

# Parents and Babies On the Farm



**Psalms 104:24**

How countless are Your works, Lord!  
In wisdom You have made them all;  
the earth is full of Your creatures

# Science standards

Use evidence to analyze similarities and differences between parents and offspring in a variety of organisms including both plants and animals

Analyze and interpret data regarding the similarities and differences between parents and offspring

Question peers about evidence used in developing ideas about similarities and differences between parents and offspring

Interpret information represented in pictures, illustrations, and simple charts



Psalms 104:24

How countless are Your works, Lord!  
In wisdom You have made them all;  
the earth is full of Your creatures



This is a dog.

A baby dog is  
called a puppy.

How are they  
alike?

How are they  
different?



**EXPLAIN:** Animal offspring may have many of the same or similar features as their parents. They may have the same coloring, features such as mouths or beaks, skin, fur or scale patterns, but just be a smaller version. Because they inherit traits and genes from their parents, there is some resemblance. Animal parents and their offspring will be the same species and will have some things in common. If students cannot suggest a similarity and a difference, coach them with leading questions such as:

**ASK:** How many eyes do they have? How many legs? What color fur? Which ones have wings? Which ones don't?

### Psalm 50:10-11

Every animal of the forest is Mine, the cattle on a 1000 hills. I know every bird of the mountains, and the creatures of the field are Mine.





This is a goat.

A baby goat is called a kid.

How are they alike?

How are they different?



Psalms 104:24

How countless are Your works, Lord!  
In wisdom You have made them all;  
the earth is full of Your creatures





This is a cow.

A baby cow is called a calf.

How are they alike?

How are they different?



Psalm 50:10-11  
Every animal of the forest is Mine, the cattle on a 1000 hills. I know every bird of the mountains, and the creatures of the field are Mine.



This is a sheep.

A baby sheep is called  
a lamb.

How are they alike?

How are they  
different?



**Psalms 104:24**

How countless are Your works, Lord!  
In wisdom You have made them all;  
the earth is full of Your creatures



Look at the  
horses.

A baby horse is  
called a foal.

How are they  
alike?

How are they  
different?



*Psalms 104:24*

*How countless are Your works, Lord!  
In wisdom You have made them all;  
The earth is full of Your creatures*





This is a dog.

A baby dog is  
called a puppy.

How are they  
alike?

How are they  
different?



**Psalms 8:7-8**  
God made man lord over the works of his hands: He  
put everything under his feet: all the sheep and oxen,  
as well as the animals in the wild, the birds of the sky





This is a chicken.  
A baby chicken is called a chick.  
How are they alike?  
How are they different?



**Psalms 104:24**

How countless are Your works, Lord!  
In wisdom You have made them all;  
the earth is full of Your creatures

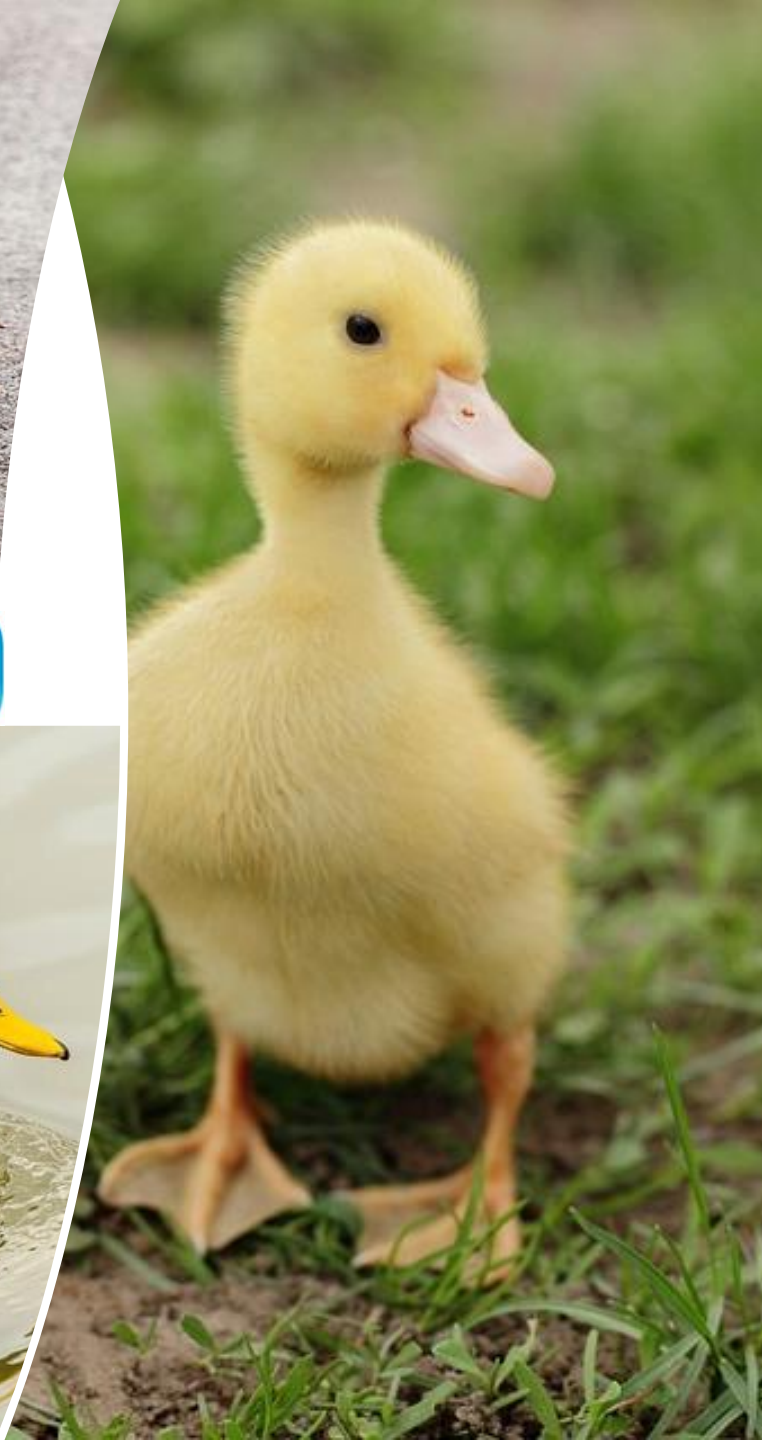
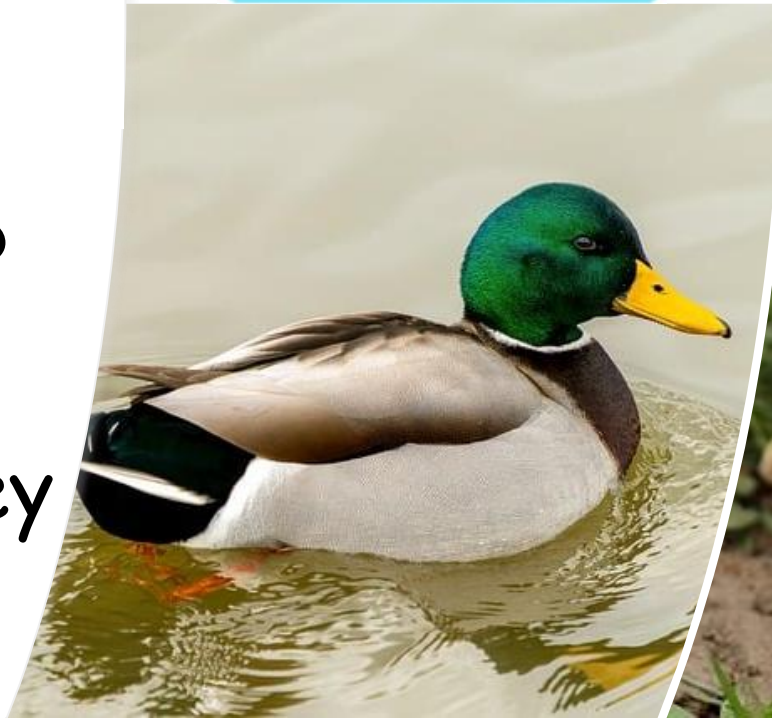


