



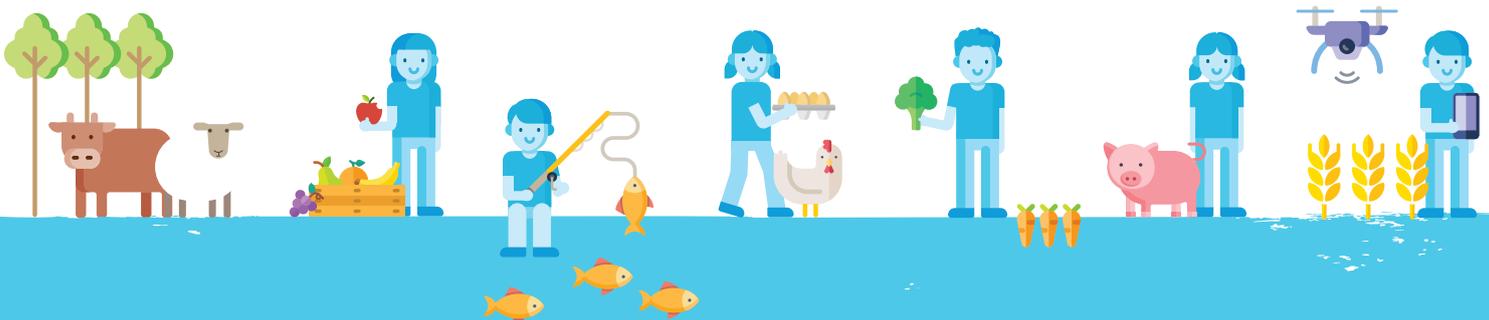
# Features and Fun on the Farm

**Level:** F/2

**Lesson Two:** How Living Things Grow and Change on the Farm

**Time:** 60 mins

**Key Vocabulary:** Growth, change, similar, different, sheep, lamb, needs, water, food, shelter, teeth, alpaca, cria.



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## ➤ Lesson Overview:

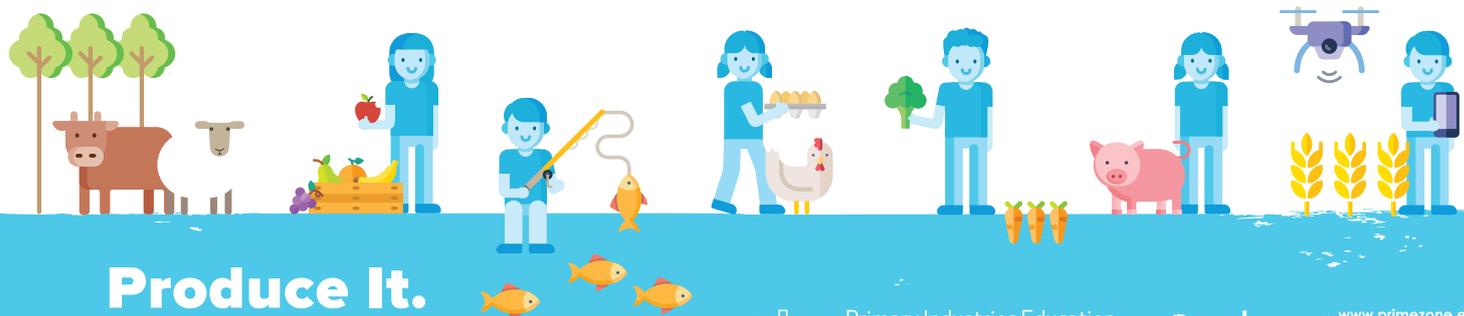
Students will gain an understanding of how farm animals can grow and change over time as well as the needs of these animals as they grow. Students will specifically learn about the needs and growth of sheep through multimedia clips, hands-on engagement and modelling tasks. Students will engage with an interactive text, design their own 'funny farm animal' and suggest the characteristics and needs of their new animals. Students will also have the opportunity to listen to literacy material centred on the growing and changing of a special Alpaca.

