Barnyard Bingo

Objective

Students will compare and contrast animals based on sound and movement. Students will write about their favorite animal. Students will create and solve math problems using animals.

Background

Talking animals are the subject for many popular books and movies. Although farmers can't exactly talk to their animals, they do communicate with them in other ways. They also learn to observe behavior that helps the animals communicate with them.

Some people observe animal behavior to predict changes in the weather. Pigs grow more aggressive when a storm is near. Cattle congregate at the highest point of their pasture when they expect fair weather but lie down in a huddle for bad weather. Horses predict wet weather when they stand with their tails to the wind or graze in close groups.

For centuries humans have relied on dogs to bark and let them know when intruders are approaching, but dogs are not the only domestic animals that do guard duty. **Geese** threaten intruders by spreading their wings, sticking out their long necks and hissing loudly. **Guinea hens** raise a huge racket when strangers approach.

Roosters crow to let us know the sun is rising. **Turkeys** say "gobble, gobble," but only if they are male, or toms. Female, or hen, turkeys makes a clicking sound, while the sound an **ostrich** makes is a loud "boom, boom, boom."

Sheep make a bleating sound. A baby lamb can identify its mother by her bleat.

The squeal of a single baby **pig** can reach 115 decibels, which is slightly louder than the roar from a jet airliner's engine. Pigs respond to particular calls from the humans who feed them. Some common calls are "soo-ee, hy-yee-aaa, who-o-eeyy and p-eee-agg."

Llamas and camels communicate their displeasure by spitting.

The tail of a **bison** indicates how the animal is feeling. If the tail is down, the animal is calm. If the animal is disturbed the tail will elevate slightly. If a bison raises its tail to a vertical position and starts walking toward the observer, it is waving a flag of challenge.

Bees move in dance-like patterns to show other bees where to find pollen.

For years cowboys have used specific commands to get **cattle** to move in the direction in which they want them to move. "Gee" means "go right," and "haw" means "go left." Some researchers have found cows move in different directions based on where the researcher stands or by the direction, angle and speed of his or her approach. Animals move away

Oklahoma C3 Standards

PRE-KINDERGARTEN
Creative Skills—1.1,5,6
Oral Language- 1.1; 2.2
Literacy—3.4,6,7,8; 4.1; 8.1,5; 9.3
Math—1.2; 2.1,2,3,4,6; 5.1,2,3
Physical Education—1.1
Science Process—1.1
Physical Science—2.3
Life Science—3.1,2,3
Social and Personal Skills—1.3
Social Studies Content—3.1

KINDERGARTEN
Physical Education—1.1
Science Process—1.1,3
Physical Science—1.3
Life Science—2.1,2,3
Social and Personal Skills—1.1
Music—1.2; 2.1,2; 3.1,3
World Languages—1.1,2,3,4,5; 2.3; 4.2
Social Studies Content—3.1
COMMON CORE
Math Process—1,4
Math Content—K.CC.1,3,4,5,6; K.OA.1,2,3; K.MD.3
Language Arts—K.RF.2a; K.W.1,5,7,8; K.SL.2,4,5,6; K.L.1,2

GRADE 1
Physical Education—1.1
Science Process—1.2; 2.1; 3.1
Life Science—2.1
Music—2.1,2,3; 3.1,3
World Languages—1.1,2,3,4,5; 2.3; 4.2
COMMON CORE
Math Process—1,4
Math Content—1.OA.1,2,3,5,6; 1.MD.4
Language Arts—1.W.1,5,7,8; 1.SL.2,4,5,6; 1.L.1,2

Continued on next page.

Standards (Cont.)

GRADE 2
Science Process—1.2; 2.1; 3.1
Life Science—2.1,2
Music—2.1,2
World Languages—1.1,2,3,4,5; 2.3; 4.2
COMMON CORE
Math Process—1,4
Math Content—2.OA.3; 2.MD.10
Language Arts—2.W.1,5,7,8; 2.SL.2,4,6; 2.L.1,2

Barnyard Chorus

Assign each student the name of a barnyard animal whose sound is easily recognized. If necessary, assign more than one student with the same animal. On signal, have all the students make a noise, as loud as possible, like the assigned animals.