This is a  
duck.

A baby duck  
is called a  
duckling.

How are  
they alike?

How are they  
different?



These are  
kittens.

A kitten is  
a baby cat.

How are  
they alike?

How are they  
different?





These are  
pigs.

A baby pig is  
called a  
piglet.

How are  
they alike?

How are  
they  
different?



**Psalms 8:7-8**  
God made man lord over the works of his hands. He  
put everything under his feet: all the sheep and oxen,  
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# Parents and Babies On the Farm



## Learning Guide





# How & Why We Read Together Repeatedly

Parents and Babies on the Farm works well for repeated readings to improve fluency (the ability to read accurately, at an appropriate rate with proper expression and phrasing), comprehension and confidence.

Guided repeated reading provides less skilled readers with the opportunity to hear a model of fluent reading and then practice the same passages in a way that minimizes errors. Additionally, reading aloud with others (or with the teacher) lessens the stress of reading independently and supports students who feel shy or nervous about reading aloud. Since young readers and many struggling or striving readers lack automatic word recognition, repetitive text helps boost decoding skills, fluency, automatic word recognition and speed for words presented in the text used.

## Suggested protocol

Teacher reads the first 3 pages, directing students' attention to the repetition. Teacher invites students to chorally read with him or her for the remaining pages to build confidence and motivation to read fluently and process words automatically. See the "As You Read Together" slide for a focus or target for the first read through.

On the re-readings of the text, choose a different target or focus. Do one page to model, then allow volunteers or groups choral reading the following pages, then work on the focus as you read. (some suggested small group choral reading groups are as follows: "All girls read the first 2 sentences" OR "all boys read the statements that end with a period and all girls read the questions that end with a question mark" OR "Everyone who has one of the animals pictured read the first 2 sentences and those who don't read the last 2."

By the 4<sup>th</sup> re-reading, many students will be ready to read aloud independently. Choose different activities from the learning guide to do between each reading.

# As You Read Together

**EXPLAIN:** Animal offspring may have many of the same or similar features as their parents. They may have the same coloring, features such as mouths or beaks, skin, fur or scale patterns, but just be a smaller version. Because they inherit traits and genes from their parents, there is some resemblance. Animal parents and their offspring will be the same species and will have some things in common. If students cannot suggest a similarity and a difference, coach them with leading questions such as:

**ASK:** How many eyes do they have? How many legs? What color fur? Which ones have wings? Which ones don't? Especially point out that chickens have pointed beaks and ducks have flatter, wider bills.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2) **ASK QUESTIONS** about the text such as:

**ASK:** What animal is on this page? Can you point to the word that names this animal? What is the name for the adult? For the baby? Which animal appears twice (2 times) in the book? (dog).