## ➤ Students Will Learn To:

- Identify and observe the characteristics and needs of sheep on a farm.
- Identify how living things on farms change over time.
- Model how a sheep's teeth can be used to determine how old the animal is.
- Use words to help describe how food and fibre look both similar and different during different stages of growth.
- Use imagination and creativity to design new farm animals.

## ➤ Victorian Curriculum Outcomes:

VCSSU043, VCDSTC015, VCSSU041, VCSSU042, VCSIS050, VCSIS051, VCSIS055, VCMMG079, VCELY174, VCELY210, VCELY244



# Learning Tasks

## ACTIVITY ONE

### The Needs of Sam the Sheep (10 mins)

During this activity, students will develop an understanding that animals need certain things in order to grow and be healthy. It is the role of the farmer to understand the needs of their animals so that they can effectively produce food and fibre.

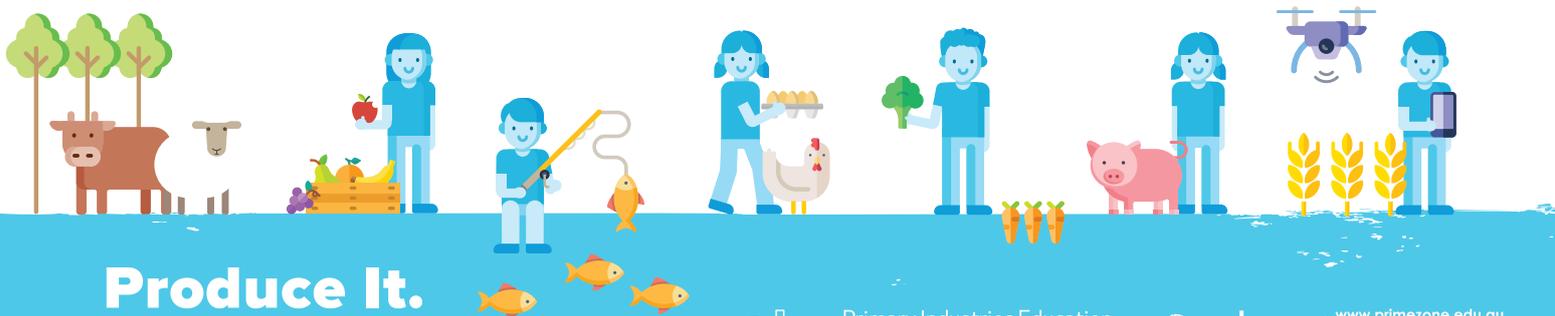
- a) The teacher will introduce the concept that living organisms need specific things from the environment to be successful in their growth, development and reproduction. The teacher will gauge student's prior knowledge and initiate the discussion by asking students the following question:
  - What do animals need in order to grow?
- b) The teacher will show students the multimedia clip 'The needs of sheep'. Students will be given a [\*Sam the Sheep's Needs, checklist \(1.1\)\*](#), and during the video they will circle the pictures of the different needs of a sheep as they observe them. The teacher can pause the video to assist students in checking off their list.



**SOURCE:** *Sam the Lamb – The needs of a sheep*, Youtube, The Woolmark Company (3.02)

**URL:** [https://www.youtube.com/watch?v=vCx1feQKD-o&feature=emb\\_logo](https://www.youtube.com/watch?v=vCx1feQKD-o&feature=emb_logo)

- c) At the end of the multimedia clip, the teacher will conduct a whole class discussion, recapping the main needs of sheep.
- d) Students will conclude the activity by tracing over the words on their worksheets.



## ACTIVITY TWO

### Counting the Age of a Sheep (15 mins)

Students will learn how farmers determine the age of sheep by looking at their teeth. They will compare their own growth with the growth of a sheep and develop an understanding of why it is important for farmers to know the age of their animals.