WELCOME TO THE BARNYARD, BOYS AND GIRLS!

Vocabulary

aggressive—showing readiness to attack
approach—to come near or nearer
behavior—anything a living being does that involves action and response to stimulation.
challenge—to object to as bad or incorrect
communicate—to make known.
congregate—to come together into a group or crowd
cue—something serving as a signal or suggestion
huddle—to crowd, push, or pile together
intruder—someone who comes or goes in without invitation
observe—to watch carefully.
predict—to tell ahead of time

from startling sounds, so if they want to move the animal to the left, they give cues on the right side, and vice versa.

Horses take cues from their riders. A rider communicates with a horse through his or her hands, legs, voice and by shifting body weight.

Farmers must observe their animals closely to meet their needs and keep them healthy.

Language Arts

1. Students will listen as you read the background information about animal communication. Lead a discussion about appropriate ways to communicate.
2. Use flash cards or books to review the sounds farm animals make.
   —Sing "Old MacDonald Had a Farm" to reinforce the sounds.
3. Before copying Farm Animal Bingo cards for students, white out the names. Keep a copy with the names in English and Spanish for yourself.
   —Before playing the game, students will write the name of each animal.
   —Provide popcorn for students to use as markers.
   —As you sing the song again, students will place a markers on the correct animal as the sound the matching animal makes occurs in the song.
   —When the entire card is covered, the student will call out "Bingo."
   —Play the game several times, to give as many students as possible the opportunity to win. Make sure you shift the order in which you name the animals in the song.
4. Students will use the names of the animals to write or say simple sentences.
5. Write some of the animal sounds on the chalk board.
   —Students will brainstorm to find words that rhyme with the sounds. (e.g., moo/boo, ruff/tough, neigh/play, etc.)
6. Pigs respond to particular calls from the humans who feed them. Students will make up their own calls, and conduct a hog-calling contest. Invite the principal or a swine producer to judge.
7. Divide students into groups.
   —Each group will develop nonverbal and non-touching signals to communicate the following: happiness; sadness; anger; fear.
   —The class will guess what emotion the group is depicting.
8. One student in each group will serve as cattle herder, using the instructions presented in the background for herding the group. ("Gee" means "go right," and "haw" means "go left.")
   —Students will take turns serving as herder.
9. Students will play "Farm Animal Charades."
   —One person or group acts out a farm animal without making any sound while the rest of the class guesses what the animal is.

10. Students will journal about their favorite farm animals.
11. Students will create and write fables about their favorite farm animals titled, "How the (Animal) Got its (Sound)."

Geography

1. Make word cards with the names of several farm animals. Make enough so that every student has a card and at least two students are assigned to each animal.
   —Choose spots in your classroom to serve as "pens" for the different animals.
   —Make signs with the name of the animal and a picture to show the location of each pen.
   —Hand out the cards, and whisper the name of the animals in each student's ears as you hand them out. Tell students not to reveal the name of the animal on his or her card.
   —Show students where the pen is for each animal.
   —Explain that students must find others with the same animal card by making the noise of the assigned animal.
   —Once all of one kind of animal are together, they can go to their pen.
   —The game is over when all the "animals" are in their "pens."
2. Students will draw a map of the classroom, showing where the pen for each group of animals is located.

Math

1. As a group, count the "animals" in each "pen." (See Geography activity.) Which pen has the most animals? Which pen has an odd number of animals?
2. Students will create picture or bar graphs of the animals.
3. Students will create number sentences using the number of animals in each pen.
4. Use animal sounds to create patterns (moo, baa, moo, baa) or (oink, oink, cluck). Students will identify the patterns and repeat them.

Science

1. As a class create a Venn Diagram to compare/contrast farm animals. Students will consider the animals' characteristics, what they eat, where they live, etc.

