

FARMS AND CITIES

LEVEL: Preschool

SUBJECTS: Language Arts, Social Studies, Art

VOCABULARY:
City, farm, animal, pasture, barn, sidewalk, street, tree

LEARNING GOAL: Students shall develop their abilities to connect and integrate knowledge from all disciplines into their own knowledge bases.

MATERIALS

Pictures of farm life and city life, pencils, crayons, students worksheets, "Find MY Barn", "The City", "Lions, Tigers and Bears, Oh My!"

BACKGROUND

By considering the similarities and differences in living on a farm or in the city, students can begin to recognize that people live in many different environments. At the same time, the preschooler can become more aware of the different aspects of his/her home environment and understand that activities are influenced by whether you live on a farm or in the city. Through group discussion and activities, the preschooler can develop skills in listening comprehension, visual discrimination and verbalization.

PROCEDURE

1. Show students pictures of a farm and a city from a magazine or storybook. Discuss with the students the similarities and differences of the two environments.

2. Use the student worksheet "Lions, Tigers and Bears, Oh My!" to help students distinguish between different types of animals. Ask students which animals from the picture would most commonly be found on a farm and why. Have them speculate as to why you would not typically find lions, tigers and bears on a farm. Instruct students to circle only the animals that do not belong in the barnyard scene. Then have students color the picture.

3. Distribute copies of "Find My Barn" and instruct students to connect the dots to find the hidden picture. Ask students why a farm would need more than one "house" --- barn, dog house, chicken house, grain bin. After completing the activity, students may color the worksheet.

OBJECTIVE

The student will:

-respond in conversation with adults.

-identify simple details from information heard.

-respond to what is seen in pictures and illustrations.

-relate experiences to the teacher and others in a meaningful way.

-compare and contrast various situations.

-use crayons and pencils.

CONCEPTUAL AREA

Historical perspective-- throughout history, society has been dependent upon agriculture.

4. Distribute “The City” and have students name the two animals in the picture. Ask students if a dog or cat would also be found on a farm. Have students describe how care of these animals would differ in a city as compared to a farm. Instruct students to color the picture.

RESOURCES

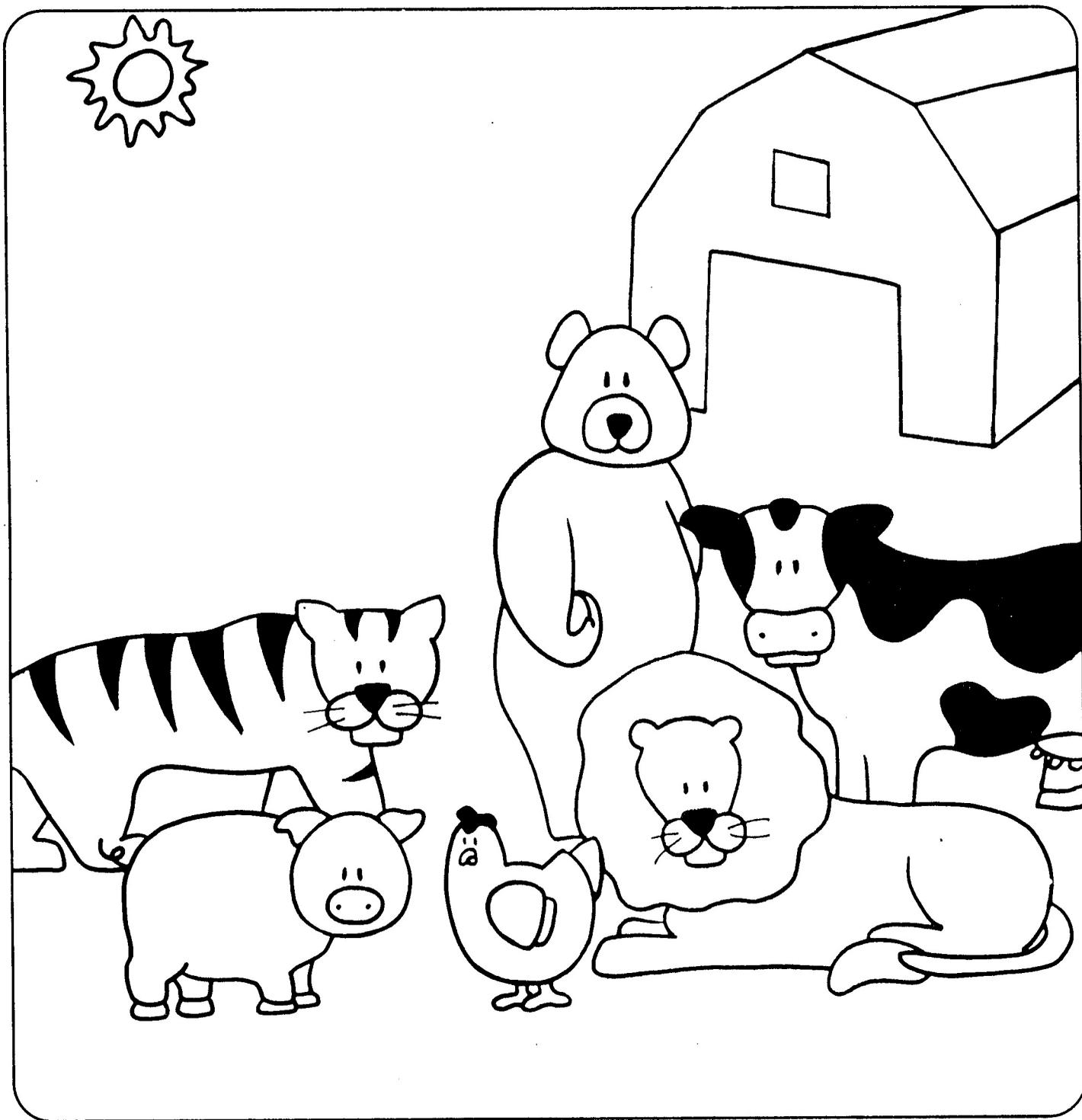
This lesson was adapted from the *North Carolina Ag in the Classroom Curriculum Guide*.

