**Lesson Title:** With a Moo Moo Here! **Room Requirements & Arrangement:** Open space (if desks and chairs please

**Content Area & Arts Discipline:** Science & Dance move to the perimeter of the room)

**Overview of the Lesson:** Learn farm animal names **Materials/Equipment:** Boombox,

(adults & babies), sounds they make, and the work of drum/tambourine, Where is My Baby?

the farmer. by Harriet Ziefert & Simms Taback,

 xeroxed pictures of cow/calf, pig/piglet,

**Grade Level:** PreK chicken/chick, sheep/lamb, goat/kid,

 and duck/duckling from the book,

**Proposed Time Frame:** 30 minutes “Chicken Dance” music.

**Date Lesson Created:** April 2014

**Lesson Author:** Julie White

**Big Idea & Learning Objectives**

1. Students will be able to identify given farm animals (adults and babies) and use size of movement (small and large) to represent them.
2. Students will be able to identify, demonstrate and represent through movement the sounds each given animal makes through creative movement invention.
3. Students will be able to use movement to sequence a story and also choreograph and perform a given “verse” in Old MacDonald in small groups.

**Procedures**

***Affective Hook:*** Who likes animals? Who has been to a farm? I am going to make some sounds and I want you to raise your hand if you think you know what animal I am being (pig, cow, horse, duck, sheep). Good! Now sitting in your spot, I want you to think of your favorite farm animal and on the count of three, I want you to make the noise they make at the same time as everyone else making that noise. 1, 2, 3! Fantastic!

***Relevance:*** Today we are going to learn what adult and baby farm animals are called, the sounds they make and the work a farmer does to take care of them. We will also be using movement to explore these different things and share what we learn about them with our classmates.

***Introduction of Concept & Warm-Up:*** Ask the students to stand up and spread out (ideally on an assigned spot for efficient management). Explain that it is important to warm up their bodies and their minds for learning. They will perform the “Chicken Dance.” Teach the students the gestures that go with the repeating chorus and tell them to do this in place. Practice it four times to make sure everyone has the movement sequence down. For each musical break, or instrumental “verse” between each chorus, the teacher will call out an animal and the students will be asked to move like them first in place and then throughout the space. The teacher should point out creative things they see as the students are dancing and encourage others to try them if they would like. Do the “Chicken Dance” for about two minutes.

***Discussion*** (students sitting on their assigned spots): Who can tell me an animal that we danced about and a way that you showed that animal with movement? (Have volunteers raise their hand and stand up in place and demonstrate quickly; chose 2 – 3 students to share). I saw some wonderful movement and we are all officially fantastic at the “Chicken Dance!” Remember that when we dance in class, being creative but also clear in what we are doing, is our goal, along with having fun. Good work everyone.

***Investigation of Concept:*** Have the students remain seated in their assigned spots, but change their facing (have a new side of the room become “front”). Ask them to sing each line of this song back to the teacher (sung to “I’m a Little Teapot”):

“I’m a little farmer

So busy

All the animals counting on me

The cows, the pigs, the horses,

Chickens too

Feed and care for them, it’s what I do.”

(Patricia Morrison)

Once the students are familiar with the words, tell students what the farmer must do each day to take care of the farm animals. For each “job” the teacher describes, the teacher will do a movement representing it and ask students to follow along (seated).

* Horses: bail hay, stick pitchfork in and throw over your shoulder
* Chickens: sprinkle feed and collect eggs in a basket
* Pigs: peel and chop potatoes and then dump them in the pig pen
* Cows: milk the cow

Now ask the students to stand in place and sing the song once more for review. Then explain to them that each time they sing the song they will be doing a farmer’s “job” at the same time. For the first three lines have them point to themselves (I’m a little farmer), then wipe their brow (so busy), then open their arms and make a big gesture in the space (all the animals counting on me), then pick one animal for the last three lines (teacher assigns which one) and do the corresponding movement for that work. For example, sprinkle feed and collect eggs in a basket while singing “the cows, the pigs the horse, chickens too, feed and care for them, it’s what I do.” Repeat the song until all the farmer’s tasks are explored.

***Development of Concept: Making Noise without Making a Sound?!***

Every farm animal makes its own unique sound. We made some of these sounds at the beginning of class, remember? We are going to make animal sounds again but without making any sound. What?! How is this even possible? Have I officially gone crazy? Well, we are in a dance class. Let’s think for a minute and come up with ways we might show a sound with movement. Let’s try one altogether. Let’s look at the cow. The cow goes “moo.” Is this sound short or long? Low or high? That’s right! It is drawn out, it is deep and low. Could we capture that in our arms? Now let’s add something in for the legs. Now add the torso/body and the head and the eyes. Get the whole body moving and making that sound! Finally, can we make a frozen shape for the sound? Ready, set, freeze it! Ok, now let’s make a movement for that sound. It can be your shape that moves around…wiggling, expanding and contracting, bouncing, swaying. Good! There is a difference between movement and shape.