Coach about conventions of Standard English: CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

**ASK:** If we say "one dog", what do we add to "dog" when there are 2 or more? ("s" to make "dogs"). On repeated readings, have students form the plurals for all the animals. Make special note of the plurals for sheep, puppy and calf as they have special endings.

Psalms 30:10-11  
Every animal of the forest is Mine, the cattle on  
a 1000 hills. I know every bird of the mountains,  
and the creatures of the field are Mine.

CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation; CCSS.ELA-LITERACY.L.K.2.A Capitalize the first word in a sentence

**AS YOU READ:** Point out (or have student point out) which words start with capital letters. Lead them to the conclusion that all sentences start with a capital. Make note of end punctuation. Lead students to the conclusion that sentences that ask a question end with a question mark and others end with a period.



# Online Science and Singing Resources

<https://rmpbs.pbslearningmedia.org/resource/animal-parents-and-their-young-media-gallery/hero-elementary/> (11 minutes) When an egg hatches and an unfamiliar bird emerges, Sparks' Crew vows to reunite the young bird with its parents. After some trial and error, they observe similarities and differences between young animals and their parents to find the baby bird's family.

<https://rmpbs.pbslearningmedia.org/resource/animal-parents-and-their-young-media-gallery/hero-elementary/> Children observe pictures of animal parents and their offspring. They look for body features that show that the animals are the same kind.

<https://www.youtube.com/watch?v=6HzoUcx3eo> Old MacDonald sing-a-long song. After watching and singing along a couple of times, sing without the video, point to the picture and then word of the next animal to be sung.

**CLASSIFY!!!!!!!!!!**  
As you read each page, classify the animals according to the column headers. Then lead the students to create a definition of mammal vs bird (birds have 2 legs, wings and feathers; mammals have fur or skin and (in these pages) have 4 legs.

Psalm 50:10-11  
Every animal of the forest is Mine, the cattle on a 1000 hills. I know every bird of the mountains, and the creatures of the field are Mine.



God made man lord over the works of his hands. He put everything under his feet: all the sheep and oxen, as well as the animals in the wild, the birds of the sky

How countless are Your works, Lord!  
In wisdom You have made them all;  
the earth is full of Your creatures

[illegible]



Parents and Babies on the Farm

# Parents and Babies on the Farm

By Kathy Applebee



Title

**Psalms 104:24**

How countless are Your works, Lord!  
In wisdom You have made them all;  
the earth is full of Your creatures

Author

Back cover

Front cover

Parents and Babies on the Farm

Title  
Parents and  
Babies on the  
Farm

Author  
By Kathy Applebee

Psalm 50:10-11  
Every animal of the forest is Mine, the cattle on  
a 1000 hills. I know every bird of the mountains,  
and the creatures of the field are Mine.



# Online Science Resources

Psalm 50:10-11  
Every animal of the forest is Mine, the cattle on  
a 1000 hills. I know every bird of the mountains,  
and the creatures of the field are Mine.

<https://www.pbs.org/video/sid-the-science-kid-all-about-leaves/> All about Leaves PBS (1:11)

<https://pbskids.org/video/elinor-wonders-why/3054378131> Why leaves change colors PBS (3 minutes)

<https://rmpbs.pbslearningmedia.org/resource/paint-with-nature/nature-cat/> PBS Collect leaves, watch the video (1 minutes) to explore the leaves, then use natural objects (like leaves, flowers, or anything else!) as brushes or stamps to paint creative art projects.

<https://rmpbs.pbslearningmedia.org/resource/leaf-hunt-lesson/printable-lesson-elinor-wonders-why/> PBS printable lesson, teacher guide, video clips, science notebook pages, and support materials from the PBS KIDS show Elinor Wonders Why to encourage students to make close observations when they collect and compare different leaves.

# Matching

Match the baby and adult.

Then match the words to the animal.



**Psalms 104:24**  
How countless are Your works, Lord!  
In wisdom You have made them all;  
the earth is full of Your creatures



Cat  
Dog  
Foal  
Horse  
Puppy  
Kitten



# Matching

Match the baby and adult  
Then match the words to the animal



**Psalms 104:24**  
How countless are Your works, Lord!  
In wisdom You have made them all;  
The earth is full of Your creatures