- a) The teacher will ask students the following questions:
- How have they (the students) changed from when they were a baby to now?
  - What things can they (the students) do now, that they could not do as a baby?
  - How do animals and plants change as they get older?
  - Do plants make food when they are young or old?

The teacher will guide the discussion to include the ideas that: as students develop, their bodies change (grow stronger and bigger); and, that they can now perform actions such as walking, jumping, climbing, feeding themselves, talking, etc.

Animals and plants also grow and change. Animals can have their own offspring, and as they grow, they may start making milk (dairy cows) of their own, or wool for clothing (sheep). Plants grow from a seed to adult phase in order to make produce, such as, corn, strawberries, apples, etc. The teacher will emphasise that growing and changing from one stage of the lifecycle to the next on a farm is what makes our food and fibre. To provoke deeper thinking, the teacher could bring in seeds and final products, for example: carrot seeds and a mature carrot; tomato seeds and a mature tomato.

- b) The teacher will explain that when a lamb is born, they have no teeth just like human babies. As they grow, their teeth change. By the time they are two months old, lambs develop eight baby teeth (milk teeth) on their bottom jaw. Just as students lose baby teeth and develop adult teeth, sheep also lose their baby teeth as they get older. Farmers can tell how old a sheep is by looking at their teeth. This is important for farmers to know, as it helps them to care for their sheep and ensure that they are healthy and productive. Knowing how old their sheep are, helps farmers decide what to feed them, what types of medicine to give them, and how much food and medicine they need.



- c) Students will move to areas in the classroom that contain two sets of pegs. Ideally, pegs will be two different sizes or alternatively, they can be two different colours. The small size pegs will represent baby teeth and the large pegs will represent the adult teeth.
- d) The teacher will distribute a cardboard/laminated [Sheep Growing, template \(2.1\)](#) to each student (labelled 'Baby Teeth'). This image shows the teeth of lamb that is 0–1 years old.



*Image 1: Baby teeth laminated template*

- e) Students will select eight small pegs (or one colour) and clip them on top of each of the baby teeth. The teacher will explain that these are small baby teeth and when the lamb is more than one, they will start to lose their baby teeth and grow their next set of teeth gradually, just as humans do.



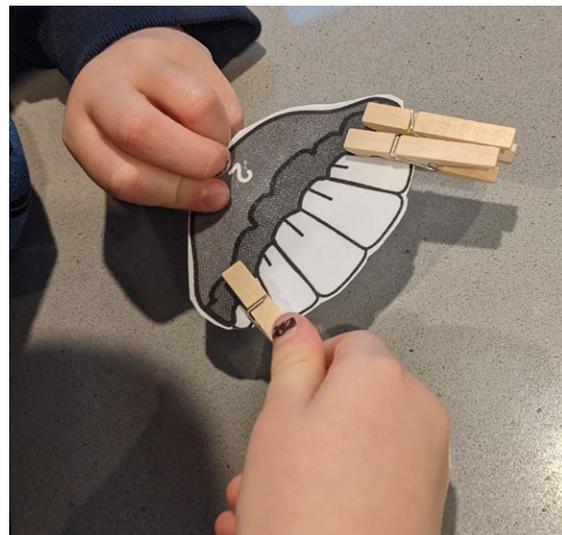
*Image 2: Baby teeth laminated template with pegs modelling teeth*

- f) Next, the teacher will distribute to students the image of a one-year-old sheep's teeth (labelled '1'). Sheep that are this age, have two large adult teeth at the front of their mouths. Students will take two large pegs (or different coloured pegs) and clip them on top of the two large teeth at the front of their picture, as shown below.