Motor Skills

1. Sing "Old MacDonald," and lead students in appropriate movements to represent each animal(hopping as a chick, galloping as a horse, walking slowly as a cow, etc.)

World Language (Spanish Word Recognition)

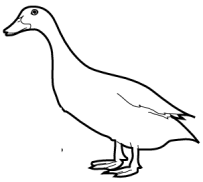
1. Teach students the Spanish song "Mi Chacra" ("My Farm"), using the flash cards with pictures of the animals and their Spanish names. Words to the song in Spanish and English are included with this lesson.

Extra Reading

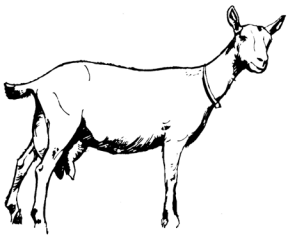
Gibbons, Gail, *Horses*, Holiday House, 2003.
Green, Emily, *Farm Animals: Goats,* Bellweather, 2007.
Green, Emily, *Farm Animals: Sheep,* Bellweather, 2007.
McCully, Emily, *Wonder Horse: The True Story of the World's Smartest Horse,* Henry Holt & Co., 2010.
Murphy, Andy, *Out and About at the Dairy Farm,* Picture Window, 2004.
Peterson, Cris, *Clarabelle: Making Milk and So Much More*, Boyds Mills, 2007.
Ray, Hannah, *Chickens*, Crabtree, 2008.
Schindel, John, *Busy Barnyard*, Tricycle, 2006.