EVALUATION

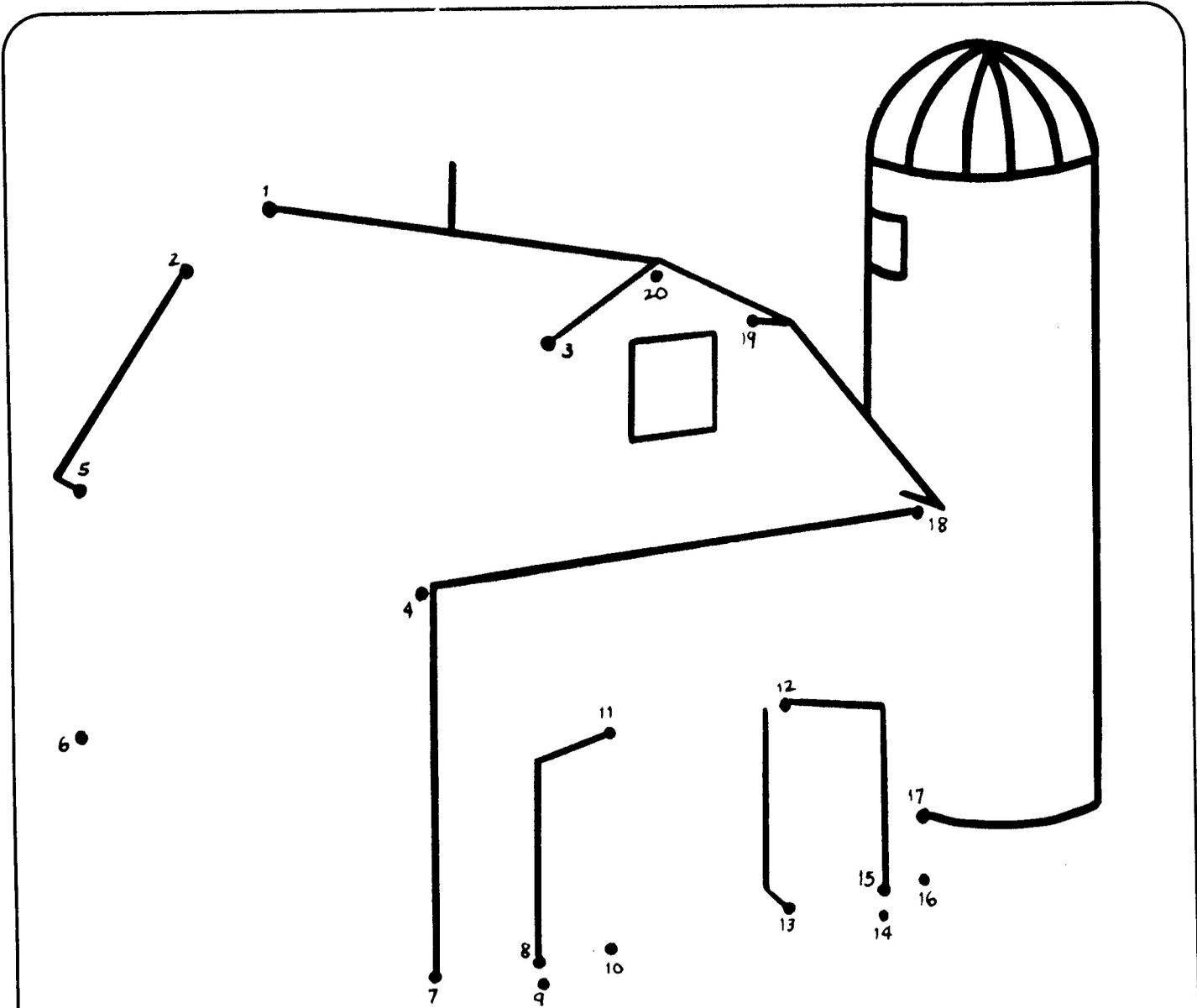
Students are able to compare and contrast common farm and city situations. They can distinguish between farm and non-farm animals. They will demonstrate the ability to listen and follow oral instructions by successfully completing the student worksheets.



LIONS, TIGERS & BEARS, OH MY!



FIND MY BARN



Buildings are important to a farmer.
The tall round building by the barn is a silo.
A silo is used to store food for the animals.

Connect the dots and color.

THE CITY



Some animals can live either on a farm or in the city.
Can you name two animals like that?