**Image 3 and 4: One year old laminated template and two types of pegs modelling the different teeth**

- g) The teacher will then model taking the small pegs off the first image ('Baby Teeth') and securing them on the remaining six spaces that are the smaller baby teeth of their one-year-old sheep diagram ('1'). There should be two small pegs left over at the end that have fallen out of the sheep's mouth. These can be returned to their container and the teacher may choose to collect the baby teeth diagram.
- h) The teacher can use the "Happy Birthday" song to mark the sheep's first birthday and demonstrate development and growth to their students.
- i) As a sheep turns two years of age, they develop four large teeth (two more) at the front of their mouths. The teacher will hand out the image labelled '2' and students should remove the large pegs from image '1' and place these on top of the teeth on their new diagram ('2'). They will also need to select two more large pegs and place these on the remaining adult teeth.



**Image 5: Foundation student securing baby teeth (small pegs) in place on laminated template**

- j) Students will again transfer four small pegs to the smaller baby teeth on image '2'. They should place the two left over smaller pegs back in their containers.
- k) The teacher can use the “Happy Birthday” song again to mark the next stage of growth as the sheep turns two years of age.



**Image 6: Foundation student securing adult teeth (larger pegs) in place on laminated template**

- l) The steps above should be repeated for the sheep turning three (labelled '3') and four (labelled '4') until all the teeth on image 4 are adult teeth and have large pegs attached to them. (Adult sheep also have 24 molar teeth at the back of their jaw with six each side on both the top and bottom).
- m) The teacher may choose to conclude the session by asking students:
- Why it is better for a sheep to have adult teeth when they are older than baby teeth?

**i** **FOR INFORMATION:** Teachers may order Education Resource Kits from:

**SOURCE:** *Resource Kit, Learn About Wool, AWI, The Woolmark Company*  
**URL:** <https://www.learnaboutwool.com/resource-kit/>



## ACTIVITY THREE

### Funny Farm Animals (15 mins)

During this activity, students will learn about the features of two common farm animals. They will use supplied [Funny Farm Animal, templates \(3.1\)](#) to create their own pictures of new animals and suggest the needs that these animals may have.

- a) Prior to starting the design task, the teacher will read aloud the following information about sheep and chickens, allowing students to guess the animals that they will be working with. Alternatively, teachers can access the book *Flip, Flap Farm*, by Axel Scheffler and read sections of the story, allowing students to create mixed animals:

#### Sheep

- I have four legs.
- I am usually white, although sometimes I can be black, brown or speckled.
- My feet are called cloven hoofs.
- I have pointy soft ears.
- I have thick fur (called wool) all over my body and it is shorter around my face and on my legs.
- I produce wool, milk and even cheese.
- The sound I make is “baaaa”.

#### Chicken

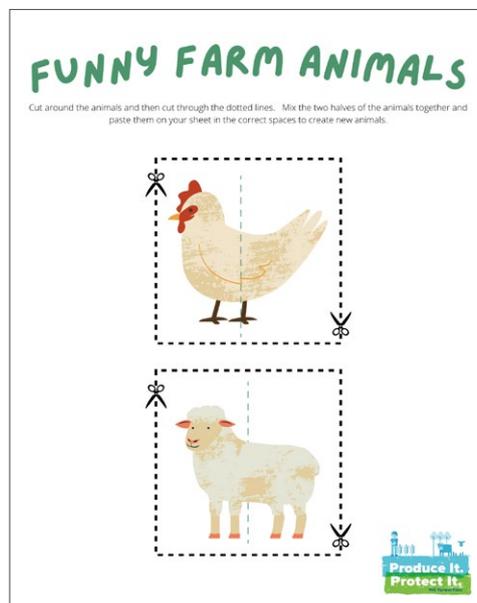
- I have two legs with sharp claws.
- I have a pointy beak.
- I have wings but cannot fly very far.
- I have feathers.
- I lay eggs.
- I make a clucking sound.

- b) Students will be given a pre-prepared template with spaces to create a mixture of two farm animals.
- c) Students will follow a set of teacher instructions and cut along the dotted lines around the outside of their sheep and chicken. They will then cut through the centres of each animal along the dotted line.