Goat  
Piglet  
Kid  
Pig  
Cow  
Calf

# Matching

Match the baby and adult

Then match the words to the animal

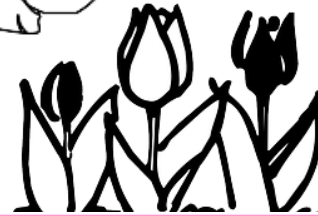
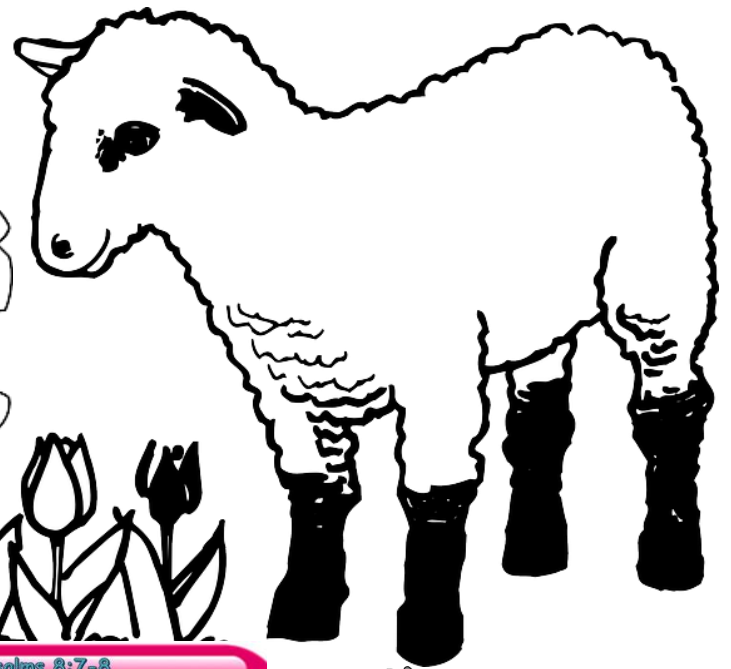
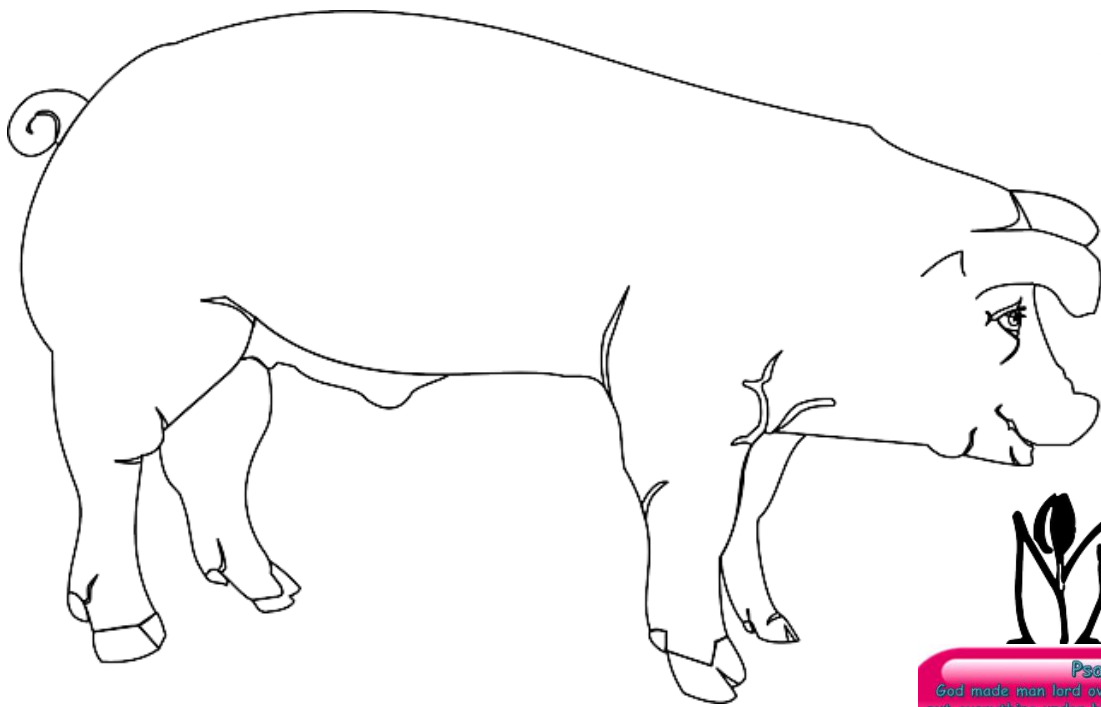


**Psalms 104:24**  
How countless are Your works, Lord!  
In wisdom You have made them all;  
the earth is full of Your creatures

Chicken  
Sheep  
Lamb  
Duckling  
Duck  
Chick

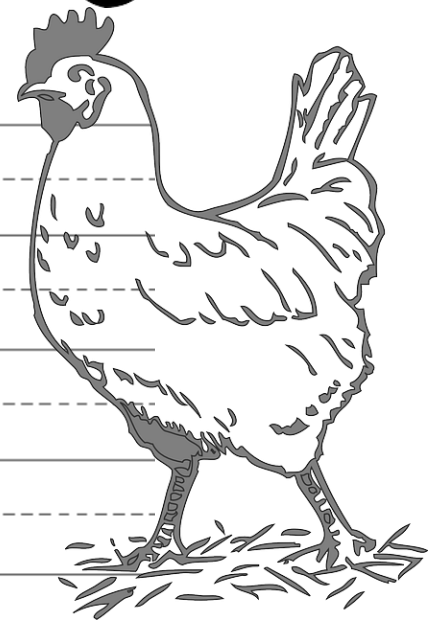
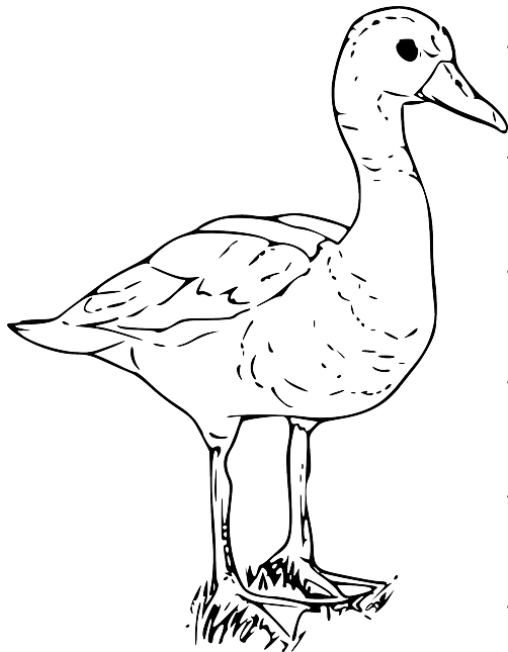