Now let’s try a few more animals you always find on the farm: a dog and a cat. The teacher will write these animal sounds on the board (woof woof and meow), ask each student to pick their favorite one, and give everyone 30 seconds to invent a shape or a movement that captures their animal’s sound. Play music softly in the background while students are working and walk the room. After students work, divide the class in half and have the two sides of the room face one another. Have half the students sit. They are the audience. Direct them to notice who is really clear and creative in what they are doing and be ready to share their opinions afterwards if called up. The other half performs what their sound. After any showing, the audience claps and the performers bow. Ask three audience volunteers what they noticed and appreciated and then add a compliment of your own. Have the groups switch. It is important in a dance class to get the students comfortable performing in front of one another. This is an effective and efficient way to do this that is also non-threatening.

***Culmination of the Concept: Dancing an Animal in Old MacDonald***

The teacher will then read the book Where is My Baby? which tells students what the names of adult and baby animals are. Ask students to repeat the names as the teacher reads the book. After reading the book, ask the students what, besides having a different name, makes adult animals different from baby animals? That’s right, size. Adults are big and babies are little. The teacher asks students to do a few simple movements big and little (seated) to get comfortable with showing this difference clearly: wave the hand, bend side to side, slide the legs forward and in.

Tell the students that in just a moment they will receive a secret envelope that has pictures of three baby and adult animals in it. In a group they will need to work together to create a movement for the sound that the animal makes and be able to do this shape or movement big and small. Why? Because the teacher might call out the baby animal’s name or the adult animal’s name and they need to be ready to do the right thing!

To divide into groups easily and efficiently, have the lead teacher ask the students who chose to be a dog go to one group and those who chose to be a cat go to the other. Tell them to do their movement to get to their new spot/group and have a seat. Hand each group an envelope with three animals inside. Give the groups five minutes to share ideas about what kinds of shapes/movements might be done for the animal sounds and once decided, help the students practice doing them small and large. The teacher is unapologetically a strong guide in this process. Involve the students as much as possible, but have suggestions at the ready and practice until the students can do it with minimal following.

When groups finish creating their animal sounds, put everyone in a large circle and have them hold hands. The students will sing Old MacDonald together. Students will walk clockwise in the circle while singing “Old MacDonald had a farm e-i-e-i-o, and on this farm he had a” and then students will stop in place when the animal is announced. The group that made the movement for this animal will then show what they came up with in place on the circle (chicken…e-i-e-i-o). Then all students will join in and do the movement they see together for this animal. The teacher should call out adult animals (sheep) and baby animals (lamb) to reinforce students dancing different sizes and learning names of these animals as well. If time allows, all animals should be danced with either the adult or baby animal selected for each.

***Closure:*** Today we learned about the sounds farm animals make, that adult and baby animals aren’t just different sizes but have different names, and all the jobs a farmer has to do to take care of the farm animals. We also learned how to use our bodies to make “sounds,” performed for each other, and told stories with movement. When you go home tonight, share something you learned today with your parents and ask them to try some dancing too!

***Dismissal:*** Ask the students to imitate their favorite animal as they line up at the door.

**Extended Learning Activities**

* Instead of singing Old MacDonald, the teacher could reread the book Where is My Baby? and have groups share what they created for each animal and then immediately vary it for the baby animal into a smaller shape. All other students could imitate the movement shown by the group or simple observe it.
* To create a greater challenge, the teacher could ask the students to make a movement for the baby animal and a shape for the adult animal while still clearly and creatively demonstrating variations in size.
* Animal Dances. To culminate a week’s worth of learning about the farm, the teacher could ask students to work together in small groups to create a “farm dance.” Have student’s either choose or be assigned an animal (i.e. pig), and create a dance that has three parts: the way the animals moves, a movement/shape to represent the animal’s sound, and a job the farmer does to take care of the animal. Have the students put them in a certain order, practice, memorize and perform them. The teacher could set up different areas of the room as different parts of the farm and have observers (other students, parents, administrators) travel to “see” the different animals. To further challenge students, each group could teach the class their movement and the entire class could learn, memorize and perform a “class farm dance.” This would take time and practice to build confidence, but could be a great way to review information about the farm. To simplify the process, the teacher could invent the movement for half of the animals and model the creative process for students, allowing them to contribute to the making of the class dance but alleviating some of the work involved.