- d) Students will take the head of the sheep and the body of the chicken joining these two animals together using a glue stick to paste them in the space provided on their worksheet.
- e) The teacher will assist students in reading the name of their new animal. The resulting animal will be a SHICKEN.
- f) Students will repeat this process using the head of the chicken and the body of the sheep to create a CHEEP in the space provided on the worksheet.
- g) After the animals have been created, the teacher can ask students to respond to the following questions:
- Explain what your new animals look like?
  - How would your animals feel if you were to touch them?
  - What noises would your animals make?
  - How would your animals act/ behave?
  - What do you think your new animals would eat?
- h) After the animals have been designed and discussed, students will be able to display their posters to create interesting variations of common farm animals.

### ➤ ACTIVITY AT A GLANCE:



## ACTIVITY FOUR

### Archie's Haircut by Lindy Smith (10 mins)

Students will continue to explore the ways that animals grow and change as they listen to the text *Archie the Black Alpaca*, by Lindy Smith. Students will identify the changes in the alpaca throughout the story. The teachers can use other stories that demonstrate a change in an animal or plant over time to introduce this topic.



- The teacher will read the story to the class and ask students to listen for specific information about the events and changes that happen to Archie over the course of the story.
  - Changes that occur are: birth; sitting up; wobbling; steady on feet; drinking milk; learning how to be safe; eating grass; drinking water; growing; playing; running; jumping; rolling in dust; and, haircuts/shearing.
- At the end of the story, students will be asked to list the changes that happened to Archie over time. These answers can be recorded on the board.
- Students will watch a short video highlighting a baby alpaca (cria) standing for the first time to observe how animals change as they get older.



**SOURCE:** *New baby alpaca standing for the first time*, YouTube (0:52)

URL: <https://www.youtube.com/watch?v=Rc1itJ28C5k>

- Students will be given the opportunity to feel Alpaca fibre in three different phases and discover that in baby black alpacas, their fleece appears brown until they are first shorn.



**FOR INFORMATION:** regarding ordering alpaca fleece or other stimulus materials, contact:

**Victorian Education Officer: Allison Arnott**

Email: [Allison.arnott@piefa.edu.au](mailto:Allison.arnott@piefa.edu.au)