**Psalms 8:7-8**

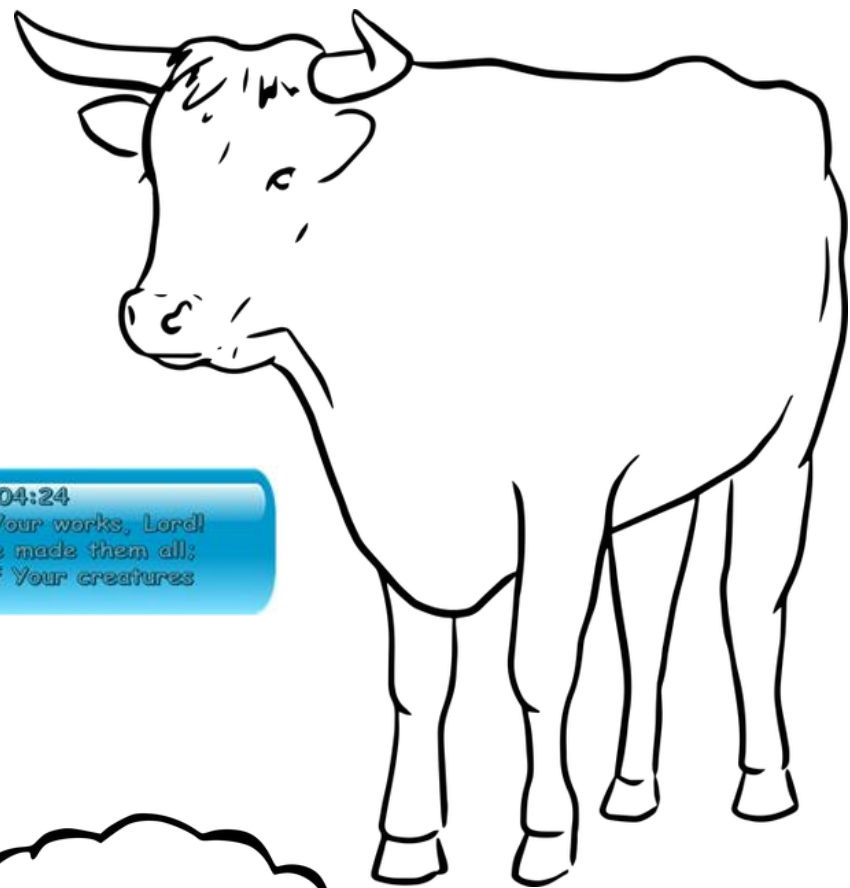
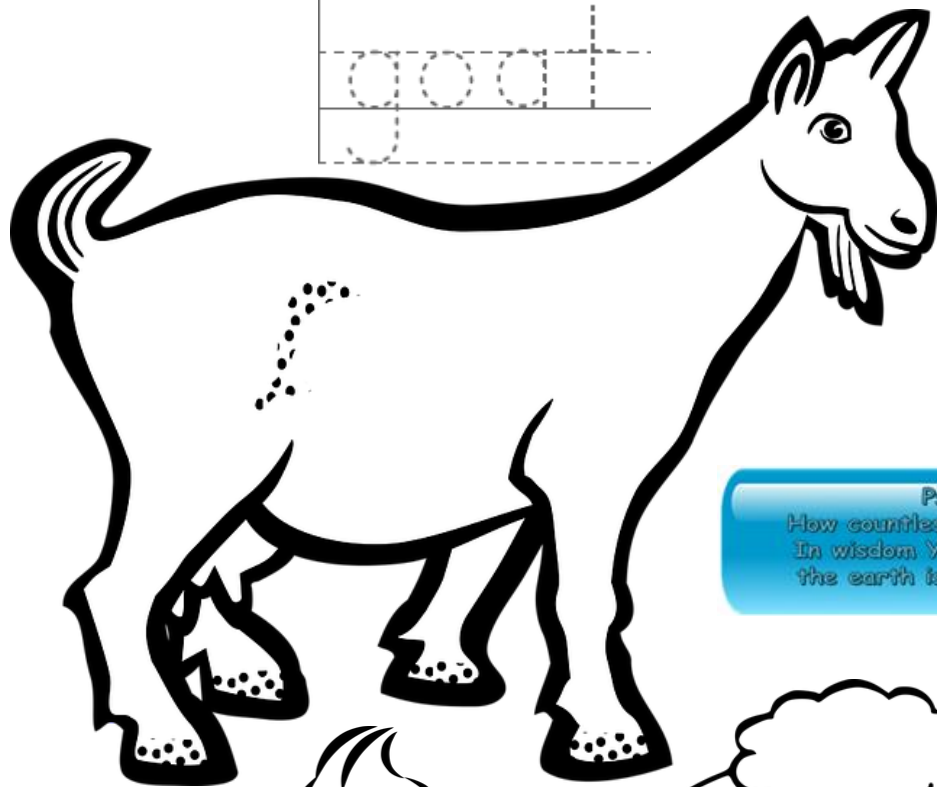
God made man lord over the works of his hands; He put everything under his feet: all the sheep and oxen, as well as the animals in the wild, the birds of the sky



