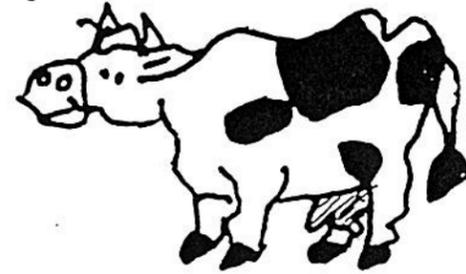


tiger

Name \_\_\_\_\_ Date \_\_\_\_\_

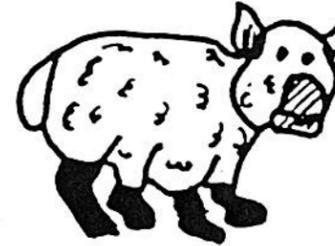
# Which Animal Says...

Draw a line from the animal to the sound it makes.



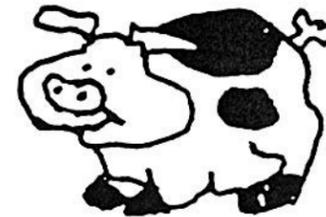
cow

**"oink, oink"**



sheep

**"cluck, cluck"**



pig

**"moooo."**



hen

**"baa baa"**