Animal Names (English

turkey
el pavo

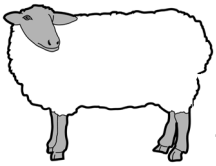


goose
el ganso

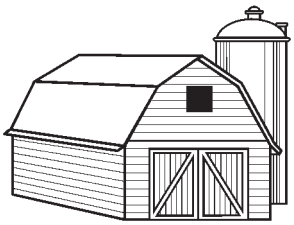


goat
la cabra

sheep
la oveja



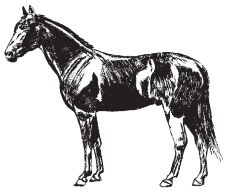
barn
el establo



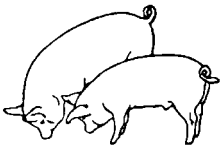
cow
la vaca

dog
el perro

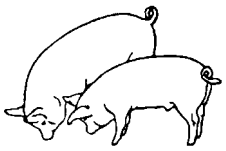
horse
el caballo



piglet
el choncito

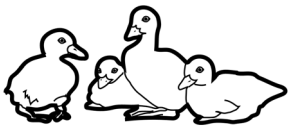


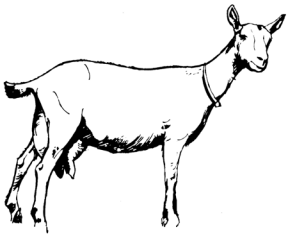
piglet
el choncito



bee
la abeja

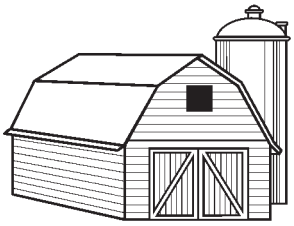
duckling
el patito



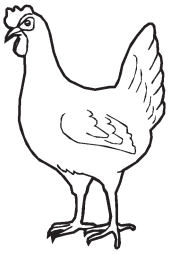


goat
la cabra

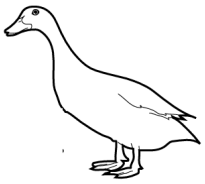
barn
el establo



chicken
el pollito

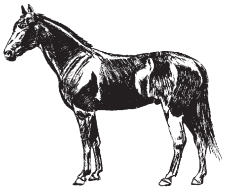


cow
la vaca



goose
el ganso

horse
el caballo



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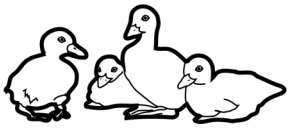
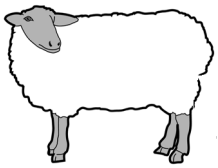
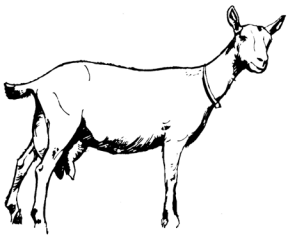
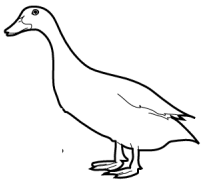
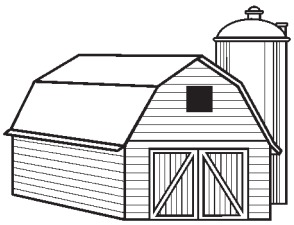
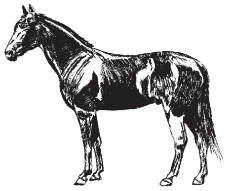
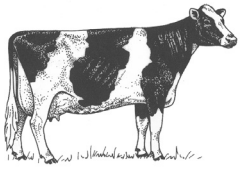
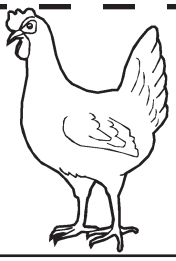
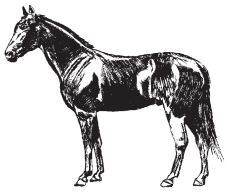
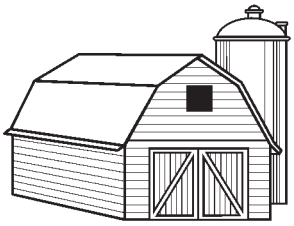
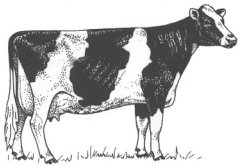
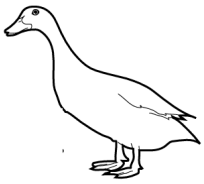
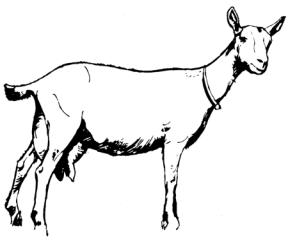
Animal Sounds Bingo

duckling *el patito* 	 sheep *la oveja*	 goat *la cabra*
 goose *el ganso*	barn *el establo* 	horse *el caballo* 
 cow *la vaca*	dog *el perro*	pig *la cerdo*
chicken *el pollito* 	bee *la abeja*	turkey *el pavo*
horse *el caballo* 	barn *el establo* 	 cow *la vaca*
pig *la cerdo*	 goose *el ganso*	 goat *la cabra*

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Mi Chacra (My Farm)

Sing this song using flash cards, with pictures of the animals and their Spanish names.

SPANISH:

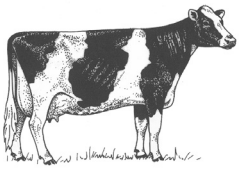
Vengan a ver mi chacra que es hermosa,
Vengan a ver mi chacra que es hermosa,
El pollito hace así: peep, peep!
El pollito hace así: peep, peep!
O va camarad', O va camarad',
O va, O va, O va!
O va camarad', O va camarad',
O va, O va, O va!

ENGLISH:

Come and see my farm which is so beautiful,
Come and see my farm which is so beautiful,
Little chicken goes like this: peep, peep!
Little chicken goes like this: peep, peep!
O come my friend, O come my friend,
O come, O come, O come!
O come my friend, O come my friend,
O come, O come, O come!

OTHER VERSES:

—El patito (the duckling) hace así: quack, quack!
—El caballo (the horse) hace así: neigh, neigh!
—El choncito (piglet) hace así: oink, oink!
—Y el ganso (and the goose) hace así: honk, honk!
—La oveja (the sheep) hace así: baa, baa!
—Y la vaca (and the cow) hace así: moo, moo!



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