**Name Garden or Name Farm**

**Intended Grade:** Kindergarten or First Grade

**Common Core Standards:**

**Kindergarten:**

SL 4: Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.

SL 5: Add drawings or other visual displays to description as desired to provide additional detail

SL 6: Speak audibly and express thoughts, feelings, and ideas clearly.

**First Grade:**

SL 3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL 4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL 5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**Materials:**

Construction Paper Glue

Crayons or color Pencils Large Construction Paper

Scissors Regular Pencils

**Objectives:**

* The students will be able to create a perimeter of a farm by writing their name and cutting around their name.
* The students will be able to draw at least 3 detailed pictures that represent a color from the story, *A Farm of Many Colors*.
* The students will be able to verbally share the farms they created with other students in small groups of 4.

**Procedures:**

1. Have the materials ready for the students on a table in the classroom if they do not have the materials at their desk or table.
2. Have the students meet at the classroom meeting spot.
3. Yesterday a Dairy Ambassador came to the classroom and read the story, *A Farm of Many Colors*. What do you remember about the presentation?
	1. Allow students to give responses.
	2. Optional: The teacher may record answers
4. After the students gave some answers then have the students think about different farms in Wisconsin.
5. (Optional): The students could do a turn and talk with a neighbor about different farms. Turn and talks are where students are sitting near another student and they can share ideas about the topic being discussed. Have the turn and talk only last **1 minute**.
6. Allow students to share their answers. (Optional: Teacher may record answers).
	1. Beef, Vegetable, Dairy, Cherries, Cranberries, Fish, Apple orchards, Deer, Buffalo, chicken, Christmas tree, and other farms
7. The teacher will tell the students that they will be creating their own farms. Allow for the teacher to show the students first. The teacher may show the students their finished farm.
8. On the smart board, chalk board, or dry erase board write the following details down for students.
	1. Write your name on the folded part of the paper
	2. Take the scissors and cut around your name without cutting too much of the folded side.
	3. Throw scraps in the recycle and start creating your farm
	4. **The farms need at least 3 detailed pictures that are at least 3 different colors**.
9. Directions for the students:
	1. Allow students to grab a sheet of construction paper and they can go back to their desks or tables.
	2. Have students fold their paper the long way and have the folded end in front of them. Hotdog fold

 Construction paper Folded part

* 1. All the students to write their name on the folded part of the construction paper. Red dashed line is the folded part.

Miss Prue

* 1. With a pair of scissors have the students cut around their name without cutting the folded end.
	2. Have students open their paper up and they can start to draw pictures related to their farm. Remind the students that they need at least 3 pictures with 3 different colors.
	3. Make sure to tell the students to add details to their pictures for their farm.
1. When the students are done with their pictures, they can grab a sheet of green paper and glue their farm to the green paper. Be sure to tell the students to place their names on the outside of the large green construction paper.
2. When students are all finished they can sit quietly at their tables or desks and read a book without distracting others.
3. Once majority of the students have finished all the students to share their farms with each other in small table groups or desk groups.
4. As a large group, ask each group to share one farm that was in their group. Remind students about how Wisconsin has a lot of farms and encourage them to attend a farm with their family. In the next couple of days we will be learning about nutrition and eating healthy. We may want to revisit these farms that we created.

**Assessment:**

* 5 points possible
	+ **5 points**: Name on the paper, the student has 3 or more detailed pictures that have 3 or more different colors, the student shared their farm with their group, and the student listened to others while they shared their farm.
	+ **4 points:** Name on the paper, the student has 3 or more pictures, there were 3 different colors, not much detail, the student listened to others and they shared their farm in the small group.
	+ **3 points**: Name on the paper, the student has 3 pictures, there were 3 different colors, not much detail in the pictures, the student needed reminders to listen, and the student shared their farm in the small group.
	+ **2 points**: Name on the paper, the student had less than 3 pictures, there were less than 3 colors represented in the farm, not much detail in the pictures, the student needed several reminders to listen in the group, and the student needed a reminder to share their farm.
	+ **1 point**: Name on the paper, the student had less than 2 pictures, there were less than 2 colors represented in the farm, very little detail in the pictures, the student was removed from the small group, and the student did not get to share their farm.
	+ **0 points**: Name was missing, the student did not have any pictures drawn, there were no colors represented on the farm, no detailed pictures, the student was removed from the small group, and the student did not get to share their farm.
* Quick checks will be conducted during discussion, work time, and small group sharing.

**Differentiation:**

* Allowing the students to share ideas during a turn and talk
* Giving the students an opportunity to share their farms in small groups. Not all students like to speak in front of the large group.
* Changing the assessment to meet the needs of students.
	+ For students who have a difficult time understanding the topic, I may only have them draw 1 picture or I might have them verbally tell me about their garden.
	+ I may give students more time to work if they need the extra time
* Allowing the students to help each other with the directions if they do not understand

**Reflection:**

* Did the students understand the activity?
* What went well?
* What did not go according to plan?
* If I were to do this lesson again, what changes would I make? What would I keep the same?
* Did the students achieve the objectives?
* How can I use this lesson to enhance another lesson?