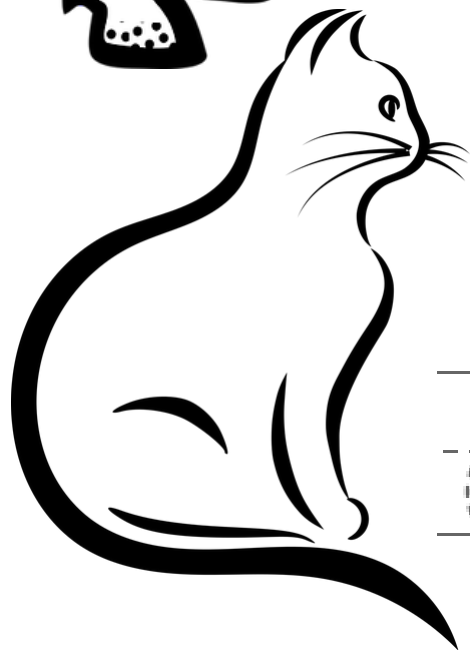
pig sheep

duck chicken

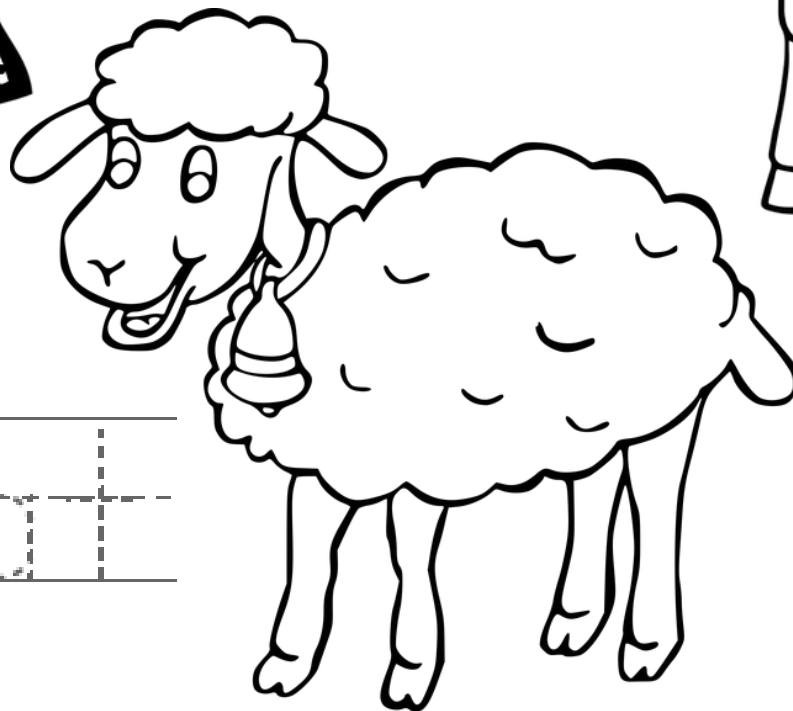
goat



**Psalms 104:24**  
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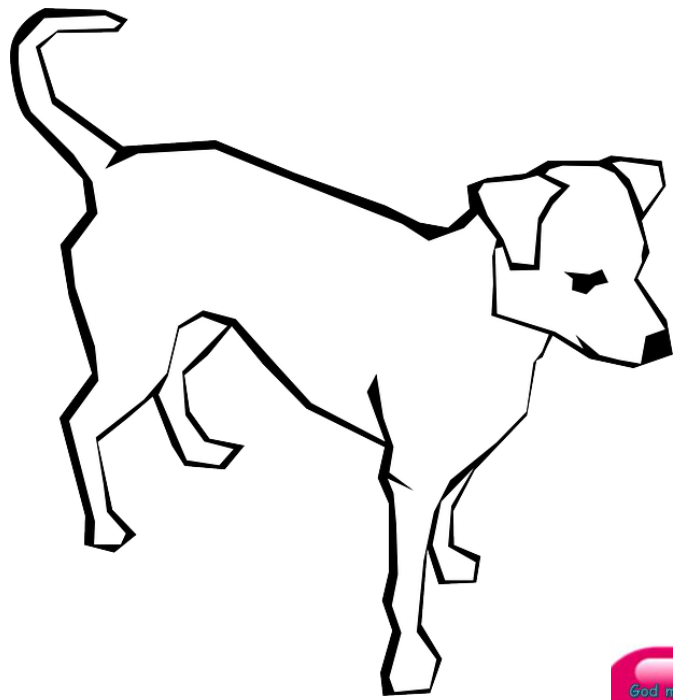
cat



cow

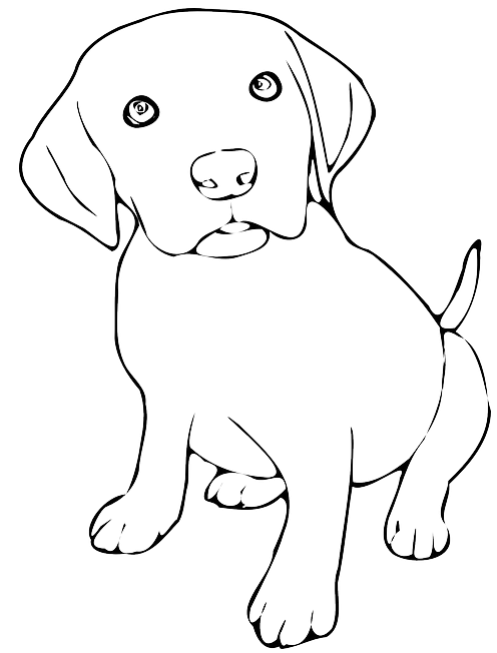
lamb



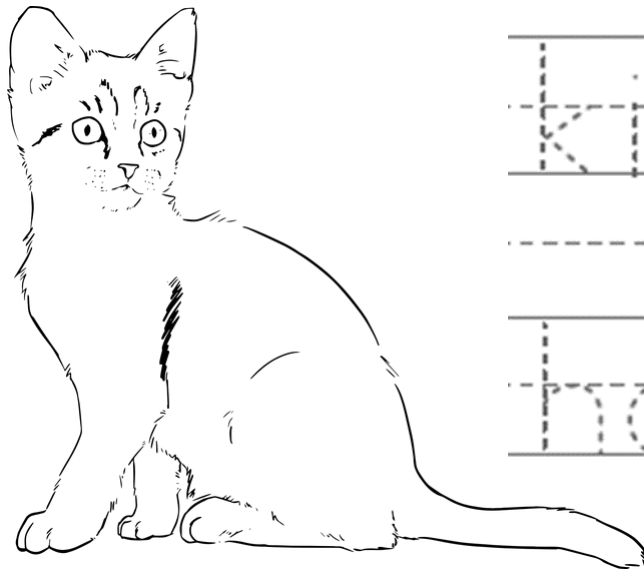


dog

puppy

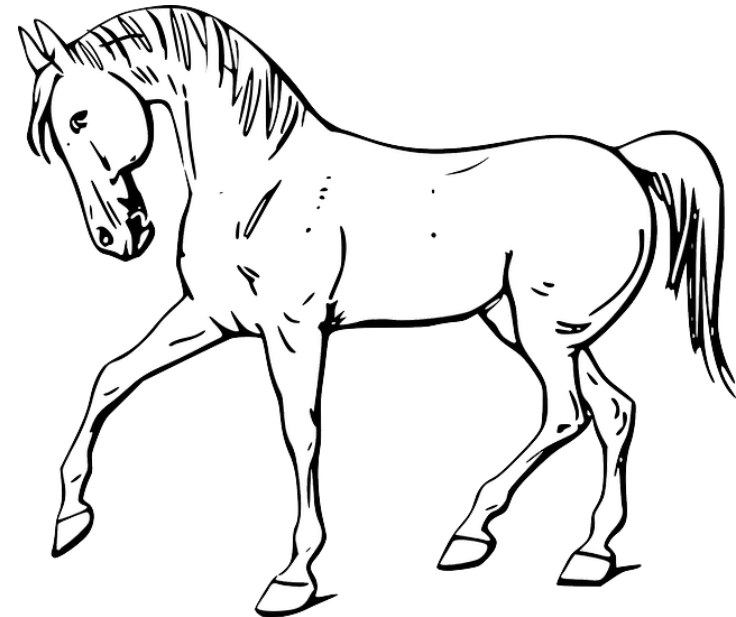


**Psalms 8:7-8**  
God made man lord over the works of his hands; He  
put everything under his feet: all the sheep and oxen,  