Mobile: 0483 869 592

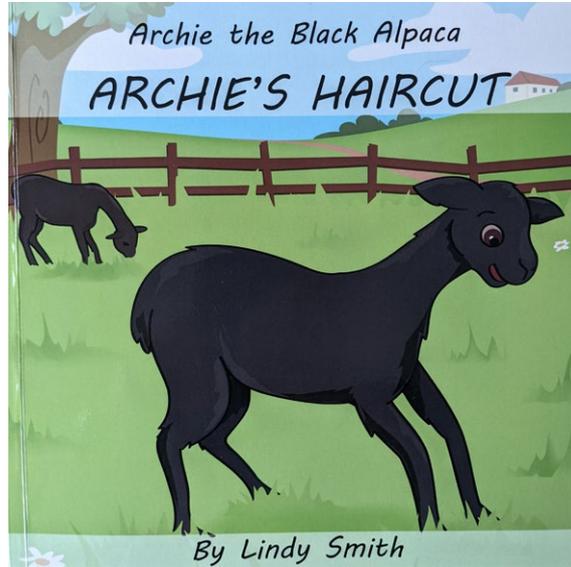


**Produce It.  
Protect It.**  
VIC FarmerTime

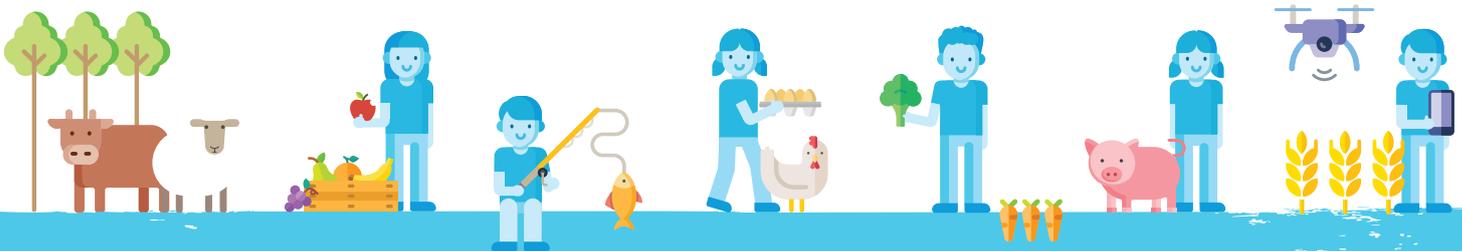
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➤ **ACTIVITY AT A GLANCE:**



*Above: Alpaca photos and fleece supplied with thanks to Lindy and Bill Smith, Clifden Shear Black, VIC.*



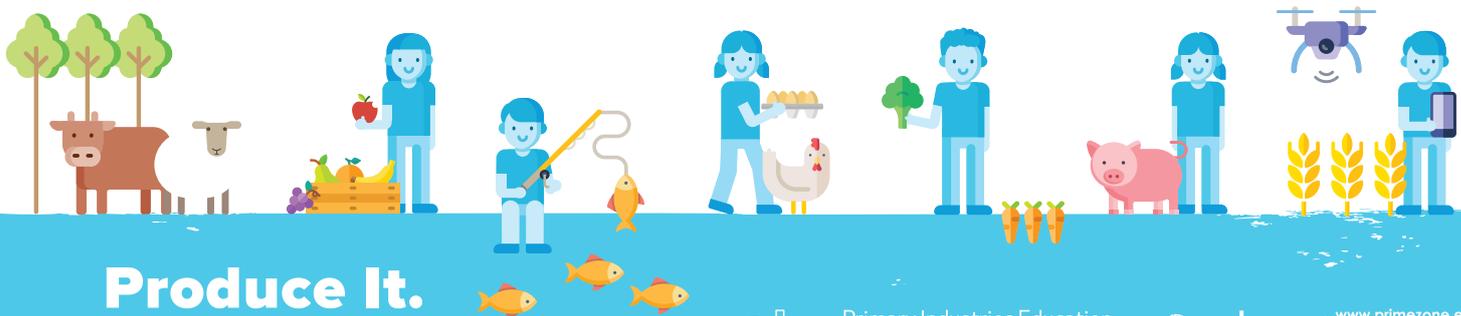
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## ACTIVITY FIVE

### Changes in Living Things (10 mins)

Students will develop their skills in ordering and problem-solving to determine the age of animals and plants and place them in sequential order. Students will have the opportunity to observe changes in important plants and animals as they grow.

- a) Using the [Growing and Changing, worksheet \(5.1\)](#), the teacher will cut the plants and animals out and provide students with a packet of pictures of farm animals and plants that can be found in Australia, at different stages of growth.
- b) The teacher will demonstrate the activity by locating the three pictures for the living thing in the first row of the worksheet. The teacher will select the wheat seed, then the green wheat plant, and finally, the mature wheat plant, and place these in the correct order on the template. When the pictures are in the correct positions, they should be secured in place.
- c) Students will trace over the title on the template and, either individually or in groups, investigate their pictures and problem-solve the order from youngest to oldest, individually sticking them onto their worksheets in the correct order.
- d) When students have finished their posters, the teacher can ask:
  - What differences have you observed in the animals/plants from when they are young to when they are big?
  - What similarities have you observed in the animals/plants from when they are young to when they are big?



> **ACTIVITY AT A GLANCE:**

**Growing and Changing**

Produce It. Protect It.

**Growing and Changing**

Produce It. Protect It.