as well as the animals in the wild, the birds of the sky



kitten

horse



# How many? Let's count.

How many horses?

How many ducks?

How many chickens?

How many sheep?

How many pigs?

How many cows?

## More or less or equal?

Cows or chickens?

Chickens or horses?

Horses or ducks?

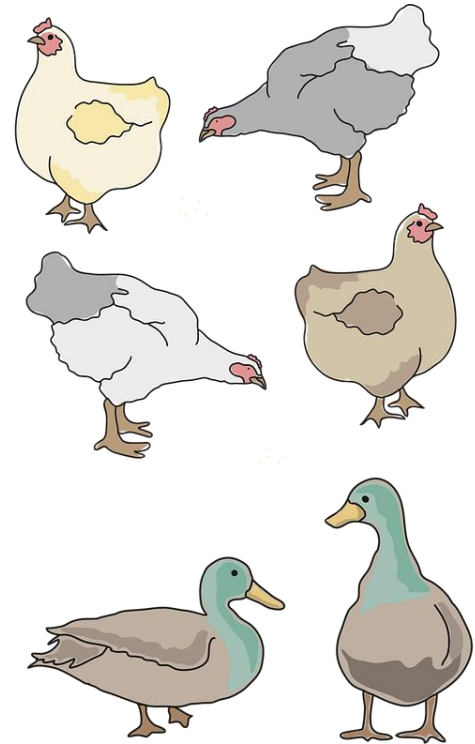
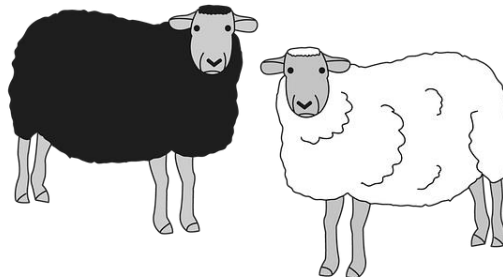
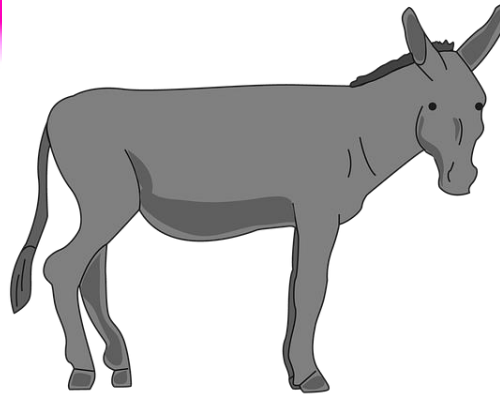
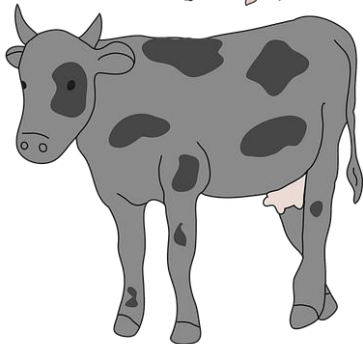
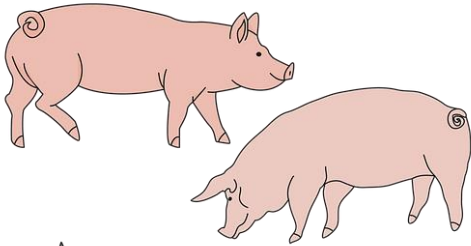
Ducks or pigs?

Sheep or pigs?

Cows or ducks?

### Psalms 8:7-8

God made man lord over the works of his hands: He put everything under his feet: all the sheep and oxen, as well as the animals in the wild, the birds of the sky





How many? Let's count.

How many cows are on the next page?

How many pigs are on the next page?

How many horses are on the next page?

How many ducks are on the next page?

How many chickens are on the next page?

### Psalms 8:7-8

God made man lord over the works of his hands; He put everything under his feet: all the sheep and oxen, as well as the animals in the wild, the birds of the sky

Are there more chickens or ducks? How do you know?

Are there more chickens or horses? How do you know?

Are there more pigs or ducks? How do you know?

Are there more horses or cows? How do you know?

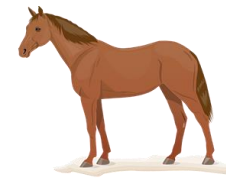
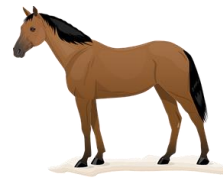
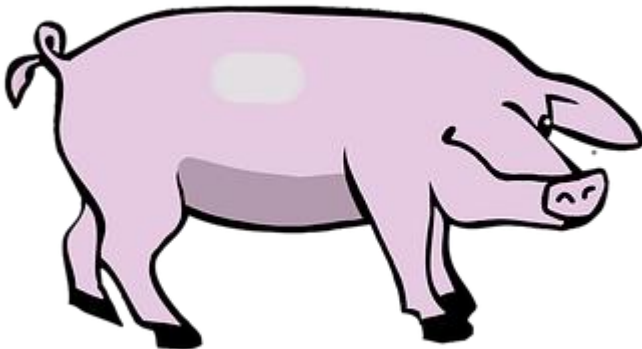
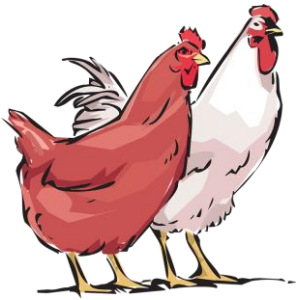
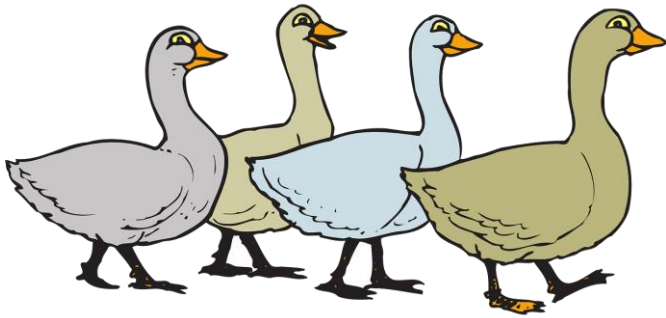
Are there more cows or horses? How do you know?

Are there more pigs or chickens? How do you know?

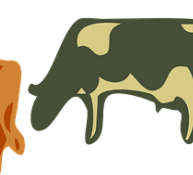
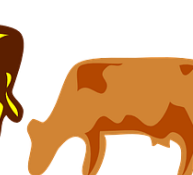
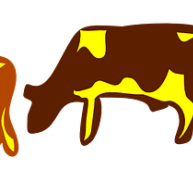
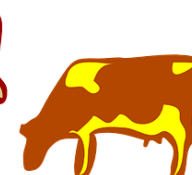
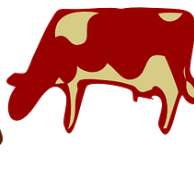
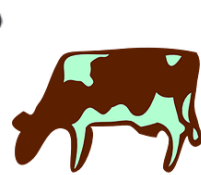
How many pigs and chickens **ALTOGETHER**?

How many chickens and ducks in **TOTAL**?





**Psalms 8:7-8**  
God made man lord over the works of his hands; He put everything under his feet: all the sheep and oxen, as well as the animals in the wild, the birds of the sky





How many? Let's count. **ANSWERS**

**Psalms 104:24**  
How countless are Your works, Lord!  
In wisdom You have made them all;  
the earth is full of Your creatures

How many cows are on the next page? 6

How many pigs are on the next page? 1

How many horses are on the next page? 12

How many ducks are on the next page? 4

How many chickens are on the next page? 2

Are there more chickens or **ducks**? How do you know?

Are there more **chickens** or **horses**? How do you know?

Are there more pigs or **ducks**? How do you know?

Are there more **horses** or cows? How do you know?

Are there more pigs or **horses**? How do you know?

Are there more pigs or **chickens**? How do you know?

How many pigs and chickens **ALTOGETHER**? 3

How many chickens and ducks in **TOTAL**? 6

**Psalms 50:10-11**  
Every animal of the forest is Mine, the cattle on  
a 1000 hills. I know every bird of the mountains,  
and the creatures of the field are Mine.

